

Entrepreneurship Learning for Early Childhood

A Case Study of Children Age 4 – 5 in TK Khalifah Ciracas Serang

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Abstract: Introducing entrepreneurial values from an early age is one of the most important efforts in shaping the character of future generations. Therefore, entrepreneurship learning in children leads more to child mental change so that entrepreneurship education will form a strong child character such as being creative, discipline, critical, able to solve problems, able communicate, appreciating time, self-controlled, and so on. In entrepreneurship learning for early childhood, it is not only the efforts of cognitive formation by informing children about the definition, benefits, and ways of entrepreneurship but also being able to integrate it through the themes in the curriculum used. This research analyzes and identifies how the entrepreneurship learning is implemented to children in TK Khalifah of Serang through teacher-designed activities. The results show that the activities of cooking day and market day effectively in still entrepreneurial values in early childhood.

1 INTRODUCTION

1.1 Background of Study

Early childhood is children from 0 - 8 years of age. In this age, the child's brain develops rapidly to 80 percent so as to receive and absorb a variety of information. Experts say that it is called the golden age of a human being which all the physical, mental, and spiritual development of the child are formed.

Childhood is the earliest period of human life, started at the time of birth and ended at the time of adulthood. It is a very decisive period of human life, having certain characteristics and potentials which become the basis for growth in the future (Thaha, 2009).

Thus, early childhood education should be able to form the strong trait, character, and personality of children in order to achieve their success in the future. The character of being independent, intelligent, creative and confident can be learnt through examples given. For instance, to develop independence in children, parents prepare and carry their own briefcase. This example someday will make children imitate to be independent which is consistently shown by his parents. The character will be formed through what they see, they hear, and they feel.

Moreover, the expected characters of children do not necessarily appear, but require gradual training. Hence, it is necessary to habitually implanted to them. This can be started from simple activities in everyday life, such as putting the toys away after playing and washing hands before eating. This habit will cultivate characters including discipline and responsibility.

Some efforts are needed to build the traits and characters as expected. Parents and teachers as educators should take a role in motivating, evaluating, stimulating and appreciating their children.

However, in reality they still have not given enough roles yet in shaping the characters. Sometimes parents threaten, dictate, criticize, and limit their children. As a result, the children are not willing to express their opinion. Similarly, teachers at schools, even though the teachers have done the process of instilling the characters, it still has not been internalized well in children.

Such phenomenon shows that the instilling character in children by educators is still not optimal.

One of the educational services to build characters is entrepreneurship education (Wasty Soemanto, 2008). Children are trained to be able to recognize their own potential, to manage time, to be able to communicate, to able to control emotions and to be flexible in choosing and making decisions. The entrepreneurial spirit can be instilled by parents and teachers when their children are at an early age.

Unfortunately, the education system in Indonesia, especially for the initial level is considered not enough to pay attention to the value of entrepreneurial learning. The orientation of municipal learning in educational institutions in Indonesia is limited to the theoretical level only. The method of learning is still not able to build and create the character of a tough businessman (El Khuluqo, 2016).

Implementing the entrepreneurship education especially in early childhood is not just teaching children about how to do business or make them as businessmen or entrepreneurs, but they are trained to have a strong mental and characters. This is supported by Do Paço and João Palinhas (2011) whose study shows that it is important that entrepreneurship education is implanted in children because it aims to instill and develop personal characteristics.

At the pre-school level, the instillation of entrepreneurship can be integrated with themes in the school curriculum used. Teachers can plan the learning that can indirectly shape the mental and the characters.

TK Khalifah is one of kindergartens in Serang that includes entrepreneurship in their school materials. To foster the entrepreneurial spirit, they use various learning methods such as class outing, market day, cooking day and so on. With their mission, they want to provide educational and nurturing materials based on tauhid by growing entrepreneurial spirit from an early age as well as to provide friendly facilities with a touch of affection according to the growth of the child's age so that the child's development will be optimal in golden age.

Based on the above explanation, this research will analyze and identify how the entrepreneurship learning is implemented to the children in TK Khalifah of Serang through activities designed by the teachers.

1.2 Research Question and Purpose of Study

According to the background of the study, the research questions are:

- How is the implementation of entrepreneurship learning in TK Khalifah of Serang?
- What entrepreneurial values are expected to appear in learning in TK Khalifah of Serang?

The research aims to analyze and identify the implementation of entrepreneurship learning in growing the child's characters in TK Khalifah of Serang.

2 LITERATURE REVIEW

2.1 Early Childhood Education

Early childhood is children aged 0-6 years old and in the golden age, where the development of the child's brain reaches 80% of the overall brain development until adulthood later (Suyadi, 2014).

Furthermore, in Law on the National Education System No. 20 of 2003 states that Early Childhood Education is a coaching effort aimed at children from birth up to the age of 6 that is done through the provision of educational stimuli to assist growth and physical and spiritual development so that children have readiness to enter further education.

Early childhood education is the first and foremost part of the children's development in terms of character, physical, cognitive, linguistic, artistic, social, emotional, spiritual, self-discipline, self-concept, and self-reliance. Therefore, it is necessary to set up the right environment so that it can provide an opportunity for children to explore various experiences with different situations and it is also necessary to pay attention to the uniqueness of children and it should be adjusted to the stage of development of the child's personality.

Early childhood education can serve as a mirror to see the success of children in the future. Children who get good educational services from an early age have a greater hope in achieving success in the future. On the other hand, children who do not get adequate educational services require considerable struggle to develop their success (Mulyasa, 2012).

2.2 Entrepreneurship

Entrepreneurship is the creative and innovative ability that is used as the basis, tips, and resources to find opportunities for success. The essence of entrepreneurship is the ability to create something new and different through creative thinking and innovative action to create opportunities (Suryana, 2006).

In the past, entrepreneurship was deemed to be done only through direct experience in the field and was an innate talent so entrepreneurship could not be learned and taught. Now that understanding has changed. Entrepreneurship is a separate discipline because it contains a complete and real body of knowledge which has objects, concepts, and methods.

The discipline of entrepreneurship has rapidly grown. Initially, entrepreneurship was applied in the field of trade, but later it developed in other fields such as industry, government, health, and education.

Entrepreneurship has become the core competency in creating change, renewal, and progress.

In the field of education, entrepreneurship aims to foster entrepreneurship spirit in students so that in the future it can create entrepreneurs. However, the integration of entrepreneurship education in the learning process itself is an internalization of entrepreneurial values in learning activities. The values developed in entrepreneurship education are the development of values from the characteristics of entrepreneurs that should be owned by the learners. Some of the entrepreneurial values along with their descriptions will be integrated through entrepreneurship education as follows:

Table 1: Values and description of values of entrepreneurship education.

Value	Description
Independent	Attitudes and behaviors that are not easy depend on others in completing tasks
Creative	Think and do something to produce different ways or outcomes from existing products / services
Take a risk	A person's ability to love challenging, courageous and risk-taking jobs
Action-oriented	Take the initiative to act, and not wait, before an unwanted event occurs.
Leadership	The attitude and behavior of someone who is always open to suggestions and criticism, easy to get along, cooperate, and direct others.
Hard working	Behaviors that indicate efforts to complete tasks and to overcome various barriers.
Honest	Behaviors based on an attempt to make oneself trustworthy in words, actions, and works
Discipline	Action that demonstrate orderly behavior and abide by various rules and regulations.
Innovative	Ability to apply creativity in order to solve problems and opportunities to enhance and enrich life.
Responsible	Attitudes and behavior of a willing and capable to carry out duties and obligations.
Cooperative	Behavior based on an attempt to make oneself able to establish relationships with others in carrying out actions, and jobs.
Resilient	Attitudes and behavior of someone who does not easily give up to achieve goal with various alternatives.

Commitment	Agreement about something made by a person, both to himself and to others
Realistic	Ability to use facts / reality as a rational basis of thinking in every decision and action
Enthusiasm	Attitudes and actions that always strive to know in depth and breadth of what is learned, seen, and heard
Communicative	Actions that show the pleasure of talking, getting along, and working with others
Strong motivation for success	Attitudes and actions are always looking for the best solution

Source: Agus Wibowo (2011, p. 35)

2.3 Entrepreneurship for Early Childhood

Introducing entrepreneurship in school could affect children's views on entrepreneurship, and childhood is considered the ideal stage to educate and develop a positive attitude towards it.

Additionally, preschool constitutes the take-off for the evolution of the entrepreneurial self, and childhood has been considered to be the most appropriate age group to acquire positive attitudes towards entrepreneurship and to adopt an entrepreneurial approach (Axelsson et.al, 2015).

Growing the entrepreneurial spirit in early childhood is basically more on building the traits and characters of being independent, responsible, optimistic, and not easily giving up. Therefore, entrepreneurship learning in early childhood can be integrated into the curriculum through programs or activities designed by schools which the implementation involves not only principals, teachers and children but also involving parents.

To cultivate strong traits and characters as expected, according to Mursid (2015) learning for early childhood should take into account the following principles:

- Children as active learners
Education should lead children to become active learners. Creatively designed education will produce an active learner. The process of education like this is a form of learning that relies on active learning activities or known as the Student Active Learning (CBSA = Student Active Learning)
- Children learn through sensory and senses
Children gain their knowledge with their sensory, they can see with their eyes, they can

hear the sound with their ears, they can feel hot and cold with their touch, they can distinguish the smell with their nose and they know the different tastes with their tongue. Therefore, learning in children should lead children to the various abilities that can be performed by all senses.

- Children build their own knowledge
Children are allowed to learn through their experiences and their knowledge that they have experienced since they were born and they have gained during their life.
- Children think through concrete objects
Children need to learn with real objects so that they are not confused. It means they are stimulated to think with learning methods that use real objects as examples of learning materials.
- Children learn from the environment
Education is a conscious effort which is done deliberately and planned to help children develop their potential optimally so that they are able to adapt to the environment.

The establishment of the entrepreneurial spirit especially in children does not occur in a short time, but it takes time as the child's development process. They can be directed to form their entrepreneurial spirit. The formation of the entrepreneurial spirit is not an activity to form a child to become an entrepreneur directly, but it can be directly or indirectly internalized to the child.

The internalization of entrepreneurial spirit at the stage of preschool and kindergarten (TK) can be conducted with various methods of games. The purpose of this game is not shaping the skills of the child's business directly but forming the specific character needed to become a successful entrepreneur later. For example, children are asked to sing while crossing the wooden bridge. This stimulates the courage of children to take risks for the purpose to be achieved. Similarly, when they are grown-up, an entrepreneur should be able to take risks for the development of his business (Muhamad Jufri and Hilman Wirawan, 2014).

3 METHODS

3.1 Research Approach

This research is a case study and uses qualitative descriptive approach as it explains problem solving based on data. According to Suharsimi Arikunto (2002), a case study is a study conducted with intensive, detailed, and depth to a particular organization, institution. Therefore, this research will be described in detail and depth about implementation of early childhood entrepreneurship learning in TK Khalifah Serang.

3.2 Location and Research Subject

The research takes place at TK Khalifah on Jl. Tb. Suwandi behind Ruko Puri Tiara Kelunjukan Lingkar Selatan Ciracas, Serang-Banten. While the subject of research is all parties who contribute in the learning process, including teachers, students and managers of TK Khalifah Ciracas, Serang.

3.3 Data Collection

Data are gathered using techniques of Interview, observation, and documentation. Interview is conducted to obtain information related to institutional and learning programs. The observation use participatory observation techniques which involve the re-researchers in the daily activities of the observed or the used as the source of research data (Sugiono, 2012).

The observation process uses field notes to describe the research subject. Meanwhile, the documentation is used to support data obtained from interviews and observations.

3.4 Data Analysis

Miles and Huberman (1994) model is used to analyze the data as shown in picture 1.

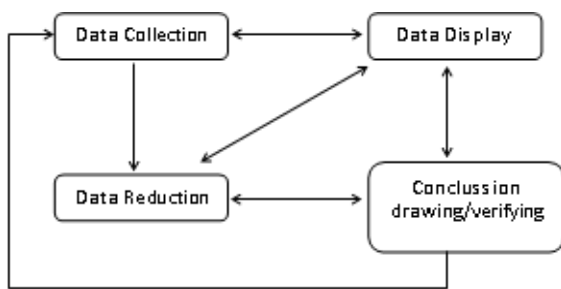


Figure 1: Component of data analysis: Interactive model.

In qualitative research, the validity of the data is tested through (1) Triangulation technique of sources and methods, namely comparing and cross-checking multiple data sources from teachers, students, and managers of TK Khalifah which gain through methods of interview, observation (field notes), and documentation; (2) Persistent observation.

4 RESULTS AND DISCUSSION

4.1 TK Khalifah Ciracas Serang Profile

TK Khalifah is an educational institution of kindergarten and Play Group as well as a day care for early childhood that emphasizes on tauhid and entrepreneurship in education materials. In the beginning, the TK Khalifah was founded in Batam, Kepulauan Riau in 2007 by Ippho Santoso known as a motivator and an author of the book "7 Miracles of Rizki". Until now, it has grown rapidly into 70 branches in all provinces in Indonesia. In Serang itself there are 5 branches, in Sempu, Ciracas, Cipocok Jaya, Sumurpecung, and Unyur.

The vision of TK Khalifah Ciracas Serang is to become one of favourite kindergartens and Play Groups in Indonesia and to create entrepreneur-minded Muslim generation with strong tauhid and with the examples of Rasulullah Muhammad SAW.

TK Khalifah Ciracas has a solid team consisting of 8 people including a principal, 2 Group A teachers, 2 Group B teachers, 1 Play Group teacher, and 2 day-care teachers. The ratio between teachers and students in TK Khalifah; Play Group A is 1: 4, Play Group B is 1: 6, and Kindergarten is 1: 9.

The facilities and equipment's in TK Khalifah consisting of classroom, principal room, library, kitchen, dining room, warehouse, toilet, and open space for children to play which are also used for the

learning process and other activities are in good condition.

4.2 Programs in TK Khalifah Ciracas Serang

The curriculum of TK Khalifah Ciracas Serang refers to the 2010 curriculum which is integrated with the education of faith, devotion and "akhlakulkarimah" on the basis of the child development theory as well as incorporated values of entrepreneurship education which is typical of TK Khalifah.

The Annual Program, Semester Program, Weekly Activity Plan (RKM) and Daily Activity Plan (RKH) used has been designed by the Central Khalifah Foundation which is equated with all the Khalifah in Indonesia covering 7 aspects of ability indicators such as tauhid, language, cognitive, physical, skill, behavior, and entrepreneurial value. However, teachers can develop activities that will be implemented in accordance with the situation and conditions.

In order to realize the vision, TK Khalifah Ciracas develops various programs. The entrepreneur-based programs that aims to direct and introduce entrepreneurial values are divided into two, namely:

4.2.1 Habituation Program

- Entrepreneur Stimuli
Entrepreneur Stimuli are activities that stimulate the mindset of children to become entrepreneurs. The activities are daily given to the children through daily learning activities such as building blocks that is making high and luxurious apartment buildings so that later they become an apartment businessman or any other building that children want according to their ideas.
- Dhuha Prayer
Dhuha prayer or so-called "Rizki" prayer is one of the TK Khalifah programs that is routinely conducted every day.
- Alms
A charity program is an activity that teaches children to share. The school facilitates each child to have a piggy bank called "zakat house". Every day children bring their money to put into the "zakat house" which will be given to the orphanage at the end of the semester.
- Monday-and-Thursday Fast

Monday-and-Thursday fast is the activity that teaches children to fast on Monday and on Thursday, modeling the trait of Rasulullah SAW as a pious merchant.

4.2.2 Featured Program

- Outing to entrepreneur

- 1) Visit a Farm

Visit a farm is a program of outing or visit to the animal farms conducted once a year to introduce the world of entrepreneurs in children. The activity is carried out by students of TK A and TK B.

In this activity, a lot of entrepreneurial value that can be given to children such as being brave, confident, creative to mention business opportunities, and visionary that the child can have big dream such as being a dairy businessman.

- 2) Visit to Bank

A visit to the bank is a program that can introduce the meaning of money to children. The activity includes visiting every teller and customer service. There children can ask what the teller and customer service do. In addition, children are also introduced ATM and how to do transactions using ATM.

In this activity, the children know the use of money, kinds of money and how to use it. Besides they learn to be efficient and to love saving money.

- 3) Outing to Culinary Entrepreneurs

Outing to culinary companies is a visit activity conducted by grade A and B of TK Khalifah to introduce children to culinary entrepreneurs. It starts from visiting the place, introducing the product and how to make it until participating directly to make the product. Then the children are also introduced to how the marketing process of the product runs.

This visit aims to provide knowledge to children about how to be a manager of a creative and innovative culinary company instead of being a worker and a company's labor. Children can more develop ideas and business opportunities as they wish.

- Cooking class dan Market day

Cooking class dan Market day are a set of activities that every child of TK Khalifah awaits.

Cooking class is a cooking learning activity. In this activity, the participants are taught how to cook, starting from introducing raw materials, tools used for cooking, cooking practice until how to organize and serve food.

After the cooking class, the market day is the next activity. It is a macro role-play activity held at school. It involves class A and B. In this activity they act as sellers and buyers like in the market, either traditional market or modern market.

- Ramadhan Market

Ramadan Market is an annual routine activity conducted every Ramadhan month in TK Khalifah. This activity aims to provide experience directly to the child to become an entrepreneur or a trader.

In this activity children are required to be brave, Independent, able to communicate with the public and able to promote products in the form of "ta'jil" that they bring from home. With this activity they do not feel like they are learning, but they consider it as a fun activity.

4.3 Learning Activity

In this study, observed activities were performed in life skill centers. Learning activities are more designed on the activities of making fruit satay using watermelon and melon and JaSuKe (Corn, milk, and Cheese). This activity aims to train the independence of children in making their own work and learn to know money through buying and selling transactions.

4.3.1 Pre-activity

The opening activity began at 08.00 am. The children were gathered in line and performed the "pat and sing". The next activity was wudhu and dhuha prayer. Teachers asked children to queue when performing wudhu (ablution). At that moment, several children were seen pushing each other. A teacher asked, "May you push each other? Who does the wudhu not in order? If it is not orderly, please do it yourself, I will not help you who are not orderly." At that time, the children were silent and they did in an orderly manner. With this activity, the children are taught the value of discipline, honesty, and dare to take risks. Then dhuha prayer, besides it aims to teach them to worship God, the other essence is they know that dhuha prayer is the way to ask for "rizki" to God.

4.3.2 Main Activity

Teachers combined two activities, market day and cooking day. Firstly, the children carried out cooking day activity, and then the products from cooking day were sold to friends, teachers and even parents of children when they came pick up.

The cooking day activity began at 09.00 to 09.45 which was at the time of morning learning material in the life skill center. The steps of morning cooking day activity were:

- The teacher opened the lesson by saying greetings, asking dates, telling themes and sub themes.
- Teacher did question-and-answer about the sub theme, kinds of jobs.
- The teacher explained the activities for that day, which was to make the fruit satay using watermelon and melon and to make JaSuKe. Before doing the cooking activity, the teacher showed the ingredients and steps of making the fruit satay and JaSuKe.
- The teacher set rules before the cooking day activity, namely no making messy, no disturbing others, no walking around.
- The teacher distributed the materials to each group and then asked the children to make the fruit satay and JaSuKe.
- Children's works were collected, then the teacher together with the children arranged the creation of children for further sale through market day activities.

Market day is a macro role play activity held at school combining group A and B. In this activity the children act as sellers and buyers in the market, either traditional market or modern market. They are introduced to money as a tool of payment, to buying and selling transaction, to how to be a good seller as the example given by Rasul and how to be a good buyer.

Cooking class and market day programs are very useful for children. In those activities there are some entrepreneurial values trained such as independence, meticulousness and neatness.

Cooking class activity can help stimulate children in the development of intelligence that includes: intelligence and ability to think, problem-solving skills, sharpening creativity and imagination. While

market day activities can stimulate the child in terms of business opportunities, visionary and courage.



Figure 2: Learning activities in TK Khalifah.

4.3.3 Post-activity

At the end, the teacher evaluated the activities that had been done through the questions given to each student. At that moment it appeared that children were able to answer loudly with enthusiasm. In this section, it also appeared that there were some efforts made by teachers in building children's courage.

5 CONCLUSIONS

Learning activities to introduce and in still the values of entrepreneurship in TK Khalifah are implemented through two programs, habituation program and featured program, namely cooking day and market day. All learning activities from the beginning to the end are done in accordance with the principles of learning for early childhood and directed towards the achievement of learning objectives.

Entrepreneurial values instilled through those activities are creative, unyielding, action-oriented, hardworking, honest, resilient, imaginative, inquisitive, and communicative.

The suggestions of this study are addressed to: (1) the school. They should pay attention and organize the existing infrastructure of the school so that the learning process through the activity programs that have been made can be more optimized; (2) teachers. They should develop self-capacity with an additional set of knowledge and skills through seminars and workshops.

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