



Edupreneurship in Stimulating the Independence of Early Childhood

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Abstract

Purpose – This study aims to analyze the role of edupreneurship in training children's independence. This study describes the strategies undertaken to stimulate children's independence values through several entrepreneurial activities such as market day activities, cooking classes and work bazaars.

Design/methods/approach – This research method is qualitative descriptive. The research subject is the principal, an early childhood education class teacher in Batu Karang who implements edupreneur day. This research was conducted in Batu Karang Village. Data were collected through observation, interviews and documentation to obtain in-depth information. The type of interview chosen was semi-structured. Conclusions are obtained from the results of data analysis with three stages reduction, data display and then conclusion. Test the validity of the data is done through source and technique triangulation.

Findings – The study found that many children were still less orderly, disciplined and dared to carry out activities independently. This research shows the role of edupreneurship in stimulating independence from an early age through entrepreneurial activities.

Research implications/limitations – Market day activities have implications for training children from an early age to be independent so that the child's perspective will rise to become an entrepreneur. This study has limitations in learning early childhood education in rural areas that are not promoted independently, so the activities carried out are not monitored.

Practical implications – This study implies that edupreneurship in training early childhood independence can be done through market day activities.

Originality/value – This study contributes to understanding teachers and education parties utilizing entrepreneurial activities to foster an independent spirit for entrepreneurship and building the economy.

Keywords: The role of edupreneurship; Independence; Early childhood

Paper type: Research paper

Introduction

Problems in a country regarding economic stability are very closely related to people's welfare. It is triggered by high unemployment, lack of jobs and low initiative and spirit to create jobs. The initiative to create one's business opportunity will save oneself and others by increasing one's productivity and economy (Sari et al., 2021). This low awareness results in limited job opportunities and a buildup of labour in an area. Based on BPS (Central Statistics Agency) data in Indonesia, as of February 2022, the unemployment rate has occupied a score of 5.83% of the total number of working-age citizens, with a total of 208.54 million people (Ivan, 2022). To stabilize the economy in a region, hacking the mindset of creating job opportunities must start from the most complex environment, namely the smallest scope, namely the family. They have skills in entrepreneurship and an entrepreneurial mentality equipped with qualified skills (Garcez et al., 2022; Nate et al., 2022).

Entrepreneurial skills or entrepreneurship need to be possessed and instilled in early childhood as successors or the next generation, reflecting on countries that have advanced, children's skills and character are very concerned at an early age, carrying out simple activities with educational values children can live bravely, responsibly and independently. Continuously trained independence will allow children to not depend on others and appreciate their efforts, like independent children fastening buttons on clothes and shoes from an early age (Ika & Delina, 2021). The value of independence is closely related to entrepreneurship education because, in entrepreneurship education, there are values that an entrepreneur needs to have, including responsibility, creativity and independent discipline, which is very appropriate if children know about entrepreneurship education from an early age.

Entrepreneurship education has a vital role in all aspects of life, including for children, because having knowledge or knowledge of entrepreneurship will present entrepreneurs who can make a difference because entrepreneurs have an essential role in implementing development, especially in countries that are currently (Banerjee & Sharma, 2014; Ismail & Wa'adarramah, 2021; Lambin & Surender, 2021). The creation of innovation and creativity in entrepreneurship is generated through the sensitivity of an entrepreneur to pay attention to opportunities or situations and community needs. Entrepreneurship describes the spirit of behaving and trying in seeking, seeking and implementing new ways of working with technology and products with better efficiency and quality (Liu et al., 2012; Macintosh et al., 2019; Takeishi, 2002; Wahyuni & Suyadi, 2020). Therefore, skills, in this case, need to be introduced and instilled from an early age to increase knowledge and an effort to improve self-quality.

To have good self-quality in a person, it is necessary to instil education and skills taught by the previous generation to the next generation. Entrepreneurship education for children aims to prepare them to have expertise in life and relate optimally with their environment and society (social skills) (Cárdenas-Gutiérrez et al., 2021; Maolida et al., 2022; Prabowo, 2018). The introduction of entrepreneurship from an early age will accustom children to seeing and learning tricks or ways of doing entrepreneurship, and indirectly this has invested in a character that will grow as adults with more productive and skilled thinking. Entrepreneurial skills will provide positive value by building a view of productivity and independence in children. The mindset used to be built to create jobs, of course, an excellent impact on one's survival (Kim et al., 2022). Practising independent living from an early age provides a point of view that in order to have good entrepreneurial values, productivity and good time management are needed.

The government's challenges in the world of post-pandemic education have forced it to renew curriculum policies as a new movement to innovate in education to better adapt to the current situation and pay attention to children's education in aspects of its development. The latest curriculum explains that children need to have the skills of religious values and character, identity and the ability to be literate (Eka Retnaningsih & Khairiyah, 2022). This rule provides suggestions for every child education institution to follow and create exciting learning activities that follow government recommendations in achieving educational goals. The elements of development that

children need to have are self-identity, where the details contain an attitude of independence and creativity.

The challenge of optimizing independent and creative character from an early age is a problem faced by the teacher or the school. Fostering the character of independence in children needs regularity and supervision that is not only carried out by the teacher, but parents also need to be involved in it because more time is spent with the family in training the attitude of independence through edupreneurship needs good cooperation (Saputri et al., 2022). The role of parents and their upbringing of children can also influence the success of schools in stimulating children's development through activities carried out at school, both in terms of children's character and thoughts (Lisa Megawati, Nuraini Asriati, 2019). From the previous explanation, it can be concluded that the role of edupreneurs in training children's independence cannot be done instantly but needs to be done gradually by creating activities and a supportive environment.

Based on previous research on edupreneurship in training independence, such as the results of research conducted by Rahman and Hijriati 2022 which stated that in building entrepreneurial character in a society, it is necessary to have a PKW training program (entrepreneurial skills training) (Rahman et al., 2022). Furthermore, in Sari et al.'s research in 2021, it is stated that in building entrepreneurial character through entrepreneurship education, strong motivation is needed in the environment around entrepreneurship education, which cannot be implemented and achieved correctly if the surrounding environment does not provide support or motivation (Sari et al., 2021). The results of further research conducted by Nova Deana and Widiastuti in 2019 describe that training a person to have independent character must be carried out directly based on field practice starting with activities that lead children to dare to do their activities independently (Dwi Rita Nova & Widiastuti, 2019).

Many studies have been done previously to show that entrepreneurship education significantly contributes to building self-reliance in one's soul. However, in implementing entrepreneurship education in early childhood, it is not sure that it will be effective if it does not pay attention to its fundamental role because it considers children's different characteristics. (Amini Mukti, 2014) (Amini Mukti, 2014) Internalization of edupreneurship needs to be done in a way that is fun for children and builds good interactions with families so that the value of entrepreneurship education can be achieved and implemented correctly (Rihlah, 2019). In addition to training independence with direct practice, children also need figures as real examples (Solikhah, 2021). Some of the research above has not shown the fundamental role in edupreneurship that needs to be built in early childhood, so some of the above methods will be less effective when applied to early childhood today.

The problems at the research location are lack of orderliness in learning. Children are still not brave enough to do their activities (children are still accompanied by their mothers in class), some children are not able to put on their shoes, some children do not dare to express their opinions and desires, children are still confused when making transactions as buyers still need to be accompanied by their mother.

This research aims to provide an overview of the role of edupreneurship in training children's independence that teachers need to carry out, such as implementing fun edupreneurship activities and appropriate methods for training children's independence, as well as supporting and inhibiting factors. Research results can provide information that can be used as a reference for all those involved in early childhood education, including educators, principals or parents. Then this research hopes to provide insight into the additional experience for students so that implementing edupreneurship in children can be carried out correctly.

Methods

The research method is qualitative and descriptive. The research subject is the principal of the class teacher Early Childhood Education (ECE) in Batu Karang Village, who carries out entrepreneur day activities. Researchers do this because they examine situations or conditions in absolute terms and then describe them narratively (Muri, 2017) . Data collection techniques are

carried out using observation, interviews and documentation methods. Then, the result is analyzed through three stages: data reduction, data display and conclusion. Test the validity of the data is done through source and technique triangulation.

Result and Analysis

By nature, children are born as social beings according to Montessori characters or their personality is shaped by their environment and the habits he does (Masnipal, 2013). Vygotsky's theory also says that children learn based on experience (Dadan, 2021). The environment and experience will build a child's mindset. As an example of training children's independence, the word independent means being able to do it alone, not depending on others (Indrayani et al., 2021). In language, independence is said to be the ability to behave and not depend on other people in all their duties (Sembiring Helena, 2022). Children must be invited to participate in activities stimulating their independence to create a generation with an independent character. Megan Nortrup, in a research assistant later revised by Stephen F, professor at the School of Family Life at Birmingham Young University, explained that children's independence is the ability to be able to choose and determine what is right and dare to be responsible for all forms of risk for the choices they choose (Ahmad, 2017).

Bacharudin Mustafa explained that independence is a step in taking and accepting his choices, manifested by using his mind to decide something, for example, choosing a playmate or school supplies (Rita, 2021). From the description of the views above, cultivating an independent character from an early age will teach children to be responsible and to train independence. Of course, learning activities must be directed to things that lead children to the value of entrepreneurship education. The introduction of entrepreneurs, in other words, is also referred to as edupreneurship, which means education that is used to get to know various kinds of concepts and theories about entrepreneurship and its application in the scope of education (Fitria et al., 2022). Activities carried out at this institution regarding entrepreneurship education, namely the work bazaar and market day.

Market day activities are buying and selling activities carried out to understand several concepts in entrepreneurship so that children understand the concept of literacy, learn to socialize, be responsible and teach the values of entrepreneurship to build an entrepreneurial spirit (Iqlima et al., 2022). Market day is also a project-based learning process that can stimulate children's abilities in basic entrepreneurial activities, which are expected to foster an entrepreneurial spirit in children so that children understand the world of business and begin to pay more attention to situations and opportunities to grow their creativity (It et al., 2022). ECE in rock village builds a child's entrepreneurial spirit through several activities, one of which is a market day which is packaged with buying and selling activities of processed or local products so that in addition to training children's independence, it also fosters an entrepreneurial spirit that prioritizes local wisdom values so that later it is expected to be able to build business opportunities starting with processing existing resources around it to be able to have a sale value. In rock village the majority of community resources are obtained from agricultural product.

The researchers' findings made observations at seven early childhood education institutions in Batu Karang village. Five institutions implemented edupreneur day activities. From the observations made by researchers, several activities carried out were market day, cooking class, and work bazaar. However, four institutions carried out the most edupreneurship activities during the data reduction process through the market day, including: Miftahul Qulub, Insanul Karim, Bustanul Ulum, and Alimuddin.

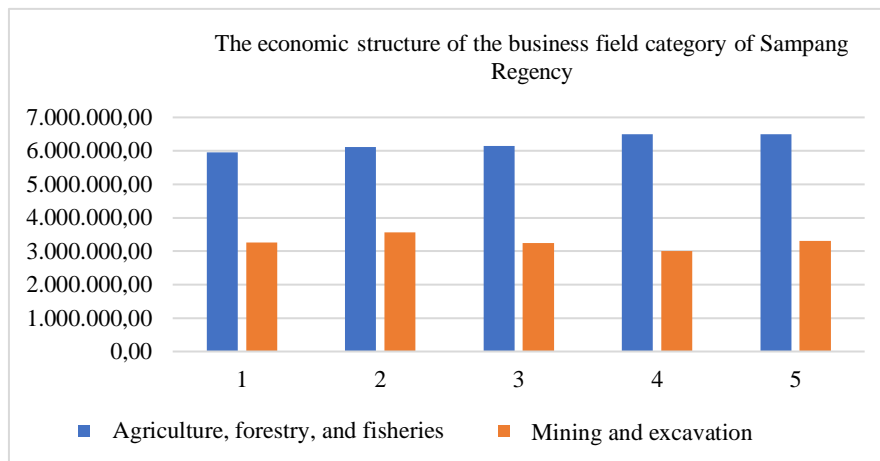


Figure 1. Diagram of the economic structure of the Batu Karang Village business field category

Discussion

The figure above shows that these five institutions carry out edupreneur activities throughout the market day to stimulate children's independence. The entrepreneurship education that emphasizes children in this area, namely the stimulation of creativity in processing agricultural products related to food products so that they can become a source of income for the community rock village, conducting buying and selling activities to train children to have an entrepreneurial spirit, so they do not depend on other people for their needs. Agricultural products that have been harvested and processed will then become food and non-food products that will be marketed to the broader community (Maherawati, 2022).

Apart from that, in simple practice, table 1 institutional data stimulates children's independence through practising putting on their shoes, expressing themselves or telling about the activities being carried out. From the description above, it can be concluded that training the entrepreneurial spirit from an early age can be passed through market day activities which are an effective way of fostering an entrepreneurial spirit. The role of edupreneurship is extensive in providing educational values related to children's characters, such as independence, courage, responsibility and discipline (Patta, 2016). This learning can stimulate several aspects of development in children, including moral, cognitive, physical-motor, social-emotional, religious values, language and art. Entrepreneurship-based education or edupreneurship has a significant impact on future national development because this education's value will build children's perspectives in the economic field, strengthen their character in entrepreneurship and be independence (Rahayuningsih et al., 2020).

From the research that has been carried out related to entrepreneurship education in training children's independence, it can be found that there are benefits that children can obtain. Juwita Rani et al.'s research results in 2022 implementing entrepreneurship learning with market day activities can provide children with the ability to interact with friends. Communication is well-established, and the social spirit is well-trained so that children can adapt to the surrounding environment (It et al., 2022). Research conducted by Yusuf Isabella et al. in 2021 obtained results regarding the research theme of implementing entrepreneurship learning in kindergarten. The results of this research explained entrepreneurial activities, a method or activity carried out directly for children who can train independence and courage by learning. Doing this is evidenced by the acquisition of data in the first week before children learn entrepreneur learning, and after starting to know, it is evidenced by the ability to process their self-confidence (Yusuf et al., 2021). Meanwhile, research conducted by Satri Fadillah et al. in 2022 based on an economic perspective, the results of his research stated that independence has a significant influence on one's entrepreneurial spirit based on the results of the t-count test of 4.861 obtaining more significant

results than the t-table with a value of 1.66035 which means independence influences one is an entrepreneurial spirit, the independent character will have a significant impact in business or carrying out entrepreneurial activities (Saputri et al., 2022).

Edupreneurship is carried out through market day activities, and a work bazaar aims to build a spirit of independence in children. Educators who play a role in the scope of children's education have several main objectives in each activity, including achieving aspects of overall child development, for some aspects of child development, namely religious and moral values, physical motor, cognitive, language, social, emotional and art (Kementerian Pendidikan Nasional, 2014). The market day activities are buying and selling regional speciality food products, which are the hallmark of this aim to train children's social-emotionality. The process of buying and selling interaction has the benefit of training children's literacy from an early age on the introduction of the barter system or the value of the rupiah currency (Basyiroh, 2017). The market day activities to grow can provide concepts and understanding to children about the primary picture of entrepreneurship both seen within the scope of the family or more broadly, namely within the community (Rahayuningsih et al., 2020).

Conclusion

Edupreneurship in training children's independence has a vital capacity to form independent children with a stimulating process through market day activities held by children's educational institution's rock village. Based on the results of the researcher's analysis in the written scientific articles, entrepreneurship education through market day plays a vital role in building the value of independence in early childhood and is effective in building children's independent character.

Declarations

Author contribution statement

Nurul Ismayiah conceived the presented idea. Suyadi and Nadlifah developed the theory of edupreneurship and early childhood education. Khamim Zarkasih Putro and Ria Astuti verified the analytical methods. All authors discussed the results and contributed to the final manuscript.

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Data availability statement

The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

Declaration of interests statement


The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.


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