
Internalizing Local Wisdom-Based Entrepreneurial Spirit in Islamic Elementary School

**Muhamad Arif^{*1}, Mohd. Kasturi Nor bin Abd Aziz², Jesica Dwi Rahmayanti³,
Sulaiman Dorloh⁴**

¹ Sekolah Tinggi Agama Islam Al-Azhar menganti Gresik, Indonesia

² Universiti Malaysia Perlis, Malaysia

³ Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia

⁴ Sultan Sharif Ali Islamic University, Brunei Darussalam

e-mail: ^{*1}muhamadarif070593@gmail.com, ² kasturi@unimap.edu.my,

⁴ sulaiman@fks.upsi.edu.my

Abstract. *The importance of implementing educational entrepreneurship from an early age is a new choice that must be driven by policymakers in the world of education, as was done at the SD Islam Muhammadiyah 1 Menganti Gresik, which provides a space for entrepreneurship learning for students based on local wisdom (chicken pieces). The purposes of this research are, first, how is the entrepreneurial spirit internalized in students based on local wisdom (chicken pieces)? Second, what are the obstacles that occur in the process of producing entrepreneurial spirit based on local wisdom in broiler students? The research method used is a qualitative case study approach. Primary data sources include class teachers, curriculum representatives, and students. Besides that, the analysis used by the researcher is condensation data, display, and conclusion drawing. The results of the study show that in the process of cultivating local wisdom-based entrepreneurial spirit in line with the educational entrepreneurship concept, "the element" includes talent and multiple intelligences, holistic education and passion, and regional excellence that develop in the surrounding community, as conveyed by Robinson and Aronica in their book *The Element: How Finding Your Passion Changes Everything*.*

Keywords. *Education; Entrepreneurship Education; Local Wisdom; Passion*

Abstrak. Adanya pentingnya melaksanakan Pendidikan Kewirausahaan sejak dini merupakan pilihan baru yang harus dimotori oleh pengambil kebijakan dalam dunia pendidikan, seperti yang dilakukan di SD Islam Muhammadiyah 1 Menganti Gresik yang memberikan ruang pembelajaran kewirausahaan bagi siswa. berdasarkan kearifan lokal (ayam potong). Tujuan penelitian ini. Pertama, bagaimana penanaman jiwa wirausaha berbasis kearifan lokal (ayam potong) pada siswa? Kedua, apa saja kendala yang terjadi dalam proses pembentukan jiwa kewirausahaan berbasis kearifan lokal pada mahasiswa peternakan ayam potong? Metode penelitian yang digunakan adalah kualitatif dengan pendekatan studi kasus. Sumber data primer meliputi guru kelas, perwakilan kurikulum, dan siswa. Selain itu analisis yang digunakan peneliti adalah kondensasi data, display, dan penarikan kesimpulan. Hasil kajian menunjukkan bahwa dalam proses penanaman jiwa kewirausahaan berbasis kearifan lokal yang sejalan dengan konsep edupreneur, "elemennya" meliputi: unsur, bakat dan kecerdasan majemuk, pendidikan holistik dan semangat, serta keunggulan daerah yang berkembang di masyarakat sekitar seperti yang disampaikan Robinson dan Aronica dalam bukunya *The element: how finding your passion change everything*.

Kata kunci. Kearifan lokal; *Passion*; Pendidikan; Pendidikan Kewirausahaan,

INTRODUCTION

Entrepreneurial education is a requirement for every individual, so educational institutions from the elementary to the higher education level should be able to provide a broad and engaging perspective on the entrepreneurial world (Boldureanu et al., 2020). The Prophet, who started out working in the business world, served as an example of religious evaluation (Kahfi, 2016; Kholifah & Taufikurrahman, 2020). The scientific evidence that Robert Kiyosaki provided regarding the importance of early entrepreneurial education for children supports this situation as well (Brentnall, 2020; Nurseto, 2010a). Therefore, it is not an exaggeration for Yusantika to assert that basic education institutions are obligated to provide entrepreneurial education materials in the era of the 4.0 industrial revolution (Yusantika, 2021). Education for entrepreneurs is a challenge and an opportunity that must be maximized (Nurhidayah & Delitasari, 2017). Margahana revealed that the cultivation of an entrepreneurial spirit did not occur overnight but that the cultivation of education would be an added value in preparing for the presence of free trade and the development of job openings, thereby enhancing the economic sector so that it could serve as an indicator of the development of the Indonesian State (Margahana, 2020).

The significance of instituting Entrepreneurship Education from a young age is a novel option that must be pushed by policymakers in the education sector. The Mutual Research Fund reported that the presence of the COVID-19 pandemic and the implementation of Community Activities Restrictions Enforcement in Indonesia contributed to the record increase in the unemployment rate in August 2021, which was recorded at 6.49 percent, and predicted that the unemployment rate would decrease to 6.2–6.3 percent in 2022 (Farny et al., 2019; Kim, 2017; Mediatama, 2022). In a similar vein, Mallet argues that opportunities for entrepreneur education are significantly more effective at communicating with students than business education, which tends to be more complex. As an example of entrepreneur education practice, this provides students with a portion of experience, skills, and a new perspective for developing their entrepreneurial spirit (Mallett, 2019). The United States (U.S.) also provides a portion of Entrepreneurship Education as a required curriculum that is implemented in educational institutions by considering realistic objectives for maintaining a country's economic stability (Alabduljader, 2018). Warsah also provides a traditional educational perspective on the status of Islamic residential institutions in Indonesia. However, capable of adapting to and competing in the Indonesian economic market. The educational paradigm utilized by Islamic boarding schools entails the incorporation of Entrepreneurship Education into the Islamic boarding school curriculum, in which students are instructed in direct work practices and provided with complete facilities (Warsah, 2020).

The existence of entrepreneurial practices (entrepreneurs) that enter the education sector warrants further investigation, as suggested by some of the aforementioned data. According to research by Roza et al., the presence of entrepreneurship education is the beginning point for cultivating students' creativity and self-efficacy (Roza et al., 2019). In

addition, the primary support system for implementing entrepreneurship education is the school curriculum (Asgar, 2019). In his research, Nunfam identified the significance of entrepreneurship education in Africa as a starting point for developing the entrepreneurial potential of students. So as to expedite the emergence of entrepreneurial intentions, the creation of new businesses, and the stimulation of a bounty of innovation in the field of entrepreneurship (Nunfam et al., 2020). Biggen et al in his research focused more on the importance of Entrepreneurship Education (EE) as a compulsory lesson given to students according to their level of education, starting from basic education to higher education accompanied by clear and measurable curriculum guidelines so that the presence of Entrepreneurship Education (EE) can lead to the final goal of the Global Entrepreneurship Monitor (GEM) (Baggen et al., 2021).

Indofire and Rambe explained that in order to implement Entrepreneurship Education in Zimbabwe, schools must develop a solid Education curriculum foundation (Ndofirepi & Rambe, 2017). In addition, the need for field studies, such as small business innovation research, as a means of enhancing students' experience (Bandera, 2021). In order to enter the digitalization era in the twenty-first century, Nakao, Nishide, and Malet argued that entrepreneurial-based educational institutions must be established (Mallett, 2019; Nakao & Nishide, 2020). The same point was made by Nurfam et al., namely that transforming entrepreneurship-based education requires integration with the school curriculum. As the curriculum, instructors, and students' progress (Nunfam et al., 2020). San-Martin also noted that instructors play a strategic role in supervising the operations of entrepreneurs within educational institutions (schools). The teacher serves as a model for all activities outlined in the entrepreneur-based curriculum (San-Martín, 2019).

Based on some of the research results above, Nunfam et al. limited to providing views on the need to transform an entrepreneurship-based curriculum so that it is able to provide experience from small business innovation programs (Bandera, 2021; Mallett, 2019; Nunfam et al., 2020). In addition, there is an idea from San-Martin and Rambe regarding an entrepreneur-based curriculum (Ndofirepi & Rambe, 2017; San-Martín, 2019). Some of the ideas above have made researchers find an empty space that needs to be specifically researched on the need to implement entrepreneurship education in basic education so as to be able to create an entrepreneurial culture scheme in the future. One of the empirical findings at the Muhammadiyah Menganti Gresik Islamic Elementary School shows that there is an implementation of curriculum collaboration in the form of entrepreneurship in the form of a bazaar once a month. One other uniqueness is the dominance of snack entrepreneurs originating from Broiler Chicken (local wisdom) (for example, chicken lemper, spicy intestines, and several other snacks). The situation above is in line with the advantages of Sidowungu village as the largest producer and supplier of Broiler Chicken in Gresik Regency. It is from this background that the researcher wants to look in detail at how the entrepreneur education program at Muhammadiyah Menganti Gresik Islamic Elementary School 1 focuses on the process of growing an entrepreneurial spirit based on local wisdom (chicken pieces) in students and what obstacles occur in the process of growing an entrepreneur. local wisdom-based entrepreneurial spirit of broiler chickens for students.

METHOD

This study employed a qualitative case study design (Yin, 2018). As with the facts in the field that were found by researchers, namely the existence of Islamic Elementary Schools that apply entrepreneurial education based on local wisdom (chicken pieces), the elementary school in Sidowungu village, which is the largest producer of broiler chickens in Gresik Regency, is an opportunity to improve the micro and macro economies. Primary data sources included class teachers, curriculum representatives, and students at SD Islam Muhammadiyah 1 Menganti Gresik, by focusing on the problem of how to internalizing local wisdom-based entrepreneurial spirit (chicken) and how to overcome obstacles that occurred in the process of growing a local wisdom-based entrepreneurial spirit (chicken pieces) for students. In the process of searching for primary and secondary data, researchers used three data collections (Creswell & Creswell, 2018). First, interviews with instruments were finalized. Second, observations were made by researchers using semi-structured observations with the concept of adjustment to the focus of the problem. Third, documentation was sourced from additional data that did not come from the research focus (Alabduljader, 2018).

The analysis of this study used analysis from Miles and Huberman (Miles et al., 2014), First, data coding focused on how the process of developing an entrepreneurial spirit based on local wisdom for broiler chickens, the results of interviews, observations, and documentation were coded according to the needs of the answers. In addition, the researchers conducted an analysis of the results of the problem focus and how to overcome the obstacles that occurred in the process of growing entrepreneurial spirit based on local wisdom (chicken pieces) in students. Second, the data display stage was a follow-up step from coding by presenting the data as a whole from the perspective of the research problem. Third, the verification stage and the final stage of drawing conclusions were from Miles and Huberman's theory. However, it should be noted that these stages must be carried out correctly by looking at the entire data set from the beginning (condensation data and display data) so that it could fully answer the process of growing an entrepreneurial spirit based on local wisdom (chicken pieces) and how to overcome the obstacles that occurred in the process of cultivating a local wisdom-based entrepreneurial spirit (chicken). In addition to data analysis, researchers used a data witness test in the form of data triangulation in order to obtain valid data according to the focus of the problem. The triangulation used was a triangulation of sources, methods, and theories that are in line with entrepreneurial education, as in the educational entrepreneurship concept "the element," which was carried out in detail through 4 stages as conveyed by Robinson and Aronica in their book *The Element: How Finding Your Passion Changes Everything* (Robinson & Aronica, 2009a, p. 12).

RESULTS AND DISCUSSION

Growing Local Wisdom-Based Entrepreneurial Spirit (Broiler Chicken)

Entrepreneurship education is an advantage at SD Islam Muhammadiyah 1 Menganti Gresik. As important as cultivating an entrepreneurial spirit is strengthening independence, responsibility, and being able to explore creativity in students. At present, the majority of basic education units have developed these characters, which are

packaged in school activity programs or integrated into learning materials. As stated by AW as the principal of the school, with the following explanation:

"Entrepreneurship education really needs to be given and grown from an early age, so that students get provisions for their future lives. Instilling an entrepreneurial spirit in students, we provide a platform for them through one of the school's flagship programs, namely Entrepreneur Day. Starting from class I to class VI. Students who serve as sellers bring food and beverage products from home to be traded at school. Through this activity we hope that the entrepreneurial spirit of children can grow by itself." (January 4, 2023)

In line with what was expressed by MR as deputy head of curriculum, said the following.

"Every month the school holds an entrepreneur day activity. This program is the hallmark of our school. In this activity, the children were asked to become sellers, taking turns at the end of each month. Starting from class VI and rotating up to grade I. Those who are involved in this activity are not only students; teachers, school staff, and visiting guardians of students also participate as consumers. Every month, we have a different theme. So, the food that was traded adjusted to the theme raised at that time. For example, Entrepreneur Day VI raised the topic of traditional food made from chicken. Of course, the only food sold is traditional food, such as *lemper*, *kue putu*, and others." (January 5, 2023)

In line with what was conveyed by IHP as the homeroom teacher for class VI-B and AA, the homeroom teacher for class V-B explained that:

"Alhamdulillah, class VI always starts this activity every school year. In practice, we, as homeroom teachers, have the freedom to determine the theme of the activity. The theme raised is, of course, related to the food and drinks that will be sold that day. Coincidentally, class VI got the first turn, and it coincided with the month of Independence. So yesterday, we raised the theme of traditional food in Indonesia. On that day, we asked all students to wear Indonesian traditional clothes. The goal is for children to get to know the culture as well as the traditional foods of our country. Because the majority of today's children prefer fast food to traditional food. In this activity, not only buyers learn about Indonesian traditional food." (January 5, 2023)



Figure 1. Class V Entrepreneur Day

According to DSW as the homeroom teacher for class IV-B, said the following.

"Our entrepreneur day program is collaborating with the *Pancasila* Student Profile Strengthening Project (*P5*) through the big theme of entrepreneurship. In this project, we invite students to see the local potential that exists around our school so that it can be processed into products that can be traded, such as intestinal chips, claw chips, and crispy chicken. In this series of activities, students are given the opportunity to see the chicken processing process directly by visiting the home industry." (January 6, 2023)



Figure 2. Practice of Chicken Basic Ingredients Processed Products

Based on several findings at SD Islam Muhammadiyah 1 Menganti Gresik, the process of cultivating an entrepreneurial spirit in students must be carried out from an early age (Arend, 2019; Baggen et al., 2021). As demonstrated by SD Islam Muhammadiyah 1 Menganti Gresik, which provides a space for students to develop an entrepreneurial mentality through practice. In addition to teacher assistance in supervising the operation of the entrepreneur program. Jaana et al. stated that entrepreneurship education must be fostered from a young age in order for it to function optimally, and that collaborative educational resources, such as instructors. the European Union must support the success described above, such as Firlandia, Inggis dan Spanyol (Jaana et al., 2019) that have obligation to foster creativity (Roberts, 2020) and commitment to participating in entrepreneurship training as the main key. In addition, SD Islam Muhammadiyah 1 Menganti Gresik in fostering the entrepreneurial spirit of students by maximizing several breakthroughs.

First, incorporating entrepreneurial activities into school programs in the form of entrepreneur days with specific themes, such as traditional Indonesian foods. Margahana and Jena also emphasized the need for entrepreneur integration, stating that entrepreneur education must be synchronized with the school curriculum. The primary reason is the development of entrepreneurial traits such as self-confidence, diligence, creativity, and innovation (Jena, 2020; Margahana, 2020). Students' inventive entrepreneurial activities include the sale of lempeng cakes, putu cakes, and contemporary foods (those appealing to young people) containing poultry-based ingredients, such as intestinal chips, claw chips, kentucky chicken, and others. This condition is the school's strength in fostering a culture of entrepreneurially minded students that is compatible with the adjacent community's environment and culture (Nunfam et al., 2020; Vuković et al., 2022; Yusantika, 2021). Similar conditions were conveyed by Saputri et al that the selection of entrepreneur programs in education will have a direct impact on the ability

to think critically and collaborate among students (Saputri et al., 2021). As the urgency of student skills in the 21st century (Zubaidah, 2019).

Second, in the process of fostering an entrepreneurial spirit in students. The school carries out integration and development through the educational curriculum (Akib et al., 2020) so the entire process can be structured properly and in detail, starting from planning, implementation and evaluation (Arifin, 2022). One of them is the integration with the independent curriculum through the project concept of *Pancasila* Student Profile Strengthening Project (P5) (Ilmiah & Marzuki, 2023; Maruti et al., 2023; Zahir et al., 2022), as one of the real integration because it contains the strengthening of entrepreneurship (Ilmiah & Marzuki, 2023). Although it does not explicitly say entrepreneur, it is certain that all aspects of strengthening entrepreneurship can be applied (Ma, 2011), such as examples of critical thinking, innovation, creativity, responsibility and courage to face challenges (Blanchflower et al., 2001). Those are several aspects that cannot be separated from strengthening the entrepreneurial spirit of students (Wulan & Arifudin, 2020). 62% of students liked entrepreneurial education projects (practices), and 17% really liked entrepreneurial education projects (practices), according to data from the distribution of questionnaires cited in Yoana et al.'s reiteration of the need to instill an entrepreneurial spirit in children at a young age through enjoyable learning and practice (Yohanna & Maya, 2019). According to the findings of Nurkholis's study, the entrepreneurial education practice program in Lampung schools that includes the activity of producing banana hump chips is a program that students anticipate (Nurkholis, 2023). In addition, teachers can know each student's innovation, creativity, collaboration, and communication processes directly (Sa'idah et al., 2023).

Third, in order to cultivate the entrepreneurial mentality of students at SD Islam Muhammadiyah 1 Menganti Gresik, provide space for students to visit industrial actors' (residents') residences. Schools primarily utilize the industrial visit program to bring students closer to industrial subjects. Nurhidayah stated that industrial visits were not an option, but rather a requirement that schools had to institute in order to cultivate the entrepreneurial spirit of students, as students directly experienced or applied the knowledge acquired in class (Nurhidayah & Delitasari, 2017). Senda agrees with Meiriyanti and Kusuma that the process of industrial visits to subjects (actors) can directly boost students' self-confidence, particularly in the regions' most important industries (Kusuma, 2017; Meiriyanti & Santoso, 2018). Cahyanti provides a comprehensive analysis of industrial visits as real-world application of classroom theory. So as to optimize the development of an entrepreneurial mentality in students (Budiono, 2023; Kusuma, 2017; Rachmadana, 2021), as well as simultaneously being able to form critical and creative reasoning based on facts in the field (subjects/industry players) (Hasbi & Dewi, 2022). As an illustration of an industrial visit, Sidowungu Village, one of the villages in Gresik Regency that produces broiler chicken, has spawned numerous innovations in processed chicken products, including leveled intestine chips, claw chips, intestinal satay, Kentucky chicken, and crispy chicken (Sari, 2022).

The existence of the above strengthens Sir Ken Robinson's concept of instilling an entrepreneurial mentality in students (Robinson & Aronica, 2009a, pp. 16-17): First, the element is a process in which students experience joy, motivation, passion and inspiration (Robinson & Aronica, 2016, p. 12) due to his passion. Therefore, every

student is able to enjoy the entrepreneurial education process in collaboration with the independent curriculum (Inayati, 2022). Second, cultivating students' talents and creativity through entrepreneur day activities, an activity that encourages students to foster interest and talent in the field of entrepreneurship, must be supported by a holistic educational process so that it is not focused on the academic field of students. As was done by SD Islam Muhammadiyah 1 Menganti, in the educational process, it continues to provide industrial visit programs to residents' homes so that students can find an entrepreneurial spirit in each individual (Afandi, 2021). The same thing was reinforced by Robinson that the conditions of different communities were the real key in making a real contribution to education (Robinson & Aronica, 2009b, p. 45), because there is a process of bringing up pride in the wealth of the school environment in students. Such as the existence of SD Islam Muhammadiyah 1 Menganti Gresik which is in the largest broiler producing area in Gresik Regency.

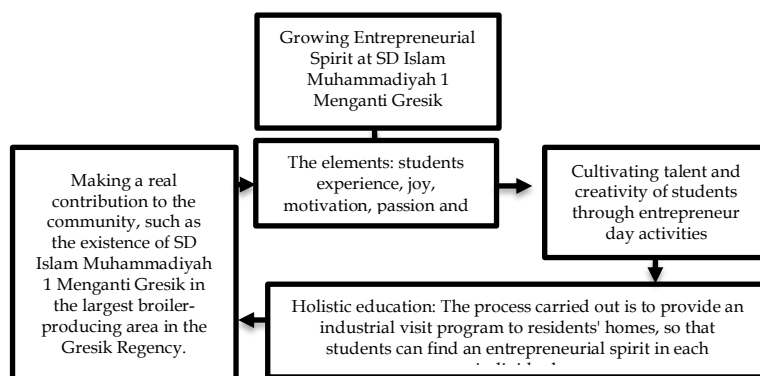


Figure 3: Entrepreneur Spirit Growth Process

Obstacles in the Process of Internalizing Local Wisdom-Based Entrepreneurial Spirit (Broiler Chickens)

The growth of local wisdom-based entrepreneurial spirit in broiler chickens among students at SD Islam Muhammadiyah 1 Menganti is able to provide a positive response and impact on the development of students. However, there are certainly obstacles to its implementation, so it doesn't just go according to plan. As expressed by AW as the principal, with the following explanation:

"Through this entrepreneur program, we can see the entrepreneurial potential of each individual, but what we need to realize is that not all students like entrepreneurship. This has also become one of the obstacles during the course of this program, because motivation from within the student is also very important. Our task as educators is, of course, to always provide motivation and reinforcement to students, regarding the importance of practicing entrepreneurship from an early age. There are still other obstacles as well, one of which is the unpreparedness of parents to motivate and assist students in preparing for this activity." (January 4, 2023)

The same thing was also conveyed by MR as Deputy Head of Curriculum, who stated the following:

"Our obstacle so far is the lack of readiness of parents in facilitating student sales of goods, sometimes there are still some parents who are not ready and even confused about what items to sell." (January 5, 2023)

According to the IHP, the homeroom teacher for class VI-B and AA, the homeroom teacher for class V-B, explain that:

"In my opinion, the obstacle in this entrepreneur program is that, especially during the activities, there are some students who are negligent about their duties. In overcoming this obstacle, we try to always remind students of their duties in these activities, and also try to remind parents concerned to help children prepare items to be sold." (January 5, 2023)

According to DSW, the homeroom teacher for class IV-B, she said the following:

"In this Entrepreneur Day activity, of course, the role of parents is needed. Children will make or prepare products to be sold, but of course, full support from the family is needed. However, in practice, there were some parents of students who interfered too much in preparing to sell." (January 6, 2023)

Referring to the aforementioned conditions, the process of developing an entrepreneurial mindset in elementary institutions does not always succeed. As evidenced by the data at SD Islam Muhammadiyah 1 Menganti, there are numerous obstacles to the development of an entrepreneurial mentality. First, internal constraints, such as: the findings of individuals who experience a downward trend in entrepreneurial motivation. Robinson proposed that in the initial phases of entrepreneur education, students must discover their passion (Robinson & Aronica, 2009a, p. 25) so maximum motivation is the main key. Although, the conditions above were also explained by Yuliasuti and Nurseto that the main obstacle was the rise and fall of the edupreneurial spirit in students (Nurseto, 2010b; Yuliasuti, 2022). In addition, another finding is that educators must assign separate assignments to students who neglect their responsibilities. Responsibility neglect, according to Maknuni, is an impediment to the development of an entrepreneurial mentality (Maknuni, 2021). However, gradually educators can carry out intensive guidance so that they can bring out the character of responsibility through the entrepreneur program (Kurniawan, 2015).

Another finding is the external barrier to fostering an entrepreneurial attitude at the elementary school level, which consists primarily of unmotivated parents and the absence of parents who assist students in preparation. Ramdan and Sandjaja revealed that parents have a significant influence on how students develop their character, so the fewer parents who care, the fewer students can be led toward good character (Ramdan & Fauziah, 2019; Sandjaja, 2001). However, on the contrary there is a significant influence when parents maximally support and motivate students (Trisnawati, 2014). Thus, the process of cultivating an entrepreneurial spirit can run well (Fradani, 2014).

Based on the conditions above, educators at SD Islam Muhammadiyah 1 Menganti provide several solutions to overcome obstacles, such as: first, providing motivation because one of the educator's tasks is to motivate and strengthen students about the importance of practicing entrepreneurship from an early age. In line with Paco and Palinhas, in the process of cultivating students' entrepreneurial spirit, the educator's position must be able to understand the conditions and situations experienced by students so that the provision of motivation and support can be appropriate and easily

accepted (Paço & Palinhas, 2011). For example, providing motivation refers to successful entrepreneurs in the surrounding area or influential figures (Mueller, 2011). However, Balan's analysis is also appropriate for teachers to consider, namely the need for an interesting entrepreneurship learning method or model that will be able to maximize every process of growing student interest and motivation (Balan & Metcalfe, 2012).

While the condition of students who experience a lack of direction from parents. Therefore, educators communicate intensely with parents; besides that, schools provide support by holding regular meetings at the beginning of each semester (parenting). Englund et al. stated in detail that parents who support the education of students will have a very significant effect on IQ and achievement (Englund et al., 2004). Dallaire clearly provides an understanding that parents who provide good motivation and support will have a positive impact on students, but preferably when parents do not support or even don't care, it will have a negative effect on students (Dallaire et al., 2006). Barlow and Brown confirmed that the existence of a parenting program is a solution to the escalation of unethical student-parent assistance practices (Barlow & Stewart-Brown, 2001).

CONCLUSION

According to findings in the discipline that are pertinent to the issue at hand, It can be determined. *First*, in the process of cultivating a Local Wisdom-Based Entrepreneurial Spirit at SD Islam Muhammadiyah 1 Menganti Gresik through the concept of "The Element" presented by Robinson and Aronica, the main foundation lies in the experience of each student in order for motivation and inspiration to be generated. According to the schedule at SD Islam Muhammadiyah 1 Menganti Gresik, every pupil must participate in the Entrepreneur Day activities. Next is a holistic education process in the form of visiting the MSME industry and the chicken-producing residents' residences; this is the first step in identifying the entrepreneurial spirit of students. In addition, the education at SD Islam Muhammadiyah 1 Menganti Gresik can make a significant contribution to the community surrounding the school due to a process that instills in students a sense of pride in the richness of the school environment. Secondly, in the process of cultivating an entrepreneurial mentality, a number of internal constraints, such as the following, are discovered: The ducators are assigned distinct assignments based on the findings of individuals with a trend of decreased motivation in entrepreneurship and pupils who are negligent with their responsibilities. Among the solutions implemented by education is the provision of motivation by referencing successful local entrepreneurs or influential figures. The external barriers to fostering an entrepreneurial mindset at the elementary school level are primarily the condition of parents who do not motivate their children and the absence of parents who assist students in preparation. One thing that can be done is to strengthen communication with parents; in addition, the school should conduct regular meetings (parenting) at the beginning of each semester.

REFERENCES

- Afandi, M. (2021). Implementasi Pendidikan Kewirausahaan (entrepreneurship) Di Sekolah Dasar/Madrasah Ibtidaiyah. *Ar-Riyah: Jurnal Pendidikan Dasar*, 5(1), 51-64.

- Akib, E., Imran, M. E., Mahtari, S., Mahmud, M. R., Prawiyogy, A. G., Supriatna, I., & Ikhsan, M. H. (2020). Study on implementation of integrated curriculum in Indonesia. *IJORER: International Journal of Recent Educational Research*, 1(1), 39–57.
- Alabduljader, N. (2018). Entrepreneurship Education: A Qualitative Review of U.S. Curricula for Steady and High Growth Potential Ventures. *Annals of Entrepreneurship Education and Pedagogy – 2018*, Query date: 2022-02-28 04:52:27, 37–57. <https://doi.org/10.4337/9781788114950.00011>
- Arend, R. J. (2019). Entrepreneurial entrepreneurship youth education: Initiating grounded theory. *Entrepreneurship Education*, 2(1), 71–89. <https://doi.org/10.1007/s41959-019-00014-3>
- Arifin, A. (2022). Kurikulum Dan Implementasi Pembelajaran Di Masa Pandemi Covid-19: Tantangan Dan Peluang Menuju Program Merdeka Belajar. *Repository FKIP UNSAP*, 22(1).
- Asghar, M. Z. (2019). A Study of the Entrepreneurship Education Curriculum Adaptation Process Among in-Service Vocational Education Teachers. *The Role and Impact of Entrepreneurship Education*, Query date: 2022-02-28 04:52:27, 105–129. <https://doi.org/10.4337/9781786438232.00013>
- Baggen, Y., Lans, T., & Gulikers, J. (2021). Making Entrepreneurship Education Available to All: Design Principles for Educational Programs Stimulating an Entrepreneurial Mindset. *Entrepreneurship Education and Pedagogy*, Query date: 2022-02-28 04:52:27, 2147483647–2147483647. <https://doi.org/10.1177/2515127420988517>
- Balan, P., & Metcalfe, M. (2012). Identifying teaching methods that engage entrepreneurship students. *Education + Training*, 54(5), 368–384. <https://doi.org/10.1108/00400911211244678>
- Bandera, C. (2021). Teaching STEM Entrepreneurship With Societal Significance: Building on the Small Business Innovation Research Program. *Entrepreneurship Education and Pedagogy*, Query date: 2022-02-28 04:52:27, 647–654. <https://doi.org/10.1177/2515127421994785>
- Barlow, J., & Stewart-Brown, S. (2001). Understanding parenting programmes: Parents' views. *Primary Health Care Research & Development*, 2(2), 117–130. <https://doi.org/10.1191/146342301678787067>
- Blanchflower, D. G., Oswald, A., & Stutzer, A. (2001). Latent entrepreneurship across nations. *European Economic Review*, 45(4–6), 680–691.
- Boldureanu, G., Ionescu, A. M., Bercu, A.-M., Bedrule-Grigoruță, M. V., & Boldureanu, D. (2020). Entrepreneurship Education Through Successful Entrepreneurial Models in Higher Education Institutions. *Sustainability*, 12(3), 1267.
- Brentnall, C. (2020). Competitive Enterprise Education: Developing a Concept. *Entrepreneurship Education and Pedagogy*, 4(3), 346–375. <https://doi.org/10.1177/2515127419900486>
- Budiono, A. N. (2023). Analisis Persepsi Komite Pembelajaran dan Praktik Baik Proyek Penguatan Profil Pelajar Pancasila pada Kurikulum Merdeka. *Journal on Education*, 5(2), 5340–5352.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.

- Dallaire, D. H., Pineda, A. Q., Cole, D. A., Ciesla, J. A., Jacquez, F., LaGrange, B., & Bruce, A. E. (2006). Relation of Positive and Negative Parenting to Children's Depressive Symptoms. *Journal of Clinical Child & Adolescent Psychology*, 35(2), 313–322. https://doi.org/10.1207/s15374424jccp3502_15
- Englund, M. M., Luckner, A. E., Whaley, G. J. L., & Egeland, B. (2004). Children's Achievement in Early Elementary School: Longitudinal Effects of Parental Involvement, Expectations, and Quality of Assistance. *Journal of Educational Psychology*, 96, 723–730. <https://doi.org/10.1037/0022-0663.96.4.723>
- Farny, S., Frederiksen, S. H., Hannibal, M., & Jones, S. (2019). A Culture of Entrepreneurship Education. *Institutionalization of Entrepreneurship Research, Query date: 2022-02-28 04:52:27*, 38–59. <https://doi.org/10.4324/9781351270762-3>
- Fradani, A. C. (2014). Pengaruh Kecerdasan Adversitas, Pendidikan Kewirausahaan Dalam Keluarga, Dukungan Keluarga, Dan Efikasi Diri Pada Intensi Berwirausaha Siswa Smk Negeri 2 Nganjuk. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 2(2), 157–170.
- Hasbi, A. R., & Dewi, S. R. (2022). Pengaruh Sosial Ekonomi terhadap Minat Pemuda dalam Berwirausaha Ayam Potong di Kota Palopo. *AGRIMOR*, 7(2), 63–69.
- Ilmiah, N., & Marzuki, I. (2023). Analisis Proyek Penguatan Profil Pelajar Pancasila Dalam Meningkatkan Jiwa Wirausahawan Pada Peserta Didik Fase B UPT SD Negeri 40 Gresik. *Al Qodiri: Jurnal Pendidikan, Sosial Dan Keagamaan*, 20(3), 683–693.
- Inayati, U. (2022). Konsep dan Implementasi Kurikulum Merdeka pada Pembelajaran Abad-21 di SD/MI. *ICIE: International Conference on Islamic Education*, 2, 293–304.
- Jaana, S.-L., Elena, R., Timo, P., Iván, D. R., & Jane, D. (2019). Developing entrepreneurship education in Europe: Teachers' commitment to entrepreneurship education in the UK, Finland and Spain. *The Role and Impact of Entrepreneurship Education*, 14(1), 130–145. <https://doi.org/10.4337/9781786438232.00014>
- Jena, R. K. (2020). Measuring the impact of business management Student's attitude towards entrepreneurship education on entrepreneurial intention: A case study. *Computers in Human Behavior*, 107, 106–275.
- Kahfi, Z. (2016). Kemandirian Ekonomi Kaum Sarungan: Pengembangan Pendidikan Entrepreneur Di Pondok Pesantren. *Al'Adalah*, 19(1).
- Kholifah, N., & Taufikurrahman, T. (2020). Mewujudkan Ekonomi Mandiri melalui Pendidikan Entrepreneur Ala Nabi Muhammad. *Jurnal Ilmiah Al-Hadi*, 5(2), 95–112.
- Kim, Y.-J. (2017). A Case Study for Implementing Problem Based Learning(PBL) on Entrepreneurship Education. *The Korea Entrepreneurship Society*, 12(3), 285–309. <https://doi.org/10.24878/tkes.2017.12.3.285>
- Kurniawan, M. I. (2015). Tri pusat pendidikan sebagai sarana pendidikan karakter anak sekolah dasar. *PEDAGOGIA: Jurnal Pendidikan*, 4(1), 41–49.
- Kusuma, A. I. (2017). Strategi manajemen sekolah dasar dalam menumbuhkan jiwa kewirausahaan. *Jurnal JPSD (Jurnal Pendidikan Sekolah Dasar)*, 4(2), 77–86.
- Ma, D. (2011). The Revelation of Entrepreneurial Spirits on the Cultivation of College Students' Enterprise Qualities: A Case Study in Wenzhou. *Higher Education Studies*, 1(2), 103–106.

-
- Maknuni, J. (2021). Strategi sekolah dasar dalam menumbuhkan jiwa kewirausahaan peserta didik. *Jurnal Ilmiah KONTEKSTUAL*, 2(02), 9–16.
- Mallett, O. (2019). Collaboration in Entrepreneurship Education: Challenges, Opportunities and Innovations. *Journal of Small Business & Entrepreneurship*, 31(3), 177–182. <https://doi.org/10.1080/08276331.2018.1541681>
- Margahana, H. (2020). Urgensi Pendidikan Entrepreneurship Dalam Membentuk Karakter Entrepreneur Mahasiswa. *Jurnal Ilmiah Ekonomi Dan Bisnis*, 17(2), 176–183.
- Maruti, E. S., Malawi, I., Hanif, M., Budyartati, S., Huda, N., Kusuma, W., & Khoironi, M. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) pada Jenjang Sekolah Dasar. *Abdimas Mandalika*, 2(2), 85–90.
- Mediatama, G. (2022, February 28). *Ekonom: Tingkat Pengangguran di 2022 Bakal Lebih Baik Dari Tahun Lalu*. [kontan.co.id. https://nasional.kontan.co.id/news/ekonom-tingkat-pengangguran-di-2022-bakal-lebih-baik-dari-tahun-lalu](https://nasional.kontan.co.id/news/ekonom-tingkat-pengangguran-di-2022-bakal-lebih-baik-dari-tahun-lalu)
- Meiriyanti, R., & Santoso, A. (2018). Implementasi kurikulum berbasis Entrepreneurship untuk mencetak generasi pengusaha dalam menghadapi bonus demografi. *Fokus Ekonomi: Jurnal Ilmiah Ekonomi*, 12(2), 1–21.
- Miles, Matthew B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis A Metode Sourcebook Edition 3*. Sage.
- Mueller, S. (2011). Increasing entrepreneurial intention: Effective entrepreneurship course characteristics. *International Journal of Entrepreneurship and Small Business*, 13(1), 55–74.
- Nakao, K., & Nishide, Y. (2020). The Development of Social Entrepreneurship Education in Japan. *Entrepreneurship Education*, 3(1), 95–117. <https://doi.org/10.1007/s41959-019-00020-5>
- Ndofirepi, T. M., & Rambe, P. (2017). Entrepreneurship education and its impact on the entrepreneurship career intentions of vocational education students. *Problems and Perspectives in Management*, 15(1), 191–199. [https://doi.org/10.21511/ppm.15\(1-1\).2017.06](https://doi.org/10.21511/ppm.15(1-1).2017.06)
- Nunfam, V. F., Asitik, A. J., & Afrifa-Yamoah, E. (2020). Personality, Entrepreneurship Education and Entrepreneurial Intention Among Ghanaian Students. *Entrepreneurship Education and Pedagogy*, 5(1), 65–88. <https://doi.org/10.1177/2515127420961040>
- Nurhidayah, N., & Delitasari, I. (2017). Implementasi Pendidikan Entrepreneurship di SD Entrepreneur Muslim Alif-A Piyungan Yogyakarta. *URECOL*, 179–186.
- Nurkholis, N. (2023). Penerapan Proyek Penguatan Profil Pelajar Pancasila dalam Meningkatkan Jiwa Kewirausahaan Melalui Kegiatan Pembuatan Keripik Bonggol Pisang di SMP IT Insan Taqwa Lampung. *Jurnal Pendidikan Dan Konseling (JPDK)*, 5(2), 4277–4283.
- Nurseto, T. (2010a). Pendidikan berbasis entrepreneur. *Jurnal Pendidikan Akuntansi Indonesia*, 8(2).
- Nurseto, T. (2010b). Pendidikan berbasis entrepreneur. *Jurnal Pendidikan Akuntansi Indonesia*, 8(2), 52–59.
- Paço, A. do, & Palinhas, M. J. (2011). Teaching entrepreneurship to children: A case study. *Journal of Vocational Education & Training*, 63(4), 593–608.

- Rachmadana, S. L. R. L. (2021). Youth Entrepreneurial Spirit In Family Business. *Journal of Business and Management Review*, 2(11), 772–784.
- Ramdan, A. Y., & Fauziah, P. Y. (2019). Peran orang tua dan guru dalam mengembangkan nilai-nilai karakter anak usia sekolah dasar. *Jurnal Pendidikan Dasar Dan Pembelajaran*, 9(2), 100.
- Roberts, J. (2020). Libraries and Arts Entrepreneurship Education. *Journal of Arts Entrepreneurship Education*, 2(1), 53–56. <https://doi.org/10.46776/jaee.v2.59>
- Robinson, K., & Aronica, L. (2009a). *The element: How finding your passion changes everything*. Viking Penguin.
- Robinson, K., & Aronica, L. (2009b). *The element: How finding your passion changes everything*. Penguin.
- Robinson, K., & Aronica, L. (2016). *Creative schools: The grassroots revolution that's transforming education*. Penguin books.
- Roza, S., Muchtar, B., & Syamwil. (2019). Effect of Entrepreneurship Education, Creativity, and Self Efficacy on Entrepreneurship Interest in Vocational Students. *Proceedings of the Third Padang International Conference On Economics Education, Economics, Business and Management, Accounting and Entrepreneurship (PICEEBA 2019)*, Query date: 2022-02-28 04:52:27. <https://doi.org/10.2991/piceeba-19.2019.32>
- Sa'idah, A., Nuroso, H., Subekti, E. E., & Nikmah, U. (2023). Implementasi Penguatan Profil Pelajar Pancasila Aspek Beriman Dan Berakhlak Mulia Kelas 1 SD Supriyadi Semarang. *Jurnal Pendidikan Dan Konseling (JPDK)*, 5(2), 4565–4573.
- Sandjaja, S. (2001). Pengaruh keterlibatan orang tua terhadap minat membaca anak ditinjau dari pendekatan stres lingkungan. *Psikodimensia Kajian Ilmiah Psikologi*, 2(1), 17–25.
- San-Martín, P. (2019). Teachers as role models in entrepreneurship education: Perspectives from the point of view of entrepreneurs. *The Role and Impact of Entrepreneurship Education*, Query date: 2022-02-28 04:52:27, 164–183. <https://doi.org/10.4337/9781786438232.00016>
- Saputri, T. N. R., Rohmania, Q. N., & Nuryuono, D. (2021). Pelatihan Startup untuk Menyiapkan Pengusaha Muda Berbasis Pendidikan. *SAP (Susunan Artikel Pendidikan)*, 6(2), 151–159.
- Sari, F. J. (2022). *Peran Industri Rumah Tangga Dalam Meningkatkan Pendapatan Keluarga: Studi Kasus Pada Industri Keripik Usus Ayam Desa Sidowungu Kecamatan Menganti Kabupaten Gresik [PhD Thesis]*. UIN Sunan Ampel Surabaya.
- Trisnawati, N. (2014). Pengaruh Pengetahuan Kewirausahaan dan dukungan sosial keluarga pada minat berwirausaha siswa SMK Negeri 1 Pamekasan. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 2(1), 57–71.
- Vuković, K., Šmaguc, T., & Detelj, K. (2022). The Social Construction of Entrepreneurship: How Entrepreneurship Education Influences Students' Perceptions. *Proceedings of INTCESS 2022- 9th International Conference on Education & Education of Social Sciences*, 1(1), 249–257. <https://doi.org/10.51508/intcess.202237>
- Warsah, I. (2020). Entrepreneurship Education in Pesantren: Strategies to Drive Students' Interest in Entrepreneurship. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 18(2), 211–230. <https://doi.org/10.21154/cendekia.v18i2.2146>

-
- Wulan, D. P. A., & Arifudin, A. (2020). The Role of Schools to Improve Entrepreneur Spirit in Kumbe Village, Papua. *3rd International Conference on Social Sciences (ICSS 2020)*, 456–458.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (Sixth edition). SAGE.
- Yohanna, L., & Maya, S. (2019). The Emergence of Character and Entrepreneurial Spirit Since Childhood. *1st International Conference on Economics, Business, Entrepreneurship, and Finance (ICEBEF 2018)*, 679–682.
- Yuliastuti, S. (2022). Pelaksanaan Projek Penguatan Profil Pelajar Pancasila (P5) Tema Kewirausahaan Kelas 4 SD Labschool UNNES Kota Semarang. *Lembaran Ilmu Kependidikan*, 51(2), 76–87.
- Yusantika, F. D. (2021). Penanaman Jiwa Entrepreneur Pada Siswa SD di Era Revolusi Industri 4.0. *JIEES: Journal of Islamic Education at Elementary School*, 2(1), 34–45.
- Zahir, A., Nasser, R., Supriadi, S., & Jusrianto, J. (2022). Implementasi kurikulum merdeka jenjang SD kabupaten luwu timur. *Jurnal IPMAS*, 2(2), 55–62.
- Zubaidah, S. (2019). Pendidikan Karakter Terintegrasi Keterampilan Abad Ke-21. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, 3(2), 1–24.