Enterpreneurhip Modules in Shaping Enterprenerical Character in Elementary Schools

Muhammad Sofwan[1], Hendra Budiono[2*], Khoirunnisa[3], Issaura Sherly Pamela[4], Alirmansyah[5] (iD)

[1,2,3,4,5]Pendidikan Guru Sekolah Dasar, Universitas Jambi, Jambi, Indonesia.
*Correponding Author: hendrabudiono1@gmail.com

Abstrak

Kondisi saat ini kegiatan kewirausahaan untuk membentuk karakter wirausaha belum optimal dilaksanakan pada jenjang dasar sekolah. Hal ini tampak disekolah dasar kegiatan kewirausahaan belum terprogram dengan baik, salah satunya belum adanya modul kewirausahaan. Tujuan penelitian ini untuk mengembangkan Modul kewirausahaan dalam membentuk karakter wirausaha di Sekolah Dasar. Penelitian ini merupakan penelitian dan pengembangan. Pengembangan produk menggunakan model ADDIE. Subjek penelitian yaitu validator media, validator isi, validator bahasa, dan guru. Subjek uji coba yaitu siswa sekolah dasar yang berjumlah 25 orang. Metode yang digunakan dalam mengumpulkan data yaitu observasi, wawancara, dan kuesioner. Instrumen pengumpulan data berupa validasi angket dan angket kepraktisan. Teknik yang digunakan untuk menganalisis data yaitu analisis dekriptif kualitatif dan analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa modul kewirausahaan yang dikembangkan memiliki tingkat validitas rata-rata 87,5% dengan sangat Valid, dan tingkat keparktisan 94,5% dengan kategori sangat praktis. Dapat disimpulkan bahwa produk modul kewirausahaan dalam membentuk karakter wirausaha di Sekolah Dasar layak digunakan dalam proses pembelajaran.

Kata Kunci: Modul, kewirausahaan, karakter enterpreneur

Abstract

The current condition of entrepreneurial activities to form entrepreneurial character has yet to be optimally implemented at the elementary school level. This is evident in elementary schools where entrepreneurial activities have not been appropriately programmed, one of which is the absence of an entrepreneurship module. This study aims to develop an entrepreneurship module for forming entrepreneurial character in elementary schools. This research is a research and development. Product development uses the ADDIE model. The subjects of the study were media validators, content validators, language validators, and teachers. The trial subjects were 25 elementary school students. The methods used in collecting data were observation, interviews, and questionnaires. Data collection instruments were questionnaire validation and practicality questionnaires. The techniques used to analyze data were qualitative descriptive analysis and quantitative descriptive analysis. The study results showed that the developed entrepreneurship module had an average validity level of 87.5% with a very valid category and a practicality level of 94.5% with a very practical category. It can be concluded that the entrepreneurship module product in forming entrepreneurial character in elementary schools is feasible to use in the learning process.

Keywords: Module, Entrepreneurship, Entrepreneur Character

1. INTRODUCTION

Providing entrepreneurship education to students is an essential part of equipping students. Early entrepreneurship skills help students be more motivated to dream and achieve their goals to play an active role in the economy in the future (Stadler & Smith, 2017; Wu et al., 2019). Education is a conscious effort to prepare students through guidance, teaching, or training for their future roles. Therefore, the education sector must be proactive in equipping

individuals with the ability to face challenges at various levels, both local, regional, national, and international (Hidayatulloh et al., 2019; Maolida et al., 2022). One effective way to achieve this goal is through education that prioritizes entrepreneurial orientation, namely instilling courage, the ability to overcome life's challenges, creativity in solving problems, and independence (Mahadi et al., 2018; Sa'adah & Azmi, 2022; Yulastri et al., 2018). To achieve these goals, entrepreneurship education that adopts principles and methodologies to develop students' life skills is integrated into the school curriculum. Developing entrepreneurship education from an early age is very important to prepare the next generation of the Indonesian nation to face future economic challenges (Sa'adah & Azmi, 2022; Stadler & Smith, 2017; Wu et al., 2019).

Suitable learning activities can enhance the entrepreneurial spirit of students. In addition, having an entrepreneurial mindset is also very important for educators because it can encourage them to work more effectively, creatively, innovatively, productively, and independently (Damayanti & Effane, 2022; Sa'adah & Azmi, 2022). Teachers must develop various strategies to integrate the values of entrepreneurship education into elementary school students. Teachers have a great responsibility to develop the character of students to help them face life's challenges in many sectors, especially in the economic sector (Damayanti & Effane, 2022; Hasan, 2020; Rachmadyanti & Wicaksono, 2017; Sa'adah & Azmi, 2022). Educational institutions at all levels, including elementary schools, must instill an entrepreneurial spirit as one of the components of student skills, with an emphasis on innovation and creativity (Akhmetshin et al., 2019; Erlangga, 2019; Sa'adah & Azmi, 2022). The importance of entrepreneurial values must be instilled and taught at all levels of education. The implementation of entrepreneurship education must start from primary education and continue to higher education so that these values can be rooted in the hearts of students, who will then have strong character values as the principal capital for the development of the Indonesian nation and state (Gani et al., 2024; Pangesti, 2018)

However, the current problem is that at the elementary school level, instilling an interest in entrepreneurship is often not optimally achieved. This happens because the emphasized psychomotor aspects are only necessarily focused on fostering an interest in entrepreneurship if the school has a unique program for entrepreneurship. Other studies have also revealed that many students still need a high entrepreneurial spirit (Maolida et al., 2022; Permana, 2018). Other findings also reveal that the lack of entrepreneurial spirit is due to students' lack of understanding and motivation regarding entrepreneurship, so students are less interested (Arita et al., 2019; Komara et al., 2020; Yayang, 2022). Therefore, the implementation of entrepreneurship education in elementary schools is highly dependent on the policies and programs implemented by each school. The results of observations conducted at SDN 131/IV in Jambi City found the same problem. In practice, entrepreneurial activities need to be better structured. Entrepreneurial activities only integrate with specific subject themes in market activities and do not include integration with extracurricular activities, self-development, school culture, or local content. The results of interviews with teachers showed that the limitations of entrepreneurial activities were caused by the absence of entrepreneurial guidelines for elementary school students, so activities were not scheduled, and forms of entrepreneurship needed to be better planned. Teachers need to determine the forms of entrepreneurship appropriate for elementary school students' development. This also has an impact on the formation of entrepreneurial character in students.

Based on these problems, it is necessary to introduce entrepreneurship from an early age to form entrepreneurial character in children, including leadership, optimism, and the courage to take risks. Entrepreneurship education in elementary schools should not be separate but integrated into various subjects, extracurricular activities, self-development, school culture, and local content (Khulafa et al., 2017; Pangesti, 2018). One effort that can be

made so that entrepreneurship education can be well integrated is to create an entrepreneurship module for elementary school students. A module is a teaching or educational material designed systematically and structured to assist learning (Ramadayanty et al., 2021; Wulandari et al., 2021; Yuniarti et al., 2021). Modules usually include various components such as subject matter, activities, exercises, and evaluations designed to facilitate understanding and mastery of the topic (Marwanti et al., 2022; Sutama et al., 2021). Modules offer a structured and systematic approach to learning materials. It helps students understand the steps they need to take to learn a particular topic and ensures that all critical aspects of the material are covered (Marwanti et al., 2022; Ramadayanty et al., 2021; Sutama et al., 2021; Wulandari et al., 2021; Yuniarti et al., 2021). Students can strengthen their understanding of the studied concepts by arranging the material clearly and systematically. The module also includes exercises and activities that allow students to practice and test their understanding.

Research related to entrepreneurship in elementary schools reveals that the available entrepreneurship-subject model can increase students' entrepreneurial spirit (Khulafa et al., 2017; Rachmadyanti & Wicaksono, 2017). Other studies also reveal student character formation through entrepreneurship programs (Nugraha et al., 2022; Ramadayanty et al., 2021). Based on the research that has been conducted, the entrepreneurship teaching module to form entrepreneurial character in elementary schools has not been widely implemented. This module will provide entrepreneurial activities integrated into intracurricular subjects/activities, extracurricular activities, self-development, school culture, and local content. The entrepreneurship module introduces the basic concept of entrepreneurship to students from an early age. This includes understanding what entrepreneurship is, how to start a business, and values such as creativity, courage to take risks, and perseverance. With activities designed explicitly in the module, students are encouraged to think creatively and find innovative solutions. Based on this, this study aims to develop an entrepreneurship module for forming entrepreneurial character in elementary schools.

2. METHOD

This research is a research and development. This research and development includes the Smart Entrepreneurship Module to Form Entrepreneurial Character in Elementary Schools, which uses the ADDIE model (Analysis-Design-Development-Implementation-Evaluation) (Sugiyono, 2016). The ADDIE development model is used because it aligns with product development. Each step is carried out systematically and includes evaluation to produce appropriate and valid products at each stage. An analysis of needs, curriculum, and student characteristics is carried out at the analysis stage. At the design stage, the entrepreneurship module is designed to form entrepreneurial character in elementary schools based on the results of the previous analysis. Product development is carried out at the development stage and involves product testing activities. The implementation stage, namely product implementation, aims to assess the practicality of the resulting product, namely the Smart Entrepreneurship Module to Form Entrepreneurial Character in Elementary Schools. The evaluation stage aims to determine whether the Smart Entrepreneurship Module in Forming Entrepreneurial Character in Elementary Schools developed and used in learning has met the eligibility criteria.

The subjects of the study were media validators, content validators, language validators, and teachers. The trial subjects in this development research were fifth-grade students of SDN 131/IV Jambi City. This trial assessed the practicality of the Smart Entrepreneurship Module developed to form entrepreneurial character in elementary schools. At the end of the learning process, students were asked to fill out a questionnaire to evaluate the entrepreneurship module that had been used. The implementation stage was carried out

through a large group trial with the number of subjects determined by the researcher, 25 students. The types of data in this study include quantitative and qualitative data. Quantitative data consists of information from and responses from teachers and students regarding the practicality of the entrepreneurship module. At the same time, Qualitative data includes suggestions, criticisms, and input from validators, teachers, and students, which are used as considerations for improvements. The data sources in this study were validators, teachers, and fifth-grade students of SDN 131/IV Jambi City.

The methods used in collecting data are observation, interviews, and questionnaires. Observation and interview methods are used to collect data on problems that occur in the field. The questionnaire method is used to collect data on the validity and practicality of the entrepreneurship module that has been developed. The research instrument is in the form of an evaluation questionnaire from validators, teachers, and students. In this study, researchers used a closed questionnaire. This instrument is used to assess the feasibility of the entrepreneurship module developed (validity and practicality). In addition, another data collection is an observation sheet regarding using the entrepreneurship module during the trial. The analysis methods used include qualitative and quantitative analysis. Qualitative data are obtained from feedback and suggestions from expert validators in media, content, and language. Meanwhile, quantitative data are obtained from questionnaire scores or assessments. The instrument grid is presented in Table 1.

Table 1. Teacher Response Instrument

No	Indicator	Descriptor
1	Presentation Techniques	1. The scope of the material presented in the entrepreneurship module is clear and easy to understand
		2. Compliance with indicators and learning objectives
		3. The images presented are in accordance with the material
		4. The appearance of images and writing in the entrepreneurship module can encourage students' interest in learning.
2	Presentation of learning materials	1. The questions presented are synchronous to the learning material.
		2. The presentation of materials in the entrepreneurship module is easy to understand
		3. The use of sentences/grammar in the entrepreneurship module is easy to understand
3	Interesting in learning	1. The use of images makes students interested in learning it.
		2. The worksheets presented can increase students' self-confidence.
		3. The colors and grammar/writing in the entrepreneurship module are appropriate and attractive

The data obtained from the validation questionnaire filled out by the experts were analyzed using a percentage based on the following formula. The formula for processing validation data from experts was adapted and modified (Faizal et al., 2023). The practicality data of the developed product was obtained from the evaluation questionnaire filled out by teachers and students. The evaluation questionnaire results were analyzed using the following formula (Sugiyono, 2019). The techniques used to analyze the data are qualitative descriptive analysis and quantitative descriptive analysis. Qualitative descriptive analysis is used to

analyze data through input and expert comments. Quantitative descriptive analysis is used to analyze data through expert scores.

3. RESULTS AND DISCUSSION

Results

This research produces a product in the form of an entrepreneurship module for forming entrepreneurial character in elementary schools suitable for use at the elementary education level using the ADDIE model, first, the analysis stage. In the product development process, the first stage is analysis, including needs, curriculum, and student characteristics. This stage is essential for producing products in the field of elementary education. The needs analysis shows that elementary school students, especially grade IV, need an entrepreneurship module, as reflected in the Pancasila Student Profile Strengthening project activities. The curriculum analysis shows that the current entrepreneurship program is part of the Pancasila Student Profile program in the Merdeka curriculum currently in effect in Indonesia. Likewise, the analysis of student characteristics shows that the content of the entrepreneurship module developed is adjusted to the nature of students who like to play, explore, and discover new things. These characteristics are guidelines for developing entrepreneurship teaching modules to form entrepreneurial character in elementary schools.

Second is the design stage. At this stage, the design of the entrepreneurship module to form entrepreneurial character in elementary schools begins based on the results of the previous analysis. The initial design stage involves creating a flowchart as a foundation or guideline for developing the entrepreneurship module. The activities involve creating an entrepreneurship module to form entrepreneurial character in elementary schools, which aligns with the needs analysis, curriculum analysis, and student characteristics analysis carried out previously. The design of learning activities in the module is presented in Figure 1.

Figure 1. Design of Entrepreneurship Module Development Activity Flow Book

Third is the development stage. The development stage is realizing what has been designed, resulting in a product. The result of this stage is an entrepreneurship module. The process of developing this entrepreneurship module follows the format set by the government, especially the Curriculum Standards and Assessment Agency, Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, which includes the module profile, objectives, activities, and evaluation. The profile of the entrepreneurship

module entitled "Smart Entrepreneurship in Forming Entrepreneurial Character in Elementary Schools" includes the module title, target stage, or level. In the learning objectives section, the expectations to be achieved through the entrepreneurship module that has been created are described. This section also contains the targets to be achieved at the end of the learning process and a mapping of dimensions and elements. In the next section, there are entrepreneurship activities. The activities section clearly describes the general flow of project activities, which include introduction, contextualization, action, and reflection. This section serves as an overview of the entire contents of the developed module. The final part of the learning module is the activity evaluation. Evaluation is the final part of the entrepreneurship module that has been developed. This evaluation is carried out to assess the implementation of the project. The development results are presented in Figure 2.

Figure 2. Results of Entrepreneurship Module Development

In addition, this stage involves product testing activities. The feasibility of the module is assessed based on the level of validity given by the content, language, and media validators. The results of the data analysis show that the feasibility data of the entrepreneurship module shows an average percentage of the feasibility of 87.5%, with a very valid category. This average is obtained from experts in their respective fields' content, language, and media validation. The content validation level shows a very valid category with an average percentage of 90%. This shows that the material in the entrepreneurship module to form entrepreneurial character in elementary schools has met the content feasibility indicators that elementary school students must master. At the language validation level, it can be seen that the average percentage reaches 86.7%, which is a very valid category. The language used in the developed entrepreneurship module is based on elementary school students' level of development. In addition, the spelling and terms used are standard Indonesian. The following validation is media validation, which obtained an average percentage of 86%, with a very valid category. The results of these three validations indicate that the entrepreneurship module for forming entrepreneurial character in elementary schools is feasible. The level of product validity can be seen in Table 2.

Table 2. Validation Level of Entrepreneurship Module in Forming Entrepreneurial Character

Validation	Score	Category
Content Validation	90%	Very Valid
Language Validation	86,7%	Very Valid
Media Validation	86%	Very Valid
Average	87,5%	Very Valid

In the implementation stage, the entrepreneurship teaching module is applied in actual classes, especially in grade IV of Elementary School. This activity was carried out during the implementation of the Pancasila Student Profile Strengthening project with the theme of entrepreneurship. At the end of the development stage, an evaluation was carried out both during the learning process and on the final product. At the end of the learning process, an assessment of the products used was carried out. The assessment was carried out by teachers and students, and the results are presented in Table 3.

Table 3. Level of Practicality of Entrepreneurship Module in Forming Entrepreneurial Character

No.	Subject	Scor	Category
1	Teacher	92%	Very Practical
2	Student	97.1%	Very Practical
Average		**94.5%**	**Very Practical**

Table 3 shows the practicality level of the entrepreneurship module for forming entrepreneurial character in elementary schools, with an average of 94.5%, with a very practical category. The teacher assessment shows an average percentage of 92%, with a very practical category. Meanwhile, the assessment from students is 97.1%, with a very practical category. It can be concluded that the Entrepreneurship Module developed is valid and practical to use in entrepreneurship learning, especially for elementary school students.

Discussion

The results of the data analysis show that the Entrepreneurship Module developed is valid and practical to use in entrepreneurship learning, especially for elementary school students. This is due to several factors. First, the entrepreneurship module that was developed is feasible to use because it can increase entrepreneurial motivation in students. Entrepreneurship is part of the learning process in elementary schools (Maolida et al., 2022; Rachmadyanti & Wicaksono, 2017). In its implementation, the developed module fosters an entrepreneurial spirit in students from an early age. Therefore, schools need to facilitate these entrepreneurial skills. Schools function as a place for children to gain knowledge and apply that knowledge to develop entrepreneurial learning (Kadarsih et al., 2020; Yayang, 2022). Schools and parents are the keys to the success of entrepreneurship programs for early childhood. Entrepreneurship education can essentially be integrated with educational activities in schools (Arifah & Nurhayati, 2020; Asafri et al., 2021; Hidayatillah et al., 2022; Kadarsih et al., 2020; Yayang, 2022). Entrepreneurship modules include practical activities such as business simulations, small projects, or case studies that allow students to experience firsthand the experience of running a business. This is what causes the developed module to be able to increase entrepreneurial motivation in students. Learning and applying an entrepreneurial spirit instilled from an early age can be done through various learning activities tailored to the needs, potential, talents, and interests of children. One of the main reasons for the need to develop entrepreneurial character in school-age children is that it can train them to be more creative and independent while preparing them to become individuals who have high resilience and strong competitiveness (Arifah & Nurhayati, 2020; Asafri et al., 2021; Hidayatillah et al., 2022).

Second, the developed Entrepreneurship Module is worthy of use because it forms an entrepreneurial character in students. The formation of entrepreneurial character is essential from an early age. This is done so students are more creative (Kadarsih et al., 2020; Yayang, 2022). Entrepreneurship education can be taught by instilling entrepreneurial values that will shape the character and behavior needed in entrepreneurship so that students can be

independent in working or doing business in the future (Hasanah, 2019; Rachmadyanti & Wicaksono, 2017). Instilling an entrepreneurial spirit in children and adolescents from an early age has tremendous benefits in forming a generation that is innovative, creative, and dares to take risks (Melania Pasamba et al., 2023; Rachmadyanti & Wicaksono, 2017). The purpose of fostering an entrepreneurial spirit in children is to form a pious person, such as believing and being pious to the Creator, sincere, having noble morals, and so on. This will contribute to creating a virtuous, just society that brings goodness and truth and is wise. Entrepreneurship can foster an entrepreneurial spirit in students to increase their interests, ideals, and academic achievements and increase their participation and attendance at school (Aryati, 2019; Zuhriyah et al., 2023).

Third, the developed Entrepreneurship Module is worthy of use because it improves the learning atmosphere of entrepreneurship. Teachers as educators need to understand and master the forms of entrepreneurship programs to shape students' entrepreneurial character (Arifah & Nurhayati, 2020; Asafri et al., 2021; Hidayatillah et al., 2022). The entrepreneurship module encourages students to think creatively and innovatively through challenges and projects. A learning atmosphere that stimulates creativity and innovation makes students more enthusiastic and involved in the learning process. In this case, guidance is essential to direct students and assist teachers in implementing it in the classroom. This ensures that the program can be implemented effectively and systematically. Entrepreneurship in children cannot be pursued alone but requires guidance and support from adults, including parents and teachers. Children who are introduced to entrepreneurship from an early age will benefit as provisions for the future. At this early stage, children who learn to develop entrepreneurial skills will grow into creative individuals (Istiqomah, 2022; Nurhafizah, 2018). Teachers need to prepare elementary school children with various strategies to instill the values of entrepreneurial education. Teachers have a great responsibility to shape children's character so that they are ready to face life's challenges from various aspects and continue to develop (Arita et al., 2019; Munawarah et al., 2023; Putra & Sudarsono, 2024).

Previous findings also revealed that modules can improve students' enthusiasm and learning outcomes (Tanama et al., 2023; Wulandari et al., 2021). Other findings also revealed that students must be given entrepreneurship to create an entrepreneurial spirit (Sa'adah & Azmi, 2022; Stadler & Smith, 2017; Yulastri et al., 2018). Entrepreneurship in elementary schools is currently implemented through the Pancasila student profile strengthening program. Through this activity, it is hoped that students will have life skills and adapt to their environment. Entrepreneurship-oriented education is characterized by implementing principles and methodologies to develop students' life skills through an integrated curriculum developed in schools. The Pancasila Student Profile Strengthening Project provides students with opportunities to learn in informal situations, with flexible learning structures, and to be directly involved with their surroundings (Ayub et al., 2023; Hasanah, 2019). The limitation of this research is that this research did not conduct an effectiveness test. However, it can still be used because it has received very good and appropriate qualifications from experts and students. This research implies that the Entrepreneurship Module developed can be used in learning.

4. CONCLUSIONS

Based on the results of the research and discussion related to the Entrepreneurship Module in Forming Entrepreneurial Character in Elementary Schools, it can be concluded that the resulting product is suitable for use in the learning process, especially in strengthening the profile of Pancasila students. The suitability assessed from the content,

language, and media validity is in the very valid category, while the level of practicality is in the convenient category. This research is expected to help teachers form the entrepreneurial character of elementary school students and make it easier for teachers to carry out entrepreneurial activities at the elementary school level.

5. REFERENCE

Akhmetshin, E. M., Mueller, J. E., Yumashev, A. V., Kozachek, A. V., Prikhodko, A. N., & Safonova, E. E. (2019). Acquisition of entrepreneurial skills and competences: Curriculum development and evaluation for higher education. *Journal of Entrepreneurship Education*, *22*(1).

Arifah, Z., & Nurhayati, S. (2020). Membangun Karakter Kewirausahaan Melalui Studentpreneurship Era Revolusi Industri 4.0 (Studi Lapangan Pada Smp Islam Ngadirejo Temanggung). *ASNA: Jurnal Kependidikan Islam dan Keagamaan*, *2*(2), 29.

Arita, S., Evanita, S., & Syofyan, R. (2019). Peran Guru dalam Membangun Karakter Wirausaha pada Mata Pelajaran Ekonomi Di Kota Padang. *Jurnal Inovasi Pendidikan Ekonomi*, *9*(2), 145–151. https://doi.org/10.24036/011065610.

Aryati, A. (2019). Paradigma Aktualisasi Diri Anak Sejak Di Usia Dini (Analisis Pada Penerapan Di Lingkungan Pendidikan Anak Dalam Perspektif Pendidikan Islam). *BELAJEA: Jurnal Pendidikan Islam*, *4*(2), 199–222. https://doi.org/10.29240/belajea.v4i2.1050.

Asafri, H., Pitriyani, P., & Rosmiati, R. (2021). Strategi Pengembangan Karakter Entrepreneurship di Sekolah. *Edukatif : Jurnal Ilmu Pendidikan*, *3*(6), 5085–5091. https://doi.org/10.31004/edukatif.v3i6.1588.

Ayub, S., Rokhmat, J., Busyairi, A., & Tsuraya, D. (2023). Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) Sebagai Upaya Menumbuhkan Jiwa Kewirausahaan. *Jurnal Ilmiah Profesi Pendidikan*, *8*(1b), 1001–1006. https://doi.org/10.29303/jipp.v8i1b.1373.

Damayanti, S., & Effane, A. (2022). Fungsi Kewirausahaan Dalam Pendidikan. *Karimah Tauhid*, *1*(1), 90–98. https://doi.org/10.30997/karimahtauhid.v1i1.7711.

Erlangga, H. (2019). The Meaning, Benefit and Importance of Development Entrepreneurship in Higher Education. *Asian Journal of Contemporary Education*, *3*(2), 105–110. https://doi.org/10.18488/journal.137.2019.32.105.110.

Faizal, Khoirunnisa, & Hendra Budiono. (2023). Modules Based on Technological Pedagogical Content Knowledge to Improve Elementary Students' Science Domain. *International Journal of Elementary Education*, *7*(4), 616–625. https://doi.org/10.23887/ijee.v7i4.69193.

Gani, I., Hufad, A., Komar, O., & Ardiwnata, J. S. (2024). Metode Integrasi Nilai-nilai Kewirausahaan Dalam Pembelajaran PAUD untuk Mendukung Kurikulum Merdeka Irwanto. *Jurnal Ilmiah Potensia*, *9*(2), 160–169. https://doi.org/10.33369/jip.9.2.160-169.

Hasan, H. A. (2020). Pendidikan Kewirausahaan: Konsep, Karakteristik Dan Implikasi Dalam Memandirikan Generasi Muda. *JURNAL PILAR: Jurnal Kajian Islam Kontemporer*, *11*(1), 99–111.

Hasanah, U. (2019). Upaya Menumbuhkan Jiwa Entrepreneurship melalui Kegiatan Market Day Bagi Anak Usia Dini di Kota Palembang. *DEDIKASI: Jurnal Pengabdian Masyarakat*, *1*(1), 8–19. https://doi.org/10.59431/ajad.v3i3.210.

Hidayatillah, Y., Wahdian, A., & Muhammad Misbahudholam. (2022). Peran Sekolah melalui Kegiatan Pembiasaan Terintegrasi Pembelajaran IPS untuk Membangun

Karakter Siswa Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, *8*(4), 1422–1433. https://doi.org/10.31949/educatio.v8i4.3784.

Istiqomah, A. N. (2022). Kompetensi Kewirausahaan Kepala Sekolah dalam Program Eduprenuership di SMPN 2 Kecamatan Pulung Kabupaten Ponorogo. *Southeast Asian Journal of Islamic Education Management*, *3*(1), 143–156. https://doi.org/10.21154/sajiem.v3i1.86.

Kadarsih, I., Marsidin, S., Sabandi, A., & Febriani, E. A. (2020). Peran dan Tugas Kepemimpinan Kepala Sekolah di Sekolah Dasar. *Edukatif : Jurnal Ilmu Pendidikan*, *2*(2), 194–201. https://doi.org/10.31004/edukatif.v2i2.138.

Khulafa, F. N., Umami, F. Z., & Putri, R. H. (2017). Pengembangan pendidikan kewirausahaan di sekolah dasar. *Seminar Nasional Pendidikan PGSD UMS & HDPGSDI Wilayah Jawa*, *2*(3), 316–322.

Komara, E., Ibrahim, M., & Adiraharja. (2020). Integrasi Nilai-nilai Kearifan Lokal dalam Pembelajaran Kewirausahaan di SMK Negeri 10 Kota Bandung. *Mimbar Pendidikan Jurnal Indonesia*, *5*(2). https://doi.org/10.17509/mimbardik.v5i2.28870.

Mahadi, S. R. S., Ibrahim, N. H., Jamaludin, N. N., Daud, K. M., & Fuad, I. N. F. M. (2018). The Integration of Animation in Learning Fundamentals of Entrepreneurship: Student Motivation. *International Journal of Academic Research in Business and Social Sciences*, *8*(1), 606–617. https://doi.org/10.6007/ijarbss/v8-i1/3834.

Maolida, E. H., Salsabila, V. A., & Aprillia, T. (2022). Menumbuhkan Jiwa Wirausaha Sejak Dini Melalui Pengenalan Kewirausahaan Di Sekolah Dasar. *Journal of Empowerment*, *3*(1), 124. https://doi.org/10.35194/je.v3i1.2411.

Marwanti, E., Wardani, K., & Megawati, I. (2022). Pengembangan Modul Digital Berbasis Team Learning Pada Virtual Classroom Konsep Dasar Ips Sd. *TRIHAYU: Jurnal Pendidikan Ke-SD-an*, *8*(2), 1383–1391. https://doi.org/10.30738/trihayu.v8i2.11829.

Melania Pasamba, E., Artikel, H., Kunci, K., & Bekas, B. (2023). Pengembangan Jiw Kewirausahaan Melalui Pemanfaatan Barang Bekas Di SD Kristen Wangel. *Jurnal Pengabdian Kepada Masyarakat |*, *1*(1), 17.

Munawarah, Ikhsan, Santika, & Ghafur, M. (2023). Peran Guru Dalam Membangun Karakter Entrepreneurship Anak Melalui Kegiatan Market Day Di Ra Harapan Kita. *Thufuli : Jurnal Ilmiah Pendidikan Islam Anak Usia Dini*, *5*(1), 66–77. https://doi.org/10.33474/thufuli.v5i1.19422.

Nugraha, D., Wulandari, M. A., Yuningsih, E., & Setiani, N. (2022). Pembentukan Karakter Peserta Didik melalui Program Kewirausahaan di Sekolah Dasa. *Jurnal Basicedu*, *6*(4), 6754–6762. https://doi.org/10.31004/basicedu.v6i4.2974.

Nurhafizah, N. (2018). Bimbingan Awal Kewirausahaan pada Anak Usia Dini. *Jurnal Konseling dan Pendidikan*, *6*(3), 205–210. https://doi.org/10.29210/127300.

Pangesti, I. (2018). Kebijakan Dan Penerapan Model Pendidikan Kewirausahaan Untuk Sekolah Dasar. *Journal of Tunas Bangsa*, *53*(9), 1689–1699.

Permana, A. A. (2018). Project Based Learning to Increase Entrepreneurial Interest for Student Entrepreneurship Program. *Journal of Educationa; Research and Evaluation*, *2*(2). https://doi.org/10.23887/jere.v2i2.14762.

Putra, F. F. H., & Sudarsono, A. (2024). Menumbuhkan Jiwa Kewirausahaan Sejak Dini Kelas Iii Pada Sd Negeri 18 Kota Bengkulu. *Jurnal Dehasen Untuk Negeri*, *3*(1), 7–14. https://doi.org/10.37676/jdun.v3i1.5151.

Rachmadyanti, P., & Wicaksono, V. D. (2017). Pendidikan Kewirausahaan Bagi Anak Usia Sekolah Dasar. *Seminar Nasional Inovasi Pendidikan*, 200.

Ramadayanty, M., Sutarno, S., & Risdianto, E. (2021). Pengembangan E-Modul Fisika Berbasis Multiple Reprsentation Untuk Melatihkan Keterampilan Pemecahan Masalah Siswa. *Jurnal Kumparan Fisika*, *4*(1), 17–24.

https://doi.org/10.33369/jkf.4.1.17-24.

Sa'adah, M., & Azmi, K. R. (2022). Efektivitas Bimbingan Karir Berbasis Life Skills Teknik Problem Solving Meningkatkan Motivasi Entrepreneurship Santri di Pondok Pesantren Entrepreneur Al-Mawaddah Kudus. *Islamic Counseling : Jurnal Bimbingan Konseling Islam*, *6*(1), 1. https://doi.org/10.29240/jbk.v6i1.3428.

Stadler, A., & Smith, A. M. J. (2017). Entrepreneurship in vocational education: A case study of the Brazilian context. *Industry and Higher Education*, *31*(2), 81–89. https://doi.org/10.1177/0950422217693963.

Sugiyono. (2016). *Metode Penelitian Kombinasi (Mix Methode)*. Alfabeta.

Sugiyono. (2019). *Metodelogi Penelitian Kuantitatif dan Kualitatif Dan R&D*. ALFABETA.

Sutama, I. W., Astuti, W., & Anisa, N. (2021). E-Modul Strategi Pembelajaran Anak Usia Dini Sebagai Sumber Belajar Digital. *Jurnal Pendidikan Anak Usia Dini Undiksha*, *9*(3), 449. https://doi.org/10.23887/paud.v9i3.41385.

Tanama, J., Degeng, I. N. S., & Sitompul, N. C. (2023). Pengembangan E-Modul Sejarah Indonesia dengan Aplikasi Canva untuk Meningkatkan Semangat Belajar Siswa Kelas XI SMA. *Jurnal Teknologi Pendidikan : Jurnal Penelitian dan Pengembangan Pembelajaran*, *8*(1), 71. https://doi.org/10.33394/jtp.v8i1.5648.

Wu, W. H., Kao, H. Y., Wu, S. H., & Wei, C. W. (2019). Development and evaluation of affective domain using student's feedback in entrepreneurial Massive Open Online Courses. *Frontiers in Psychology*, *10*(MAY). https://doi.org/10.3389/fpsyg.2019.01109.

Wulandari, F., Yogica, R., & Darussyamsu, R. (2021). Analisis Manfaat Penggunaan E-Modul Interaktif Sebagai Media Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19. *Khazanah Pendidikan*, *15*(2), 139–144. https://doi.org/10.30595/JKP.V15I2.10809.

Yayang, A. N. (2022). Peran Pendidikan Dalam Pembentukan Jiwa Wirausaha: Pendidikan Kewirausahaan. *Jurnal Ilmu Pendidikan (ILPEN)*, *1*(2), 38–53. https://doi.org/10.3709/ilpen.v1i2.18.

Yulastri, A., Hidayat, H., Ganefri, G., Edya, F., & Islami, S. (2018). Learning outcomes with the application of product based entrepreneurship module in vocational higher education. *Jurnal Pendidikan Vokasi*, *8*(2), 120. https://doi.org/10.21831/jpv.v8i2.15310.

Yuniarti, I., Karma, I. N., & Istiningsih, S. (2021). Pengembangan Modul Pembelajaran Berbasis Kearifan Lokal Tema Cita-Citaku Subtema Aku dan Cita-Citaku Kelas IV. *Jurnal Ilmiah Profesi Pendidikan*, *6*(4), 691–697. https://doi.org/10.29303/jipp.v6i4.318.

Zuhriyah, I. Y., Subandow, M., & Karyono, H. (2023). Pelaksanaan proyek Penguatan Profil Pelajar Pancasila : Studi di SMA Negeri 4 Probolinggo. *Jurnal Penelitian Tindakan Kelas dan Pengembangan Pembelajaran*, *6*(2), 319–328.