

Market Day Project Learning as a Method for Instilling Entrepreneurial Spirit in Students



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ABSTRACT: The Merdeka Indonesia Curriculum is aimed at creating a Pancasila Student profile, is a project-based learning activity because it directs students as learning centers, who are able to find solutions to various problems, and what is learned focuses on the actual situation. This is a process towards realizing the vision of Indonesian Education, namely the creation of Pancasila Students, so an outdoor activity is held in accordance with the talents and interests of students, namely carrying out entrepreneurial-themed learning projects with market day activities to build an entrepreneurial spirit from an early age (mutual cooperation, creativity, and critical reasoning).). The objectives of this activity are as follows: first, find out the steps for project learning with market day activities to realize the Pancasila Student Profile at SMP Muhammadiyah 2 Wates. The second is knowing the learning outcomes of the project with market day activities to realize the Pancasila Student Profile.

INTRODUCTION

The Indonesian Ministry of Education, Culture, Research and Technology has issued a policy in developing the Independent Curriculum which is given to educational units as an additional option in the context of carrying out learning recovery during 2022-2024. This curriculum completes the previous curriculum which has been adjusted several times (Barlian & Solekah, 2022; Nurkholis & Santosa, 2022). The Ministry of Education and Culture's policies regarding the national curriculum will be reviewed in 2024 based on evaluations during the learning recovery period.

The vision of Indonesian Education is to realize an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students who are critical, creative, independent, faithful, pious to God Almighty, and have noble character, work together, and have global diversity. (Syafi'i, 2022). Visi ini sesuai dengan profil pelajar Pancasila yang harus dimiliki oleh peserta didik.

Indonesian education is expected to create a student profile with a Pancasila spirit (Rachmawati et al., 2022). The Independent Curriculum is a project-based learning activity because it is hoped that students who are the center of learning will be able to find solutions to a problem, and what is learned will focus on the actual situation. (Pertiwi et al., 2022).

In the process towards realizing the vision of Indonesian Education, namely the creation of Pancasila Students, an outdoor activity is held in accordance with the talents and interests of students, namely carrying out entrepreneurial-themed learning projects with market day activities to build an entrepreneurial spirit from an early age (mutual cooperation, creativity, and critical reasoning). The objectives of this activity are as follows: first find out the steps for project learning with market day activities to realize the Pancasila Student Profile. The second is knowing the learning outcomes of the project with market day activities to realize the Pancasila Student Profile.

METHOD

In research on Learning the Market Day Project as Cultivating an Entrepreneurial Spirit for SMP Muhammadiyah 2 Wates Students, the author uses qualitative research methods. In presenting the data using descriptive analysis and designed using a library research approach, namely by looking for literature and several writings that have a close relationship with the problems disclosed in this study (Andalas & Setiawan, 2020).

According to Suryana (2012), Qualitative research is research conducted in natural objective conditions. The researcher chose qualitative research with a case study approach because the researcher wanted to get in-depth and meaningful data, namely actual data and definite data about the managerial competence of school principals to create quality schools.

Qualitative research where the role of the researcher is as a key instrument in collecting data, and interpreting data. Data collection tools usually use direct observation, interviews, document studies (Anufia & Alhamid, 2019). While the validity and reliability of data using triangulation using inductive methods, the results of qualitative research emphasize meaning rather than

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generalization (Syaif, 2021). Qualitative research is used when the problem is not clear, to find out hidden meanings, to understand social interactions, to develop theories, to ensure the correctness of data and to examine the history of development. (Gumilang, 2016). Realizing that this research aims to understand and interpret various phenomena that exist or occur in reality as a characteristic of qualitative research, in this case how Market Day Project Learning as Cultivating an Entrepreneurial Spirit in SMP Muhammadiyah 2 Wates Students

RESULTS AND DISCUSSION

In the preparatory stage the P5 SMP Muhammadiyah 2 Wates Team held a meeting in the Computer Lab to discuss the activities to be carried out and carry out the division of tasks as accompanying teachers for each project group. As a result of discussing the activity plan, it was decided that market day activities were carried out by students and for students. Market day planning by determining the implementation time, implementing committee, activity targets, items to be sold, sellers, buyers, and shopping vouchers.

The relevance of the number of entrepreneurs in Indonesia in 2020 from BPS (Central Statistics Agency) data, only reaches 2 percent of the total population of Indonesia (Redjeki & Affandi, 2021). The ideal requirement that is expected is the ratio of entrepreneurs that needs to be achieved is 4 percent. The low level of awareness that being an entrepreneur is quite important for the development of a country is due to not having enough literacy and knowledge from an early age.

An entrepreneur is a person who carries out activities intelligently or talentedly to introduce and develop a new product to consumers (Hutagalung et al., 2019). The importance of the spirit of entrepreneurship for the younger generation because the younger generation is the next generation to create jobs for themselves and for the wider community.

The role of entrepreneurs is important for the younger generation, because the younger generation is the successor to answering problems in social conditions with solutions that are close to everyday life. In addition, with the growing population in Indonesia, the tendency for an increase in the unemployment rate in Indonesia can occur. So that the role of the next generation is to create not only jobs, but a solution for society at large.

Entrepreneurial growth must be supported by educational institutions, including schools (Sulistiono et al., 2019). The role of schools is very important for the younger generation to get models to become advanced entrepreneurs. The role of schools can help to encourage entrepreneurial growth. Therefore the school through strong principal leadership (Santosa, 2022b) to be a very strategic educational institution to facilitate the formation or internalization of values, attitudes, mindsets and abilities to become responsible entrepreneurs. These highly upheld values will certainly encourage the creation of a culture that can encourage the creativity of school members to be more advanced (Santosa, 2022a).

Dimensions and Sub Elements of the Pancasila Student Profile

| Dimensions of the Pancasila Student Profile | Pancasila Student Profile Sub-elements | Achievement Target at the end of the Phase |
|---|--|---|
| 1. Mutual Cooperation | Teamwork. | Aligning one's own actions with the actions of others to carry out activities and achieve group goals in the surrounding environment, and to encourage others to work effectively and achieve common goals. |
| 2. Critical Reasoning | Asking question | Ask questions to clarify and interpret information, and find out the causes and consequences of the information. |
| 3. Creative | Produce original works and actions | Exploring and expressing thoughts and/or feelings in the form of works and/or actions, as well as evaluating them and considering their impact on others |

Mutual Cooperation

| Activity | Undeveloped | Start Growing | Growing As Expected | Very Evolved |
|-------------|---|--|---|--|
| Cooperation | Displays actions that are in accordance with the expectations and goals of the group. | Showing positive expectations (hope) to others in order to achieve group goals in the surrounding environment (school and home). | Aligning own actions with the actions of others to carry out activities and achieve group goals in the surrounding environment, and to encourage others to work effectively and achieve common goals. | Building a team and managing cooperation to achieve common goals according to predetermined targets. |

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Critical Reasoning

| Activity | Undeveloped | Start Growing | Growing As Expected | Very Evolved |
|-----------------|---|---|--|--|
| Asking question | Ask questions to identify a problem and confirm understanding of a problem about himself and the surrounding environment. | Ask questions to compare various information and to increase their knowledge. | Ask questions to compare various information and to increase knowledge. Ask questions to compare | Ask questions to analyze critically complex and abstract problems. |

Creative

| Activity | Undeveloped | Start Growing | Growing As Expected | Very Evolved |
|------------------------------------|--|--|--|---|
| Produce original works and actions | Explore and express thoughts and/or feelings in accordance with their interests and preferences in the form of works and/or actions and appreciate the resulting works and actions | Explore and express thoughts and/or feelings in accordance with their interests and preferences in the form of works and/or actions and appreciate and criticize the resulting works and actions | Explore and express thoughts and/or feelings in the form of works and/or actions, as well as evaluating them and consider the impact on others | Exploring and expressing thoughts and/or feelings in the form of works and/or actions, as well as evaluating them and considering the impacts and risks to themselves and their environment using various perspectives. |

Orientation/Introduction; Get to know the world of entrepreneurship

| | |
|--|---|
| Activity 1 | Preparation: The teacher prepares learning videos and materials "Entrepreneurship" Implementation: 1. The teacher starts this project by presenting project 2 activities 2. The teacher introduces the theme of the project on entrepreneurship 3. Students listen to material about entrepreneurship through videos and materials. |
| Introduction: The World of Entrepreneurship What do you know about entrepreneurship? Assignment: Students make a summary of material about expert opinion on entrepreneurship. The summary form is released to each student. | |
| Activity 2 | Implementation: 1. The teacher repeats the source material about entrepreneurship in the video. Students are invited to participate in adding to what is conveyed. 2. The teacher prepares a YouTube video and students listen together about: the meaning of entrepreneurship, the benefits of entrepreneurship, and examples of a successful entrepreneur 3. Students draw conclusions from the results of joint discussions |
| Issue Exploration Types of entrepreneurship in schools and communities. What do you know about entrepreneurship? Task: Students discuss with the teacher. | |
| Activity 3 | Implementation: 1. The teacher invites the video to show the benefits of entrepreneurship 2. Students discuss with the teacher with a guide question: Is there anyone in your family who is an entrepreneur? What do you understand from the benefits of entrepreneurship? What values do you get from entrepreneurship? During the discussion process, the teacher becomes a facilitator. |
| Issue Exploration The benefits of doing entrepreneurship for yourself and others. Task: Students discuss with the teacher. | |

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Student Reflection Sheet:

| | | | | |
|---|-----------------|-------|----------|-------------------|
| Name: | Strongly Agree, | Agree | Disagree | Strongly Disagree |
| Class: | | | | |
| I can understand the meaning of entrepreneurship and its application in the school and community environment. | | | | |
| I understand the benefits of entrepreneurship. | | | | |
| I can describe examples of entrepreneurial activity | | | | |
| I can name the characteristics of a successful entrepreneur | | | | |

Teacher Observation Sheet:

This sheet can be used by the teacher during the process of guiding critical discussions, to see the level of students' understanding so far of the concepts being studied. The contents of the student's name are marked (V) if the student shows the behavior listed on the observation sheet.

| Student Name | Express new ideas | Asking question | Listen to friends' opinions and offer elaboration ideas | Perform actions / comments that break concentration | Observation record |
|--------------|-------------------|-----------------|---|---|--------------------|
|--------------|-------------------|-----------------|---|---|--------------------|

| | |
|--|---|
| Activity 4 Discussion Determines Group Product Themes | Implementation: 1. The teacher guides and directs students to carry out discussions related to the theme of their product. 2. The teacher directs each group to make a product design that is brought and the cost of their product. 3. The teacher reflects on the results of the group discussion. |
| Activity 5 Product Promotion Techniques | Implementation: 1. The teacher reviews how to promote the product 2. The teacher conducts discussions with students about good promotion techniques. 3. Students are asked to use good and polite language when discussing |
| Activity 6 Making plans for the manufacture and promotion of group products | Implementation: 1. The teacher gives directions to students about the product plans they will bring. 2. Students together with groups make plans and promote group products 3. The teacher provides input and direction to the group regarding the plan and promotion of the group's products. Students are asked to use good and polite language when discussing |
| Activity 7 Product Planning and Promotion Presentation | Implementation: 1. The teacher guides students to make group presentations. 2. Students present the results of product planning and promotion. 3. Other groups respond to the results of their friends' presentations. 4. The teacher asks students to bring equipment for the market day display |
| Activity 8 Calculating capital and determining the selling price | Implementation: 1. The teacher delivers material on how to calculate capital and determine the selling price 2. Students and their groups calculate the product capital of their group and determine the selling price |
| Activity 9 Setting up the "Market Day" Display | Implementation: 1. The teacher guides students to prepare a product display area (corridor in front of the class). 2. The teacher accompanies and directs students in decorating displays. |
| Activity 10 "Market Day" | Implementation: 1. Opening of market day by the Principal 2. Students play a role according to their respective duties |

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|--|--|
| | 3. The teacher participates on market day in exhibition activities 4. Teachers can invite other teachers at school to collaborate on the event. |
| Activity 11 Activity Reflection | Implementation: 1. The teacher gives an evaluation 2. The teacher gives a final reflection |
| Activity 12 Project Evaluation Building an Entrepreneurial Spirit Early on | Implementation: 1. The teacher directs students to do a joint evaluation. 2. The teacher guides students in conducting evaluations. |

CONCLUSION

The learning of the SMP Muhammadiyah 2 Wates project is the implementation of P5 in the independent learning curriculum. This activity has the theme of student entrepreneurship in conducting a market day to build an entrepreneurial spirit from an early age (mutual cooperation, creativity, and critical reasoning). This activity starts from planning, organizing, implementing and evaluating. The aim of market day is to be able to create students who are cooperative, creative, and have critical thinking so that students can gain experience in the field of entrepreneurship.

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