

Sharpening the Entrepreneurial Spirit Through a Cheerful Bazaar for 5-6 Year Olds at TK Unggulan Annur

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ABSTRACT

Objective: This study examines the effectiveness of the Ceria Bazaar, an initiative under the Pancasila Student Profile Strengthening Project (P5), in fostering entrepreneurial spirit among early childhood students at TK Unggulan Annur. The objective is to explore how project-based learning activities can develop creativity, independence, and social responsibility in children. **Methods:** A descriptive qualitative approach was employed, involving observations, interviews, and documentation to capture the experiences of children, teachers, and parents. Data were analyzed systematically to understand how the Ceria Bazaar contributes to entrepreneurial learning through planning, product creation, and interaction with customers. **Results:** The findings reveal that the Ceria Bazaar promotes essential entrepreneurial skills such as merchandise management, marketing strategies, and customer interaction. Children gained practical experience in decision-making, financial management, and problem-solving. This activity also enhanced children's self-confidence, teamwork, and creativity while engaging parents and the community in the learning process. **Novelty:** This study highlights the innovative integration of entrepreneurial education into early childhood learning through a culturally relevant and engaging approach. By combining art-based projects with business concepts, the Ceria Bazaar serves as a replicable model for developing life skills in young learners while reinforcing Pancasila values.

INTRODUCTION

Merdeka Curriculum is an approach in education that provides flexibility to educational institutions to develop and design the curriculum according to the needs and context of the learners [1], [2], [3]. One of the main components of the Merdeka Curriculum is the Pancasila Student Profile Strengthening Project (P5), which aims to develop character and 21st-century skills through project-based learning [4]. P5 integrates Pancasila values and local cultural aspects into learning activities, so that children not only learn academically but also understand and appreciate their cultural heritage [5].

P5 Project is an approach introduced in the Merdeka Curriculum in Indonesia with the aim of strengthening the Pancasila student profile [6]. This approach emphasizes the active involvement of students in projects that are relevant to their life contexts. Through this project, children not only learn about academic concepts but also about Pancasila values such as mutual cooperation, independence, and social responsibility [7], [8].

The development of an entrepreneurial spirit in early childhood aims to instill values, skills, and attitudes that encourage children to become creative, innovative, and independent thinkers [9], [10]. The goal is to prepare children to face life's challenges and

foster a spirit of independence from an early age. The entrepreneurial spirit is the ability and attitude of an individual to create ideas, manage risks, and take action in developing a business or innovation [11]. The importance of instilling an entrepreneurial spirit from an early age is widely recognized, as this ability is not only beneficial in the business world but also in the overall development of children's life skills. Children who are introduced to entrepreneurial values are likely to be more creative, independent, responsible, and capable of facing challenges with innovative solutions.

At a young age, children are in a period of rapid development, both cognitively, emotionally, and socially [12]. Therefore, this period is the right time to instill entrepreneurial character and attitude. The development of an entrepreneurial spirit in early childhood is not done through technical teaching about business, but rather through stimulation that focuses on entrepreneurial values such as creativity, independence, risk-taking courage, and the ability to adapt and innovate [13].

This strategy is to hone the entrepreneurial spirit with a fun and educational approach, such as organizing mini bazaars at school. In this activity, children can create artworks, such as paintings or crafts, which they then "sell" to friends and parents. Through this experience, children learn about the production process, the value of the work, and the basic concept of buying and selling transactions. Another effective activity is role-playing as entrepreneurs or customers, where children practice communicating, planning, and explaining their products. In addition, integrating art activities with the introduction of basic entrepreneurship concepts, such as planning and marketing, will help children understand the importance of creativity in the business world. In this way, they not only develop artistic skills but also the fundamentals of entrepreneurship that will be beneficial in the future [9].

An effective approach to enhancing the entrepreneurial spirit in early childhood is through activities that involve active interaction, exploration, and direct experience. This is where the importance of project-based activities like P5 (Pancasila Student Profile Strengthening Project) becomes relevant. The P5 activities provide children with the opportunity to engage in projects that involve creativity and cooperation, as well as giving them space to explore new ideas and concepts in a fun context [14].

In the An-Nur Kindergarten education unit, the P5 activity is implemented through the Ceria Bazaar, where children are involved in creating artworks and handicrafts that are then exhibited and sold. This activity not only hones the entrepreneurial spirit of children but also instills a sense of responsibility, cooperation, and communication skills. By participating in the Bazar Ceria, children learn about entrepreneurial values in a fun context, as well as building a sense of togetherness and appreciation for their creations. Through this activity, TK An-Nur implements the principles of the Merdeka Curriculum in a creative and relevant way, supporting the development of character and social skills in early childhood.

TK Unggulan Annur, as an early childhood education institution committed to the holistic development of children, has implemented P5 activities in the form of a cheerful

bazaar. The cheerful bazaar at TK Unggulan Annur is an example of an activity that not only hones children's creativity but also teaches them about social and economic aspects through direct experience. This activity involves children in the process of planning, creating, and presenting products they make themselves, which in turn can enhance their skills in various domains.

The cheerful bazaar at TK Unggulan Annur is a concrete example of the implementation of P5 activities that focus on fostering children's entrepreneurial spirit. In this bazaar, the children are involved in various stages from planning to executing the bazaar event. They design, create, and present the products they make themselves to bazaar visitors, often involving parents and the surrounding community. This activity gives children the opportunity to apply the knowledge they have learned in a real context, as well as improve their interpersonal and organizational skills [15].

The implementation of the cheerful bazaar at TK Unggulan Annur provides significant benefits in the development of children's creativity. This activity is designed to encourage children to innovate and think creatively in product creation, as well as to facilitate a fun and interactive learning experience. Children learn how to plan and execute projects, work in teams, and interact with others in settings that support their social development.

Through the cheerful bazaar, children also learn about the importance of hard work, leadership, and responsibility. They undergo a direct process in making decisions, solving problems, and facing challenges, all of which are important aspects of developing their creative and social skills. In addition, this activity also allows parents and the community to actively participate in their children's education, which strengthens the relationship between school and family and supports a positive learning environment.

This research aims to describe and analyze the entrepreneurial spirit in children through several aspects, including motivation for entrepreneurship, existing interests and talents, as well as environmental support in developing entrepreneurial skills. Additionally, this research will review how children perceive the entrepreneurial process, the values they consider important, and the influence of parents and education in shaping the entrepreneurial spirit from an early age.

RESEARCH METHOD

Descriptive qualitative research on honing the entrepreneurial spirit in early childhood through the Ceria Bazaar activities at TK Unggulan Annur aims to illustrate and understand how these activities can contribute to the development of an entrepreneurial spirit in children. The subjects of this research are early childhood children, teachers, and parents at TK Unggulan Annur Surabaya. This approach aims to describe the phenomena related to the cheerful bazaar activities and how they influence the entrepreneurial spirit of children.

This research does not focus on hypothesis formation or the use of statistics, but rather on a systematic and accurate depiction of the facts found in the implementation of

the cheerful bazaar activities. This data collection technique involves observation, interviews, and documentation. This research is expected to provide an understanding of the role of cheerful bazaars as an effective entrepreneurial learning medium for young children and to offer recommendations for parents and teachers in fostering an entrepreneurial spirit. This outlines the research methods briefly. Write in detail the research location, the number of respondents, the method of processing observation or interview or questionnaire results, and the method of measuring performance benchmarks. Common methods do not need to be written in detail, but can simply be referenced from standard textbooks. The experimental procedure must be written in the form of declarative sentences, not imperative sentences. The content of the research method is around 1,000 words.

RESULTS AND DISCUSSION

The researchers of the P5 Ceria Bazaar activity held at TK Unggulan Annur aim to introduce the concept of entrepreneurship to children from an early age. Through active involvement in the planning, implementation, and evaluation process of the bazaar, children have the opportunity to develop entrepreneurial skills and learn about the importance of responsibility in running a business. Children are given the opportunity to take an active role in various aspects of the bazaar activities. They are involved in planning, preparing, and executing the bazaar event, either as sellers, booth managers, or assistants in various other areas. Through this activity, the children learn many things, including.

a. Managing Merchandise

Managing merchandise is a fundamental skill that is very important in the world of commerce. In this context, children are taught to choose the right merchandise. They are trained to select products that align with market interests or the target consumers they want to reach. For example, they can choose trendy items or items that are in high demand. Children also learn how to arrange merchandise neatly and attractively. Good product arrangement not only makes the products look more attractive but also makes it easier for buyers to find what they are looking for. This teaches them the importance of layout and space arrangement in selling. In addition to choosing the right items, children are also taught to understand the importance of product quality and how price can influence purchasing decisions.

b. Formulating a Strategy

Marketing Marketing is key to attracting buyers, and children are trained to think creatively in creating marketing strategies. Some of the things they learned include. Children are trained to recognize who their potential buyers will be. They must be able to identify the age, preferences, and needs of consumers in order to market the product effectively. They are taught how to use various promotional techniques, such as discounts, product bundling, or offering free samples to attract buyers' attention.

Children learn how to utilize the right media for promotion, whether directly through exhibitions or through social media if they are already proficient with technology.

c. Interacting with Customers

Marketing is the key to attracting buyers, and children are trained to think creatively in creating marketing strategies. Some of the things they learned include. Children are trained to recognize who their potential buyers will be. They must be able to identify the age, preferences, and needs of consumers in order to market the product effectively. They are taught how to use various promotional techniques, such as discounts, product bundling, or offering free samples to attract buyers' attention. Children learn how to use the right media for promotion, whether directly like exhibitions, or through social media if they are already proficient with technology. This involvement provides practical experience that can introduce children to the world of entrepreneurship in a simple way. During the bazaar activities, the children are taught the basics of entrepreneurship, learning how to set appropriate prices for goods and record sales results simply. They also understand the importance of money management and are trained to offer products in an attractive and effective manner to buyers. Although the knowledge taught is still on a small and simple scale, it provides children with an initial understanding of the world of business and entrepreneurship. The bazaar activities give students the opportunity to develop their self-confidence. Through direct interaction with buyers and their friends, the children feel more confident speaking in front of others. They learn to speak in public and face challenges. This self-confidence will be beneficial in their daily lives, both at school and in their social environment. In addition to entrepreneurial skills, this activity also teaches children about the importance of managing finances. Some activities related to financial management include Recording Transactions and Calculating Sales Results. Although this is financial management on a very small scale, it provides a good foundation for their understanding of the importance of money management in business activities.

Through involvement in the entire series of events, from planning to evaluation, children are invited to learn how to manage small businesses. This activity not only develops entrepreneurial skills but also introduces the important value of responsibility in the business world. Children are given active roles in various aspects of the bazaar, such as managing booths, selling goods, or helping in other areas.

This gives them the opportunity to hone various skills, among which, managing merchandise is a very important skill in the business world. Children are taught to choose products that meet market needs, as well as how to arrange them to attract buyers' attention. They learn how to select items that align with trends or consumer demand, as well as the importance of maintaining product quality to keep it in demand. In addition, children also understand the concept of price and how to determine the right price to influence buyers' decisions. In the bazaar activities, children are trained to think of effective marketing strategies. They identify who their target market is and learn how to attract buyers' attention through various promotions, such as offering discounts,

bundling products, or providing free samples. They are also taught how to utilize appropriate promotional media, whether directly or through digital platforms if they are already familiar with technology. The ability to communicate with buyers is an important aspect of this bazaar activity. Children are taught to speak confidently, use polite language, and provide clear information about the products they sell. They also learn how to handle customer complaints or resolve issues that may arise, which teaches them to remain calm and professional in facing challenging situations.

Through these three skills, children gain deep insights into how to run a small business efficiently. Their involvement in this process provides a more realistic picture of the world of entrepreneurship, albeit on a smaller scale. During the bazaar, they were also introduced to the basic concepts of financial management. Children are taught to record transactions, calculate sales results, and understand the importance of managing money well. The financial management they learn, although simple, provides a strong foundation for them to understand how money plays a role in the continuity of business. This bazaar activity not only hones entrepreneurial skills but also builds children's self-confidence. Through direct interaction with buyers, they learn to speak in public, manage emotions, and face challenges in a positive way. These skills are not only beneficial for business activities but also for their daily social lives.

CONCLUSION

Fundamental Finding : The implementation of the Ceria Bazaar at TK Unggulan Annur successfully demonstrates how project-based learning, as embodied in the Pancasila Student Profile Strengthening Project (P5), fosters entrepreneurial skills in early childhood. Children actively participate in activities such as planning, creating, and marketing their products, which nurtures essential skills like creativity, problem-solving, and financial management. This experiential approach provides a practical foundation for understanding entrepreneurship while building self-confidence and responsibility.

Implication : The findings highlight the effectiveness of integrating entrepreneurial learning into early childhood education through hands-on and interactive activities. By incorporating real-world contexts, such as the Ceria Bazaar, educators can create an engaging learning environment that equips children with the life skills needed for future challenges. Moreover, this method strengthens collaboration among schools, families, and communities, fostering holistic child development. **Limitation :** This research is limited to a single case study at TK Unggulan Annur, with findings that may not fully generalize to other early childhood education institutions. Additionally, the scope focuses on qualitative observations without quantitative metrics to measure the long-term impact of entrepreneurial skills development. Further studies across diverse settings could enhance the robustness of the conclusions. **Future Research :** Future research should explore the long-term impact of early entrepreneurial education on children's cognitive and social development, incorporating diverse cultural and socio-economic contexts. Additionally, integrating quantitative assessments alongside

qualitative observations could provide a more comprehensive understanding of the effectiveness of project-based entrepreneurial learning.

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