



## Creating an early childhood entrepreneurial culture in TK ABA Temon Wetan district of Kulon Progo Yogyakarta

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### Article History

Submitted: January 1, 2022

Accepted: May 15, 2022

Published: 10 October, 2022

DOI: [10.26555/jecce.v5i2.5490](https://doi.org/10.26555/jecce.v5i2.5490)

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### Abstract

The development of entrepreneurship in Indonesia is still limited. This is reflected in the lack of entrepreneurship education, especially at an early age. Entrepreneurship education is very important because it is related to various aspects of life. Likewise in developing countries, because the role of entrepreneurship is very important in development. The purpose of the study was to examine the cultivation of an early childhood entrepreneurial culture in the ABA Temon Wetan Kindergarten. This research uses the qualitative case study research method. The selection of this qualitative method was made because it can explain the data descriptively. The type of case study was also chosen by the researcher on the grounds that it could provide an overview of the formation of entrepreneurial intentions in early childhood in the kindergarten under study. The research was conducted at ABA Temon Kindergarten with a literature study method and a qualitative approach. The results show that 1) early entrepreneurship development in the implementation of learning is to train children's independence and courage through learning through play, such as trading; and 2) application of entrepreneurship learning through entrepreneurship education in all learning activities through play on an ongoing basis by integrating entrepreneurial values into the syllabus and lesson plans. So learning entrepreneurship from an early age is good to instill. The essence of entrepreneurship is how to instill ways of doing business, solving problems, and taking full responsibility for what children do. In addition to children, teachers must also be creative, innovative, and willing to guide children towards mastering entrepreneurial character.

**Keywords:** entrepreneurship, early childhood, implementation

## INTRODUCTION

The role of entrepreneurship in a developing country cannot be overlooked especially in the implementation of economic development. If entrepreneurship is carried out by optimizing innovation by creating new ideas, the nation will grow faster. Economic development in the country is essential to advance developing countries and increase per capita income to reduce poverty rates, eliminate social disparities and reduce unemployment.

Families, communities and educational institutions are important elements in the formation of an entrepreneurial character.

The early period in human life is the foundation of all processes of human growth and development. Each stage is indicated by specific characteristics that are not found at the other stages. The early age, also known as the Golden Age, also has special characteristics. Every aspect of early childhood needs to be developed in educational programs or stimulation. Such aspects include moral, physical (fine and gross motor), cognitive, socio-emotional, and language and communication development (Ulfa & Munastiwi, 2020).

Entrepreneurship is the result of learning. Although the spirit of an entrepreneur may also be acquired from birth (talent), but if not tailored through guidance and motivation in the learning process it is difficult to realize. To sharpen the interest and ability of entrepreneurs, it is necessary to grow through the learning process. That's where the importance of education in education lies. Entrepreneurship is not only an adult world; it can also be a part of the world of children. Entrepreneurship for educational purposes is social, not commercial. Entrepreneurship in the field of education is taken is its characteristics such as innovative, hard work, strong motivation, reluctance to give up, and always looking for the best solutions. All these characteristics are beneficial to the child in developing all the potential that he has so that he can become a successor that fits the national educational goals. The understanding of entrepreneurship and its characteristics as entrepreneurial values are very important to be introduced, implanted, and raised in children from an early age, because they are all part of the social skills that must be mastered by children in order to be able to adapt as they live their lives in the future (H. Taulany, 2019).

Mentions the benefits that can be obtained through entrepreneurship among others have the freedom to update the potential it has, have the opportunity and opportunity to play a role for society by creating the products that society needs, and can be a motivation for yourself to start entrepreneurially (Rusdiana, 2014). Entrepreneurial education needs to be taught in educational institutions because entrepreneurship contains an integral and real body of knowledge, that is, there are complete theories, concepts, and scientific methods (Daryanto, 2012). There are two concepts of entrepreneurship: venture start-up and venture growth. Entrepreneurship is also a discipline that has its own objects, namely the ability to create something new and different. Finally, entrepreneurship is a tool for creating expropriation and income expropriation.

In the process of execution always requires stimulation. In giving stimulation should be exactly according to its age stage (Hurlock, 2007). The stimulation is information about how to

become an entrepreneur. There are two characteristics of an entrepreneur: First as a creator in creating a completely new business or business that in this case leads to the development of creativity. Second, as an innovator, encourage innovation in both production, marketing, and management of existing enterprises so that it becomes better leading to the spirit of leadership. In the formation of the character it appears that it is already able to develop ideas at the same time producing ideas that vary to the result of different works. So children can be said to have creativity in entrepreneurship where they are able to think smoothly, flexible, and originally. Entrepreneurship in the field of education is taken as its characteristics (attributes) such as innovative, hard work, strong motivation, reluctance to give up, and always looking for the best solutions (Himmah Taulany et al., 2018). All these characteristics are beneficial to the child in developing all the potential that he has so that he can become a successor that fits the national educational goals. The understanding of entrepreneurship and its characteristics are entrepreneurial values are very important to be introduced, implanted and raised in children from an early age, because all of them are part of the social skills that must be mastered by children in order to be able to adapt when living their lives in the future, entrepreneur in children cannot be carried out alone, but needs guidance and support from adults, parents and teachers. Children who know the world of entrepreneurship from an early age, will find benefits for future supplies in the future. At an early age, children who learn to cultivate entrepreneurial learning will grow into creative individuals. Creativity trained from an early age, including through various entrepreneurial activities, becomes the primary capital of children's productivity and independence as adults (Nurhafizah, 2018).

Entrepreneurial education is very important for all aspects of life, especially starting from early childhood. The same goes for a developing country, because the role of entrepreneurship cannot be overlooked in the implementation of development. Therefore, it is necessary to create and innovate to find new ideas so that the nation can grow faster (Widowati et al., 2020). To practice teaching the child about entrepreneurship from an early age to be able to manage money well, that is, a kind of exercise that needs to be taught not only how to spend, but also to save and make money. Children's activities in PAUD with teachers and friends can be maximized in implanting a picker pattern to become an entrepreneur.

One of the things that can be done is to have skills in entrepreneurship. With a minimum of entrepreneurship, one can create a job space for himself and if the business progresses, then one can open a job area for others too. Skills in entrepreneurship can help a person to have an independent, creative, and daring mind to take risks. Entrepreneurship is the spirit, behavior,

and ability of a person in dealing with business that leads to the attempt to find, create, implement new ways of working, technologies, and products by improving efficiency and service in order to earn profit (Susilaningsih, 2015). Things that teachers can do, among others, provide facilities, creative teaching methods, associate what is taught with thinking like an entrepreneur. As a child grows up, he will become accustomed to entrepreneurial activities and, most importantly, the child will not be afraid to take risks. School activities related to entrepreneurship are balancing for the child to apply what the child gets from the lessons taught by the teacher, for example when there is a theme of plant teachers bias teaches how to plant plants to take care of them to how to take advantage of plants.

Another important thing is the support of parents to children, especially in terms of cultural cultivation of early childhood entrepreneurs. The process of educational cultivation is a human process that demands the involvement of the child as a person, then the success of the process in a demanding attitude of life that is open to the environment and willing to work with others. This is related to support for the cultivation of a culture of entrepreneurship in early childhood, support can not only be financial but also motivate the child to think critically to come up with an idea.

The form of motivation can, among other things, be a greeting when the plant being cared for can grow and the child can pick up the results or an impulse to give up. The recognition and support of parents will determine the development of the child's interest and self-confidence. School as a container for children to gain knowledge and apply their knowledge to develop children's entrepreneurial learning, School and parents are the key to successful entrepreneurship programs in early childhood. Based on the discussion above, then the researchers got the idea to research the problem that includes the title "Creating an early childhood entrepreneurial Culture in TK ABA Temon Wetan district of Kulon Progo Yogyakarta".

## **METHOD**

The research method that will be used in this research is the qualitative method of case studies. Where the selection of this qualitative method is chosen because it can explain the data descriptively (Sugiyono, 2015). The type of case study is also selected by the researchers on the grounds that can provide an insight into building entrepreneurial interests in early childhood in the researched Kindergarten. Study subjects consisted of 2 teachers, 1 head of school, 2 children, and 2 parents of students.

The research was conducted over a month from November 2021. Determination of data sources is carried out by researchers purposive sampling, which is the technique of sample-taking data sources with certain considerations. A particular consideration that is meant in the statement is that the researcher selects the source of the data by looking at how much the source will be selected to know about the data for the purposes of this research.

The data validity technique is the technique of triangulation of data to obtain valid data by comparing data from one data to another. Data sources in qualitative research are referred to as informants, sources or participations, such as: the head of school, teacher, child or student guardian parents. This information, used to strengthen data about entrepreneurship for TK. Data collection techniques include observation, interview and documentation. Data analysis techniques use the Miles & Huberman (1992) model, namely: data codification, data presentation, conclusion drawing or data verification. The data validity checks are Member Check, Audit Trial, Triangulation, Expert Opinion.

## **RESULTS AND DISCUSSION**

Character development is influenced by values. Value is the driving force of change. The ability to shape and actualize ethical values is the essential characteristic of humanity, thus being able to be an agent of change. In the formation of behavioral formations such as the development of entrepreneurial character, the role of parents is of paramount importance. Parents are the first and primary educators of their children. So it is the parents who are responsible for implanting these values that can be done by giving examples of equality and cultivation in everyday life (Nurhafizah, 2018). To develop entrepreneurship in children from an early age through the implementation of learning is an act of change that leads to increased creativity, innovation, intuition, and leadership ability, motivation, as well as the courage to take risks (Sugianto & Sutanto, 2013).

Four core roles of parents are 1) Nurturing Caregiving, that is, the fulfillment of biological, physical, and health needs of children. 2) Material care, which is the fulfillment of material needs, such as houses, toys, books (Bornstein, 1998). Social caregiving is the fulfillment of the emotional and interpersonal needs of children, such as giving attention in various forms, listening, praising, helping children in controlling their emotions and affections, providing good discipline and control. Didactic caregiving is the use of strategies to stimulate children to understand and engage in their environment. Implementation of entrepreneurial learning on TK ABA Temon Wetan is obtained from some data that has been taken at the time in the field. The

data to be discussed is based on the results of observations, interviews as well as documentation carried out by the researchers. Looking from the data available then it is known that the implementation of entrepreneurial learning is to train the independence and courage of the child, it is well known from the record of the interview as follows:

*“So developing entrepreneurship with the implementation of entrepreneurial teaching in the child’s TK here is the teacher gives learning to play trade-trade, the goal is to train the independence and also the courage of the child in offering his trade goods to mbak (NR)”.*



Fig 1: Learning to Play Trade 1

Entrepreneurial education needs to be developed because to develop, nurture and build seeds or entrepreneur talents so that the seeds are more weighted and always follow the development of state-of-the-art science. Give every human being the opportunity to grow as much as possible and to develop the personality of an entrepreneur.

Starting from early childhood, the young generation is also demanded to be smart and characterized in improving the people’s economy by opening up jobs for themselves or others and not relying on the government in recruiting PNS (civil state officials) but play a role and participate in building this beloved country. The existence and success of a nation is largely determined by its character. Only a nation with a strong character can make itself a nation worthy and respected by other nations (Koesoema, 2010). So it can be known that the goal of the development of entrepreneurship from early childhood in the implementation of learning is to train the independence and courage of the child.

The application of entrepreneurial learning at TK ABA Temon Wetan was taken from the results of observations, interviews as well as documentation on the field. The existing data is then encoded based on the research focus. On the coding results can be known that the direct practice in each program and also the activities that are tailored to the theme is the way

TK ABA Temon Wetan in applying entrepreneurial learning, this statement is known from the record of interviews by one of the following teachers:

*“The application of child entrepreneurship learning in this school is, for example, through entrepreneurial education in all the activities of learning through play, continuing with the integration of enterprise values in syllabus and RPP, it is essential that the child can learn directly so that they can (NR)”.*



Fig 2: Learning to play trade 2

Deliberate efforts by educators or teachers to teach students about entrepreneurship so that they know the entrepreneurial tips well, so they can improve the competence of knowledge, skills, and attitudes necessary to create a business opportunity (Fitroh & Mayangsari, 2017). Thus, the world of education will make a major contribution to the development of creative human resources and have reliable problem-solving capabilities to prepare for a challenging future.

The development of entrepreneurship education in developing entrepreneurial values in early childhood in its implementation is integrated according to themes and activities in the school. Implementation of the core values of entrepreneurship developed in early childhood education: independence, creativity, leadership, and hard work. Children are taught to do everything on their own without the help of others. The child's independence helps them be responsible for themselves, including the decisions they make in doing something or solving problems, especially in implementing original creativity rather than imitating the overall results of other people's creativity (Ndeot, 2018).

Entrepreneurial learning in early childhood can be implemented integrated with educational activities in school, the educational process cannot be released from the learning process carried out by a human throughout his life. Learning is a set of cognitive processes that change the nature of environmental stimulation, passing through the processing of information, into new capabilities that may arise from the presence of stimulation originating from the environment (Dimiyati & Mudjiono, 2006). Implementation of entrepreneurial education is carried out by the head of the school, teachers, students together as an educational community.

Entrepreneurship education is applied to the hidden curriculum by identifying the types of activities in schools that can realize entrepreneurial education in everyday life, such as: 1. What is meant with the entrepreneurial education integrated in the process of learning is the internalization of enterprise values into learning so that the result is gained awareness of the importance of values, the formation of entrepreneurship character and the creation of business values in the behavior of everyday students through the learning process that takes place both inside and outside the classroom on all learning activities through play.

The bias integration step is carried out at the time of delivering material, through learning methods or through evaluation systems. The core values of entrepreneurship are integrated into all the activities of learning through play at the initial stage there are 6 (six) basic values namely: creative self-esteem, risk-taking, leadership, orientation on action and hard work. 2. The integration of entrepreneurial values in the curriculum and RPP can be done through the following steps: 1) Study SK and KD to determine whether entrepreneurship values are already covered in it. 2) Incorporate enterprise values already listed in SK and KD into the syllabus. 3) Develop active student learning measures that allow students to have the opportunity to integrate values and show them in behavior. 4) Introduce active learning steps that integrate entrepreneurial values into the RPP.

## **CONCLUSION**

Based on the results of the research analysis of Intent to Build Entrepreneurship From Early Age at ABA Temon Wetan University, it can be concluded: 1) Entrepreneurial development from early childhood in the implementation of learning is to train the independence and courage of children through learning through play such as trade-trade, 2) Application of entrepreneurially learning is through entrepreneur education in all learning activities through play, continuously with the integration of enterprise values in syllabus and RPP.



So from early learning business is good to be taught. The essence of entrepreneurship is how to implant ways to strive, solve problems and take full responsibility for what your child does. In addition to being creative, the teacher must also be creative and innovative and willing to guide the child towards mastering the character of the entrepreneur.

## ACKNOWLEDGMENT

We would like to thank TK ABA Temon Wetan and all parties involved in this research.

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