ANALYSIS LEARNING SOCIAL SCIENCE CHARGED THE VALUES OF ENTREPRENEURSHIP IN PRIMARY SCHOOL
(Case Study in Social Science Education in Class IV SDPN Pajagalan 58 Bandung)

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Abstract. Entrepreneurship education is a government program that is conducted every level of education. Implementation of the values of entrepreneurship learning in primary schools is an effort to promote entrepreneurship, so that people can develop into a reliable personal and be the generation that can create jobs. This study aims to assess the extent to which the learning of Social Sciences can provide space in growing the value of entrepreneurship in primary school students. This research was conducted in SDPN Pajagalan 58 with qualitative approach case study method. The subject is the person responsible for entrepreneurship education program, one teacher of Social Sciences and seventeen students of class IV. Based on the survey results revealed that entrepreneurship education program has been designed as possible into school programs that are implemented on an ongoing basis. The values of entrepreneurship has been published in school activities such as extracurricular activities, events and activities programmed habituation. Planning learning Social Sciences laden entrepreneurial values starting from the manufacture of the syllabus and lesson plans. Implementation of classroom learning is done in accordance with the lesson plan gives more space for students to develop a personality. Assessment of learning laden entrepreneurial values is done through observation and checks on student attendance. At the time of the learning takes place, the student has demonstrated an attitude / entrepreneurial character that is honest, self-discipline, confidence, leadership, creative, independent, hard work, responsibility, curiosity, communicative, and cooperation. The main problem is the plan that is prepared teacher is not maximized and not yet fully apply in learning. From the results of this study are expected to provide benefits for the development of entrepreneurship education in primary schools, especially in SDPN Pajagalan 58 and become material for the evaluation of Bandung City Education Department.

Keywords: Learning Social Sciences, Entrepreneurship Education, Elementary School

I. PENDAHULUAN

Education is a conscious and planned effort in the process of coaching and learning for individuals to grow into a human, independent, responsible, creative, knowledgeable, healthy and moral (character) noble. In Law No. 20 Year 2003 on National Education System Section 3, states that:

"national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, aims to develop students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become citizens of a democratic and accountable."

One part of the national education system announced by the government is an entrepreneurial education program. The program

is conducted from early childhood, elementary, middle, and high school and even up to the university. This is in line with the grain of national policies in the field of education contained in the document of the National Medium Term Development Plan (RPJMN) 2010-2014, realms 2, namely: increased access to quality education, affordable, relevant, and efficient towards the lifting of the welfare of the people , independence, nobility of character, and a strong national character.

Furthermore, with regard to entrepreneurial system Suryana (2011: 37) explains that;

> In entrepreneurship, pragmatic primary value system can be seen from the character, spirit, and behavior, for example, always working hard, firm, prioritizing achievement, courage to take risks, productivity, creativity, innovation, quality of work, commitment, and ability to find opportunities. Furthermore, moralistic values include the belief or the confidence, respect, trust, cooperation, honesty, exemplary, and virtue.

Thus the entrepreneur has a goal-oriented progress to obtain the material, with the characteristics: risk-taking, open to technology, and prioritizing material (Chakravarthy and Lorange, 2008). Besides, entrepreneurs have a goal-oriented progress but not to pursue the matter (Chesbrough, 2012). For entrepreneurs like this just want to create a sense of responsibility, service, positive attitude, and creativity, and just based on the habits of existing ones, such as venture with the calculation of horoscope, other calculations, and fengshui order to succeed (Henry, Hill, & Leitch , 2005).

Elementary School as a most basic level of formal education in Indonesia is expected to provide space in the development of entrepreneurship education as part of government efforts to promote entrepreneurship in education. Learning system in elementary school is now guided by the curriculum of 2006 (KTSP) which contains the terms of reference in which includes content standards.

There are a number of subjects in charge of the curriculum is taught in primary schools, which are the subjects of Social Science Knowledge. The learning objectives Social Science Knowledge in primary schools is oriented to three aspects of cognitive, affective, and psychomotor. Knowledge in the Social Sciences learning in primary school during this cognitive and psychomotor achieved well but the affective aspect is still less than the maximum because the learning system only finishing material. According to Nana Supriatna, et al (2009:9) :

> "affective aspect relates to attitudes, values and morals of the students, which, by giving those three aspects are expected students to become a whole person, so that through the study of Social Science Knowledge students were able to answer the issues that are national and global, including in terms of development in Indonesia".

Each of the subject matter in primary school has strived to be filled with the charge value, be it the character and values of entrepreneurship. Included in the subjects of Social Sciences Knowledge entrepreneurial values implemented at all levels, ranging from low grade to high grade. This is in line with the issuance of an invitation to promote entrepreneurship at all levels of education, from early childhood to university. Learning Knowledge of Social Science in primary school aims to form citizens who have social skills and be confident in his own life in the midst of physical strength and social, which in turn will become good citizens and responsible (Kind, Genrich, Sodhi, & Chretien, 2010).

Problems that occur during this time that the learning process Knowledge of Social Sciences at the elementary school experience problems in achieving the learning objectives. Planting the value of entrepreneurship in the learning of Social ScienceKnowledge has yet to show the maximum results (Niemi, 2002). Besides, teachers are sometimes still dominant in learning makes students simply become less active listener and in practice learning materials directly. This causes

the students experiencing saturation in the learning process.

Besides learning the charged value of entrepreneurship in primary schools is still difficult to implement. Freight value of entrepreneurship in primary schools are also less attention, both by education and the general public (William Lee, Harrison, & Black, 2004). In the world of education, very few teachers who cared noticed growth entrepreneurial character and behavior of learners. In general, the educators were oriented to prepare the workforce instead of setting the entrepreneur (Gartner & Vesper, 1994).

Social Science Knowledge Education in Elementary School has a goal of helping students to develop value / democratic attitudes in public life (Levine, Prosser, Evans, & Reicher, 2005). The value in the learning intended as Knowledge of Social Science a set of beliefs or principles that have personal behaviors in students that can be revealed through thoughts and actions (McClintock & Allison, 1989). Sapriya (2011: 55), suggests that;

"Knowledge of Social Sciences learning program should provide the opportunity for students to express, reflect and articulate the values espoused". This process depends on the values of procedural class.

This suggests that learning Social Science Knowledge provides space for the planting of values to every child, including the value of entrepreneurship (Finkle & Deeds, 2001). For planting or learning the value of entrepreneurship in schools was not necessarily done separately, but the values that are taught inherent in any learning materials that have been in school (Draycott & Rae, 2011).

Based on information from Bandung City Education Department in getting information about institutions into pilot schools *(Pilot Project)* government in developing the educational program the values of entrepreneurship at primary school level. The school is SDPN Pajagalan 58 Bandung. From interviews with Mr. Eko Setiawan researchers as deputy head SDPN Pajagalan 58

and also in charge of Entrepreneurship Education program, the researchers obtained information that:

Values education program of entrepreneurship in SDPN Pajagalan 58 has been implemented from the academic year 2010/2011, 2011/2012 and 2012/2013 academic year. Planting the values of entrepreneurship in students SDPN Pajagalan 58 already obtain satisfactory results, but still continue to be developed to obtain better results again.

Based on this information, researchers conducted a study of the extent to which SDPN Pajagalan 58make room for values education in learning entrepreneurship in Social ScienceKnowledge, as part of government efforts to promote entrepreneurship.

II. METODE

Penelitian Analysis of Social Knowledge Learning Sciences charged the values of entrepreneurship in primary school students is a research using a qualitative approach with case study method. A qualitative approach has implications for the use of standard size and qualitative and conducted through case studies (Thomas, 2006). The case study aims to gain a deep understanding of the objective conditions in the elementary school students familiarize civilize entrepreneurial values in students' everyday lives.

This research was conducted in a natural setting that is not in a setting that is designed in such a way as is done in quantitative research. In practice, researchers mingling with students, teachers and the elements of the other schools to get the data and information needed. Researchers trying to blend directly in social situations in the environment SDPN Pajagalan 58.

Subjects in this study are the stakeholders who have different characteristics, elements, and the value associated with the understanding of the values of entrepreneurship contained in Social ScienceKnowledge learning in primary schools. Therefore, the subjects in this study were teachers who numbered one person and grade IV/A, amounting to thirty-four. Of the thirty-four students have then taken the sample (respondents) in an effort to facilitate and focus the observation

research. At the preliminary study stage, the determination of the subject of research done by purposive Sampling (Zainal Arifin, 2012: 221) subjects who have considered able to provide information relevant to the values of entrepreneurship. They consist of the principal, who is responsible entrepreneurship programs, teacher of Social Science Knowledge and graders IVA seventeen students were given a short code Students in SW (SW 1 to SW 17).

The main data sources are the words and actions of those who observed or interviewed in the neighborhood SDPN Pajagalan 58, recorded through written notes, recording video and taking pictures with a camera and or HP. Sources of data in addition to the words and actions in this study, also sentences, paragraphs and discourse found in the literature or documentation related to the values of entrepreneurship.

Making primary source of data conducted by researchers at the top in line with the opinion of Sugiyono (2012: 309), that

"... When viewed in terms of how or techniques of data collection, data collection can be done by observation (observation), interview (interview), documentation and combined / triangulation."

The data were analyzed with the following steps: reducing the data, perform data presentation, and draw conclusions from these studies (Miles, M.B. & Huberman, 1994).

III. RESULT AND DISCUSSION

Curriculum SDPN Pajagalan 58 as part of the planning process of learning and teaching within a school year covers a number of subjects whose breadth and depth is the burden of learning for students and local content material. Consists of mandatory subjects: religious education, civic education, the Indonesian language, math, science, Knowledge Science Social, cultural arts and physical education, sports and health.

Selected local content defined by characteristic, potential and advantages of the region, as well as the availability of land, infrastructure, and educators. Target local content lessons is the development of entrepreneurship and the cultivation of cultural values in accordance with the environment. The values of entrepreneurship being developed include innovation, creativity, critical thinking, exploration, communication, independence, and work ethic. Cultural values in question include honesty, responsibility, discipline, sensitivity to the environment, and cooperation. Planting entrepreneurial values and culture are integrated in the learning process that is conditioned so that these values can be attitudes and behavior in everyday life (Gehman, 2013).

Table 1
Achievement Indicators Values Entrepreneurship Education in Primary Schools
Entrepreneurship in Education Guidelines, (Curriculum Center, 2010):

Values Entrepreneurship	Achievement indicators		
	Individual	Class	School
Honest	1. Produce something with their own ideas 2. Did not cheat other people's work 3. Answering a question the teacher about something based on what it knows	1. Creating a learning environment that fosters honesty in words and actions	Creating a school situation to build an honest attitude
Creative	1. Make a literary / art from materials available 2. Make a variety of new sentence with words alone 3. Propose a new activity in the classroom	1. Create learning situations thatencouragethinking and acting creatively 2. Giving a challenging task emergenceof new the works either authentic or modification	Creating a school situation that fosters creative thinking and acting power.
Confidence	1. Dare to appear in front of the class	Creating a learning environment that gives	Creating an atmosphere of schools that foster a sense of

Values Entrepreneurship	Achievement indicators		
	Individual	**Class**	**School**
	2. Dare to explain the subject matter in front of the group	students the chance to appear confident	confidence
Mandiri	1. Able to perform tasks without the help of others 2. Being able to search for learning resources in the library itself 3. Able to work on own exam	Createlearning environmentgivechance onlearners towork independently	Create situations that build self-reliance school students and the school community
Communicative	1. Listening to the opinions of others are actively 2. Give opinions in the group work in the classroom	Building a communicative learning environment	Createfeel schools that establishes communication between the citizens who are active in school
Discipline	1. Go to class on time 2. Complete the task on time 3. Comply school rules orderly dress	1. Creating a learning environment that enables students to discipline ourselves 2. Make order class	1. Make the school rules 2. Creating a school environment that makes the school community to be disciplined
Responsible	1. Being able to carry out tasks that become obligations 2. Do all the tasks ith earnest	Creating a learning environment that makes students responsible	Creating an atmosphere of schools that show a high sense of responsibility
Hard work	1. Seek information from sources beyond textbooks 2. Using most of the time in the classroom	1. Create classroom situations so that learners looking for resources 2. Assign tasks to students to explore reading	1. Facilitating the school community for learning activities 2. Providing facilities and infrastructure that support learners to

Values Entrepreneurship	Achievement indicators		
	Individual	**Class**	**School**
	and outside the classroom to learn	sources	find the source of reading
Leadership	1. Could coordinate the friends in the group 2. Being able to accept criticism from friends 3. Able to accept advice from your friends	1. Establish an atmosphere of class discussions 2. Form a class president in turns	Creating an atmosphere of democratic school
Curiosity	1. Asked the teacher and friend of the subject matter 2. Ask questions or read the source beyond textbook material related to subjects 3. Ask about anything related to the subject matter but beyond that discussed in class	Building a learning atmosphere that can provoke the curiosity of students	Facilitating the school community to have the curiosity of students

As a pilot piloting schools Culture and National Character Education, Entrepreneurship and Creative Economy designated by the Curriculum Center, SDPN Pajagalan 58 task severe enough to produce students who have the character and values of culture and entrepreneurship. Piloting responsibility as a school to make all elements of the school to work together to realize the achievement of objectives of the program. The first thing that is visible curriculum SDPN Pajagalan 58 which had been adjusted with the task as piloting school in it states clearly the character and values of entrepreneurship.

Documentation of the results found that the value of entrepreneurship has been included in the school curriculum as a whole and in the syllabus and lesson plans contained suitable themes of learning (SK and KD). But as the school Piloting SDPN Pajagalan 58 designing and prioritize four values that will be implemented and developed in the school program that is religious value, care for the environment, communicative and innovative. This is done in an effort to not just load these values into the learning but rather the civilizing values in the student (Authors, 2012). With four prioritize these values in the learning process teachers are expected to provide conclusions / considerations expressed in a qualitative statement to each student as follows:

1. BT: Not Seen (if the students do not show early signs of behavior that is expressed in the indicator).
2. MT: Start Seen (if the students are already starting to show early signs of behavior that is expressed in the indicator but not consistently)
3. MB: Start Developing (if the students are already showing signs of behavior that is expressed in the indicator and start consistently)
4. MK: entrenched (if the students continuously exhibits behavior consistently expressed in the indicator)

In the learning that takes place in the classroom, the teacher's role is also very helping students to cultivate an entrepreneurial attitude. There is also the contribution of teachers in teaching Social Sciences Knowledge charged entrepreneurial values can be seen in the following table:

Table 2
Teacher's Role In Learning Sciences Social Knowledge Charged Values Entrepreneurship Students of Class IV in SDN 58 Pajagalan

No.	Aspects observed	Observations About the Role of Teachers
1.	**Honest**	1. Creating a learning environment that makes students able to express their opinions honestly 2. Teacing and supervise the students not to cheat when the daily quiz
2.	**Discipline**	1. Coming to school on time 2. Log in to class on time 3. Familiarize students to the

No.	Aspects observed	Observations About the Role of Teachers
		discipline at the time of the division of the group in a class by dividing the group until all students get a group
3.	**Hard work**	1. Prepare course material before learning takes place 2. Setting up and showed pictures of the means of production to students
4.	**Creative**	1. Giving freedom to the students to choose and decorate their own image 2. Giving the task of finding a picture of transport by air, land and sea 3. Deliver the students examples of people who are creative and innovative (the inventor of the telephone, etc.) 4. Give examples of the inventors of sophisticated tools for example spacecraft
5.	**Innovative**	1. Give confidence to the students to determine the name of the group itself according to the agreement the group 2. Facilitate the students to come up with new ideas orally and in writing
6.	**Independently**	1. Prepare their lessons well 2. Setting up the image to be made of instructional media
7.	**Responsible**	1. Master the learning material with good 2. Facilitating the students to present the results of their work both individually and in groups
8.	**Cooperation**	1. Thanking the students who have helped put up the picture for learning 2. Facilitate students to be work together through group discussion
9.	**Leadership**	1. Teaches students to dare to appear in front of his friends 2. Entrust students to create groups independently 3. Providing opportunities for students to express their opinions

No.	Aspects observed	Observations About the Role of Teachers
		4. Provides the opportunity for students to ask questions when there are groups that work results present 5. Providing opportunities for students to answer questions before described back
10.	**Ductile**	1. Explain the subject matter very well until the students understand the material
11.	**Dare to Risk Bear**	1. Providing a challenging task to the students as well as teaching students to take responsibility for the results of his work
12.	**Commitment**	1. Keep an appointment with the students about the activities to be implemented in learning 2. Delivering picture poses that learning will be done
13.	**Realistic**	1. Shows consistency in thought and action
14.	**Confidence**	1. Familiarize students to answer questions themselves are not together 2. Provide questions to the students according to last week's lesson
15.	**Curiosity**	1. creating learning curious students will ask questions
16.	**Communicative**	1. Greet students at the time of entry into the classroom by giving greetings 2. Accustom students to give and returned the greeting
17.	**Rewarding achievement**	1. Congratulated the students who gained achievements in interschool competitions

Aside from the role of teachers in instilling the values of entrepreneurship in Social ScienceKnowledge learning in class IV, of the findings of researchers in the field that the school also take a role in facilitating the learning environment to help students in the application of the value of entrepreneurship in the school environment.

Table 3
Role in Learning Social SciencesKnowledge School of Enterprise Charged Values in Class IV in SDPN Pajagalan 58

No.	Aspects observed	Observations About the Role of School
1.	**Confidence**	1. Put up posters giving an invitation to the school wrga to appear more confident 2. Creating activities that make students always dared to appear in public so that foster self-confidence of students
2.	**Discipline**	1. Putting up posters that gives solicitation materials for all citizens of the school discipline, such as: a. I am ashamed to come late\ b. Discipline unsupervised c. Discipline ranging from self 2. Implement school activities on time, such as flag ceremonies, habituation and other activities 3. Setting up bins in every classroom to encourage students to dispose of waste in place
3.	**Honest**	1. Make honesty canteen that will familiarize students to shop alone without supervision, so that students will be accustomed to honest 2. Creating a market day activity that will familiarize students to be honest in buying or selling 3. Make a box for storing items it finds students and all citizens of the school, so for the loss of goods can be viewed and took his own in the box
4.	**Mandiri**	1. Put up posters that read â € œ work without in order â € which provides a call to the school community to become independent
5.	**Creative**	1. Facilitating students for working, for example, carrying out of competitions in each specific days and provide opportunities for students and teachers to participate in competitions both at school and at other schools 2. Putting up posters that attract so easily read and understood the message delivered 3. Putting up posters for a contest that could be followed by students, good for the scope of the school and outside school
6.	**Responsible**	1. Creating a school environment that is clean, beautiful and comfortable 2. Setting up of school facilities as a form of responsibility of the school to meet the needs of students in the

No.	Aspects observed	Observations About the Role of School
		learning process, such as language labs, computer labs, science labs, art room, library, infirmary, Mosque, toilet etc.
7.	**Leadership**	1. Installing a wide variety of posters in which includes various solicitation is better to keep the school environment, discipline and so on.
8.	**Hard work**	1. Put up posters reading invitation to work hard
9.	**Curiosity**	1. Creating a new activity on a regular basis so as to motivate students to always want to know what activities will be done
10.	**Communicative**	1. Putting up posters of congratulations came in front of school 2. Creating a school environment that is friendly to refract 5S, Smile, Greeting, Sapa Polite, Polite, so as to create a school environment that communicative
11.	**Would appreciate Achievement**	1. Creating programs to reward top students at the end of each semester and also gives awards to students who obtain achievements in extracurricular school activities
12.	**Realistic**	1. Running regulations / school discipline as well as possible in accordance with what has been previously made
13.	**Innovative**	1. Creating programs or extracurricular activities that help students to be able to solve the problem
14.	**Ductile**	1. Putting up posters that indicates a call to all citizens to give up school
15.	**Dare to Bear the Risk**	1. Create and implement programs Market Day, where students will be given the opportunity to sell snacks and student work. Here students are taught to be ready to profit and loss, so ready to accept the risks when selling they do not run out or not sell
16.	**Cooperation**	1. Program the students to take turns to work together to clean the environment around the school
17.	**Commitment**	1. Put up posters that read â € œ failed in the struggle does not mean failure â € ™which will provide a boost to the student's commitment to learning and commitment of teachers in performing their duties as a teacher

From the findings in the field, then the researcher makes an indicator of achievement of each of the values of entrepreneurship contained in SK and KD that is based upon guidelines for entrepreneurship education of Curriculum Centre and also by the values of entrepreneurship that appear in students for researchers to follow the learning process in SDPN Pajagalan 58 contained in the tables that had been presented earlier observations. Indicators of achievement can be seen in the following table:

Table 4
Achievement Indicators Values Entrepreneurship In Learning Sciences Social Knowledge
Class IV Semester II

Meeting	Basic competencies	Enterprise value	Achievement indicators
**Standard of Competence:** mengenal natural resources, economic activity and technological advances in the district / city and province		
I - IV	Getting to know the economic activities related to natural resources and other potentials in the region	Discipline	1. go to class on time, 2. dress neatly, 3. abide by the rules in the classroom.
		Creative	1. making handicrafts from used goods (waste), 2. propose activities related to economic activity, and so on.
		Hard work	1. students seeking information about economic activity in the environment around them then communicate during the learning, 2. make a list of the work environment around utilizing natural products.
V - VIII	Recognize the importance of cooperatives in improving the welfare of society	Honest	1. making the work itself without cheating others, buying and selling in the cooperative school properly, 2. answered questions of teachers in accordance with what he knows.
		Creative	1. capable of making handicrafts from waste material / waste can be sold in a cooperative school,

Week	Topic	Value	Activities
			2. provide proposals on cooperative activities in school
		Hard work	1. seek and mentions the types of cooperatives in the surrounding neighborhood students, 2. noting the activities of what is being done in the cooperative.
		Discipline	1. carry out the task of the teacher related to the subject matter, 2. adhere to the school rules and regulations in the classroom.
		Confidence	1. dare to appear in front of the class 2. able to do the work themselves without fear
IX - XIII	Know the development of production technology of communication and transport as well as experience using	Creative	1. bring images of the means of communication and transportation, 2. placed pictures of communication and transportation in mading class
		Hard work	1. the task of teachers to completion, 2. search for images of transport and communications to be collected in class.
		Communicative	1. giving and returned the greeting before and after learning 2. provide answers / opinions regarding production technology, transport and communications
XIV - XVII	Getting to know the social problems in the region	Creative	1. carrying pictures / photos about the social problems in the region
		Leadership	1. Ability to lead a group of friends in a discussion
		Hard work	1. seeking and communicating about social problems in the neighborhood where he lived, 2. the task of teachers according to subject matter,
		Cooperation	1. completing the task group of teachers together with the group's friends
		Confidence	1. dare to appear in front of the class to express their opinions about the outcome of the discussion group

The value of entrepreneurship in teaching Social Sciences Knowledge is intended as a set of beliefs or principles that have mempribadi behaviors in students that can be revealed through thoughts and actions. Sapriya (2011), suggests that;

> program learning Knowledge of Social Sciences should provide the opportunity for students to express, reflect and articulate the values that dianutnyaâ. This process depends on the values of procedural class.

From these explanations it appears that learning Social Science Knowledge provides space for the planting of values to every child, including the value of entrepreneurship (McClintock & Allison, 1989). For planting or learning in school grades were not necessarily done separately, but the values that are taught inherent in any learning materials that have been in school (Chang Kao, Chu, & Chiu, 2009).

The values of entrepreneurship in science learning in class IV Social Science Knowledge can be seen as a good teacher teaching staff, as well as to students as learners. In planting the value of entrepreneurship, the teacher shows the attitudes that correspond to the value of entrepreneurship, for example, disciplined, creative, leadership and other values. Of the students also appear to be so, that shows the attitude of discipline, hard work, teamwork, leadership, honest, creative, self-confident, independent and attitude / other value. These values can be seen through observation, interviews and discussions by

researchers during field with teachers and students in the class.

But at the level of implementation of learning in SDPN Pajagalan 58 there are some things that still need to get more attention from the parties involved, in particular Puskur and Responsible Entrepreneurship Program Pendidikian. Things researchers found that the curriculum, syllabus and RPP in SDPN Pajagalan 58 which have been made yet sikron with real learning is good. Although at this stage of implementation in the classroom students have shown an attitude that shows entrepreneurial souls. But attitudes / values that will be embedded properly planning really focused and observed continuously.

IV. Conclusion

After doing research on learning Knowledge Social Science charged entrepreneurial values in the fourth grade of elementary school students, including lesson planning, implementation of learning, assessment, and problems and solutions faced in the study, the researchers draw the following conclusion:

1. entrepreneurship education programs in SDPN Pajagalan 58 have executed well in the overall school environment through habituation and extracurricular programs implemented continuously every week according to the schedule specified.
2. Development of entrepreneurship education programs in primary schools if continuously improved to be able to equip learners from scratch and mold them to have entrepreneurial spirit to achieve public welfare and good economic growth.
3. SocialSciences Knowledge Learning has provided room for the development of entrepreneurship in primary school grades so that students are more active during the learning progresses and more teachers become facilitators for students.
4. Planning Knowledge Learning Social Studies class IV uncharged elementary school entrepreneurial values carried through the following steps:

a. Assess Competency Standards (SK) and the Basic Competency (KD) to determine whether the values of entrepreneurship is included therein.
b. Lists the values of entrepreneurship that have been listed in SK and KD into the syllabus.
c. Developing a learning step active learners enable learners have the opportunity to integrate values and show it in behavior.
d. Incorporate step integrated active learning entrepreneurial values into the RPP that is disciplined, creative, hard working, honest, confident, communicative, leadership and cooperation.

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