

# Develop of Entrepreneurship Instructional Models to Enhance Early Childhood Creative Thinking Ability

Margarita Inuk<sup>1\*</sup> Erdawati<sup>2</sup> Tjipto Sumadi<sup>3</sup>

<sup>1</sup>Early Childhood Education Programs, Universitas Negeri Jakarta, East Jakarta, Indonesia

<sup>2</sup>Universitas Negeri Jakarta, East Jakarta, Indonesia

<sup>3</sup>Universitas Negeri Jakarta, East Jakarta, Indonesia

\*Corresponding Email: Margaritainuk\_paud16s3@mahasiswa.unj.ac.id

## ABSTRACT

The purpose of this study is to develop entrepreneurship instructional models to improve the ability to think creatively at an early age. The method used is a quantitative approach with R & D. Using three instruments in data collection. In testing the effectiveness of the instructional model involving 30 students. The test results of the effectiveness of the instructional model through pre-test and post-test, pretest to see the initial conditions of students, while the post-test to determine the effectiveness of the instructional model. The posttest results showed that the entrepreneurship instructional model increased the ability to think creatively by 7 units by comparing the results of the average value between pre-test and post-test. Entrepreneurship instructional models improve the ability to think creatively making students actively involved in constructing knowledge so that learning is more pleasing.

**Keywords:** *effectiveness product, instructional models, early childhood, entrepreneurship*

## 1. INTRODUCTION

It was during this age of children that they begin to appear curious, happy to imagine and have interesting ideas, which was why making 21st century skills must and can be developed from an early age. Children have difficulty in understanding more complex ideas and applying the knowledge they have acquired to new situations. As a result, children do not have the ability to build knowledge and apply their knowledge from one state to another.

Instructional outcomes that still emphasize academic skills used repetitive memory and memorization, are still commonly found in several developing countries. The reason is the false belief of parents that the child's 100% academic success is in the hands of the school. The pride of a parent lies in when a child achieves good academic achievement, which has resulted in an early childhood education program that is teacher-centered rather than child-centered.

The developed of instructional that frees children to reflect their interests, develop creativity and think critically, is still far from expectations. Children's collaborative abilities where children can have the ability to collaborate and share are also underdeveloped. This results in the fulfillment of the graduate profile.

The purpose of this research was to develop entrepreneurial instructional models to improve the ability to think creatively at an early age.

Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social

risk, and receiving the resulting rewards of monetary and personal satisfaction and independence (1).

Entrepreneurship is not just an interdisciplinary field that we usually see, but it is the points that connect the main conceptual frameworks of various scientific disciplines (2). Entrepreneurship education produces satisfying services and is able to create sales strategies (3). There are five dimensions needed to be an entrepreneur that is like a challenge, has an entrepreneurial spirit, has skills in doing business, likes entrepreneurship, and has a strong fighting power(4).

Critical instructional depends on the intrinsic needs, assumptions, and needs of a specific student framework, where entrepreneurship education is prioritized. The theoretical scope of this paper concerns the suitability and consistency of the instructional process, it is recommended that entrepreneurship education be designed according to the needs of adult students. The implication concerns the entrepreneurship curriculum, innovative learning, and training(5).

That provides the basis for characterizing the idea of learning to be active in relation to two different phases namely, mapping the direction of the guide for actions to be taken and testing the plan of action in experience, as well as the importance of reflexivity during this entire process. This coherent arrangement lays the foundation for an active instructional model that simultaneously takes into account action and reflection in the entrepreneurial experience in the classroom (6).

Entrepreneurship contributes to knowledge and supports pedagogical change where change can produce relatively large economic returns for students (7).

The criteria of instructional design are learner-oriented. When designing instructional, the main focus is on students to help them learn teaching models and achieve learning goals. Therefore, the instructional design needs to be initiated by conducting a preliminary study of students, to find out basic skills and learning styles. Another criterion is based on a systems approach. The system consists of various interrelated components to achieve goals. In the system approach, problems that hamper can be predicted and can be anticipated. The criteria that need to be considered are intrusional design empirically tested. Instructional design before use must be tested empirically about its effectiveness and efficiency. Through this test, weaknesses and obstacles that arise to determine anticipatory steps are found. Scientific assessment also needs to be done so that developers can be more convinced to use it (8).

Branch states that instructional design is a process that is carried out repeatedly from planning performance goals, choosing instructional strategies, selecting media and selecting or making models and evaluating (9).

### 1.1 RESEARCH METHOD

The method used was a mixed method with a quantitative description approach. Data collection techniques through observation, interviews and questionnaires. The study population was all early childhood BPK Penabur students. The sample of this study was 10% of the total students of 36 students. The instruments used were pre-test and post-test to test the effectiveness of the product while the questionnaire instrument was to test the feasibility of the product. The instrument validation was carried out by a team of material, media and instructional design experts.

### 1.2 RESULT AND DISCUSION

The results of this study produce innovative instructional models that can enhance the creativity of college students. By using an instructional model that is designed systematically, students can innovate, be creative, be communicative and collaborate in activities. The instructional model has been revised based on the assessment of a team of experts and field trials. The results of this trial can be explained as follows:

#### 1.2.1 Evaluate one to one

One to one trial is conducted between instructional developers and three individual students. Selected students are students who have moderate ability, above medium and below medium. This trial aims to identify and reduce errors that are evident in the instructional model, besides this evaluation is intended to get responses from students about the content of the instructional model, material and feasibility of instructional models empirically. The

developer gives each student a learning model along with a response sheet to provide information and responses freely about the instructional model. Provision of instructional models in the form of modules and response sheets carried out to each student separately in order to make responses in accordance with their individual opinions. In this One to One test concludes the results of the responses given to improve overall learning activities.

At the end of the one to one trial, a test will be given in order to be able to measure the level of understanding of the learning material being studied, while the results of the trial data on the three students are presented in table 1.

**TABLE 1. RESULT ONE TO ONE TRIAL**

No.	Respondent	Score	Alphabet
1.	<i>Respondent 01</i>	***	B
2.	<i>Respondent 02</i>	***	B
3.	<b>Respondent 03</b>	*****	A
	Score Average	*****	A

Individual test results illustrate an average value of four stars (A) meaning that the quality of trials in this range is in the very effective category. Based on these average values, it can be said that the developed instructional model can be used as an instructional model to increase students' creativity and collaboration.

#### 1.2.2 Small Group Trial

Small group evaluation aims to obtain information that is used in perfecting the product in subsequent revisions. The trial phase is carried out on seven students. This small group is to represent the actual target population, and among them are not among students who have participated in one-to-one trials. Inputs are expected besides about the instructional model, also the learning process.

This stage begins by gathering students in a classroom and then being informed of the intent and purpose of conducting a small group trial. The information conveyed in the form of responses from students to the activities that take place includes assessing the quality of instructional products both regarding the material and the instructional process as well as the test that will be conducted at the end of this trial.

Distribution of learning modules and comments sheet to students is done after the objectives and intentions are carried out. Then give students one week to study the instructional model and fill out the comment sheets that have been distributed.

From the results of small group evaluations most students have no difficulty in understanding the material in the learning model. For the purpose of learning, students generally comment very clearly, because each content has an explanation and illustration of images and examples that support understanding.

The time given to study the material in the learning module is very sufficient, so students are very easy in answering all the questions asked in the response sheet. So the conclusion is that for the results of small group trials, there is not much change in the learning modules, both the material and the learning. The results of tests carried out after the end of the small group trials as in table 2 below:

**TABLE 2. RESULT SMALL GROUP TRIAL**

No.	Respondent	Score
1.	Respondent 01	A
2.	Respondent 02	A
3.	Respondent 04	B
4.	Respondent 04	A
5.	Respondent 05	A
6.	Respondent 06	B
7.	Respondent 07	A
	<b>Score Average</b>	<b>A</b>

From the data from small group trial results with an average student score of A (four stars) with good criteria, it illustrates that this learning module is very effective for a main trial or field trial. It's just that, as a consideration, the developer coordinates with the teaching practice supervisors.

**1.2.3 Evaluate Field Trial**

From the input and suggestions from the previous trial, then the field trial is then carried out. The field trial aims to see the effectiveness of the learning module in achieving predetermined learning objectives. In addition, to obtain information about learning components, material components and display components. The trial was conducted with 30 students, adjusted to the number of students who entered in the 2018 school year. The main trial process was carried out like a small group trial only the population or number of students was greater than the small group trial.

Students are given a learning module, and the opportunity to learn it is done because it is to identify deficiencies or weaknesses in the learning module be it material, instructional goals and learning outcomes. In accordance with the main goal of developing learning modules to increase creativity and collaboration of early childhood. In addition the field trial criteria are conducting tests to see the results of entrepreneurship training learning by conducting initial tests and final tests. Likewise with the responses of

students who learn to use learning modules to follow the learning of developers according to learning materials that have been done starting from the initial step. As for the comparison of the results of the initial test and the end of the results of this field trial can be seen in table 3 below.

**TABEL 3. THE RESULT PRE-TEST AND POST-TEST FIELD TRIAL TEST**

No.	Respondent	Score Pre-test	Alphabet	Score Post-test	Alphabet
1.	Respondent 01	**	C	**	B
2.	Respondent 02	***	B	****	A
3.	Respondent 03	**	B	****	A
4.	Respondent 04	****	A	****	A
5.	Respondent 05	**	C	**	B
6.	Respondent 06	**	C	**	B
7.	Respondent 07	**	C	****	A
8.	Respondent 08	***	B	****	A
9.	Respondent 09	***	B	****	A
10.	Respondent 10	***	B	****	A
11.	Respondent 11	****	A	****	A
12.	Respondent 12	**	C	****	A
13.	Respondent 13	**	C	****	A
14.	Respondent 14	***	B	****	A
15.	Respondent 15	***	B	****	A
16.	Respondent 16	****	A	****	A
17.	Respondent 17	****	A	****	A
18.	Respondent 18	****	A	****	A
19.	Respondent 19	**	C	**	B
20.	Respondent 20	***	B	****	A
21.	Respondent 21	***	B	****	A
22.	Respondent 22	**	C	****	A
23.	Respondent 23	****	A	****	A
24.	Respondent 24	***	B	****	A
25.	Respondent 25	***	B	****	A
26.	Respondent 26	****	A	****	A
27.	Respondent 27	***	B	****	A
28.	Respondent 28	**	C	****	A
29.	Respondent 29	****	B	****	A
30.	Respondent 30	****	A	****	A
	<b>Average Score</b>	<b>***</b>	<b>B</b>	<b>****</b>	<b>A</b>

Based on table 3 above, the presentation of the results of the field trial pre-test can be seen in Figure 1 below.

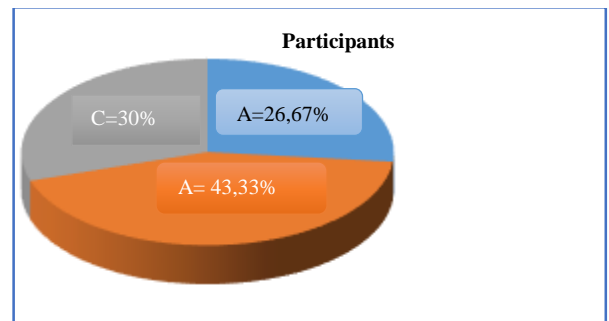


Figure 1. The Result Pre-test Field Trial

Based on Figure 4.10 above, the results of the field trials of 30 students in sixth, seventh semester, and tutor teachers showed that students who scored fourstars (A) were 26.67%, students who received three stars (B) as much as 43.33%, students who get two stars (C) as much as 30%, and for students who score < one star (D) as much as 0%. it can be concluded that almost 30% of students get a value below the Minimum Mastery Critical Value (KKM) which is three stars, this shows an incomplete understanding of the material.

Based on table 3 above, the presentation of the results of the post-test field trials can be seen in Figure 2 below.

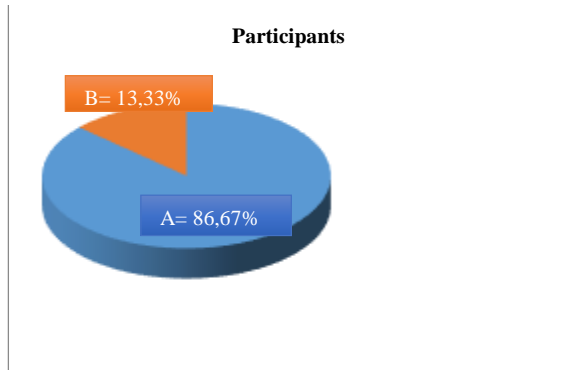


Figure 2. The Result Post-test Field Trial

Based on table 3 above, the results of the field trial tests on 30 students showed that students who scored four stars (A) were 86.67%, and students who earned three stars (B) were 13,33%, it can be concluded that all students meet the completeness criteria in instructional

## 2. CONCLUSION

Based on the results of the product effectiveness test through field tests that the product developed is very effective and feasible to be used in early childhood learning strategies in increasing collaboration creativity.

This product needs to be socialized in learning specifically in the BPK Penabur learning environment in Jakarta.

## REFERENCES

- [1]. Hisrich RD. Entrepreneurship. Jakarta: Rineka Cipta; 2008. 8 p.
- [2]. Casson M. Entrepreneurship: teori, jejaring, sejarah. Jakarta: Fajar Interpratama Offset; 2012. 3 p.
- [3]. Zhang JQ, Wang J. Outcomes of entrepreneurship education in China : A customer experience. *J Bus Res.* 2019;(xxxx):1–10.
- [4]. Obergruber P, Hrubcova G. Driving Forces of Entrepreneurship; an Experimental Approach. *Procedia Econ Financ.* 2016;39(October 2015):493–501.
- [5]. Kakouris A. Learning , Culture and Social Interaction Entrepreneurship pedagogies in lifelong learning : Emergence of criticality? ☆. *LCSI.* 2015;1–11.
- [6]. Pepin M. Enterprise education : a Deweyan perspective. 2012;54(8):801–12.
- [7]. Blimpo MP, Pugatch T. Entrepreneurship education and teacher training in Rwanda. *J Dev Econ.* 2019;140(May):186–202.
- [8]. Banerji a, Trust MEE, Scales IGR. *Multimedia for Learning and Performance.* Idea Group Publishing. 2005. 47 p.
- [9]. Branch RM. Robert Maribe Branch. 2013. p. 24–7