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### Building Entrepreneurial Character and Marketing Talents In Primary School Students Through the Market Day Program

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#### ABSTRACT

The aim of this research is to determine the benefits of character building and developing the entrepreneurial spirit of students at SD Inpres 3 Ulatan in the Market Day program. The Market Day program is an entrepreneurship program to develop students' character. Within the scope of education, students must always be directed to change themselves through a creative and innovative spirit through quality superior programs. In elementary schools, this concept is important in suppressing the flow of entrepreneurship and creating superior competitive people. The research method used is a descriptive qualitative method. Data collection was carried out using primary data collection techniques; namely, the researcher directly took data from the field relating to implementation problems by directly reviewing the planning and implementation activities of market day at school, conducting interviews with school principals, teachers, parents, and students, as well as taking documentation in the form of supporting photos during Market Day activities. The informants in this research were students who were involved as buyers, teachers, parents, students, and school principals. The research results show that the implementation of Market Day is one of the programs implemented at SD Inpres 3 Ulatan, Parigi Moutong district to develop students' entrepreneurial spirit and mentality. In addition, teachers use contextual activities to improve students' skills.

## **INTRODUCTION**

Elementary school is the earliest educational stage where students gain knowledge and character formation. Primary school education is the education of children aged 7 to 13 years as education at the basic level developed by educational units, regional potential and socio-culture. In elementary school, students are required to master all fields of study and how to solve problems in their environment.

Character is the basic element that exists in humans, which has a person's psychological characteristics and behavior, which are special characteristics of each individual. Character is the basic values a person manifests in their attitudes and behavior in everyday life (Hamid & Sudira, 2018). Character development is an effort made by schools to shape students' character (Marzuki et al., 2011). In character building, students must strengthen their mental and psychological abilities and skills to develop their potential to become creative, independent, and responsible.

Entrepreneurship is a creative and innovative ability that is carried out to create something new and useful. Entrepreneurship must develop from various sectors, including educational institutions, to provide entrepreneurial competencies such as productive activities to students, making them effective figures in life. Entrepreneurial character is a person's characteristics or entrepreneurial values (Raharjo, 2012). Entrepreneurship is generally often interpreted as being a business person, even though entrepreneurship is an attitude, spirit, and ability to create something new that is very valuable and useful for oneself and others. Entrepreneurship is a mental and spiritual attitude that is always active and creative, empowered, inventive, creative, modest, and trying in order to increase income from business activities. Meanwhile, entrepreneurs are people who are skilled at taking advantage of opportunities to develop their businesses, which aims to improve their lives (Ministry of National Education, 2010); 15-17

In entrepreneurship, there must be a marketing process carried out because marketing is an activity or process of creating, communicating, delivering, and exchanging offers of goods that are of value to customers and society. Marketing is carried out to fulfill human needs, which will grow into human desires. Philip Kotler and Gary Armstrong (2021) state that marketing is a social and managerial process by which individuals or organizations obtain what they need and want through creating and exchanging value with others. Marketing is the implementation of business activities that direct the flow of goods and services from producers to consumers to satisfy consumers as best as possible and realize company goals (Habibi et al., 2022).

The Market Day program is a program that is run to develop students' entrepreneurial character in which training is held to market a product in the buying and selling process by students. The Market Day program is an entrepreneurial activity that involves the entire school community. According to Ghozali & Apridayanti (2022), Market Day is an entrepreneurship program that fosters the values of independence, creativity, courage to take risks, leadership, action, and hard work in students' souls. Students at the elementary school age level like things that are fun and contextual because, at this time, students still like to move actively, like play, have high imaginations, and learn things with concrete things (Dwinat et al., 2022). Student characteristics like this need to be utilized in creating activities that equip children with useful abilities for their future. Business development in the Market Day program is a way or method of improving business processes by increasing quality and quantity as an expansion of the business so that it can develop (Sutomo, 2023).

Through the presentation of the theories and concepts previously explained, there is an interesting phenomenon that one school implements a market day program to develop entrepreneurial character in students. The school is SD Inpres 3 Ulatan in Ulatan village, Palasa subdistrict, Parigi Moutong district. This school is one of the targets of the Tadulako University

Teaching Campus MBKM activities in collaboration with the Ministry of Education, Culture, Research, and Technology.

Students at SD Inpres 3 Ulatan, Parigi Moutong district, are the young generation who are expected to become entrepreneurs who have the potential to move the wheels of the economy in Indonesia. Students are directed to be more active, creative, and innovative in developing entrepreneurial potential and can also build student character in carrying out tasks in Market Day activities. Through the market day program, it is hoped that they will be able to develop an entrepreneurial spirit that changes students' mindsets so that when they grow up, they are oriented towards making themselves productive people and effective figures in life.

## **RESEARCH METHOD**

The implementation was carried out at SD Inpres 3 Ulatan using descriptive qualitative methods. According to Moleong (2016), qualitative research intends to understand phenomena about what research subjects experience, for example, behavior, perceptions, motivations, actions, etc., holistically, using descriptions in the form of words and language in a context. Specifically natural ones, and by utilizing various scientific methods. Data collection was carried out using primary data collection techniques; namely, the researcher directly took data from the field related to the problem of the research by directly reviewing the planning and implementation of Market Day activities at school, conducting interviews with school principals, teachers, parents and students, and taking documentation, in the form of supporting photos during Market Day activities. The implementation was carried out at SD Inpres 3 Ulatan, located in Palasa sub-district, Parigi Moutong district. The sample used in the implementation was random: students involved as buyers, teachers, parents, students, and school principals (Moleong, 2016).

## **RESULTS AND DISCUSSION**

The results show that the implementation of Market Day is one of the programs implemented at SD Inpres 3 Ulatan, Parigi Moutong district, to develop students' entrepreneurial spirit and mentality, starting from small things, namely the buying and selling process. Based on the results of interviews with the principal and teachers at SD Inpres 3 Ulatan, it was explained that carrying out market day activities held on Saturdays, this activity lasted for 3 months by looking at students' abilities in entrepreneurship and increasing the potential that students had in the buying and selling process. This activity involved all students from grades 1 to 4. In the production process involved were students from grades 5 and 6, with one student bringing 5 products to sell, such as fried noodles, grilled pistol, sausages, nuggets, chocolate ice, bread, mini martabak, rolled omelet, dumplings, and others. In addition, teachers use contextual activities to improve students' skills.

Based on observation and documentation studies, it is interesting that when an entrepreneurial spirit is instilled from an early age, the following characteristics will emerge:

### **Creative and innovative**

The implementation of Market Day is carried out to require students to be creative with something different from their friends, so there will be many types of merchandise at Market Day activities. Students can also hone their creativity in decorating their respective places when selling so they can compete with others. This can be seen in the image below.



**Figure 1. Student Creativity and Innovativeness**

### **Responsibility**

Implementing Market Day can also train students to be responsible by always looking after their merchandise. The products that students sell to consumers are safe and suitable for consumption. However, students must always take care of their merchandise so that it is not damaged or lost, and have the courage to provide compensation if the buyer experiences a loss; for example, the goods purchased are damaged and not ready to be used and consumed. This can be seen in the image below.



**Figure 2. Example of a Student's Sense of Responsibility**

### **Collaboration**

The implementation of the Market Day program is reflected in the sense of cooperation in selling merchandise; students sell together without being influenced by their desire to win. Collaboration is needed by students in fostering brotherhood between students of various types of character.



**Figure 3. Example of student collaboration process**

### **Be Confident**

Self-confidence arises when a child can intensively carry out the buying and selling process during Market Day activities; students are trained to sell their wares to consumers through activities. Students are trained to convince consumers that the products sold are safe for consumers to consume and of guaranteed quality. So that it can foster mental self-confidence, and students must leave behind their shyness in front of buyers.



**Figure 4. Example of Student Self-Confidence**

Apart from the findings from the various explanations previously explained, based on the results of interviews with Mrs. Rinawati, the person who is always responsible for running the market day program explained that there were obstacles in implementing the market day program, including:

1. The student's parents had been informed in advance about the food being brought for sale, such as salty and spicy food, but what was brought was sweet-tasting food, such as donuts, bread, and rolled omelets, which were widely sold and left, so here the teacher took the initiative to buy them.
2. The teacher should have informed the students before the activity started so that students could buy all the food being sold, which was not only focused on one selling place so that there was a crowd in just one place.
3. The uniqueness of the market program is that it uses four languages in its transaction patterns. However, buying and selling activities using these four languages are still not fluent because there is still vocabulary that students do not know and understand.

Entrepreneurship education is one of the leading and most interesting activities in developing students' potential for creativity and innovation. According to (Wales, 2016) entrepreneurial potential leads to building one's character intelligently and productively to achieve a prosperous quality of life. Therefore, entrepreneurship in building personal character towards prosperity becomes an important perspective in building expertise, life skills, competencies, and skills. Reflecting on the world of education, these orientations should be built into building an intelligent and productive culture that schools can implement through innovative programs, creative scientific design, or even creating job opportunities independently.

In particular, in elementary schools, entrepreneurship education is an important program in fostering creativity, innovation, and the courage to take risks. The entrepreneurship program that is run to foster the entrepreneurial spirit of school residents is market day. Wiyono and Wu (2022) explain that the market day program is an entrepreneurship program that aims to provide a relatively comprehensive understanding and awareness of life, form a more conducive emotional structure and mentality, and build a brighter daily attitude from time to time. In the marketing program, students are taught how to market products to friends, teachers, employees, and the community around the school.

*Market Day* is an activity where children are taught how to market products to friends, teachers, or outside parties. This activity is usually carried out as a bazaar or market organized by the school. This activity usually involves all school components. Visitors from outside the school were also invited during the Market Day activities. Students have been involved in preparing their trading plans for a long time. Not only teachers but parents are also involved in preparing merchandise, especially with women who are in charge of making food or drinks to sell. Generally, the buyers are students, teachers, and parents. Each class generally has its stall, and each class presents its unique theme and merchandise.

During Market Day activities, student products can also be displayed and sold to the audience present. During Market Day, the atmosphere becomes cheerful. Several artistic attractions or student performances were also displayed. There are students whose job is to sell merchandise, students who serve purchases, and some who receive payments. On that day, most students were given more pocket money than usual. This lets students shop for food, drinks, souvenirs, or toys sold on Market Day. After the sale is complete, the money obtained will usually be used as funds to finance class activities, and some can also be put into the savings of the children at school.

With market activities, students will be taught early how to build character values and cross-language transaction patterns. Siwiyanti (2017) explains that if the market day program runs optimally, various benefits for the benefit of the school can be achieved. Confirmed by research

(Heinonen & Hyitti, 2016) explains that if schools can implement entrepreneurship programs optimally, then in terms of their mission, they can secure economic growth that is socially and ecologically sustainable. It is confirmed by research (Cho & Lee, 2018) that cultivating an entrepreneurial spirit can be done through formal education which must be results-oriented and forward-looking. This process is essential, especially in the elementary school (SD) environment as a form of positive activity by generating ideas and works to create opportunities that are formed through entrepreneurship education. Entrepreneurship education is very effectively taught and instilled in elementary school. Entrepreneurial attitude, mentality, and character play a role and equip students with skills that can be applied when they grow up. On the other hand, through entrepreneurship education, students will find solutions if they face life difficulties in the future.

The results of the ongoing Market Day activities have shown that several students persist with their determination to always sell from the beginning until now, and their sales also vary. Indeed, few survive. This condition can indicate the emergence of an entrepreneurial spirit in children from an early age due to implementing Market Day program activities. What these students can show is a sense of responsibility for maintaining cleanliness by collecting packaging waste and throwing it in the trash, the emergence of an honest attitude, calculation skills related to adding and subtracting money to be spent, and sales results.

## CONCLUSION

Based on the explanation above, fostering elementary school students' entrepreneurial character and marketing talents through the Market Day program can increase students' abilities in intensive entrepreneurship. This can be obtained from the interesting finding that characters will emerge when an entrepreneurial spirit is instilled from childhood, including honesty, innovation, creativity, responsibility, and self-confidence. The method of developing entrepreneurial character carried out at SD Inpres 3 Ulatan, Parigi Moutong district, is carried out contextually with students being able to follow the process according to the teacher's directions and carry out the process of making food products, arranging them, and selling them. By integrating entrepreneurship education into the learning process, including planning, implementing, and evaluating learning in every aspect taught at school, students will have entrepreneurial values well into adulthood.

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