



Analysis Study of The Need for Development of Lift The Flap Book Media as an Effort to Introduction to Entrepreneurial Values in Early Childhood

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Abstract. This research aims to analyze the needs for developing the lift the flap book media as an effort to introduce entrepreneurship values to early childhood. Needs analysis is used to identify the materials or things needed to develop a product. This research uses a qualitative approach by conducting literature studies and field studies. The literature study was carried out by collecting literature related to educators' strategies for introducing entrepreneurial values to early childhood. The field study was carried out using interview techniques which aimed to determine the understanding and condition of schools in implementing entrepreneurship education. Interviews were conducted with ECE educators in 5 ECE agencies in Jambi City. The results of data analysis show that teachers still have difficulty introducing entrepreneurship values to children due to various limitations such as teacher knowledge and the learning media used. Therefore, teachers and schools need media to introduce the values of entrepreneurship to early childhood, such as picture book media, namely lift the flap book media

Keywords: Entrepreneurship, Lift the Flap Book, Early Childhood Education

1 Introduction

One potential that is no less important that must be developed is entrepreneurship. Considering the increasing increase in unemployment due to limited job opportunities, it is deemed necessary to prepare children from an early age regarding entrepreneurial values so that they become provisions for later life. Ideally, the entrepreneurial spirit needs to be instilled as early as possible. Entrepreneurship education should be introduced at kindergarten level or commonly known as kindergarten in Indonesia [1]. Childhood is considered the ideal stage and the right time to influence attitudes towards entrepreneurship [2][3]. Introducing the value of entrepreneurship to early childhood is very important in forming character attitudes in children [4][5]. Entrepreneurship learning is allegedly able to develop character, such as: creativity, independence, responsibility, discipline, problem solving, communication, and self-control. The formation of an entrepreneurial mindset should start from the earliest level of education in shaping children's responsibility and creativity [6].

Entrepreneurship is not only the world of adults, but can also be part of the world of children [7]. The difference is, entrepreneurship for children cannot be done alone, but requires guidance and support from adults, parents and teachers. Children who are exposed to the world of entrepreneurship from an early age will find benefits for their future. At an early age, children who learn to cultivate entrepreneurial learning will grow into creative individuals. Creativity trained from an early age [8], including through various entrepreneurial activities, becomes the main capital for children's productivity and independence when they grow up.

Entrepreneurship education for early childhood is part of efforts to foster entrepreneurial culture and values from an early age [9]. Introduction to entrepreneurship can be done through meaningful habits so that children become more competent in these activities [10]. Entrepreneurship for young children does not mean teaching children to trade or earn money from an early age, but rather to grow and develop the traits or characters that already exist in children [11]. Entrepreneurship education is not just about educating prospective entrepreneurs or teaching children how to earn money from an early age, but rather to grow and develop the character that already exists in children [5]. Children who have an entrepreneurial spirit will have self-confidence, a sense of self-esteem and have noble values in life, including being independent, creative, thrifty, efficient, punctual and not get discouraged easily, maintain relationships with other people, cooperate with friends, express ideas in groups, and understand other people's feelings [12]. This is why everyone should have the entrepreneurial paradigm. The essence of entrepreneurship is how to instill ways to try, solve problems and take full responsibility for what children do [6].

The entrepreneurial values are maximizing one's potential, making a profit, planning orientation, strategic management, innovative, improving the quality of work, and having the will to seize opportunities, being brave, having goals, having hope, being strong, confident, having initiative, being responsible, help, receive opinions from experts, carry out tasks systematically [13]. Entrepreneurial values that can be applied to young children are: honesty, discipline, never giving up, creative, independent, curious, self-confident, appreciative of achievements, communicative, and caring for the environment [14]. Several entrepreneurial characters that are easy to apply to young children are leadership, honesty, generosity, discipline, responsibility, independence, courage, self-confidence, skill, as well as creativity and innovation [15]. There are several methods for instilling entrepreneurial character in early childhood, namely: habituation, example, telling stories, playing, watching films, and asking questions.

The strategies that can be used to instill entrepreneurial values are through learning, playing and leading by example [16]. However, the process of stimulating these values is certainly not easy, because if you look at the development of early childhood, they are at the pre-operational stage where they learn concretely through symbols, pictures and play. To bridge this need, learning activities require learning media that is interesting and easy for children to remember. Learning media itself can be used as a communication tool that will never be lost in the world of education. Apart from that, media is not only a communication tool, but is a tool that can help and make it easier to convey a message. Hence, the media has a very important role in the process of learning activities, especially in making it easier for teachers when delivering learning material. The

learning media used in ECE are usually print media (magazines, story books), educational game tools (APE), audio visuals, posters and flannel boards.

Researchers have conducted literature studies regarding teachers' strategies for introducing entrepreneurship to children, such as market day activities [17], cooking classes [18], cultivation [5] and other activities that can be carried out in the classroom. Furthermore, the researchers also conducted a survey regarding entrepreneurship education at 5 ECE institutions in the Telanai Pura sub-district. The results found that 3 schools had carried out entrepreneurship education activities but the activities carried out were only buying and selling carried out in the professional theme, namely traders. Activities such as not explaining the values of entrepreneurship will be transferred to children. Apart from that, the teachers revealed that there was no learning media related to the concept of entrepreneurship that could be used. So far, teachers have introduced the concept of entrepreneurship with buying and selling activities where the teacher has to condition the activities. Therefore, we need learning media that is easy and can be used anywhere, one of which is the lift the flap book media.

Lift the flap book is a book designed to be interactive and can train children's motor development through viewing, opening and closing activities. The lift flap book is usually called a window book because this book contains pictures with windows that can be opened (can be up, down, right or left) and there is information behind it. The interactive lift the flap book concept can foster children's interest in seeing and exploring the contents of the book. Interactive story books can foster the spirit of entrepreneurship in children [19]. Lift the flap book is packaged by arranging or stacking several pieces of paper, then lock one side of the paper arrangement and leave most of the paper so that it can be opened and closed again [20]. This aims to find out the surprise or something hidden in the content of the story behind the paper that is attached. So that the story book it doesn't seem boring apart from being presented with bright, funny and interesting illustrations and a simple layout using large text sizes [21]. Based on the results of previous research, there is no flip the flap book media that integrates entrepreneurial values, so it is very important to develop this media.

The aim of this research is to analyze the needs for developing the lift the flap book media as an effort to introduce entrepreneurship values to early childhood. Needs analysis is used to identify the materials or things needed to develop a product.

2 Method

This research uses a qualitative approach by conducting literature studies and field studies. It was chosen because the data needed in this research is in the form of a description in the field of an analysis of flip the flap book media needs based on entrepreneurship values by comparing the availability of media in the field. The literature study was carried out by collecting literature related to educators' strategies for introducing entrepreneurial values to early childhood. The field study was carried out using interview techniques which aimed to determine the understanding and condition of schools in implementing entrepreneurship education. Through interviews, data was obtained directly from teachers who were dealing with learning in the classroom. Interviews were

conducted with ECE educators in 5 ECE agencies in Jambi City, namely Rizani Putra Kindergarten, Pembina 2 State Kindergarten Jambi City, Yunico Kindergarten Jambi City, Kembar Lestari Kindergarten, and Kirana Kindergarten. Random sampling is used so that the data obtained avoids bias to look at media needs in general without looking at characteristics such as teacher quality or human resources. Data analysis uses Miles and Huberman, namely data reduction, data presentation, and data verification

3 Result and Discussion

3.1 Results

Various theoretical studies explain that entrepreneurship education is very important to be given from early childhood. Implementation of entrepreneurship education will help develop various positive characters that will be useful for children in the future. These characters include creativity, independence, responsibility, discipline, problem solving, communication, and self-control. The implementation of entrepreneurship education is not just about introducing children to material or economic values but rather how to introduce values such as self-confidence, time management, skills in understanding other people, cooperative attitudes, expressing ideas, discipline, communicativeness, mutual respect and care. The implementation of entrepreneurship education in kindergarten learning should remain based on the principles of kindergarten learning, namely learning through playing with the help of media or interesting educational game tools, and of course learning with concrete objects and actively involving children. Based on the literature review, several activities that can be used as a way to introduce the values of entrepreneurship education are market day, cooking class, and cultivation.

Table 1. Field Interview results for needs analysis

The aspect in question	Conclusion of Interview Results for 5 Schools
Do you teach your children the values of entrepreneurship at school?	Based on the results of interviews with 5 schools. 3 out of 5 schools have introduced the values of entrepreneurship to early childhood. while 2 schools have never implemented it.
What entrepreneurial values are introduced to children?	The entrepreneurship values that have been introduced in 2 of the 5 schools include: honesty, courage, creativity, independence, responsibility, hard work and communicativeness. 3 out of 5 schools stated that they had never introduced entrepreneurship values in their activities learning.
What kind of difficulties are experienced in introducing entrepreneurship values to children?	The difficulties experienced by schools in introducing entrepreneurial values include: teachers' lack of understanding regarding entrepreneurial values, costs and time in implementation, children's motivation and interest in learning activities.
What media is used to introduce entrepreneurial values to early childhood?	2 out of 5 schools use play equipment as an introduction to entrepreneurship. 2 out of 5 schools stated that they did not use any media because it had not been implemented. Meanwhile, 1 other school does not use any media but rather activities chat and ask questions with students.

The aspect in question	Conclusion of Interview Results for 5 Schools
How do children respond to using media to introduce entrepreneurial values?	3 schools that have introduced entrepreneurship values stated that children responded very well and were interested in this media. 2 other schools stated that they hoped that there would be media that would help them in introducing the values of entrepreneurship
Media Any books available at school?	Book media that already exist in 5 schools include story books, illustrated magazines,
Does the book media fulfill the introduction of the value of entrepreneurship to children?	Based on the results of interviews from 5 schools, it was stated that the existing story books did not fulfill the introduction of entrepreneurship values for children because the themes did not contain the values of entrepreneurship itself.
What kind of media do you have? Is it necessary to introduce children's entrepreneurial values?	picture book media which contains entrepreneurship values, APE which supports sociodrama activities, and video media.
Have you ever used lift-the flap book media in your child's learning activities?	Based on interviews, 5 schools have never implemented lift the flap book media in learning activities at school. Meanwhile, teachers who have used this media have only limited it to personal activities and the lift the flap book material that the teacher has has no introduction to the values of early childhood entrepreneurship.
What kind of lift the flap book media do you expect in introducing children's entrepreneurial values?	Research respondents hope that there will be a media lift the flap book that introduces entrepreneurial values packaged in the form of stories about children's daily lives in their families or environments and has lots of pictures and little writing.

Based on the results of interviews, it was found that the introduction of entrepreneurship values for young children still has limited application in learning. Indicators of entrepreneurial values that have been introduced in several schools have not been properly realized. This is because teachers or educators do not yet understand the values of entrepreneurship that can be applied to early childhood learning. Apart from that, schools have limitations in carrying out activities to implement entrepreneurial values. Schools need media such as interactive picture story books to help children recognize the values of entrepreneurship so that they are easy to use and store. Teachers or educators have never used lift the flap book media for learning activities. Schools do not have story books that contain the message of children's entrepreneurial values.

3.2 Discussion

The results show that some schools have not implemented entrepreneurship education, even though it is very important to introduce the values of entrepreneurship to children from an early age, especially at school. It is important for children to contact with entrepreneurship education programs, so that children can develop important personal characteristics that will be crucial for those wishing to become entrepreneurs [22]. Also, important to implement entrepreneurship in the curriculum so that it can improve the quality of children's background achievements such as their independence [23]. Literature data shows that the application of entrepreneurship is provided through interesting

activities or media. Researchers have conducted literature studies regarding educators' strategies for introducing entrepreneurial values to early childhood, including market day activities [17], cooking classes [18], cultivation [5] and other activities such as telling stories.

4 Conclusion and Recommendation

Based on the research results, it can be concluded that schools and teachers need a learning media that can introduce entrepreneurial values to early childhood. The results of the analysis show that teachers still have difficulty introducing entrepreneurship values to children due to various limitations such as teacher knowledge and the learning media used. Therefore, teachers and schools need media to introduce the values of entrepreneurship to early childhood, such as picture book media, namely lift the flap book media.

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