

The Cultivation of Entrepreneurship Values in Children Aged 5-6 Years at TK Khalifah Samarinda

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Abstract— This study aims to determine the learning of the cultivation of entrepreneurial values in children aged 5-6 years in TK Khalifah Samarinda and the obstacles experienced in the learning strategy of planting entrepreneurial values in children aged 5-6 years in kindergarten. Khalifah Samarinda. This type of research is qualitative research with a descriptive approach. The data collected comes from interview scripts, field notes and documentation. The focus of this research relates to the activities of teachers and students in the TK Khalifah Samarinda. The results of this study indicate that the cultivation of entrepreneurial values in children aged 5-6 years is good enough and in accordance with children's needs. Embedded educational values are (1) market day (bazaar) activities (2) the values of independence that are embedded in children are very helpful to children in their daily habits, (3) discipline values, success here is very visible in children with seriousness in performing prayers and reciting, (4) the values of self-confidence, success in the form of courageous attitude to appear in public and not inferior to others show their leadership attitude, and (5) values of responsibility, success in the form of attitude that is always answer to what is done and done by each child. the conclusion in this study is that the teacher's approach to instilling entrepreneurial values in children aged 5-6 years in the TK Khalifah Samarinda has referred to the development of children, where they were not used to being independent, disciplined, confident and responsible now becoming accustomed to the values values that have been instilled by teachers at school and at home and the surrounding environment.

Keywords: *cultivation, early childhood, entrepreneurship values,*

I. INTRODUCTION

Nowadays people are beginning to realize the importance of education from an early age. Law Number 20 of 2003 concerning the National Education System Article 1 Paragraph 14 states that Early Childhood Education (PAUD) is the age of six years which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter more education go on [5]. Education at an early age or known as the golden age becomes so important because at this age children will

very easily absorb various information and stimuli given [13]. In PAUD implementation in the field, it is expected not to focus on children's intellectual intelligence, but also on the aspect of character building so that children are ready and able to adapt to society and the global world [1]. Early Childhood Education (PAUD) will become the forerunner of character formation nation, as the starting point of formation the quality of human resources who have insight, intellectual, personality, responsibility, innovative, creative, proactive, and participatory, and independent spirit [10].

Regarding character, educational institutions today have integrated character education in the curriculum. This is because the learning process cannot be separated from the curriculum. The curriculum is a plan that the teacher will use in carrying out a series of activities in school. One of the educational services to build character through entrepreneurship education [12,14].

Developing entrepreneurial character does not mean creating a trader or entrepreneur [8]. Moreover, this entrepreneurial spirit is seen as a characteristic of employees who have personal power in facing the challenges of the world [9]. A person with this entrepreneurial character, is expected to be able to drive the progress of the nation [2].

Strong character will make a person have a strong mentality in facing the challenges of the world. An entrepreneur who has entrepreneurship will maintain the quality of himself so that he always works hard, never gives up, honesty, and creativity [6]. Without these characters, an entrepreneur will easily fail in his career. Not only an entrepreneur, other professions also require strong characters to maintain their existence and be able to contribute and be able to influence the goodness of the community [11].

The teacher has carried out the process of planting character values but has not been well implemented in children. Some children show attitudes such as being irresponsible, easily discouraged, and easily blaming others. For example, if the teacher gives a new assignment to the children, then some children will say that they are unable to do these tasks without trying [4].

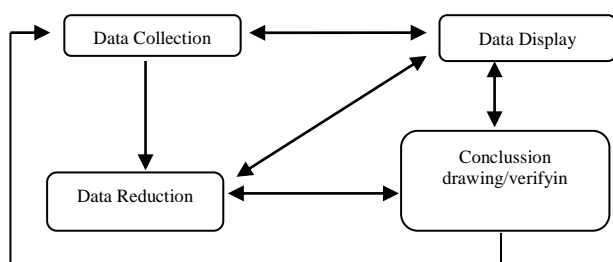
Kindergarten-aged children are active individuals who have high curiosity, perseverance and have unique characteristics for each individual. These characteristics are seen in the development of students in the Khalifah Kindergarten. Children in the Khalifah Kindergarten show different developments with other children in general.

Based on observations of TK Khalifah researchers have an icon as a kindergarten based on monotheism and entrepreneurship, researchers found interactions that occur in the classroom and outside the classroom, children show high self-esteem, honesty and never give up. If the teacher asks children to come forward and tell stories, then the child will try to move forward and tell stories. The school has a mission to develop entrepreneurship in children based on the example of the Prophet, such as always getting children to be persistent, independent, and confident in every activity carried out inside and outside of school. The method commonly used to foster entrepreneurial spirit in children is through fun activities such as market day, outbound, cooking day, and so on. Not to mention the formation of attitudes through habituation activities on a daily basis [3]. TK Khalifah is also the only kindergarten that becomes an icon or becomes a school model based on monotheism & entrepreneurship. Based on the explanation above, the researcher wishes to examine how the process of implementing learning in TK Khalifah Samarinda focuses on the cultivation of entrepreneurial values or entrepreneurship in students.

II. METHODS

The research approach used in this study is a qualitative descriptive approach. This type of qualitative descriptive research uses a case study research type. Research subjects were principals, teachers, and students. While the object in this study is the learning of entrepreneurial values in the TK Khalifah Samarinda.

Data collection techniques with interviews, observation and documentation. The analysis technique in this study will use the Miles & Huberman' model approach, as follows [7].



Gambar 3.1 Component of Data Analysis:
Interactive Model

III. RESULT AND DISCUSSION

From the results of observations for approximately 2 weeks, an important note was obtained about the general description of all activities in TK Khalifah Samarinda before, during and after the learning activities took place.

"At 7:15 I started the first research today, with the remarks of the teachers guarding the gate waiting and welcoming the children who came. All the teachers were in their respective positions, there were those who were assigned in front of the fence, some were guarding the children's shoe rack and in the classroom. By giving a warm smile to the children and parents who took their children in front of the school gate, the teachers welcomed the children while greeting and the children answered greetings and the children greeted the parents and the teachers. Then the teacher directs the child to take off his own shoes and put them on a shelf that has the name of each child. Then parents are welcome to fill in the absentee list provided by the school which aims to find out what time the child arrives, who escorted him and who picked him up again." (Ctl.Ob.15 / 8/2017)

Observation continued by observing the activities of children who had come to school, the following observation footage:

"The arrival of the children was welcomed by the teachers, to directly enter the class and recite the teaching and learning process. When it showed at 8:00 a.m., the teacher gave directions to the children to line up and read the pledge after that the teacher invited the children to form a big circle and play pat TK TK Khalifah, pat the businessman and sing together before the dhuha prayer and enter the class".

With remarks and direction from the teacher for the new children, the children were directed to take off their own shoes and put their shoes in the provided places and then go to class to recite, illustrating that from an early age the child has been planted with independence and discipline.

These findings, a conducive environment (calm, orderly and directed) is very supportive for the cultivation of entrepreneurial values because it is very easy to absorb what they see and what they hear so they will do it.

At 8:00 a.m., the research focused on the activities of the teacher's approach and strategy in the cultivation of entrepreneurial values.

"The researcher observes after opening, the children are directed to perform ablutions and perform Dhuha prayers every morning, after completing ablution the children prepare prayer rugs and mukas each and every day the children are assigned to take turns into faith and muezzin." (Ctl.Ob.28 / 8/2017)

One way is to instill entrepreneurial values or successful entrepreneurship in children, namely through dhuha prayer activities. During the dhuha prayer and dhikr together, there were also disciplinary planting processes which were entrepreneurial values.

With the Dhuha prayer activity every morning illustrates that the teacher has directed and instilled the values of entrepreneurship, which is reflected in the habit of living "disciplined, independent, confident and responsible" with the rules that have been set at school, seen children without the teacher's orders hurried away to the place of ablution, prepared prayer rugs and mukena respectively, and who served as priests and muezzins were

also very confident to lead their dhuha prayer friends after they finished praying the children rearranged their respective prayer tools.

Just as on the previous day observation still revolved around the teacher's approach to the cultivation of entrepreneurial values in early childhood.

"After performing the Dhuha prayer, the children were directed to sit in a circle, and read the sholawat, tahfiz surah, and sing before entering each class. Children are very happy and very enthusiastic. "(CtI.Ob.29 / 8/2017)

With the dhuha and tahfiz prayers surah every morning before entering the class illustrates that the teachers are very concerned about the condition of the child before entering the core activities, it is clear that the approach taken by the teacher in instilling entrepreneurial values that reflects the attitude to practice "discipline" appears in the teacher's approach solve problems with a gentle attitude and seen some children who are familiar with the rules of discipline and how the rules are implemented.

"After the dhuha prayer activity and reading tahfiz surah is complete, the teacher asks

Teacher: "Who wants to enter the class first?"

Child: I'm a mother ... (screaming children)

The children were very enthusiastic by raising their hands to move forward to stand in front so they could enter the class first. But the children must dare to stand before all friends to sing, read the hadith or read short surahs before entering the class. "(CtI. O. 30/8/2017)

With the teacher giving rules like that so that the child has confidence and discipline. So that children are accustomed to the rules of the existing rules. Discipline and self-confidence, which are accustomed early on have been shown by the teacher for the formation of life then in the form of the cultivation of entrepreneurial values.

Discussion

Muhammad Fadlillah & Lilif (2013: 190-195) explained several applications in building entrepreneurial values for early childhood in kindergarten in accordance with the characteristics and principles of child development namely: honesty, discipline, hard work, creative, independent, sense want to know, appreciate achievement, communicative and responsibility.

Soemanto (2008: 114) describes the effort to cultivate entrepreneurial values that can be done by parents and teachers, namely, as follows: games, affection services (attention, protection, recognition of each child's achievements and restrictions on all children's desires so that they don't tend to be aggressive.

In this study the focus of the cultivation of entrepreneurial values is market day activities (bazaar), independence, discipline, confidence and responsibility.

Here it is seen by researchers that each child has a different development process. This is due to the ability and response of the child itself, there are some children who respond to the direction or instruction of the teacher but do not implement it, there are also children who already have the habits found in the indicators above. These statement is supported by Brown in Sjamsir, (2018) 'acquiring or getting of knowledge of a subject or skill by study, experience, or instruction. Which means, learning is process obtain, get knowledge or skills through learn, experience or teaching. In this case, learning is not only related to growth but also development.

The cultivation of entrepreneurial values is carried out by the teacher, including planting the value of independence, the child is accustomed to being independent at school and at home. Examples such as releasing and putting up their own shoes, being able to work independently of tasks or activities provided without the help of the teacher and during market day (bazaar) activities, the child is trained in his independence by bravely shopping and interacting with the traders in the market and choosing what items to spend. Planting values of discipline, for example such as dhuha prayer, recitation and dhuhur prayer in accordance with a predetermined time. Planting the value of confidence, for example, children are taught to dare to appear in public, tell stories and express themselves in front of many people and at the time of the bazaar held by schools train children's confidence to dare to sell goods they sell to others and interact with buyers well . The last is planting the value of responsibility, the child is accustomed by the teacher to be responsible for what they do, for example like after playing or using shoes trimmed and put back in place. Researchers observed during 8 meetings, where each meeting the teacher always instilled entrepreneurial values such as habituation done a day such as independence, discipline, confidence and responsibility for doing market day (bazaar) or other entrepreneurship related activities.

Of the five indicators of the cultivation of entrepreneurial values that are used as the focus of the research assessment of a total of 12 children, 11 of them have fulfilled these five indicators.

IV. CONCLUSION

Efforts to cultivate the Entrepreneurship Values in Children Aged 5-6 years in TK Khalifah Samarinda shows that every child has a different development process. This is due to the ability and response of the child itself, there are some children who respond to the direction or instruction of the teacher but do not implement it, there are also children who already have the habits found in the indicators above, namely during market day (bazaar), independence, discipline , confidence and responsibility. The cultivation of entrepreneurial values is carried out by the teacher, among others, during the market day (bazaar) activities, children are taught how to become an entrepreneur by encouraging the value of independence, children are accustomed to being independent at school and at home. Examples such as children are trained to be independent and confident in

selling merchandise and through habituating everyday at home such as removing and installing their own shoes, able to work independently of tasks or activities provided without the help of teachers. Planting values of discipline, for example such as dhuha prayer, recitation and dhuhr prayer in accordance with a predetermined time. Planting values of confidence, for example like children are taught to dare to appear in public, tell stories and express before many people. The last is planting the value of responsibility, the child is accustomed to the teacher responsible for what they do, for example like after playing directed to tidy up the toys again or use shoes trimmed and put back in place. Researchers observed for 8 meetings, where each meeting the teacher always instilled the values of entrepreneurship such as habituation done a day such as independence, discipline, confidence, responsibility and market day activities (bazaar).

Of the five indicators of the cultivation of entrepreneurial values which are used as the focus of the research assessment of the number of 12 children, 11 of them have fulfilled these four indicators.

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