

Implementation of Entrepreneurship Learning in Class IV SD Inpres Samata, Somba Opu Sub-District Gowa District

Iffah¹ Rego Devilla² Muhammad Fahreza W³

Master of Economics Education Study Program, Postgraduate Faculty, Patompo University, Makassar, South Sulawesi Province, Indonesia^{1,2,3}

Email: regodeilla32@unpatompo.ac.id² mfahreza@unpatompo.ac.id³

Abstract

This study aims to analyze the implementation process of entrepreneurship learning in class IV of SD Inpres Samata, Somba Opu District, Gowa Regency. This research is a qualitative study with a descriptive approach. The subjects in this study were supervisors, principals, 2 grade IV teachers, PAI teachers, PJOK teachers, and 2 grade IV students of SD Inpres Samata. Data collection techniques in this study used interviews, observation, and documentation while the data analysis techniques used included data reduction, data presentation, and conclusion drawing/verification. The results showed that entrepreneurship learning in class IV of SD Inpres Samata, Somba Opu District, Gowa Regency helped shape students' entrepreneurial character and skills, although its effectiveness varied. Teachers motivate students to be entrepreneurial with experiential learning methods and relevant case studies, raising their awareness early on. Interest in entrepreneurship grows through the manufacture and marketing of simple products. Creativity and innovation are developed through entrepreneurial projects, although there is limited use of technology. Challenge-based learning trains students to think critically and spot opportunities, but some still struggle to find independent solutions. Leadership is practiced through group work, but needs to be evaluated so that experience is evenly distributed. The courage to take risks is honed through small business simulations, although some students are still afraid of failure. Hard work is instilled through entrepreneurial tasks that foster perseverance and discipline, although further mentoring strategies are needed. Overall, this learning has a positive impact but still needs strengthening in mentoring, utilization of technology, and more complex challenges so that students are more independent and ready to face the business world.

Keywords: Learning, Entrepreneurship, Character



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INTRODUCTION

The implementation of entrepreneurship learning in elementary schools often faces various challenges. At SD Inpres Samata, Somba Opu District, Gowa Regency, entrepreneurship learning has been integrated through the Pancasila Student Profile Strengthening Project (P5) program, but in reality it has not fully achieved expectations. Initial observations conducted in the fourth week of November 2024 with the principal showed that the implementation of entrepreneurship learning in class IV still faces obstacles such as limited resources, low teacher creativity in designing projects, and lack of active student involvement in entrepreneurial activities. According to Nurhadi (2020:103), the success of entrepreneurship learning is highly dependent on teacher support as a facilitator who is able to direct students in an experiential learning process. However, observations show that teachers at SD Inpres Samata still tend to use conventional methods in teaching entrepreneurship so that students lack opportunities to develop practical skills such as product innovation or simple marketing. In addition, another problem found is the lack of supporting facilities and infrastructure. As stated by Sumarni and Permana (2022: 67), adequate facilities such as teaching aids, practical materials, and access to technology are very important in entrepreneurship learning. At SD Inpres Samata, the absence of these supporting tools is one of the reasons why the P5 entrepreneurship program has not

run optimally. The Merdeka curriculum, with its emphasis on contextual and project-based learning, offers a great opportunity to integrate entrepreneurial values in basic education. According to Widiastuti (2023:58), this approach allows students to learn through real experiences that are relevant to their lives. However, implementation in the field often does not match the curriculum design. Observations show that the project activities designed in P5 often take the form of individual tasks that do not involve teamwork or problem-solving which are at the core of entrepreneurial learning.

In addition to internal factors, external factors such as parental and community support also influence the success of entrepreneurship learning. A study by Ramli (2020) showed that parental involvement in supporting students' entrepreneurial activities can improve their motivation and learning outcomes. However, at SD Inpres Samata, this involvement is still minimal due to the lack of socialization to parents about the importance of entrepreneurship education. The principal of SD Inpres Samata in the observation discussion, revealed that the school has tried to improve the quality of entrepreneurship learning through teacher training and collaboration with external parties. However, these efforts have not yielded significant results due to the lack of program continuity and structured evaluation. This problem is also relevant to the findings of research by Lestari (2021), which states that one of the main obstacles in entrepreneurship learning is the lack of teacher competence in designing project-based learning. This requires intervention in the form of intensive training that focuses on developing contextual and applicable entrepreneurship modules. In addition, it is important to note that a collaborative approach in entrepreneurship learning can have a significant positive impact. According to Yuliani (2022), collaboration-based learning models can help students develop communication, cooperation and leadership skills, which are part of entrepreneurial competencies. Unfortunately, this model has not been consistently applied at SD Inpres Samata.

RESEARCH METHODS

This study aims to analyze the implementation process of entrepreneurship learning in class IV SD Inpres Samata, Somba Opu District, Gowa Regency. This research is a qualitative research with a descriptive approach. The subjects in this study were supervisors, principals, 2 grade IV teachers, PAI teachers, PJOK teachers, and 2 grade IV students of SD Inpres Samata. Data collection techniques in this study used interviews, observations, and documentation while the data analysis techniques used included data reduction, data presentation, and conclusion drawing/verification.

RESEARCH RESULTS AND DISCUSSION

Entrepreneurship learning at the elementary school level is one of the strategic steps in instilling entrepreneurial character from an early age. At SD Inpres Samata, Somba Opu District, Gowa Regency, the implementation of entrepreneurship learning in class IV includes various aspects that aim to shape students' mentality and skills in entrepreneurship. This research discusses three main indicators in the entrepreneurship learning process, namely teaching students leadership, teaching students to take risks in entrepreneurship, and teaching students to work hard. The analysis is based on the results of observations, interviews, and documentation that have been collected during the research. Experts in entrepreneurship education in Indonesia state that the cultivation of entrepreneurial spirit in elementary schools has an important role in shaping students' mindset to become more independent and innovative. According to Pratama (2021:76), entrepreneurship education that is implemented early on can shape the character of leadership and courage in taking risks, which will be the main capital for students in the future. In addition, Ramdani (2022: 89) added that the

successful implementation of entrepreneurship learning is highly dependent on the approach applied by the teacher, both through practical and theoretical methods. This is reinforced by Nurfadilah's research (2023: 112), which emphasizes that students who are accustomed to challenges from an early age will be better prepared to face the dynamics of the business world in the future.

Motivation is a major factor in fostering entrepreneurial spirit in students. Based on observations and interviews with teachers and fourth grade students of SD Inpres Samata, it was found that the approach used in increasing entrepreneurial motivation is quite varied. Students are given real examples from local entrepreneurs, and are included in simple business simulations in the school environment. This is in accordance with the opinion of Rahman (2023: 112), which states that entrepreneurial motivation can be increased through practice-based learning and direct experience. However, there are still some students who are less interested in the concept of entrepreneurship because they are more comfortable with conventional learning that is only theory-based. Fostering entrepreneurial interest in students requires an interesting and fun strategy. Learning at SD Inpres Samata uses a project-based method where students are given challenges to make simple products such as handicrafts or snacks that can be sold. According to Sari (2022:95), project-based learning is effective in building students' interest because it involves real experiences and allows students to see the results of their work directly. The results showed that most students enjoyed the process and even showed further interest in the business world. However, some students still do not understand the long-term benefits of entrepreneurship and require further guidance to optimize their interest.

Creativity and innovation are very important aspects in entrepreneurship. Teachers at SD Inpres Samata have integrated activities that encourage students to think creatively such as designing their own product packaging or creating new variants of existing products. Nugraha (2020: 78) states that creativity in entrepreneurship must be instilled early so that students can get used to seeing opportunities from various points of view. Most students show high enthusiasm in developing their ideas, but there are also students who still have difficulty thinking outside the box and tend to copy their friends' ideas. This suggests that a more personalized approach is needed to guide students in honing their creativity. In terms of problem solving and finding business opportunities, teachers apply group discussion methods and small business simulations. Students are given case studies of challenges often faced in entrepreneurship and asked to find the best solutions. Rahman (2023: 120) emphasizes that the ability to solve problems in the business world must be developed early on through critical and reflective thinking exercises. The results showed that students who were more active in the discussion tended to have a better understanding of how to face challenges in entrepreneurship. However, there are still some students who do not participate enough and find it difficult to find solutions. Therefore, additional strategies such as role-based learning are needed to make students more familiar with real business scenarios.

The success of entrepreneurship learning at SD Inpres Samata is also determined by environmental involvement, both from teachers, parents, and the surrounding community. Parents' support in encouraging their children to try entrepreneurship has a great influence on students' interest and motivation. However, based on interviews with some parents, it was found that there are still those who do not understand the importance of entrepreneurship education in elementary schools so that they do not support activities related to small businesses run by their children. Therefore, further socialization of the benefits of entrepreneurship learning is needed so that parents can play a more active role in supporting their children. In general, the implementation of entrepreneurship learning at SD Inpres Samata has provided quite good results, especially in the aspects of creativity and interest in

entrepreneurship. However, students' motivation and problem-solving skills still need improvement so that this learning can have a broader impact on their future development. Experiential learning and active involvement of various parties are the main keys to the success of this program. The implementation of entrepreneurship learning in class IV of SD Inpres Samata aims to instill leadership in students. In some entrepreneurial practice activities, students are given the role of leader in small groups, where they are responsible for coordinating tasks and making decisions. Some students showed good leadership skills, such as being able to divide tasks fairly, give directions to their groupmates, and solve problems calmly. However, there are some students who still feel less confident in taking on the role of leader, so they need more practice and guidance.

Teachers play an important role in shaping students' leadership character. Through the project-based learning method, students are challenged to make a simple product and sell it in the school environment. This activity trains them to work in teams, develop marketing strategies, and be responsible for their work. However, in this implementation, there are still some obstacles such as the lack of initiative from some students and the limited time in the learning process in the classroom. Based on Pratama's view (2021:78), leadership in the world of entrepreneurship can be built through direct experience that requires students to make decisions and be responsible for the consequences that arise. Therefore, practice-based learning is needed so that students better understand the concept of leadership in real terms. One important aspect of entrepreneurship education is instilling students' courage in taking risks. Learning in class IV of SD Inpres Samata tries to instill this value through activities that teach students to make decisions in uncertain situations. For example, in a simple buying and selling activity, students are given a choice of raw materials for the products they make, with different price and profit consequences. Some students dare to try new strategies to increase sales results, while others still tend to play it safe by choosing the easier option. The observation results show that there are still students who feel hesitant and afraid of experiencing losses in the small business simulation given. This shows that not all students have the mental readiness to face risks. According to Ramdani (2022:91), effective entrepreneurship learning should be able to create an environment that encourages students to get out of their comfort zone and try new things, even with certain risks. Thus, teachers need to provide more intensive motivation and support so that students are more courageous in making decisions.

In addition, providing case studies from the experiences of successful entrepreneurs can also help boost students' confidence. Teachers can present inspirational figures who are able to provide insights on how to deal with failure and learn from mistakes. This method has been proven to help increase students' courage in taking risks and trying new strategies in their entrepreneurial activities. Hard work is a fundamental value in the world of entrepreneurship. In entrepreneurship learning in class IV of SD Inpres Samata, this aspect is taught through various practical activities that require students to complete tasks to completion. Students are given projects to make simple products such as snacks or handicrafts, which they then have to market themselves. Some students show high enthusiasm in completing their projects, even willing to work beyond the specified time to ensure their products are worth selling. However, there are also students who tend to give up quickly when facing difficulties. According to Nurfadilah (2023: 115), hard work in the world of entrepreneurship is not only related to perseverance in completing tasks, but also involves aspects of discipline and responsibility in running a business. Therefore, teachers have an important role in building students' resilient mentality by providing challenges that test their perseverance. Teachers at SD Inpres Samata have implemented this strategy by providing targets to be achieved in students' entrepreneurial projects, such as the number of products to be made or the level of profit to be

earned. An obstacle still found in this implementation is the lack of internal motivation in some students. To overcome this, there needs to be a more personalized approach from teachers, such as rewarding students who show more effort in completing their assignments. In addition, parents' involvement in providing support to their children can also help build a strong work ethic early on. Entrepreneurship learning in class IV of SD Inpres Samata has had a good impact in shaping student character, especially in the aspects of leadership, risk-taking, and hard work. Although there are still some challenges in implementing this learning, overall this program is able to provide valuable experience for students in understanding the world of entrepreneurship. With more intensive guidance and more varied learning methods, it is expected that students can further develop in honing their entrepreneurial skills.

CONCLUSION

The research shows that entrepreneurship learning in class IV of SD Inpres Samata, Somba Opu Sub-district, Gowa Regency, helps shape students' entrepreneurial character and skills, although its effectiveness varies. Teachers motivate students to be entrepreneurial with experiential learning methods and relevant case studies, raising their awareness early on. Interest in entrepreneurship grows through the manufacture and marketing of simple products. Creativity and innovation are developed through entrepreneurial projects, although there is limited use of technology. Challenge-based learning trains students to think critically and spot opportunities, but some still struggle to find independent solutions. Leadership is practiced through group work, but needs to be evaluated so that experience is evenly distributed. The courage to take risks is honed through small business simulations, although some students are still afraid of failure. Hard work is instilled through entrepreneurial tasks that foster perseverance and discipline, although further mentoring strategies are needed. Overall, this learning has a positive impact but still needs strengthening in mentoring, utilization of technology, and more complex challenges so that students are more independent and ready to face the business world.

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