



The Effectiveness of Market Day-Based Learning Projects in Improving Entrepreneurial Skills in The 21st Century in Social Studies Learning

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Abstract. The problem of unemployment is a serious problem that is faced in the order of social life. So, educational institutions have an important role in encouraging creativity and providing adequate knowledge about entrepreneurship to increase the younger generation's interest in choosing an entrepreneurial career. The implementation of the independent curriculum plays a role in increasing students' entrepreneurial interest in developing businesses from an early age. This research method aims to identify the level of effectiveness in implementing the project-based learning model by implementing market days in schools for students. The research method used was quantitative, with a pre-experimental type and a one-shot case study type, and data collection techniques used questionnaires, interviews, and observations. The data analysis technique uses the Winstep Rasch model analysis. The results of this research identify that learning through the market day project can contribute to fostering students' entrepreneurial spirit from an early age. Through implementing the market day project, students are given space to innovate and nurture an entrepreneurial spirit. This can be interpreted from the analysis, and it can be identified that the results of the item mean correlation are 1.00 with the percentage level of reliability being at 0.77 so that from the standard item, 50 items can be categorized as increasing by being at a separation level of 1.64-167. Therefore, market-day project-based learning can foster entrepreneurial skills in students.

Keywords: Learning Project, Market Day, Social Studies Learning.

1 INTRODUCTION

The problem of unemployment is a serious problem that is faced in the order of social life. Another issue is how entrepreneurship education can be implemented from various levels, from elementary school to university. Even though we know that each student at multiple levels of education is currently different, it is important to implement an entrepreneurial spirit from an early age. This encourages educational institutions to play an important role in promoting creativity and providing adequate knowledge about entrepreneurship. Entrepreneurship is important because entrepreneurship is a resource for economic growth. Entrepreneur-

early age because entrepreneurship can be an effort to create jobs and reduce unemployment. Educational institutions have an important role in encouraging creativity and providing adequate knowledge about entrepreneurship to increase the younger generation's interest in choosing an entrepreneurial career. The Independent Learning-Free Campus (MBKM) curriculum aims to improve students' entrepreneurial interest in developing businesses from an early age and overcoming the problem of unemployment.

Creativity is an important aspect of human development, including in educational institutions. Educational institutions are the right place to nurture creative talents and students' ability to think creatively. Creativity is a collection of skills and characteristics that lead to innovative thinking. Creativity is related to genetic and innate factors. Still, it cannot be denied that parents, teachers, and the educational environment provide conditions that can trigger creativity in student learning. [3]. Creativity implemented in the MBKM program, one of which is project-based learning and independent entrepreneurial activities, is carried out by giving assignments to students to carry out education and self-development through entrepreneurial project activities outside the classroom as potential entrepreneurs.

Implementing market day in the independent curriculum is an effort to encourage the growth of an entrepreneurial spirit. Entrepreneurship is an activity carried out by a person to achieve certain goals with a mental attitude of being brave, brave, tough, fighting, and highly competitive. The role of entrepreneurship is closely related to the progress of a nation. Based on the identification results, it can be called a developed nation when it can stand on its own, and this can be achieved by the growth of entrepreneurs who are innovative, creative, intelligent, brave, and persistent. Achieving the government's goals requires the role of universities in creating the nation's next generation who are ready to face global competition, namely Revolution 4.0 [4]. This is a challenge, and the demands of life skills in the 21st century require fundamental pedagogical changes. Entrepreneurship education is provided at various levels to encourage an entrepreneurial spirit in every element of society from an early age.

Based on the realization of the market day project in learning as a form that students have the opportunity to study important themes or issues such as sustainable lifestyles, culture, entrepreneurship, and technology so that students can take real action in responding to these issues according to the learning stages and his needs. This strengthening project can also inspire students to contribute and impact the surrounding environment. Learning about entrepreneurial projects through market days in the independent curriculum program can be carried out as an effort to increase the effectiveness of learning, namely in creating entrepreneurial intentions in the younger generation from an early age [5]. This, as creativity, can be said to be related to a person's ability to carry out actions to create new creations, which are realized in the form of thoughts and/or objects. Thus, the implementation of social entrepreneurship projects is a form of contribution in preparing young generations who are adaptive and understand entrepreneurial procedures from an early age as an effort or way to answer the challenges of the 21st century [6]. Therefore, students' entrepreneurial intentions can be formed and enhanced by a learning process that provides adequate knowledge, personal experience, and

activities related to entrepreneurial projects, such as market days, so that it can encourage the growth of an entrepreneurial spirit.

Market day is a way to form social values in students, starting from social negotiation, communication, social interaction, and social awareness. Even as a way to create an entrepreneurial spirit from an early age. Market-day project-based learning is an effort to have the opportunity to study important themes or issues, such as entrepreneurship and technology, so that students can take real action in responding to these issues according to their learning stages and needs [7]. This also, as a movement to cultivate entrepreneurship in Indonesia through entrepreneurship education, is expected to encourage individuals to start their businesses, which will create opportunities for themselves and others. Carrying out learning and self-development through entrepreneurial project activities outside the classroom as a prospective entrepreneur. Efforts to instill an entrepreneurial spirit which aims to create a young generation who are literate in entrepreneurship [8].

Students' entrepreneurial intentions can be formed and enhanced by a learning process that provides adequate knowledge, personal experience, and related activities to motivate them. This follows the implementation of MBKM entrepreneurial activities, hereinafter referred to as the power market at the school level, which is designed to combine education and development to increase each student's competency, skills, and practical experience. Market-day project-based learning is a way of making activities into something that touches on the basic principles of entrepreneurship [9]. Civil society means social entrepreneurship, which generally comes from community initiative and participation by optimizing the social capital that exists in society. Innovation means social entrepreneurship solving social problems in innovative ways, including by combining local wisdom and social innovation [10].

One of the 21st-century skills that today's students must have is entrepreneurial skills as a form of social and economic development, one of which is improving the quality of learning and accelerating entrepreneurial growth. The realization of entrepreneurship is an effort by people who recognize potential and learn to develop it to seize opportunities and organize businesses to realize their dreams. Entrepreneurship is a creative and innovative ability, keen to see opportunities, and always open to any positive input and changes that can bring the business to grow and have value. Entrepreneurial ability is based on an interest in reading opportunities for business development, the availability of sufficient time to improve the creativity of one's business, and a strong drive to dominate the market. Entrepreneurial skills are a way to develop students who have 21st-century skills that refer to global competency standards that prepare the young generation to enter the world of work and the realities of life in the 21st century. The important role of entrepreneurial skills in the 21st century also aims to create a society that cares for humanity; through economic growth and community settlement, it is hoped that all challenges can be overcome so that every phase of society can enjoy an active and comfortable quality of life.

2 RESEARCH METHOD

Quantitative research methods are research methods that are based on the philosophy of positivism. Quantitative research is used to research certain populations or samples; sampling techniques are carried out randomly; data collection uses research instruments; and quantitative or statistical data analysis with the aim of testing predetermined hypotheses. According to [14] explains that maximizing the objectivity of this research design is carried out using numbers, statistical processing of structures, and controlled experiments. This research design uses an experimental method. This research was carried out at SMPN 4 Tarogong Kidul. SMPN 4 Tarogong Kidul in classes VII A and VII B as the experimental class and control class. The test instrument chosen in this research is an objective test in the form of multiple choice with the same entrepreneurial skills in the pretest (initial test) and posttest (final test) to measure the effectiveness of the market day project, especially in social studies learning in the independent curriculum. The data analysis technique uses normality testing, hypothesis testing, and effectiveness testing with the N-Gain test on students [15].

3 RESULTS AND DISCUSSION

Results

In this research, an instrument test was carried out, which was first tested on classes with a higher level, namely classes IX-A, IX-B, and IX-C. Instrument trials were carried out to find good questions to be used as research instruments in the form of pretests, and the posttest is analyzed through tests of validity, reliability, distinguishing power, and level of difficulty. The questions are an objective test, namely a multiple-choice test with 40 choices (a, b, c, and d). The results of the instrument test analysis showed that of the 40 questions, 20 were valid. So, these 20 questions were used for the pretest and posttest, which were explained in the previous chapter. Then, the instrument was given to the experimental class. The implementation of the entrepreneurship-based learning project was carried out before the learning activities began. The experimental class was given a pretest first. The pretest is given to determine students' initial knowledge. Based on the research results, when a pretest was carried out regarding students' knowledge of the concept of entrepreneurship, the results showed that students did not understand and were not familiar with the idea of entrepreneurship.

Based on the results of research that has been carried out by researchers regarding the effect of implementing project-based learning on market day-based learning on students, the results of the calculation of the normality test of *pretest* data from the experimental group and the control group using the Lilliefors test with *Shapiro-Wilk calculations* with the help of SPSS. The pair of the null hypothesis and alternative hypothesis are:

Table 1. Pretest Data Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Pretest Ex-	periment	,145	30	.111	,966	30	,626
Control Pre-	test	,165	30	,037	,953	30	,699

Source: Author’s Work, 2024

The Sig value is obtained Based on SPSS with Shapiro-Wilk calculations. For the experimental class 0.06 and control 0.075, the pretest data is not normally distributed because sig experimental and control $< \alpha = 0.05$. The *pretest* data for the experimental and control classes were first tested using the *Lilliefors normality test*, namely the *Shapriro-Wilk* calculation so that the calculated data results were obtained where the Sig value for the experimental class is 0.626 and $\alpha = 0.05$. Because sig 0.626 < 0.05 , the *pretest data* is normally distributed. Meanwhile, for the control class, the Sig value is 0.699, and $\alpha = 0.05$. Because Sig 0.699 < 0.05 , the *pretest data* is normally distributed. After carrying out the normality test, hypothesis test analysis is then carried out to interpret the hypothesis results as follows:

Table 2. Independent Sample T-Test for Experimental and Control Classes

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lo	Upper
I PS score	Equal variances assumed	1,568	,216	-.405	58	,687	-.96667	2.38666	5.74408	3.81075
	Equal variances are not assumed.			-.405	4,170	,687	-.96667	2.38666	5.75128	3.81795

Source: Author’s Work, 2024

Based on the data in Table 2 above, the variance between the experimental and control classes is known to be homogeneous, as seen from Sig. *Levene's Test for Equality of Variances* is 0.21 > 0.05 , so the interpretation of the Independent Samples Test output table above is guided by the value contained in the "Equal variances assumed" table

from which the Sig value is known. (2-tailed) is $0.006 < 0.05$, so as is the basis for decision-making in the independent sample t-test, it can be concluded that H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant difference in pre-test results between the experimental class and the control class. Furthermore, based on the results of the normalized gain test calculations, the classification results for increasing students' learning interest are obtained as follows:

Table 3. Table of Quality Improvement After Treatment

Class	Experiment	Control
Ideal Value	90	90
Average	82	81
Standard Deviation	5.94	7.58
N Gains	0.53	0
Category	Currently	Low

Source : Author's Work, 2024

Based on Table 3 above, it is known that the experimental class, namely the class that received treatment with the implementation of *market day project-based learning* in developing entrepreneurial skills, had an average N Gain of 0.53 and was included in the medium category, so it can be concluded that for the experimental class increased. Meanwhile, in the control class, it was found that by not implementing *market-day project-based learning* in growing entrepreneurial skills, the average N Gain was 0, so it can be concluded that the control class did not experience an increase. Thus, implementing market-day project-based learning can foster entrepreneurial skills in students from an early age. It can be identified that students respond very well to social studies subjects; they are very aware of the importance of social studies subjects when they enter society in the future, which is, of course, related to the social entrepreneurship economic system in the 21st century. Therefore, entrepreneurial skills by students in abd-21 are an important element in encouraging each student's creativity from an early age. This is an effort to form an entrepreneurial spirit that can respond to every opportunity to become part of a creative entrepreneurial product.

Discussion

Implementing learning through market day projects to develop entrepreneurship skills is important in supporting the challenges of the 21st century. The context of entrepreneurial skills aims to create a society that cares about humanity through economic growth and community settlement; it is hoped that all challenges can be overcome so that every phase of society can enjoy an active and comfortable quality of life. Students' entrepreneurial intentions can be realized by a learning process that provides adequate knowledge, personal experience, and related activities to motivate them. This follows the implementation of MBKM entrepreneurial activities, which are designed to combine education and development to increase competence, skills, and practical experience in students.

Learning independent entrepreneurial projects in education can be products that provide various choices in forming and encouraging entrepreneurial skills. As a form of formation, creativity can also be said to be related to a person's ability to carry out actions to create new creations, which are realized in the form of thoughts and/or objects [17]. Entrepreneurial ability is based on an interest in reading opportunities for business development, the availability of sufficient time to improve the creativity of one's business, and a strong drive to dominate the market. So, in this case, basic entrepreneurship concepts are needed so as not to get caught in the bottleneck of improvisation [18].

Entrepreneurial skills in the 21st century as potential and learning to develop them to seize opportunities and organize businesses to realize their dreams. Entrepreneurship is a creative and innovative ability, keen to see opportunities, and always open to any positive input and changes that can bring the business to grow and have value. In creating the concept of a society that cares about humanity through economic growth and community settlement, it is hoped that all challenges can be overcome so that every phase of society can enjoy an active and comfortable quality of life [19]. The role of entrepreneurship is closely related to the progress of a nation. Many facts state that a developed nation is a nation that can stand on its own, which can be achieved by the growth of innovative, creative, intelligent, brave, and persistent entrepreneurs. Achieving the government's goals requires the role of universities in creating the nation's next generation who are ready to face global competition, especially in the era of revolution 4.0 [20].

Learning about independent entrepreneurial projects through *market days* can be carried out to increase learning effectiveness, namely in creating entrepreneurial intentions. Entrepreneurship can be used as something that must be instilled from an early age in Indonesian youth because entrepreneurship can be an effort to create jobs [21]. Entrepreneurial skills in responding to the challenges of the 21st century can determine the creativity of students to carry out learning and self-development through entrepreneurial project activities [22]. Changes in education in the 21st century must be followed by every level of education, from elementary school to university. In line with these needs and demands, this curriculum change is an effort to develop innovations towards these demands [23].

Thus, in the 21st-century era, students must have skills not only in the realm of cognitive aspects but also in the skills that need to be formed to realize an entrepreneurial spirit. This is also to find creative ideas and innovations early on to become a benchmark in the future. Entrepreneurial skills are an important benchmark in welcoming the younger generation aware of entrepreneurial activities. The 21st century is now moving towards a creative economy, which must be trained early, one of which is through *market days* as a learning project.

4 CONCLUSION

Based on the research results, market-day learning projects have a level of effectiveness on entrepreneurial skills in the 21st century. Learning independent

entrepreneurial projects in education can be products that provide various choices in forming and encouraging entrepreneurial skills. As a form of formation, creativity can also be related to a person's ability to carry out actions to create new creations, which are realized in the form of thoughts and/or objects. Therefore, responding to the challenges of the 21st century can determine the encouragement of students' creativity to carry out learning and self-development through entrepreneurial project activities. Hence, project-based learning with market days can improve students' entrepreneurial skills.

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