

## Model of Entrepreneurship in Elementary Schools in the Era of Independent Learning in the Age of Society 5.0

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**Abstract:** One of the goals of the Indonesian nation being established is to create general welfare for the people of Indonesia. The study aims to find an appropriate entrepreneurial model in basic education. This research method was a qualitative case study type. The research data was from observations, interview transcripts, and documentation. The research analysis used the Miles and Huberman Model, which included data collection, data reduction, data presentation, and conclusion. The results showed that entrepreneurship in education is an effort to increase added value to a product/service in the profession involved in the field of education. Entrepreneurship in education is entrepreneurship that is relevant or in line with the profession they are engaged in in the world of education so that professionalism is maintained and does not harm other parties in it. Principals, teachers, and education staff can develop an entrepreneurial spirit by making education units. Its goal is to become a school that provides student learning experiences according to students' interests and talents, according to the concept of independent learning and collaboration with technology, and according to the demands of the current era in line with the demands of Society 5.0.

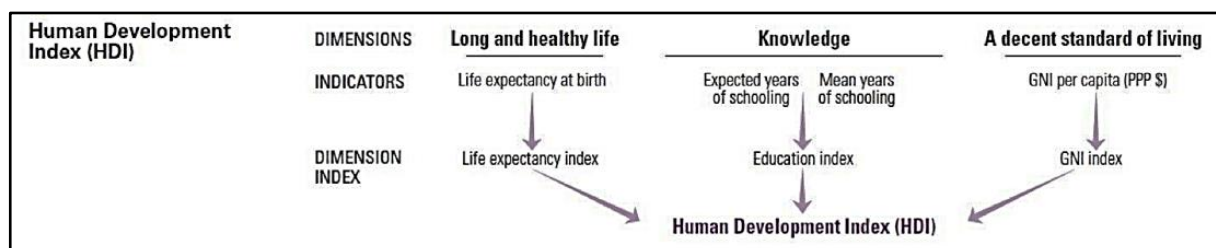
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### Introduction

The 1945 Constitution states that one of the goals of the Indonesian nation being established is to create general welfare (for the Indonesian people). Pancasila also mentions the fifth principle, namely Welfare for All Indonesian People. Welfare is a condition or state of the community's well-being, security, safety, peace, mental health, and the welfare state (<https://www.kbbi.web.id/sejahtera>). Welfare, by WHO, is indicated not only from an economic perspective but also (1) long and healthy life, (2) knowledge and (3) a decent standard of living (United Nations Development Programme, 2022), as shown in Figure 1. To achieve a prosperous life, every human must strive to improve his standard of living. If every human being feels prosperous, it will impact the welfare of the country or nation he lives.



**Figure 1.** Welfare indicators according to WHO

(Source <https://hdr.undp.org/en/content/human-development-index-hdi>)

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A country is said to be prosperous if at least 2% of the population has become entrepreneurs (Ciputra & Tanan, 2011). Even in developed countries, the target of becoming a developed country is that at least 4% of the population has become entrepreneurs (Kementerian Perindustrian Republik Indonesia, 2018). Indonesia has an entrepreneurial ratio of 3.47%, meaning that if Indonesia's population is 270.2 million (based on the 2020 population census), then Indonesia has 9.3 million entrepreneurs. This ratio is still relatively far behind other countries, such as Thailand 4%, Malaysia 4%, Singapore 8.9%, and developed countries have reached 12% (Kementerian Koperasi dan UKM, 2021). A stable economy in developed countries will occur if the number of entrepreneurs is 14% of the population (Wardani & Nugraha, 2021). Indonesia is ranked 37 out of 78 countries in the world regarding entrepreneurship. At the ASEAN level, Indonesia is ranked 4 out of 10 countries (Meliani & Panduwinata, 2022). However, Indonesia has experienced a fairly good increase from the previous year's conditions. This fairly good condition is evidenced by the achievement in 2021, which scored 9.6 out of 14. However, the score obtained is still relatively low compared to other ASEAN countries such as Singapore, Thailand, and Malaysia (US News & World Report, 2021). At the start of 2020, nearly every nation was on the verge of destruction due to the emergence of Covid-19. There are approximately 200 countries that have complained about being affected by the coronavirus. The biggest problem they complain about is the economy's collapse and the increasing number of unemployed, especially in developing countries, including Indonesia (Indayani & Hartono, 2020). The Open Unemployment Rate (*Tingkat Pengangguran Terbuka*, TPT) at all levels of education decreased in 2020 by 0.01% to 0.51%. Still, the highest TPT is at the Vocational High School (SMK) level, so entrepreneurship skills are needed (Wardani & Nugraha, 2021).

The Indonesian government introduced entrepreneurship since Presidential Instruction No. 4 of 1995 concerning the National Movement to Promote and Civilize Entrepreneurship (*Gerakan Nasional Memasyarakatkan dan Membudayakan Kewirausahaan*, GNMMK). GNMMK was then followed by the National Entrepreneurship Movement (*Gerakan Kewirausahaan Nasional*, GKN) in 2010 to spur the country's economic growth. Officially, the first GKN was held on February 2, 2011, followed by the second GKN commemoration on March 8, 2012, which was attended by the President of the Republic of Indonesia, Susilo Bambang Yudhoyono. The third GKN was held on March 18, 2013. Why did the Indonesian government launch the GKN? The Indonesian government launched GKN by considering that the community is the main actor in national development. Thus, developing the spirit, attitude, behaviour and skills of entrepreneurship is necessary to achieve national prosperity. These considerations are shown in Presidential Instruction No. 4 of 1995 concerning the National Movement to Promote and Civilize Entrepreneurship (*Gerakan Nasional Memasyarakatkan dan Membudayakan Kewirausahaan*, GNMMK).

There are 18 ministries and state institutions instructed by the President to make GKN successful, including (1) the Ministry of Cooperatives and Small and Medium Enterprises; (2) the Ministry of Industry, (3) the Ministry of Trade, (4) Ministry of Agriculture, (5) Ministry of Public Works, (6) Ministry of Transportation; (7) Ministry of Mines and Energy; (8) Ministry of Tourism, Post and Telecommunications; (9) Ministry of Finance; (10) Ministry of Manpower; (11) Ministry of Education and Culture; (12) Ministry of Information; (13) Ministry of Religion; (14) Ministry of Home Affairs; (15) State Ministry for National Development Planning/Chairman of BAPPENAS; (16) State Minister of Population/Chairman of BKKBN; (17) Minister of State for Youth and Sports; (18) Governor of Bank Indonesia. The appointment of the 18 ministries and state institutions indicates that entrepreneurship is not only a matter of economic needs but a necessity for all aspects of life because what grows in GKN is the character and entrepreneurial spirit. The necessity increased especially in 2022, in the era of Society 5.0, where technology has become a daily human need. Humans are free and independent in determining their lives through technology, including "free learning", which means that anyone can become a teacher, anywhere can be a class, and anytime everyone can learn and get life experience.

Then, why is the Ministry of Education and Culture in this instruction? How do educators and education staff develop the spirit of entrepreneurship in the education field? What kind of entrepreneurship is suitable for the world of education and culture? How is entrepreneurship in the era of Society 5.0 and the current era of Merdeka Learning? These questions will be explored and analyzed as follows.

**Methods**

This study is qualitative and employs a case study methodology. It was conducted before the 2012-2019 Covid-19 epidemic. Furthermore, this study took place in SD IT Insan Utama on Jalan Brawijaya Gatak Tamantirto, Kasihan, Bantul, Yogyakarta. The subjects or targets of the study were SDIT Insan Utama students from grades 1-6. The data was collected by observing Market Day activities every Tuesday from 3-4 p.m. after the Asr prayer. Interviews were conducted with teachers and students during the implementation of Market Day. Documentation was also taken during Market Day activities.

Data analysis was carried out using the Milles and Huberman model, which includes four steps as follows:

1. **Data Collection**  
The data collected was in the form of observations, interviews and documentation of the implementation of Market Day at SD IT Insan Utama every Tuesday.
2. **Data Reduction**  
Data reduction was made by including the core and important information in the data analysis table. The codification of words or phrases deemed essential to the study's objectives was also performed at this step.
3. **Data Presentation**  
The presentation of data was done after data reduction from the interviews, observations and documentation were included in the data analysis table. The research findings would be words or sentences repeated in each data.
4. **Conclusion**  
Conclusions were drawn based on the findings that form special patterns. These special patterns would be specified to form a conclusion.

**Results and Discussion**

In 2016, Japan initiated Society 5.0. Society 5.0 is when community technology is human-centred (artificial intelligence) and collaborates with technology to solve social problems that are integrated between the real and virtual worlds. Recently, we are also introduced to the Industrial Revolution 4.0. The Industrial Revolution 4.0 is an era where people are very dependent on information technology. European countries initiated the Industrial Revolution in 2010. What is the relationship between the Industrial Revolution 4.0 and the Era of Society 5.0? Table 1 will try to answer these questions.

**Table 1.** Human conditions and behavior in the era of society 5.0 and industry 4.0

Era		Time	Human Conditions and Behavior	
Society 1.0		70.000 -100.000 years ago	Hunting society	
Society 2.0		9.000 -10.000 years ago	Farming society	
Society 3.0/ Industrial Revolution	Industry 1.0	End of the 18th century	The invention of the steam engine, mass-produced goods	Industrial society
	Industry 2.0	19 – 20th century	Electricity usage make production costs low	
	Industry 3.0	1970’s	Computerized	
Society 4.0	Industry 4.0	2010	Artificial Intelligence (AI) and the Internet of Things (IoT)	Information Society
Society 5.0		2016 - now	Integrated Society (virtual and virtual real)	

In anticipating the Industrial revolution 4.0 and Society 5.0, Indonesia has launched "Making Indonesia 4.0" as a roadmap and strategy for Indonesia to enter this digital era. But on the other hand, this industry's digitalization will negatively impact employment and disrupt conventional business (Satya, 2018). There are five main technologies used in the Society 5.0 era such as artificial Intelligence (AI), the Internet of Things (IoT), Wearable Technology (WT), Advanced Robotics (AR) and 3D Printing (3DP). Technology makes the performance more effective and efficient (Hadi & Murti, 2019).

Digital-based entrepreneurship utilizes increasingly sophisticated technology, digital-based entrepreneurship to reduce the unemployment rate and the number of unemployed in Indonesia. Entrepreneurship must be instilled by young people and the people of Indonesia (Mirna Noventri et al., 2022). However, according to research by Mahmudah, U. (2017) stated that the unemployment rate in Indonesia has a continuous downward trend.

Merdeka Learning is a policy program of the Ministry of Education and Culture that has been implemented since early 2020 to increase the link and match between higher education graduates and the business and industrial world. Freedom to study (Merdeka Learning) in higher education provides opportunities for students to gain wider learning experiences and new competencies through several learning activities outside their study program. The policy hopes that college graduates are ready to win the challenges of increasingly complex life in the 21st Century (*Merdeka Belajar: Kampus Merdeka*. Mulyasa, H. E. (2021). *Menjadi Guru Penggerak Merdeka Belajar* and are more ready to work, collaborate creatively and can benefit themselves and other communities (Siregar et al., 2020). The urge for the policy increased, as based on data from the Central Statistics Agency in 2020, 70.72% of the population is a productive age (15-64 years).

Freedom of learning in primary and secondary education leads to an adaptive curriculum where anyone can become a teacher, anytime students can study, anywhere can be a classroom, and anything can be a source of learning. Learning resources can utilize and involve the family environment, school environment and community environment (Wuryandani et al. (2022); Hernawan et al. (2022)). To introduce the self-directed study curriculum to elementary and secondary schools, it is necessary to transform school curriculum and learning, national education management, regional education management and school autonomy (Sherly et al., 2020).

In the current Society 5.0, the Independent Learning policy is very relevant to the rapid development of science and technology. The effort of the Ministry of Education and Culture Indonesia is to launch mover teachers, mover school principals, mover lecturers, mover *widyaiswara* and mover schools. This effort is conducted to encourage independent learning in all lines of education. The Ministry of Education and Culture expects all lines of education to move forward, be creative, innovative, energetic, collaborative and solutive (Mulyasa, 2021), for example, through problem-based learning in science learning (Sajidan et al., 2022). Moreover, the characteristics of current students are different. Based on the results of the 2020 Population Census, in 2022, students in the Gen Z and Post Gen Z generations (Table 2) who have stereotypes of being unruly, instantaneous, selfish, lazy, and less able to socialize with older people (Christiani & Ikasari, 2020).

**Table 2.** The composition of indonesia's population seen from the year of birth

Generation Name	Year of Birth	Percentage (%)*	Estimated Age in 2022	Characteristics
Post Gen Z	≥ 2013	10.88	0 – 9	Internet generation.
Gen Z	1997 - 2012	27.94	10 – 25	Expert in operating various technology media (digital natives) and has a unique multi-tasking character.
Gen Y/Millenials	1981 - 1996	25.87	26 - 41	Strongly influenced by technological developments and open communication patterns.
Gen X	1965 - 1980	21.88	42 - 57	Able to accept change, prioritize image, and be hardworking.
Baby Boomer	1946 - 1964	11.56	58 - 76	Disciplined and time-oriented generation of veterans.
Pre-Boomer	≤ 1945	1.87	77+	

\* The percentage is calculated from the total population of Indonesia of 270.2 million people based on the 2020 Population Census ( Central Bureau of Statistics, 2021)

Source : (BPS, 2021); (Christiani & Ikasari, 2020), with modifications.

**Table 3.** Entrepreneurship in education

z	School Component			
	School Principal	Teachers/Educator	Education Staff	Students
Entrepreneurial Activities from the Managerial Side	- Developing the school's vision and mission	- Making a book on developing class management skills	- Managing canteen and parking area	- Selling on "Market Day"
Technical Side	- Managing "Market Day"	- Developing learning media	- Developing a healthy canteen	- Managing school gardens
	- Creating school branding, for example, "disability-friendly schools."	- Making a supplementary book (students' worksheets)	- Developing agricultural cultivation	- Doing artistic activities such as art,
	- Developing a healthy school system	- Becoming a teacher with many achievements	- Making comfortable teacher and student uniforms	- dance, crafts, carving, etc
	- Developing a school finance system	- Becoming an "Expert Storytelling"		- Participating in "School Cooperative" activities.
	- Developing an integrated curriculum system	- Conducting private tutoring/guidance and learning outside of teaching duties		
Added Value	- Improving the quality of schools so that many interested/prospective students and parents are interested in sending their children to the school			Students are patient, diligent, and do not easily give up
Effect	- Increased public trust - School accreditation scores increase - The number of students increases			Grow the spirit of entrepreneurship
Outcome	Improved school welfare			

Source: Researcher's Analysis, 2022.

The presence of the era of society 5.0 has brought a new culture in work which, among others, is characterized by dense digital technology and a smart society. Thus, Generation Z and Post Z must adapt to this era by equipping themselves with competencies of both hard skills and soft skills and the ability to master foreign languages and global cultural intelligence (Ismail & Nugroho, 2022).

In the era of Society 5.0, the entrepreneurial spirit must be developed in every area of life, including education. In the field of education, known as edupreneur. Entrepreneurship in education is an effort to increase the added value of an item/service in the profession involved in the education field. Because it is intended to increase added value, entrepreneurship in education requires creativity in business. A good business is a business that can provide good value to the market/consumer. Therefore, the business model or product of a business that is developed from the results of creative thinking will be able to be well received by the market. (Julyanthry et al., 2022). In the world of education, good business is a business that is relevant or in line with the profession that they are involved in so that professionalism is maintained and does not harm other parties in it. Entrepreneurship in education can be collaborated with technology according to the demands of the current era (Rohmanurmeta, 2021). Many activities were carried out by (Purwandari & Achmad, 2022), who states that the application of technopreneur in schools is important and provides solutions, for example, by creating a simple blog website to market students' products or works.

Entrepreneurship participates in the development of the country (Mirna Noventri et al., 2022) because it increases the standard of living and prosperity (Azizah et al., 2022). Entrepreneurship activities in education can be distinguished in two aspects, namely managerial and technical aspects (Table 3). The managerial aspect means that entrepreneurship develops the entrepreneurial spirit. The

entrepreneurial spirit includes creative thinking (Julyanthry et al., 2022), although Pegi's (2022) research shows that personality does not significantly influence interest in entrepreneurship. The family environment and entrepreneurship education positively and significantly influence the variable interest in entrepreneurship. On the other hand, the technical aspect is operational activities carried out in a place, time and space with systematic work procedures.

The principal can develop the school's vision, mission and goals through the Document 1 curriculum so that it impacts the school's welfare. Activities that can be developed through the curriculum are (1) managing "Market Day", (2) creating school branding, for example, "disability-friendly schools", (3) developing a healthy school system, (4) developing a school finance system and (5) developing a school integrated curriculum so that it becomes the school's flagship program that distinguishes the school from other schools. These five activities can increase the added value of schools, including improving the quality so that many interested/prospective students and parents are interested in sending their children to school. When many parents are interested in sending their children to school, the effect is that public trust increases, the number of students increases and the school's accreditation score increases. In the end, the welfare of the school also increases. The five efforts to improve the quality of schools are called strategic fit in the context of school development efforts (Ngo, 2021). The efforts of school brandings have been carried out by several schools, including SMK Mandiri Sidoarjo (Miranda, 2022), SDIT Insan Utama Yogyakarta (Gularso & Fiorini, 2017) and Private Madrasah in Gorontalo (Anwar et al., 2020). School leadership in developing and utilizing existing capital in schools greatly affects school quality (Baharudin et al., 2022) and learning achievement (Nurabadi et al., 2021) even though the principal's policy to achieve school achievement tends to be situational and conditional (Hidayat & Wulandari, 2020). Variations in principals' leadership practices are critical to improving school quality (Aquino et al., 2021). Principals can innovate through social platforms such as web media and social media to improve their school's brand, such as the thoughts of Suryani et al. (2021).

In contrast to school principals, entrepreneurship that can be carried out by teachers or education is more technical such as (1) making books on developing classroom management skills. There is a positive and significant relationship between the teacher's approach to instruction in the classroom and the student's success (Atma et al., 2021), (2) creating instructional materials, (3) publishing supplementary materials like student activity sheets (LKS; *Lembar Kegiatan Siswa*), (4) excelling as a classroom instructor (Guru Berprestasi), (5) developing a reputation as a "Storytelling Expert for Children" because of the proven efficacy of storytelling as a means of communicating with students and imparting lessons (Sururuddin, Husni, & Irfan, 2022). Implementing outstanding teachers' learning positively improves aspects of child development (Negara & Hidayat, 2022). Teachers can improve student knowledge (Shodiq & Syamsudin, 2019).

For education staff, entrepreneurship that can be done is (1) managing a healthy canteen as done by SD UMP and SD N Pangebatan Banyumas Central Java (Nurikhsani, 2017), (2) managing school gardens and plant cultivation as done by SD N 3 Tanjung Purwokerto, Central Java, where SD cultivates hydroponic, vertical and conventional techniques which are then processed into ice cream, burgers and spaghetti (S. N. Hadi et al., 2022), (3) manages livestock cultivation, and (4) making a bicycle parking system, especially schools located very close to housings, it is necessary to arrange a representative parking area (Yuono & Handoyo, 2020).

For students, entrepreneurship can be taught through activities integrated with classroom learning, extracurricular activities, or soft skill development activities, even in natural elementary schools. Entrepreneurship is included in the four pillars of the natural school curriculum in addition to morality, scientific logic and leadership (Supriyoko et al., 2022). Entrepreneurial activities that can be carried out are (1) selling on "Market Day" activities, (2) managing school gardens, (3) performing arts activities such as dance, craft, and carving and (4) participating in "School Cooperative Activity". The added value that can be obtained from entrepreneurship activities is that students are patient, do not easily give up, and have an impact on growing a strong entrepreneurial spirit. Some upper-level schools (SMA/SMK) have student cooperatives managed under the Intra-School Student Organization/OSIS (Organisasi Siswa Intra Sekolah). Entrepreneurial orientation through organizational learning can maximize the results of innovation performance in entrepreneurial activities (Farida et al., 2022).

An example of entrepreneurship practice in the field of education in elementary schools is the "Market Day" activity at SDIT Insan Utama Yogyakarta, carried out before the Covid-19 pandemic. In the Document 1 curriculum, SDIT Insan Utama stated that there was a "Market Day" activity in self-

development activities to train soft entrepreneurial skills. This activity aims at building students' entrepreneurial spirit according to the school's posters (Figure 2). The Principal facilitates the "Market Day" activity by involving all school components, including teachers, education staff and students. The following are the steps for the "Market Day" activity.

1. The "Market Day" activity is held every Tuesday.
2. The products sold are made by students (parents may help prepare merchandise).
3. The price range from Rp 500,00 to Rp. 2000,00.
4. Students in charge of being sellers are rotated by class.
5. When students in one class become sellers, students in other classes will become buyers.
6. Students who become buyers can only bring Rp 5000,00/student.
7. The Rp.5000,00 money must be exchanged to the "Market Day" officers for "symbolic" money worth Rp 1000,00 and Rp 500,00
8. "Symbolic Money" will be used as a payment transaction. Buyers are not allowed to use real money.
9. After the buying and selling activities are completed, the seller will calculate the amount of "symbolic money" obtained. The seller will also calculate the number of items sold and the number of items left.
10. The seller exchanges the "symbolic money" obtained with the "Market Day" officer.

The reasons for using symbolic money are (1) simplifying the transaction process. Sometimes students are given one full sheet of Rp 5000,00 by their parents, and the seller does not have change so that it slows down the buying and selling process of other students (2) making it easier to calculate purchases and sales (3) anticipating students losing their real money. The symbolic money model is also one of the child-friendly services from SD IT Insan Utama because it protects children's psychology by reducing the psychological burden of keeping real money without compromising the essence of entrepreneurship learning. Child-friendly services are one of the recommendations of Saptono's (2022) research, which states that school administrators must implement child-friendly policies in learning in schools.



**Figure 2.** Poster "market day" at SDIT Insan Utama Bantul Yogyakarta (image credit: personal document)

Based on the "Market Day" practice, if it is associated with freedom of learning, anyone can become a teacher, including colleagues, seniors, and juniors. Sellers and buyers can become "teachers" who provide valuable experiences during the "market day" process. Classrooms are not limited to 6 x 8 square meters, but also in the schoolyard and the school hallway. It means that anywhere can be a fun classroom for learning. Anything also can be a medium and source of learning for students. On market day activities, the items that are traded are made by students, either in the form of food, drinks or craft items. This merchandise can be used to improve (1) math skills when counting. The ability to count is a problem that is often experienced by elementary school students (Dewi & Rukmini, 2019). (2) Indonesian language (*Bahasa*) skills when interacting. Speaking skills are very important for students, and teachers need to consider the right method to achieve these speaking skill competencies (Saldaria

et al., 2019), (3) social studies skills when interacting, (4) the ability to understand rules and norms when waiting in line to buy, (5) scientific skills when buyers ask questions about materials and the process of making “market day” merchandise, and (6) improving the entrepreneurial spirit of elementary students (Rokhmaniyah et al., 2020).

Entrepreneurship education for teachers and students in the era of independent learning can also be found through training activities carried out by lecturers, including training in (1) SMK Mitra Bakti Husada for accounting, entrepreneurship, and law, so that they can gain additional knowledge to prepare for their future, which must not only be found in formal education (Gunherani et al., 2022), (1) SMK Muhammadiyah 3 Karanganyar (Fitroh et al., 2022), (2) SD N 3 Tanjung Purwokerto, Central Java (Hadi et al., 2022), (3) SMP IT Pondok Duta Cimanggis, Depok (Udhiyanasari, 2019) (Yuliani et al., 2022)), (4) PGSD students (Sari et al., 2019); UNJ students (Aisyianita et al., 2022), (5) Islamic boarding school students (Karimah et al., 2022); (Bayu Sudrajat, 2022), (6) storytelling activities for elementary school teachers (Sururuddin et al., 2022). The senior high school and vocational school levels are indeed the most targeted for entrepreneurship training activities because senior high and vocational school students are of productive age that must have competencies to compete in the world of work.

### **Conclusion**

Entrepreneurship in the education/ edupreuner is carried out in line with the profession he is involved in in the field of education. The entrepreneurial aspect can be in the form of managerial and technical aspects. The managerial aspect develops an entrepreneurial spirit such as being honest, diligent, tenacious, tough, never giving up, solutive, creative, innovative, critical thinking, and collaborative. The technical aspect is a systematic operational activity. Entrepreneurship in the Society 5.0 era can be integrated with technologies such as Artificial Intelligence (AI), Internet of Things (IoT), Wearable Technology (WT), Advanced Robotic (AR) and 3D Printing (3DP) through learning anywhere, anytime and with anyone. Course in line with the spirit of independent learning to achieve a competitive generation of superior Indonesians in the 21st Century.

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