



## Implementation of the Market Day Program in Fostering Students Entrepreneurship Spirit at Muh Kutowinangun Kebumen Elementary School

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### Abstract

This study aims to information regarding the implementation of the market day program in fostering the entrepreneurship spirit of students at SD Muh Kutowinangun Kebumen and to analyze wheter program market day at SD Muh Kutowinangun Kebumen can achieve the goal of growing the soul entrepreneurship the value of independence and communicative value. The benefit of the research is to find out how learning was implementation program market day can foster an entrepreneurial spirit so that it can change students to become more independent and communicative. The research is a phenomenology research using a qualitative descriptive approach. The qualitative this approach is used to describe the implementation of the market day program carried out at Muh Kutowinangun Elementary School, Kebumen. Based on the research results above, it can be concluded that the market day program at Muh Kutowinangun Elementary School, Kebumen, has planning, implementation and evaluation stages and is supported by supporting and inhibiting factors so that it can foster communicative values and independence. The implementation of market day can be said to be successful because upper class students, namely grades 4, 5 and 6, are more communicative and independent than lower class students or students in grades 1, 2 and 3.

**Keywords:** market day, entrepreneurship, the value of independence, communicative value

## Implementasi Program Market Day dalam Menumbuhkan Jiwa Entrepreneurship Siswa di SD Muh Kutowinangun Kebumen

### Abstrak

Penelitian ini bertujuan untuk mengetahui informasi mengenai pelaksanaan program market day dalam menumbuhkan jiwa kewirausahaan siswa di SD Muh Kutowinangun Kebumen dan menganalisis apakah program market day di SD Muh Kutowinangun Kebumen dapat mencapai tujuan menumbuhkan jiwa kewirausahaan nilai kemandirian. dan nilai komunikatif. Manfaat penelitian adalah untuk mengetahui bagaimana pembelajaran yang dilaksanakan program market day dapat menumbuhkan jiwa kewirausahaan sehingga dapat mengubah siswa menjadi lebih mandiri dan komunikatif. Penelitian ini merupakan penelitian fenomenologi dengan menggunakan pendekatan deskriptif kualitatif. Pendekatan kualitatif ini digunakan untuk mendeskripsikan pelaksanaan program hari pasar yang dilaksanakan di SDN Muh Kutowinangun Kebumen. Berdasarkan hasil penelitian di atas dapat disimpulkan bahwa program hari pasar di SDN Muh Kutowinangun Kebumen mempunyai tahap perencanaan, pelaksanaan dan evaluasi serta didukung oleh faktor pendukung dan penghambat sehingga dapat menumbuhkan nilai komunikatif dan kemandirian. Penyelenggaraan market day bisa dikatakan sukses karena siswa kelas atas yaitu kelas 4, 5 dan 6 lebih komunikatif dan mandiri dibandingkan siswa kelas bawah atau siswa kelas 1, 2 dan 3.

**Kata kunci:** market day, kewirausahaan, nilai kemandirian, nilai komunikatif

## INTRODUCTION

Education is related to the transmission of knowledge, attitudes, beliefs, skills, and other aspects of behavior to the younger generation. As written in the legislation on the Education System Number 20 of 2003, it says that Education is "a conscious and planned effort to create a learning and learning atmosphere so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society". According to (Handayani & Muliastri, 2020), the era of the industrial revolution 5.0 or Society 5.0 pioneered by Japan in 2019, the era of the 5.0 revolution is a development of the era of the industrial revolution 4.0. Basically these two eras do not have any noticeable differences but have different focuses. Where the era of the industrial revolution 4.0 is more about artificial intelligence which is the main component to facilitate human needs, while in the era of society 5.0 the main component is the human or human resources. Based on this phenomenon, educators need to develop student talents from an early age, by providing entrepreneurship education to foster interest, motivation, and entrepreneurial character in accordance with opinions According to (Meisitha et al., 2020) the market day program is a program implemented by school institutions as a program to develop student skills in entrepreneurship. This can be done by providing entrepreneurship education to foster interest, motivation, and entrepreneurial character, and for example, by creating a market day program as has been implemented by SD Muh Kutowinangun Kebumen to instill and grow the spirit of entrepreneurship in schools.

This market day activity involves all students, teachers, and career workers of SD Muhammadiyah Kutowinangun Kebumen in the market day program activities, namely planning, implementation, evaluation as well as inhibiting and supporting factors. Products, whether goods or food, sell products by peddling the production, while other students or the school community can buy the product. As said by (Loilatu et al., 2020) about the learning process or stages, it must go through three important stages, namely the planning stage, the implementation stage, and the evaluation stage. The implementation of market day is entrepreneurship education, where it is a learning process. In the planning process according to (Suryana, 2017) there is a background to market day, challenges to come up with ideas, and willingness and ability to be asked can only be interviewed and observed. Furthermore, the implementation according to (Setyanti et al., 2021) is the preparation of the arrangement of the stand, the implementation of buying and selling activities between sellers and consumers. Then according to Lambing Dalam (Suryana, 2017) at the evaluation stage there is a product evaluation and a marketing market evaluation.

The benefits of this activity are very numerous, namely as a form of training to form an entrepreneurial spirit, train the value of independence and communicative values of students in creating, and give a simple overview of real business activities. The products made by students vary depending on the ideas of each student. Developing the value of independence and communicative values is very important as said by (Sukirman, 2020), that the value of independence is important in the spirit of entrepreneurship because it has aspects that support a close relationship between the values of independence such as the value of entrepreneurship, such as creativity, innovation, courage in taking risks, and orientation to the future, and the spirit of entrepreneurship. The value of independence in the spirit of entrepreneurship is the ability and enthusiasm to meet needs and rely on one's own abilities in entrepreneurship. Meanwhile, the value of communicative, according to (Nofrion, 2016) said that communication has an important role in human life and humans who do not communicate will find it difficult to develop and survive. Communicative values have a close relationship with the entrepreneurial spirit. In this context, communication skills, negotiation skills, and the ability to build relationships are important aspects in shaping a person's entrepreneurial spirit.

This study aims to identify information about the implementation of the market day program to foster entrepreneurship, namely the value of independence and communicative value at SD Muhammadiyah Kutowinangun Kebumen. The benefits of this research are to find out how the implementation of the market day program at SD Muhammadiyah Kutowinangun and whether the market day program at SD Muhammadiyah Kutowinangun is effective in fostering entrepreneurship.

## METHODS

This research is a phenomenology research that uses a qualitative descriptive approach. A qualitative approach is used to describe the implementation of the market day program at SD Muhammadiyah Kutowinangun Kebumen, this is because the descriptive-qualitative approach is considered more effective because this approach can be used to dig deep into the data. The data collected by the researcher used three techniques, namely interviews, observations, and documentation. Interviews were conducted with the principal, teachers, students, and parents of students or guardians of students, observation and documentation were carried out at the school every market day program activity, namely Saturday in the field of SD Muhammadiyah Kutowinangun Kebumen.

## RESULTS AND DISCUSSION

Muhammadiyah Kutowinangun Kebumen Elementary School is one of the schools that implements *entrepreneurship education*. This school has a program to train and foster the entrepreneurial spirit of students in order to instill *entrepreneurial values*, namely *market day*. The *market day* program was held to train students' soft skills because students at what stage are they happy to play and move. By instilling *the spirit of entrepreneurship* from an early age, it is hoped that students can apply *entrepreneurship values* to daily life in the future. The values instilled in students are the value of independence and communicative values.

*In addition to growing and instilling entrepreneurship values, market days* are also a forum for students to channel their interests and talents. Students can freely pour out their ideas by making products and selling them on *market day*. This *market day* activity is held every Saturday at 08.00 until it is finished which is attended by all school residents. Teachers divide the schedule every week with the division of schedules starting from grade 6 followed by the next week grade 5 to grade 1 and so on. The teacher's goal is to divide the schedule starting from grade 6, namely so that grade 1 students who are just starting can emulate and follow their classmates who have previously started first. Through *market day* activities, students are expected to have *an entrepreneurial spirit*, especially in the value of independence and communicative values. The experience in *the market day* provides practical lessons that are not always obtained in the classroom, enriching formal education so that it can build a sustainable person and society as a provision to face future challenges.

a. Implementation of instilling the values of independence through *the market day program*

1. Confident

*Market day* is able to foster confidence in students, students are trained to have better communication skills. Because in its implementation *market day* asks people to communicate with each other, the seller offers his product to the buyer and the buyer can wonder about the product being sold. Training so that students' academic performance becomes better, confident students tend to be more daring to try and are not afraid of failure. In *this market day*, students are free to express, pour, and channel their creative ideas. In accordance with the opinion of (Hidayah & Ayuningtyas, 2022) explained that *market days* foster children's self-confidence, improve children's communication skills and train children's business intelligence. There is a sense of confidence in students because students have the opportunity to interact directly with buyers, they learn how to start conversations, explain and answer questions about products. Communication skills really help increase students' confidence.

2. Able to work alone

According to (Nova & Widiastuti, 2019) Character education to be able to work alone The implementation of *the market day* activities train students to be able to work alone or independently. In the implementation of *market day*, the nature of being able to work alone is instilled, the entrepreneurial spirit is not easily dependent on others and is used to doing things alone and makes students have a strong personality and are not easy to beat. In the implementation of *the market day*, grade 1 is still accompanied by parents but only 2 to 3 students. Meanwhile, other classes can already carry out the buying and selling process and can carry out the process of *market day* activities at school without being accompanied by parents. The person in charge also only monitors the process of *market day* activities, students do everything by themselves without help from others. Starting from arranging the stands, the buying and selling process to cleaning the place where the students sell themselves. This is a form of independence carried out by students.

3. Mastering the craftsmanship and skills

According to (Maknuni, 2021), the value of independence instilled in it refers to the curriculum that has been agreed upon the main values of entrepreneurship education to be instilled, which are independence, creativity, daring to take risks, action-oriented and leadership. In the implementation of *market day*, a spirit of independence is instilled by mastering skills, for example, students have the skills to find product ideas, make products, offer products, and manage money. In terms of skills, students can make prduk as attractive as possible so that buyers feel interested in buying their products.

- b. Implementation of instilling communicative values through *the market day program*
  1. *Clear*

According to Anderson in Huttapepa *et al* (2023), communication is a process to understand or be understood by others in accordance with the relevant situation. This definition emphasizes that communication is not only about the exchange of information, but also about reaching a common understanding that is relevant to a particular context or situation. Effective communication to achieve understanding must be clear, meaning that the message conveyed must be well understood by the recipient. The involvement of clear communication elements helps ensure that the message is not only received but also understood as intended by the sender. Through the program *Market Day*, students are taught to be able to convey product information clearly and easily understood by buyers so that buyers are interested in buying the products sold by students. If the product information presented by the student is clear, for example, the student explains that the product made is unique because of a certain thing. Then buyers will be more curious and want to try the product they produce.

2. *Complete*

According to Nofrion (2016:1), Communication as a process of exchanging ideas, contact orders, and social interaction including the main activities in human life. These terms that need to be conveyed in full are for several important reasons related to the effectiveness, clarity, and success of social interactions. On the implementation *Market Day*, students as sellers must convey complete information to ensure that buyers clearly understand what the seller means, avoid misunderstandings, build trust, and minimize buyers feeling confused by what is being sold. Complete communication will make buyers feel comfortable buying in the place and increase buyer confidence so that sellers indirectly increase sales or increase customer loyalty.

1. *Builds goodwill*

According to Mulyana in the Nofrion (2016:2) The word communication comes from the Latin *communis* which means "same". The term is the same as building a good image because the same thinking or common understanding is the key in effective communication to build a good image. Students build a good image just like students as sellers build good relationships with buyers. This term suggests that a thought, meaning, or message must be embraced jointly by the parties involved in the communication process. It emphasizes the importance of mutual understanding in communication, where the sender and receiver have a similar interpretation of the message conveyed. In implementation *Market Day*, students can build a good image by always smiling when offering products, because buyers certainly expect friendly and good service. This is an example of building a good image because of the same thinking. In addition, the seller can explain about the product made, the buyer also of course expects the seller to be able to explain the product made by the seller.

## CONCLUSION

The implementation of instilling independence and communicative values through the Market Day program at SD Muhammadiyah Kutowinangun Kebumen has been successful. The program involves planning, where the principal informs all parties, including parents, teachers, and students, about the event and its rules. Parents help students develop product ideas. Teachers and coordinators guide and monitor students' preparations, while evaluations ensure progress. The continuous practice of Market Day embeds these values in students.

Independence Values:

1. Confidence: Students develop bravery to speak in public and communicate effectively.
2. Self-reliance: Students independently manage stands, display products, sell, and clean up.
3. Skill mastery: Students demonstrate entrepreneurial skills by successfully selling their products.

## Communicative Values:

1. Clarity: Students clearly explain the products.
2. Completeness: Students provide detailed product descriptions.
3. Goodwill: Students maintain a friendly demeanor, offering and serving customers with a smile.

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