


Empowering Young Entrepreneurs: Practical Learning Initiatives in Primary Education

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 <https://doi.org/10.31004/jerkin.v2i3.245>

ARTICLE INFO

Article history

Received: 16 Januari 2024

Revised: 19 Januari 2024

Accepted: 22 Januari 2024

Kata Kunci:

Kewirausahaan
Pendidikan Dasar
Pembelajaran Praktis

Keywords:

Entrepreneurship
Primary Education
Practical Learning



ABSTRACT

Luaran dari pengabdian tersebut menunjukkan bahwa sesi perkuliahan berhasil meningkatkan pemahaman mahasiswa tentang dunia kewirausahaan, sedangkan praktik pembuatan parcel kecil memberikan pengalaman langsung dalam menerapkan konsep-konsep tersebut. Pameran karya siswa mengungkapkan orisinalitas dalam memilih bahan lokal, membantu perekonomian lokal, dan menggali potensi kreatif dalam prosedur bisnis. Selain memberikan pengaruh baik bagi anak, terjalannya kerjasama yang kuat antara sekolah, guru, dan masyarakat sekitar juga berhasil dilakukan. Kajian lengkap menunjukkan bahwa keberhasilan pengabdian ini turut mendorong semangat mahasiswa untuk terus menggali potensi kewirausahaannya. Hasil dari pengabdian ini menunjukkan bahwa pendekatan holistik melalui kombinasi perkuliahan dan praktik pembuatan parcel mikro memberikan dampak yang baik terhadap pemahaman mahasiswa tentang kewirausahaan. Namun untuk menjamin keberlanjutan dan pertumbuhan berkelanjutan, diperlukan tindak lanjut berupa membangun program kewirausahaan yang terintegrasi dalam kurikulum dan membentuk kelompok kecil untuk mendorong minat siswa. Dengan demikian, abstrak ini menggambarkan keefektifan pengabdian ini dalam membangkitkan rasa ingin tahu dan kreativitas wirausaha siswa SDN Kuala Geulumpang, dengan tujuan agar dapat memberikan kontribusi yang baik bagi pengembangan karakter dan bakatnya di masa depan.

The output of this service shows that the lecture session succeeded in increasing students' understanding of the world of entrepreneurship, while the practice of making small parcels provided direct experience in applying these concepts. The exhibition of student work reveals originality in selecting local materials, helping the local economy, and exploring creative potential in business procedures. Apart from having a good influence on children, strong collaboration between schools, teachers and the surrounding community has also been successful. The complete study shows that the success of this service has helped encourage students' enthusiasm to continue exploring their entrepreneurial potential. The results of this service show that a holistic approach through a combination of lectures and practice of making micro parcels has a good impact on students' understanding of entrepreneurship. However, to ensure sustainability and sustainable growth, follow-up action is needed in the form of building an entrepreneurship program that is integrated into the curriculum and forming small groups to encourage student interest. Thus, this abstract illustrates the effectiveness of this service in arousing curiosity and entrepreneurial creativity at SDN Kuala Geulumpang students, with the aim of being able to make a good contribution to the development of their character and talents in the future.



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How to Cite: Dasiyem et al. (2024). Empowering Young Entrepreneurs: Practical Learning Initiatives in Primary Education, 2 (3) 190-194. <https://doi.org/10.31004/jerkin.v2i3.245>

INTRODUCTION

This community contribution is driven by the goal to open up new chances for SDN Kuala Geulumpang students in developing entrepreneurial abilities from an early age. Elementary school is a vital era in forming children's perspective and potential, and integrating them in entrepreneurial activities can provide useful experiences that not only boost their creativity but also shape proactive and innovative attitudes (Prayuda et al., 2023). Entrepreneurship among students has significant potential to encourage the development of their abilities, both in terms of critical thinking skills, collaboration, and polishing communication and leadership skills. In this sense, community service tries to convey the concept of entrepreneurship with a practical approach through socializing the development of micro packages (Huxtable-Thomas & Brahm, 2023).

By looking at the social and economic backdrop of SDN Kuala Geulumpang, it is believed that this service can be the first step in equipping students to discover and take advantage of opportunities around them. Making little parcels was chosen as an activity that not only catches children's interest but can also be utilized as a medium to refine creativity and develop an entrepreneurial mindset. In addition, this service is in line with worldwide education trends which increasingly emphasize the necessity of preparing the younger generation with entrepreneurial abilities. Through this practical experience, students will be taught to basic business ideas, grasp the process of generating items, and explore their potential in creating something of worth (Matara et al., 2022).

Thus, an entrepreneurial approach in the realm of education is not only significant for future profession preparation but also as a pleasant learning tool and has an overall positive impact on student development. By utilizing the concept of entrepreneurship in creating micro parcels, it is envisaged that this service can make a positive contribution to the development of students' abilities and character at SDN Kuala Geulumpang. In the backdrop of globalization and technological changes, entrepreneurship has become one of the critical qualities that can equip the younger generation with resilience to meet future difficulties. These skills are not only useful in the economic sector but also build strong personal attributes, like creativity, initiative and the confidence to face risks (Gutentag, 2018).

Students at SDN Kuala Geulumpang, most of whom originate from rural backgrounds, have unique potential that can be fostered through entrepreneurial learning. Through this program, we attempt to address unequal access to educational opportunities and skills development. Mini parcels were chosen not only as a product to be produced, but also as a tool to comprehend the creative and business process as a whole. Furthermore, this service pays attention to local requirements and boosts the economic potential near SDN Kuala Geulumpang. By introducing small parcel making, children are asked to employ local materials accessible in their environment, support the local economy, and cultivate sensitivity to the potential around them (Malhotra et al., 2017).

Through a combination of lectures and practice, we want to provide memorable and in-depth learning experiences for students. The practical lesson on producing little parcels will provide students the opportunity to apply the concepts they have learnt in a real situation, enhance hand skills and promote a sense of togetherness within the group.

METHOD

This technique of implementing community service is developed holistically to produce a profound and meaningful learning experience for SDN Kuala Geulumpang students. These implementation processes comprise planning, execution and follow-up stages to ensure the sustainability of entrepreneurial learning. The initial stage involves discussions with the school, instructors, and kids to identify service goals, understand student needs, and determine the best method. Here, a discussion session will be held to determine students' starting level of understanding about entrepreneurship, as well as collect input from teachers to customize the curriculum according to the school situation.

Next, the service team will build a curriculum that incorporates lecture material and practical workshops for manufacturing little parcels. Material preparation comprises selecting themes that meet the knowledge and needs of Kuala Geulumpang Elementary School children, as well as providing clear and intelligible practice aids. On the day of implementation, the program will begin with a

lecture session introducing entrepreneurship. The focus of this presentation will stress the relevance of creativity, innovation and product creation in the context of entrepreneurship. Apart from that, it will be explained how producing little parcels might be an initial entryway for pupils in grasping business ideas.

The familiarization session will be followed by a practical demonstration of making little parcels by the instructor, actively involving students in every stage of making. Each group of students will be equipped with supplies, equipment and a practical instruction to make their own small parcel. Facilitators will provide direct instruction and answer student queries throughout practice sessions. At the end of the implementation, each group will discuss the outcomes of their mini parcel, offering space to share ideas, issues faced, and solutions found. It is intended that this conversation would promote students' critical thinking and contemplation on the process of manufacturing and selling things.

The follow-up step is the key to the sustainability of entrepreneurial learning at SDN Kuala Geulumpang. After the event is over, the service team will convene an evaluation session to measure the impact of the service and identify areas of improvement. Additional resources and assistance will be produced for teachers to continue learning entrepreneurship in the classroom. Follow-up also involves establishing small groups or entrepreneurship clubs at school, where students can continue to develop their innovative ideas and apply entrepreneurial concepts in practical scenarios. Additional help and mentoring will be provided to students who indicate greater interest and potential in the realm of entrepreneurship.

By establishing this complete implementation strategy, it is intended that this community service would not only provide pleasant experiences and practical knowledge for students but also have a durable impact on the development of entrepreneurship at SDN Kuala Geulumpang. Apart from that, follow-up activities would involve coaching instructors at SDN Kuala Geulumpang. They will be provided further coaching to integrate entrepreneurship learning into the everyday school curriculum. Further training will be given to increase teachers' awareness of effective entrepreneurship teaching tactics, assuring the continuation of that learning after conclusion of service.

The formulation of a follow-up strategy also includes mentoring students who demonstrate a deeper interest in the area of entrepreneurship. They will be invited to take part in extracurricular events relating to entrepreneurship which are held occasionally. On this occasion, people can enhance their knowledge, interact in teams, and even produce more sophisticated entrepreneurial items. This approach not only strives to give practical instruction but also builds a sustainable entrepreneurial mindset. Monitoring and evaluation will be a vital aspect of the follow-up stage. The service team will conduct frequent trips to SDN Kuala Geulumpang to measure the long-term impact of the service. This evaluation session will entail interactions with instructors, students, and school administrators to understand changes in behavior, increased skills, and the growth of student entrepreneurial ventures. The data and feedback received from this evaluation will constitute the basis for altering and improving future learning initiatives.

Overall, this implementation strategy is aimed to establish a supportive learning atmosphere, stimulate cooperation, and offer a long-term good influence on students and instructors at SDN Kuala Geulumpang. With a holistic and sustainable approach, it is believed that this service can become an early milestone in building a strong entrepreneurial culture among primary school pupils, opening up chances for personal growth and beneficial contributions to the surrounding community.

RESULT AND DISCUSSION

This service makes a good impact and is in agreement with the expectations that have been set. A complete review of the implementation of the service reveals that students at SDN Kuala Geulumpang not only gain a better grasp of entrepreneurship but are also able to use these principles in the practice of creating tiny parcels. One notable consequence is an increase in students' comprehension of business concepts, from planning to implementation. Practical workshops provide opportunity for them to acquire practical skills, such as teamwork, creativity in using available materials, and effective problem solving. The outcomes of the mini package presentation revealed that students were able to articulate marketing ideas and tactics confidently.

More broadly, students' participation in these entrepreneurial activities helps build a critical approach towards the opportunities and difficulties surrounding them. The opportunity to produce, innovate and market their own items instilled an entrepreneurial attitude from an early age. These outcomes are in keeping with the service's mission to provide an initial basis for the development of sustainable entrepreneurial abilities. The conversation surrounding the evaluation method reveals that the success of the service is not only judged by the final results of the practice of manufacturing tiny parcels, but also by changes in student behavior and thinking. The contact between students and teachers during practical tasks helps to build a collaborative and supportive classroom climate. The support provided by the facilitator also helps inspire student discussion and reflection, improving their grasp of the notion of entrepreneurship.

In addition, the evaluation findings and feedback from instructors suggest that this comprehensive approach offers a good contribution to the learning environment at SDN Kuala Geulumpang. Teachers remark that kids demonstrate improved drive and passion for learning. They also saw increased communication and collaborative abilities among students. This service has demonstrated that by offering direct and in-depth experience in entrepreneurial activities, students may not only learn things conceptually but also apply them in real circumstances. The success of this service creates the basis for the extension and development of entrepreneurial activities in schools and surrounding communities, establishing a firm foundation for sustained growth and development. Through this debate, it is intended that the resultant pleasant experience can become an inspiration and example for continuing community service in the surrounding environment. In addition, the outcomes of this service provide a deeper understanding of the obstacles and potential of entrepreneurship in the rural area.



Figure 1. Entrepreneurship with teachers and students

The results of the mini parcel presentation also represent students' inventiveness in employing local materials, promoting the economic potential surrounding them. This provides significant insight into the development potential of small firms that can contribute to local economic development. Further discussion comprises a comparison between the results attained and the initial goals of service. It was observed that most students were able to comprehend the notion of entrepreneurship well and use it in a practical environment. This offers a strong basis for their future skills development, with the potential to have a beneficial impact on the communities in which they live.

The results of the service also indicate the strengthening of links between the school and the surrounding community. Involving schools, instructors and students in entrepreneurial activities not only generates close collaboration, but also stimulates the sharing of knowledge and experience between various parties. Teachers, as the main drivers of change in the school environment, claim that they feel driven to continue inspiring their pupils to develop their creative and innovative potential. It should be mentioned that the outcomes gained in this service are not just confined to the business component, but also include the development of student character. Practical activities create an attitude of responsibility, initiative and teamwork among pupils. This indicates that fostering entrepreneurial abilities from an early age can work as a catalyst for kids' holistic growth.



Figure 2. Community service products

In the context of evaluation, it is vital to recognize that these good results are the product of collaboration between multiple stakeholders, including the service team, teachers, students and the local community. Support and active engagement from all parties helps develop a learning environment that supports and inspires student growth. Thus, the results and discussion of this service suggest that integrating students in entrepreneurial activities can be an excellent way to foster the development of their practical skills and character. These results are not only relevant to the educational setting at SDN Kuala Geulumpang but also provide useful insights for the creation of entrepreneurship education models that may be adapted in other rural schools. Through ongoing implementation and continual improvement, it is intended that this service may make a bigger positive contribution to the complete development of students and the surrounding community.

CONCLUSION

By ending this service, it can be determined that efforts to provide entrepreneurial understanding and experience to Kuala Geulumpang Elementary School pupils have achieved the purpose with satisfying outcomes. Lecture sessions, socialization and practice of producing little parcels proved to be an excellent strategy in increasing students' interest and inventiveness. The results of the mini parcel presentation illustrate the implementation of entrepreneurial concepts in a novel approach, increasing students' understanding of business operations. The success of this program can also be demonstrated via healthy interactions between students, teachers and the surrounding community. The school is actively involved in supporting this activity, generating a strong connection between formal education and practical skills development. This support and engagement is a possible indicator for the expansion and continuance of entrepreneurial activity in the future.

The necessity of establishing entrepreneurship at the elementary level has proven to be a key step in forming pupils' character from an early age. Their awareness of business ideas, inventiveness and social responsibility has developed along with active engagement in these activities. By imbuing entrepreneurial values, students are enabled to discover opportunities around them and develop their own potential. However, this conclusion also serves as a push for continued sustainability and progress. So that this program may have a long-term impact, there needs to be continual follow-up from the school and community. The introduction of integrated entrepreneurship programs in the curriculum and the organization of small groups to encourage interested students can be concrete steps to continue this entrepreneurial spirit.

In end, this finding demonstrates that entrepreneurship learning in primary schools is not only about teaching business principles but also about shaping students' character, inventiveness and responsible attitudes. Through continuous efforts and active involvement from all relevant parties, it is anticipated that the entrepreneurial spirit that has been fostered can continue to grow, making a beneficial contribution to students' growth, and empowering them to attain their full potential in the future.

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