

## Strengthening Entrepreneurship Education Through the Market Day Program

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### KEYWORD

Entrepreneurship, Market Day, Learning Outcomes.

### A B S T R A C T

*This study aims to determine the influence of two independent variables, namely the Market Day demonstration learning method (X1) and the TCL learning method (X2), on the dependent variable, which is learning outcomes (Y). This research uses a quasi-experimental design and targets all students of Nirwana Kindergarten. Random sampling was used to determine the division between the experimental and the control classes, with a total sample of 31. The Market Day demonstration learning method was used in the experimental group, while the Teacher-Centered Learning (TCL) method was used in the control group. The findings indicate that the Market Day demonstration learning method significantly improves students' learning outcomes in the experimental group, thereby validating the effectiveness of this approach in enhancing students' learning outcomes.*



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### PENDAHULUAN

According to Ki Hadjar Dewantara, education is guidance in the lives of children that provides the strength to become humans who achieve true safety and happiness (Husamah, 2019). Thus, with education, we can become individuals with the competence/knowledge to live life to the fullest and achieve the highest happiness. Speaking of education, we certainly need to know the purpose of education, where the purpose of education itself is not only limited to cognitive aspects but must also be character-based to balance attitudes and behaviors in living life. Therefore, with education, life becomes complete because all aspects of life must be balanced, not just focused on IQ intelligence, but also balanced with attitudes and behavior. The goal of character education itself, according to the Ministry of Education, is to create characters that align with our nation's values, namely Pancasila, which include: a) Developing the potential within students to become people with good hearts, behavior, and attitudes, b) Making Pancasila the character of the nation, c) Developing the potential of all citizens to be confident, proud of their country and nation, and to love each other (Hidayah, 2022; Muthma'innah, 2023; Rahman & Wahyuningtyas, 2023).

Entrepreneurship refers to an individual's behavior and ability to produce something that has value and benefits for themselves and others. Another definition states that an entrepreneur has a strong, active, and creative mentality and always wants to innovate to generate higher income for their business than before. An

entrepreneur is a person who has the skills to take advantage of opportunities, which are then developed to improve one's standard of living (Dabić et al., 2023; Rusdiana, H, 2021; Salmony & Kanbach, 2022). Entrepreneurship can also be described as an innovative and creative skill that adds value to a product or service and is carried out with full responsibility and courage in facing potential risks.

Entrepreneurship education is a complex science not only studied from an economic perspective but also requires an approach combining various fields of knowledge (Mansah, 2022; Muliadi et al., 2022; Passavanti et al., 2023). Because it is a complex field, entrepreneurship education must be taught through active learning so that the desired outcomes can be achieved effectively (according to goals) and efficiently (with optimal effort, time, and resources). Using active learning methods will foster student engagement in learning, creating a realistic situation that helps students personally understand entrepreneurship (Harianti et al., 2020; Prianto Agus et al., 2021).

Through the Ministry of National Education, the government began promoting an entrepreneurship-based education curriculum in schools starting in 2009, which was set to be implemented in the new academic year of 2010/2011 (Surwiyanta, 2021). One of the programs, Market Day, aims to foster entrepreneurial motivation from an early age. This program will introduce children to direct buying and selling transactions in the market/field (Setiawati et al., 2022). With Market Day, children are taught to recognize character traits, especially entrepreneurial character. By holding Market Day activities or programs, children begin to recognize the buying and selling process from the initial production of a product to the stage of selling the product (Hanik et al., 2023; Setiawati et al., 2022). Parents and teachers are very helpful to students or children in this activity, while other students will act as sellers. In this program, students will participate in the production of products to be sold, whether they are food or goods, and there will be other students or community members who will buy these products. The Market Day program can increase children's knowledge, especially kindergarteners, about entrepreneurship. This activity can be considered entrepreneurship training for young children, teaching them to think creatively and innovatively when they act as sellers. It can be an initial lesson for them about business simulation when they start working. In other words, Market Day is a means where students get the opportunity to learn about the world of entrepreneurship, from the initial process of creating and processing goods to the process of selling goods, even though, at this stage, they are still selling within the school environment, with buyers being friends, teachers, and the surrounding community (S. F. A. Arifin et al., 2023; Arzaq et al., 2024; Dwinata et al., 2023).

Research with the theme of Market Day in kindergarten holds significant urgency in the context of early childhood education. The Market Day program introduces children to the basic concepts of entrepreneurship and develops their social, cognitive, and emotional skills from an early age (Huda et al., 2022; Samad et al., 2021). Given the importance of entrepreneurial education in shaping future character and skills, this research can provide valuable insights into how this practical learning method affects children's development. Data shows that education at Nurwana Kindergarten, where the research was conducted, located in Kampung Jambak, Nagari Sunua Barat, Nan Sabaris District, Padang Pariaman Regency, faces several issues. Based on initial surveys, many parents and teachers reported a lack of interactive programs to develop children's practical skills. Additionally, observations indicated that children often become bored and unmotivated when applying conventional teaching methods. It highlights the need for innovation in learning approaches, one of which is the Market Day program, to address these issues and improve the quality of education at Nurwana Kindergarten.

Entrepreneurship is one of the fields being actively promoted by the Indonesian government. We can see many startups developing and even becoming large companies with decacorn status, such as the online transportation company Gojek. A decacorn is a company that has achieved a valuation of 10 billion US dollars (Khamimah, 2021). According to Thomas W. Zimmerer, entrepreneurship is something that can add value through innovation to a product or service, making it beneficial and able to solve problems (Ambarini et al., 2024; Huang et al., 2024; Okoli et al., 2024).

Kindergarten students are the future successors of the Indonesian nation. It is hoped that introducing entrepreneurship from an early age can provide additional knowledge for children. Besides understanding the importance of money as a transaction tool, students also begin to think about ways to earn money on their own, which must be obtained through effort and perseverance to produce products or services that have market value

and benefit society (Hasanah, 2021; Masrifah et al., 2023; Yasa, 2020).

Education moves and develops dynamically in line with the progression of the times. Education is also an investment for a nation; with education, a person gains knowledge, which becomes the foundation for developing ideas and insights that enable them to foresee or predict what needs to be done and thus take steps for the future. Without education, we would be adrift in life and could even fall into negative behaviors. Therefore, education plays a crucial role in the advancement of a nation and is a strategy for the nation's progress now and in the future. As the saying goes, 'life is education,' which means that we, as humans, need education to navigate life. Education also transforms us into better individuals. It is regulated by law, specifically in Law No. 20 of 2003, which states that education is a conscious and planned effort to create a learning environment and learning process so that students can actively and innovatively develop their potential. They are expected to have intelligence, good self-control, and noble character, making them individuals with a sense of patriotism for Indonesia (Sugianto, 2021).

Entrepreneurship education itself aims to provide non-formal education in early childhood education/kindergarten, elementary school/Islamic elementary school/special needs elementary school, junior high school/Islamic junior high school/special needs junior high school, senior high school/Islamic senior high school/special needs senior high school, and vocational high school (Fadlurrahman, 2022; Setyoningrum et al., 2023). We see the evolving challenges of the times, which force everyone to be more creative and innovative in their work and life. In other words, we need 'Self Empowering' to face the challenges of today's era. Many school graduates do not qualify for available job openings, resulting in unemployment. Besides the mismatch in the qualifications required by companies or industries, government and private sectors have limited job opportunities, increasing unemployment. According to a survey, Indonesia has the highest open unemployment rate, reaching 7.7% (Trading Economic, 2020). One strategy promoted by the government is to include entrepreneurship education in the national curriculum, aiming to produce graduates who can not only fill existing job vacancies but also create their businesses, thereby helping the government advance the nation's economy, partly through the link and match model (Irawan et al., 2023; Syamsuddin, 2021).

Entrepreneurship education aims to create individuals with skills, knowledge, and experience in entrepreneurship. The foundation must start early, including early childhood education/kindergarten. Education for young children focuses on building strong character and responsibility, with entrepreneurship education conducted through theoretical and practical field activities. Since they are still very young, the approach is based on the principle of learning through play. An example of an entrepreneurship program is Market Day, where students can observe direct buying and selling transactions. This regularly integrated activity familiarizes students with entrepreneurial characteristics such as confidence, risk-taking, communication, responsibility, and generating ideas or inspiration for selling, as well as managing their finances (Ghozali & Apridayanti, 2022; Naini & An-Nadhiroh, 2021; Saputri & Sukartono, 2023).

Entrepreneurship education at Nurwana Kindergarten still employs conventional teaching methods to impart entrepreneurial skills to the students. This conventional approach, which focuses on theory, often makes young children feel bored and less interested. They tend to be passive and not actively engaged in the learning process, thus limiting the development of their entrepreneurial skills. Therefore, a learning method that allows them to learn while playing, such as the Market Day demonstration method, is needed. The Market Day program, held once a month, provides a more interactive and practical learning experience. Children are directly involved in understanding and undergoing the entrepreneurial process, from product creation to sales, with the assistance of their parents. This study will examine the effectiveness and efficiency of entrepreneurship education in conventional teaching (TCL) and the Market Day demonstration method at Nurwana Kindergarten.

The Market Day program can be defined as a project-based learning (PjBL) model. PjBL is a model that uses projects as a medium to teach academic concepts and practical skills. In this context, Market Day allows children to learn about entrepreneurship through hands-on experience in creating and selling their products (Asmi et al., 2022; Hidalgo & Ortega-Sánchez, 2022; Kurt & Akoglu, 2023). Through this program, children learn the theory and apply it in real-life situations, which in turn can enhance their engagement and motivation in learning. Constructivist theory is the supporting theory underlying the effectiveness of PjBL in improving student learning outcomes. Students learn by constructing their knowledge through direct experience and

interaction with their environment (Khadidja, 2020; Kouicem, 2020). Market Day provides children with the opportunity to learn contextually and collaboratively, which can enhance their understanding of entrepreneurial concepts.

PjBL can improve student learning outcomes by making them more active and engaged in the learning process (Setiyadi, 2023; Syukriah et al., 2020). Students involved in projects relevant to real-life situations tend to have higher motivation and a deeper understanding of the subject matter. In this case, as a PjBL model, Market Day can provide a more interactive and meaningful learning experience for the children at Nurwana Kindergarten. The practical experience of Market Day helps children understand the entrepreneurial process more comprehensively, and it is hoped that the knowledge gained during Market Day can be applied in their daily lives. Additionally, the Market Day activity facilitates the teaching and learning process, as students better understand the concepts through direct practice in buying and selling transactions. Thus, implementing this program can help achieve the goals of entrepreneurship education starting from an early age.

## **RESEARCH METHOD**

This research was classified as a quasi-experimental study, which is one of the quantitative approaches aimed at understanding the influence of two independent variables: the Market Day demonstration teaching method and TCL teaching method, with the dependent variable being the learning outcomes. The experimental type has unique characteristics, especially with the presence of a control group used as a basis for comparison (Gopalan et al., 2020; Putra, 2017; Siedlecki, 2020; Zajić & Maksimović, 2022). This approach requires precise measurement of the variables involved in the research object, allowing for conclusions that can be broadly applied, not confined to a particular time, place, or situation. Furthermore, the quantitative method can be understood as a research approach based on positivist thinking. This method is used to investigate a specific population or sample, collect data using research tools, and analyze data quantitatively/statistically, with the aim of testing formulated hypotheses (Z. Arifin, 2020; Lam & Wolfe, 2023). This method tests specific theories by examining the correlation between variables in the study. This approach was based on assumptions. Variables were then determined and further analyzed using valid research methods, particularly in quantitative research.

The research period and location are from March to April 2024 at Nurwana Kindergarten, located in Kampung Jambak, Nagari Sunua Barat, Kecamatan Nan Sabaris, Kabupaten Padang Pariaman, with the target or subjects being students at the kindergarten. The research subjects, the entire student population at Nurwana Kindergarten, consist of 2 classes totaling 31 students, all of whom were made into the sample grouped into two classes (experimental and control). The class division was determined using a random sampling technique. This research uses primary and secondary data. Primary data were collected through pre and post-tests, with assessments made through observation during the learning process. This research focuses on entrepreneurship education to enhance children's creativity and entrepreneurial spirit.

Students' initial ability between the experimental and control groups in this study was balanced in terms of initial capability in the entrepreneurship education topic. This data was obtained from the initial test (pretest) given at the beginning of the research activities as an initial knowledge test by providing questions about entrepreneurship knowledge. The pretest data was then matched between the experimental group (E) and the control group (K) so that both groups had the same capability level. The experimental group was then given treatment (X) through the Market Day demonstration teaching method, while the control group used the Teacher Learning Center (TCL) teaching methods.

The experimental group was given a pretest that would later serve as a comparison basis for the post-test scores. The treatment given to the experimental group was teaching using the Market Day demonstration method, followed by a post-test to see the learning outcomes. Similarly, the control group was given a pretest that would later serve as a comparison basis for the post-test scores. The control group was not given any special treatment, using only conventional methods, and then a post-test was conducted to observe the learning outcomes. The assessment categories used at the kindergarten level are as follows:

Table 1. Assessment Categories at Nurwarna Kindergarten

No.	Value	Score	Category
1.	UD	<49	Undeveloped
2.	SD	>50	Still Developing
3.	DAE	>70	Developing According to Expectations
4.	DVW	>85	Developing Very Well

Source: Early Childhood Learning Guidelines

**RESULT AND DISCUSSION**

**Result**

The analysis of pretest data for 31 students, divided into two groups, 16 students in the experimental class and 15 students in the control class, showed that no students in the control class achieved the highest rating of DVW. In the experimental class, only two students achieved the highest rating of DVW. Two students in each class attained the lowest rating of UD.

Table 2. Pretest Scores for Experimental Class and Control Class

Category	Experiment Class		Control Class	
	Frequency	Percentage (%)	Frequency	Percentage (%)
UD	2	13	2	13
SD	5	31	6	40
DAE	7	44	7	47
DVW	2	13	0	0
Total	16	100	15	100

Source: Data processed 2024

Table 2 shows that in the experimental class, two students (13%) received the highest rating of DVW. Furthermore, seven students (44%) received a DAE rating, five students (31%) received an MB rating, and two students (13%) received a UD rating. Based on the above description, initially, only a few students in the experimental class achieved the highest rating of DVW.

No students received the highest DVW rating in the control class. Seven students (47%) received a DAE rating, six students (40%) received an SD rating, and two students (13%) received a UD rating. Based on the above description, the initial conditions of the control class, with an average pretest score, were relatively similar.

Table 3. Data on pre-test and post-test results for experimental and control classes

Group	Number of Student	Test	Lowest Score	Higest Score	Average Score	% of Mastery
Experiment	16	Pre-test	45	87	67,1 (SD)	50,00
		Post - test	60	96	85,3 (DVW)	93,75
Control	15	Pre – test	43	78	62,7 (SD)	46,67
		Post - test	61	97	77,5 (DVW)	60,00

Source: Processed primary data, 2024

Based on the descriptive analysis between the experimental and control classes above, it is known that the initial conditions of both classes with the average pretest scores are relatively similar. Thus, it can be concluded that the initial conditions of both classes' pretest scores have relatively equal abilities, but after conducting the research and post-test, there was an increase in learning outcomes with a higher proportion of students passing the post-test in the experimental group compared to the control group. Based on the above results, the average learning outcomes of entrepreneurship education topics are presented in the following graph:

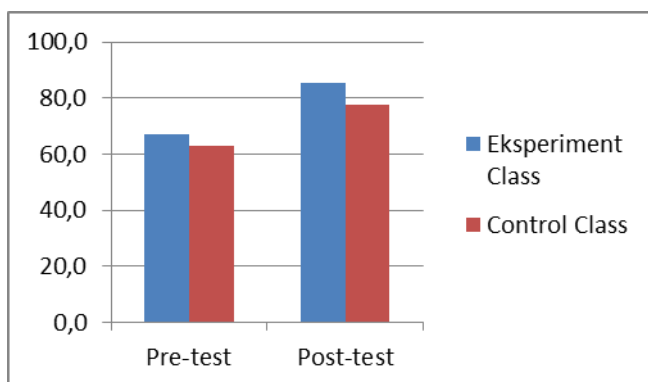


Figure 1. Comparison of pre-test and post-test scores in the experiment class and control class

Source: Processed primary data, 2024

Based on Figure 1, there is a difference in the average scores of the post-test results between the experimental and control groups before and after the treatment. The average score of the experimental group is higher compared to the average score of the control group. The improvement in student learning outcomes is obtained by comparing the pre-test scores with the post-test scores obtained by both sample classes (Experiment and control groups). The development of student scores can be seen in the table below:

Table 4. Average Learning Outcomes Improvement

Class	N	Pre-test Mean	Post-test Mean	Average Gain	Classification
Experiment	16	71,6	85,3	0,84	High
Control	15	62,7	77,5	0,81	High

Source: Processed primary data, 2024

Based on the table above, the average learning outcomes of both classes increase in terms of knowledge. Additionally, the average learning outcomes of students who learned using the Market Day simulation are higher compared to the average learning outcomes of students who learned using TCL (Teacher-Centered Learning).

Table 5. Paired sample t-test results

Paired Sample T-test		Mean	SD	SD Error Mean	T	Df	Sig.(2-tail)
Pair1	PreEks-PostEks	-18.188	8.666	2.166	-8.395	15	.000
Pair2	PreCon – Post Con	-14.733	9.106	2.351	-6.266	14	.000

Source: Primary data processing, 2024

Based on the table above, it can be seen that the significance value (2-tailed) is 0.000, which is  $< 0.05$ . The main objective of the Market Day program is to enhance the understanding and entrepreneurial skills of preschool children through direct experiences in creating, marketing, and selling their products. It aims to develop both the cognitive and psychomotor aspects of children. Research by Blumenfeld et al. (1991) demonstrates that through projects relevant to real-life situations, students can achieve a deeper understanding of the subject matter and develop practical skills related to that context. Thus, Market Day, as part of project-based learning, is expected to improve children's learning outcomes in both of these aspects.

## Discussion

The analysis results after entrepreneurship learning through Market Day in the experimental class and TCL learning in the control class show a significant difference in students' cognitive learning outcomes. It is evidenced by descriptive analysis indicating that the average learning outcome score for students in the experimental group is 85.3 with a mastery level of 93.75%, whereas in the control group, the average score

obtained is 77.5 with a mastery level of 60.00%. The research results show that the use of the demonstration learning method through Market Day significantly influences students' learning outcomes compared to TCL learning.

The demonstration learning method is a teaching technique that demonstrates how to perform a task or process through real examples directly in front of students. In the context of entrepreneurship, this method can be applied through the "Market Day" activity, where students actively play the role of entrepreneurs selling their products or services. The goal is to introduce basic entrepreneurship concepts through direct experiences that align with children's cognitive and social development. It also aims to develop various important skills such as creativity, communication, collaboration, and responsibility. The responsibility is for the products that they make and sell, including maintaining the cleanliness and tidiness of their stalls. Children also learn to manage the money from sales with the help of teachers and parents. This sense of responsibility is an important foundation for developing responsible and ethical entrepreneurial attitudes.

Market Day also plays a role in developing children's communication skills. On Market Day, children interact with classmates, teachers, and parents, acting as buyers. They learn how to offer products, explain product advantages, and negotiate prices. These interactions teach children about the importance of effective communication in business transactions and everyday life. Overall, implementing Market Day at the preschool level is an effective approach to entrepreneurship education. Through this activity, children gain direct experience in the business world in a fun and age-appropriate manner. By developing creativity, communication skills, cooperation, and a sense of responsibility, Market Day not only prepares children to be entrepreneurs in the future but also equips them with valuable life skills.

The implementation of Market Day in entrepreneurship education at the preschool level is an effective method for introducing basic entrepreneurship concepts to young children (Hidayah, 2022; Hudiya et al., 2023; Utama, 2020). Through this activity, children are invited to participate in a simulated market where they can play roles as both sellers and buyers. This activity helps them understand the value of money, the process of buying and selling transactions, and the importance of communication and cooperation. Additionally, Market Day also encourages children's creativity and courage in offering their merchandise (Hidayah, 2022). With a supportive and enjoyable environment, children can learn while playing, develop social skills, and increase their self-confidence (Homsa, 2023; Nadlifah et al., 2023). It is hoped that this can form a strong foundation for their understanding of entrepreneurship from an early age, which is beneficial for their future development. Based on the research data obtained, it is known that in entrepreneurship education, the implementation of the Market Day demonstration method is more effective in improving student learning outcomes than TCL learning.

## CONCLUSION

Based on the analysis of data and discussion, the conclusion drawn from this research is that the implementation of Market Day in entrepreneurship education at Nurwana Kindergarten is highly effective and efficient, showing significant differences between the experimental and control groups. The average learning achievement score obtained in the experimental group is 85.3, whereas in the control group it is 77.5. Thus, the demonstration method of Market Day significantly influences the learning outcomes of entrepreneurship for Nurwana Kindergarten students. The learning outcomes of students using the Market Day demonstration method in the experimental group are higher compared to students using TCL learning in the control group.

Recommendations for further research suggest that the application of learning with the Market Day simulation demonstration method is highly effective and efficient when used for entrepreneurship education in Nurwana Kindergarten and other preschools. It has been proven to enhance the effectiveness and efficiency of student learning outcomes; therefore, it is essential to prepare teachers to ensure that the practice of learning can be carried out effectively.

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