

Student Entrepreneurship Skills Through the Friday Market Program in the Tahfidz Quran Natural School Curriculum Majalengka District

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Abstract. This research is motivated by the urgency of entrepreneurial skills as one of the soft skills of students in social life. Entrepreneurship is also one of the areas that the government pays attention to through presidential regulation number 2 of 2022 concerning National Entrepreneurship Development to encourage entrepreneurial growth until 2024, when the ideal number of 3.95% of the total population of Indonesia can be achieved. This study aims to analyze the entrepreneurial program in the natural school curriculum. The research subject is one of the natural schools in Majalengka District. The research uses a qualitative descriptive method with data collection instruments in the form of observation, interviews, and documentation studies. Data analysis uses the Miles and Huberman technique. The results of the study found that entrepreneurial skills were formed in the curriculum through the Friday market program as a means of developing entrepreneurial skills, including believing and being optimistic, task and result-oriented, daring to take risks and like challenges, leadership, originality, and future-oriented. The program is intended for all students with class VI in charge. The Friday market program provides a real picture of market life and gives real experience of economic activities that occur in everyday life.

Keywords: Entrepreneurship, Friday Market, Nature School, Curriculum, Management Program.

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INTRODUCTION

This research is undermined by the urgency of entrepreneurial skills as one of the soft skills of students in social life. Entrepreneurship has also become one of the areas to be observed by the government through presidential regulation number 2 of 2022 on National Entrepreneurial Development to boost entrepreneurs' growth by 2024 and reach the ideal number of 3.95% of the total population of Indonesia (Peraturan Presiden No. 2 Tahun 2022, 2022). Entrepreneurship has the benefits of increasing the capacity of the labor force to reduce unemployment and strengthening the character of hard work, stubbornness, and superiority (Daryanto, D. & Cahyono, 2013). Entrepreneurship is also seen as a global economic force and a solution to the problem of unemployment (Arni et al., 2022). Humans in fact already have the potential for entrepreneurship, but there needs to be development and construction so that the foundations of entrepreneurial values such as self-reliance, creativity, and innovation can possess individuals optimally. It's an effort to prepare a generation capable of responding to life's challenges and always anticipating changes that are hard to predict. The urgency of the value of entrepreneurship in primary school begins with the importance of artificial intelligence (AI) in helping students to have intelligent behavior in dealing with emerging social, technological, and environmental challenges digitally (Chai et al., 2021).

Entrepreneurs in elementary education provide an opportunity for learners to have a consistent framework to develop independence and creativity (Perry & Collier, 2018). Entrepreneurs in primary schools are able to provide solutions in preparing the tough generation, the development of educational and learning activities has the goal of scoring graduates able to meet the challenges of the times. Education of the character of the entrepreneur has two functions, namely to put on the learning process, extracurricular, culture of internal infrastructure that is synergistic with all external resources, especially stakeholders so that the formation of character of pupils can run maximum and optimum the second as an operational function, the presence of road maps up to the technical guidelines containing educational patterns capable of forming

character, can be judged both by the direct implementation of education of the personnel (internal school), as well as stakeholder and related stakeholder (Mukhyar et al., 2021). The main objective of the education of the character of the entrepreneur in the school is that the maintenance of the educational character of entrepreneurs should have an organizing document in the form of a comprehensive and integrated document that develops the nature of entrepreneurship in the pupils. The output of education is not only equipped with the formal degree of education that has been completed but also includes the certificate of competence in entrepreneurship that has been mastered, creating graduates who have the character or soul of enterprises adapted to their age (Ashori & Firdaus, 2009).

Through entrepreneurial activities, a school program can provide a variety of benefits for students in identifying and gaining experience about economic activities, the identification of functions and usefulness of money as an economic tool, as well as building a good entrepreneurial character in them. The program that the school has adapted to the needs of students so that it can meet the potential and interests that it has is structured systematically, starting with the planning, implementation, and evaluation of the curriculum. The curriculum is formed by the school, covering both intra-curricular, co-curricular, and extracurricular activities. The sociological, historical, cultural, philosophical, and psychological influences of schools can be considered the foundation for shaping curricular (Ansyar, 2017). Education in Indonesia is divided into three categories: formal education, non-formal education, and training. Non-formal education as a process of empowerment has a broad meaning, i.e., it covers knowledge, attitudes, skills, and the development of other abilities towards the independence of life (Puspito et al., 2021).

The nature school chosen by the researchers is a non-formal school with an independent curriculum. The autonomous curriculum owned by the school of nature facilitates the school in determining policies and producing graduates as expected. The curriculum of the natural school selected by the researchers, although belonging to the non-formal school, has already received appreciation from the local government as a school of quality and is in line with the expectations of the independent curricula promoted by the government. The innovation that occurs in the curriculum, regardless of the type of school, depends on the planning that matures on three pillars, namely, the educational program, the implementer of change, and the head of the school. The ability of the head of school to lead policies and build a culture of collaboration within the school by providing learning opportunities amongst peers in the school and improving the opportunity for teachers to provide feedback on learning can provide smoothness to the change that the school intends to aim for (Ansyar, 2017). In addition to forming the Quranic generation, the researched nature schools advanced learning services according to the needs of students. The learning method used is direct learning with various learning sources. The school, with its curriculum autonomy, has clarity of orientation without dependence on the system or other parties. Schools that have an independent curriculum have built a system with a foundation of independence, innovation, and creativity. There is freedom in decision-making and independence in designing curricula and organizing education (Hidayatullah et al., 2021).

Previous research stated that school programs have a positive influence on both physical and non-physical forms and have an impact on the learning performance of pupils (Zubaidah et al., 2017). Students' entrepreneurial skills are formed and developed through edu-entrepreneurship activities such as classroom bazars and school canteens (Tamam & Muadin, 2019). Entrepreneurship education can also be developed through extracurricular activities of students by gathering students' interests in entrepreneurial activities to gather and discuss creating entrepreneurial activities to be managed jointly (Nugraha et al., 2022). The difference between the previous research and this study is how the school's efforts to curb the entrepreneurial activities of students that are already running by giving space to all students. The study aims to analyze students' entrepreneurial activities in the nature school curriculum. The formula of the problem to be studied in the research is how the development of the entrepreneurial program in the curriculum, as well as the implementation of the Friday market, shapes the character of entrepreneurship students.

METHOD

This research uses qualitative methods with case study approaches and data collection methods using observations, interviews, and documentation. The subjects of this study were first- to sixth-grade students who participated actively in the Friday market program at one of the Majalengka district natural schools. The data analysis method used was description analysis, which was subsequently presented in the form of a narrative (Cresswell, 1998). The research phase, according to Miles and Huberman, begins with building research concepts, formulating problems, collecting data, analyzing it, and drawing research conclusions (Murdiyanto, 2020).

RESULTS

After observing the implementation of the program and interviewing the head of the school, the curriculum team, and the students, the researchers processed the data that had been collected to be reduced and presented into a few points, as follows:

The Friday Market Program in the Nature School Curriculum

According to the results of the Friday Market program interviews, the school's policy of not allowing students to eat outside the school created a new culture in which some students brought their work, both in the form of food and goods, to the school environment. Initially, it caused outrage among other parents because it was contrary to the school's policy on Jajan culture. After analyzing that sales activities in schools have an impact on both the development of students' interests and potential in entrepreneurship, one activity is formed that can facilitate students in sales. Before this activity takes place, students are invited to make visits to the local market to observe the economic activity in the market. In addition, students are given a mission to buy goods, conduct the bidding process, and conduct interviews with the sellers on the market.

The head of the school and the teacher also conducted preparatory meetings and exchanged views on Friday market activities. The head coordinated with the teachers to monitor the activities and communicate with the parents of the students. The provisions in Friday market activities have been agreed in the meeting that Friday market activity is carried out after Friday learning activities with a duration of about two hours and the student as a buyer is limited to his pocket money of ten thousand rupees. Food or goods sold must be healthy, free of preservatives, halal, and useful. As a lesson, the sixth grade was given authority and was responsible for the activities to arrange the place of sale and manage the rental money of a place of two thousand rupees. Besides, they were given the task of keeping and giving hygiene warnings to the students who wanted to sell.

Implementation of the Friday Market program

The market program is named Friday Market because it is carried out on Friday, selected as a free day to adapt to other activities at the school. The execution starts at 2:00 p.m. and ends at half-four. Students who want to sell either individually or in groups pay rent to the responsible; students who do not sell act as buyers; and there are also those who take the initiative to help their friends in the promotion. A first-class student who hasn't understood how to calculate money is supported by both his parents and his teacher. Class VI at the time of execution oversees the traders to always keep clean, as well as with the buyer. The obstacle that was discovered during the execution was that some students in the first grade were unable to understand the calculation, so they needed support.

Entrepreneurial skills in the Friday Market Program

Goeffrey G. Merredith describes the six characteristics of entrepreneurship that reflect the attitude of an entrepreneur: confidence and optimism, task and results-orientedness, daring to take risks, leadership, originality, and future orientation (Suryana, 2013).

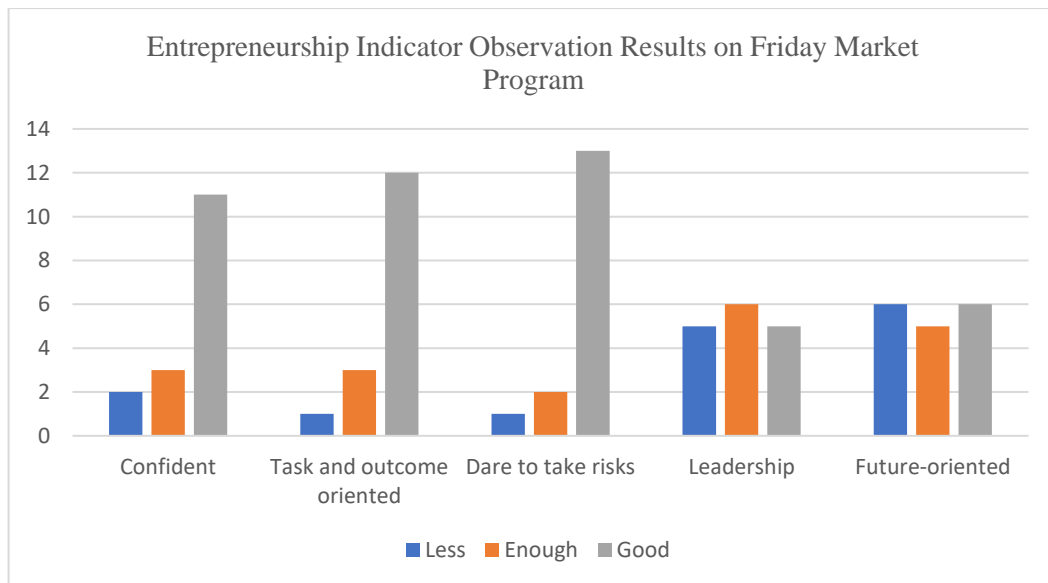


Figure 1. Observation Results

After an observation, it was seen that every trader had a good attitude of confidence towards the entrepreneurs who were executed by 69%, and the rest were in the category of sufficient and less. Each student is well focused on the planned sales tasks prior to carrying out the activity and can understand how to calculate the income and capital used for 75%. Then, in the category of risk-taking, the student is good at understanding the profit loss as the risk in sales for 81%. The student who sells can already collaborate with other friends who are not selling and offer assistance with the promotion. Students are also good at organizing and arranging the goods sold. Students who participate in the activity as sellers have a good future orientation (about 38%), as seen in how they plan and manage the results of the business, and some students have an ambition to become entrepreneurs.

Friday Market Program Evaluation

The head of the school conducts the evaluation through weekly meetings with all the teachers. Some updates in the provisions are also discussed, such as the ability of traders to be able to calculate capital and profit in sales. The character of a good entrepreneur must be injected into the student when the execution takes place with the support of the guardian of the class. Implementation of the program not only facilitates the interests of students but also shapes the character of entrepreneurs who are honest, trustworthy, and able to innovate.

DISCUSSION

The formation of curricula in natural schools is influenced by the sociological foundation, one of which is the presence of the school's commitment to bringing students smart towards technology in the digital age. The connection of the curriculum with the changing context of society in the digital age and the rapidly changing future gives the school a boost to be able to have flexibility and sensitivity to all kinds of change (Ansyar, 2017). The psychological paths in the nature school curriculum are in the interest and talent guidance programs implemented by each class-master, so that the programs given are tailored to the needs of the pupils. The nature school The curriculum also has a sociocultural foundation by utilizing the livelihoods of the local population, the majority of whom work as farmers, to be included in the curriculum. Friday Market is a program containing a psychological foundation formed by the student's habit of bringing goods to the school for sale. This program is formed by the students' interests and talents towards entrepreneurship. The development of a curriculum, seen from a psychological

foundation, should include the study of what and how the student develops, as well as how the learner learns.

The understanding of the student is crucial to the development of the curriculum. Through the study of the student's development, educational efforts are expected to be carried out in accordance with the characteristics of the pupil, in terms of the skills to be achieved, the material or materials to be delivered, the process of delivery or learning, and adjustments from the point of view of evaluation of learning (Mubarok et al., 2021). The Development of Science and Technology (IPTEK) is also the foundation for the development of curricula in natural schools, i.e., by facilitating learning not only using natural resources and the environment but also using technology in learning. IPTEK development directly implies the development of the curriculum, which includes updates to educational content or materials, the use of learning strategies and media, as well as the use of evaluation systems. Mastering IPTEK, supported by schools through curriculum development, can help students compete globally. In order for the curriculum to be in line with the development of IPTEK, it must take into account the needs of society and industry, adapt to the developing technologies of the time, adjust the lifestyle, conditions, and directions of the workforce, as well as interpret the individual needs within the framework of the interests of IPTEK (Camelia, 2020).

The school programs are planned based on the study and agreement of all school citizens. The programs arise internally, externally, or from phenomena occurring in the school that have a positive impact on the survival of education in that school. The programs can run as they should when the planning is done maturely, both administratively and technically, so as to minimize possible obstacles to the implementation of the program. The executive structure can start with the responsibilities that can be filled by the head of the school and continue with the chief executive until the members other than the head, the student, can also take on a role as the program responsible. This can have a positive impact on the development of the character of the student. The implementation of the Friday Market program trains the student to be responsible for the implementation and completion of the activities he has already begun. The assignment of tasks to the student in the sixth grade as a responsible teacher trains the student's leadership to organize, supervise, and set an example for his class brother (Wijanarko, 2015). Students also learn to understand and gain experience about economic activities, especially sales and purchases; learn to calculate and understand the usefulness and function of money as an economic instrument; train confidence; and learn how to be good sellers with the conditions already established by the school as the organizer of activities.

Friday market programs have an indirect impact on students' economic literacy. Early economic literacy has a positive impact on future student lives, such as reducing unemployment and improving family welfare, as well as the ability to recognize economic problems and develop alternative solutions while considering the benefits to be gained and the costs to be spent (Hasan et al., 2022). Financial literacy is also defined as a process or activity to enhance the knowledge, confidence, and skills of consumers and the general public so that they can manage their finances better (Setyowati & Lailatullailia, 2020).

Good practices taught through activities done from an early age have a positive impact, and a programmed stimulus process will form a good habit anyway (Priska, 2020). Educational institutions have a role in shaping student attitudes; schools become workshops in instilling and improving morality and morals so that they can prepare students to go hand in hand with both the development of knowledge, skills, and technology (Hasanah, 2019). The implementation of the program can be tested in advance so that the planning that has been carried out can be perfected by observation during the test. Observation can be done with several indicators, such as the setting of road access, the setting of the point of sale, timing accuracy, the interaction and response of students, the execution of transactions, the support of teachers, and the involvement of parents and the community. After making observations in the test, points can be recorded both by the head of the school and the teacher to be studied more deeply through the evaluation of the program.

Indicators of entrepreneurship include being confident and optimistic, task- and outcome-oriented, daring to take risks and loving challenges, leadership, originality, and forward-looking,

emerging through the Friday Market Program (Suryana, 2013). A student who believes in his ability to carry out activities enthusiastically has strong self-confidence, indifference to others, and individualism. Friday markets can help train students to develop entrepreneurial attitudes. Entrepreneurship is understood as a process of applying creativity and innovation to solving problems and finding opportunities to improve life, as well as in the sphere of society. The presence of entrepreneur activities can improve the economy of the country (Lukman, 2015). Friday market programs are expected to cultivate the desire, motivation, and urge to interact and do everything with a sense of pleasure to achieve goals through hard work or willfulness, to self-open an opportunity with skill, and the confidence that you have without being afraid to take risks and to learn from failures in business (Kusumandari, 2013).

Evaluation can be done on a periodic basis so that you can continue to experience positive updates to the program. Program evaluation periodically in coordination meetings has a positive impact on the improvement and innovation of the school program. The evaluation is carried out in relation to the collection of information and relevant facts to find out whether all content in the curriculum or school program has been achieved or not (Ansyar, 2017). Program assessment is a method to know the performance of a program by comparing the criteria that have been established or the objectives that are aimed at achieving with the results. Results obtained in the form of information are used as material for decision-making and policy-making. This evaluation is carried out systematically through the process of collecting and analyzing accountable data to determine the level of success of a program (Lazwardi, 2017).

Implementation of the program not only facilitates the interests of students but also shapes the character of entrepreneurs who are honest, trustworthy, and able to innovate. Honesty is one of the characteristics that an entrepreneur must have: being honest in selling goods at the price of quality, not reducing weights, and not committing fraud against goods sold. A student who has an honest character will not exaggerate and reduce the facts of goods or services sold. Applying the character of honesty at an early age can form a habit of good behavior in accordance with social standards. Honesty shown by a student can increase customer trust and foster a long-lasting relationship. An honest character is expected to be able to minimize the financial crimes that occurred when he grew up. It should be accompanied by forming an honest character when implementing the program, especially for the students in the lower class who are neither familiar with money nor understand the calculation in the transaction process, so that they suffer losses when the amount of money does not correspond to the quantity of food or drink that has been exhausted, minimizing the possibility if there are students who are less confident in paying for goods or even buying without paying (Ningsih, 2022).

People's independence and creativity are born from the emergence of generations of creative and innovative people who have contributed to economic resilience and reduced dependence on the availability of resources (Stamm et al., 2019). Students who have innovation in entrepreneurship have the opportunity to be economically independent, which reduces dependency on individuals and societies. Entrepreneurs also have strategic value if given to the learning process in elementary school. Entrepreneurship activities have the power of value that can change the mental individual to have spirit and be able to intervene to cultivate internal motivation in striving creatively and independently (Lafortune et al., 2018). Entrepreneurship also contains values that can be developed, such as having a strong internal impulse to produce new things, having the ability to serve well and professionally, having an open character, being able to accept and adapt quickly, having the ability to organize personalities and organizations, being able to read opportunities and dare to create new opportunities, always being a promoter of good behavior, and always striving to reduce dependence on others (Toscher, 2019).

CONCLUSION

Based on the above exposure, the conclusion can be drawn that the presence of a Friday market program can build students entrepreneurial skills. Through this program, students can understand economic activities, the introduction of money as an economic instrument, and apply good entrepreneurial character. The entrepreneurship indicators in this study include 69% confidence and optimism in the good category, 75% task-oriented and results-oriented indicators

show good results, 81% risk-taking and challenge-loving indicators in the good categories, 31% leadership and originality show good outcomes, and 38% are well-formed and future-oriented through the Friday market program. Implementation of the program not only facilitates the interests of students but also shapes the character of entrepreneurs who are honest, trustworthy, and able to innovate.

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