

INSTILLING ENTREPRENEURIAL VALUES THROUGH MARKET DAY ACTIVITIES IN INDONESIAN ISLAMIC SCHOOLS

RESEARCH ARTICLE

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Abstract

In Indonesia, only 0.18% of the total population, around 225 million, choose to become entrepreneurs, while in Singapore, the percentage is 4%. Unemployment in Indonesia remains an unresolved problem. This problem proves the importance of teaching children about entrepreneurship from an early age. One effective strategy is through organizing market day activities at Faza Islamic School of Early Childhood Education in Palembang. The participants were 30 students in even semester of Faza Islamic School Palembang in Early Childhood Education. The purpose of this research was to find out the process of instilling entrepreneurial values in children through market day activities. The method employed in this study was qualitative, using an interactive engineering model. The technique for collecting data in this research were using observation, interviews and documentation techniques. The data analysis technique in this research used the Miles and Huberman model, a qualitative data analysis path, namely, collecting data related to research, reducing data that is deemed appropriate, presenting data related to research themes and topics and drawing data conclusions. The results of this research showed that market day activities could increase entrepreneurial values, including independence, creative risk taking, leadership and action orientation. In conclusion, market day activities were able to foster attitudes and improve children's entrepreneurial values in Faza Islamic School, Palembang City.

Keywords: early childhood education programs, entrepreneurial spirit, market day activities

Introduction

In this era, we often find children who have been educated to compete since childhood because the competition in life nowadays is increasing every year (Asafri et al., 2021). For example, in everyday life, children are required to be better than their friends, smarter, compete to win the class and so on, this has been taught to children from a young age. even though in reality children are not required to always be successful, but children are taught to be ready to learn (Helmawati, 2015).

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Unemployment rate based on the data from BPS or the Central Statistics Agency reached 7.07 percent of 138.22 million people from the workforce. Thus, 9.77 million people in Indonesia are unemployed. With the number of unemployed, emerged new entrepreneurs to run a business, unfortunately many of them cannot survive because they do not have a strong entrepreneurial mentality. To have a strong entrepreneurial spirit, it is necessary to instill it from an early age. Introducing an entrepreneurial spirit earlier will help self-confident, how to communicate well, productivity and independent (Purwaningsih & Muin, 2021).

Entrepreneurship education in early childhood education forums (PAUD) means an effort or struggle to develop and grow the character and behavior that already exists in children (Aprilianti et al., 2021). Basically, entrepreneurship is often interpreted by society at large as a successful businessman in various fields of business, even though in fact true entrepreneurship is an attitude, soul, values and ability to create something new, which is very useful and valuable of course (Fithriyani, 2016).

An almost similar meaning states that an entrepreneur is someone who is skilled in taking advantage of existing opportunities in building and improving the quality of his business, which has the aim of achieving a prosperous life (Mardia et al., 2021). Not a few people think that knowledge about entrepreneurship cannot be learned by someone because entrepreneurship is a long process, not a theory in learning and the main capital is a creative attitude (Suharyoto, 2017).

Behind the opinion above there is also an opinion that is the opposite of the opinion previously said that entrepreneurship is a science that can be learned by someone through educational institutions or institutions, and can even be learned from anywhere, even from other people's experiences. Learning entrepreneurship is very important. Studying in entrepreneurial education not only provides work for someone, but an entrepreneur can also generate jobs for other people and will improve the country's economy and the economy of the business actor himself (Natalia & Jalinus, 2021).

The neighboring country, namely Singapore, has 4% of entrepreneurs or entrepreneurs out of its total population, while Indonesia itself is only 0.18% out of Indonesia's total population of around 225 million people. This is not influenced by the different ethnicities of the population, but this happens. because there are percentage differences in entrepreneurship education in an institution (Zuhrina, 2016). In Singapore, entrepreneurship education is considered very important and it has become a necessity for them to study entrepreneurship in an educational institution. Meanwhile, in Indonesia itself, entrepreneurship education is still not implemented optimally and is not even considered important to implement (Wibowo, 2011).

Entrepreneurship education does not only focus on buying and selling and profit, but is also related to the character of an entrepreneur's soul, which is very important to instill from childhood, because Indonesia needs high quality human resources who are able to compete in realizing the nation's ideals and making itself better (Setyowati et al., 2020). This proves how important entrepreneurship education is in an educational institution in Indonesia and that entrepreneurship education can even be implemented at the early childhood education (PAUD) level.

Apart from the lack of implementation of entrepreneurship education in Indonesia, other things such as the high unemployment rate in Indonesia have created a problem that has not been resolved until now. Entrepreneurship is one solution to the current problem of unemployment in

Indonesia, where the number of unemployed people is increasing day by day, especially in the pandemic era. Currently, many people have lost their jobs (Aprilianti et al., 2021).

However, not everyone has the courage to become an entrepreneur because they do not want to start from the bottom, they are afraid of the risk of loss, they feel they don't have entrepreneurial talent, they don't have self-confidence, they are afraid of failure, they are confused about starting and they haven't been accustomed to and taught entrepreneurship since childhood (Sugianti et al., 2020). Factors that greatly influence a country's progress include entrepreneurship, skills and education, infrastructure, services, the absence of corruption, lots of job opportunities and having quality human resources (Yusuf et al., 2021).

Implementing and teaching entrepreneurship education to children can be done by teaching children to sell or simply instilling entrepreneurial attitudes. Selling is not something embarrassing but a source of learning for children, children learn through experience (Mursid, 2017), so create good experiences that can provide benefits for the future. The shame that children feel when selling closes down a skill that should be developed from an early age. When selling, children seem embarrassed and don't want to do it, even though selling is one way of teaching children to learn to be independent, creative, innovative, never give up and so on (Oktavia, 2020).

Children are a valuable asset for the Indonesian nation (Rukmana et al., 2022). Indirectly instilling entrepreneurial values is an alternative solution to overcome the large number of unemployed people in Indonesia today and the growth of job opportunities (Ramdhani et al., 2021), this is because children already have a basic entrepreneurial spirit so that children do not easily give up in fighting for anything. what he is fighting for, with Market Day activities, he can provide teaching to young children to learn entrepreneurship, so that children get used to it and make it easier for children to live their lives in the future (Himmah, 2022).

Teaching entrepreneurship from an early age to children makes children have the attitude and spirit of a strong entrepreneur, have a high sense of responsibility and show an attitude of independence in life (Fithriyani, 2016). Real entrepreneurship education for children is to shape the soul and mentality found in entrepreneurial values, which are formed in a simple and easy way for children to understand (Suryana & Bayu, 2012). Entrepreneurial values that can be developed in learning at early childhood education institutions consist of several things, including a creative attitude, an independent attitude, working hard, a risk-taking attitude, having a leadership spirit and being action-oriented (Hasibuan et al., 2021).

Basically, entrepreneurship education is not only about teaching children how to entrepreneurship, but focuses more on training so that children have strong character and mentality (Safariya et al., 2022). One example of the application of learning about entrepreneurship in the PAUD environment includes holding market day activities at school, to provide opportunities for students to better understand the concept of entrepreneurship. Market day activities are a very good activity to introduce to young children (Lasmini & Windarsih, 2020). It is hoped that the market day activity program can foster an entrepreneurial spirit, including a spirit of persistence, hard work and never giving up (Wiresti, 2021).

Market day activities are very suitable to be implemented in kindergartens or early childhood education institutions, such as PAUD Faza Islamic School Palembang which has a "Market Day" program. The existence of market day activities can indirectly increase children's knowledge about the concept of entrepreneurship. simple and will foster entrepreneurial values in children at PAUD

Faza Islamic School Palembang. The research questions are how to find out the process of instilling entrepreneurial attitudes and spirit contained in entrepreneurial values, in children through market day activities at PAUD of Faza Islamic School, Palembang. The purpose of this research carried out by researchers is to find out the process of instilling entrepreneurial attitudes and spirit contained in entrepreneurial values, in children through market day activities at PAUD of Faza Islamic School, Palembang. Besides, the aim of this research is to enrich understanding of writers and readers in early childhood education, as well as adding references for further research development.

Literature Review

Entrepreneurial values

Entrepreneurial values are an inherent value system entrepreneur. The value of a business activity contains elements of consideration expanding one's ideas, so that it is a form of internal behavior running the company towards business independence (Marisa, 2019). Entrepreneurial values can also be instilled through entrepreneurial education efforts carried out by people parents from an early age as an initial path to finding out about business his parents were involved in having entrepreneurial values such as honesty, leadership, discipline, hard work, creative, innovative, independent, responsibility, motivation, curiosity, action orientation, courage to take risks, tenacity, cooperation, commitment, realistic and communicative. Of all entrepreneurial values totaling 17, there are 9 entrepreneurial values instilled by parents to children, namely honest, disciplined, hardworking, creative, independent, responsible, cooperation, leadership, and the courage to take risks (Fitriyaningsih & Wahyono, 2019).

Early childhood

Every individual experience development. Development occurs from early childhood to adulthood. Progress cannot be measured, but it can be felt. Early childhood is children aged 0-6 years. At that age, development occurs very rapidly. Based on research results, around 40% of human development occurs at an early age. Early childhood is children aged 0-6 years. At that age, development occurs very rapidly. Based on research results, around 40% of human development occurs at an early age which is termed the golden age (Khaironi, 2018).

Entrepreneurship values for early childhood

Influencing entrepreneurship factors can be applied in foster an entrepreneurial spirit in early childhood, including:

Will, willingness is an activity that causes someone to be able to take action to achieve specific purpose.

Interest, attraction is a feeling of pleasure, captivated, interested in something. When there is interest from yourself someone then there is fighting power for achieving what you want to achieve. In terms of it is an attraction to want entrepreneurship, then children will have an interest in entrepreneurship.

Family, relating to the environment family, then the role of the family is very important in cultivating interest child. Parents are educators first and as a foundation the ultimate guidance of love.

Environment, the environment has a role significant in formation entrepreneurial learning. if the environment has put in place an entrepreneurial culture as part of the formation character, then a reliable entrepreneur will be born, no longer dependent to others but can create your own jobs.

Institution/School, education at school becomes teacher's responsibility. Basically, child development is a process education at school as provision to apply in life community environment. A teacher in the school gives motivation and encouragement to children in growing his interest (Zultiar & Siwiyanti, 2017).

Market day

Market day is an entrepreneurship activity that children are taught how to sell products to friends, teachers or even to outsiders. This activity usually takes the form of bazars or markets are held in the school. This activity usually involves all school components. Besides teachers, parents are also involved in preparing goods, especially women who are in charge of making food or drinks for sale. Generally, the buyers are students, teachers and parents. Each class generally has a stall in own goods. Sometimes, every class presents themes and typical goods.

Methodology

Research design and approach of the study

This type of research was qualitative research. The researchers chose qualitative research because it could describe the findings in detail and systematically. The method used in this research was an interactive qualitative method, where in this research an in-depth study was carried out regarding instilling entrepreneurial values in children through market day activities, as well as using data collection techniques directly from people closest to them or those in the environment around the research location.

Research site and participants

Participants of the research were 30 students of PAUD Faza Islamic School Palembang. Actually, all students of PAUD Faza Islamic School were 60 students. Due to annual agenda which is held twice in a year; odd semester and even semester, the teachers decided to take 30 students in odd semester and 30 students in even semester. In odd semester, the students were from number 1-30, and even semester is from number 31-60. This research was conducted at PAUD Faza Islamic School, Palembang City, South Sumatra. The informant in this research was PAUD Faza Islamic teachers in Palembang City.

Data collection and analysis

The technique for collecting data in this research used observation, interviews and documentation techniques. The data analysis technique in this research used the Miles and

Huberman model, there is a qualitative data analysis path, namely, collecting data related to research, reducing data that is deemed appropriate, presenting data related to research themes and topics and drawing data conclusions.

Results

Market day activities at PAUD Faza Islamic school Palembang

The teacher said that market day activities are annual activities that carried out twice a semester at PAUD Faza Islamic School Palembang. This activity was carried out to teach children about the concept of entrepreneurship and hoped to instill entrepreneurial values in children from an early age so that children were accustomed to learn about entrepreneurship. The steps in implementing market day activities included:

Table 1. *The steps in implementing market day*

No.	The Steps in implementing Market Day	Activities
1.	Planning	The teacher carried out careful planning for Market Day activities
2.	Organizing	The teacher organized a day before the activity was held
3.	Preparing	The teacher made the necessary preparations to support market day activities
4.	Gathering	The teacher invited children to gather in the yard
5.	Explaining	Teacher explained the rules for implementing Market Day activities
6.	Arranging	Children were assisted by their respective class teachers to arrange the products they would sell neatly on the table provided by the teacher beforehand
7.	Promoting	Teacher gave each child the opportunity to promote their sales results
8.	Buying and selling transactions	The teacher gave children the opportunity to make buying and selling transactions
9.	Evaluating	Teacher assessed and evaluated children and market day activities

Observation Finding

The result of observation indicated that the teacher carried out careful planning for Market Day activities. In the teaching and learning process, or simply carrying out an activity, it certainly required careful planning, as the case in the teaching and learning process. Teachers had prepared learning plans in the form of Semester Programs, RPPM, RPPH. Similar to the market day activities carried out at PAUD Faza Islamic School, the teachers also did it with full planning. This market day activity was a supporting activity for PAUD Faza Islamic School, so the planning carried out was

very thorough and had been scheduled before the activity began. The planning carried out in the market day activity process usually took the form of formulating a semester program which always provided a break for children so they had time to carry out market day activities.

Apart from that, market day activities were held because there were certain themes related to market day activities such as the market theme and the peak theme of the market was the implementation of market day activities. This was related to the market theme because basically the market itself was a place where people sold and made transactions. From this activity, teachers usually prepared plans for making RPPM and RPPH, as well as what would be needed in these activities.

The teachers organized one day before the activity was held. It finished one day before the implementation of market day activities at PAUD Faza Islamic School. Organizing was also an important thing in the success of the process of achieving the goal, before carrying out the activity there must be an organizing or responsible person structure rather than activities so that activities could run as they should. Teachers shared tasks in the division of tasks or was responsible for activities, this should do so that the activities carried out could be organized and suited the achievement targets.

This process was carried out simply, it was not a formal meeting which was usually held but just a light discussion between teachers, but this was important to do so that each teacher had responsibility for their respective duties. In this organization, as the principal was in charge the activities, each class teacher accompanied their respective students. Apart from that, there was also guide the process of running market day activities, such as providing direction so that activities ran smoothly.

Interview findings

The result of interview showed that the teacher made the necessary preparations to support market day activities. After planning, the teacher prepared what things must be considered and prepared by teachers and parents, to support the success of market day activities. Things that must be prepared by the teacher included the teacher preparing a large enough yard to facilitate the process of market day activities, apart from that, having a spacious room aimed to give children more freedom in their activities. The teacher arranged the tables and chairs into three parts, the teacher and students decorated the tables and rooms so that they were neat, clean and as comfortable as possible for activities to be held, because this also taught children to pay attention to aesthetic concepts when displaying products for sale so that the products being sold could be attractive for buyer interest. Before market day activities were carried out, parents and children prepared products that would be sold the next day. The products took the form of healthy food and drinks, unique accessories, books and anything that were deemed sellable and not harmful to children. As the teacher with the initial R stated, *"We should prepare yard, room, tables and chairs into three parts, then we decorated it. Besides, the products (food and drink, unique accessories, books, etc) should be prepared by students & parents for the market day"*.

Teachers prepared students first. In this activity, the teacher invited children to gather in the yard, the teacher grouped students according to their respective groups or classes. The children lined up neatly and were ready, the teacher invited the children to carry out opening activities which were

carried out routinely before carrying out teaching and learning activities. Children carried out activities of praying together, greeting each other and communicating first. As the teacher with initial R said, *“The teachers instruct the children to gather in the yard, they should be ready first before starting the activities such as praying together, greeting each other and communicating.”*

Document Findings

The result of documentation revealed that the teacher explained the rules for implementing Market Day activities. Once the child was ready to start the activity. The teacher gave directions and an overview of the market day activity process, the directions were given directly by the teacher at PAUD Faza Islamic School, the rules that children must pay attention to that children must participate in activities in an orderly manner, there must be no fighting over them, they must not disturb their friends, if they wish. When buying something, you had to prepare money to buy the product of the children.

Children and teachers prepared their respective selling products. After being given direction, the children were assisted by their respective class teachers to arrange the products they sold neatly on the table provided by the teacher before. There were three tables provided by the teacher, each class got one table for selling. After all the classes were ready to tidy up their selling places, each child sat neatly in their respective groups accompanied by their class teacher. Each group had its own place to sell which has been provided by the teacher. Then the children and parents arranged the products they sold as neatly as possible so that they looked neat and pleasing to the eye. Once everything was ready, the children, parents, teachers and anyone who wanted to buy could carry out the buying and selling process. Children promoted what they sold and the teacher gave each child the opportunity to promote their sales results.

Furthermore, the teacher gave children the opportunity to make buying and selling transactions. This was done repeatedly until it was finished and each group had the opportunity to learn entrepreneurship

Next, the teacher assessed and evaluated children and market day activities. Assessment was carried out in each activity process, each teacher prepared small notes that could be used for assessment, the things that the teacher assessed were the child's attitude, the way the child communicated, the way the child understood the concepts and values of entrepreneurship as well as matters relating to aspects of growth and child development such as the social emotional aspects of children. There were still children who were still selfish and wanted to take their friend's money without making payment because the child did not want to give the money to his friend who sold. This would be a material for assessment, not only that, there were also children who had high confidence, such as promoting their sales well and enthusiastically. From this, a checklist and anecdotal assessment should be formed. After the assessment was complete, it continued with evaluations carried out on students and evaluation of activities. Regarding the shortcomings in market day activities which could be a lesson to be better in the future.

Discussion

Entrepreneurial Values

Actually, the limitation of this study was this activity was held twice a year in odd and even semester. The duration of the activity was only two hours from 7 a.m to 9 a.m in two days. Observations and interviews showed that after holding market day activities you could instill entrepreneurial values in children. This activity had a very positive impact where children had started to be creative, innovative, independent, and taught children never giving up in entrepreneurship. In this activity, children were very enthusiastic every time they did this market day activity because they were enthusiastic about selling and buying snacks that had been sold directly by their friends. The entrepreneurial values were divided into the values of independence, creative values, showing a risk-taking attitude, having a leadership spirit, being honest and hardworking (action oriented).

First, developing children's independent attitudes through market day activities. Basically, independence could be formed by parents and even teachers at school, in various ways, by carrying out market day activities at school. In the process of forming independence, it could not be done just once but was done repeatedly so that the formation of independence in children could develop perfectly (Hernani, 2022). At PAUD Faza Islamic School, children often carried out market day activities, at first the teacher had quite a hard time carrying out the activity process because it was relatively new because it was the first time and children always depended on teachers at school. But as time goes by, after the second attempted and so on, the child began to adapt, and began to be able to understand and understood what actions the child must take.

Through the results of observations in the implementation of market day activities at PAUD Islam Faza, children were taught to be patient and independent in the process of activities. Children were independent in carrying out activities such as preparing the necessary things, children could arrange their selling products neatly one by one. This was a form of teaching independence because children had begun to be taught how to arrange them neatly and appropriately, so that the products offered by children had aesthetic value and they attracted the interest of buyers. Apart from that, children carried out the activity process painstakingly and there were even some children who could do it without any direction from the teacher, as if the children already understood what they had to do.

Second, cultivating creative attitudes in children, during market day activities children were taught to be creative. Creativity was formed from various things, experience and knowledge, this was also conveyed by Muhammad Hasan in his journal entitled Development of the Creative Economy in the Perspective of Economic Education "Research Findings". This showed that entrepreneurial knowledge had a significant influence on the creative attitudes of MSME actors in the creative industry subsector in Makassar City" (Hasan, 2018), from this, it could be interpreted that having knowledge and experience could foster a person's creative attitude.

The implementation of this market day activity increased children's experience in fostering children's creativity, children were very creative in decorating the environment where they sold. In the process of market day activities, the teacher invited children to decorate the children's selling place based on their group. Thus, each group was responsible for making decoration creations that were as good and attractive as possible. From this, the children and their teachers expressed the

children's creative ideas in making the best possible figures so that they looked attractive and made friends interested in stopping by their place of sale, in the business world. This needed to be done because this was the initial attraction for buyers to stop by a character. It was almost the same as what children did at school, namely making decorations as good as possible with the help of their respective group teachers (Abdullah, 2018).

Besides, it was not only based on appearance that children were also taught to be creative to always think of the best ways so that the products they sold could be bought by their friends. This showed that there was a thought process aimed to provide new breakthroughs for children in the scope simple. Almost the same as entrepreneurship in general, before doing business or selling a product, an entrepreneur must choose the right product to offer to his customers, because if the product offered was not attractive and not needed by buyers, the child seller would lose money because the product would not to be sold out and it might not even be sold.

Third, risk takers. In entrepreneurship, there were risks to be taken, but this was worth doing because every time you started a business or became an entrepreneur, there were risks at any time. We must be prepared for if they occurred (Wijaya, 2017). Starting from the risk of losing money, time and energy, if an entrepreneur could carry it out appropriately and took into account the various satisfactions of consumers, the results would be better and it was not uncommon for many entrepreneurs to be successful and even earned profits many times.

This was also taught to children at PAUD Faza Islamic School, the way teachers taught children to dare to take risks, including that children must be ready if there was a product they sold to their friends were less interested. When a product did not sell out, children looked for a solution to the problem that how to make the product sold well, including offering the product or selling it to other children and if no one wanted to buy it, the children gave a discount to make it cheaper. But in this process, from the results of observations, the products sold by the children were sold out.

Fourth, Leadership. It could basically grow and formed over time, a leader was someone who continued to learn, because becoming a leader was not easy, it was not as easy as turning the palm of your hand, a leader must continue to learn, starting from the leader of a country, the leader of a group like class president, even a leader must also be able to lead himself (Akbar et al., 2018). At PAUD Faza Islamic School, children were taught the value of leadership from an early age through various activities, it was market day activities.

There were many leadership attitudes shown through this activity, including (a) children learned to be responsible for what they do, such as being responsible for carrying out their own tasks, because in the process of this market day activity, children had their own roles, some of which played a role, a seller, a buyer, supervisor. The child looked very enthusiastic, enthusiastic and very responsible for what child was doing.

Fifth, self-confidence. Everyone must have a self-confident attitude, when someone had strong self-confidence then that person would be more easily accepted in society, especially in entrepreneurship, self-confidence was a must that business people must have. Because this self-confidence made them known, their products were known, so that people would be interested in buying the products being sold. This was why market day activities at PAUD Faza Islamic were established. From the results of observations made, it could be seen that the children were very optimistic, enthusiastic and confident in what the children did. Children were very confident that

their sales would eventually be sold out and that was a good thing for children because with confidence children would do as much as possible what they were doing.

Sixth, instilling an honest attitude in children. Honesty was a character that must be possessed by anyone, especially in entrepreneurship. Honesty was also something that must be possessed by someone being honest, it would certainly made things easier for them in life, including being easier to trust, with an honest attitude nothing would happen, conflicts could break the relationship between seller and buyer (Basuki, 2021). There were many virtues in having an honest attitude. Behaving honestly in business or commerce had been commanded by Allah subhanahu wa ta'ala in the Al-Quran, Surah al-Muthaffifin verses 1 to 3 which reads: "(1) great disaster for those who cheat, (2) (namely) those, if they receive a measure from others they ask for fulfillment, (3) and when they measure or weigh for others, they subtract" (Al-Quran Surah Al-Muthaffifin Verse 1 to 3, n.d.). This showed how important it was to have an honest attitude in selling and even in everyday life.

In market day activities there were buying and selling transactions which were usually carried out like the buying and selling process in markets, shopping centers, etc. In market day activities, children were also required to be honest in transactions, through observations it was found that there were children who did not really understand the concept of buying and selling transactions themselves, such as there were children who did not know the currency that the child was holding, but the child felt that the child was using the money could buy everything that the child wanted, because the child did not yet know the concept of currency itself. From this, the teacher taught the child slowly about the concept of transactions. The teacher explained several currencies that the child had, and the teacher and the child explained the price of the product the child wanted to buy. Apart from that, there were also children who were not yet able to give change, but the children would be guided by their respective class teachers so that the children could learn about the currency themselves (Ali, 2018).

Seventh, work hard (action oriented). Action was the key to success because without action, the things we want cannot be achieved, no matter how great the plan was, it would not produce results without the action took. Business people were strongly encouraged to work hard, not infrequently most successful entrepreneurs went through the stages of hard work, but not everyone understood that, because most people only saw the results without knowing the hard work process that went on behind the scenes, but working hard could be done in PAUD Faza Islamic School, but also it still paid attention to the child's abilities because basically the end result of this activity was to learn in order to get as much profit as possible. Thus, work hard was according to your child's abilities (Aidah, 2020).

This was in line with research conducted by Sari Sugianti et al. In his journal entitled Efforts to Grow Entrepreneurship in Early Childhood Through Market Day Activities in Group B of Kindergarten Aqila Yasmin Ceper Klaten stated that "Entrepreneurship did not mean just teaching children to trade or make money, but there were values contained in it that could make a learning for children" (Sugianti et al., 2020). When a child had carried out the buying and selling process, it was an action that the child carried out, or a conscious effort that taught the child how to do business in a simple way so that the child used to it. Before carrying out market day activities, children and parents were very enthusiastic about carrying out this activity. Children and parents planned what products the children would bring to school to sell. When they arrived at school,

children tried to make sure that the products were sold. This was a form of hard work children in learning entrepreneurship.

Conclusion and Recommendation

Entrepreneurship is a mentality and attitude shown through actions, which always seeks change for the better. Instilling entrepreneurial values in children is a must. Of course, by using simple methods that are easy for children to understand, including holding market day activities. The steps in market day activities include activity planning, organizing, preparing, gathering, explaining, arranging, promoting, buying and selling transactions, and evaluating. Meanwhile, the entrepreneurial values developed through market day activities include the value of independence, creative attitude, leadership value, risk taker, real action oriented and hard worker.

The researchers make the following recommendations for the students, teachers, and future researchers. For the students, they should have spirit to join market day activity. They also should sell products only Rp 5.000, - per item, not more than it. Besides, they need to prepare everything before market day activity. For the teachers, they should give motivation to students for having spirit in doing market day activity. They need to remind the students before the day of market day activity and explain everything of students need. For future researchers, based on the findings and discussions of this research, they need to be well prepared about the topic of market day activity for students so that not only entrepreneurial value but also other values that the students can grasp in that activity.

Competing interest

The authors have declared that there is no competing interest.

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