



ENTREPRENEURSHIP DEVELOPMENT IN ISLAMIC ELEMENTARY SCHOOLS: SUPPORTS AND CHALLENGES

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Abstract

Developing entrepreneurial attitudes and spirit is crucial at an early age. This article aims to analyze the implementation of entrepreneurship programs in improving the student life skills of Islamic Elementary School Sari Bumi Sidoarjo. The data was collected from documents of entrepreneurship program activities and interviews with principals, deputy principals, and the entrepreneurship program manager. The analysis was done by condensing the collected data, presenting the data in a more understandable form, and finally generating a conclusion. Cross-data validation was done based on the data source and collection methods. The results showed that, first, the entrepreneurship programs implemented in this school included business day, product bazaar, business on the road, and entrepreneurial studies, and second, factors supporting the success of the entrepreneurial program are family support, student willingness, available infrastructure, budget, and human resources available in the school. The various entrepreneurship programs are the school's effort to ensure that its graduates have good life skills in the future. The results of this study indicate the need for the provision of entrepreneurial programs at the elementary school level to ensure that all graduates have basic entrepreneurial knowledge and skills.

Keywords: Entrepreneurship Development, Islamic Elementary Schools, Life Skills

Abstrak

Mengembangkan sikap dan jiwa wirausaha sangat penting dilakukan sejak usia dini. Artikel ini bertujuan untuk menganalisis implementasi program kewirausahaan dalam pengembangan kecakapan hidup siswa Sekolah Dasar Islam Sari Bumi Sidoarjo. Sebagai pendekatan deskriptif-kualitatif, penelitian ini mengumpulkan data dari dokumen kegiatan program kewirausahaan dan wawancara dengan kepala sekolah, wakil kepala sekolah, dan pengelola program. Analisis dilakukan dengan cara menyederhanakan data yang terkumpul, menyajikannya dalam bentuk yang lebih mudah dipahami, dan membuat kesimpulan. Triangulasi dilakukan berdasarkan sumber data dan metode pengumpulan data untuk menjamin keabsahan data. Hasil penelitian menunjukkan bahwa, pertama, program kewirausahaan yang dilaksanakan di sekolah ini meliputi business day, bazar produk, business on the road, dan studi kewirausahaan, dan kedua, faktor pendukung keberhasilan program kewirausahaan adalah dukungan keluarga, kemauan siswa, sarana prasarana yang tersedia, anggaran, dan sumber daya manusia yang disediakan oleh sekolah. Berbagai program kewirausahaan yang diterapkan merupakan upaya sekolah untuk memastikan lulusannya memiliki kecakapan hidup yang baik di masa depan. Hasil penelitian ini menunjukkan perlunya penyediaan program kewirausahaan di tingkat sekolah dasar untuk memastikan bahwa semua lulusan memiliki pengetahuan dan keterampilan dasar kewirausahaan.

Kata kunci: Pendidikan Kewirausahaan, Keterampilan Hidup, SD Islam

INTRODUCTION

The environment of 21st-century education is full of competition and globalization. A free market for ASEAN countries, the ASEAN Economic Community (AEC), has recently been agreed upon by opening the boundaries of goods and services transactions and professional labor for ASEAN countries.¹ Thus, the country must have entrepreneurs who can improve the economy and compete with other countries. However, according to the Minister of Cooperatives and SMEs of Indonesia, in 2021, Indonesia only had 3.47 percent of entrepreneurs from the entire population, which is still relatively low compared to other countries such as Singapore, which has reached 8.5, and Malaysia at 4.5 percent.²

In addition to the AEC, the Covid-19 virus outbreak hit the world, causing various problems, including in the economic sector, due to policies in each country limiting community activities to prevent the transmission of the virus. As a result, macro and micro company suffers financial losses. The Central Bureau of Statistics (BPS) reported that in February 2021, there were around 8.75 million unemployed people in Indonesia, an increase of 26,26% in the same period last year (6.93 million people).³ Furthermore, Covid-19 significantly affected the working-age population: 1.62 million unemployed, 0.65 million non-work force, 1.11 million temporarily not working, and 15.72 million reduced working hours.⁴ In addition, unemployment significantly increases the poverty lines of the Indonesian population.⁵

Human resources must be well educated to have adaptable competencies to challenge the demands of the times. Education is one of the efforts to solve long-term economic sector problems by producing quality human resources. Similarly, educational institutions need to prepare future generations to live better in their time. Entrepreneurial education is crucial to designing a future economically independent generation. Schools with all their programs must be able to prepare their students to become independent students to compete in all fields, especially in entrepreneurship. Schools prepare entrepreneurship programs by applying entrepreneurial values to students' entrepreneurial spirit. With entrepreneurial education, it is expected that school graduates can create jobs, alleviating unemployment, poverty, and economic downturns. Entrepreneurial education can be provided from kindergarten, elementary, junior high, and high school to college with a curriculum tailored to education levels.⁶

¹Nur Kholis, "Pendidikan dasar dan era pasar bebas ASEAN: apa yang perlu dipersiapkan" (Presented at the Seminar Nasional Peran Sistem Pendidikan Dasar dalam Menghadapi Era Pasar Bebas ASEAN, Graha Cendekia IKIP PGRI Madiun, 2016), <http://digilib.uinsby.ac.id/id/eprint/19477>.

²Liputan6.com, "Menteri Teten: Jumlah Wirausaha Di Indonesia Paling Rendah Di Asia Tenggara" (Liputan6, April 2021), last modified April 2021, <https://www.liputan6.com/bisnis/read/4538116/menteri-teten-jumlah-wirausaha-di-indonesia-paling-rendah-di-asia-tenggara>; Husnaini Usman et al., *Pengembangan Pendidikan Kewirausahaan* (Jakarta: Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum, 2010), 20.

³Cindy Mutia Annur, "Jumlah Pengangguran Capai 8,75 Juta Orang per Februari 2021," last modified May 2021, <https://databoks.katadata.co.id/datapublish/2021/05/05/jumlah-pengangguran-capai-875-juta-orang-per-februari-2021>.

⁴Central Bureau of Statistics, "February 2021: Open Unemployment Rate (TPT) of 6.26 Percent," last modified October 2021, https://www-bps-go-id.translate.goog/pressrelease/2021/05/05/1815/februari-2021--tingkat-pengangguran-terbuka--tpt--sebesar-6-26-persen.html?_x_tr_sl=auto&_x_tr_tl=en&_x_tr_hl=en&_x_tr_pto=nui.

⁵Tempo.co, "Tingkat Pengangguran Sampai 2, 56 Juta Orang, Kepala Bps: Imbas Pandemi Covid-19," *Tempo* (TEMPO.CO, March 2021), last modified March 2021, <https://bisnis.tempo.co/read/1444706/tingkat-pengangguran-sampai-2-56-juta-orang-kepala-bps-imbaspandemi-covid-19/full&view=ok>.

⁶Zen Istiarsono, "Tantangan Pendidikan Dalam Globalisasi: Kajian Teoritik," *Jurnal Intelegensia* 1, no. 2 (2017): 20; Lelahester Rina, Wiedy Murtini, and Mintasih Indriayu, "Entrepreneurship Education: Is It Important for Middle School Students?," *Dinamika Pendidikan* 14, no. 1 (June 27, 2019): 47–59, accessed April 11, 2022, <https://journal.unnes.ac.id/nju/index.php/DP/article/view/15126>.

Entrepreneurship is a dynamic process of carrying out planned economic activities considering strengths and weaknesses, opportunities and obstacles in doing a business beneficial to well-being. Entrepreneurship means work, entrepreneur, or self-employed. Hisrich and Peter define entrepreneurship as the “process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence.”⁷ It is an effort made by someone to meet the needs of life based on the ability to utilize all the potential to generate value-added goods or services that benefit oneself and others.⁸ This effort is driven by a creative nature and innovation to bring something new.⁹ Entrepreneurship is innovating or introducing something new to turn it into economic income. These innovative efforts can generate new or develop existing organizations in response to current opportunities. The most tangible form of entrepreneurship is starting a new business.¹⁰

According to Saroni, entrepreneurship education is “an educational program that works on aspects of entrepreneurship as an important part of students’ competencies.”¹¹ Entrepreneurial education can be integrated into teaching and learning activities and applied from elementary to college education levels. From an early age, entrepreneurial education builds an entrepreneurial mentality to emerge young creative, and innovative entrepreneurs as successors to the nation. Entrepreneurship education is an educational program that provides entrepreneurial science to create something new and jobs that benefit oneself and others.

Primary school students can develop physical and mental awareness to continue education to the next level.¹² In addition, children aged 6-12 years have developed a logical mind and begun to understand the operation of some concepts, particularly in sorting, classification, decentering, reversibility, conservation, and reduced egocentrism.¹³ Given these reasons, there is a vast opportunity to design entrepreneurial values according to the characteristics of the child’s age, function, and primary education goals. Entrepreneurial education can be implemented into the curriculum by identifying the types of activities in school that students can realize in everyday life.

Around three decades ago Indonesian government mandated the entire Indonesian people and nation to develop entrepreneurial programs through Presidential Instruction No. 4/1995 on the National Movement Socializing and Cultivating Entrepreneurship.¹⁴ The Ministry of National Education formally included entrepreneurship education curriculum in educational institutions.¹⁵ Promoting entrepreneurship in primary schools has now gained recognition across

⁷Robert Hisrich and Michael Peters, *Entrepreneurship, Starting, Developing, and Managing A New Enterprise* (Chicago: Irwin Publishers, 1995), 10.

⁸Salim Al Idrus, *Manajemen Kewirausahaan Dalam Membangun Kemandirian Pondok Pesantren*, 1st ed. (Malang: Media Nusa Creative, 2019); Joko Untoro et al., *Buku Pintar Pelajaran SMA/MA IPS 6 in 1* (Jakarta: PT. Wahyu Media, 2010), 55.

⁹Soeryanto Eddy Soegoto, *Entrepreneurship Menjadi Pebisnis Ungung* (Jakarta: Elex Media Komputindo, 2009), 3.

¹⁰Nur Kholis, “Entrepreneurship Dalam Dunia Pendidikan, Mungkinkah?” (Presented at the Seminar Nasional Educational Entrepreneurship, UIN Sunan Ampel Surabaya, October 10, 2017), <http://repository.uinsby.ac.id/id/eprint/1049>.

¹¹*Mendidik Dan Melatih Entrepreneur Muda* (Yogyakarta: Ar-Ruzz Media, 2012).

¹²UNESCO Institute for Statistics, *International Standard Classification of Education: ISCED 2011* (Montreal, Quebec: UNESCO Institute for Statistics, 2012), accessed October 13, 2021, <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>.

¹³Masganti Sit, *Perkembangan Peserta Didik* (Medan: Perdana Publishing, 2012), 90–91.

¹⁴Pemerintah RI, “Instruksi Presiden Nomor 4 Tahun 1995 Tentang Gerakan Nasional Memasyarakatkan Dan Membudayakan Kewirausahaan,” *Hukumonline*, June 1995, <https://www.hukumonline.com/pusatdata/detail/13235/instruksi-presiden-nomor-4-tahun-1995/document>.

¹⁵Depdiknas, “PP No. 19 Tahun 2005 Tentang Standar Nasional Pendidikan,” 2005.

counties, suggesting that it would develop individual learners in capturing opportunities, solving problems more creatively, accepting responsibility for their decision, and taking the initiative.¹⁶

Previous studies generally suggested that entrepreneurship programs in primary schools were positive, including improving students' non-cognitive skills¹⁷ and entrepreneurial understanding and skills.¹⁸ Another study indicated that students' entrepreneurial intention and self-efficacy could develop during their primary school studies.¹⁹ Furthermore, children participating in the entrepreneurial programs gain knowledge, values, spirit, and skills, opening up a high possibility of becoming entrepreneurs.²⁰ Several empirical studies revealed various entrepreneurship programs implemented in (Islamic) primary schools in Indonesia, including entrepreneurial zones, cooking classes, outbound entrepreneurs, entrepreneurial boarding schools, industrial visits, and occasional market days.²¹ However, the results of these studies are not necessarily exclusive, and other similar programs could be implemented to develop children's entrepreneurial skills. Therefore, this study explores entrepreneurship programs in Islamic primary schools, the challenges faced, and the opportunities available to the school in the program implementation. This study would add to the variety of entrepreneurial programs that could be implemented and offer good practices in the performance of entrepreneurship education in primary schools.

METHOD

This study is qualitative, using a descriptive approach. Descriptive research seeks to describe and explain events occurring.²² Data used were primary and secondary sources. The preliminary data were obtained through direct interviews with the principal, the person in charge of entrepreneurial education, the classroom guardian, the student guardian, and the student of the Islamic Elementary School Sari Bumi Sidoarjo. Secondary data for this study were gathered from the documents of entrepreneurship programs and assessments and photos of activities related to the research.

Data were analyzed using a method commonly used for a qualitative study in which the data collection process is followed by data reduction, data presentation, and then conclusion

¹⁶Valerij Dermol, Ales Trunk, and Nada Trunk Sirca, "Promoting Entrepreneurial Education in Schools," in *Management Challenges in a Network Economy: Proceedings of the MakeLearn and TIIM International Conference 2017* (ToKnowPress, 2017), 619, <https://ideas.repec.org/h/tkp/mk1p17/619.html>; Endang Mulyani, "Model Pendidikan Kewirausahaan Di Pendidikan Dasar Dan Menengah," *Jurnal Ekonomi dan Pendidikan* 8, no. 1 (April 10, 2012): 1–18, accessed April 11, 2022, <https://journal.uny.ac.id/index.php/jep/article/view/705>.

¹⁷Abderrahman Hassi, "Effectiveness of Early Entrepreneurship Education at the Primary School Level: Evidence from a Field Research in Morocco," *Citizenship, Social and Economics Education* 15, no. 2 (August 2016): 83–103, accessed December 30, 2021, <http://journals.sagepub.com/doi/10.1177/2047173416650448>.

¹⁸Rina, Murtini, and Indriayu, "Entrepreneurship Education."

¹⁹Ari Saptono et al., "Entrepreneurial Self-Efficacy among Elementary Students: The Role of Entrepreneurship Education," *Heliyon* 7, no. 9 (September 2021): e07995, accessed April 11, 2022, <https://linkinghub.elsevier.com/retrieve/pii/S2405844021020983>.

²⁰María de Lourdes Cárcamo-Solís et al., "Developing Entrepreneurship in Primary Schools. The Mexican Experience of 'My First Enterprise: Entrepreneurship by Playing,'" *Teaching and Teacher Education* 64 (May 2017): 291–304, accessed April 11, 2022, <https://linkinghub.elsevier.com/retrieve/pii/S0742051X17302858>.

²¹Muhammad Rifqi Hidayat, Rusdiana Rusdiana, and Parman Komarudin, "Strategi Pendidikan Kewirausahaan Di Sekolah Dasar Alam Muhammadiyah Banjarbaru," *AdBispreneur: Jurnal Pemikiran dan Penelitian Administrasi Bisnis dan Kewirausahaan* 6, no. 2 (November 2021): 125–138; Nurhidayah Nurhidayah and Indri Delitasari, "Implementasi Pendidikan Entrepreneurship Di SD Entrepreneur Muslim Alif-A Piyungan Yogyakarta," *URECOL* (2017): 179–186.

²²Neni Hasnunidah, *Metode Penelitian Pendidikan* (Yogyakarta: Media Akademi, 2017), 12; Momon Sudarma, *Metodologi Penelitian Geografi; Ragam Prespektif Dan Prosedur Penelitian* (Yogyakarta: Mobius, 2018), 92.

drawing.²³ The researchers made data triangulation by examining multiple data sources for comparison, including interviews about entrepreneurship programs with different informants, and the results were checked against available documents related to entrepreneurship programs.

RESULTS AND DISCUSSION

Results

The Islamic Elementary School Sari Bumi Sidoarjo has implemented entrepreneurial education for its children and gained support from various parties, yet it faces several challenges (see Table 1).

Table 1. Entrepreneurial education in Islamic Elementary School Sari Bumi Sidoarjo

Programs	Supports	Challenges
– Business day for grade 1 to 6 students in the school area is conducted daily.	– Enthusiasm for doing business.	– Program adjustment to children's age.
– Product bazaar provided during the National Big Day for grade 1 to 6 students in the school area.	– Parents' participation.	– Suitable and
– Roadside business designed for only grade 3 students.	– A program coordinator and supervisory teachers are assigned.	competent partner selection.
– Entrepreneurship lessons are provided for grade 1 to 6 students.	– Available venues and adequate budgets	
	– Collaboration with external parties.	

Table 1 shows that the school provides diverse entrepreneur programs such as business day, product bazaar, business on the road, and entrepreneurial studies integrated with the extracurricular program. A business day is the entrepreneurship program carried out in the school environment every Monday to Friday, which students of grade two to grade six carry out until the first semester only. A group division has a monthly selling schedule. Group division helps facilitate classroom guardians in mentoring and direction.

Product bazaar is an entrepreneurship program implemented in the school area during the National Big Day (HBN). It is designed for a grade one student and assisted by the class guardian in accompanying and providing direction during the program. Business on the road outside the school is only carried out in grade three. The study of entrepreneurship is given to all students in grades one through six, in which each category provides different experiences. This program aims to provide students with skills to create potential growth through entrepreneurship programs.

Schools provide different entrepreneurship programs at each grade level to suit students' age differences. The school offers various entrepreneurship programs that are adjusted to their age. In addition, an entrepreneurship program is given to make children independent and confident, become entrepreneurial people, teach children to save, develop their potential, and set aside some of the profit from selling for *Infāq*. In addition, the school applies entrepreneurial education through self-development.

²³Matthew B Miles, A. M Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2019).

Supporting factors for implementing entrepreneurial education in Islamic Elementary Sari Bumi Sidoarjo include the following. *First*, students are very enthusiastic about the existence of an entrepreneurship program, as stated by one of the students who helped parents and made products that would be traded. In addition, students also think about creative, innovative things and seek strategies for selling the products. The seriousness and openness of students is the primary key to the entire program's success that has been designed.

Second, in addition to students, parents support the program's success by participating in the product bazaar program, helping children prepare products to be sold, and assisting children in writing the entrepreneurial agenda. Parents also provide information on the child's development while in the home environment to the classroom through agenda books and direct communication. Parents' encouragement and support make children more motivated to be better by developing creative, innovative ideas and becoming more confident, independent, independent, and not dependent on others.

Third, the school provides support by assigning educators and education personnel to supervise and accompany students during the program's implementation. The principal also appoints one of the educators as coordinator and person in charge of managing the entrepreneurship program. *Fourth*, the school provides venues and adequate budgets and other furniture, such as tables and chairs, and program schedules, every Monday to Friday in the school environment. The scheduled programs will encourage children's confidence. *Finally*, the school cooperates with external parties such as salted egg entrepreneurs, screen printing, and batik dipping. The person in charge of entrepreneurship seeks partners by seeking information and directly contacting the parties concerned.

The schools face the main challenges in implementing entrepreneurial education: the nature of students and the external cooperation. The school has to put a significant effort into adjusting the entrepreneurial education to the age of the children. Children still do not know the essential ability in entrepreneurship at an early age, and this becomes a challenge for the principal and the person in charge of entrepreneurship in implementing entrepreneurial education. Understanding the character of elementary school-aged children is very important to facilitate teaching and learning activities. The principal and the person in charge of entrepreneurship must have a strategy for implementing entrepreneurial education, namely by providing a variety of entrepreneurship programs tailored to the age of children.

The school and the person in charge of entrepreneurship involved various stakeholders in implementing entrepreneurial activities, as they know that doing it by the school alone would be difficult. Because entrepreneurial activities will be given to early childhood students, schools must select competent partners so that the benefits provided do not hurt children, such as fuel and the use of harmful chemicals.

Discussion

Entrepreneurship programs should be diverse to achieve better results, and program implementation is critical to achieving the desired target.²⁴ Entrepreneurship education is done by developing qualified entrepreneurs, knowledge, and skills or mental abilities to affect students'

²⁴Usman et al., *Pengembangan Pendidikan Kewirausahaan*, 59; Eddy Yunus, *Manajemen Strategis* (Yogyakarta: CV. Andi Offset, 2016).

independence in trying and doing business.²⁵ The school can apply one or a combination of the development of entrepreneurship models suiting their needs.

First, a curriculum integration model can be done when delivering material through learning methods and assessment systems. The integration of entrepreneurial education starts from the stage of planning, implementation, and evaluation of learning in all subjects. Syllabus and lesson plans are designed so that content and learning activities facilitate the integration of entrepreneurial values. When all entrepreneurial values are instilled, their cultivation should be done gradually by selecting several fundamental values. When they are intensified and integrated into all subjects, the cultivation should focus on each topic by inculcating the core values closest to its characteristics.²⁶

Second, the extracurricular integration model is activities outside the subjects that students undertake in school and outside the school curriculum that aim to develop their personality, talents, and abilities in various fields outside the academic area. Extracurricular activities can be directed to instill entrepreneurial values such as being independent, productive, and working hard through sports activities, cultural arts, scouting, and exhibitions.²⁷

Third, the self-development model is an educational activity or program outside the subjects as part of an integrated curriculum that can form competencies and habits in everyday life. Self-development aims to provide opportunities for learners to develop their potential, interests, talents, conditions, and development of students. Self-development activities are divided into planned programmatic activities, activities that students participate in according to their personal needs and requirements, and nonprogrammed activities carried out directly by educators and education personnel followed by all students.²⁸ Self-development programs can be developed into several alternatives. The first is integrating daily school activities and exceptionally well-planned and implemented entrepreneurial programs such as business day (bazaar, student work, and others).

The second is routine school activities, which students continuously and consistently do. An example of this activity is collective praying (for Muslims) which involves students becoming imams and giving speeches of 5-7 minutes alternately based on the schedule. Practicing this activity will instill one of the entrepreneurship values, namely leadership. The third is a spontaneously positive response. For example, when the teacher sees one of his students respond to the materials delivered, he would give praise. This situation will instill the value of entrepreneurship by recognizing oneself and being independent. The fourth is providing exemplary models for students. Educators are the primary role models in the teaching and learning process. Attending class on time is an observable example that could instill entrepreneurial values in students, particularly in hard work, honesty, and discipline. The last is by conditioning by which the schools provide the necessary support for instilling entrepreneurial values such as regular business day facilities, which are conducted weekly or monthly.

Fourth, entrepreneurial learning models that foster the school's entrepreneurial character and behavior can establish an open canteen. *Fifth*, the teaching material/book integration model is the most likely learning component affecting the teaching and learning process. Internalization of

²⁵Didip Diandra, "Program Pengembangan Kewirausahaan Untuk Menciptakan Pelaku Usaha Sosial Yang Kompetitif," *Prosiding Industrial Research Workshop and National Seminar* 10, no. 1 (August 2019): 1340.

²⁶Usman et al., *Pengembangan Pendidikan Kewirausahaan*, 59.

²⁷Ibid., 61.

²⁸Sudirman Anwar, *Management of Student Development* (Riau: Yayasan Indragiri, 2015), 2.

entrepreneurial values can be done in teaching materials in material exposure, tasks, and evaluations.²⁹

Sixth, the school culture model is an organizational characteristic that distinguishes between one school and another that involves all members of the school organization in carrying out its duties based on the values and norms of the school culture. The development of entrepreneurial values in school culture includes activities by educators and education personnel communicating with students, reflecting honest attitudes, responsibilities, discipline, commitment, and entrepreneurship culture in the school environment.³⁰

Finally, the local content integration model is a plan regarding the content of the subject matter set by the region, following the circumstances and needs of each area and the way used as a guideline for implementing teaching and learning activities. Cultivating entrepreneurial values can be integrated through local content using an integration method ranging from planning, implementation, and evaluation. The lesson plan is designed to cater to local content, and learning activities facilitate the integration of entrepreneurial values.³¹

All resources must be utilized as much as possible to implement entrepreneurship education successfully, and the performance of a program or activity can be achieved as expected.³² The support of the student's heart, mind, and attitude are necessary to attain the program's goals. Students are the most critical factor in the success of the entrepreneurship program; without the seriousness of students, the program cannot be implemented. Family support and encouragement will gauge students' motivation to achieve program goals. Family is the first education known by children. Parents must give children a sense of understanding and openness to feel confident doing all their activities. Parents also need to support the activities carried out by the school by participating in these activities.³³

The smooth implementation of a program needs support and relationships with other agencies; therefore, communication with external stakeholders is essential in achieving common goals. Involving various stakeholders in the entrepreneurial programs help the school in identifying actions for facing challenges and making valuable investment for gauging the program's success.³⁴ Furthermore, the absence of external support can result in undesired program implementation.

To measure how the planned activities are achieved, implementing entrepreneurial education is essential in management activities. Effective implementation requires a straightforward program and common goals communicated with the internal organization so that the implementers understand what is expected of the program. Six factors determine implementation performance which Meter and Horn called "A model of the policy

²⁹Usman et al., *Pengembangan Pendidikan Kewirausahaan*, 62–64.

³⁰Muhamad Afandi, "Implementasi Pendidikan Kewirausahaan (Entrepreneurship) Di Sekolah Dasar/Madrasah Ibtidaiyah," *AR-RLAYAH: Jurnal Pendidikan Dasar* 5, no. 1 (July 1, 2021): 51, accessed April 11, 2022, <http://journal.iaincurup.ac.id/index.php/JPD/article/view/2671>; Uhar Suharsaputra, *Administrasi Pendidikan* (Bandung: Refika Aditama, 2010), 105.

³¹E. Mulyasa, *Kurikulum Tingkat Satuan Pendidikan: Sebuah Panduan Praktis* (Bandung: PT. Remaja Rosdakarya, 2009), 272.

³²I. Gde Yoga Pernama and Ida Ayu Putu Sri Widnyani, *Standar Akuntansi Pemerintah Berbasis Akrual* (Jakarta: Zifatama Jawa, 2020).

³³Suprpto Wahyunianto, *Menuju Sekolah Berkarakter Berbasis Budaya* (Yogyakarta: CV. Budi Utama, 2020), 124.

³⁴Michela Floris and Daniela Pillitu, "Improving Entrepreneurship Education in Primary Schools: A Pioneer Project," *International Journal of Educational Management* 33, no. 6 (September 9, 2019): 1148–1169, accessed April 11, 2022, <https://www.emerald.com/insight/content/doi/10.1108/IJEM-09-2018-0283/full/html>.

implementation.”³⁵ *First*, standards and policy objectives are used as benchmarks in the program’s implementation so implementers can achieve the goals. *Second* is the availability of resources, be it human or non-human, such as financial and time. People assigned to implement a program or activity must be competent. These resources must be utilized as much as possible to implement a program to achieve the expected goals. The *third* is the relationships between organizations. *Fourth* is the characteristics of the executing agent. The managing agent herein may concern a formal or informal organization involved in implementing a program that may affect activity. *Fifth*, social, political, and economic conditions. Environmental and economic resources can help success in carrying out an activity. *Sixth*, communication between organizations is essential in achieving common goals. Often, the failure of program implementation is due to miscommunication and coordination.

Implementing planned activities aims to monitor and evaluate the program and activity success rate and document the implementation process.³⁶ Generally, successfully implemented entrepreneurship programs in primary schools require the integration of entrepreneurship values into subject matters, carefully designing learning activities incorporating entrepreneurial spirit growth and development, and well-developed learning strategies.³⁷

CONCLUSION

Entrepreneurial education applied at the elementary level must be adjusted to the children’s age. They still do not know their potential, so the school must consider how children can develop and utilize their potential. Through entrepreneurial education, children can discover, develop and harness their potential. The school has diverse entrepreneurship programs, such as business day, product bazaar, business on the road, and entrepreneurial studies, integrated into the extracurricular programs, and this constitutes the school’s effort to ensure that its graduates have good life skills.

The application of entrepreneurial education at the elementary school level should be supported by sufficient human resources, non-human resources, and cooperative relationships with external parties. Human resource support here is the enthusiasm of students and parents’ involvement in activities by the school, educators, and education personnel who participate in the success of entrepreneurial activities. Non-human resources include finance, time, and infrastructure that the school provides. The challenge in applying entrepreneurial education consists of the age of children who are still early, which requires educators and education personnel to use particular strategies so that children are interested in the program. In addition, the principal and the person in charge of entrepreneurship must also seek partners, and the materials used do not harm children.

This study suggests an excellent opportunity to introduce entrepreneurship programs in primary schools so that the students have entrepreneurship motivation, intention, knowledge, and skills as early as possible. However, the success of the programs depends highly on the involvement of school stakeholders. This study uses a single case, thus is vulnerable to bias and generability,

³⁵Pernama and Widnyani, *Standar Akuntansi Pemerintah Berbasis Akrua*.

³⁶Muhammad Nurkamal Fauzan and Lalita Chandiany Adiputri, *Tutorial Membuat Prototipe Prediksi Ketinggian Air (PKA) Untuk Pendeteksi Banjir Peringatan Dini Berbasis IOT* (Bandung: Kreatif Industri Nusantara, 2019), 79–80.

³⁷Suryaman Suryaman and Hari Karyono, “Leading Entrepreneurship Education-Based Primary Schools,” in *Proceedings of the 3rd International Conference on Education and Training (ICET 2017)* (Presented at the 3rd International Conference on Education and Training (ICET 2017), Batu City, Indonesia: Atlantis Press, 2017), accessed April 11, 2022, <http://www.atlantis-press.com/php/paper-details.php?id=25883512>.

and multiple case studies would strengthen the conclusion on how entrepreneurship programs should be implemented in primary education.

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