



Cultivating the Spirit of Entrepreneurship in Students Through Project Market Day: An Approach to Strengthening Character Values

Kuswanto^{1✉}, Kama Abdul Hakam², Juntika Nurihsan³, Cece Rakhmat⁴, Endah Silawati⁵ & Ilma Siti Salamah⁶

^{1✉}Universitas Pendidikan Indonesia, kuswanto.8@upi.edu, Orcid ID: [0000-0003-4860-8309](https://orcid.org/0000-0003-4860-8309)

²Universitas Pendidikan Indonesia, kama.ahakam@upi.edu, Orcid ID: [0000-0003-3763-0711](https://orcid.org/0000-0003-3763-0711)

³Universitas Pendidikan Indonesia, jantikanurihsan@upi.edu, Orcid ID: [0000-0002-9955-0349](https://orcid.org/0000-0002-9955-0349)

⁴Universitas Pendidikan Indonesia, cece.rakhmat@upi.edu, Orcid ID: [0000-0002-4200-3686](https://orcid.org/0000-0002-4200-3686)

⁵Universiti Malaya, s2197766@siswa.um.edu.my, Orcid ID: [0009-0007-5313-9160](https://orcid.org/0009-0007-5313-9160)

⁶Universitas Pasundan, ilmastslmh@gmail.com, Orcid ID: [0000-0002-2965-5946](https://orcid.org/0000-0002-2965-5946)

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Abstract

Entrepreneurship education is a field of study that provides space for students to develop their creativity. Through market day activities, students can learn directly about the market situation and recognize the business world. However, there is a gap in the literature regarding how entrepreneurship activities should be implemented in primary schools. This study aims to examine and analyze the entrepreneurial spirit of students from the results of market day activities, how it impacts students, and how character values are internalized. The approach in this research is descriptive qualitative. The subjects recruited in this study were principals, teachers, and students. Collection techniques and tools were through observation, interviews, and documentation. The results revealed that students displayed positive character values starting from planning and preparing and continuing until market day activities. In conclusion, market day activities have proven to be an effective program for cultivating the entrepreneurial spirit of students. It can be seen that the purpose of the market day is not only to improve entrepreneurial skills but also to become a means of learning character values that are important for students' lives in the future. This research can be a reference for educators in creating innovative learning and being able to internalize character values through market day projects.

Keywords:

Character Value, Entrepreneurship, Market Day, Primary School Students

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Abstrak

Pendidikan kewirausahaan merupakan salah satu bidang studi yang memberikan ruang bagi mahasiswa untuk mengembangkan kreativitasnya. Melalui kegiatan market day, siswa dapat belajar secara langsung mengenai situasi pasar dan mengenal dunia bisnis. Namun, terdapat kesenjangan dalam literatur mengenai bagaimana seharusnya kegiatan kewirausahaan dilaksanakan di sekolah dasar. Penelitian ini bertujuan untuk mengkaji dan menganalisis jiwa kewirausahaan siswa dari hasil kegiatan market day, bagaimana dampaknya terhadap siswa, dan bagaimana nilai-nilai karakter terinternalisasi. Pendekatan dalam penelitian ini adalah deskriptif kualitatif. Subjek yang direkrut dalam penelitian ini adalah kepala sekolah, guru, dan siswa. Teknik dan alat pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa siswa menunjukkan nilai-nilai karakter positif mulai dari perencanaan dan persiapan hingga kegiatan market day. Kesimpulannya, kegiatan market day terbukti menjadi program yang efektif untuk menumbuhkan jiwa kewirausahaan siswa. Terlihat bahwa tujuan market day tidak hanya untuk meningkatkan kemampuan berwirausaha tetapi juga menjadi sarana pembelajaran nilai-nilai karakter yang penting bagi kehidupan siswa di masa depan. Penelitian ini dapat menjadi referensi bagi para pendidik dalam menciptakan pembelajaran yang inovatif dan mampu menginternalisasikan nilai-nilai karakter melalui market day project.

Kata Kunci:

Nilai Karakter, Kewirausahaan, Market Day, Siswa Sekolah Dasar

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INTRODUCTION

Entrepreneurship is a creative effort that creates something new based on innovation, adds value, brings profit, creates jobs, and the results are beneficial to others. Entrepreneurship is also a process of entrepreneurs who dare to take into account the risks of capital, time, or career to provide certain productivity based on management, and entrepreneurship can be applied to society and other fields without being limited to the business context. On the other hand, according to Biberhofer et al. (2019), entrepreneurship is the value of action that is realized and used as a basis for resources, driving forces, goals, systems, processes, and work results. The advantage of entrepreneurship is that it can increase strength and stability, which in turn will have a positive impact on the economic strength of a country (Ginting et al., 2024; Habibi et al., 2022). Entrepreneurs, on the other hand, are people who excel in taking advantage of opportunities to develop businesses that aim to improve living standards.

This is due to the fact that Indonesia has various problems that are still lagging compared to developed countries. Several factors slow down the growth of entrepreneurship in Indonesia. From a psychological point of view, it is suspected that the reason for not wanting to become an independent entrepreneur is that ideas do not take root. Data reveals that in Indonesia, 1.65% of the population are currently entrepreneurs, compared to 5% in Malaysia and 4% in Thailand (Arioseno et al., 2023; Blesia et al., 2021). To equalize Indonesia's position in the economy with developed countries, 2% of the total population needs entrepreneurs (Satria et al., 2023). The increase in the number of entrepreneurs will affect some countries in Indonesia. Among them are the country's economic growth rate, penetration of employment and benefits to individuals, and being more selective in facing the impact of globalization.

Nevertheless, in schools, intellectual ability is prioritized over creativity, there is low curiosity, children are unable to take risks, and they are unable to explain their ideas (Ernst & Burcak, 2019; Yeti & Azizah, 2016).

These problems can be minimized by providing an introduction to entrepreneurship to children so that education can advance all aspects of child development.

Oftentimes, a lack of motivation to work arises because the entrepreneurial spirit has not been well formed. An entrepreneurial spirit does not develop overnight or within a few days of getting an education. It takes time to instil an entrepreneurial spirit in someone (Rofiki et al., 2022). Not a few people think that entrepreneurship cannot be learned; the process is long, and creativity is the main capital. However, some argue that entrepreneurship can be learned through educational institutions, that entrepreneurship learning is an important point in educational practice, and that educational institutions are able to provide employment and create jobs (Suharyoto, 2017). The formation of an entrepreneurial spirit certainly takes a long time. Entrepreneurship cannot be nurtured directly; it must be raised and instilled from childhood, one of which is through formal education (Sulistyowati & Salwa, 2016).

Specifically, elementary school is the most basic level, and the application of entrepreneurship learning as an educational unit at this level is considered appropriate (Rii et al., 2020). One example of entrepreneurship cultivation in a formal education environment is market day activities. The purpose of this activity is to train entrepreneurs, encourage creativity and innovation, and help them understand the world of entrepreneurship (Zultiar & Siwiyanti, 2017). This program aims to foster the entrepreneurial spirit of students, and it is organized by schools ranging from early childhood education to high school. This program is implemented with the aim of giving children direct experience related to buying and selling activities in the field. Market day is also a place to instil character values in children (Areli, 2018). Market day activities can be used to foster children's creativity, cooperation, problem-solving, and decision-making skills related to problems that occur. During market day activities, students integrate the process of buying and selling these products from production to sales. In that case, the role of a companion for teachers and guardians is needed. Meanwhile, other

students behave as target consumers of the products offered (Safitri, 2023).

Furthermore, fostering entrepreneurship is not only about making traders or business people. Entrepreneurship is deemed a character trait that empowers individuals to face challenges. It is expected that talented people with an entrepreneurial spirit will become the driving force of national development. Given the potential problems, entrepreneurship training can be carried out at an early stage, namely at the introduction stage. In children, entrepreneurship education is about shaping their entrepreneurial spirit. Entrepreneurship education teaches children not only how to do business but also how to develop a strong and resilient mind. Particularly, there have been many studies related to market day, such as those conducted by Zultiar and Siwiyanti (2017), showing that market day activities bring out students' character values, such as independent character, leadership, perseverance, courage, and taking risks. Other studies state that this market day activity affects students' habits and characters, such as discipline, honesty, innovativeness, courage, and responsibility (Febriyanti et al., 2021).

Entrepreneurship education for children also greatly builds their character and spirit as entrepreneurs, as well as acquiring life skills. In the era of global society, education is not only academic. However, what is more important is improving students' skills and potential. Therefore, it becomes one of the analyses that education in this digital era should not only prioritize cognitive aspects as a measure of school success but also be balanced with other aspects, such as affective and psychomotor. As such, teachers should practice this entrepreneurship education with their students from an early age. According to Kusuma (2017), entrepreneurship education is naturally carried out since childhood and must be taught at the earliest levels of education, namely kindergarten or elementary school. One of them is through market day activities, which contain positive values for students.

In the context of basic education, cultivating the spirit of entrepreneurship not only aims to build economic skills from an early age but also becomes a strategic means to foster character values such as

responsibility, honesty, independence, and cooperation. Several previous studies have shown that entrepreneurship education can positively influence students' character development. Market day programs, in this case, in primary schools can increase the sense of responsibility and independence in students, as they are involved in the decision-making process and management of small businesses (Hanama et al., 2024). In line with the findings from Hasanah and Hidayat's (2024) research, it emphasizes the importance of a project-based approach in entrepreneurship education to foster the values of cooperation and honesty among students. In addition, Afandi (2021) concluded that the integration of entrepreneurship into the curriculum can encourage students to be more creative and innovative in solving problems, which is part of developing strong entrepreneurial characters.

Related to the above statement, market day activities may have been implemented in various elementary schools as part of strengthening character education. However, those that discuss in depth the relationship between market day and the formation of entrepreneurial spirit and student character values remain limited. This gap is the main focus of this research. By examining specifically how market day activities are implemented and how they contribute to the formation of entrepreneurial character in elementary school students, this study aims to optimize the role of market day activities as an effort to foster entrepreneurial spirit in students. Moreover, the results of this study are expected to be able to make a practical contribution, especially for elementary school educators, in designing learning activities that are oriented towards developing the character of students as a whole.

METHODS

This research was conducted using a qualitative approach. Rijali (2018) explains that qualitative research is developed based on 'events' obtained during field activities in qualitative research, including conceptualization, classification, and description. This research method is a case study to see and understand the phenomena that occur and are experienced by the research

subject. In addition, Utami (2019) describes qualitative data as content data that uses words and descriptions of observed facts and phenomena. The data in this study were obtained through direct observation conducted by the researchers during market day activities at SD Angkasa 1 Bandung. Moreover, the participants observed were recruited based on certain criteria to ensure the relevance and consistency of the data. Inclusion criteria included grade II, grade III, and grade V students who were actively involved in the entire series of market day activities, from planning, implementing, and evaluating. In addition, teachers and parents who participated in accompanying the children were also part of the unit of analysis as supporting informants. Participants who did not fully participate in the activities or were only passively involved were not included in the observations. The determination of these criteria aimed to ensure that the data collected reflects the interactions and character learning processes that occur as a whole, thus supporting the validity of the findings and allowing the repeatability of the study in similar contexts.

Additionally, the subjects involved in this study were principals, teachers, students, and visitors. Data collection techniques and tools used in this study were taken directly through several activities. (1) Observation was directly examining the preparation and implementation of long-day activities. (2) Interviews were conducted with principals, teachers, parents, students, and visitors. (3) Documentation (pictured) during the activity was recorded. Following that, data analysis was carried out in the order of data reduction, data presentation, conclusion drawing, and analysis techniques (Hamzani et al., 2023). Again, this study aims to examine and evaluate whether the entrepreneurial spirit of students, based on the results of market day activities, has a positive impact on students and whether these activities have positive and good character values that can be applied in student life.

RESULTS AND DISCUSSION

Based on the results of research conducted through observations and interviews, the researchers obtained information about various phenomena that

occurred in the field. One of the activities that train and build student entrepreneurship is through market day activities. This activity was attended by all students from grades I to VI of SD Angkasa 1 Bandung (grades II, III, and V students who were actively involved in the entire series of market day activities). The principal stated that this market day activity has been going on for several years and is a mandatory activity every year. This activity aims to train students in entrepreneurship, develop students' entrepreneurial spirit, and for their provision if one day they have their own business and create jobs for others. In addition, the purpose of this activity is to train student character because this market day activity has a positive value in cultivating student character values.

These character values can be seen from the observations, starting with their planning, preparation, and implementation of market day activities. The value of honesty could be observed when students gave change to buyers and conveyed the quality of products/food without exaggerating. Creativity was also seen when they designed attractive products and created simple marketing strategies by making posters to attract buyers. Cooperation could be noticed when they shared tasks with group members, such as preparing the product/food, serving customers, and tidying up the goods when they finished the market day activities. Meanwhile, responsibility could be seen when students had to complete agreed tasks and maintain the cleanliness and organization of their booths. Independence was also developed, as students were required to make their own decisions and manage buying and selling activities independently with minimal guidance from the teacher.

Further, from the results of interviews with several teachers from grades III and V, they admitted that the market day activities had a positive value in cultivating student character values. They said that the existence of this market day activity was seen as a place to shape student character. Starting from planning activities to execution, students have unconsciously highlighted positive characteristics in their lives.

The teachers saw the students' development in preparing for this market day activity, starting with planning, preparation,

and implementation. In the planning activities, teachers saw that the characteristics that stood out were cooperation and creativity in thinking about concepts and ideas for market day events, ranging from food to be sold to the decorations to be used at the sales stand and also the courage to take risks. Then, in the preparation activities, the teachers saw the prominent characteristics, such as responsibility and cooperation, in preparing everything to be served at the market day event, including food or goods and decorations to be attached to the table for selling.



Figure 1. Student Preparation for Market Day Activities

Moreover, in the execution activities or on market day activities, the teachers saw the dominating characteristics, such as honesty in incoming and outgoing sales money and honesty in promoting the goods or food sold, cooperating in selling the goods sold, being responsible for the goods sold and also the income earned from sales, communicative in interactions with buyers to offer or promote to explain the goods or food sold so that buyers are interested in buying, and innovative thinking in how to promote products to everyone by going around.



Figure 2. Student Activities on Market Day

During the market day activities, the researchers also conducted interviews with several parents who attended the activity. They argued that this market day activity is a place to improve students' skills in entrepreneurship. Parents felt happy with this activity because it provided new experiences for children, so the enthusiasm of the students increased, and they were excited about preparing and running this market day event. The parents also participated in preparing this activity and accompanied the students during the market day activities. Parents thought that this activity also affected the character of students because what they saw was that their children had an attitude of cooperation, communication, creativity, and innovation in creating ideas for selling at school. In this case, parents only helped and accompanied students in running it.

Based on observations conducted during the activity, it was found that this activity encouraged different character strengthening at each grade level according to the level of cognitive and social development of students. To provide a more comprehensive overview of the research results, the data findings are presented in the form of a table presenting the elements of character value cultivation through market day activities in grades II, III, and IV.

Table 1. Elements of Character Value Cultivation through Market Day Activities

Class	Values				
	1	2	3	4	5
II	Medium	High	Low	Medium	Medium
III	Medium	High	Medium	Medium	Medium
V	High	High	High	High	High

Note:

A: Responsibility; B: Cooperation; C: Independence;

D: Creativity; E: Honesty

From the data in Table 1, there was significant character development between class levels. In grade II, students tended to show strong cooperation because activities were carried out in groups, but independence was still relatively low because they still needed teacher guidance. In grade III, independence began to grow, and students started to understand the concept of responsibility more concretely. Meanwhile, grade V students showed a more comprehensive strengthening of character, especially in the aspects of responsibility, creativity, and honesty, as they had been able to plan, manage, and evaluate market day activities more independently. The inclusion of Table 1 is expected to clarify the contribution of market day activities to strengthening character education in elementary schools and serves as a reference for the development of similar learning at different levels.

Furthermore, the researchers conducted interviews with students who played the role of sellers. From these responses, students felt enthusiastic about market day activities, and they were happier and able to develop children's social skills. Through the process of exposing products to buyers or visitors, *"It was great because the activities were a really exciting experience, and we learned by paying attention directly,"* he said. The visitors who became buyers also felt happy and enthusiastic about this activity because the food (products) sold were very diverse and varied, so it was not boring; the visitors assessed that the students of SD Angkasa 1 had creative and innovative minds in creating something that could be sold.

Discussion

One of the entrepreneurship programs often carried out in schools is market day activities. Market day is one of the learning strategies used to instil entrepreneurship in children (Safitri & Mukminin, 2017). It has the function of training children in entrepreneurship, understanding the business world, and training their creativity and innovation (Zultiar & Siwiyanti, 2017). In addition, this program aims to teach students how to interact and trade. Market Day teaches children to manage themselves (Nadlifah et al., 2023). In addition, this activity is entrepreneurial learning, teaching students how to sell products to friends, teachers, and even outsiders or visitors (Setyawati et al., 2023). Market day activities can be independent by producing goods individually or classic by producing goods in groups, and it depends on the interests of students and the products they produce (Suharyoto, 2017). Market day activities allow children to learn freely and realistically about how to socialize, offer products, buy products, and even buy and sell using money as payment. The market day program is expected to boost entrepreneurship in Indonesia, change thinking about preparing for the future, and create jobs for others. The program is a fun event where students develop creativity and other character values. Market day activities will increase the number of young people with creative and varied ideas in the future.

Puspitaningtyas (in Sundahry et al., 2024) explains that entrepreneurial coaching is the process of identifying a vision, developing it, and translating it into action in life. Successful entrepreneurs must integrate their vision into their daily lives and apply it to their decision-making as entrepreneurs. This market day program is a form of education that develops a Project-Based Learning (PBL) learning model that is packaged in the term Project-Based Learning Market Day. This learning model is part of a project-based learning model, where students restructure their knowledge and skills to build real-world products and sell them to friends, teachers, and the surrounding community through school bazaars and markets called market days. By organizing this market day, creativity, innovation, and life skills can grow in students

so as to foster the entrepreneurial spirit and competitiveness spirit of students.

Furthermore, the purpose of this market day is to teach students how to sell goods and become young entrepreneurs. In addition, the market day has a positive impact on students, namely teaching them to trade early on as a means of learning to count when selling, not eating outside, making healthy menus, and competitive prices (Hastuti & Maslamah, 2023). Market day, held by SD Angkasa 1 Bandung, provided an opportunity for students to sell food, healthy and nutritious drinks, and other creative ideas. Parents acted as supporters and helped students in this activity by serving home cooking (processed food) or serving fried rice, sewing machines, and traditional and modern cakes, which are not recommended to contain preservatives, chemicals, and artificial sweeteners.

In market day activities, children are taught to be ethical. Through this simple concept, children can develop their social and financial aspects simply. Children will understand that children need to buy with money first to get something they want, and to get money, they must work hard to achieve maximum results so that children can understand the situation of being a trader or seller. In addition, in the buying and selling process, the concept of honesty is emphasized to children. Entrepreneurship requires an innovative and creative thinking process to be able to seize opportunities and face challenges at the same time (Brown & Barnard, 2019). Entrepreneurship for elementary school students does not mean employing children but rather instilling entrepreneurial values early on. This market day activity incorporates student character values to become professional entrepreneurs, and indirectly, students can learn to improve their personalities along with students learning entrepreneurship. According to Hidayat (2017), character education is an effort made individually and socially to create an environment conducive to the growth of individual freedom itself. The mindset of character education is highly valued and is expected to prevent various life problems. In fact, considering the importance of this, the President of the Republic of Indonesia has established a Presidential Decree on

Strengthening Character Education in Presidential Decree Number 87 of 2017, containing binding and non-binding regulations on strengthening character education for students.

Entrepreneurship also contains good character values for children's lives. The Ministry of Education suggests personality values that foster an entrepreneurial spirit, including independence, creativity, action orientation, courage to take risks, leadership, perseverance, honesty, discipline, responsibility, cooperation, toughness, dedication, humility, curiosity, communication, and being highly motivated to succeed. In line with Zulvia and Adrian's (2018) research, the personality values that can be integrated through entrepreneurial activities are independence, creativity, risk-taking, honesty, leadership, action orientation, and perseverance. The character values developed in market day activities result from the characteristics of entrepreneurs. The most fundamental entrepreneurial values according to students' developmental level are as follows: 1) independence, 2) creativity, creating and creating something different from others, 3) daring to take risks, 4) hard work in carrying out tasks and obligations, 5) innovative, creating varied new ideas, 6) responsibility for completing tasks and obligations, 7) honest in words and actions at work, 8) cooperation in establishing relationships with other individuals, and 9) communicative in building interactions with others. Implementing and developing these personal values early on will provide a strong foundation for developing professional entrepreneurship. Entrepreneurship skills are student skills in the form of knowledge acquisition that is applied in the future. Market day activities at school can be utilized not only to foster entrepreneurship but also as a means to strengthen student character.

Additionally, market day activities in elementary schools are one of the practical approaches that allow students to learn directly about the market situation and get to know the business world early on. Through active involvement in the process of designing, producing, and marketing products, students have the potential to develop entrepreneurial values such as responsibility, creativity, and

independence through concrete experience (practice). Although market-day practices have been widely implemented in various schools, there is a gap between the implementation in the field and the underlying theoretical understanding. Theoretically, the literature remains limited in addressing how entrepreneurial activities, such as market day, should be systematically designed and implemented at the primary school level. This creates a significant gap between practice and theory. On the one hand, the activities have taken place and had a positive impact. On the other hand, there is no established guidance or conceptual framework to support their effective implementation. Therefore, there is a need for a study that can bridge this gap by exploring existing practices and linking them to theories of learning and entrepreneurship education that are relevant to primary school students.

This study has several limitations, including the limited scope of one school and the absence of a longitudinal analysis to see the long-term impact on students' character development. Therefore, further research is recommended to involve more schools with diverse backgrounds and use quantitative or mixed approaches to measure the effectiveness of the program in more depth. As a recommendation, educators can integrate similar activities into the curriculum as part of strengthening experiential character education.

CONCLUSION

Market day activities have proven to be one of the most effective programs for fostering the entrepreneurial spirit of elementary school students. Based on the research results, this activity received positive responses from various parties, including principals, teachers, parents, students, and visitors. More than only practising entrepreneurial skills, market day is also a vehicle for learning character values that are important for students' lives in the future, such as honesty, cooperation, responsibility, creativity, and independence, which appear clearly in the process of planning, preparing, and implementing activities.

This study has multiple limitations, including the restricted reach of a single school and the lack of a longitudinal analysis to assess

the long-term effects on children's character development. Consequently, additional study is advised to incorporate a greater number of schools with varied demographics and to employ quantitative or mixed methodologies to assess the program's success more comprehensively. Educators are advised to incorporate analogous activities into the curriculum to enhance experiential character education.

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