

Development of Entrepreneurship Learning Model for Early Childhood

Martha Christianti, Nur Cholimah, Bambang Suprayitno
Yogyakarta State University, Indonesia

Abstract

This study is an early pace in the research development of entrepreneurship learning model for early childhood. This study aims to explore how learning entrepreneurship that has been done in the early childhood; to know whether parents, teachers, and principals support the entrepreneurship learning; and what kind of values of entrepreneurship can be developed for early childhood. The results of this research are useful to create early childhood entrepreneurial learning design. The research conducts in the form of interviews, observation, and documentation. The result shows that the school which has been developing entrepreneurship has no clear guidance of learning to develop the spirit of entrepreneurship; all teachers and principals in the research agree that entrepreneurship learning developed from an early age. However, there are 90.79% of parents agreed that from an early age has begun to develop the spirit of entrepreneurship and 9.21% said they did not agree; and the values of entrepreneurship that are able to be developed since they are in early age are self-confidence, honesty, independence, responsibility, creative, never give up/hard work, caring for the environment, teamwork, discipline, and respect.

Keywords – entrepreneurship learning, early childhood, spirit of entrepreneurship

1. INTRODUCTION

Indonesia's HDI value for 2012 is 0.629—in the medium human development category—positioning the country at 121 out of 187 countries and territories [1]. This means that Indonesia is still far from the level of prosperity of other developed countries. To encourage economic development, in addition to the human resources (HR), the quality of the human factor itself is also of great importance in increasing national output (gross domestic product). Human resources continue to be improved in order to innovate continuously (continuous innovation capability). One form of the quality of human resources is the entrepreneurial ability. Boediono said that Indonesian entrepreneur's deficiency [2]. Survey in 2008 showed that Indonesia has as much entrepreneurial 1.56 percent of the population [3]. To achieve the level of prosperity that the higher society, ideally developed countries should have no less entrepreneurial 2 percent of the population.

Indonesia is a country that has a low number of entrepreneurs. This is due to the condition of the mental are weak. The weakness is caused also by the encouragement of family and education system [4]. Encouragement from family environment and entrepreneurial option is still seen as less prestigious than being an employee. Eexpectation of parents in children to date is to be employees rather than entrepreneurs. One reason is due to be employees of the income earned each month will be fixed. This is very different from being entrepreneurial. An entrepreneur must be willing to take high risks to the success or failure of doing business. Thus, the public mindsets assume that an employee has a higher position than the entrepreneur. It is also less encouragement in their education; education does not create jobs but create job seekers. Formal education is not designed to fulfill the needs of employment.

This statement is also proved by the data of employment in Indonesia. The fact shows that many graduates who choose to register as a civil servant than want to be the self-employed [5]. The number of civil servants quota is not proportional to the number of applicants. As a result, many graduates become unemployed and Indonesia has a fairly high unemployment rate.

Based on data from BPS [6], in February 2014, total unemployment in Indonesia is amounted to 7.2 million people (5.7%). Among the unemployed, the number of educated unemployed (unemployment D3 and S1) to 27.5%. The following Table is presented the statistical data of various workforces.

Table 1. Data of Unemployment in Indonesia According to the Education, above 15 years old

Pendidikan Tertinggi yang Ditamatkan	2012*)		2013*)		2014**)
	Februari	Agustus	Februari	Agustus	Februari
(1)	(2)	(3)	(4)	(5)	(6)
SD ke bawah	3,59	3,55	3,51	3,44	3,69
Sekolah Menengah Pertama	7,76	7,75	8,17	7,59	7,44
Sekolah Menengah Atas	10,41	9,63	9,39	9,72	9,10
Sekolah Menengah Kejuruan	9,50	9,92	7,67	11,21	7,21
Diploma I/II/III	7,45	6,19	5,67	5,95	5,87
Universitas	6,90	5,88	4,96	5,39	4,31
Jumlah	6,24	6,07	5,82	6,17	5,70

*) Februari 2012-Agustus 2013 merupakan hasil backcasting dari penimbang Proyeksi Penduduk yang digunakan pada Februari 2014

***) Estimasi ketenagakerjaan Februari 2014 menggunakan penimbang hasil Proyeksi Penduduk

Source: BPS (2014)

2. Literature Review

One cause of unemployment is the mismatch between the competence and the needs of employment, imbalance between demand and supply, as well as the quality of human resources are generated. Thus, one way to reduce unemployment is to equip graduates to be more competitive to find a job with competence such as entrepreneurship education. The importance of the role of entrepreneurial later became a deep study about how to impress people who want to become entrepreneurs in the future. It is necessary to cultivate the entrepreneurial values in every aspect of social life and nationality that Indonesia has many entrepreneurs, including in education. Education has a very important role in a culture that values entrepreneurship. Entrepreneurial values that civilized society is more positive mindset to choose self-employment as a way to improve people's lives.

Early childhood has a huge potential to start instilled the values associated with character development. Entrepreneurial value were developed in character education and began to attract attention to the learning process is developed in recent years. Early childhood by Montessorie entered during the sensitive period [7]. Sensitive period in every child is different. This period is characterized by a high curiosity in children. When that time arises, educators are expected to facilitate this by providing a variety of materials and learning resources. For the period is referred to as the golden age. At the age of 80 percent of the brain develops until the age of 8 years. Research shows that children are born with 100 billion brain cells. When entering an early age, growing up the connection several times the initial connection is about 20,000 connections [8]. This is why children are able to absorb spectacularly everything from the environment. It can be positive or negative. If the child is in an environment that is positive, the child form positive and vice versa.

Mbebeb [9] says that the cultivation of values, attitudes and behaviors and skills affect longer if it starts from early childhood. H. E. Mulyasa [10] says that children should experience the values in any levels so that these values are embedded. This method is referred to as living values education. In educating the children to understand the values, it needs to understand child in everyday real life. Some of the basic skills to become entrepreneurs by Wasti Soemanto [11] had to be developed from an early age through family and school environment. The program of government also develop the entrepreneur skill as character values that should be instilled since they are children. Mbebeb [9] also said that between the ages of 5 to 8 years old is the age at which children develop basic skills and have an entrepreneurial mindset that will then form the basis of children's skills for life and capable of solving every problem. Thus, it needs to develop entrepreneurship learning model for early childhood.

In Indonesian entrepreneur is defined as doing own business. Z Heflin Frinces [12] defines that entrepreneurs are people who are creative, dynamic and innovative, willing to take on the various types of risk and courage to face all the challenges that can not be predicted and predictable, through creativity and the power of the will (the will power) to achieve success. Wasti Soemanto [11] says that entrepreneur is the courage, virtue, trust, and courage in fulfill the needs and solve the problems of life with the power of the self. Both of these terms show that entrepreneurship is a form of self optimalization to become a whole person who has a strong personality.

Wasti Soemanto [11] says that a person who has a strong personality has characteristics; 1) high moral, 2) mental attitude of entrepreneurship, 3) sensitivity to sense the environment, and 4) entrepreneurial skills. An entrepreneur has a high moral means piety towards God Almighty, an independent mind, the primacy of God, loving of neighbor, having a high law

loyalty, and fair. Entrepreneur attitude mental is strong-willed, believing on the strength of personal, honest and responsible, having physical and mental endurance, persevering and tenacious, having a creative and constructive thinking. Sensitive to the environment is to know more the meaning of environment, a sense of gratitude for all that is acquired and held, the desire to explore and utilize the economic resources of the local environment, the intelligence to appreciate and utilize time effectively. Entrepreneurial skills are creative thinking skills, decision making skills, leadership skills, managerial skills, and interpersonal skills in human relations.

Entrepreneur education for early childhood is a part of efforts to cultivate a culture of entrepreneurial and the value of entrepreneurship from an early age [12]. The entrepreneurial culture are controlling their own destiny, maximizing self-potential, gaining profits, planning orientation, having strategic time management, innovative, increasing continuously quality work, and having willingness to grab opportunities. Values of entrepreneurial are dare-to-try attitude, setting the goal, having self-expectation, strong, self-confidence, having self initiative, responsible, learning from feedback, having a good relationship with the people who can help, willing to seek advice from the experts, to implement the task systematically.

In general, an entrepreneur has personality such as productive, creative, innovative, imaginative, professional, having high autonomy, the need for free and speed of action, brave to take risk fast and decision-making, courageous act rapid and decisive, hard-working and disciplined, tenacious, persistent, and diligent, energetic, hardworking, and the pursuit of profit-oriented and results, always try to create excellence, and value, ready to accept the risk and loss, act economically, objective and critical of business and duties, having long and durable working, thinking and positive attitude, always upbeat and confident, high-spirited, do not give up easily, high ambition and so forth [12]. Based on these traits, these suggest that entrepreneurship can be nurtured in every human being. The development of these traits can be cultivated from an early age. Meanwhile, according to Alfonso Mardani [13] the values of entrepreneurship that can be developed for early childhood are self-contained, creativity, risk-taking, action-oriented, and leadership. The fifth indicator value is derived in individual achievement, grade, and school.

The learning process of entrepreneurship is the process of learning to develop creativity [14]. For early childhood creativity can shape child development has entrepreneurial spirit. To be able to make a child be creative, it needs process of the stages of creativity. Stages to achieve the creativity, that are the observation stage, the stage of thinking, the discovery phase, the implementation phase. To create learning to develop creativity, there are several factors such as teachers, mental stimulation, culture and environmental conditions and the parents [15].

Learning creative needs to be supported by appropriate teacher characteristics. Teachers are able to create an atmosphere of creative learning by are is a teacher who appreciates the creativity of children, being open to new ideas, recognize and appreciate the existence of individual differences, accept and support children, provide a learning experience differentiated, flexible so as not to inhibit thoughts, attitudes, and behavior of children creative, love a challenge, appreciate the work of the child, expressive, soulful and sensitive to the feelings, love kids, are interested in the development of children, warm in attitude, and have a consistent attitude will but dynamic [16].

In psychological need, mental stimulation means that the child need to feel safe, comfortable, compassion and be able to develop creativity. Such acceptance can make children dare to try, having initiative and doing something spontaneous. Culture and environmental conditions in question is a creative child requires an environment that supports them to develop themselves. It is necessary to carry out the preparation and arrangement of the

physical environment so that children feel comfortable. The strategy to develop the entrepreneurial spirit in this case can be done in developing creativity by creating products (feet masterpiece), the role of imagination in the form of play, exploration, experimentation, projects, music, and language [15] (Yuni Rahmawati and Euis Kurniati, 2005: 61).

3. MATERIALS AND METHODS

This is a multi-year study. The method used is research and development. The first stage in this research is a preliminary study carried out stage by applying a qualitative descriptive approach. At this stage, the expected outcome is needs analysis for early childhood entrepreneurship learning. This analysis is expected to identify a range of entrepreneurial skills that can be applied and implanted in early childhood. The subject of research for preliminary studies, namely teachers, principals, parents and children of school Caesa Baby House, Budi Mulia kindergarden, Bintang Kecil play group, PAUD At-Taata, and An-Nuur play group.

4. RESULTS AND DISCUSSION

Preliminary data in developing a learning model of entrepreneurship is collecting information on entrepreneurship learning model that has been used in the schools. Here are profiles of the two schools.

a. Caesa Baby House

Caesa Baby House School is already implementing the values of entrepreneurship development in the form of extracurricular learning such as gardening, fashion show, cooking, dancing, painting, and swimming. Learning is performed on Friday and Saturday with a learning sequence that preliminary activities, activities that develop entrepreneurship such as gardening, fashion show, followed by recalling, lunch and rest, take a nap, play free, taking a bath, recalling, and a shuttle.

Reason to develop the entrepreneurship based on personal experience that the school owners to become entrepreneurs even though has profession as a teacher of SMK majoring in dance. She assumed that the values of entrepreneurship can be developed from an early age. The values are developed in this school that is self-reliance, creative, action-oriented, leadership, and hard work. Free learning-based entrepreneurship is not in explicit form, but in practice of learning. Assessment of learning is using a form of anecdotal records and reporting semester in the form of a rubric.

b. Budi Mulia Kindergarten (TK) and Playgroup (KB)

KB and TK Budi Mulia already have applied the value of entrepreneurship. These values are integrated in the learning developed since the value equal to the value of character education. Values that need to be developed in the study were willing to take a decision, responsibility, independent, creative, and so forth. Schedule for learning practice of entrepreneurship is in the form of selling and buying a 1 year project activities.

The first stage of the learning, children are asked to collect items to be sold, each 3 objects. The goods may be a result of the work, and any objects that are not used but still viable for sale. After collecting, the child was asked to put a price on his goods to be sold. Teachers guide children and encouraging children to give the same price on each item of goods which is 1000 dollars. Children were divided into two groups. The first group is group of sellers and the second is a group of buyers. Group of sellers share the duties as cashier, and bidders goods. Groups switch roles to be otherwise with the same steps. Before purchasing goods, children were asked to make observations first. The time to buy is then determined by the teacher. Guide in the form of a handbook on how the entrepreneurial learning process is

not in written form. Similarly, in the form of children's learning outcomes assessment does not exist, only refers to the assessment of existing curriculum is to develop cognitive, language, social, emotional, religious and moral values, as well as the physical motor.

Based on the interviews in the study, the learning model doesn't have a written guideline and clear learning sequence yet. It is necessary to develop clear and measurable entrepreneurship learning model for early childhood. The next step is to conduct a needs analysis conducted entrepreneurship learning for children through discussion. This was attended by a KB teachers, a TK teacher, and the principal of the six school are TK Pedagogia, An-Nuur, At Taat, Bintang Kecil, Caesa Baby House School, and Budi Mulia, and expert early childhood education and economic education experts.

The discussion results 12 values which can be developed for early childhood that confidence, honesty, independence, responsibility, creativity, leadership, unyielding, caring environment, cooperation, hard work, discipline, and tolerance. Teachers and principals hope that there are specific guidelines to teach the values of entrepreneurship so that the target is not too much teaching and difficult to measure. Thus, it is not only necessary guide but also a specific lesson plan to develop entrepreneurial values in children.

The next step is to capture data about the exact learning model needs with teachers, parents, and principals as target. They stated that the value of entrepreneurship can be developed in the form of integrative learning through play. According to 90 sample were distributed to parents, it is obtained 76 sample were returned to the researchers. The results of the questionnaire parents 90.79% agreed the development of entrepreneurship learning for children, others do not agree. Parents agree to say that the spirit of entrepreneurship can be developed from an early age. They give reason that its value commensurate with the value of character education. It is the Table shows the data about entrepreneurship learning for children.

Table 2. Descriptive Statistic of the Sample

Name of School	Return questionnaire	Agree	Not Agree
Caesa Baby House	15	14	1
An- Nuur	13	10	3
TK Pedagogia	11	9	2
At-Taat	14	13	1
Budi Mulia	15	15	0
Bintang Kecil	8	8	0
Total	76	69	7
Percentage (%)	100	90.79	9.21

There are 9.21 % of the sample do not agree the entrepreneurship learning. Parents who do not agree about the learning give reason that the child is still in the stage play, he does not need to not worry about the money, and the portions are too heavy to be understood by children.

Others (90.79%) write down some values of entrepreneurship is opportunity to develop creative, independent, value money/goods/others, social (adaptation, socialization), responsibility, unyielding, honesty, leadership, self-confidence, hard work, skilled, perseverance, discipline, thrift, courage, innovation, communication, risk-taking, collaboration, diligent, patient, tough, togetherness, problem solving, sharing, caring environment, imaginative, initiative, a sense of belonging, tidiness and cleanliness. From these values then we formed a team to focus on the value that becomes the basis for developing the entrepreneurial spirit. The team consists of economic education expert and child education experts. It results 10 values of entrepreneurship such as self-confidence, honesty, independent,

responsibility, creative, never give up/hard work, environmental care, cooperation, discipline, and respect.

5. CONCLUSION AND RECOMMENDATION

Early stage research suggests that parents, teachers and principals agree to entrepreneurship learning that is given to early childhood in the form of developing the entrepreneurial values in play activities. The values is important to be implanted at an early age to produce the next generation who are independent, responsible, concerned with the environment, unyielding, honest, confident, appreciative, creative, able to work together, and discipline.

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