



Developing Student's Entrepreneurial Spirit through the Market Day Program at SDIT Alam Nurul Islam Dua

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Abstract. This research aims aimed 1) describe the implementation of market day at SDIT Alam Nurul at SDIT Alam Nurul Islam Dua, 2) describe the role of market day in fostering the entrepreneurial spirit at SDIT Alam Nurul Islam Dua, 3) explain the urgency of the implementation of market day at SDIT Alam Nurul Islam Dua. The methodology used in this research was descriptive qualitative. The data collection techniques were gained through interviews, observation, and documentation. The data that has been collected is then analyzed using interactive analysis techniques in the form of data collection, data reduction, data presentation, and conclusion drawing. The result of this research showed that the implementation of market day at SDIT Alam Nurul Dua has several stages. The technical implementation of Market Day included planning, production, preparation, and implementation. The market day program had a role in developing the characteristic entrepreneurial spirit of students. That was demonstrated by the attitude of students who were confident, originality, task-oriented, leadership, risk-taking, and future-oriented. The urgency of implementing the market day program is that it can be a means of early entrepreneurial learning for students. The necessity of hosting a market day at SDIT Alam Nurul Islam Dua was to become a method of strengthening students' entrepreneurship talents and developing entrepreneurial character in students.

Keywords: Entrepreneurship, Entrepreneurial Spirit, Market Day.

1 Introduction

Unemployment and poverty are still major problems faced by every country today. According to BPS (Central Bureau of Statistics) data for February 2022, the number of young open unemployed based on age groups in the age range of 15-19 years is 1.13 million people, and 20-24 years old is 2.5 million people. For developing countries like Indonesia, unemployment is a problem that is still often faced. To reduce unemployment and increase employment, entrepreneurship is one way to overcome the problem. Entrepreneurship has become part of the driving force of a nation's economy. Entrepreneurship is the base of economic growth and the welfare of the world community [1]. Over time entrepreneurship has contributed greatly to national income and development [22].

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Through entrepreneurship, limited employment opportunities and high unemployment rates are expected to be resolved. Entrepreneurship is currently an alternative that can be used as a solution to resolve these problems. The word entrepreneurship is taken from the French, namely *entreprendre*, which means undertake or to undertake [13]. It can be stated that the entrepreneurial spirit is an attitude that a person has in facing a limitation to create or manage to have value. Entrepreneurship is taken from the word entrepreneurship which means the soul, attitude, and independence of individuals in overcoming problems and finding new things that have value and utility [33]. Etymologically, the definition of entrepreneurship is taken from the words “entrepreneur” and the suffix “ship”. The word “entrepreneur” means one who organizes and manages a business. The suffix “ship” is one kind of noun suffix. To produce great entrepreneurs, it is necessary to provide skills and foster an entrepreneurial spirit in a person. Entrepreneurial skills are an applicable provision to reduce unemployment [31].

To be a good entrepreneur, one needs to have an entrepreneurial spirit within oneself. In this study, the entrepreneurial spirit refers to the attitude and character in oneself that shows the behavior of an entrepreneur. Entrepreneurial spirit is a strong belief and acceptance of entrepreneurial behavior, willingness to work hard, and maintain relationships with others [3]. The entrepreneurial spirit is the life of entrepreneurship, which is an entrepreneurial attitude and behavior that is shown through the nature, character, and character of a person who has the willingness to bring innovative ideas into the real world creatively [15]. Fostering the entrepreneurial spirit can be done from a young age. Building an entrepreneurial spirit in early childhood is more about how to build a character of independence and responsibility through theoretical and practical entrepreneurial education, as well as concrete examples because mental formation takes time and is a long process.

Through entrepreneurship education, students are encouraged to start recognizing and opening businesses or entrepreneurship. The mindset that is always oriented towards becoming an employee is changed to an orientation to find employees [31]. This early age period is a short but very important period for a person's life. Therefore, at this time all the potential that children have needs to be encouraged so that they will develop optimally [1]. The implementation of entrepreneurial spirit education in children since elementary school age is very important to implement. The primary school period is a time when children's imaginative abilities are developing [3]. For children to be interested in learning entrepreneurship, it is necessary to innovate learning activities. Entrepreneurship education must be made as interesting as possible so that students do not feel bored and discouraged [35]. The government has developed an entrepreneurship-based curriculum since 2009 which aims to prepare young people who are competitive and can provide work opportunities for others [17]. Market day is an entrepreneurial practice activity at school to train students to apply the positive values of the activity into a daily habit that supports the development of character values. Market Day is an entrepreneurial learning activity that aims to teach children to learn how to offer something to classmates, teachers, or even strangers. Usually, this activity is held in the form of a bazaar and the entire school parties usually participate in this activity [25]. Market Day is an experiential learning model, where activities are carried out like a buying and selling system where some become sellers and others become buyers.

Children are expected to learn and experience directly through real practices [36]. Through this direct entrepreneurial practice, children will learn many things and help them to foster the spirit of an entrepreneurial spirit. The market day program not only teaches the procedures for transactions for students but many moral values can be instilled in students, such as independence, discipline, honesty, responsibility, and interpersonal communication, and helps students in understanding lessons related to market day activities [22]. Market day can be considered as a school program option to foster the entrepreneurial spirit of students from elementary school age.

In addition, the previous study conducted based on Samad entitled "The Implementation of 'Market Day' Activities to Improve Children Entrepreneurship at Telkom Preschool Ternate", concluded that market day activities at Telkom Preschool Ternate integrate entrepreneurial values and the school curriculum [27]. By conducting market day activities, students experience hands-on practical experience. It may be said that trading activities in the market day have instilled the entrepreneurial spirit from an early age. In addition, a study conducted by Mashud entitled "Building Students' Entrepreneurial Spirit through Buying and Selling Activities (Analysis of Market Day Activities of YAKMI Islamic Elementary School Tangerang City)" conveyed that market day may lead someone to have high entrepreneurial skills because market day, they learn about entrepreneurship both theoretically and practically [19]. Students will gain a practical understanding of entrepreneurship through market day.

The researcher is interested in conducting market day research at SDIT Alam Nurul Islam Dua because the implementation of market day at SDIT Alam Nurul Islam Dua is rather intriguing to explore in depth. At SDIT Alam Nurul Islam Dua, market day is a regular program that is carried out once a week and has been functioning fairly effectively. Not all primary schools provide entrepreneurship education, and it is still uncommon to find schools that host market day programs as regular weekly programs.

Based on the background described above, researchers are interested in conducting research with the title "Developing Student's Entrepreneurial Spirit through the Market Day Program at SDIT Alam Nurul Islam Dua". This study aims to describe how market day is implemented at SDIT Alam Nurul Islam Dua in fostering the entrepreneurial spirit, describe the characteristics of the entrepreneurial spirit that arise during market day, and explain the urgency of market day implemented at the school. Therefore, this study proposes three research questions (1) how is market day implemented at SDIT Alam Nurul Islam Dua (2) What is the role of market day in fostering the entrepreneurial spirit of students at SDIT Alam Nurul Islam Dua (3) What is the urgency of implementing market day at SDIT Alam Nurul Islam Dua.

2 Method

This study used a descriptive qualitative design. This study was carried out at SDIT Alam Nurul Islam Dua, Kedunggudel, Widodaren, Ngawi, East Java, Indonesia. The

study was conducted from the end of October to December 2022. The research was carried out over three months for the researchers to gain a comprehensive and in-depth understanding. To obtain data on this study, the researcher conducted observations by visiting the school. The research subjects consisted of 3 teachers consisting of the headmaster, the vice principal of curriculum, a 5th-grade home-room teacher, and 1 third-grade student representing the lower class as well as 1 sixth-grade student representing the upper class. In this study, the headmaster was the informant who directed the key informant which was students. The vice principal of curriculum became a supportive informant. The observation was carried out directly on the subject of research to obtain data on the implementation of the market day program in the cultivation of student entrepreneurship. The data collection techniques used in this study were observation, interview, and documentation. The interview technique was conducted using a semi-structured interview technique. Interviews were conducted to obtain information from sources on the implementation of market day at SDIT Alam Nurul Islam Dua and student behavior when participating in the market day program. Documentation in this study was conducted to obtain data on the completeness of research documents and become evidence of a test. The documentation used includes the distribution of market day officer schedules, photos of market day regulations, and photos of special market day money. Observations were made to obtain in-depth data related to the implementation of the market day program in fostering the entrepreneurial spirit of students, the entrepreneurial spirit in students, and the urgency of implementing market day at SDIT Alam Nurul Islam Dua.

The interactive analysis of Miles, Huberman & and Saldana was the method of data analysis used in this study. Consist of data collection, data display, data condensation, and conclusion were the sequential steps in the analysis of research data [21]. The research data that has been obtained is converted into transcript form. Furthermore, grouping the data by taking the important points, looking for patterns and themes, and then discarding unnecessary data. The data is simplified so that researchers can interpret the data easily, after which the data is converted into a brief description. The final step is to conclude all the data findings that have been obtained. This study employed triangulation techniques to evaluate the accuracy of the data. To identify reliable data, interview data, documentation, and observations were then compared.

3 Result and Discussion

3.1 The Implementation of Market Day at SDIT Alam Nurul Islam Dua

The Market Day program taught children how to sell or market things to classmates and teachers in a school setting through a business practice exercise that resembled a bazaar or market. The SDIT Alam Nurul Islam Dua market day program was introduced during the first year of classes in 2015 and has since established itself as a weekly ritual. Activities related to market day were held every Friday from 12.30 WIB to 14.00 WIB. The program became one of the business-focused initiatives that aimed to realize one of the school's strategic plans for developing the leadership characteristics of its

students. The market day also aimed to develop students' soft skills and their business spirit from a young age.

The market day activity was a regular program carried out in the school environment every Friday, starting at 12.30 WIB until 13.30 WIB. Almost all school members, such as the principal, the vice principal, administrative staff, teachers, and students, were involved in the implementation of market day. The principal played a role as a policymaker. The vice principal played a role in supervising and distributing the schedule of students on duty during market day activities. Teachers played a role in accompanying and supervising students. Administrative staff were responsible for the exchange of market day money, students were assigned to be traders when they got a market day schedule, and students who did not get a schedule were assigned to be buyers. This activity was attended by all students from grade 1 to grade 6. The products sold in this activity were processed products made by students and parents. Students who got a schedule were in charge of setting up stalls, preparing products to be sold, and selling products to friends and teachers. The school helped provide supporting facilities for selling during market day such as tables, chairs, and gazebos. With these facilities, students could be expected to participate in the market day as well as possible and could foster the entrepreneurial spirit of students.

There were several stages or technical implementations of market day. Here are the technicalities of market day activities at SDIT Alam Nurul Islam Dua:

Planning

In the planning stage, the principal and vice principal coordinated to determine the time of market day implementation and evaluated the implementation of market day that had been carried out in the previous week. The vice principal created and shared the schedule of students in charge of market day activities in the homeroom teacher group. The schedule of students on duty would be conveyed to students in class and conveyed to student guardians via WhatsApp group. Students who participated in the market day on weekdays numbered around 15 to 20 students while when there was a big event at school, there would be 30 to 40 students in charge of selling products at the market day.

The following is an excerpt from the researcher's interview with the informant that can corroborate the statement. These quotes are mentioned below:

“...In this market day activity, the Principal acts as a policy or planning maker, determining the day of implementation and the time of implementation. After the policy has been determined, we leave the technicalities to the vice principal and homeroom teacher respectively. All teachers are responsible for supervising when the market day takes place.” (The School Principal)

“... The Vice Principal will be in charge of reminding the schedule to the ustadz (male teacher) and ustadzah (female teacher) in the class that this week this class is scheduled to be in charge of market day.” (The Vice Principal for Curriculum).

Production

The homeroom teacher will be responsible for the distribution of the types of ingredients for the market day products that will be made by the students. Milk, vegetables, fruit, flour, and meat are some of the ingredients for products that can be sold on market day at SDIT Alam Nurul Islam Dua. One student would be assigned to make a product made from one of the predetermined ingredients. Students and parents prepared products to sell on market day. The types of products sold at market day activities were food and drinks. The funds for making these products came from student guardians because later the profits would be given entirely to students and student guardians.

The following is an excerpt from the researcher's interview with the informant that can corroborate the statement. These quotes are mentioned below:

“The products sold are made by my mother...sometimes I help.” (Student 1).

“My mom usually makes them.” (Student 2)

Preparation

In the preparation stage, students who were scheduled to sell were in charge of setting up stalls and preparing products to be sold. Teachers were in charge of helping students and supervising students so that the market day implementation time ran conductively and on time. Students who did not get the task of selling were asked to line up neatly and queue when redeeming market day money. Market day activities were carried out on the school field. The sales stalls were placed in the gazebo and folding tables were provided by the school. Before the market day began, all school residents who participated in market day activities were required to exchange rupiah money into special market day money which would later become a means of payment when buying and selling takes place. The difference between market day activities on ordinary days is that when there is a commemoration of an important day or a big event at school, the market day stall will be decorated with student work.

The following is an excerpt from the researcher's interview with the informant that can corroborate the statement. These quotes are mentioned below:

“During the market day, I was helped by ustad (male teacher) and ustadzah (female teacher) to lift the table to sell.” (Student 2)

The Implementation of Market Day

Market day activities were carried out on the school field. The sales stalls were placed in the gazebo and folding tables were provided by the school. Students who have a market day schedule would be in charge of offering products and serving buyers. During the activity, the teacher would help supervise and assist students who had difficulty serving buyers. After the activity was completed, the special market day money from the proceeds from selling would be exchanged into real money. The sales results were fully handed over to each student who was in charge of selling during market day. In the final stage of market day activities, students exchanged special market day money from selling into rupiah money. Students assisted by teachers tied up and cleaned the stalls that had been used as stalls selling during market day activities. In addition,

market day activities could run well due to good cooperation and coordination between the principal, teachers, students, and student guardians. Based on observations, students seemed excited and enthusiastic during the activities.

The following is an excerpt from the researcher's interview with the informant that can corroborate the statement. These quotes are mentioned below:

“For Market Day activities, it is certain that ustadz (male teacher) and ustadzah (female teacher) accompany students during the activity. Even though the student in charge is grade 1, or grade 2 to grade 6, all ustadz (male teacher) and ustadzah (female teacher) must be assigned to accompany.” (5th-grade Homeroom Teacher)

Based on observations, interviews, and documentation, the implementation of market day at SDIT Alam Nurul Islam Two has been going well so far. All school members participate in this program. Market day is a buying and selling practice activity carried out in the school environment, students are tasked with offering and selling products to friends and teachers at school. The market day program is one of the practices of entrepreneurship learning, market day activities are similar to a bazaar, students sell and offer products made to friends and teachers [32]. The Market Day program aims to foster students' entrepreneurial spirit and train students to become entrepreneurs. The schedule and technical implementation of SDIT Alam Nurul Islam Two's market day has been well prepared. The stages of market day implementation include planning, production, preparation, and implementation. The implementation of the market day can continue to run until now because of good planning. The planning stage is an important basic stage. The planning stage is the main basis because at this stage there will be a description of what products will be sold, who are the target consumers of these product sales, selling prices, and marketing strategies [16].

The basic ingredients of food and drinks sold during the market day have been determined by the teacher by considering the nutritional content. Students and parents are given the freedom to sell food or beverage products according to the desired creations as long as the main ingredients of the products made are by the predetermined provisions. The regulations for products that can be sold at SDIT Alam Nurul Islam Two's market day are that the products must avoid preservatives and artificial colors that are harmful to consumption. During the market day program, students have the opportunity to freely sell and offer their homemade products [2]. The market day can be carried out well because the coordination between the principal, teachers, students, and parents also runs well. Cooperation between teachers, parents, and students during the market day program, can provide an unforgettable entrepreneurial practice experience that can be practiced in everyday life [28]. The sales results and profits obtained by students during the market day are given entirely to students.

During the implementation of the market day program, the school plays a role in providing facilities and infrastructure. In addition, teachers also have an important role during market day activities. Teachers help students who face obstacles during market day. Based on interviews and observations, during market day activities, students who are not yet fluent in counting become the focus of the teacher's attention and are accompanied during market day activities. On this occasion, students are trained to sell

while practicing counting and learning about the function of money as a means of payment. Teachers also actively socialize with student guardians and students about the reduction of plastic as a wrapper for processed products during the market. This is in line with the results of previous research which states that in market day activities, teachers play a role in accompanying, assisting, and directing students so that activities run smoothly [8].

3.2 The Role of market day in Fostering the entrepreneurial spirit of Students at SDIT Alam Nurul Islam Dua

Market day has a role in fostering the entrepreneurial spirit of students. Based on observations and interviews, direct trading practices based on entrepreneurship education have an impact on students in fostering entrepreneurial spirit. Market day activities not only teach about the procedures for transactions for students but also foster an entrepreneurial spirit. Based on the results of observations, it can be seen that the entrepreneurial spirit can be applied during market day. There are six characteristics of the entrepreneurial spirit according to Geoffrey G. Meredith [31], the following characteristics are visible during the market day including self-confidence, originality, task-oriented and result, leadership, risk-taking, and future-oriented. Self-confidence is shown when students are confident to offer their products to their friends and teachers. Originality is shown by students when determining the processed products that will be sold for market day. Task-oriented and the result is shown when students sell during market day, students will actively offer products that have not been sold out to teachers and friends. Leadership attitude is shown when students in charge of the market day remain in the position of the stall where they sell and when queuing in an orderly manner when buying and exchanging money. A risk-taking, attitude is shown by the courage of lower grade students (grade 1 and grade 2) who dare to be in charge of selling during the market day even though they have no experience of being a seller. Future future-oriented attitude is shown when they can identify food or drinks that have a chance of selling or not when participating in the market day. In addition, according to the principal, some students are interested and have even started selling outside of market day hours.

The role of market day is identified from student characteristics that show an entrepreneurial spirit when carrying out market day activities. The findings are the results of previous research on the characteristics of the entrepreneurial spirit which state that the characteristics of an entrepreneur are self-confidence, task and result orientation, risk-taking, leadership, originality, and future orientation [6]. The indicator of self-confidence in students during the market day is the courage of students to participate in trading and offering products to others. An entrepreneur must have a confident attitude to face all the problems that exist and not easily give up fighting for his business [23]. Indicators of task-oriented attitudes and results are that students can participate in market day well and get profit from market day results. Good entrepreneurs must be able to take responsibility for the tasks they have and the results of these tasks [10]. The originality is seen in the creativity and innovation of the products sold by students

during market day. Unique products will attract consumers to buy. Innovation in something will attract consumers to be curious and interested in buying [7].

A good entrepreneur must have a leadership attitude, both a leader for others and a leader for himself. An entrepreneur must have a leadership spirit both leading himself and others. Everyone is a leader for themselves and has responsibility for their actions [26]. Indicators of leadership in students are discipline during market day, both when selling and when being a buyer. The indicator of taking risks is shown when students dare to be in charge of selling during the market day without being accompanied by parents or teachers. The characteristic of taking risks has been practiced since grade 1 when students are in charge of selling during market day. The purpose of market day assignments to lower grades is so that they get used to trading and can get used to facing obstacles - which may be faced in the future. An entrepreneur who wants his business to succeed must be able to face the risks ahead that may become obstacles [9]. In addition, an entrepreneur must also be future-oriented. Indicators of future-oriented characteristics in this study are students' interest in entrepreneurship and the ability to take advantage of existing opportunities. To be a successful entrepreneur, one needs to be future-oriented, be able to see opportunities, not be afraid of failure, and not be quickly satisfied [20].

Market day activities can foster an entrepreneurial spirit that is independent, confident, creative, forward-looking, unyielding, and risk-taking [11]. These characteristics are some of the entrepreneurial characteristics of an entrepreneur. Although not able to fulfill all the characteristics mentioned, someone who has the six characteristics of entrepreneurship can be said to have the possibility of becoming a successful entrepreneur in the future [18]. Therefore, it can be said that through the market day program students not only learn to trade, but also train their mental and also their independence and leadership characteristics. Students are also expected to be active, and confident, and can develop their independence and leadership traits.

3.3 The Urgency of Implementing Market Day in School

Based on the background of the implementation of market day, namely training student leadership and providing soft skills to students. At first, the market day program at SDIT Alam Nurul Islam Dua existed because of the idea of the school and parents who were worried about children's snacks and there was a school vision in fostering student leadership. Over time, the market day program at SDIT Alam Nurul Islam Dua has grown. The market day program is expected to foster the character of leaders and foster the entrepreneurial spirit of students. Based on the results of observations during the implementation of market day, the urgency of implementing the market at school includes:

3.3.1. Being a means of developing students' entrepreneurial skills

Through market day, students are not only taught entrepreneurship verbally but are also trained to practice trading directly outside the classroom. According to the principal, market day activities can attract students' interest in trading not only at school but also outside school. This is supported by the results of the researcher's interview with the vice principal for curriculum:

“...when it comes to the curriculum, Market Day is one of the entrepreneurship programs that is the goal of one of the visions at SDIT Nurul Islam Dua, which is related to leadership. If people are like the SIP slogan. S is Sholih, I is a scientist, and P is a leader. Now in this leader, the character of the leader is one of the indicators of entrepreneurship or entrepreneur.” (The Vice Principal for curriculum).

3.3.2. Train the entrepreneurial character in students

In addition to being a means of learning entrepreneurship, market day also trains students' character. Through the market day character program, students are trained to have a leadership and entrepreneurial character. From the results of observations and interviews, the characteristics shown by students during the market day include leadership, independence, hard work, confidence, un-yielding, and forward-looking. After market day, students are expected to be able to have an entrepreneurial spirit and can become a person who has good character.

“...we want students to also develop a trading spirit. Therefore, we form an entrepreneurship curriculum, one of which is Market Day”. (The Principal)

“Market day needs to exist because market day is indeed one of the entrepreneurship programs which is one of the indicators in the character we want to achieve.” (5th-grade Homeroom Teacher)

Based on observations and interviews with teachers, the market day program at SDIT Alam Nurul Islam Dua is an important school program. In addition to aiming to foster the spirit of leadership as in the school's vision, market day is also a form of entrepreneurship education program at school and trains students' character. Direct entrepreneurial practice can have more impact on students than just learning about entrepreneurship theory. The market day program can provide learning to improve children's entrepreneurial skills unconventionally but in a participatory manner [34]. During market day activities, students can express their talents in offering products, serving buyers, and learning to calculate the sales revenue they get. The participation method can hone and develop children's abilities in entrepreneurship [30].

The market day also has a role in training student character. Schools are the right place to shape student character through activities at school [29]. Providing character education since elementary school is the right step. A good education is an education that can train a person to be more competent and have character [5]. Through market day activities, the characteristics of resilience, independence, confidence, self-confidence, and discipline can be honed through buying and selling activities during market day. As stated by [14], market day can be one of the programs in elementary schools that is effective in fostering the character of students' entrepreneurial spirit.

4 Conclusion

Market day is a form of entrepreneurship education that can provide positive values and instill the entrepreneurial spirit of students. So far most students were enthusiastic about participating in market day activities. All students, teachers, and parents played a role in this program. It can be said that the implementation of market day at SDIT Alam Nurul Islam Dua has been running well and organized. The market day program at SDIT Alam Nurul Islam Dua already has standard regulations and technical implementation so that market day activities can run well and regularly. The market day stages at SDIT Alam Nurul Islam Dua consisted of planning, production, preparation, and implementation of market day. Planning is the first stage in the implementation of the market day program, the principal and vice principal for curriculum determine the day and technical implementation of the market day. In the production stage, parents have an important role in helping students prepare products that will be sold during market day. In the preparation stage, students are assisted by teachers to prepare selling stalls and exchange special market day money. The implementation stage is the core stage, students who are scheduled to be on duty act as sellers, and other friends who are not on duty and teachers act as buyers. Although there were still some obstacles to the cooperation between students and teachers, these obstacles could be overcome. Market day also plays a role in instilling an entrepreneurial spirit in students. The characteristic entrepreneurial spirit that emerged when market day activities included creative confidence, hard work, discipline, and cooperation. The urgency of implementing market day at SDIT Alam Nurul Islam Dua was a means of developing students' entrepreneurial abilities and training entrepreneurial character in students. Market day can be one way of providing entrepreneurship education for elementary school students. The reason why market day was important at SDIT Alam Nurul Islam Dua was as a means of developing students' abilities, through direct market practice in entrepreneurship and developing entrepreneurial skills in them. In addition, the market day could also train student character. Fostering an entrepreneurial spirit from an early age aims to make students have tough entrepreneurial skills and characters and can compete in the future.

The research focus in this study is still limited to the implementation of market day, the role of market day in fostering the entrepreneurial spirit, and the urgency of implementing market day. Therefore, further research can investigate the obstacles experienced by students and how to increase student interest in participating in the market day. Data collection techniques in this study are limited, in the form of interviews, observation, and documentation. Future research is expected to apply other data collection techniques. interviews, observation, and documentation. Future research is expected to apply other data collection techniques.

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