

## Development of Edupreneurship for Elementary School Students through Assignments at Home

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### Abstract

This study aims to develop the attitudes, souls and abilities of elementary school students for entrepreneurship. Creative, innovative, independent, leadership, good at managing money, and having an unyielding spirit are some entrepreneurial attitudes that need to be instilled in children from an early age. This research uses a qualitative approach which is carried out by interviews, and documentation. The subjects of this study were second grade students of a Islamic Primate School in Banguntapan, Yogyakarta. The results of this study indicate that these entrepreneurial values become important points in the formation of life skills in children or students. In addition to education within the family, entrepreneurship education can be implemented in an integrated manner with learning activities at school through assignments at home.

**Keywords:** *development; education; entrepreneurship; primary school*

### 1. INTRODUCTION

Indonesia is a country that has abundant natural wealth, both wealth and wealth land and marine resources. In addition, the population of Indonesia now has more than 250 million people, and Indonesia is the third most populous country after China and India. In terms of quantity, aspects of ethnic and cultural diversity are also very varied. In this case, Indonesia has sufficient potential to become a country great and advanced. However, the wealth owned by the Indonesian people has not been optimal utilization for the welfare of the community. This is evident from the

number of cases of deforestation in Indonesia resulting in disasters floods and landslides. The activities carried out by these residents are certainly very detrimental to society and the country.

The facts show that many of the existing workforces have not been fully absorbed in the formal economic sector. For example, many undergraduate graduates are unemployed because they have not passed the CPNS. Meanwhile, to enter the non-formal sector, the community does not yet have sufficient skills to create creative economy businesses.

This is a big problem that must be faced by the Indonesian people today and will still have to be faced in the future. The first problem is related to poverty and unemployment, the second problem is about the entrepreneurial mentality and the education system which aims to equip and optimize graduates.

Seeing this, the world of education must be able to play an active role in preparing human resources who are able to face local, regional, national, and international challenges. Education that is able to overcome this, one of which is education that is oriented to the spirit of entrepreneurship, namely a brave soul and able to face life's problems and has a creative spirit to overcome problems and be independent. Entrepreneurship education is education that applies principles and methodologies towards the formation of life skills in students through the curriculum developed in schools. This is in line with the opinion of Sri Yulianti, an education expert from the Indonesian homeschooling community in Wijatno (2009) which explains about the paradigm of fulfilling children's rights to become independent children by providing education that is life skills and one of them is entrepreneurship education.

Entrepreneurship education needs to be developed from an early age, so that Indonesia can produce the next generation that is ready to face the economic challenges in the future. Educators are agents of change who are expected to be able to instill

characteristics, traits, and characteristics as well as an entrepreneurial spirit for their students.

Entrepreneurship education benefits students from all socioeconomic backgrounds as it teaches children to think broadly and hone unconventional talents and skills. Furthermore, it creates opportunities, ensures social justice, instills confidence and stimulates the economy. Therefore, careful preparation is needed to seek to inculcate entrepreneurial values from an early age at elementary school age. Teachers and parents as the two pillars of children's education need to do this as best they can. Children need to be equipped with entrepreneurial values in order to have an independent, creative, innovative spirit, not to give up easily, all of which can be applied in children's daily lives.

Economic activity in developing countries is strongly influenced by the entrepreneurial climate, because entrepreneurship can create jobs, minimize poverty, and encourage efforts to improve the economy (Said & Iskandar, 2020; Sultyowati et al., 2016). A country must have at least 3% of entrepreneurs from the total population in order to progress (Rahmawati, 2018). It's true that the ratio of entrepreneurs in Indonesia has reached 3.1 % of the total population of Indonesia, which when expressed in nominal terms accounts for around 8.06 million people. However, the number of entrepreneurs in Indonesia is still relatively low when compared to neighboring countries. Singapore and Malaysia, for example, each have an

entrepreneur ratio of 7% and 5% respectively (Siregar, 2019). Therefore, students need to be directed and supported to not only be oriented as job seekers but can and are ready to become job creators or entrepreneurs, through entrepreneurship education programs.

Entrepreneurship education in elementary schools is very important, because it's time to get treatment and support starting from using school facilities. Schools also need to prepare strategies so that entrepreneurial achievement is in line with the expectations of educators or students. Entrepreneurship education plays an important role as a tangible manifestation in fostering an entrepreneurial spirit. Entrepreneurial spirit in fostering creative, innovative, and sporty attitudes.

## 2. RESEARCH METHODS

This study uses a qualitative approach and 2 data collection techniques, namely:

### 1. Interview

The interview was conducted on August 1, 2021 via Whatsapp, the interview had to be conducted online due to the COVID-19 pandemic. The informant in this interview is Syahir Rofi'uddin, S.Pd., M.Si, as the homeroom teacher for class 2-D as well as a teacher of batik education at SDIT Salsabila 3 Banguntapan. The researcher asked 10 questions, which were then answered by the informants in a coherent, clear, and detailed manner.

### 2. Documentation

In addition to interviews, researchers collected data by taking documentation, such as searching for information related to academic qualifications and informants' identities through Google, the privileges of SDIT Salsabila 3 Banguntapan, one of which is providing entrepreneurship education to lower-class students.

## 3. RESULTS AND DISCUSSION

### a. Teacher Identity

Informants in this study were Syahir Rofi'uddin, S.Pd., M.Si he was born in Yogyakarta, February 16, 1978. He lives on Jl. Waduk Ombo 1C, Tegalsari Wedomartani Ngemplak Dam, Sleman Yogyakarta. He graduated from the S1 Faculty of Ushuluddin IAIN Sunan Kalijaga Yogyakarta, S1 PGSD from the Open University, and S2 Islamic Education from MSI at the Indonesian Islamic University in Yogyakarta. Now he teaches at SDIT Salsabila 3 Banguntapan as a homeroom teacher for Isa 2-D as well as a thematic teacher, Javanese language, batik education, tahfidz and student worship habits.

### b. The Urgency and Benefits of Entrepreneurship Education

Entrepreneurship education for grade 2 students is very important, if the entrepreneurial spirit is instilled in children from childhood, productivity and independence will be built when they grow up.

As a scientific discipline, entrepreneurship education must be able

to instill entrepreneurial abilities and skills to students, so that they can develop themselves and act as catalysts in socio-economic change in society. This will give strength in forming a society with a bright future and a prosperous life, not only for the students themselves, but also for the surrounding community (Hasan, 2020).

Benefits of entrepreneurship education, a) By teaching children to be entrepreneurship from an early age, they will hone their independence and creativity, b) train to be able to create the best possible opportunities.

### **c. The Essence of Entrepreneurship**

The term entrepreneurship became famous in the business vocabulary in the 1980s. The word entrepreneur comes from French, *entre* means-between and *prendre* means to take. This word is basically used to describe people who dare to take risks and start something new. Wijatno (2009) defines an entrepreneur as someone who dares to take risks, is able to see business opportunities, and is able to utilize resources effectively and efficiently to gain profit.

Entrepreneurship is an observable traits in action person or institution. Entrepreneur in health, education, and business basically works the same way same, they work better, they do differently from others (Drucker, 2007). Entrepreneurship as behavior can be demonstrated through dynamic response/response, risky, creative, and

oriented on growth which is an innovation process (Susilaningih, 2015).

From the above definitions, it can be concluded that entrepreneurship is the process of creating something different, which has value-added through the sacrifice of time and workers with various social risks and get an award for something obtained along with the occurrence of personal satisfaction from the results obtained.

### **d. The advantage of being an entrepreneur**

The advantage of being an entrepreneur is that you have the freedom to achieve your own goals, show your full potential, get maximum profit, freedom to make changes, create jobs, and get recognition from the community.

Being an entrepreneur is one of the great choices challenge. Every entrepreneur challenged to stake all of your time, thought, energy, and energy for business purposes and his business (Alfianto, 2012).

However, some entrepreneurs can emerge in an art by starting to open small businesses such as rice stalls, cigarette stalls, bicycle repair shops, and eventually continue to grow to be big and successful. Most of those who learn to be entrepreneurs, always follow and learn about the success of experienced entrepreneurs. Therefore, an entrepreneur must be good at taking opportunities (Suwinardi, 2018).

### **e. Entrepreneurial Traits**

To become a successful entrepreneur, one must be able to look ahead, think calculatingly, and seek options from various alternative problems and solutions. Geoffrey G. Meredith in Suharyadi (2007) argues about the characteristics of entrepreneurs, namely as follows:

#### **1. Self Convident**

An entrepreneur must have high self-confidence. Everything that has been believed and considered true must be done as long as it does not violate applicable laws and norms. Self-confidence is an attitude and belief to start, perform, and complete the task or job at hand.

#### **2. Task and Result Oriented**

An entrepreneur must focus on tasks and results. What entrepreneurs do is an attempt to achieve predetermined goals. The success of this task is determined by achievement motivation, profit orientation, hard work, and high initiative.

#### **3. Dare to Take Risks**

Every business process has its own risks, both profit, and loss. To minimize business failure, entrepreneurs must know the opportunities for failure, so that efforts can be made to minimize these risks.

#### **4. Leadership**

Successful entrepreneurs are also determined by the ability to lead or what we call leadership. This leadership not only influences other people or employees, but is also alert in anticipating any changes.

#### **5. Originality**

Entrepreneurship must be able to create something new and different. The originality and uniqueness of goods and services is the main attraction in a business.

#### **6. Future Oriented**

Entrepreneurs who have foresight make that person will continue to strive to work by creating something different from the others. This view makes entrepreneurs not quickly satisfied with the results obtained at this time so that they continue to learn to look for opportunities. Sensitivity to understanding the surrounding environment is also needed to create a future-oriented product.

### **f. Identification of Entrepreneurial Attitudes in Everyday Life**

Based on the characteristics of entrepreneurs above, it can be identified the attitude of an entrepreneur in everyday life, namely:

#### **1. Discipline**

The meaning of the word discipline is the entrepreneur's commitment to tasks and work, work systems, and so on. Punctuality can be fostered from one's self by trying to complete the work according to the planned time. The nature of often delaying work for various reasons is an obstacle that can prevent an entrepreneur from achieving success (Alma, 2011).

#### **2. High Commitment**

Commitment is an agreement about something that is made by someone, both to oneself and to others. In carrying

out its activities, an entrepreneur must have a clear, directed and progressive commitment. Examples of entrepreneurial commitment to consumers are excellent service that is oriented to customer satisfaction, product quality in accordance with the products offered, problem solving for consumers, and etc.

### 3. Honesty

Honesty is the moral foundation for an entrepreneur. Honesty includes the characteristics of the products offered, honesty about all activities related to product sales carried out by entrepreneurs.

### 4. Creative and Innovative

The power of creativity is based on a way of thinking that is advanced and full of new ideas that are different from existing products on the market. Royan (2007) Ideas often appear and come suddenly, and other people may not expect that a new product will be found. For example, Thomas Alva Edison initially also had a belief in his idea, namely a bright incandescent lamp. Even to realize his creation, he went through a long process and many failures to find the incandescent lamp like it is today. as well as creative and innovative products invented by other inventors.

### 5. Independent

A person is said to be independent if that person can carry out his wishes well depending on others in making decisions or acting. In principle, an entrepreneur must have an independent attitude in carrying out his business activities.

### 6. Realistic

A person is said to be realistic if the person is able to use reality as a basis for rational thinking in every decision making. Many aspiring entrepreneurs have high potential, but in the end they fail simply because they are not realistic, not objective, and irrational in their business decision making.

## **g. Characteristics of Elementary Age Children**

The character of a child is built through what is heard, and what is felt. As educators, it is necessary to provide examples, direction and guidance that are tailored to the characteristics of children, especially elementary school-age children. In addition, education at the elementary school level is the longest implementation of education (6 years) compared to other levels of education. Among other levels of education, primary school education is a very important level in efforts to improve the quality of human resources. It is at this level of education that the basic abilities and skills of children are developed both as provisions for further education and for entering the community.

Agrees with Tridhonanto (2015) who explains that in elementary school, children are expected to acquire the basic knowledge and skills that are considered very important for success in continuing their studies and adjustment in later life.

In general, the character of elementary school students includes happy playing, likes working in groups,

likes to move, and likes to do things directly. As educators and prospective primary school educators, it is necessary to understand the characteristics of elementary school-aged children to help plan, determine and apply learning that is appropriate to the child's developmental level.

The first character, implications in learning, educators should be able to provide a pleasant learning atmosphere both in the classroom and outside the classroom by inviting students to play while learning. Educators can seek the form of small and interesting games for students during learning, which sometimes students do not think that the games they play while learning about a science or material are very fun.

The second character, the learning carried out by educators should also allow students to move around and move. This is because for elementary school children sitting neatly for long periods may be torture and make them bored. Educators can provide ice breaking during learning by inviting finger exercises, police exercises and so on that can be related to the material discussed. Teachers can also invite students to dance and sing while walking around in large and small circles to make learning more fun. In addition, teachers can arrange children's seats alternately every day, which makes it easier for students to move places. Therefore, it is important for teachers to understand and design classes that are flexible and fun for children.

The third character is that elementary school-age students like to work in groups or teams. Not only at school, in their daily life at home students will be happier hanging out with their peers. Through association with peer groups, children can learn important aspects of the socialization process, such as learning to obey group rules, learning to be loyal to friends, learning how to compete fairly with friends, and learning to be responsible. The third characteristic implies that teachers must design learning models that allow children to work or study in groups. The teacher can ask students to form small groups of 3-5 people to study or complete an assignment as a group.

The fourth characteristic, children like to do something directly. Learning in elementary school is quickly understood by children, if children are directly involved in the practices taught by the teacher. For example, the child will understand more about the cardinal directions, by taking the child directly out of the classroom, carrying a compass, then pointing directly at each cardinal direction. Direct learning like this actually gives an impression for students and children's memory about the material is also longer. Teachers can design learning that emphasizes this hands-on experience individually or in groups.

Each child has a unique character and the rhythm of child development is also different from one another. In general, it can be distinguished several main aspects of individual child

personality according to Piaget, namely (1) cognitive, (2) physical-motor, (3) socio-emotional, (4) language, (5) moral, and (6) religious. Piaget categorizes cognitive functions and behavior into main stages, namely the sensorimotor period (0-2 years), the preoperational period (2-7 years), the concrete operational period (7-12 years), and the formal operational period (12-15 years). Based on these stages, elementary school-aged children are in the concrete operational stage, where children will easily understand the material when children are faced with something or real conditions. For example, for mathematics lessons, it is better to use concrete objects to show concepts and let students manipulate objects according to mathematical principles.

The physical development of primary-school-age children follow the (general) principles regarding the type of change, patterns of physical growth and developmental characteristics as well as individual differences. Changes in proportion include changes in height and weight.

The development of social aspects begins during childhood (ages 3 -5 years), where children are very happy to play with their peers. This relationship with peers continues and rather rapidly occurs during elementary school and becomes even more rapid in adolescence (16-18 years). Armstrong (2006) states that the biggest part of the development of the elementary school-age is full participation in the social world. The aspect of language that develops at the

beginning of the elementary school period is social language skills, namely language to understand commands, invitations. and relationships between children and their friends or adults. At the end of the elementary school period, the language of knowledge develops. This development is closely related to the development of intellectual and social abilities. Children at this stage have begun to be critical of moral development. For example, when the teacher teaches about discipline material, the teacher should explain the importance of discipline in the classroom or community life, ask students questions about the impact if they are not disciplined, etc. Of course, all this is done with the teacher as a model for the child. Teachers must show a disciplined attitude in everyday life, so that student's can imitate the good attitudes shown by the teacher. This is in line with the opinion of Sangkanparan (2012) children need to see the character growth of their teachers and parents, because childhood is an ideal period to start character building.

Learning in elementary schools in addition to being able to develop physical, social, language skills, basic numeracy skills, reading, writing, and is expected to develop student's independence. Independence is a condition in which a person performs his activities not depending on others. That is, it does not mean that it does not need other people, but the activity is still able to run even without the help of others. Examples of activities to train student's

independence that teachers can do at school are educating children to tidy up their stationery, educating children to save, camping, etc.

Based on the study above, it can be concluded that being an elementary school teacher is not enough to only be good at basic science theory, but it is very important to understand the development and characteristics of elementary school students. Understanding the character of elementary school-age children is very important because it can facilitate the learning and teaching process.

#### **h. Education Implementation Entrepreneurship of Class 2 SDIT Salsabila 3 Banguntapan Students Through Assignments at Home**

Presidential Instruction Number 4 the Year 1995 on the National Movement Socializing and Cultivating Entrepreneurship, mandated to the entire Indonesian people and nation to develop programs entrepreneurship. The government is well aware that the business world is a bone at the back of the national economy, so that efforts should be made to improve continuously. Through this movement it is hoped that the entrepreneurial character will be part of the work ethic of the community and the Indonesian people, so that they can give birth to entrepreneurs strong and independent.

Through policy Ministry of National Education incorporates educational curriculum entrepreneurship in educational institutions (Education,

2005). Draft integrated entrepreneurship since childhood students sitting in elementary school up to college. Education entrepreneurship equips students to be independent and not oriented to be job seeker but opener jobs. According to (Amri & Poerwati, 2013) elementary students' thinking can still, be formed according to environmental needs, so that the mindset of children's aspirations to become entrepreneurs can still be achieved formed. Low and high- grade students need games in learning, this is quite reasonable because these educational games can overcome student boredom and increase student motivation to learn. Educators can start with creative games such as guessing, throwing paper balls while singing and others.

Education is the gateway for the nation's next-generation to form a superior person. Entrepreneurship as an alternative solution in developing all the potential of the nation can now be taught through learning in elementary schools. The opinion of Ir. Ciputra (2009), that the number of entrepreneurs at least two percent of the population of a nation, can break down and encourage economic progress. Currently, our nation is starting to promote entrepreneurship education in universities, so that students can be mentally prepared and competent after entering the world of work. However, this entrepreneurship education should start from elementary school education. Entrepreneurship for children does not mean to employ children, but to instill entrepreneurial values from an early age.

This entrepreneurial spirit makes a positive contribution to children's lives. As Sandiaga Uno's opinion in Wardhana (2013) states that entrepreneurship aims to make someone better, not merely to make someone rich.

I interviewed Isa's 2-D homeroom teacher. His name is Syahir Rofi'uddin, S.Pd., M.Si. He explained that there were 4 classes at SDIT Salsabila 3 Banguntapan (2 A, B, C, D). At SDIT Salsabila 3 Banguntapan the subjects of SBdp and batik education are held by the respective homeroom teachers.

He explained that when students have an assignment from the teachers (via their parent's cellphones, via Whatsapp or in Google Classroom). Children independently will immediately do what is asked / ordered by the teacher. Example :

1. Thematic tasks (which are in the package book) the child will immediately take the thematic book and work on it immediately (even though there are still parents waiting).
2. SBdp / Batik Education tasks, for example from a teacher, the child will creatively continue the instructions from the teacher (copying, drawing, coloring, etc.)

Instilling the value of entrepreneurship education in grade 2 SDIT Salsabila 3 Banguntapan apart from assignments at home, through activities (before the COVID-19 pandemic) at SDIT Salsabila 3 Banguntapan already conducting market day once a month. In turn, each class will get a share as a

seller. For example, class 2 as a seller, then class 1, 3, 4, 5, 6 as a buyer.

There is a value of honesty in these activities. The buyer can bid, even though the item being traded already has a price. The change for the buyer is also well conveyed.- Maximum purchase per student is limited to Rp. 10,000. The results after the market day are over, the seller calculates the results of his merchandise (profit / loss) reported to his respective homeroom teacher.

Then the substitute for entrepreneurship education during a pandemic (other than a market day) is to make products or works in the subject taught according to KI 4. Usually in SBdp lessons, for example, making toy cars from aqua bottles, making dolls from paper / cloth, montage drawings, etc.

In practice in schools, to instill entrepreneurial values in students there are several things that can be done, including: 1) improvement Curriculum; 2) increasing the role and contribution of schools in preparing entrepreneurship; 3) improvement of the learning process; 4) improvement of teacher competence.

The success of the entrepreneurship education program in elementary schools can be seen through the achievement of criteria by students, teachers, and school principals which include: 1) students have a high entrepreneurial spirit, and 2) a classroom environment that is able to develop student habits and behavior in accordance with the values. internalized entrepreneurial values (Mulyani, 2011).

#### 4. CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the development of entrepreneurship education for grade 2 students is very important, if the entrepreneurial spirit is instilled in students, creativity and independence will be awakened when they are adults. The benefits of entrepreneurship education make students independent, creative, innovative, and good at taking opportunities.

The school is grateful to the STPI Bina Insan Mulia Yogyakarta Community Service Team for providing the opportunity for SDIT Salsabila 3 Banguntapan to contribute to the creativity-based PPL-KKN Integrative XVII activities. From this research, we would like to provide the following suggestions: 1) For further research, the researcher hopes that the school can develop entrepreneurial activities for elementary school students that lead to the benefits and importance of entrepreneurship education, and 2) The school can maximize entrepreneurship education to become more effective learning to achieve the objectives of teaching and learning activities.

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