



## Entrepreneurship Learning in Early Childhood Programs

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### Abstract

Entrepreneurial learning in early childhood is carried out by involving children in learning activities that exist in the class. Through the involvement of children in learning activities, children will know what steps should be taken to instill the values of entrepreneurship. So with entrepreneurial learning, values such as responsibility, creativity, and capability of making a decision will appear on the child when stimulated early. This research was conducted in early childhood institutions in Gunungpati Subdistrict, Semarang. The research result shows the development of entrepreneurial learning during learning programs in early childhood education institutions, students were introduced to various entrepreneurial values that correspond to the potential of children and provide them with early support for their skills.

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## INTRODUCTION

Law No. 20 Year 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 and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and become an accountable citizen.

The function and purpose of the above show that education in any educational institution should be organized systematically to achieve those goals. The issue is whether education in each educational unit has held up well and achieve the expected results.

Early Childhood Education (ECD) is one level of education which was held prior to the basic education level. Early childhood education is one form of organization of education that focuses on laying the foundation for growth and physical development (coordination of fine and gross motor), intellect (the intellect, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitudes and behaviors as well as religious) language and communication, according to the uniqueness and the developmental stages through which children are going to their early childhood (Roopnaire, 2011: 4).

To educate children properly means to cultivate the whole development of the child. The development of the child in question is namely the development of language, physical, motor, social, emotional, cognitive, and the values and morals of children (Ambaryanti, 2013).

The development of entrepreneurship education is a program of the Ministry of Education which in essence is the development of an educational methodology that aims to build human-spirited creative, innovative, sportsmanship and self-employment. This program followed up by efforts to integrate the methodology of learning, character education, creative economic education and entrepreneurship education into the school curriculum (Puskur, 2010: 1).

An entrepreneur is a business that is done with full responsibility and requires a lot of creativity. The sense of responsibility and creativity can be grown as early as possible since children begin to interact with adults. Parents are fully responsible parties in this process.

Kids should be taught to motivate themselves to work hard, be given the opportunity to take responsibility for what is done (Sukmara, 2003: 4).

Environment, educator/teacher, also affect the child's personal formation. The effect can make the child become an entrepreneur. Teacher/educator in the classroom learning and provide an opportunity that demands creative thinking in various activities in the curriculum designed to develop entrepreneurial insight.

The development of entrepreneurship from an early age requires seriousness from the teachers to provide motivation, creativity, innovation and always looking for something new for the development of entrepreneurial activity. In the practice of early childhood institutions, they sought to develop activities that stimulate entrepreneurial spirit from an early age. The purpose of this study was to described entrepreneurship learning for early childhood in early childhood institution.

Education should be able to play an active role to prepare educated human resources who are capable of facing the challenges of life both locally, regionally, nationally and internationally. Entrepreneurship education for early childhood education is to apply the principles to the formation of the entrepreneurial spirit in children starting at an early age by implementing learning design that was developed in early childhood education institutions.

Entrepreneurial learning for young children tries to offer a model of learning that develops the entrepreneurial spirit from the level of early childhood education. Entrepreneurial learning from an early age is expected to contribute significantly in order to stimulate all aspects of children development in the hope for improving the quality of Indonesian human resources (Research and Development, 2010).

Instilling entrepreneurship in children requires time and the seriousness of the teacher and conducted in accordance with the level of development of the child. Entrepreneurial learning in early childhood can be simple and part of the daily activities of school/ classroom. For example, training to introduce children to be responsible can be done by putting trash in the dustbin, toilet training to train children who still wet their pants, put the shoe in place, the activities they do after waking up in the morning and others.

Entrepreneurial spirit needs to be nurtured since early childhood, not only in the cognitive form such as telling children about the definition

of entrepreneurship, the benefits, and how to implement it. Most of the implementation of entrepreneurial learning are considered less effective because they are only occasional, such as a visit to the market or activities which are incidental. Supposedly the code of entrepreneurial spirit should be established early through entrepreneurship education theoretically and practically, as well as a concrete example. Besides early childhood was introduced to recognize oneself, control emotions and stress, manage time, being communicative in various situations, as well as being able to choose and make the right decision (Wulandari, 2009: 1).

Entrepreneurial learning can be developed since the child education in early childhood education institutions, be it in daycare, play groups and in kindergarten. More entrepreneurial learning is beneficial to drive change through the mental stimulation of various aspects of development.

Entrepreneurial learning from an early age is done through learning by introducing the child in accordance with the theme, sub-theme or focus of learning introduced to various professions, office, work, plant, environment, and others. Activities developed in entrepreneurial learning requires learning activities from an early age as an introduction to oneself, to be active and creative, able to think, able to solve problems, to communicate, to put oneself in a variety of environments, empathy, sharing with others, can control emotions, and able to take decisions. Some steps that can be introduced in early childhood is the first, to get children to express feelings. Second, educate children with the virtues that arise of itself as a result of the uptake of the child to the environment or what is seen from parents, teachers, and friends. Thirdly, get used to the good deeds that have been done, Fourth, make a habit of it as a character. One characteristic as a character is if the act was not done, then the child will feel lost and or reminder of the habit that the child usually do (BBE, 2002: 25).

To stimulate students at an early age, required education which focuses on the children's potential. Early entrepreneurial learning in the form of educating children to learn to be punctual, discipline, putting toys away after doing the activity, learning to save money in the bank or piggy bank, and other good habits.

Developing the activities to develop the entrepreneurial spirit through activities that are rich with stimulation to develop, integrate and optimize educational activities in the classroom, outside the classroom and other support activities

which are developed in daily activity plan. In this case, when the activities of learners in early childhood institutions are optimized for the level of achievement of appropriate early childhood education development goals to be achieved by early childhood institutions. Activities in the classroom and outside the classroom are organized to stimulate entrepreneurial development and improving the quality of services growth and development of learners.

Entrepreneurial learning is integrated into learning at any themes or sub-themes developed in class activities. Learning activities related to norms or values on any learning activities should be developed within the context of the everyday life of children. Thus, entrepreneurial learning is not only on cognitive stimulation but is developed on all aspects of child development such as language, social, emotional and moral values of religion. The purpose of this study was to described entrepreneurship learning for early childhood in early childhood institution.

## RESEARCH METHOD

The approach used in this study is a qualitative approach emphasizes the meaning, reasoning, and definition of a given situation (in certain contexts), more examining matters relating to everyday life. A qualitative approach, more concerned with the process than the end result; therefore the sequence of activities can vary depending on many conditions and found symptoms. The purpose of a research is usually associated with things that are practical.

Descriptive research is a form of research aims to describe the phenomena that exist, whether a natural phenomenon or man-made phenomenon. The phenomenon could be the form of activity, characteristics, changes, relationships, similarities and differences between one phenomenon with other phenomena (Sukmadinata, 2011: 72). The subject of this research is early childhood education institutions in Gunungpati Subdistrict, Semarang. This study used interviews and observational research as its instruments.

## RESULTS AND DISCUSSION

### The Implementation of Entrepreneurial Learning for Early Childhood

Entrepreneurial learning in early childhood is developed in order to meet the developmental needs of children in all aspects of development that can help prepare children to adapt creatively

to the current environment and the future life

The development of entrepreneurial learning in early childhood, starting from developing the annual program, the semester program, plan weekly activities and plan daily activities. Such programs were analyzed according to the needs, in order to fit the needs of the entrepreneurial learning potential of early childhood development.

The development of early childhood learning brings attention to a number of principles recommended academically by experts of early

childhood education. Some of the principles in question include:

- a) Pay attention to children's needs in various aspects of development. These principles provide a basis for the development of learning to pay attention, watch and accommodates a wide range of aspects of the development and the concept of early childhood development. Each of these aspects of development has characteristics and development stages that are different from each other so that will have an impact in establishing and developing a

**Table 1. Values of Entrepreneurship**

No	Values	Description
1	Independent	Attitudes and behaviors that are not easy to depend on others to complete tasks
2	Creative	Thinking and doing something to produce different results from the way or products/ services that already exist
3	Brave to take risk	The ability of someone to love the challenging task, courageous and able to take the risk of working
4	Actions oriented	Taking the initiative to act, and not to wait, before an unwanted incident happens.
5	Leadership	The attitude and behavior of someone who is always open to suggestions and criticism, sociable, cooperative, and possess the capacity to direct others
6	Hardworking	Behaviors that indicate an earnest effort in completing tasks and overcome obstacles
7	Honest	Behavior based on an attempt to make himself as the person who always believed in words, actions, and jobs.
8	Dicipline	Measures indicating 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	Responsible	The attitude and behavior of someone who is willing and able to take on duties and obligations
11	Cooperative	Behavior based on the effort to make someone able to establish relationships with others in carrying out the action, and work
12	Persistent	The attitude and behavior of someone who does not easily give up to achieve a goal with a variety of alternative
13	Committed	An agreement on something that is 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 / deeds
15	Curious	Attitudes and actions which seeks to determine the depth and extent of what is learned, seen, and heard
16	Communicative	Actions that show a sense of fun to talk, hang out, and in collaboration with others
17	Highly motivated to be successful	Attitudes and actions are always looking for the best solution

plan and learning processes, management, and assessment.

- b) Oriented at play.
- c) A supportive environment.
- d) Using the alignment.
- e) Develop life skills.
- f) Using the media and relevant learning resources.
- g) Gradual implementation.

Early childhood education is an approach to development aimed for children from birth to the age of 6 (six) years which is done through the provision of educational stimulation in order to assist the growth and development both physically and mentally so that children have the readiness to enter further education. The concept of early childhood education in the study of entrepreneurship education does not include the development of children from birth but limited to the education of children in preschool or kindergarten. According to Piaget, early childhood stage is included in the pre-operational stage (ages 2-7 years). The children who are included in a pre-operational phase, according to Piaget, have the following characteristics:

- a) Children learn an object by using images and language/words
- b) Their way of thinking is still egocentric
- c) Difficult to see the perspective of others.
- d) Has a very imaginative mind at this time.
- e) Consider every object that does not live also have feelings.
- f) The ability to classify objects using a single trait.
- g) Their intuitive reasoning ability is not logical

The values developed in entrepreneurship education are the development of the entrepreneurship characteristics and values. According to experts in entrepreneurship, there are many values that should be possessed by entrepreneurial students and the other school members. However, the selected few of entrepreneurial values that are considered the most essential and appropriate to the developmental level of students are 17 (seventeen) values (Research and Development, 2010: 11).

The values of entrepreneurship and their descriptions are integrated in the application of entrepreneurial learning are shown in Table 1.

The implementation of entrepreneurial learning in early childhood education institutions are implemented in the form of daily lesson plans (RKH) as a form of a more detailed program used in each activity. The lesson plan drawn up in curriculum development becomes meaningful when it is growing and

flexible. (Sukmadinata, 2000: 43). Thus, the implementation of entrepreneurial learning that stimulates the appropriate growth, and the impact on the cultivation of entrepreneurial values are internalized in children from an early age.

Entrepreneurial learning in early childhood institutions are adapted to the situation and the existing conditions, and evolving to reach the expected level of achievement of development, so that in the implementation, educators/ teachers have to be active, creative and able to be creative in any learning done in class and outside of class.

Entrepreneurial learning that develops the potential instituted early childhood education in developing entrepreneurial learning tailored to the world of early childhood education. Entrepreneurial learning instituted early childhood, producing children who have the values of entrepreneurial spirit so that it can fulfil the hope of early childhood education graduates as future investment grade.

## CONCLUSION

Entrepreneurial learning in early childhood provides a real provision to children, by developing a plan of learning activities and programs in early childhood institutions, learners can be introduced to various entrepreneurial values that correspond to the potential of each child. Educators/teachers in early childhood education institutions should have the ability to design and implement entrepreneurial learning that develops the full potential of the child so that educators in early childhood education institutions is required to develop learning activities that suit the needs of early childhood.

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