

IMPLEMENTATION OF MARKET DAY ACTIVITIES IN GROWING ENTREPRENEURIAL CHARACTER FOR MIN 3 GUNUNGKIDUL STUDENTS

Sri Hartati, Khoirul Anwar, Siti Musidah, Abid Nurhuda

Pascasarjana Universitas Nahdlatul Ulama Surakarta, Indonesia

Corresponding Author: khozrul@gmail.com

Abstract

Entrepreneurial character building can be developed in children from elementary school. This study intends to describe how to implement market activities at MIN 3 Gunungkidul and how to grow entrepreneurial character values for students. The growth of this entrepreneurial character is carried out to realize the vision of MIN 3 Gunungkidul, in creating skilled students, and realizing the mission of "Instilling an entrepreneurial spirit so that they are skilled and independent". The author uses a qualitative research method, with the case study method. The setting for the implementation of this research took place at MIN 3 Gunungkidul, in December 2022. All madrasah residents, consisting of teachers, the market day committee, students, parents, and school principals were the research subjects. In collecting data, researchers used direct observation techniques (observation), interviews, and documentation. The results of this study indicate that the market day activities held at the end of this odd semester are a place for students to learn entrepreneurial character from a young age and provide provisions for students to become entrepreneurs who are brave and confident in facing various challenges in the future.

Keywords: Market Day, Entrepreneurial Character, Madrasah Ibtidaiyah

Abstrak

Penumbuhan karakter wirausaha bisa dikembangkan kepada anak sejak sekolah dasar. Penelitian ini bermaksud untuk menjabarkan bagaimana implementasi kegiatan market di MIN 3 Gunungkidul dan bagaimana penumbuhan nilai karakter wirausaha kepada para siswa. Penumbuhan karakter wirausaha ini dilaksanakan untuk mewujudkan visi MIN 3 Gunungkidul, dalam mewujudkan peserta didik yang terampil, dan mewujudkan misi "Menanamkan jiwa kewirausahaan agar terampil dan mandiri". Penulis menggunakan metode penelitian kualitatif, dengan metode studi kasus. Setting pelaksanaan penelitian ini bertempat di MIN 3 Gunungkidul, pada bulan Desember 2022. Semua warga madrasah, yang terdiri dari guru, panitia market day, siswa, orang tua, dan kepala sekolah menjadi subyek penelitian. Dalam mengumpulkan data, peneliti menggunakan teknik pengamatan langsung (observasi), wawancara dan dokumentasi. Hasil dari penelitian ini menunjukkan bahwa kegiatan market day yang dilaksanakan pada akhir semester ganjil ini menjadi wadah bagi siswa untuk belajar karakter wirausaha sejak kecil dan menjadi bekal bagi siswa menjadi seorang entrepreneur yang berani dan percaya diri dalam menghadapi berbagai tantangan di masa depan.

Kata Kunci: Market Day, Karakter Wirausaha, Madrasah Ibtidaiyah

INTRODUCTION

Market day is a term that is becoming known in activities at a school. Market day activities are very interesting for school residents, teachers, students, and parents. The buying and selling activities

carried out at this school aim to educate and instruct students in all things, both in terms of production, buying, and selling, counting money, and how to offer the products being sold.

In Islam, buying and selling activities are highly recommended, even mentioned in the Al-Qur'an and the hadith of the Prophet Muhammad. In the letter al-Baqarah verse 275, it is stated that Allah SWT justifies buying and selling activities. Whereas in the hadith of the prophet Muhammad narrated by Al-hakim, it is also explained that good buying and selling is the most important profession (Shobirin, 2016). Therefore, market day activities are very interesting learning tools for school members, especially elementary school students, who already understand how to spend money.

So that students don't just spend money, students at MIN 3 Gunungkidul are taught how to make money by holding market day activities. This money-making activity, we are usually known as entrepreneurship (Chairawati, C., & Marzianis, M. 2021). Entrepreneurship is a person's attitude and ability to find new things that are valuable and useful, both for himself and for others. While entrepreneurship is a mental attitude that is creative and active, working, trying to increase income from business activities. Meanwhile, people who are skilled at taking advantage of opportunities to create businesses to improve their standard of living are called entrepreneurs (Ministry of National Education, 2010).

In the development of the Indonesian state, entrepreneurship education is still minimal and lacking, because the application of entrepreneurial character and behavior has not been maximized (Wibowo, 2011). We can see this from the comparison of business actors in Indonesia, which only amount to 0.18% of Indonesia's population. It is very different from Singapore, which has 4% of business actors from the total population.

In psychology, the weak growth of business actors in Indonesia is caused by several things. In the opinion of Muhammad Jufri, there is no proper mindset and mentality to become a business actor and become an entrepreneur (Jufri, M and Wirawan, 2014). The mental formation of trying takes a long time and can be started by the nation's next generation since childhood. This method can be done with education, one of which is through market day activities in schools, especially elementary schools.

Elementary schools and their equivalents, such as madrasah ibtidaiyah (MI) are appropriate education for implementing entrepreneurship education (Barnawi and Arifin, 2012). Instilling entrepreneurial values at the basic level of education can have a big influence on growing a business mentality and selling. This aims to introduce entrepreneurial character values since childhood and can provide valuable experience for the nation's next generation.

From this phenomenon, entrepreneurship education can be carried out for children from a young age with an introduction stage to form a strong entrepreneurial mentality. Because market day activities in elementary schools can be a capital to instill entrepreneurial souls. Market Day is a good example of implementing education that is integrated with entrepreneurship. Students can learn and be involved in the processes of production, consumption, distribution, and application of mathematical calculations.

Production is an activity given in a group to be responsible for making a product that has benefits and sales value for the school community (Siwiyanti, 2017). Then in distribution, students are required to be able to sell their products by learning to offer merchandise to prospective buyers. And those who are responsible for consumption are teachers and students who are not assigned as sellers but as the main consumers. While the counting activity becomes an interesting activity for students, how does he calculate the selling price, give returns, and make a profit in selling his product?

This market day activity can be done in groups or independently. As for the implementation of market day activities at MIN 3, Gunungkidul was carried out individually (independently), and the products will be sold freely according to student interests, with an outline of healthy processed products. In carrying out a market day at MIN 3 Gunungkidul, the main theme is "Healthy and Halal Food Products". This theme aims to instill in students the value of entrepreneurial character by selling healthy food products, due to the lack of healthy food and drinks in the school canteen.

RESEARCH METHODS

The purpose of this study is to reveal the situation and conditions of market day activities in the growth of entrepreneurial character for elementary school students at Madrasah Ibtidaiyah Negeri (MIN) 3 Gunungkidul. The method used by researchers is a qualitative approach with a case study model. Qualitative research aims to understand the events experienced by research subjects in the form of actions, opinions, behavior, and motivation (Moleong, 2007).

Abid Nurhuda also said that this qualitative method can be used in service in the sense of expressing events in the field naturally and spontaneously on certain topics such as learning entrepreneurship and others and then describing them (Nurhuda & Setyaningtyas, 2022). While the case study method is an in-depth study of a particular social unit completely and systematically (Suryabrata, 2003).

This research was conducted at MIN 3 Gunungkidul which is located at Tugu Hamlet, Sumberejo, Semin, Gunungkidul. The research will be conducted in December 2022 or the end of the odd semester of the 2022/2023 school year after the implementation of the Final Semester Assessment (PAS). Purposive sampling was used in this study. And the research population is the head of MIN 3 Gunungkidul, class IV-VI teachers, the market day committee, and students. In collecting data, researchers used (1) observation techniques by directly observing market day activities from the preparation and implementation; (2) interviews, namely by asking the research population; (3) documentation, by documenting photos of market day activities and making news of these activities.

As for analyzing the data, the researcher took the following steps, first, data reduction, namely by selecting and focusing on the important things and removing things that are not needed; second, data display, namely by presenting data in the form of descriptions and narratives so that it is easier to

conclude and explain; third, concluding by verifying the data that has been presented originating from the research problem and research objectives.

RESULTS AND DISCUSSION

Market Day is an example of implementing education in elementary schools that is integrated with entrepreneurship. On the market day, students will be involved in all processes, production, distribution, and consumption. Therefore, market day activities are learning for students to become entrepreneurs, who can learn how to market their products and merchandise to friends, teachers, and people who visit school.

Market day activities can be carried out in various forms, such as bazaars, markets, and exhibitions held at schools. In market day activities, many people are involved in preparing the implementation of the activities, starting from teachers, students who are assigned to be sellers or buyers, and parents of students who participate in preparing to sell products for the children on duty. So that the teacher can prepare the venue and sales stalls properly, start organizing with the theme of food and the types of food preparation.

In market day activities, students display products that have been prepared according to their assignments and offer them to people who visit the venue. The market day is usually enlivened by attractive performances from students, both arts, sports, and performances. So that visitors are interested in coming and buying products prepared by students who are in charge of selling.

As for the proceeds from the sale of products from students, it is generally used to finance performances and class activities and is also saved by the students themselves, as a result of their struggles in selling. Of course, this is a very useful activity and educates students from elementary school age, starting to prepare products, how to sell, and utilize the proceeds from the sale. In selling, students also learn a lot of good qualities, such as being honest. By being honest, students can explain the goods being sold, how they obtained them, the origin of the product, the good and bad quality of the goods, and how to measure an item.

Implementation of market day at schools also aims to introduce the entrepreneurial spirit to students, to start understanding how to do business with interesting innovation and creativity. In addition, students can also be brave and confident, both in communicating with buyers and how to seduce potential buyers of their goods. Therefore, parents of students can fully support market day activities, because they can support the child's development process. Meanwhile, schools and teachers can take advantage of market day as a means of introducing schools to outsiders and being able to attract the attention of visitors by accepting new students. So great are the benefits of market day activities for organizing institutions and students, if the implementation goes well and is optimal.

Entrepreneurs or what we now know as entrepreneurs are people who are enthusiastic about doing business, dare to take risks, dare to make profits, are ready to lose, and dare to make changes

quickly for the sake of progress. The main characteristics possessed by an entrepreneur are usually having high dreams and expectations that must be achieved, strong ambition to introduce and sell products, feeling dissatisfied, and being a problem solver (Siwiyanti, 2017). From this explanation, the attitude of entrepreneurship can be a much-needed education for students to prepare for life and as a provision after finishing school.

From an entrepreneur, students can learn entrepreneurial values which consist of six important attitudes, namely independence, leadership, hard work, problem-solving, creativity, and action-oriented. This is following what Siwiyanti said about the characteristics of entrepreneurs which are divided into the six values of the attitude (Siwiyanti, 2017).

To achieve these values, the teacher must be able to integrate various learning activities for students, both in class and outside the classroom. This is what the researcher obtained during an interview with the school principal, that there was no provision of entrepreneurship material to students in the form of special activities or at certain times. Even though the teacher is given the freedom to provide knowledge to students with what they need at this time, of course by combining learning activities and materials related to learning. Entrepreneurship education can be applied in many activities in schools, one of which is by integrating entrepreneurial values in certain subjects.

Implementation of Market Day at MIN 3 Gunungkidul

Based on the data obtained by researchers, MIN 3 Gunungkidul is an elementary-level educational institution that has a jargon, "Unite hearts, reach dreams, achieve achievements". In realizing this jargon, the vision of MIN 3 Gunungkidul is "the realization of students who are pious, intelligent, skilled and care about the environment. From this vision, it is then explained in its mission, namely (1) Providing basic skills based on IMTAQ; (2) Organizing the learning process by the 2013 Curriculum (Kurtilas); (3) Instilling an entrepreneurial spirit so that they are skilled in and independent; (4) Cultivating 7S activities; (Smiles, Greetings, Greetings, Politeness, Courtesy, Gratitude, and Patience); (5) Cultivating a clean, healthy lifestyle and love for the environment.

The mission obtained by researcher number four is that MIN 3 Gunungkidul is an institution that wants to instill a skilled and independent attitude in its students. This is following the sound of its mission, namely "instilling an entrepreneurial spirit so that it is skilled and independent". Of course, this is one of the missions that supports students to get entrepreneurial character values, so that children know and learn how to trade by preparing their products and preparing them. There are two stages in implementing market day activities at MIN 3 Gunungkidul, the planning and implementation stages.

(1) Planning Stage

In this stage students are tasked with planning products to be sold, starting exploration activities, product determination, and implementing the production of goods to be sold on market day. Exploration is the first step carried out by students to dig up information to observe opportunities to sell a product. The teacher also plays a major role in this activity, by providing

stimulus to students about what products are worth selling and are in demand by students and visitors.

After exploring, students can continue by determining the products to be sold on market day activities. This is the main activity of students in preparing products to be sold, taking into account production costs, selling prices, and how to sell products. With this product determination, students can discuss with teachers and parents determining products, production costs, and packaging.

In production activities, students will determine how they obtain products that are ready to be sold. He can choose self-made products or become a reseller of ready-made products. From the results of the interviews, in this production activity students were given an obligation, that the product must be brought from home, not bought near the school. By the data obtained by the researchers, in this process, parents also play a high role in assisting students in preparing production. Assistance from parents will be minimized for upper-class students.

In this planning stage, students plan a business as a monitoring and controlling tool. So someone who is going to sell or set up a business, will plan the goods to be produced, the capital to be issued, the number of goods to be packaged and sold, and how they will market the product (Pratitis, 2018).

(2) implementation stage

In this stage, students carry out buying and selling activities starting from preparing the place to calculating the sales results. In this stage, students also prepare strategies for offering products to be sold. This is to Ciputra's statement that this phase is known as marketing, namely, students are looking for ways to attract potential buyers' interest in their products (Barnawi and Arifin, 2012).

Based on data obtained by researchers from interviews and observations, the market day program at MIN 3 Gunungkidul is held for two days at the end of the odd semester of the 2022/2023 school year. In this activity, students carry out two days of implementation, by dividing the group into two. The first is the upper-class group consisting of classes IV to VI which will be held on Wednesday, December 21, 2022. And the second group consists of the lower classes, classes I to III on Thursday, December 22, 2022. The market day at MIN 3 Gunungkidul will be held starting at 08.00-11.00 WIB in the Madrasa yard.

With this group division, all students will become buyers and sellers, according to the schedule determined by the committee and class teacher. Meanwhile, teachers and guardians of students serve as buyers of products that have been prepared by students.

In the process of carrying out this sale and purchase, students began to gather in their respective classrooms to prepare merchandise and to collect data on the name of the product

and the amount to be sold by the homeroom teacher. Furthermore, students are tasked with setting up tables and chairs for sales stalls in front of the class and the Madrasa yard.

After the tables and chairs for selling are neat, all the students are in charge of taking the goods and products to be placed on the table, according to the order of the class and the type of product.

The teacher will be a student companion in the buying and selling process. However, this assistance is only to help supervise students in complying with applicable regulations. Teachers are permitted to help directly with notes in case of calculation errors and urgent conditions.

In this market day activity, rules are made that must be obeyed by students. These rules are, (a) students are required to eat and drink while sitting, (b) buyers must queue neatly and in an orderly manner, (c) the price of products sold is a maximum of IDR 2000.00 (d) students must dispose of trash in the space provided, (e) the products sold must be healthy and halal food, (f) during market day, students may not buy snacks outside of school.

The closing of this activity was carried out at 11.00 WIB before the midday prayer. During this closing, students who serve as sellers will report the results of sales to their respective homeroom teachers. And the assistant also helps in calculating the results, so there are no mistakes. Furthermore, the homeroom teacher gives directions and reflections to students about market day activities.

With this market day program, students feel happy and enthusiastic about participating in the activity until it's finished. This activity too, will create an active and fun school atmosphere for students, so that there will be memories that students miss in the buying and selling learning process and enthusiasm for participating in learning in the upcoming semester (Muhammad Ghozali & Rahayu Apridayanti, 2022).

CONCLUSION

Based on the research explanation and discussion above, it can be concluded that the implementation of market day activities can foster entrepreneurial character for students at MIN 3 Gunungkidul. There are five entrepreneurial character values for students after carrying out market day, namely daring to take risks, self-confidence, responsibility, creativity, innovation, and leadership. The market day program is a step towards realizing the vision of MIN 3 Gunungkidul, in creating skilled students, and realizing the mission of "instilling an entrepreneurial spirit so that they are skilled and independent".

It is better if the implementation of the market day program in schools can be implemented since elementary school. As for the implementation of the program, elementary school institutions can invite more participants, especially to kindergartens that are located in the neighborhood and are well

packaged with performances and performances from students. This also aims to be able to promote schools to get better students.

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