



# Entrepreneurship Extracurriculars in Developing Entrepreneurial Character for Elementary School Students

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## ABSTRAK

Jadwal pembelajaran yang padat membuat pembelajaran kewirausahaan hampir tidak tersentuh. Disisi lain, pentingnya pendidikan karakter wirausaha harus dikembangkan sejak anak belajar pada jenjang sekolah dasar. Kegiatan ekstrakurikuler kewirausahaan dapat menjadi salah satu program penanaman karakter wirausaha. Tujuan penelitian ini adalah untuk menganalisis karakter wirausaha siswa pada implementasi ekstrakurikuler kewirausahaan. Subjek penelitian adalah kepala sekolah, guru kelas, dan siswa kelas 4-5 sekolah dasar. Penelitian ini menggunakan pendekatan penelitian kualitatif dengan jenis deskriptif. Teknik pengumpulan data yang digunakan meliputi wawancara dan observasi. Teknik analisis data menggunakan model interaktif, yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Uji keabsahan data yang dilakukan menggunakan triangulasi teknik dan triangulasi sumber. Hasil penelitian menunjukkan bahwa implementasi kegiatan ekstrakurikuler kewirausahaan yang dilakukan meliputi membuat kerajinan dari barang bekas dan membuat keripik bayam. Karakter wirausaha yang ditanamkan dari membuat kerajinan dari barang bekas dan membuat keripik bayam, yaitu sikap percaya diri, kerja keras, konsistensi diri dan pribadi kreatif. Simpulan penelitian ialah dengan adanya implementasi ekstrakurikuler kewirausahaan dapat menanamkan karakter wirausaha siswa yang dibutuhkan agar nantinya memiliki sikap berwirausaha.

## ABSTRACT

A busy schedule of lessons makes entrepreneurship learning almost impossible. On the other hand, the importance of entrepreneurial character education must be developed since children learn at the elementary school level. Entrepreneurial extracurricular activities can be one of the entrepreneurial character-building programs. The purpose of this study was to analyze the entrepreneurial character of students in the implementation of extracurricular entrepreneurship. The subjects in this study were students of grades 4 and 5 in elementary schools. This study uses a qualitative research approach with a descriptive type. The data collection techniques used include interviews and observation. The data analysis techniques use interactive models, namely data collection, data reduction, data presentation, and concluding. The data validity test was carried out using technical triangulation and source triangulation. The results showed that the implementation of entrepreneurship extracurricular activities included making crafts from used goods and making spinach chips. Entrepreneurial character instilled from making crafts from used goods and making spinach chips, namely self-confidence, hard work, self-consistency, and creative personality. The conclusion of the research is with the implementation of entrepreneurship extracurriculars in schools, it can instill the entrepreneurial character of students needed so that later they will have an entrepreneurial attitude.

## 1. INTRODUCTION

Education is a conscious and planned effort in the process of mentoring and learning for individuals to grow and develop into human beings who are independent, responsible, creative, knowledgeable, healthy, and have noble character (Hasan et al., 2022; Kesli & Ariva, 2022). National education development policies are intended to make students have a noble character, be creative, and be innovative (entrepreneurial character), national character. In reality, the current learning system is still not effective in building students with noble character, national character, and entrepreneurship (Ardiansyah et al., 2022; Nurhamidah, 2018). Character-building education as a basis for entrepreneurship education is considered important to foster intellectual curiosity. Elementary school is the most basic level of formal education and it is considered appropriate to start implementing entrepreneurship education (Taufikin et al., 2022; Luo & Asavisanu, 2022).

Entrepreneurial character education needs to be developed from an early age, this is quite reasonable so that Indonesia can produce the next generation who are ready for the challenges in the future. The benefits of entrepreneurship education for the development and growth of the country have been

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widely expressed by experts. Entrepreneurship is an alternative that is quite effective for overcoming various existing social problems, both problems of unemployment, poverty, and another social backwardness. Entrepreneurship or entrepreneurship is an alternative solution that has a multiplier effect, that is, it can overcome economic problems and improve the mental quality of human resources (Kesli & Ariva, 2022; Arjanto & Mustiningsih, 2022). Entrepreneurship education is a form of concern from the Indonesian people for the progress of students to be more creative in their respective fields (Nurhamidah, 2018; Hasan et al., 2022). The states that internalizing the values of entrepreneurship education is an effort to improve students soft skills and character (Nurhamidah, 2018; Fikri, 2022; Ardiansyah et al 2022).

Developing an entrepreneurial spirit in students is not easy, let alone having to practice it in everyday life by opening a business. But that doesn't mean it's impossible to do. Here it takes several efforts to train students' character in preparation for entrepreneurship (Dahliyana, 2017; Taufikin et al., 2022). With some of the basic competencies that will be presented in Creative Products and Entrepreneurship lessons, it is hoped that teachers can direct students to try entrepreneurship. The introduction of entrepreneurship and instilling an entrepreneurial spirit in early childhood can be done through the application of the project method (Ndeot, 2018; Hasan et al., 2022). Entrepreneurship refers more to the nature, character, and characteristics inherent in someone who has a strong will to realize innovative ideas in the real world of business and can develop them with resilience (Kusuma, 2017; Al Azizi, 2018; Thornton, 2018). Therefore, concerning people who carry out the process of ideas and integrate resources into reality, what is called an entrepreneur appears. However, the fact on the ground is that with a busy regular schedule, entrepreneurship learning is barely touched at all. As happened at SDN 1 Kerjo Kidul, Wonogiri Regency, based on information obtained from one of the teachers, they stated that they only inserted a few entrepreneurial values in the middle of regular learning. Therefore, in the entrepreneurial character development that has been carried out at SDN 1 Kerjo Kidul, the results are still far from what was expected due to the low lack of students' entrepreneurial character values. Character values such as lack of honesty possessed by students in exams, lack of discipline, and student creativity.

Based on the description above, shows that entrepreneurship extracurriculars can be one of the programs for instilling an entrepreneurial spirit. Therefore the school must take a solution during a busy regular schedule, the solution is to incorporate entrepreneurship education into extracurricular activities. The one strategy that can be carried out by management to foster an entrepreneurial spirit in the school environment is entrepreneurship-based extracurriculars. Extracurricular activities are activities carried out outside of learning hours that aim to help develop the potential of students (Kusuma, 2017; Hasan et al., 2022). This extracurricular activity is carried out as a facility for developing the talents and needs of students who are different, both in terms of morals, attitudes, talents, and creativity they have. Therefore, extracurricular activities need to be compiled and outlined in the annual work plan or educational calendar of the educational unit. So the purpose of this study is to describe the implementation of entrepreneurship extracurriculars to instill entrepreneurial character in students of SDN 1 Kerjo Kidul, Wonogiri Regency.

The implementation of extracurricular activities at school does not necessarily forget the main goal of learning, both learning activities and extracurricular activities have the main goal, namely to improve students' cognitive, affective and psychomotor abilities (Jalil, 2018; Aisyah, 2020). This extracurricular activity has functioned as a means for students to channel their energy, creativity, and thoughts into various activities that are beneficial to them. The participation of students in extracurricular activities is expected to optimally develop the physical, mental, and emotional of students. When a person's talents, creativity, abilities, and expertise developed for the better, he will respect himself more, and will have positive judgments and self-esteem (Saputra, 2017; Taufikin, 2022). Each student carries out learning by doing it directly. Thus they will immediately be able to feel or experience all the processes needed in entrepreneurship activities (Hasanah, 2019; Ardiansyah et al., 2022). Previous research shows that students who are actively involved in extracurricular entrepreneurship have a confident character (Kusuma, 2017; Aisyah, 2020).

Analysis of entrepreneurial character from the implementation of entrepreneurial extracurriculars has been carried out by several researchers including (Dahliyana, 2017; Al Azizi, 2018; Abidin, 2019; Sari et al., 2021; Hasan et al., 2022; Ramadhan & Syahfitri, 2022) shows that the implementation of Entrepreneurship extracurricular activities are also influenced by forms of public involvement, inhibiting factors and supporting factors originating from within and outside the school and the efforts made to overcome them. From this description, it is not studied regarding the inclusion of entrepreneurial character indicators resulting from the implementation of entrepreneurship extracurriculars carried out by schools because it is impossible to find accurate information regarding the effect of entrepreneurship extracurricular implementation if an analysis of the achievement of implementation is not carried out in each school so that this is considered urgent and necessary. Based on the research presented, the authors use an element of novelty in the research that will be carried out. Previous research that has been conducted

only focuses on improving one of the student characteristics, namely self-confidence. Research on entrepreneurial character and research objects at the elementary school level has not been carried out by any researcher. Therefore, the purpose of this study is to analyze how the entrepreneurial character of students is achieved in the implementation of entrepreneurship extracurriculars. With this research, it is hoped that there will be information about the inclusion of various aspects of the entrepreneurial character from students related to the implementation of entrepreneurship extracurriculars.

## 2. METHOD

This study uses a qualitative research approach, with a case study design. Qualitative research is a method that describes problematic moments, occurrences, and activities through a collection of case studies, individual experiences, interviews, observation, and interaction with the consideration that the schools studied have carried out entrepreneurship extracurricular activities. The data used in this research is primary data because the data collected comes from the author directly as the first source. The subjects of this study were students and teachers of grades 4-5 at SDN 1 Kerjo Kidul, Wonogiri Regency with the consideration that the school is an elementary school level education unit that has implemented extracurricular entrepreneurship and is located not too far from where the author lives.

The data collection techniques used were interviews and observations, where interviews were conducted with school principals, and grade 4-5 teachers with the initials AY and NAS, while observations were made on student activities during extracurricular activities making crafts from used goods, and making spinach where many class students 4<sup>th</sup> consists of 20 students and class 5<sup>th</sup> is 20 students. Interviews were conducted to gather information related to the implementation of entrepreneurship extracurricular activities and the cultivation of entrepreneurial character by students. The aspects of student entrepreneurial character observed include; Self-confident; Hard work; Self Consistency; Creative Personal. Test the validity of the data using source triangulation and technique triangulation. Next, the instrument grid used in this study, showed in [Table 1](#).

**Table 1. The Instrument Grid**

No	Aspects Excavated	Question
1	Entrepreneurship extracurricular learning concept	<ol style="list-style-type: none"> <li>1. What is the concept of extracurricular learning in the SDN 1 Kerjo Kidul school environment according to you?</li> <li>2. What are the matters discussed regarding the development of student entrepreneurship extracurricular activities?</li> <li>3. How do schools condition the learning environment in order to support entrepreneurship extracurricular activities?</li> <li>4. How do you integrate the entrepreneurial character with the implementation of entrepreneurship extracurricular learning without reducing the content of competency standards and basic competencies in the curriculum, and sticking to the needs of children?</li> </ol>
2	Entrepreneurship extracurricular learning planning	<ol style="list-style-type: none"> <li>5. Has the type of potential entrepreneurial skills of students based on each characteristic been determined in this school?</li> <li>6. What types of potential student entrepreneurship skills have been proposed?</li> <li>7. Has entrepreneurship extracurricular learning been included in the school curriculum structure?</li> <li>8. Can the curriculum structure that has been proposed be able to realize the entrepreneurial character of students?</li> <li>9. Has the development of KI KD integrated entrepreneurial character into extracurricular learning been carried out?</li> <li>10. What is the suitability of developing a syllabus that is oriented towards the entrepreneurial skills of these students?</li> <li>11. Is there a determination of time allocation for this entrepreneurship extracurricular learning?</li> <li>12. If the answer is yes, how do you determine the time allocation for entrepreneurship extracurricular learning?</li> </ol>

The data analysis technique in this study used the Miles and Huberman interactive analysis technique. The steps of the analysis technique include: 1) data collection, namely collecting all data obtained from the results of observations, interviews, and documentation; 2) data condensation namely selecting,

focusing, simplifying, abstracting, and transforming data contained in field notes, to obtain accurate data; 3) presentation of data in the form of brief descriptions, charts, relationships between categories, and the like; 4) verification of the findings of the data obtained will then be concluded (Miles et al., 2018).

### 3. RESULT AND DISCUSSION

#### Result

The implementation of entrepreneurship extracurricular activities carried out by schools consists of two types of activities, namely making crafts from used goods and making spinach chips. The results of observations related to the extracurricular implementation process carried out are presented in [table 2](#).

**Table 2. Implementation of Making Handicrafts from Used Goods**

No	Extracurricular Implementation Pattern	Description of Student Activity Observation
1	Preparation Phase	<ul style="list-style-type: none"> <li>Students are invited to collect used goods in the school environment and around the house.</li> <li>The waste collected consisted of used cardboard, cans, plastic spoons, straws, drink bottles, plastic pipes and used plastic.</li> </ul>
2	Implementation Phase	<ul style="list-style-type: none"> <li>The mentor teacher accompanies students in processing used goods into a variety of handicrafts such as piggy banks, dolls, plastic flowers, flower vases, tissue holders, hanging ornaments, to decorative lamps, and various knick-knacks and accessories.</li> <li>Making crafts using supporting tools and equipment, namely scissors, glue, coloring, razor blades, rulers, ropes, duct tape, wool thread, pencils, and markers.</li> </ul>
3	Marketing Stage	<ul style="list-style-type: none"> <li>Marketing of student handicraft products is carried out through market day, student product work exhibition, school social media and displaying product results in a window.</li> <li>Craft products are also displayed in a window that is placed in front of the teacher's office. Items are laid out attractively and are tagged with prices. So that if there are guests from outside the school, they can see the children's handicrafts from used goods.</li> <li>The selling price of handicraft products from used goods made by children varies from piggy banks priced at IDR 10,000 to decorative lamps priced at IDR 50,000. Capital obtained by children obtained from setting aside pocket money is used to buy the necessary supporting materials. Profits earned by each student from sales through the title work, via social media, or displayed in a window display price range of IDR 20,000 to IDR 50,000</li> </ul>

Entrepreneurial extracurricular activities for making crafts from used goods are carried out by grade 5. Entrepreneurial extracurricular activities for making crafts from used goods are carried out by grade 5. The results of this observation are reinforced by interviews with Mr. NAS that "The process of assisting students in making crafts is carried out every Thursday after teaching hours are over whereas for Market day activities are carried out every Friday after gymnastic activities morning and handicraft products from used goods that have been made by children are displayed through the window prepared by the school". This activity was also reinforced by the results of an interview with one of the students that "Display and offer products that have been made to visitors who attend, then marketing can also be carried out through school social media by photographing student craft products and then uploading them on school social media and if there are potential buyers, the school notifies the student who owns the product to further make direct transactions". Implementation of Making Spinach Chips showed in [Table 3](#).

**Table 3. Implementation of Making Spinach Chips**

No	Extracurricular Implementation Pattern	Description of Student Activity Observation
1	Preparation Phase	<ul style="list-style-type: none"> <li>Students prepare tools, materials and supporting spices.</li> </ul>

No	Extracurricular Implementation Pattern	Description of Student Activity Observation
2	Implementation Phase	<ul style="list-style-type: none"> <li>The tools prepared are knives, frying pans, stoves, cutting boards, plastic basins, and plastic jars. The ingredients for making spinach chips are spinach, starch, rice flour, chicken eggs, water, washed spinach leaves, and drained. Enough cooking oil for frying. The spices needed to make spinach chips are salt, coriander, garlic, and hazelnut</li> <li>Students make spinach chips starting with starch and rice flour sifted and mixed thoroughly. Water, eggs, and spices are mashed and mixed thoroughly. Eggs are added to the flour mixture. The two doughs are stirred until smooth. Each sheet of spinach leaves into the mixture and dip into hot oil then fried until dry. Then removed and drained.</li> <li>Spinach chips are ready to be served and then put in clear plastic. Each plastic put 220 grams of spinach chips through the scales. Each plastic bag of spinach chips processed by students is sold at IDR 15,000.</li> </ul>
3	Marketing Stage	<ul style="list-style-type: none"> <li>Marketing of processed spinach chips by students through Market day, displaying children's product creations, social media, and displaying product results in windows.</li> <li>Profits from selling spinach chips go into the class treasury which is then managed by the class treasurer.</li> </ul>

The entrepreneurial extracurricular activity of making spinach chips was carried out by grade 4 on Wednesday. The results of the interview with Mrs. AY "Coaching for making spinach chips starts with planting spinach behind the school, then the process of planting until it can be harvested until the spinach plants are 1-1.5 months old where students sow spinach seeds in polybags, then carry out maintenance of watering, provide fertilizer, and keep away from pests and diseases. The following table presents the process of making spinach chips by students. Based on the observation process that has been carried out, the authors obtained findings regarding the entrepreneurial character instilled by students of SDN 1 Kerjo Kidul in implementing extracurricular entrepreneurship in making crafts from used goods and making spinach chips. The authors summarize the findings from the studies obtained in the [Table 4](#).

**Table 4. Entrepreneurial Character of SDN 1 Kerjo Kidul Students**

No	Observation Results of Student Activities	Indicators	Entrepreneurial Character
1.	Products are produced according to their own choice Determine the selling price of the product yourself Able to produce and show new work Producing products to completion	Optimist (confident in his abilities) Dare to take a decision Likes new challenges Responsible	Aspects of confidence
2.	Carry out buying and selling activities happily Ask classmates and teachers about assignments Never give up in offering merchandise	Lively and passionate Active participation Never give up	Aspect of hard work
3.	Designing the product to be produced Completing the product from start to ready for sale Offer merchandise with unyieldingOffering merchandise by not giving up easily	Have a specific purpose Stick to principles Realize goals	Aspects of self consistency
4.	Ask teachers about how to make and sell products to friends and teachers Producing new products and selling in various ways	Curiosity Creating new/imaginative ideas	Aspect of creative personal

## Discussion

From the results of the study, the entrepreneurial character that appears in extracurricular activities is the aspect of self-confidence. The attitude of self-confidence shown by students can be seen when students determine the products produced following their own choices to bring up an optimistic attitude (confidence in themselves), then they can determine the selling price of their products which means they dare to make decisions, and can produce and show new works so they like challenges. New and responsible. These results were reinforced by interviews with teachers and school principals who said that overall the students themselves decided what items to make and sell to potential buyers. So that as a whole shows that students have an attitude of self-confidence. Confidence has a very important role in fostering interest in entrepreneurship. Self-confidence is the nature of an entrepreneur because an entrepreneur is so confident in his abilities that he will not hesitate in determining attitudes and make decisions about something (Andriyani et al., 2022; Rosu, 2022).

The process of instilling self-confidence in students by giving them the freedom to students to determine the used goods used and the products to be made. Giving this freedom will foster self-confidence in students. Students are free to make the best choice from their point of view. Confidence is tested at this stage because students will be faced with criticism from other students. There may even be students who are underestimated by the choice of product to be made. This is following what Teacher AY said: "Students themselves determine what products will be made and confidently offer the products produced to buyers". The principal said that "What students sell are products made by the students themselves". Furthermore, the opinion of one of the students said that "I feel happy to be able to make products from unused paper materials that can be sold". The child who has high self-confidence are children who are sure of themselves (optimistic), dare to make decisions to move on, like new experiences or challenges, and are responsible (Juniarti, 2018; Kardiana & Melati, 2019; Nugraha et al., 2022). The characteristics of positive self-confidence are: Confidence in one's abilities about oneself that truly understands what is being done; the optimistic attitude of someone who always has a good outlook in dealing with everything about oneself, hopes and abilities; A confident person views problems or everything according to the truth, not according to personal truth or according to himself; Someone's willingness to take responsibility for everything that has become a consequence (Hakim, 2018; Winarsih & Widodo, 2021).

In the aspect of hard work, it can be seen when making products that are serious about working on them and carrying out buying and selling activities happily so that they show an enterprising and enthusiastic character, besides that students actively ask friends around them and the teacher regarding assignments, meanwhile never give up in offer merchandise with no easy despair. This was reinforced by interviews with NAS teachers that "The process of making products from used materials is carried out by students starting from collecting materials, assembling products until the goods are ready for sale. Processes take unequal amounts of time to complete their products. This depends on the complexity of the product they are working on. Students feel challenged to be able to make the product to completion. Students offer products to prospective buyers with enthusiasm. In addition, the character-building process is supported by the teacher by accompanying students from the start of making the product until the product is ready for sale. One of the students revealed that "With the guidance of the teacher, I worked out in detail every step in making the product and offered the product in various ways". The results of this study are following what was revealed by (Sugianto, 2017; Wardani et al., 2019) that the characteristics of the character of hard work are being active and enthusiastic at work, being active, not easily discouraged, not depending on others, and being diligent follow activities. To complete all assignments properly, with quite a lot of workload and limited time, a character of hard work is needed, with the character of hard work in each student, will be more disciplined, avoid feeling lazy in doing assignments, and easier to deal with difficulties in learning (Ikhwanuddin, 2020; Wadu et al., 2021). Thus, students must be serious when the teacher gives material, always be enthusiastic about doing their assignments, and always work hard to get higher income results. Income expectations are income expectations desired by business actors to obtain a high income, including students in carrying out entrepreneurial extracurricular activities.

The aspect of self-consistent is shown by the activities of students in designing products to be produced so that they have specific goals, then completing the product from start to ready for sale so that they stick to principles, and are able to offer unyielding merchandise so that they can realize the expected goals. The used product creations produced by students are a series of project learning processes, starting from determining what items will be made and product marketing goals during market day activities. Students try their best to make the best product. Even though it had to go through a long process and faced many obstacles. This is reinforced by the accompanying teacher's description that "Students are able to design a product and never give up on finishing it until it becomes a ready-to-sell item. During market day, students try to convince potential buyers that the product being offered is the best. Meanwhile, the teacher's task is to provide ongoing direction and assistance so that students are able to carry out process after

process from start to finish. How did the students feel in their narrative that "I am very happy to have an idea for making products that can be sold from used materials. My friends and I design and make the best possible products so they can be sold later, of course with the guidance of the teacher". The results of this study are relevant to what was revealed by (Hane et al., 2022; Kurnianto, 2022) that the implementation of extracurricular activities in schools forms students' personalities who are consistent or adhere to their stances so that there is no interference from outside influences. The self-consistency is constancy of goals, wills, and interests, in accordance with what has been determined for ourselves (Besten, 2018; Sonia, 2018). Thus, through extracurricular activities, entrepreneurship can form a personality that is consistent in determining the price of goods, product quality, and how to market products without outside interference in accordance with what is determined in students.

The aspect of creative personality is the entrepreneurial character that is instilled in entrepreneurial extracurricular activities. Students can ask the teacher about how to make and sell products to friends around them or the teacher so that they reflect curiosity. In addition, students can produce new products and sell them in various ways to be able to create new/imaginative ideas. This was reinforced by interviews with teachers that "Students can create new products from used materials. What students produce is from the creative process into something new, original, and meaningful. Meanwhile, market day activities provide opportunities for students to create imagination in creating and being creative in making new items to produce a product whose value is more than the original item. This was reinforced by the results of interviews with school principals who also revealed that "Market day activities are the result of students' creativity and imagination. Students carry out many experiments in producing new skill products". The results of this study are relevant to what was revealed by (Yusantika, 2021; Nurcahyati, 2022) that student creativity in entrepreneurship is honed starting when determining the product to be made, determining product packaging in various ways, and determining marketing methods to be carried out so that it is very effective in honing students' imaginations of entrepreneurship extracurricular activities. The imagination has initiative, has broad interests, is independent in thinking, is curious, enjoys adventure, is full of energy, is confident, willing to take risks, and is courageous in standing and belief (Munawaroh, 2020; Maolida et al., 2022). Thus, it can be understood that creativity in entrepreneurship is very important for someone to have both in determining the product and marketing the product so that someone is required to have a high imagination in entrepreneurship.

Through the implementation of entrepreneurship extracurricular activities in elementary schools, it is hoped that in the future the school can become a vehicle for developing the entrepreneurial character of students, especially at the elementary school level. Based on a series of study processes that have been carried out, several limitations come close, so that it becomes a factor that must be considered again for further prospective researchers for the sake of the perfection of the research to be carried out because the implementation of this research certainly has limitations that must be addressed. The limitations felt by the author include: Adjustment of the observation schedule, where there are students who are not in school so that not all students can be observed in one class; In the interview process sometimes students are still hesitant in answering so the writer tries to convince the student of what he answered.

#### 4. CONCLUSION

Based on the study process that has been carried out, it can be concluded that the implementation of extracurricular entrepreneurship at SDN 1 Kerjo Kidul is making crafts from used goods and making spinach chips. With the extracurricular making crafts from used goods and making spinach chips, students are instilled with entrepreneurial character which consists of self-confidence, hard work, self-consistency, and a creative personality. Thus, entrepreneurship is a creative and innovative ability to create something new and different which is used as a basis, for tips in business or life improvement. The basic essence of entrepreneurship is creativity and innovation. Creativity is thinking something new and innovation is doing something new.

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