

# Market Day as a Means of Instilling an Entrepreneurial Spirit of Primary School Students

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## ABSTRACT

The aim of the research is to describe the market day activity in instilling an entrepreneurial spirit in Nitikan primary school, Semanu. The research used descriptive qualitative method. The data collecting technique used observation, documentations, and main interview with subjects in main data. The supporting data was got by interviewing the Headmaster and classroom teachers as the coordinator of the Market day event. The result of the research shows that (1) Market day which is held in SD Nitikan Semanu is an implementation of thematic lesson that is entrepreneurship, (2) This Market day can instill entrepreneurial spirit of the students, (3) Practicing entrepreneurial spirit of students. The entrepreneurial spirits are responsibility, communicative, creative, inovative, dare to take the risk, and leadership, (4) The implementation of Market day is buying and selling activities or bazaar. This event involves all school components, students (as production, distribution, and consumer), school employee (consumer), and outsider or parents (consumer), (5) There is a support and blocker factor in implementation of Market day that is first capital.

**Keywords:** *enterpreneurship, entrepreneurial spirit, market day.*

## 1. INTRODUCTION

Everyone has basic, secondary and tertiary needs for life. To fulfill their needs, they directly or indirectly carry out economic activities. This activity is generally carried out by buying and selling. The interaction between sellers and buyers is called a market. The hallmark of the market is that consumers and service providers interact with each other to produce something useful (Hasanah, 2019). If it is associated with learning in elementary schools, skills in buying and selling are not only in the content of learning mathematics, but also integrated with other learning content, namely PKn, IPS, SBDP, IPA and Indonesian in one theme. The theme of entrepreneurship in elementary school is studied in grade 6 semesters 1, Theme 5, namely Entrepreneurship.

Market day is a school program that can grow, train and instill an entrepreneurial spirit in students so that they can be used as provisions when they are adults (Uktolseja et. al, 2022). The implementation of the market day program at SD N Nitikan is only for one day, where 6<sup>th</sup> graders are the sellers and 1<sup>st</sup> to 5<sup>th</sup> graders are the buyers. This is in accordance with the lesson material for grade 6 theme 5 about entrepreneurship. Through this market day program, learning is not only theoretical in class but also implemented in real terms or known as learning by doing. Indirectly, students learn how to make food, drinks or crafts according to market needs, learn to package attractive products, how to advertise their merchandise (marketing), practice calculating profit/loss, managing capital according to economic principles (with capital minimum for maximum results). Thus, learning is no longer conventional in the classroom.

Market day is also a means to implement the entrepreneurial spirit from an early age in elementary school students. The more people who have an entrepreneurial spirit, the more entrepreneurs. The more entrepreneurs, the more job opportunities (Praheto, 2015). In entrepreneurship, it is not only knowledge about business, but also must have the soul, talent, mentality to do a business. This entrepreneurial spirit must be grown, developed, directed as a basis in creating superior entrepreneurs or entrepreneurs.

The entrepreneurial spirit is a mental attitude owned by everyone to always be active, creative, have creativity, work and efforts to increase income through the work they do (Hasanah, 2019). The entrepreneurial spirit is an entrepreneurial attitude and behavior that is shown through the nature and

character of a person in entrepreneurship who has the will to realize innovative ideas into the real world creatively (Maknuni, 2021). This creative attitude really needs to be developed so that students have an independent spirit in their daily lives (Nisa, Prasetyo & Istiningsih, 2019).

Instilling an entrepreneurial spirit in elementary school students cannot be separated from character education. This means that when teachers instill an entrepreneurial spirit, they also instill character to prepare students to become successful entrepreneurs. These characters include: 1) Independent. Students with their own ability are able to create a product, both foods, drink, and crafts independently, do not depend on others. 2) Be honest. The main foundation to educate successful entrepreneurs is honesty. For example, in using food ingredients, students must use safe materials, not use harmful food/beverage dyes, and according to the size or scale. 3) Be brave. An entrepreneur must also be willing to take risks, whether profit or loss. 4) Be confident. Confident character is very important in the production and marketing process so that it can easily attract consumers. 5) Creative and innovative. Successful entrepreneurs must produce goods that are creative, different from others, distinctive, unique, and able to innovate according to market demand with the hope that consumers will not get bored. 6) Responsibility. The character of responsibility is very important for an entrepreneur. 7) Cooperation. The ability to work with other people is also very important. For example, students collaborate in finding raw materials, with fellow entrepreneurs, and with consumers. Thus, the Market Day Program is expected to provide students with an entrepreneurial spirit and become strong entrepreneurs from an early age.

## 2. METHODS

This research uses descriptive qualitative method with the research subject of SD N Nitikan Semanu students. The focus of this research is to determine the implementation of Market Day activities in instilling an entrepreneurial spirit for students of SD N Nitikan Semanu. According to Moleong (2017), there are 3 stages in the research, namely pre-field, fieldwork and analysis. The data collection techniques were carried out to obtain primary data and supporting data. Primary data was carried out by direct observation when market day activities are conducted, documentations and interviews with students by taking sampling. Supporting data was obtained by interviewing Headmaster and classroom teachers as the coordinator of market day activities.

## 3. RESULTS AND DISCUSSIONS

Market Day program is one of the programs from SD Negeri Nitikan which aims to instill an entrepreneurial spirit in students. This program integrates learning with entrepreneurship that involves students in the process of production, distribution and consumption. In this activity, students work in groups. This Market Day activity consists of several stages including Pre-field stage, fieldwork stage and analysis stage.

### a. Pre field stage

In this pre-field stage, the researcher plans and prepares research equipment. Researchers made observations on activities carried out by students as research subjects. Students are divided into 6 groups, where each group consists of 4-5 students. Afterward, each group meets to determine what types of goods they will produce and sell on Market Day activities, then they plan the required budget as well as the stage of material and the production process of these materials.

### b. Fieldwork Stage

Market Day at SD Negeri Nitikan is held on Thursday, June 2, 2022, at 08.00-10.00 a.m. At this stage, researcher collects data as much as possible to record events in the field. On the implementation of market day, students attend school at 08.00 a.m. to prepare and manage the Booths/places and the products they sell. The buying and selling process starts at 09.00 a.m., during the break time for students in grades 1-5 and ends at 10.00 a.m.

Based on the results of observations, the products sold by students are varied greatly, including: Meatball soup, jelly, pudding, wrapped rice, *arem-arem*, *cireng*, macaroni, chocolate banana, siomay,

fried food, sweets, *risoles*, fried meatballs, and variety of fresh drinks such as; iced tea, fruit juices, fruit flavored drinks and ice lolly. Almost 80% of those various products are made by students. In the buying and selling process, students in grades 1-5 are very enthusiastic and willing to queue to get the items they want. Teachers, employees and student guardians also buy the product; even 3 booths have to restock raw materials to meet buyer demand. At 10.00 a.m., all student merchandise was sold out. The implementation of Market Day was declared a success.

### c. Analysis Stage

At the analysis stage, the teacher gives a questionnaire to students about the implementation of Market Day, which includes data collection on goods sold, goods produced by students, level of sales of goods, and several aspects of student satisfaction with market day activities.

Based on the results of questionnaires and interviews with students, the following data were obtained: 80% of students' goods were produced, 20% of goods were taken from other sellers. At the student sales rate, 100% of student items are sold out. At the stage of the implementation plan, 80% of the students were not interested in Market Day. After the implementation, 100% of students were very satisfied and happy with the Market Day activities and even asked for the Market Day activities to be held again.

In Market Day activities, not only in terms of products, but also character building, which are observed, including: cooperation, self-confidence, creative and innovative, independent, honest, and responsible. The character of cooperation and responsibility appears when each group member works according to their duties including the promotion section that promotes their selling items, the cashier section for payments, the seller's section in sales. The character of cooperation is seen when they work together in the implementation of Market Day. Creative and innovative characters can be seen from the many innovations they present both in product manufacture, presentation, arrangement and promotion. Independent character can be seen from their independence when designing/planning, making and selling their own products, of course with group work without the intervention of their teachers and parents. Their honesty character can be seen from the way they promotes products based on what they make, weighs according to the dose, and returns the remaining payment exactly according to what was spent.

Character development really needs to be developed not only through the learning process but also through activities carried out outside the learning process. This is also in line with research conducted by Nisa and Prasetyo (2020) which explained that character building is not only the task of the teacher in the learning process but also the task of the entire environment, both in the family, school and community. Character development activities such as market day can also be designed through curriculum development so that all activities can be programmed properly, carried out measurably and can be evaluated for the success of the programs that have been carried out (Oktarina & Nisa, 2021). This character is also one of the aspects that are assessed on aspects of learning outcomes, especially in the realm of attitudes (Rahmawati, et.al, 2022; Sunardiyah, et. al, 2022; Sumiyati, et.al, 2021), so that indirectly this market day activity also participate in supporting the implementation of learning objectives, especially in the aspect of attitude.

## 4. CONCLUSION

Market Day activity at SD Negeri Nitikan is one of the programs that aims to instill an entrepreneurial spirit. This activity not only prioritizes income, but also places more importance on work ethic and character building in entrepreneurship. The work ethic and entrepreneurial character can be seen in Market Day activities including innovation, leadership, cooperation, independence, communicative, never give up and honesty. This activity also creates a sense of love for entrepreneurship in the students of SD Negeri Nitikan which is characterized by a very high level of satisfaction.

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