



Learning Entrepreneurs Early Childhood to Increase the Attitude of Children's Children in Khalifah History Sukonandi Yogyakarta

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Abstract

The purpose of this study is to describe the Learning of Entrepreneurship of AUD to improve the attitude of child self-reliance in kindergarten Khalifah Sukonandi Yogyakarta, as well as supporting factors and inhibiting the attitude of independence of children through entrepreneurial learning in kindergarten Khalifah Sukonandi Yogyakarta. This research is a qualitative research by using the method of observation, interview, and documentation in collecting data. Data analysis technique with interactive model. Data validity uses triangulation of methods and sources. Based on the results of data analysis conducted, the implementation of the entrepreneurship learning of AUD in TK Khalifah Sukonandi Yogyakarta includes: the initial activities, core activities, rest and cover. Children perform dhuha prayers together, where it is the way that is done to instill the value of successful entrepreneurs in the child's self by praying dhuha before learning begins. Because by training a child praying dhuha there is a value of discipline which is one of the values of entrepreneurship. General learning activities with centers and there are special activities for entrepreneurship, such as market day, outing class and cooking class. Children look spirit and child independence attitude is good in offering merchandise. Children's collaboration is good where children remind each other of their friends when choosing food or drink taken. In the implementation adjust the theme and conditions. For the special activities of market day TK Khalifah Sukonandi Yogyakarta made a semester program and the process of preparing a daily activity plan is incorporated into learning such as role play. The curriculum is centralized and distributed in the finished form. Teachers develop their own activities that will be implemented and adapted to the situation. Cooking class activity done twice a month. Market day activity is done three times. Outing activities are conducted two to three times

INTRODUCTION

Entrepreneurship education is an attitude, a soul and the ability to create something new that is very valuable and useful to itself and others. Entrepreneurship education can also be integrated in the learning of each subject. Learning materials related to norms or values in each subject need to be developed, explored, linked to the context of everyday life. Thus, entrepreneurship-oriented learning is not just at the cognitive level, but it touches on internalization, and real practice in the lives of everyday learners in society (Kemendiknas: 2010, 24). Because in entrepreneurship education does not just teach children about how to do business. More than that the child is trained to have a strong mental and character self. Building an entrepreneurial attitude in early childhood is more about how to build an independent character and character, responsible through theoretical and practical entrepreneurial education, and concrete examples, since mental formation takes time and a long process.

Building entrepreneurial attitudes in early childhood, requires guidance and support from adults, parents, and teachers. With the child involved in the process, the child will know step by step what to do. Entrepreneurship training is not something complicated. The form can be simple and is part of the child's daily life, which is done in stages whose purpose is to teach the child to be responsible.

Entrepreneurship program as an effort to equip students to become an important figure in the life of the community, teachers should be oriented to the provision of skills for students. So with the material, can imagine what will be done by the child. This is because the basic concept of entrepreneurship is not just a theory, but how teachers can apply the concept in real activities. At least, any theory given to students should be accompanied by applicative activities. Not using too much theoretical learning, but using a field-oriented practical approach and concrete experience. With the aim that students know the real situation in entrepreneurship activities.

According to entrepreneurial experts, there are many entrepreneurial values that are considered most basic and appropriate to the level of development of learners as much as 17 (seventeen) grades that should be owned by learners and other school residents. Implementation of entrepreneurial values are: (1) independent, (2) creative, (3) risk-taking, (4) action oriented, (5) leadership, (6) hard work, (7) honest, (8) Discipline, innovative, (10) responsibility, (11) cooperation, (12)

unyielding, (13) commitment, (14) realistic, (15) curiosity, (16) communicative, and (17)) Strong motivation for success (Kemendiknas: 2010, 10). However, the cultivation of entrepreneurial values that will be discussed in this study focuses more on the attitude of child self-reliance.

Independence is needed someone, with independence will arise self-confidence, ability alone, control own ability, so satisfied with what done or done. Self-sufficient individuals, it takes a process or effort that starts from doing simple tasks to finally mastering more complex or more challenging skills, requiring higher levels of motor and mental mastery.

TK Khalifah Sukonandi Yogyakarta is one of the kindergarten that has applied entrepreneurial learning that relate between theory and practice. Learning in Kindergarten Khalifah Sukonandi involves children in fun activities, so that children will feel happy and easy to receive information more easily. Activities related to entrepreneurial values such as market day are implemented not only once but repeatedly in different packages with the same purpose. Children will be familiar with activities related to entrepreneurship, so indirectly the value of entrepreneurship is internalized in the child. Many parents who support the activities in entrepreneurial learning in kindergarten Khalifah Sukonandi Yogyakarta.

Preparation of daily activity plan in kindergarten Khalifah Sukonandi Yogyakarta based on the theme which to facilitate the teacher in linking learning with entrepreneurship values. Like when the theme "Market as a Place of Sale and Sale" then the teacher can plan various activities to instill entrepreneurship attitude in children, such as role playing activities, market day, cooking class, and outing class. Learning is tailored to the needs of the child through interesting and fun activities.

The school has a mission to foster entrepreneurship in children based on the example of Rasulullah, such as always familiarize the child to be independent on every activity carried out inside and outside school. So with the attitude of entrepreneurship is taught, children who have graduated in kindergarten Khalifah Sukonandi Yogyakarta experienced a positive development. Children are able to read and write, more independent and have a sense of empathy with others and certainly more like in the world of entrepreneurship.

Seeing entrepreneurship education in schools has only touched on the level of recognition of norms or values, and not yet at the level of internalization and real action in everyday life.

Children do not know the circumstances directly about what activities in entrepreneurial learning are. The teacher's assumption that small children are not allowed to practice entrepreneurship. Because aspects of development in children aged 2-6 years has not been fully honed properly if doing entrepreneurship practices.

Entrepreneurship learning activities in kindergarten Sukonandi Yogyakarta has been running well, which has linked the theory and practice of entrepreneurship. However, in the course of these learning activities, there are shortcomings that occur among the number of teachers who slightly due to the retreat of teachers in the middle of the semester. Such conditions make the learning process less than optimal because often two classes (TK A and TK B) are combined. In addition, there are often out-of-the-box activities, such as an art performance invitation, a student's birthday celebration, which has not been planned before and must be done between active days of teaching and learning activities. According to some teachers the closeness between children with teachers sometimes make the learning process hampered if the children are difficult to regulate and do as they pleased themselves. Besides, for the activities of market day own children of Khalifah kindergarten very limited. Because when the atmosphere is crowded, it is very risky for children. In addition, the APE (Educational Games Tool) is also very limited.

APE and media that should be a supporter of learning activities are not available completely in the Khalifah Sukonandi Kindergarten of Yogyakarta. Because the world of children is a world of play. Learning is more fun and easier to accept when means or equipment to play that contain educational value (education) can develop all the abilities of children. Because the function of APE is to create a play situation (learning) that is fun for the child so as to grow the attitude of independence and form a positive self-image of the child. Based on the above background, the author is interested to examine about "Entrepreneurship Learning of AUD to Improve Self-Reliance Attitudes in Kindergarten Khalifah Sukonandi Yogyakarta". Because TK Khalifah Sukonandi Yogyakarta teaches entrepreneurship learning more focused on the attitude of independence of the child.

METHOD

The research approach used in this research is qualitative research approach of case study. Suharsimi Arikunto (2002: 120) explains that

case study research is an intensive, detailed, and in-depth study of a particular organization, institution or symptom. This research was conducted on April 11 - July 6 th.

The subjects of this research are principal as well as kindergarten teacher B, kindergarten teacher A, kindergarten A and kindergarten children B, and one parent student. The research was conducted at Sukkandi Khalifah Kindergarten located at Jalan Sukonandi No. 3, Semaki, Yogyakarta. Secondary data source in this research is in the form of photo, lesson plan and observation note. Data collection techniques used in this study include: (1) in-depth interviews, (2) documentation, (3) observation and (4) data analysis techniques. In this study, the credibility or trust test of qualitative research data is done by: (1) testing the information already obtained, (2) finding the characteristics and elements in situations that are very relevant to the problem or problem being sought, and triangulation.

RESULTS AND DISCUSSION

Implementation of Learning Entrepreneurship AUD in Kindergarten Khalifah Sukonandi Yogyakarta

The preparation of a daily activity plan based on the theme allows teachers to link learning with entrepreneurship values. Like when the theme "Market as a Place of Sale and Selling" then the teacher can plan various activities to instill entrepreneurial attitude in children, such as role playing activities, market day, and outing class. (Tasuah, 2016:129)

Implementation of learning focuses on learning of entrepreneurial values that include curricular activities and curricular activities support programs. The curricular activities are the central learning activities that are carried out in the classroom and planned systematically in the daily activities plan. While the program support curricular activities are supporting activities that are carried out both in school and outside school such as role playing, market day, outing class and cooking class.

Before the learning begins, children work together to clean the blackboard. Not only that, the children tidied the books in the book and arranged the chairs that are on the table well. Children are trying to stand on their own in the sense of being independent of others in decisions and able to carry out life's duties with full responsibility. Teachers from the very beginning of the children enter school have taught independence. This is in accordance with the value inclusion

strategy proposed by Zubaedi (2013: 233) which in general can be summarized that to instill value can be done by making the rules from the beginning with both children.

To encourage the independence of children one of them is to train children to be confident and courageous to appear in public, both friends, teachers, parents and society. One way that teachers use is through the practice of market day directly to the community around the school. Children appear to sell directly to the community and are trained to dare to offer the goods they sell.

In addition, teachers also always provide opportunities for children to appear in front of the class to present the results of his work or just tell the experience. Children are believed to be more able to survive and develop potentially as adults when they have been introduced early on about money (Bowo, 2013: 37). Children are believed to be more able to survive and develop their potential as adults when they have been introduced early on about money and its functions. It should be instilled early financial independence (Bowo, 2013: 37). Master trains so that children are not easily discouraged and must continue to be enthusiastic in trying to become a successful entrepreneur. In addition to teachers, parents are also fully involved in the formation of children's independence attitude. Parents are very supportive with market day activities that exist in schools. Learning activities that are curricular activities taking place in the Khalifah Kindergarten and containing the learning components.

1) Initial activity

Based on the results of observations conducted found learning activities that took place in the Khalifah Kindergarten started with reading iqra. The next activity is in the tauhid center. In this activity filled with berdo'a before berkegiatan and do some activities to make children excited in the morning. Mother provides stimulation of songs and pat. A song that is interesting enough for the researchers that the children sang the song "Kind Child Caliph Khanifah" with a poem that greatly motivates the child to become a great entrepreneur by imitating the nature of the Rasulullah SAW.

After the opening circle activity is held, then the next activity that is carried out the mother told the story before doing dhuha prayer. The children listened and answered the story of the mother well. Teacher A kindergarten conveys the way that is done to instill the value of successful entrepreneurs in children namely,

"One of them through dhuha prayer ac-

tivities. At the time of dhuha prayer and dhikr together, found also the process of inculcating the value of discipline and honesty which is the values of entrepreneurship. When dhuha prayer takes place look children orderly perform dhuha prayer. Children perform their own dhuha prayers without guidance by the mother. One of the male representatives to lead dhuha prayer and women follow behind him. Girls wear their own mukena without guidance by the mother and so do boys wearing equipment with their own. Once there is a child who is late to attend the prayer, the child immediately adjusts his friend "(CW 12).

2) Core Activities

At the core activities of the children will follow the learning process in the center in the classroom. As long as the researcher does the observation, the core activities are carried out outside the classroom. In the learning process in this core activity, seen on several occasions effort of entrepreneurship value from mother to child.

Role play activities that researchers have observed, children are very enthusiastic in being role played. For example to be a buyer, children can already choose which goods are good and which are not. Do not forget the child also bargain the goods he wants to buy. Children already know the expensive goods and goods that are not. Like the book price, the buyer's child does not give the rest of the change. Meanwhile, if the seller, they are very honest in offering merchandise. The seller looks very confident in offering his wares. The seller offers his merchandise while saying, "bought-bought". As a seller when the buyer has chosen his merchandise, the seller does not forget to refund his goods and give the rest of the returns if leftover. If anyone does not give money, as the seller reminds to pay as saying, "where is the money".

Besides playing the role, children also do market day activities. Market day activity is one of the direct teaching strategies used to instill entrepreneur attitude in children. In addition to teaching confidence and courage, this activity also teaches children to practice being a man who takes risks. Market day is done when the theme of food with the aim of teaching children to entrepreneurship, so that later can become entrepreneurs. Any food sold at Rp. 5,000. Children offer with confidence and work with their group. The children are independent in organizing the goods and following the market day activities well. Target buyers are the general public. In this activity the children work in groups to offer food to the buyer. Mother provides mentoring and full moti-

vation when the children do this activity.

The next activity is the outing class performed in Transmart Yogyakarta. Seen also the conversation of one group in taking the food he bought,

“How much is it? Do not buy it, because it’s expensive. Later money is not enough. If the price is enough “(CW 15).

Children are seen working together to bring their shopping carts to the cashier. All groceries before being brought to the cashier in check first by mother. Because to know whether the children have enough understanding yet in determining the money. After the check by the mother, no grocery exceeds the amount of money Rp. 20,000. Children buy food and drink much less than Rp. 20,000. In this case can be said children already understand to manage money well.

Finished shopping, the children headed to the cashier to pay for groceries. The children give their own money to the cashier, pick up their own things, and be patient to receive change. There are children who say, “Mbak this all how?” When giving the groceries. Children’s patience is good, seen when children are queuing to pay at the checkout and not only that. Children every activity do not always precede each other.

In addition to outing to Transmart, the mother and children also visit the office in order to commemorate the water day. The children distributed water to the employees but before the children were given directions, “that today is the day of the water, so we will share water with both father and mother. Children are accustomed to communicate with other people so that the interaction of children will be great, “said the Headmaster.

The next activity is market day. Children take turns following ramadan market day. Children help each other in preparing the activity. The children offered her selling while saying,

“Purchased-bought. Children are seen the spirit and attitude of child independence is good in offering merchandise. Children work together with their friends so that their merchandise can be sold all. Some offer, give money and get a place for food without the guidance of her mother (CL 17).

3) Rest

At the time the children eat snacks found child interactions that provide food to us who are doing research,

Child : which one would you like to choose? (While holding the food that would be given to

us).

Researcher : thank you. The food for siblings and friends only yes.

Child : it’s okay. We shared with my sister (CW 18).

After the snack meal is finished then proceed to play in the school yard. After playing in the school yard, children start doing the learning in the classroom. The sense of caring for a great child in sharing his food is good. According to the mother of such behavior often children do to others. Because at school we always teach sharing behavior with others. Which behavior is part of the noble characteristic of an entrepreneur.

4) Closing Activity

The final activity of learning is closed with activity recalling activity which has been done for one full day. Mother will ask each child one by one what has been learned for one day with friends and mother. Before going home also do the activity of praying together with the guidance of Mother.

Supporting Factors and Inhibiting Factors of Child Independence through Entrepreneurship Learning in Kindergarten Khalifah Sukonandi Yogyakarta

1) Supporting Factors

Based on the results of interviews with some teachers in the Khalifah Kindergarten then obtained data about the supporting factors of learning activities in kindergarten Khalifah Sukonandi, namely:

a Parents

Teachers and parents have an important position to sustain the learning process in school. Therefore teachers and parents have an equally important role in mendukung learning process in school. Here is the data obtained about the parents’ responses regarding market day activities,

“The parents are very supportive. Usually the buy is also a lot of average to the parents of students. For example three times to do market day in one semester, twice that is sold to the parents and once sold out of school. In addition to market day, the program in other areas of entrepreneurship is outing the place of business. According to the parents of the students, in addition to children can learn in the classroom, children can also learn by visiting out of school “(CW 19).

2) Geographical location

Market day program is one of the pro-

grams to implement learning of entrepreneurship value for early childhood. As if going to implement the market day then the main target yes the office employees. The following is the data obtained about the teacher's response TK A about the factors supporting the attitude of independence of children through entrepreneurial learning, namely:

"Geographical location (environment) because it is close to other offices and educational institutions, TK Khalifah Sukonandi its existence has a strategic location. For teachers, this geographical location is beneficial both for learning activities and in the process of enrollment of new students "(CW 20).

Inhibiting Factors and How to Overcome Barriers

In the implementation of learning will never be separated from the obstacles that interfere with the continuity of the learning process. Here is a barrier obtained from the results of interviews with educators at the Khalifah Sukonandi kindergarten about the factors inhibiting entrepreneurial learning,

"If for outing limited place ya mba. The point should really sought production, there is packaging, there is also selling. We want a lot of places. But so far only in that place alone. Must have permits first. Because to enter the office there are usually those who accept and some are not receiving "(CW 21).

"Educational games are also very limited"(CW22).

"The teacher is out so the class becomes not conducive" (CW 23).

"The number of children who are limited in market day activities. Because if it is very busy very risky "(CW 24).

The barriers that occur do not create a protracted condition without any solution to overcome these obstacles. Based on the elaboration of inhibiting factors of learning activities mentioned above, the following is a solution presented by teachers to overcome the obstacles that occur,

"Because we bring children to pay attention to the place for outing and really must be conditioned place. Because there are offices that accept and some do not accept. We sometimes do not sell to the office. Just share it "(CW 25).

"We always take advantage of the goods in school mbak. For example we become a grilled fish entrepreneur place on the beach. We use game blocks and

teachers' creativity can be utilized. So here it does not have to be from the original stuff "(CW 26).

"Teachers at PG who sometimes must also help teach in kindergarten, or I combine TK A and TK B classes into one class" (CW 27).

"We chose the child in turn. We choose for today eg TK A. Later for next market day TK B "(CW 28).

CONCLUSION

Based on the study that has been done can be submitted that:

Application of entrepreneurial learning for the independence of AUD in kindergarten Khalifah Sukonandi Yogyakarta includes: the initial activities, core activities, rest and cover. For activities initially children take turns in reading iqra. After reading iqra, children read the letters. Then the next activity is in the tauhid center. In the monothea center held an opening circle which includes pat, song, and the vow of caliph's children. Then the children do dhuha pray together, where it is the way that is done to instill the value of successful entrepreneurs in the child's self by praying dhuha before learning begins. Because by training a child praying dhuha there is a value of discipline which is one of the values of entrepreneurship. Learning activities in general with centers and there are special activities for entrepreneurship, such as market day, outing class and classroom. Children offer with confidence and work with their group. Children look spirit and child independence attitude is good in offering merchandise. Children work together with their friends so that the merchandise can be sold all. Some offer, give money and get a place for food without the guidance of the mother. The children already look independent in arranging the goods and follow the market day activities well. In addition, children work with friends to bring food and drinks to the place of sale and usually to arrange the food on the table. Target buyers are the general public. In this activity the children work in groups to offer food to the buyer. Mother provides mentoring and full motivation when the children do this activity. Children's collaboration is good where children remind each other of their friends when choosing food or drink taken. In the implementation adjust the theme and conditions. For the special activities of market day TK Khalifah Sukonandi Yogyakarta made semester program and the process of preparing a daily activity plan is put into learning like role play. The curriculum

is centralized and distributed in the finished form. Teachers develop their own activities that will be implemented and adapted to the situation. Cooking class activity done twice a month. Market day activity is done three times. Outing activities are done two to three times.

Factors supporting the independence of children through entrepreneurial learning in kindergarten Khalifah Sukonandi Yogyakarta, include: (1) from his own child, (2) the relationship between teachers with students who are good enough to be one of the factors that support entrepreneurial learning activities, (3) Good teamwork between teachers is also helpful in achieving the objectives of the activities held in schools, (4) geographical location because it is close to other offices and educational institutions. While the inhibiting factors of child self-reliance through entrepreneurial learning include: (1) limited places for outing, (2) limited number of children in market day activities, (3) limited educational game tools.

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