



## **The Implementation of Creative Entrepreneurship and Self-Reliance Values Through Role Playing Method in Kindergarten (Research in Belia Kindergarten B Group-Semarang)**

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### **Abstract**

Role playing method is very effective to be used for introducing values to children. If the child is already used to determine these values then it will be easier to implement them. And if it is done in a fun way, that will be memorable for children. Teachers are constantly seeking creative new approaches in solving problems, not fixated on a certain way that is monotonous, but choose other appropriate variations. Role play is one alternative that can be taken. In this case, role play is used to apply the values of entrepreneurship to students. Under these conditions, the formulation of the problem to be studied is how the implementation of the values of creative entrepreneurship and self-reliance through role playing method in the kindergarten. This study uses a qualitative method. Reasons to use qualitative research was because the object is natural, in addition to the presentation of data using descriptions that describe the real situation. The results of this study are in the center of role play, before the event takes place, the teacher provides an explanation of the activities to be carried out. Teachers offered the role to be played to the child. Teachers also provide information on what items are to be used in the role-play activity. Then the teacher gives children the freedom to play their respective roles. Teachers record all the child's behavior. From these activities children will show their creative and self-reliant value.

### **How to cite**

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## INTRODUCTION

### Background

Law No. 20 of 2003 on National Education System Section 3, states that the national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, aims to develop students' potentials to become a man of faith, fear of God Almighty, have noble morality, healthy, knowledgeable, skilled, creative, Self-reliant, and become a democratic and accountable citizen.

The function and purpose of the above shows that education in any educational institution should be organized systematically to achieve those goals. (In <http://www.puskur.net>). Which became a staple in education in each educational unit has held up well, and achieve the expected results. The quality of education provision can be seen from several indicators.

The indicators relating to the character formation of students are associated with the formation of attitudes and skills / entrepreneurship skills of students such as to compete, be ethical, stands for morality, good manners, has an attitude and entrepreneurship skill. It is also useful to achieve the goal of education in Indonesia. One of the skills that are developed is entrepreneurship. Entrepreneurial skills can be introduced early.

Entrepreneurship is a discipline that needs to be studied. The ability of a person in entrepreneurship can be shaped through education. Someone who become entrepreneurs are those who know their potential and learn to develop their potential to capture opportunities and organizing efforts in realizing its goals. (In <http://blog.uny.ac.id>).

Fostering the entrepreneurial nature of the child requires a gradual but training is not something complicated. Fostering the entrepreneurial nature of a child can be started from a simple form that is part of a child's everyday life. For example get children to eat at the table, then train the child to put toys away after they finish playing and putting the toy in place. The next stage is to teach children to manage money well. Once the child is able to manage money well, in the next stage we can teach children to do small business.

In educational institutions, the values of entrepreneurship can be integrated through a variety of subjects (in [www.puskur.net](http://www.puskur.net)). For children in kindergarten, the values of entrepreneurship can be integrated through various areas of development in kindergarten, namely: moral

and religious values, social, emotional and independence, language, cognitive, physical / motor and art. The learning is implemented through some interesting activities which are safe, comfortable and fun for the children, so that they can develop their skills.

Basic values of entrepreneurship which are integrated into the initial steps have 6 (six) principals: Self-reliant, creative, risk-taking, leadership, orientation of action and hard work. Entrepreneurship are the values that shape the character and behavior of someone who is always creative, creation and innovation minded, persistent, unpretentious and hard-working in order to increase the revenue in their business activities.

In the learning process, teachers and students are often faced with various problems, both with regard to material and that involve social relationships. The problems occurred are to be solved by teachers. They are constantly seeking creative new approaches in solving problems, not fixated on a certain way that is monotonous, but choose other appropriate variations. Role play is one alternative that can be taken. In this case, role play is used to apply the values of entrepreneurship to students. Based on the above, it becomes important to investigate on the implementation of entrepreneurship values and self reliance through role playing method in kindergarten.

### Research Question

Based on the description of the background above, the problem in this research is: how is the implementation of creative entrepreneurship and self-reliant values through role playing method in kindergarten?

## LITERATURE REVIEW

### A. THE DEFINITION OF ENTREPRENEURSHIP VALUE

Entrepreneurship is a mental attitude and spirit that is always active or creative power, to create something, work and make effort in order to increase the revenue in their business activities. This person has the character of always feeling dissatisfied with what s/he had accomplished. Norman M. Scarborough and Thomas W. Zimmerer (1993: 5), "An entrepreneur is one who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying opportunities and assembling the Necessary resources to capitalize on and review those opportunities ". Entrepreneurs are people who have the ability to see and assess business opportunities; gather the resources needed and resources to take appropriate action, taking

advantage as well as having the nature, character and willingness to realize innovative ideas into real world creatively in order to achieve success/revenue. In essence, an entrepreneur is someone who has the entrepreneurial character and applies the entrepreneurial nature of his life. From some of the above concepts, they show as if entrepreneurship are synonymous with the ability of entrepreneurs in the business world. Whereas, in fact, entrepreneurship is not always synonymous with the entrepreneurial character, because the entrepreneurial character may also be owned by someone who is not an entrepreneur. Entrepreneurial covers all aspects of the work, both private employees and government (Soeparman Soemahamidjaja, 1980).

Although among the experts there is more emphasis on the role of entrepreneurial small businesses, but also entrepreneurial character is actually owned by the people who work outside entrepreneurs. Entrepreneurial character is in every person who likes change, renewal, progress and challenges, regardless of profession.

Thus, there are six nature of the importance of entrepreneurship, namely:

1. Entrepreneurship is a value that is manifested in behavior which became a source of power, propulsion, goals, tactics, tips, processes and business results (Ahmad Sanusi, 1994)

2. Entrepreneurship is a value that is needed to start a business and develop business (Soeharto Prawiro, 1997)

3. Entrepreneurship is a process of doing something new (creative) and different (innovative) which are useful in providing more values.

4. Entrepreneurship is the ability to create something new and different (Drucker, 1959)

5. Entrepreneurship is a process of applying creativity and innovation to solve problems and find opportunities to improve life business (Zimmerer, 1996)

6. Entrepreneurship is an attempt to create added values along the way while combining resources through new and different ways to win the competition.

Based on the above six opinions, it can be concluded that entrepreneurship is the values that shape the character and behavior of someone who is always creative, powerful, creation oriented, hard-working, unpretentious and show real effort in order to increase revenue in their business activities.

## 1. The basic values in Entrepreneurship Education

The values developed in entrepreneurship

education are the development of the values of the characteristics of an entrepreneur. Some of the values of entrepreneurship and its description that will be integrated through entrepreneurship education are as follows:

**1. Self-reliant**, attitudes and behaviors that are not easy to depend on others to complete tasks, **2. Creative thinking** and do something to produce different results from the way products or services that already exist. **3. Dare to take risks**, the ability of someone to love the challenging job, courageous and able to take the risk of working. **4. Action oriented**, take the initiative to act, and not to wait, before an unwanted incident happens. **5. Leadership**, attitude and behavior of someone who is always open to suggestions and criticism, sociable, collaboration, and directing others. **6. Work Hard**, behaviors that indicate an earnest effort in completing tasks and overcome various obstacles. **7. Honest**, behavior based on an attempt to make himself as the person who always believed in words, actions, and jobs. **8. Discipline**, actions that demonstrate orderly behavior and comply with various rules and regulations. **9. Innovative**, the ability to apply creativity in order to solve the problems and opportunities to improve and enrich life. **10. Responsibility**, attitudes and behavior of people who are willing and able to carry out their duties and obligations. **11. Cooperation**, behavior based on the effort to make him able to establish relationships with others in carrying out the action, and employment. **12. Never give up**, attitudes and behavior of someone who does not easily give up achieving a goal with a variety of alternatives. **13. Commitments**, agreement about something made by someone, either to himself or others. **14. Realistic**, the ability to use the facts/ reality as the basis for rational thinking in decision-making and actions. **15. Curiosity**, attitudes and actions which seek to determine the depth and extent of what is learned, seen, and heard. **16. Communicative**, action that shows a sense of happy talk, hang out, and in collaboration with others. **17. The strong motivation for success**, attitude and actions which are always looking for the best solution

The implementation of those 17 (seventeen) principals above is not necessarily directly implemented by the education unit at once, but gradually. The first phase of implementation of entrepreneurial values taken six (6) of the principals, namely: 1. Self-reliant, 2. Creative, 3. Dare to take risks, 4. Action oriented, 5. Leadership 6. Hard Work

## 2. Active Learning in Entrepreneurship Education

The method, according to Sanjaya (2009), is the means used to implement the plan that has been drawn up in real activity where the objectives can be achieved optimally. It is required to use appropriate learning methods because, according to Tilaar (2004), she wants the quality of education in accordance with local, national, and international standards.

Each method has the characteristics of each that includes strengths and weaknesses. On that basis, the study typically uses a method that is both eclectic (a merger of two or more methods) to produce "quality and effective learning". Pleased with the quality study, Bloom (1976) stated that the quality of instruction is the extent which the cues, practice, and reinforcement of the learning are appropriate to the needs of the learners. In addition to learning methods, things need to be considered in the study, according to Bloom next are individual differences in learning that is an observable phenomenon which can be predicted, explained, and Altered in a great variety of ways. The view expressed by Bloom about individual differences is equal to "the uniqueness of learners" who according to Aunurrahman (2009) every person is different from each other and none of them have the same characteristics. Every individual must have different characteristics with other individuals. This individual difference is the nature of human beings that are natural.

## B. THE DEFINITION OF ROLE PLAY

### 1. ROLE PLAY

Role play in learning is an attempt to solve the problem through demonstration, as well as measures of problem identification, analysis, characterization, and discussion. An actor should be able to live up to the roles they play. Through role playing, learners interact with other people who also take the role of certain correspond to the selected theme. Learning steps using role playing method, according to Suherman (2009: 7) stated that the method of learning to play the role are as follows:

- 1) Teachers prepare lesson scenario
- 2) Appoint a few students to study the scenario
- 3) The formation of students group
- 4) Submission of competence
- 5) Referring pupils to act out in the scenarios that have been learned
- 6) groups of students discusses the role played by the actor.
- 7) Presentation of group
- 8) Guidance for inference and reflection.

## 2. THE TYPES OF ROLE PLAY AND ITS IMPLEMENTATION IN KINDERGARTENS

While playing this role could become a means of learning for children, either learn to read, count, learn the process / workflow in the grind, familiar with the rules / procedures for a specific space, that is all there is in life which are experienced by children. Of course the teacher needs to give enough information before they start playing, and it's better or if it is sometimes involved in the game in order to dig up the imagination and introduce information to be introduced. Role play of two types, namely role play of macro and micro.

In learning strategies, there are methods that can be used to facilitate learning. The method used in this case is the role playing method. Role playing method is very useful to get to know or teach about the values prevailing in society. One of the values that can be introduced or taught to children are the values of entrepreneurship. Out of all the values that will be introduced only some of them are listed, they are Self-reliant, Creative, Dare to take risks, action oriented, leadership and hard work. In this study, the researcher only introduces two values alone, they are creative and Self-reliant.

## 3. ROLE PLAY STAGES IN KINDERGARTEN

There are rules and stages in the play. Shafel (1967) suggests that there are nine stages of role play that can be used as guidance in learning:

- a. warm the atmosphere and motivate learners, in this case, teachers should give children different motivation or encouragement that will lead to what the children play.
- b. selecting participants/ role, in this section children will choose what role they played. Teachers must also give guidance to the child how to play the character that he chooses
- c. developing stages roles,
- d. set up an observer,
- e. characterization,
- f. discussion and evaluation,
- g. repeated characterization,
- h. discussion and evaluation of phase two,
- i. share experiences and draw conclusions.

Furthermore, according to Uno (2008: 26) that the procedures of role play consists of nine steps, namely: (1) preparation/ heating, (2) selecting participants, (3) prepare the observer, (4) sets the stage or role play point, (5) plays a role, (6) discussion and evaluation, (7) plays a repeated role, (8) the second discussion and evaluation,

and (9) to share experiences and conclusions.

## **METHOD**

### **Research Objectives (Operational)**

According to Bogdan and Taylor in Moeloeng (2004: 4) a qualitative method is a research procedure that produces descriptive data in the form of words written or spoken of people and behaviors that can be observed. This study researchers used qualitative methods. The reason that researchers can explore and understand in depth about what they study, namely the implementation of the values of creative entrepreneurship and self-reliant through role playing method in *Belia* kindergarten, Semarang.

### **Research Date and Location**

The study was conducted in *Belia* kindergarten, Pawiyatan Luhur Street no. 17, Semarang. The experiment was conducted in the first half of the academic year 2015/2016.

### **Research Method and Design**

The subject of this research were the sources that can support and be able to get information in order to get the results as they should. The data source is the subject of research in which data can be obtained (Arikunto, 2002: 107). Then the data source of this research are as follows:

1. The primary data source, in this regard, interviews and observations were conducted on teachers in *Belia* Kindergarten, Semarang.

2. The secondary data sources, researchers used the form of documents and records relating to the application of role playing method in *Belia* Kindergarten, Semarang.

### **Research Instruments**

In this study, researchers are the key informants of data retrieval. However, to reduce the risk of errors in conducting the research, camera and recorder was used as a back up for the interview. Utilization of research instruments was used to avoid subjectivity in writing the results of observations and interviews.

### **Data Collection Technique**

Data collection techniques are the most strategic step in the research, as the purpose of the study is to get the data. To obtain data or information and required particulars, the researchers used data collection techniques as follows:

- Observation
- Interview
- Documentation

### **Data Analysis**

Data analysis techniques were used to answer the problem formulation. According to Miles and Huberman (Sugiyono, 2009: 249) data analysis is done interactively through the process of data reduction, data presentation, and verification or conclusion. In this study, the data analysis was conducted by the researcher using the data analysis model of Miles and Huberman, where the measure used is preceded by data reduction, data presentation, and the last is a conclusion.

### **Data Collection**

The data collection is to collect data obtained in the field in the form of interview and observation, documents, images to be checked back in, set up and then sorted. The primary data was in the form of observation to see firsthand the situation, the atmosphere, and the reality on the ground. The interview was conducted by interviewing informants and parties who are included in the education component in school.

### **Data verification**

As a step to verify the research results, it is necessary to test the validity of the results of such research. Researchers used the test of credibility in the form of triangulation of data and member check. Triangulation according Sugiono (2009: 373) consists of:

- Triangulation of Source
- Triangulation of Technique
- Triangulation of Time

## **RESULTS AND DISCUSSION**

The research results were obtained based on interviews and document collection. Below are the results of the interview with the school:

1. How is the usual lesson plan in the classroom.

In the process of learning, lesson plan is needed. Plans were made based on the provisions that have been designed at school. Each classroom teacher has to plan in accordance with the agreed themes. Learning plan was created from annual, semiannual, weekly up to daily by using the themes that have been determined, then the teacher determines the subthemes that will be taught to students. Subthemes were selected according to the environment of the students.

2. Measures implemented in the implementation of learning in the classroom.

After teachers create lesson plan, it is time for teachers to apply them. Teachers preparing the necessary equipment for the learning

process. Starting from learning media to the equipment to be used by students as a tool of educational games and also the pictures that fit the theme that will be taught that day. Implementation of learning in one week every day is done in the center. This is scheduled in accordance with the group distribution on each day. Activities at the center is done by moving class or children move to each center. The role play center is performed every Thursday and for group B.

### 3. The method used in the classroom.

To submit items to the students, the teachers used a variety of methods. The method which is used to facilitate teachers in light of the information and also so that the child can receive the information. The method used by teachers were adapted to the needs at the time of the teaching process. To role play in the centers, teachers use role playing method in the learning process. Beginning with the teacher to discuss with children about the theme at that time and then tell a story that will be played by children. Once children hear stories and understanding of each character in the story, the teacher asked the children to choose the role to be played by children. Previous teachers have prepared the equipment necessary to role play.

### 4. The medium used in the implementation of learning in the classroom.

To explain the information in the learning process in the classroom can not be separated from the use of media. Media is useful to facilitate teachers in presenting material to students. For early childhood learning does require media because at this age children are still on the preoperational concrete stage. The media are also used by children when they are playing both individually or in groups. The media can be either the original objects or also counterfeit. In the center of media, role play is typically using a customized theme that will be implemented. Teachers setting up the environment and also prepare learning materials or media to be used.

### 5. How the assessment is carried out in the classroom.

Assessment conducted in learning that is by observing the behavior of each child. There are times when the teacher asked the children to ascertain the role that has been played by children. Teachers record the results of each child from the start of activity until completion of activities. Ratings were recorded and adjusted to centers where children perform a play activity. Ratings do not only concerned with role play of course, but all aspects of child development can also be evaluated.

### 6. Constraints that occur in the application of the creative entrepreneurship and self-reliance in the classroom.

In each study, we sometimes find an obstacle. Constraints commonly faced in applying the method to play this role in an activity that sometimes does not go well because the students are not interested in the theme or the teaching materials that have been prepared by the teacher. For example in role play activities there are children who do not want to get involved in playing one of the characters, so that the process becomes less interesting to role play.

### 7. The solution of the problems for the implementation and creative entrepreneurship and self-reliance in the classroom with a role-playing method.

Obstacles encountered in the learning process is not always a burden, because usually these obstacles can be overcome in various ways. Teachers always can overcome the problems encountered with the use of various ways. For example in role-playing activities, if any students were reluctant to play the role, the teacher will try to motivate these children to want to play a figure. Kids are given the freedom to choose their own character to their liking, because that way the children will be happy to play the character.

## The Discussion of Research Results

The discussion of research results was conducted by a description of the data obtained by interview, observation and documentation in *Belia* Kindergarten. *Belia* Kindergarten approaches using the centers. Those centers are as follows: preparation centers, centers of beams, natural materials centers, centers of role play, art centers and centers of worship. In the process of learning that takes place in the classroom, teachers are implementing the creative and Self-reliant values, by providing opportunities for children to play and use various types of equipment that can be manipulated by a child.

At the center of a role play, before the event takes place, the teacher provides an explanation of the activities to be carried out. Teachers offered the role to be played by the child. Teachers also provide information on what items are to be used in the role-play activity. Then the teacher gives children the freedom to play their respective roles. Teachers record all the child's behavior. At the end of the activities, teachers are to ask children what role they play. Then the teacher can also explore the vocabulary that the children mastered well as the introduction of numbers. Teachers allow the child to explore the objects and also

to have the freedom to interact with their friends. Playing a role or role playing is a way of mastery learning materials through the development of imagination and appreciation of students. Development of imagination and appreciation of the students do act as a living character or inanimate.

Before the role play activities carried out, teachers encourage children to cycle through their belongings that will be used in role playing that day. The teacher explained each item to be used for each role to be played. Once the child understands everything, the teacher began to offer to the children what role will be played. Children will receive a sticker for the role to be played, is to facilitate each child to know his role. These stickers also help your children learn to recognize writing or literacy. By the time the child plays the role of the teacher, it gives them the freedom in playing the character that has been selected. At this moment the teacher gives children the opportunity to be creative in playing their roles and self-reliantly choose the role. And indirectly the teachers have instilled the values of entrepreneurship to children through a fun way.

## CONCLUSION

Based on the research that has been done, it can be concluded that the centers of role play, before the role playing activities finishes, teachers encourage children to cycle through the equipment that will be used in role playing that day.

The teacher explained each item to be used for each role to be played. Once the child understands everything, the teacher began to offer to the children what role will be played. Children will receive a sticker for the role to be played, it is to facilitate each child to know his role. These stickers also help children learn to recognize writing or literacy. By the time the child plays the role, the teacher gives freedom in playing the character that has been selected. At this moment the teacher gives children the opportunity to be creative in playing their roles and self-reliantly choose the role.

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