



# The Effectiveness of the Market Day Learning Model to Foster Entrepreneur Character in Early Childhood Education

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## ABSTRAK

Model pembelajaran konvensional yang masih perlu digunakan tidak dapat menumbuhkan karakter kewirausahaan siswa. Pembelajaran yang hanya berpusat pada guru menjadikan siswa sebagai objek pasif dalam proses belajar mengajar. Penelitian ini bertujuan untuk membuat buku panduan model pembelajaran market day untuk menumbuhkan karakter wirausaha pada anak usia dini. Jenis penelitian ini menggunakan metode R&D dan mengacu pada teori Borg dan Gall. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, dan angket dengan menggunakan analisis kualitatif dan kuantitatif, meliputi analisis model pembelajaran hari pasar, observasi pembelajaran, dan validasi produk. Subyek penelitian menggunakan 15 anak dan satu orang guru. Hasil uji kelayakan yang divalidasi oleh ahli materi terhadap model pembelajaran yang disajikan dalam bentuk buku memperoleh skor 88 poin dengan rata-rata skor akhir 3,25. Sebaliknya, hasil validasi bahasa oleh guru mata pelajaran lebih rendah dari 13 pernyataan pada angket evaluasi produk. 44 poin. Rata-rata skor akhir adalah 3,30. Dari hasil tersebut, semua dinyatakan layak. Berdasarkan perhitungan N-gain dari uji lapangan di TK terjadi peningkatan sebesar 53,3%, dan TK dan Al Ishlah juga mengalami peningkatan sebesar 53,3%, maka berdasarkan perhitungan tersebut maka produk model pembelajaran market day adalah menjadi seperti dinyatakan sah. Hasil penelitian menunjukkan perlunya model pembelajaran yang dapat menumbuhkan kewirausahaan.

## ABSTRACT

Conventional learning models that still need to be used cannot foster students' entrepreneurial character. Learning is only teacher-centered, making students passive objects in the teaching and learning process. This study aims to create a guidebook for the market day learning model to foster entrepreneurial character in early childhood. This type of research uses the R & D method and refers to the theory of Borg and Gall. The data collection techniques used are interviews, observations, and questionnaires using qualitative and quantitative analysis, including analysis of market-day learning models, learning observations, and product validation. The research subjects used 15 children and one teacher. The feasibility test results validated by material experts on the learning model presented in book form scored 88 points with an average final score of 3.25. In contrast, the results of language validation by subject teachers were lower than 13 statements in the product evaluation questionnaire. 44 points. The average final score is 3.30. From these results, all were declared feasible. Based on the N-gain calculation from the field test in Kindergarten, there was an increase of 53.3%, and Kindergarten and Al Ishlah also experienced an increase of 53.3%, so based on these calculations, the product of the market day learning model is to be like declared valid. The study results indicate the need for a learning model that can foster entrepreneurship.

## 1. INTRODUCTION

Education is one of the determining factors in improving the standard of living of individuals. Early age is a golden opportunity for children to learn, so it is called the golden age. At this age, children have an extraordinary ability to learn (Fitriani & Adawiyah, 2018; Herlina et al., 2019; Khaironi, 2018). Early childhood is an important period that provides early experiences in the human life span. The initial experience gained by children at that time will influence the attitudes, feelings, thoughts, and behavior of

children at a later stage (Kade et al., 2021; Sukatin et al., 2020). Training and conditioning provided by children on an ongoing basis will help children achieve various developmental tasks optimally (Salim et al., 2020). Understanding children's development is important for teachers to optimize children's potential. Understanding child development includes various aspects, including language development, religious morals, cognitive, social-emotional, and artistic development (Khoirunnisa et al., 2018; Wulandari & Purwanta, 2021). However, implementing learning activities is still presented in a conventional form and has yet to be used optimally. The development model has yet to use an active, creative, effective, and fun learning model. At school, they only focus on children's worksheets and learning models that could be more creative, so when learning takes place, students seem not to care and are engrossed in themselves (Dini, 2021; Hadaina et al., 2021). In addition, educators only focus on children so that children refer to learning using children's worksheets. From this research, it is hoped that it can increase active, creative, effective, and fun learning in the Anggrek PAUD cluster kindergarten in general and in particular at Pertiwi Pandan Kulon Kindergarten so that it can form students with entrepreneurial characteristics and fun learning development models in the teaching and learning process.

One activity that can accommodate this age's needs is market day activities. Market day is one of the efforts to build and foster an entrepreneurial or entrepreneurial spirit in children from an early age (Ayuningtyas & Hidayah, 2022; Sukardi, 2017). In market day activities, children get the learning process directly. Children carry out "Learning by Doing" or learning by doing directly (Hamid et al., 2017; Maison et al., 2021; Orak & Al-Khreshah, 2021). Thus they will immediately be able to feel or experience all the processes needed in entrepreneurship activities. In the era of globalization, creativity and strong character is the capital to survive the demands of modern times. The formation of character and creativity begins at an early age. The entrepreneurial spirit is a character that needs to be instilled from an early age (Saptono et al., 2021; Thoyyibah et al., 2019). Entrepreneurship education is not just about educating prospective entrepreneurs or teaching children to make money early but also about growing and developing the character that already exists in children (Harianti et al., 2020; Khotimah et al., 2020). The values that need to be implemented through these characters are the values of creativity, innovation, courage, independence, and responsibility (Munastiwi & Suhendro, 2020). Some findings state that entrepreneurial values are instilled in children through market day activities: courage, self-confidence, independence, courtesy, respect, honesty, market-oriented, task-oriented, results-oriented, disciplined, cooperative, and communicative (Zulkarnain & Akbar, 2018). Market day is one of the programs the government promotes to internalize entrepreneurial spirit from an early age (Ayuningtyas & Hidayah, 2022). Growing entrepreneurial value in strengthening the profile of Pancasila students through project market day learning (Rondli, 2022). The product specifications developed are in the form of a guidebook for the development of market-day learning models in PAUD. This research aims to create a guidebook for the market day learning model to foster entrepreneurial character in early childhood. The hope in developing this market day activity is to improve the entrepreneurial character of early childhood.

## 2. METHOD

The development of this Market Day activity uses research and development (Research and Development). Research and development is a process or steps to develop a new product or improve existing products, which can be accounted for. The products include books, modules, handouts, packages, learning programs, and learning aids. These products address learning in the classroom, laboratory, and outside the classroom. The entire development research process includes a preliminary study of the product based on planning results, field testing of products that have been developed, and product improvement based on field test results. Thus, development is more directed at producing products ready for real use in the field, not just finding knowledge or testing certain hypotheses or theories. This research aims to produce a product, an activity that can facilitate students to develop entrepreneurial character. Initial product development and market day activities are entrepreneurial learning activities. Children are taught how to market products to friends, teachers, or others. This activity is usually in the form of a bazaar or market the school holds. This activity uses money as a transaction tool, and researchers develop this learning model by including it in the school curriculum and implementing this market day activity in the classroom. Before researching the development of this activity, the researcher conducted several validations involving several material experts and product experts.

The product trials section will explain limited, wider, and operational field tests. The product trial design is in the form of learning activities, Market day activities that must be tested to determine quality and feasibility. Product testing is part of a series of validation and evaluation stages. This study uses the experimental design method Pre-test and Post-test to compare before and after using the new product

and the old product. The trials in this development research were group B of TK Plus Al Islah Pandangan Wetan students with 15 children and group B of TK Mina Bahari Pandangan Wetan with 15 children as an experimental class. This pre-test test's benefit is seeing the initial results before holding a field test, the Market Day activity. Product trials are carried out to determine the feasibility of the product to be developed and manufactured. In this study, product trials at Plus al Ishlah Kindergarten and Mina Bahari Kindergarten, Kragan District, were carried out in limited field trials involving only 15 group B children as research samples. The class teacher randomly selected the sample. In this limited field test, the researcher will conduct learning by playing the role of buying and selling by explaining to the 15 children the various roles that will be played.

This broader field test divides children according to their roles. Some are sellers, buyers, and cashiers. The activity method is that the children go straight to the table provided according to their role. The role of the seller begins to offer the product being sold, and then the seller calculates by stating the number of items taken by the buyer and whether it is correct. This activity requires cooperation between sellers. This operational test involved all children in group B at Plus Al Ishlah Kindergarten and Mina Bahari Kindergarten, a total of 30 children. In carrying out this activity, the researcher used a slightly different method from the previous tests: conducting market day activities selling real goods and carrying money as a transaction. The after-activity test (post-test) involved all children in group B at Plus Al Ishlah Kindergarten and Mina Bahari Kindergarten 30 children. In carrying out this activity, researchers used a different method from the operational test: real money. The benefit of this post-test test is to see if there is an increase after carrying out Market Day activities. As for the results of the differences (pre-test and post-test), there is a significant increase.

The type of data obtained is qualitative data and quantitative data. Qualitative data were obtained from expert reviews in the form of suggestions and input, as well as observations and interviews in the initial research on teachers and group B at Plus Al Ishlah Kindergarten and Mina Bahari Kindergarten, Kragan District, Rembang Regency. In contrast, quantitative data were obtained from field trial data. Small groups through teacher observation during market day activities by observing children. The data analysis technique used is the T-test through SPSS.22 and the evaluation of experts for product testing, which are qualitative and quantitative data in the form of percentages. In calculating each question item, development determines the score on the answer item to facilitate assessment. As for the specified assessment points, After obtaining the data processed using the formula above, these results are matched with the eligibility presented in [Table 1](#).

**Table 1.** Criteria for eligibility level

Percentage (%)	Validity Level
80 – 100	Valid/Not Revised
60 – 79	Valid Enough/Not Revision
40 – 59	Invalid/Partial Revision
0 – 39	Invalid/Revised

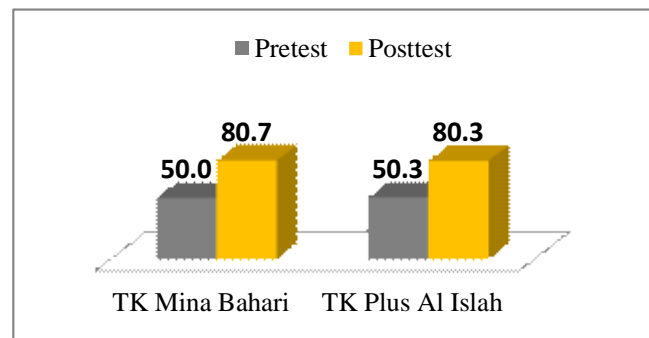
(Arikunto, 2013)

### 3. RESULT AND DISCUSSION

#### Result

Based on the analysis of learning resources, it is very necessary for Market Day activities to develop the entrepreneurial character of group B children in Kindergarten Plus Al Ishlah and Kindergarten Mina Bahari, Kragan District, which is a guide product for the market day learning model which contains product discussion, a brief explanation of Market Day, procedures for implementing, the flow of activities taking place, and others. This product is varied and innovative because there are various explanations and procedures for implementing Market Day activities. All details of the activities are in the guide to the Market Day learning model. The advantages of this product model are that it is easy to understand, attractive in design, makes it easier for readers to convey goals, and is more focused on carrying out activities. The feasibility test of material expert validation regarding the learning model presented in book form received a score of 88 with an average final score of 3.25. In contrast, the results of language validation by expert lecturers concluded that 13 statements in the product assessment questionnaire received a score of 44 with an average of 3.30. From these results, all were declared feasible. Based on the N-gain calculation from the field test at Mina Bahari Kindergarten, there was an increase of 53.3%. In Kindergarten plus Al Ishlah, there was also an increase of 53.3%, so based on these calculations, the product of the market day learning model was declared effective. The level of children's

entrepreneurial character in a large-scale trial for the development of market day learning models is presented in Figure 1.



**Figure 1.** The level of children's entrepreneurial character in a large-scale trial for the development of market day learning models

The results of the research show that there is a need for a learning model that can foster entrepreneurial character, the development of market-day learning models is carried out not only outside the classroom but also inside the classroom. The market day learning model has proven effective in fostering children's entrepreneurial character.

### Discussion

The guide product for the market day learning model for developing the entrepreneurial character of group B children was developed through a fairly long process, from making product designs to completing the final product, requiring several revisions to get the maximum product. The study results show that the market day learning model has proven effective in growing children's entrepreneurial character. Market day activities are programs implemented by PAUD TK institutions as a skill development program for students in training creativity and fostering an entrepreneurial spirit in children, understanding the business world, and innovating. The learning model contains the selection of educator systems for explicit purposes in class (Herlina et al., 2019; Zulkarnain & Akbar, 2018). The learning system is a set of learning materials and procedures used to convey learning outcomes to students (Ayuningtyas & Hidayah, 2022; Rondli, 2022). At the same time, the learning model is also based on different information standards and hypotheses, including learning standards, mental, sociological, framework investigations, or other accommodative speculations (Lasmini & Windarsih, 2020; Sundari, 2017). The product of the Market Day learning model has been developed according to indicators according to Permendikbud number 137 of 2014 in social-emotional development, aspects of self-awareness, a sense of responsibility for oneself and others, and prosocial behavior.

The benefits of market day for children are a direct learning process in market day activities. Children carry out "Learning by Doing" or learn by doing directly. Thus the child will immediately be able to feel or experience all the processes needed in entrepreneurship activities. Several abilities or skills can be built or grown through this market day activity. First, in this market day activity, children must be able to count. For example, they are calculating the money back from goods sold. In this case, they are being honed their arithmetic or mathematical skills. Second, in this market day activity, children must be able to offer or market their wares. In this case, their marketing skills are being honed. In addition to these skills, several values or souls must be possessed and can be grown within them. Entrepreneurship is an innovative, systematic, and disciplined process of someone who dares to take risks to create something new and can become the manager of his own business (Kurniasih & Asmira, 2019; Novalinda et al., 2020; Walmsley & Wraae, 2022). Entrepreneurial character is behavior that reflects independent, creative, risk-taking attitudes, leadership, and hard work (Olokundun et al., 2018; Zulkarnain & Akbar, 2018). This finding is reinforced by previous research, which states that market day is one of the programs the government is promoting to internalize entrepreneurial spirit from an early age (Ayuningtyas & Hidayah, 2022; Zulkarnain & Akbar, 2018). Growing entrepreneurial value in strengthening the profile of Pancasila students through project market day learning (Rondli, 2022). This development product is a market day activity for group B in the 5-6 year age range. It can complement kindergarten teachers in perfecting entrepreneurial character learning material to make it easier, more interesting, and fun for children.

#### 4. CONCLUSION

The guide product for the market day learning model for developing the entrepreneurial character of group B children was developed through a fairly long process, from making product designs to completing the final product, requiring several revisions to get the maximum product. Product evaluation and revision were obtained from one media expert and one material expert. It is recommended that teachers assist children when carrying out market day activities. The teacher's role is to guide and direct children so that children can carry out market day activities easily and correctly according to the instructions. Teachers must hold simple questions and answers regarding entrepreneurial character as a follow-up to market day activities. The development of the market day learning model takes place both inside and outside the classroom. That the Market Day learning model is effective in educating children about entrepreneurship.

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