



## Edupraneurship in Fostering Entrepreneurial Values in Early Childhood

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### ABSTRACT

In the field of edupreneurship education is a new innovation that is able to produce human resources of superior quality, creative, independent, competitive, and positively contributes to the development of human resources, quality, creative, independent, competitive, and positively contributes for many individuals. This study endeavors to determine edupreneurship in fostering entrepreneurial values in children through guidance and direction from teachers and parents. The research design employed is study literature review. Literature search through google scholar by collecting books and articles related to the keywords "edupreneurship" and "PAUD". The data obtained was filtered by only taking articles related to edupreneurship, entrepreneurial values, and early childhood. Data is processed through a thorough analysis by citing references for information and answering research objectives. Analysis of the research results shows 1) Edupreneurship in fostering entrepreneurial values in children should be through concrete play activities including gardening, market day, cooking class, mini bussines class, traditional games, and mini society 2) Edupreneurship in fostering entrepreneurial values in children must be guided by teachers and parents with steps of plan development, implementation, review of activities, and do follow-up. The research findings contribute to teachers and parents in the form of insights and recommendations that various play activities can foster children's entrepreneurial values that are independent, creative, confident, unyielding, honest, patient, and other entrepreneurial characters.

## INTRODUCTION

Being a person who has entrepreneurial values in him must be brave in taking steps and have an independent mentality. It can be said that the more an entrepreneur will be able to solve the problem of unemployment. This should be considered by the state to teach entrepreneurship education to children since childhood. Because, from entrepreneurship education is able to foster entrepreneurial values such as creative and innovative. (Nur & Subiyantoro, 2022). Another thing that is more important in entrepreneurship education is about acquiring and honing individual skills abilities and attitudes that can be used in various contexts and throughout life. This means that entrepreneurship education is closely related to the development of productive individuals and the cultivation of values (Hassi, 2016).

Entrepreneurship education is also known as edupreneur. The word edupreneur basically includes the terms education and entrepreneur (education and entrepreneurship). So, it can be said that edupreneur is the meeting point of two businesses, both of which have a network of connections to develop children to have entrepreneurial values (Afifandasari & Subiyantoro, 2022). The process of having entrepreneurial values can be passed with a training program or edupreneurship that adjusts entrepreneurial values in the education curriculum (Istiningsih & Rohman, 2022). Thus, edupreneurship is expected to form children who are hardworking, creative, innovative, superior and able to hone their abilities and skills like business people (Putri, 2022). In connection with this, edupreneurship also integrates with the objectives of Islamic education. This is because entrepreneurship can prosper and prosper Muslims by realizing the best of the people. (Hude & Mansah, 2022). Other research also states that entrepreneurship education has a lot of potential to act as a key driver for society, both in its welfare, economic sustainability, and solving adverse global challenges (Seikkula-Leino, Håkansson Lindqvist, Jónsdóttir, Ólafsdóttir, & Verma, 2023).

The emphasis on children's learning in the 21st century should no longer be on reading, writing and arithmetic skills alone but also on developing entrepreneurial values (Nur & Subiyantoro, 2022). As teachers and parents, they should be able to play a role in fostering children's entrepreneurial values. Because, an entrepreneurial mindset from an early age can help a child's career planning in the future (Asna, Alfiana, Asiyah, & Tulungagung, 2023). Teachers and parents can utilize strategies to foster entrepreneurial values in children, namely through fun learning. Fun learning makes children feel comfortable, improves children's skills, stimulates creativity, and improves problem-solving abilities. So, by doing this it can provide satisfactory learning outcomes for children (Putri, 2022).

Based on a literature search regarding edupreneurship, there are several analyses of previous research related to it. Indah Purwanti in her writing states that fostering the value of entrepreneurship in children means emphasizing the skills for entrepreneurship, as opposed to teaching children to make money early on (trading). The case study at Tarbiyatul Athfal II Kawak Kindergarten can be used as an example for other kindergartens by utilizing the school garden as a means for children to learn entrepreneurship. In addition to developing their entrepreneurial values, children can also find out the origin of food and healthy lifestyles (Purwanti, 2023).

Furthermore, research from Oka Irmade, et al, he explained that teachers at Al-Islam Surakarta kindergarten play a more active role in planning learning activities related to entrepreneurship, for example market day. Market day activities can make children more independent and creative (Irmade, Wahyuseptiana, & Wahyuseptiana, 2020). In contrast to research conducted by Sari Sugianti, et al, he found that through market day activities children can be confident, cooperate, have a responsible leadership spirit, dare to bear risks and never give up, and children are free to be creative. Meanwhile, activities that are simple and often found in children's lives can actually introduce edupreneurship to children (Sugianti et al., 2020). Thus, entrepreneurship is an important aspect in improving children's skills and character. Another example of edupreneurship that can be done is farming activities by hydroponics. This has been done by Tabita Ujungwatu Kindergarten, as these activities are effectively used to foster entrepreneurial values in children. Because, the application can be done structurally using 3 steps, namely the preparation of plans, implementation, and review of activities (evaluation) (Purwani, 2023).

As is known, that edupreneurship can provide direction to grow, develop, and handle children's resources in the future (Asna et al., 2023). Therefore, in fostering the value of early childhood entrepreneurship, a special approach is needed. And often teachers apply games to stimulate children through play. Because games can help teachers to achieve learning goals and facilitate an effective learning process in fostering the value of entrepreneurship. For example, through various fun learning activities ranging from farming activities to market day (Jufri & Wirawan, 2018) To grow entrepreneurship and increase entrepreneurial activities for PAUD teachers, it is very important to establish an entrepreneurship education and training for PAUD teachers. The following types of entrepreneurship skills training include: 1). Craft skills, 2). Skills in the form of service delivery, 3). Skills in the form of agrarian, such as: agriculture, plantation, pertganti, fishery, 4). Trading skills, 5). Food industry skills, 6). Skills in the field of household needs, 7). Skills for making light medicines (Novitasari, 2019).

The type of previous research above uses case studies in certain kindergartens, and uses literature review as a research method. Namely by looking for literature related to the discussion that will be analyzed implicitly. Referring back to the previous explanation, the researcher wants to conduct research whose purpose is to obtain a program description related to entrepreneurial concepts that can be applied by teachers and parents so that early childhood has an increased entrepreneurial value. Because again, teachers and parents are the main mentors in the child's educational process. As edupreneurship in children is expected to be applied in their lives in the community in the future.

## **METHODS**

This research uses a systematic literature review method, which is a literature search using google scholar as the material reviewed for reference sources in writing articles (Muji, Benti, 2022). The reviewed literature materials are obtained through books, journals, and previous research that is in accordance with the discussion. Then, from the literature study research, information related to similar research will be obtained and utilize all information for the research to be discussed (Purwono, 2008).

The systematic literature review can be done through the following stages: At the initial stage, search and retrieve literature sources related to the discussion. At this stage, the search used the keywords "edupreneurship" and "PAUD" to obtain 107 articles. After that, classification was done by filtering and sorting the sources obtained for analysis. The 23 articles selected met the criteria of edupreneurship, entrepreneurial values and early childhood. Then, the 23 articles were processed and analyzed thoroughly by citing references to findings or theories to appear as findings and answer research objectives. Fourth, abstracting the data in order to get complete information. And fifth, interpreting the data so that it can release new knowledge and interpret the final results (Darmalaksana, 2020).

## RESULT

Through literature searches, data has been collected on edupreneurship in fostering entrepreneurial values in early childhood. As found several learning activities to foster children's entrepreneurial values and methods. Learning activities need to be integrated with concrete daily life in order to be applied optimally. Edupreneurship learning activities can be realized through play activities. As teachers can adjust to the national standards of early childhood education (Sriyanti & Zanki, 2021). The following are play activities in the edupreneurship learning concept that can be applied to children.

### 1) Market Day

Market Day is called the implementation of selling activities at school. The existence of a market day at school is an effort by teachers to foster entrepreneurial values in children. Just like gardening, market day is also done outdoors and practiced directly by children (Sugianti et al., 2020). Market day at school should be designed as interesting and fun as possible. Because, these activities can help children to realistically learn about entrepreneurship (Sulistyaningsih, 2023). In market day activities, children carry out the concept of buying and selling like an entrepreneurial person. Children build entrepreneurial values through socializing and being responsible for what they do. On the other hand, market day can be said to be project-based learning for children, because it stimulates children's ability to learn basic entrepreneurship. (Ismayiah, Suyadi, Nadlifah, Putro, & Astuti, 2022). One of the objectives of implementing market day at school is that children are able to understand financial literacy.

### 2) Cooking Class

Cooking class activities are also much favored by children. Even at Khalifah Baciro Kindergarten, cooking class activities are a separate learning theme to foster entrepreneurial values in children. The implementation of cooking class in kindergarten cannot be separated from the role of teachers and parents. As both must be creative in making cooking class programs and containing entrepreneurial values (persistent, honest, and trustworthy) (Wahyuni & Suyadi, 2020). Through cooking class activities, children gain experience and knowledge directly by moving and creating freely. Cooking class develops children's skills to make food until the presentation process. Examples of cooking class activities that can be done are brewing tea, syrup, and milk, making juice, boiling vegetables, making jam bread and others (Rasid, Wondal, & Samad, 2020).

3) Mini Business Class

Mini Business Class is a unique and new program in edupreneurship in early childhood. This program is implemented every two weeks by Aisyiyah Bustanul Athfal 11 Semarang Kindergarten as an entrepreneurial activity. Because the kindergarten is located close to the market, it is quite easy to conduct Mini Business Class activities. In other words, the activities in Mini Business Class are in the form of food processing activities from raw materials purchased at the market to make food that will later be sold. Mini Business Class is a form of collaboration between parents and their children through the stages of planning, processing and presenting the material. From these activities, children are able to develop good communication and cooperation skills. The values of edupreneurship in Mini Business Class activities include taking risks, creativity, independence, hard work, honesty, discipline, innovation, never giving up, communicative, and enthusiasm for success (Sudarni, 2023).

4) Traditional Games

Since ancient times, games are something that is often found and loved among children. Games as structured interactions in the cultivation of attitudes and habits. Singer suggests that a game, even a traditional game, includes characteristics such as fun, rules, and a sense of freedom. Whatever the type of game, when it includes these criteria, it can be categorized as a learned game. In edupreneurship, teachers can use traditional games in the form of role play and entertainment to foster children's entrepreneurial values. Because in fact, traditional games contain cultural values that are an alternative source of entrepreneurship education for early childhood. Examples include games such as gangsing, finger puppets, bentengan and congklak. The application of these traditional games aims to increase the entrepreneurial spirit in children, including cooperation, honesty, never giving up, conscientiousness, and so on. Such entrepreneurial characters are not merely suitable for business purposes, but the entrepreneurial spirit for many people, especially early childhood. Because the entrepreneurial character is important to be part of personal character (Jufri & Wirawan, 2018). It can be said, the initial foundation for instilling character is in childhood (Suhendro, 2022).

5) Mini Society

Mini society is an interdisciplinary teaching method that applies independent or organized experiential learning conditions. Mini society emphasizes on two components, namely experience and formal provision of concepts derived from the experience. Mini society implements practice through workshops that are based on experience and content knowledge. This is done to assist students in producing economic work. From the results of a number of studies, the mini society program resulted in rapid improvements in children's economic literacy and reasoning, entrepreneurial awareness and concept mastery, and improved learning achievement especially in mathematics (Kourilsky & Carlson, 1996). Mini societies have been widely implemented in all classrooms in the United States from children to higher education. As mini society is very effective in arousing students interest in entrepreneurship, increasing students knowledge of

entrepreneurial concepts, and shaping students attitudes towards entrepreneurship (Hassi, 2016).

## DISCUSSION

Edupreneurship is actually the idea of entrepreneurship education with the aim of teaching individuals to acquire, do, and realize something that has selling value. Then, by doing so he will benefit both himself and others (Iswan & Wicaksono, 2020). Many have realized and seen from many research results that edupreneurship is a source of growth. Edupreneurship is often considered an effective strategy in generating new innovations. It is also possible that the character of an entrepreneur grows because of the educational steps (von Graevenitz, Harhoff, & Weber, 2010). This is also in line with the opinion of Jufri and Pandang who state that the value of children's entrepreneurship can develop in accordance with the educational process. The quality of early childhood education is positively correlated with a country's social and economic development (Jufri & Wirawan, 2018).

According to Potter, edupreneurship is a program that has a good chance of producing graduates who have an entrepreneurial spirit or entrepreneur both in terms of their mindset and spirit (Iswan & Wicaksono, 2020). A Khoiri and Haryanto, suggest that the mindset and spirit of an entrepreneur include having the willingness to work hard and never give up, confident always optimistic, honest and responsible, ready to take risks, be positive if criticized, can manage finances persistently and carefully, creative by always making new innovations, and future-oriented (Nurjaya, Sobarna, Affandi, Erlangga, & Sarwani, 2020). In fact, the entrepreneurial spirit contained in a person will reflect the characteristics of a person himself, behaving in a self-oriented manner that embodies creation, capable of management, and ownership of small businesses (Seikkula-Leino et al., 2023).

Based on the previous explanation, it can be concluded that edupreneurship actually provides positive education for children to obtain information, which will make children discover where their abilities lie (von Graevenitz et al., 2010). In addition, the entrepreneurial value that grows in children will also make them start to pay more attention to situations and opportunities to develop their creativity (Ismayyah et al., 2022). The emphasis on entrepreneurship education in early childhood actually teaches more about responsibility for themselves as learning so that they can achieve their goals. On the other hand, children will also be creative in overcoming a more complex social life in the future (Seikkula-Leino et al., 2023).

The implementation of edupreneurship also needs careful initial steps, namely preparing teachers who are able to guide children in fostering entrepreneurial values (Sumiyati, 2017). A teacher can implement edupreneurship by teaching professionally. Namely developing their competence in planning and making more varied educative games (Leli Fertilianita Dea, Yusuf, Saidun Anwar, Choirudin, & Ayu Juniati, 2021). This means that from these professional competencies, teachers must develop ideas through the development of edupreneurship in the form of creative and innovative teaching materials (Sulistyaningsih, 2023). Teachers who continue to create their ideas in making teaching materials or media can

also develop their entrepreneurial values. Teachers continue to produce products in new creations by following the needs of the field and appropriate (Sumiyati, 2017).

The steps that teachers need to pay attention to in implementing edupreneurship in fostering the value of early childhood entrepreneurship are planning by compiling ideas, implementing edupreneurship, supervision from principals to teachers (monitoring to evaluation), and follow-up plans for improvement and development of activities. (Sulistyaningsih, 2023). Through these steps, teachers can use educational methods with the aim that children have entrepreneurial abilities and skills. Among them are stimulating, guiding, nurturing and implementing learning. In addition, according to Ladeveze and Canal (2016, in Leino 2023) there are three main approaches that emphasize entrepreneurship education, namely the creation process, psychology related to personal characteristics, and cognitive processes (Seikkula-Leino et al., 2023).

The atmosphere of play in learning based on edupreneurship can foster entrepreneurial values in children. A meaningful play atmosphere for children is to involve them in activities directly. It is intended that children gain experience and feel the process of activity by themselves (Fitriah et al., 2021). This agrees with Alimoeso, who revealed that early childhood education services, namely learning is done by playing, adjusting activities to children's interests and abilities and encouraging them to be creative, developing life skills, utilizing the living environment as a learning resource, and learning to stimulate developmental aspects (Purwanti, 2023).

As an institution that is aware of the importance of edupreneurship in children, it should perform early childhood education services in accordance with the explanation of the previous paragraph. A real example is the Darussalam Bojonegoro PAUD which utilizes the school garden or green house as edupreneurship learning (Sriyanti & Zanki, 2021). There are many impacts and benefits when an institution provides a school garden, including children understanding about the origin of food and healthier patterns. Not only that, it turns out that school gardens also affect children's families, namely in terms of food patterns. Parents and children will consume more healthy foods such as fruits and vegetables (Purwanti, 2023).

There are actually many ways to foster the value of entrepreneurship in children. Schools do not necessarily have to have a school garden. As for other ways to learn edupreneurship in children, namely by introducing activities such as gardening, market day at school, touring the market, cooking class and many others. However, when the school implements these activities, it needs the help of cooperation between teachers and parents. From both, children will be honed through guidance and motivation to continue to develop. Therefore, the need for this development through the learning process with the assistance of teachers and parents. That is edupreneurship in early childhood, which still needs guidance and support from others (Muji et al., 2022).

Practitioners in educational institutions must be more concrete in developing learning designs so as to encourage and develop entrepreneurial values in children (B. Susilo, 2016). Learning entrepreneurial behavior from an early age can be incorporated into the curriculum through the implementation of programs and activities designed by involving principals, teachers, children, and parents. (Seikkula-Leino et al., 2023). Educational institutions must

know the potential of their regions by looking at environmental conditions and existing natural resources (A. Khoiri, 2016). Thus, the reference that to foster entrepreneurial ability by utilizing local potential will be more effective than other learning because it can utilize all kinds of regional potential as business opportunities (Nurjaya et al., 2020).

Even in early childhood education, entrepreneurship is important, because it can create an education system with institutions that refer to the dynamics of society and global relations. For this reason, entrepreneurship education in children must continue to innovate and improve, because it can create challenges and become high-quality role models. Strengthening entrepreneurial activity must be done through the education system. As the results that have the potential for entrepreneurship education are more useful, namely in the context of preschool education (Vieira, Meirelles, & Emmendoerfer, 2023). Apart from that, entrepreneurship education is also able to improve the quality of school practices by integrating it as a support for children's learning. Children can develop entrepreneurial knowledge and thinking, resulting in innovative solutions to social problems (Seikkula-Leino et al., 2023).

## CONCLUSION

The results prove that edupreneurship in children can be done with various concrete play activities. For example, market day, cooking class, gardening, traditional games, mini business class, and mini society. Edupreneurship through play activities fosters children who are brave, responsible, confident and independent. Maximizing edupreneurship learning so that it can develop children's entrepreneurial character, teachers and parents need to provide full and maximum support. In addition, a teacher and parents must maximize their potential both in terms of character, knowledge, and skills so as to foster entrepreneurial values in children.

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