



# Market Day Program for Low Class: Improving Independent Character Education at Elementary School

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## Abstrak

Isu sentral yang sedang menjadi topik pembicaraan saat ini dalam dunia pendidikan salah satunya yaitu pendidikan karakter. Pendidikan karakter sedang mengalami disorientasi, pudarnya nilai-nilai Pancasila, serta bergesernya nilai-nilai kehidupan akibat dari arus globalisasi. Artinya pendidikan karakter perlu ditanamkan sejak dini terutama di sekolah dasar salah satunya pendidikan karakter mandiri. Tujuan dari penelitian ini yaitu menganalisis implementasi penguatan pendidikan karakter mandiri melalui kegiatan "market day" pada siswa kelas rendah di sekolah dasar. Penelitian ini menggunakan jenis penelitian kualitatif deskriptif dengan desain penelitian fenomenologi. Metode penelitian yang digunakan yaitu observasi, wawancara, dan dokumentasi. Keabsahan data menggunakan triangulasi sumber dan teknik. Teknis analisis data meliputi pengumpulan data, reduksi data, penyajian data, penyimpulan dan verifikasi. Hasil penelitian menunjukkan dalam program market day terdapat 3 tahap yaitu perencanaan dengan diadakannya rapat bulanan oleh pihak sekolah membentuk tim pengelola market day, tahap pelaksanaan mulai dari siswa menyiapkan stand barang, menjualkan dagangan sampai dengan pembukuan dan tahap evaluasi setiap seminggu sekali untuk memonitoring perkembangan kemandirian siswa. Penelitian menggunakan 5 indikator mandiri diantaranya melakukan pekerjaan sendiri, berinisiatif, tidak pantang menyerah, percaya diri dan memiliki kepuasan sendiri, semua indikator terpenuhi dan mengindikasikan bahwa program market day berhasil mampu menguatkan pendidikan karakter mandiri siswa kelas rendah sekolah dasar dengan kategori sangat baik.

**Kata Kunci:** Pendidikan Karakter, Mandiri, Market Day, Kelas Rendah, Sekolah Dasar

## Abstract

One of the central issues currently being discussed in the world of education is character education. Character education is experiencing disorientation, the fading of Pancasila values, and the shifting of life values as a result of globalization. This means that character education needs to be instilled from an early age, especially in elementary schools, one of which is independent character education. The aims of this study are to analyze the implementation of strengthening independent character education through "market day" for low grade students in elementary schools. This research uses descriptive qualitative research with a phenomenological research design. The research methods used are observation, interviews, and documentation. The validity of the data using triangulation of sources and techniques. Data analysis techniques include data collection, data reduction, data presentation, inference and verification. The results showed that in the market day program there were 3 stages, namely planning by holding monthly meetings by the school to form a market day management team, the implementation stage starting from students preparing goods stands, selling merchandise to bookkeeping and the evaluation stage once a week to monitor the development of student independence. The study used 5 independent indicators including doing their own work, taking initiative, not giving up, self-confidence and self-satisfaction, all indicators were fulfilled and indicated that the market day program was successful in being able to strengthen the independent character education of low-grade elementary school students in the very good category.

**Keywords:** Character Education, Independent, Market Day, Low Class, Elementary School

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## 1. INTRODUCTION

One of the central issues currently being discussed in the world of education is character education. It was explained in the national development mission that character education is the main basis in creating a society that has noble character, has high and civilized ethics and morals based on Pancasila (Amran et al., 2019; Djuanda, 2019). This means that character is very important so that it can be said to be a top priority in education.

Education is a very crucial thing in a person's life, so that every individual human being must get quality education, especially character education.

The Ministry of Education and Culture of the Republic of Indonesia in 2017 established the PPK (Strengthening Character Education) Movement, namely identifying five characters including religious values, independence, mutual cooperation, nationalism, and finally integrity (Khalamah, 2017; Nuswantari, 2018; Widodo, 2019). Indonesian nation must be built using an advanced character, because it is this character education that forms Indonesia into a great and dignified nation. If this character education is not carried out, then the Indonesian nation will become a backward nation. Seeing this fact, character education can be carried out early on, from the introductory stage to the implementation stage. Character education aims to provide training for someone to share expertise in order to make a decision (Abdullah et al., 2016; Komara, 2018; Maryono et al., 2018).

One of the character educations that need to be instilled in children from an early age is independent character education. Elementary school-age children are the right time to instil independent character education, because at this time children are developing and starting to learn not to depend on or be spoiled by their parents (Adyanto, 2018; Cahyani et al., 2020). This is adjusted to the potential that the child has, such as showing the ability to solve a problem both in the home environment and the school environment, the nature of responsibility, unyielding nature, self-confidence and using free time with positive activities is a form of independent character education which is very necessary and It is important to instil in elementary school age children (Arsyad et al., 2020; Saputra & Ekawati, 2017).

Independent character values are efforts to improve the mental development of children both physically and mentally, from their innate nature towards a better civilization. For example, an order from parents to their children not to always depend on their parents either in completing tasks or problems that are collaborative and may not pass these problems or problems on to other people and fulfill assignments given by the teacher. Independent character is formed automatically through consistent habituation. As state in research conducted by previous study that increasing the character of student independence through the habit of praying at school every day (Pasani, C. F., & Pramita, 2014). This research is said to be successful because students have started to routinely carry out prayer activities after a habituation schedule is held. When habituation activities can be managed properly, optimal character education practices will be obtained (Kuning, 2018; Manasikana, A., & Anggraeni, 2018). Character building is one of the goals of national education .

The formation of independent character can be implemented in various forms of activity. Previous research builds independent character through agriculture, namely instilling a habit in students of organizing group study activities or deliberations, libraries, farming, raising livestock, washing clothes, organizing books, memorizing lessons, and managing finances personal (Wiyani, 2020). This proves how important independent character education is for all elements, especially for elementary school students. Educators really need to facilitate students in instilling character education perfectly. Therefore independent character education, schools need to involve the role of all components of the school both from the principal, teachers and students (Dalyono & Lestariningsih, 2017; Harahap, 2019). All components have their respective duties such as the principal is responsible, the teacher supervises and directs, and students have responsibility for the running of the program.

Buying and selling activities for students in elementary schools or what is often known as "*Market Day*" has recently become a trending program in a number of schools. This activity involves students directly to become sellers, this will certainly train students to form independent characters within themselves. Independence is an attitude and behavior that is not easily dependent on other people in completing tasks and problems (Asrofi, 2020; Komara, 2018). *Market day* is a school program where students sell and display their wares at

school in the form of food, handicrafts and other goods. In this activity there is a very thick educational content, one of which is independent character education, namely children will transact directly with their parents, promote merchandise, communicate well with others, manage finances such as calculating change, calculating the amount of goods paid (Dewi et al., 2021; Saputra & Ekawati, 2017). Market day is able to grow student character through various activities, starting from the planning stage regarding preparing what materials are needed for sale. Research by other study discusses *market day* in elementary schools which are very useful for strengthening independent character education for students in elementary schools (Oktari & Kosasih, 2019). However, in reality *market day* are still rarely used in elementary schools because not many educators know about *market day* and there is a lack of understanding by the school that the *market day* able to increase the strengthening of independent character education in elementary school students.

This makes researcher interested to see educational institutions that have implemented *market day* at the elementary school level. One of them is Luqman Hakim International Integrated Islamic Elementary School which is one of the favorite elementary schools in the city of Bantul, Yogyakarta. In the initial observations that researchers conducted at SDIT Luqman Hakim Internasional, *market day* have been running regularly once a week to see if they can strengthen independent character education for low grade students in elementary schools. Thus, the problem that will be discussed in this study is about the implementation of *market day* used at SDIT Luqman Hakim International in instilling the strengthening of independent character education.

## 2. METHODS

The type of research used in this study uses a descriptive qualitative research type with a phenomenological approach design. Qualitative research is a type of research that is not obtained through statistical procedures or other forms of calculation but by logical thinking based on qualitative data. While the purpose of this phenomenological research is to reduce individual personal experiences to obtain in-depth data through interviews with various sources, namely school principals, class III teachers, and class III students at SDIT Luqman Hakim Internasional. If the data is sufficiently valid, the researcher will process and analyze more deeply regarding the implementation of strengthening independent character education through *market day* for low grade students at SDIT Luqman Hakim Internasional.

The qualitative data used are from interviews, observations, and documentation. There are 2 sources of data, namely primary data and secondary data. Primary data sources or informants are school principals, class III teachers and then class III students at SDIT Luqman Hakim Internasional, as parties who understand and understand the topic of discussion in this study. Information is considered to really know and master the answers to existing problems regarding the implementation of strengthening independent character education through *market day* for low grade students at SDIT Luqman Hakim Internasional. Secondary data in this study served as additional support from primary data in the form of field interview notes and documentation as well as archives during activities taking place at SDIT Luqman Hakim Internasional.

Test the validity of the data carried out in this study through triangulation. Triangulation is a data collection technique by combining several existing data collection techniques and data sources. There are 2 triangulations, namely technical triangulation and source triangulation (Sugiyono, 2019). Triangulation of sources was obtained from school principals, class III teachers, and class III students at SDIT Luqman Hakim Internasional. The data was then analyzed so that conclusions could be drawn to seek approval from the sources. While technical triangulation is through interviews, observation and documentation

during *activities market day* took place at SDIT Luqman Hakim Internasional. According to Hasanah (2020), there are 4 data analysis techniques in this study, which include data collection, data reduction, data presentation, inference and verification.

### **3. RESULTS AND DISCUSSION**

#### **Result**

The results of this study describe the implementation of strengthening character education through the market day program for low grade students at SDIT Luqman Al-Hakim Internasional. Market day is a mandatory school program with buying and selling activities between students and teachers, students with students and students with the school environment while students are sellers. This market day activity has been running since mid-2013 and is carried out routinely once a week, namely every Friday before learning activities begin at SDIT Luqman Al-Hakim Internasional. The market day program is included in entrepreneurship activities to boost and strengthen independent character education for students in elementary schools where students are taught to act as sellers to market their wares.

According to the results of interviews conducted with the principal of SDIT Luqman Al-Hakim Internasional, this market day program is the flagship program at the school because it has very high enthusiasm from both students, teachers, principals to student guardians who fully support this market day activity. This market day program started with the anxiety of parents and teachers towards their children and students who were very spoiled and always depended on the teacher. On the other hand, the teacher finds that these students have creativity, such as making handicrafts and food, where if this is developed, it will get selling points as well as strengthening independent character education. Therefore SDIT Luqman Al-Hakim Internasional plans through a monthly coordination meeting delivered by the class III teacher.

The coordination meeting which was attended by all teachers and school principals, one of which discussed this market day program for future sustainability which of course considered all good aspects of student potential, infrastructure and parental approval. The program was finally approved by the school principal because from several perspectives it turned out that market day activities had positive benefits including building student creativity, training students to become entrepreneurs, and the most important benefit was strengthening independent character education. After obtaining approval from the school principal, the school then forms a committee team or manager of the market day program.

The market day market day program has three stages, namely the planning stage, the implementation stage, and the evaluation stage. Stages of third grade during planning of market day activities at SDIT Luqman Al-Hakim Internasional. The planning activity for market day activity as show in [Figure 1](#).

Base on [Figure 1](#), after a monthly meeting was held by all grade 1-6 teachers with the school principal, the results obtained included the market day program being held once a week, namely on Friday at 06.30 - 08.00 WIB or before teaching and learning activities began. The market day committee forms groups in each class with a total of 3 groups for a total of 30 students. This means that there are 10 students who are representatives of each class to take part in market day activities that act as sellers. The division of this group apart from scheduling students also divides the criteria for goods to be sold in market day activities. For example, the food group, the handicraft group in the form of accessories, the beverage group, the stationery group and any form that is still included in the criteria for goods being sold. The committee made regulations on the criteria for goods that may be sold in this market day activity, namely that merchandise must have a price range starting from

Rp. 1,000 – Rp. 5,000, if food-shaped items must use ingredients that have nutritional value, attractive packaging, try to make your own accessories for accessories, meaning you don't buy other products to sell again. Implementation of market day program is show in Figure 2.



**Figure 1.** Planning for Market Day Activities



**Figure 2.** Implementation of Market Day Program

The implementation stage of market day activities at SDIT Luqman Al-Hakim Internasional has been running for 9 years, starting in mid-2013. However, this program was neglected for 2 years, namely during the Covid-19 pandemic in 2019-2020 and starting again in 2021. Implementation of the market day program represents 10 class students to become traders every week. From the results of observations of the implementation of the market day program, in the lower class group in class III there were 10 students selling in groups or individually with various kinds of goods being sold. Group 1 with 2 student members sold food they made themselves, namely chocolate cookies, three-flavored buns, and corn pudding. There were 2 students bringing their merchandise in the form of drinks, namely guava juice without preservatives and avocado juice. The juice is pegged at a very cheap price of Rp. 1000 with attractive packaging. Other students brought merchandise in the form of the students' own work including a bouquet of origami filled with contemporary snacks priced at Rp. 3000, a key pendulum made of clam shells put together then forms a key pendulum with a doll-like model.

In addition to the merchandise above, there are many other items that are sold in this market day program, such as betta fish, tilapia, and other small fish which are partly the result of fishing. Students at each stand have prepared their own table and chairs and also don't

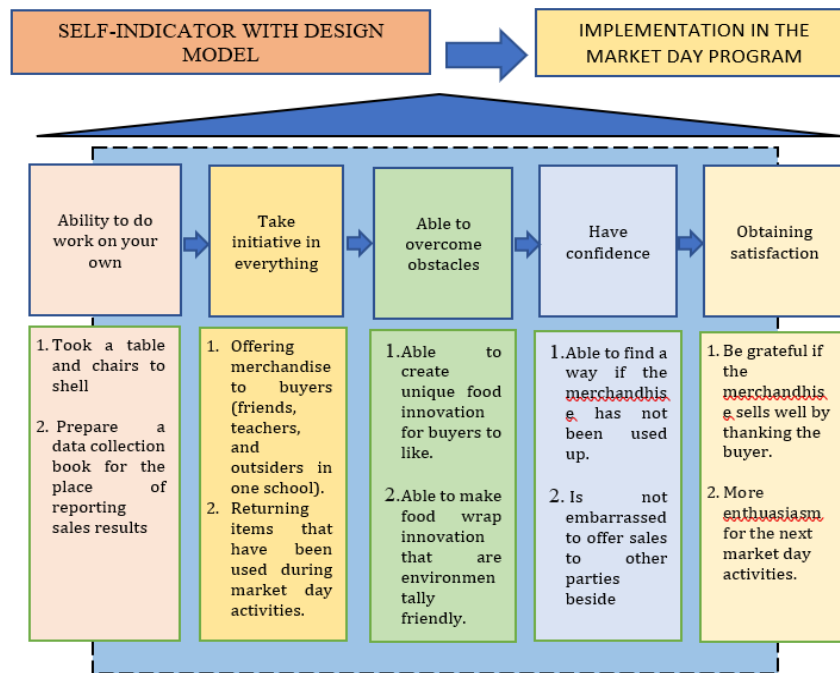
forget to put up handwritten and typewritten banners regarding the names of the items being sold and the prices for each merchandise. In interviews conducted by researchers with third grade students, most of the merchandise they sold was made by themselves. Starting from the idea of food, drinks, goods they want to sell to the packaging and selling price they want to set. On the other hand, of course, this cannot be separated from the support of their parents, starting from capital and how to cook, but class III students are already capable because they are used to making food, drinks, or handicrafts so that they are able to grow and strengthen student independence through the habituation of the market day program.

In interviews conducted with third grade students, they had prepared ideas and materials to sell long before the market day activities took place. This is so that when their schedule for participating in the market day program does not need to be confused about what to sell, besides that to produce good and unique handicrafts, it takes a long time to make them. Students individually or in groups vying with each other to offer the goods they sell in order to attract buyers. The rules in this market day program that are allowed to enter are all teachers, students as buyers, and students who are scheduled to take part in the market day program. In the market day program, students act as militants, meaning as sellers who play an important role in carrying out this activity. For students who haven't had their turn to take part in market day, they can become cheerleaders, meaning they become buyers.

After the market day activities were over, at 08.00 WIB the students cleaned up the stands that were used starting from rearranging the tables and chairs, the homeroom teacher only directed them. If there are goods, food and drinks that are not sold-out students may offer them outside market day hours and outside class hours. Usually, fellow students help each other to offer their wares, for example if there are students who have not run out of merchandise such as food that spoils quickly if stored for a long time, then students who have run out of merchandise join in to buy or offer to others to run out quickly. If it is felt that this has not produced results, students make attractive promos such as buy 2 get 1 free, buy 2 at a lower price, and so on. For the benefits that students get, it depends on how much profit students as sellers will make. For example, take a profit of 200 silver up to Rp. 1000 per item. These profits are then managed by the homeroom teacher for savings, so the school does not ask for the slightest profit that students get, the school only provides facilities and support to students through the market day program.

The evaluation stage is the last stage of the market day program activities, at this stage those involved are the school principal, committee or administrator and class teacher. The evaluation phase discusses a number of things including whether there are obstacles during the market day program, regarding the development of student independence. If things are found that create obstacles in the market day program, solutions will be sought together so that the market day program can run even better on a schedule that is set. next. In the evaluation meeting the manager of the market day program conveys the results obtained from the market day program in each period. The school principal as the person in charge of the market day program also provides feedback if problems or obstacles occur in this activity.

According to observations made by researchers, the evaluation stage at SDIT Luqman Al-Hakim International in this market day activity aims to see and indicate student development, especially in independence. In the evaluation phase at SDIT Luqman Al-Hakim International it went very well, this can be seen that the evaluation runs every period of once a week after the market day program is running so that if there are obstacles or problems during the market day program the school manager and principal immediately find a way out so as not to protracted, on the other hand evaluation activities are held once a month to see the progress of the development of the market day program so that good communication is maintained between administrators, class teachers and school principals. Independent character indicators in the market day program with a design model is show in [Figure 3](#).



**Figure 3.** Independent Character Indicators in Market Day Program with a Design Model

Based on Figure 3 show the indicator that has been made by researchers with assessment instruments that have been validated by experts then observations and in-depth interviews have been carried out with students, class teachers or administrators and school principals using 5 independent character indicators in the market day program which refer to the assessment instrument after being analyzed, the following results were obtained as show in Table 1.

**Table 1.** Results of Analysis using Indicators and Assessment Instruments

No.	Stage	Result	Predikat
1	Indicator 1	A	Very good
2	Indicator 2	AB	Good
3	Indicator 3	A	Very good
4	Indicator 4	AB	Good
5	Indicator 5	AB	Good

The analysis of the Table 1 indicates that strengthening independent character education through the market day program is said to be successful. In indicator 1, the results show an A value, which means very good, which is shown in the activity when students set up stands to sell and prepare sales report books. In indicator 2 the results show the AB value, which means good, which is shown when offering goods and returning goods after being used in market day activities. In indicator 3, the results show an A value, which means very good, shown in the activity of being able to make unique food innovations with attractive food packaging as well. Indicator 4 & indicator 5 show the AB value, which is a good indication shown in grateful activities if the merchandise sells well by saying thank you to the buyer.

## **Discussions**

The market day program among school children, especially low grade elementary school students, is urgently needed, especially in strengthening independent character education. Market day activities are facilities and infrastructure that aim to educate children's characters, one of which is independent character. Each program that will be designed certainly requires a deeper understanding of character education by the teacher and the school. Teachers as directors and educators for students in schools are the main component in implementing character education (Hermawan et al., 2020; Murniyetti et al., 2016; Widodo, 2019). In its implementation the teacher does not only act as a teacher but also actively participates in designing the program, managing the program and supervising the running of the program. The implementation of character education in schools such as the procurement of programs must instill character values (Nuryana & Suyadi, 2019; Wakhidah & Adiarti, 2014). Implementation of the market day program at SDIT Luqman Al-Hakim International, teachers have become active managers in the market day program and during its implementation have been able to instill independent character in students.

The teacher frees his students to be as creative as possible in preparing merchandise to be sold, of course this is able to foster an attitude of independence in students. This is in line with the research that has been conducted by previous study that market day program can be a student experience as a form of meaningful learning how students independently think of ideas for what items to sell must be attractive and of interest to buyers, how to package them so that attractive and hygienic, and organize a place to sell (Sulistiyowati & Salwa., 2016). This activity is capable of fostering the strengthening of independent character education in students (Arsyad et al., 2020; Saputra & Ekawati, 2017). This has also been implemented at SDIT Luqman Al-Hakim Internasional seen in the activities of third grade students when designing ideas and preparing food to be sold. For example students make neopolitan pudding and cookies in preparing ingredients ranging from flour, powdered sugar, eggs and so on students do it themselves up to packaging, the role of parents is only to supervise.

Supporting and inhibiting factors in the market day program to strengthen independent character education for low grade students are of course caused by various factors. According to previous study one of the supporting factors in the market day program, namely the enthusiasm and enthusiasm of students, teachers and school principals is very influential in the running of activities (Sulistiyowati & Salwa., 2016). This can be seen in the implementation of the market day program, all students from class I to class IV are competing to make food, drinks and souvenirs that attract buyers. The next supporting factor is design or planning that is carefully prepared by the school, this can be seen at SDIT Luqman Al-Hakim International which held meetings by all teachers and school principals in designing market day programs and schools which became a place to channel their potential by students. After the supporting factors, there are also inhibiting factors that affect the running of the market day program, namely among them students are sometimes still confused in calculating returns if the number of buyers' purchases is large, the weather in the morning which is sometimes uncertain, namely rain, is also an inhibiting factor for the running of the market day program (Susilo et al., 2022; Yuliana et al., 2021). Next is the factor of students who sometimes still forget to bring their wares. Inhibiting factors in this market day program must be minimized so that market day activities can run effectively and efficiently in order to achieve the expected goals, namely strengthening independent character education for elementary school students (Ramadoni et al., 2019; Syafriza, 2021).

The implementation of the market day program in schools is very useful, especially to strengthen independent character education in students in facing their future. According to researchers at SDIT Luqman Al-Hakim Internasional, it has been said to be good and successful in implementing the market day program, looking at several aspects including the



planning aspect of the school that accommodates, the implementation aspect of the enthusiasm of all students who are competing in preparing merchandise to be sold, the last aspect is at the evaluation stage which is always routinely carried out for the progress of the upcoming market day program.

#### 4. CONCLUSION

Character education is an important aspect of education that must be instilled by students, especially elementary school students. Instilling independent character education in students' needs to be instilled early on, namely in low grade students in elementary schools. In cultivating an independent character, one of which can be done through integration in school programs outside of class hours, one of which can be through the market day program. The market day program at SDIT Luqman Al-Hakim Internasional consists of three stages including the planning stage, the implementation stage and the evaluation stage. Strengthening independent character education for students can be seen in the implementation stage, namely through 5 indicators including students doing their own work, students taking initiative in everything, students being able to overcome obstacles, students having self-confidence, and students gaining self-satisfaction in their efforts.

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