

The Learning Design of Entrepreneurship Learning Model for Early Age Children

Martha Christianti¹, Bambang Suprayitno², Nur Cholimah³

Yogyakarta State University, Yogyakarta, Indonesia
marthachristianti¹, b-suprayitno², nurcholimah³ @uny.ac.id

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Abstract - This article aims to describe the detail information are about how teacher choose theme that correct with entrepreneurial value for kids, how teacher develop entrepreneurial spirit study in them plan, and how that practice can be done in classroom. Based on theory, entrepreneurship character can develop with learning environment that children support to rill life and with specific theme. For that, this model is a combination of contextual and thematic learning models. Participants in this research are 2 early childhood teachers and 15 children. The research method that we used in the study is observation, interview and documentation. Based on the research, children entrepreneurship value can develop by seven contains for these models some components namely constructive learning, inquiry, questioning, learning communities, modelling, reflection, and authentic assessments. The entrepreneurship learning is divided into two phases: planning and implementation. In the planning stage, the teacher sets the aspects to be integrated, maps the basic competencies, selects and assigns themes or topics to be united, develops a theme mapping, prepares a syllabus consisting of weekly and daily lesson plans, and implements the lesson plans. The implementation stage consists of opening, main activity, and closing. The main activity is divided into five phases: exploration, investigation, representation, display, and closing. The entrepreneurship learning employed authentic assessment such as observations with anecdotal record, checklist, and rating scale.

Keywords: entrepreneurship learning model, early age children, learning design.

INTRODUCTION

The first stage of this study examined the development of entrepreneurial spirit needs for early age children, which was designed through a learning process. The results of the first phase of the study show that parents and teachers agree on the existence of an entrepreneurship learning model for children. The results of discussions by the experts (from early childhood education, economics and entrepreneurship), the teachers, and the principals provide ten entrepreneurship values which are expected to be developed in the early childhood education. The ten values are self-confidence, honesty, independence, responsibility, creativity, hard work, environmental care, cooperation, discipline, and respect [1]. The values are and then turned into an indicator of a child's performance that can be observed in the learning process.

Self-confidence is indicated by a child who is not hesitated to communicate with others. Moreover, he/she defends his/her opinion, dares to express opinions, tries to show their work to others, and is not shy to communicate in front of people. Honesty is performed by a child who can convey true message to

people, express feelings as they are, and explain any decision which is made. Independence is indicated by a child who is able to work without assistance and to determine his/her own choice as he/she wishes. Responsibility is performed by a child that can complete tasks and accept as well as take the consequences of his/her actions. Creativity is showed by a child who is able to create something different, resolve a problem in his own way, and find new ways to solve a problem. Hard work is indicated by a child who is able to complete tasks independently in accordance with his/her ability and never gives up. Environmental care is performed by a child who puts waste in a right place, empathizes with the living things around him/her, and selects eco-friendly toys. Cooperation appears when a child helps each other, works in groups, actively participates in groups, and encourages others. Discipline appears when a child finishes the tasks on time regarding the instructions and obeys the rules of games based on the agreement. Respect is indicated by a child who listens to friends or teachers when they are talking, talks politely to them, and appreciates his/her or other children's creations. These values are considered as the indicators of success

in teaching entrepreneurship for children. In the designing stage, the researchers developed the entrepreneurship learning model by referring to the results of the previous stage. The development was aimed to foster the values of entrepreneurship for children which were carried out in learning processes.

OBJECTIVES OF THE STUDY

This study aimed that to analyze method that used to improve entrepreneurial spirit in early ages. This method used in one of kindergarten in Yogyakarta that was developed this approach with practice. The researcher observed 2 teacher and 15 students when they used the entrepreneur learning design.

MATERIALS AND METHODS

The research method that we used in the study is observation, interview and documentation. We observe developing children entrepreneurship character when they learn in classroom with the models. Interview used when we need teacher and children respond when they learn with this model. Documentation used to collect information about how that model can easily use in the classroom which is video, or recording, or picture that show us that model to be kind. The three data support the whole excepted model in user. It means that the entrepreneurship model that we design accepted and recommended for kindergarten. In the first stage, the researcher and teacher collaborate to make lesson plan with two approaches that was thematic and contextual learning. After that we set environment guided by our lesson plan. The second stage, the teacher does that lesson plan in classroom. She teaches children step by step order to lesson plan. In the same stage, researcher observe teacher and children with instrument that we prepare before. This instrument about does the teacher do order the guide? Does teacher can teach easily or not? Do children show entrepreneurship spirit when they study with this learning design? The third stage, the researcher and teacher discuss about they fill when they teach and when they observe children when the study with this learning design. Teachers said that the entrepreneurship learning design can be used to develop children entrepreneur spirit. The detail information is about how teacher choose theme that correct with entrepreneurial value for kids, how they develop entrepreneurial spirit study in them plan, and how that practice can be done in classroom.

RESULTS AND DISCUSSION

Entrepreneurship Learning Design for Early Age Children

The design of an entrepreneurship learning model for the children resulted from the literature review is an integration of contextual and thematic learning. The selection of contextual and thematic learning models is based on the consideration that the learning models can actualize the learning goals of developing the values of entrepreneurship for children.

A contextual learning model is implemented to encourage the children to apply a concept that is learned at schools in everyday life. Therefore, they are expected to be able to resolve the situations and the problems of life in their environment [2]. This model is carried out to encourage them to solve problems in everyday life creatively. A major component in the contextual model is constructive learning, inquiry, questioning, learning communities, modelling, reflection, and authentic assessments.

Constructive learning in teaching entrepreneurship in the early childhood means that the children should discover and transform complex information into a different situation. Thus, learning must be designed to construct; it is not merely acquiring knowledge [3]. Based on the principle, a child should be active in learning, actively develop the concept, and learn the values of everything studied [4]. Due to the model, Budiningsih [4] said that teachers should act as a controller to foster self-reliance by providing opportunities to make decisions and to act, perform the ability to decide and to act, improve students' knowledge and skills, and provide a support system that promotes ease of learning so that students have an opportunity to practice optimally.

The learning environment that supports a constructive learning is an atmosphere presenting problems that provide higher relevance to students, organizes learnings around key concepts, seeks out and appreciates the student's perspective, adapts the curriculum to consider assumptions of the students, and assesses the students' performance in a teaching context [5]. Promoting contextual-based learning according to Priyanto [3] covers 1) preparing the main activities that combine basic competencies, subject matters, and achievement indicators of learning outcomes, 2) setting a learning goal, 3) specifying the media to support activities and 4) writing lesson plans in detail. The phases are presented in a thematic learning.

The second model in the entrepreneurship learning model is thematic learning. A thematic learning is the integrated model which enables children to actively explore and discover concepts and holistic, meaningful, as well as authentic scientific principles [2]. This model emphasizes on the theme for children to fully acquire in a meaningful learning. Characteristics in the thematic learning model according to Rusman [2] and Suyanto & Djihad [6] are focusing on children, providing direct experiences, integrating aspects of development, presenting the concept of the development aspects, and creating fun activities.

Table 1. Basic Competencies Mapping (Achievement Levels of Development) in Developing Entrepreneurship Learning Model for Early Age Children

Aspects of Development	Achievement Levels of Development	Indicators
VRM	Identifying good and bad attitude	Children are able to understand the polite ways in communication.
Motor	Imitating movements	Children are able to imitate movements performed by the teacher.
	Coordinating the eyes and hands in doing more complex movement	Children are able to create something from any materials.
Cognitive	Creating something with their own idea	Children are able to create shapes independently.
Social Emotional	Selecting the activities independently	Children are able to choose the materials that are utilized in any creation.
Language	Answering simple questions	Children are able to answer the question about his creation.
	Expressing opinions to the others	Children are able to tell the teacher and friends about their experiences in the learning process.

The steps in the thematic learning used in the entrepreneurship learning model for early age children are divided into two: the planning stage and the activity

stage. In the planning stage, the teachers should set aspects such as Values, Religion, and Morals (VRM), cognitive, language, social emotional, and motor aspects. The teachers integrate all the aspects in a day-activity. Second, the teachers should map the basic competency, the achievement level of development (referring to the curriculum in Government Rule (PP) 58) and the indicators. Teachers can select the basic competencies in every aspect of development that can develop the values of entrepreneurship. In selecting the basic competencies in every aspect, teachers must first understand the values of entrepreneurship that have been prepared at the first stage. The study shows that there are seven levels of the achievement and the indicators used in teaching entrepreneurship to children which are described in Table 1.

The third steps are selecting and setting themes or topics to be integrated. The themes are about myself, my needs, my environment, animals, plants, communication media, vehicles, water, air, fire, work, my homeland, and universe. The teachers can select the themes and topics based on experiences of playing with children, children’s interest, national days and important events. The themes are based on several principles, namely proximity to children, attractiveness, and ease of learning. Jackman [7] said that there are six basic concepts of thematic curriculum development, i.e. 1) themes and activities should present a philosophy initiated by the NAEYC (National Association for the Education of Young Children) which support children's development and learning, classrooms and groups of children, family involvement in early childhood education; 2) themes and activities should be appropriate to the age, stage of development, and the experiences of children, 3) themes and activities should be combined in different stages of children’s development and learning, 4) themes and activities must adjust the development and needs of individual differences in culture and language, 5) themes and activities should support the development of self-esteem and provide a sense that children can do, 6) the activities should be easy to do in large or small groups and in individual.

The fourth stage is developing a theme mapping. In this stage, the themes and sub-themes are explored. The example of the theme mapping can be seen in Figure 1.

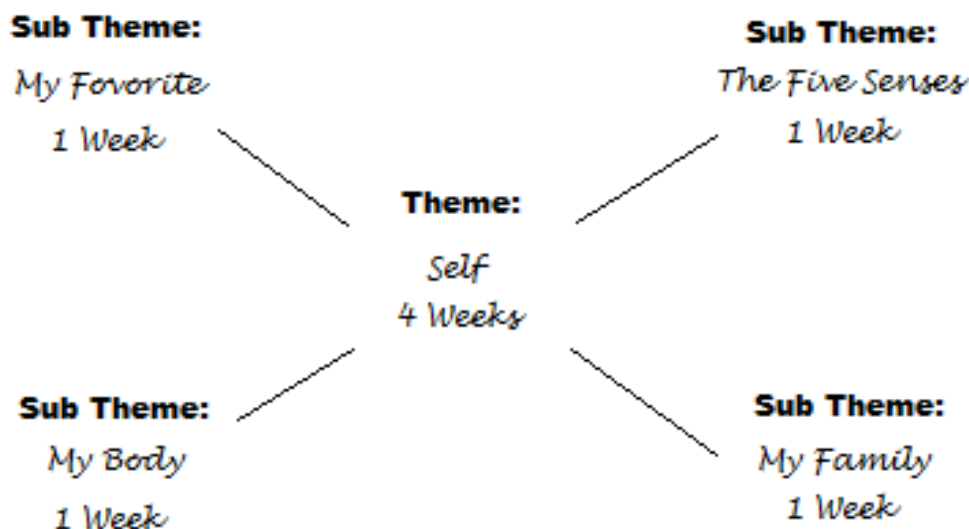


Figure 1. Theme Mapping

Table 2. Developing Themes, Sub-Themes, and Entrepreneurship Learning Activities

Themes	Sub-Themes	Entrepreneurship Learning Activities
1. My self	My body	Exploration through creating images with collage technique, drawing and shaping with clay, and creating with an unused box, etc.
2. My needs	Healthy Food	Exploration through creating healthy food with a variety of menu.
3. My Environment	Healthy environment	Exploration through making billboard "awareness of healthy environment" by imitating or creating an image.
4. Animals	Pet	Exploration through creating pet crafts in various ways.
5. Plants	Let's plant a tree	Exploration through planting trees in school and home environments.
6. Communication Media	Letter for Grandmother and Grandfather	Exploration through writing a letter for grandmother and grandfather
7. Vehicles	Vehicle is my creation	Exploration through creating a vehicle from recycled materials
8. Fire, air, water	Science Exhibition	Exploration through creating and practicing a science show
9. Profession	My dream	Exploration through drawing an image of a child's dream
10. Homeland	I love Indonesia	Exploration through various-coloured uniform of tribes in Indonesia
11. Universe	Planet	Exploration through creating a model of galaxies and planet order

In entrepreneurship learning for early age children, the theme and sub-themes are expressed in the form of learning activities. In this research, the development of entrepreneurship learning model for children is conducted at the end of each learning process for each team. The learning process using entrepreneurship

model is conducted in the last days for each theme. Entrepreneurship learning activities can be referred as the main themes of activities. Examples of the developments of themes, sub-themes and entrepreneurship learning activities in the first year are presented in Table 2.

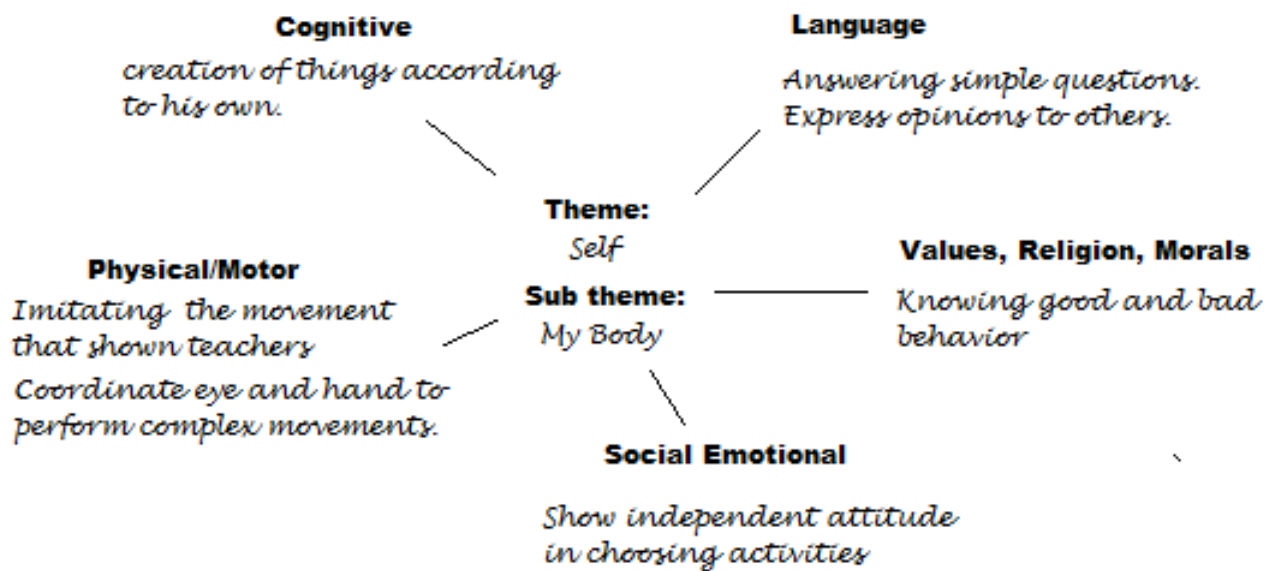


Figure 2. Development of Weekly Learning Designs

The fifth stage is developing the syllabus. The syllabus is in the form of weekly and daily learning designs. The example of the syllabus development is illustrated in Figure 2.

The sixth stage is writing lesson plans. This learning process is divided into three learning activities namely opening, core activities, and closing. In the opening, the children are expected to be able to take part in plays at the school. In the opening activities, imitating movements and singing are selected as the activities to develop gross motor skills. The values of the learning in this opening activity are cooperation and hard work.

The core activities of the entrepreneurship learning for children refer to the project approach which is divided into five stages [8]. These stages are exploration, investigation, representations, display, and conclusion.

Exploration is the stage for children to examine the theme. This stage aims to develop an attitude of respect, environmental care, and honesty. In this case, teachers explore children's knowledge on themes whereas children acquire new knowledge of the developed theme. The types of activities that can be selected by teachers to develop the exploration stage are story-telling, observing pictures, watching videos, and observing the environment.

Investigation is the stage where children examine their existing knowledge to acquire a new one. At this stage, the children can observe various examples of

creations that have been provided by teachers in order to offer an option for children to create new ones. This stage is concluded with the children's investigation results towards the materials developed by the teachers and their decision to create a new creation. It is expected to bring up the values of entrepreneurship, i.e. confidence, hard work, and independence.

Representation is a stage in which the children are asked to make their own creative works associated with the examples and the materials that have been provided. At this stage, the teacher gives children an opportunity to create something. In addition, the teachers motivate the children, observe the children's development, and provide various media and materials for children's plays. The children are expected to have their own ideas of what they want to do, and are asked to select the materials that will be used to create creative crafts. The values developed in the representation stage are hard work, creativity, responsibility, independence, and cooperation.

In the display stage, the children show their creations on boards or tables that have been prepared by the teacher. This is the opportunity to observe the friends' creations and to explain them to friends. At this stage, the values of entrepreneurship that can be developed are confidence, discipline, and respect.

The final stage of the core activities is when children are allowed to ask questions and express something related to their creations. In this stage, the children do a selling practice. Each child is given the opportunity

to determine the price of his/her creation if it is sold during the exhibition. Teachers at the concluding phase give appreciation and feedback to the children's creations.

The last stage of all the learning processes is closing. This stage contains activities to summarize and to recall what have been done in that day. At this stage,

the children are asked to tell the gained experiences and the teachers can help children to draw conclusions related to the activity themes which are undertaken.

The implementation stages of entrepreneurship learning for children can be seen in Table 3.

Table 3. Lesson Plan of Entrepreneurship Learning Model for Early Age Children (Themes: My Self and Sub theme: My Body)

Level of development achievement	Indicator	Learning activities	Media/learning materials	Assessment technique
Imitating movements (motor)	Children can imitate the movements demonstrated by the teacher	Warm-up activity for 30 minutes -greeting -praying -singing a song about body parts 1. the teacher invites children to sing while moving the body. 2. children mimic what the teacher does while Singisi.		observation
Identifying bad and good attitude	Children understand and have self-respect to the uniqueness of their bodies.	Appreciation of the body characteristics Core activities 60 minutes Exploration 1. Children mention the unique parts of their bodies (different from others). 2. The teacher shows two pictures of twins which are different 3. The teacher encourages children to be grateful for all differences Investigation 1. Children are asked to show pictures of their families and to show their families' physical differences 2. Children tell the differences related to the physical bodies of their brother/sister in their families Representation	Images of twins	Observation
Coordinating eyes and hands to perform smooth complex movements	Children can create anything from a variety of media	1. Children are asked to create works of various materials that have been prepared by teachers on a picture of themselves by showing the uniqueness in physical appearances. 2. The teacher gives time for children to create something. This stage can be conducted in more than one day. If the children still have not found anything to create, the children can notice their friends' creations. By doing so, the children are expected to encourage themselves to create something.	Various types of paper, glue, yarn, clay, crayons, etc.	Observation
Creating something based on his own idea (cognitive)	Children create certain shapes of their own idea.		Various creations	Observation

Table 3 continuation

		Display	Children's creation	
		1. Children are asked to attach their creation on display boards and tables being prepared by the teacher		
		2. The teacher and the children begin to observe the children's creations. Then, each child is asked to describe the creation in front of the class		
Answering simple questions	Children can answer questions about their creations	Closing	Children's creations	Observation
		1. Children are allowed to ask questions and to express any of theirs and their friends' creations,		
		2. The teacher gives verbal support to children's creations.		
		3. Children are asked to determine the price of their creations if it is sold during the exhibition		
		15-minutes break Eating		
		Playing		
Expressing opinions to others	Children share their experiences in the learning process to teachers and friends	Closing activities 15 minutes recalling		Observation
		1. Children are asked to mention the various activities they have performed on that day		
		2. Children are asked to share their experience in that day		
		Concluding		
		Teachers guide children to conclude the needs to be grateful on each child's uniqueness, so it is not necessary to feel inferior to other's flaw, because nobody is perfect.		
		Praying going home		

The last stage in developing entrepreneurship learning model for children is designing an assessment. In line with the model of contextual learning, an authentic assessment is employed. The authentic assessment is used to measure accurately the learning outcomes to plan the learning program, which is based on children's interests and what children have experienced. The entrepreneurship authentic assessments use informal techniques i.e. observations in the form of anecdotal records, checklists, and rating scale. Wortham [9] describes each of the observation techniques in the following.

Anecdotal record is a description of the children's performance. The records indicate the values of entrepreneurship and the indicators of every child's development aspect. The checklist is a list of sequential performance that is arranged in a system of categories. In the entrepreneurship learning model, checklist is used with the *active* and *not active* categories. The rating scale provides a means to determine the degree

to which the children show performance or the quality of it. In the entrepreneurship learning, the rating scale uses the criteria of *active with motivation*, *frequently active*, and *consistently active*.

CONCLUSION AND RECOMMENDATION

An entrepreneurship learning for children employs a model that combines contextual and thematic learning models. Both models are the basis of developing entrepreneurship learning for children. The measures in an entrepreneurship learning for children need to be acknowledged by teachers as educators in order to design the learning and to introduce the values of entrepreneurship to children as well as to stimulate in all aspects of children's development.

The implication from the research are entrepreneurship spirit grow when the teachers must also possess an understanding of the components that must be presented in the entrepreneurship learning for

children. It is expected to create a learning environment that supports the development of entrepreneurship values in children. The children who are typically passive can be more active to seek information. It is a challenge for teachers. Thus, in practice, the children need to adapt to different learning patterns as well as the teachers. The key of success in learning is to conduct the activities well by preparing lesson plans, media, and assessments.

The limitation for this research is the entrepreneurship learning design that we create, it was trials in one kindergarten in Yogyakarta. It must limit because the trial only in specific culture in Indonesia. In the implication, teacher need researcher accompaniment when they use entrepreneurship learning design for several time.

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