

ENTREPRENEURSHIP CHARACTER IMPLEMENTATION AT SD NU MASTER SOKARAJA

1st Laelatul Istiqomah^{1*}, 2nd Munasiroh²
{laelatulistiqomah284@gmail.com}

State Islamic University Prof. KH. Saifudin Zuhri Purwokerto

Abstract. Era 4.0 demands education to produce highly competitive *output*, especially in the *economic field*. Education is a gateway in the formation of entrepreneurial character from an early age. Like SD NU Master Sokaraja instills entrepreneurial character through several creative programs. This study aims to analyze the implementation of entrepreneurial character in SD NU Master Sokaraja. The method used is qualitative with a case study approach. Based on the results of the research on the implementation of entrepreneurial character at SD NU Master Sokaraja, namely: *First*, the *market day program*. Students are trained to plan products, marketing, and financial processing. *Second*, an exhibition and auction program for students' work. *Third*, *extracurricular cooking*. Learning that includes food industry processing in collaboration with stakeholders in collaboration with culinary business parents of students such as Rocket Chicken, Lemon's Kitchen, Kopi Lain Hati, and Umi Ais Snack.

Keywords: Character, entrepreneurship.

INTRODUCTION

Globalization of the world has entered Industry 4.0 which is centered on science and technology. Indonesia must be extra in welcoming and facing industry 4.0 in order to be able to compete globally. Therefore, must be prepared as early as possible from various elements. One of these preparations starts from the world of education which plays an important role in building a generation of highly competitive nations. As stated by Armenia Androniceanu, Oana Matilda Sabie, and Anca Pegulescu in (Candra & Wardana, 2020) that the quality of human resources is determined by the quality of education.

Educational institutions are responsible for preparing and forming a generation that is ready to compete in the industrial world 4.0. Generations ready to compete are formed through educational efforts, entrepreneurial character or *entrepreneurship* can be increased to be used as capital and support in becoming *entrepreneurs* (Apsari, 2019). Entrepreneurship is an innovation and creativity to use opportunities to create changes that create positive values for themselves and those around them (Margahana, 2020). So that entrepreneurs or entrepreneurs are actors who significantly both micro and macro have a big influence on the course of the economy. As we know that the spirit and spirit of entrepreneurship is an important provision that must be nurtured from an early age so that a strong mentality is formed in facing all competitions. Gaffar in (Ridwan, 2016) suggests that if one of the goals of providing education is to produce highly competitive *output*, especially in the economic field, then it must be prepared how to modify which educational programs can support the intended *output*.

Based on the background information above, educational institutions are not only responsible for intellectual development but also character cultivation. One very important character is the character that leads to the cultivation of entrepreneurial character or entrepreneurship. As research (Indarto, 2020) states, one that has a major influence on entrepreneurial success is the formation of entrepreneurial character in a person. Therefore, entrepreneurship education should be done as early as possible. Starting from pre-school education to higher education. At the level of pre-school education, entrepreneurship education implemented in an integrated manner in children's play activities. The main purpose for cultivate values or attitudes and entrepreneurial character. At the level basic education (SD and SMP),

entrepreneurship education is held in an integrated manner in non-entrepreneurship Subjects (Mapel). The goal is to form and develop entrepreneurial attitude and character as well as introduction of entrepreneurial knowledge (Sumarno & Gimin, 2019) . Through the habit of forming entrepreneurial character in the world of education which is carried out from an early age, it is hoped that the character of entrepreneurship or entrepreneurs will be formed in children. According to Wibowo in (Yusantika, 2021) among the entrepreneurial characters include being creative and innovative, work ethic, action-oriented and enthusiastic at work.

SD NU Master Sokaraja as an educational institution which in the past 5 years has spread its wings as one of the favorite schools in Banyumas . Character education is the main output presented in the Vision "Creating an Islamic generation with the *Ahlussunnah Wal Jama'ah an Nahdyiah* understanding who is characterized, civilized and has an *entrepreneurial spirit*" . SD NU Master Sokaraja 's goal is to form a generation that is civilized and has high religious character, an entrepreneurial spirit is also its main vision . This can be seen by the various programs formulated by SD NU Master Sokaraja . These programs include *market day programs* , exhibitions and auctions of student work , and extracurricular *cooking* . The cultivation of entrepreneurial character is implemented through the integration of learning in the classroom. Therefore this study aims to analyze the character of the entrepreneur applied at SD NU Master Sokaraja.

Educational institutions' awareness of the importance of character education, especially entrepreneurial character, has been building for a long time, not only in vocational education. We can see this from several research results that show efforts to instill entrepreneurial character from an early age. Literature study research on the importance of forming the character of entrepreneurship from an early age put forward by (Candra & Wardana, 2020) with the title *Growing Entrepreneurship Literacy in Elementary School Students* shows the need for entrepreneurship literacy to be developed in Elementary Schools, with the intention: (1) creating a generation of entrepreneurship must starting from elementary school age children; (2) to cultivate the attitude and character of entrepreneurship in elementary school-age children can be done through entrepreneurship literacy; (3) Entrepreneurial literacy is an effort made to instill the concept of entrepreneurship as well as practice it so that from the age of elementary school children have basic entrepreneurial values.

The case study research also strengthens the results of the literature research above which shows the enthusiasm and success of implementing the character of entrepreneurship in the world of education from an early age. Research (Delitasari & Hidayah, 2017) entitled *Implementation of Entrepreneurship Education at Alif-A Piyung Muslim Entrepreneur Elementary School, Yogyakarta*. The results showed that the planning of entrepreneurship education was planned through program meetings and then the teacher explained the results in various learning activities. Implementation of entrepreneurship education through *entrepreneur zones, cooking classes, outbound entrepreneurs, entrepreneur boarding schools* , and industrial visits. Evaluation of entrepreneurship education is carried out by the teacher making notes to assess the development and abilities of students in entrepreneurship education. Research conducted (Wahyuni & Hidayati, 2017) in the same place entitled *The Role of Schools in Forming Tauhid-Based Entrepreneurial Skills at Alif-A Piyungan Bantul Muslim Entrepreneur Elementary School Yogyakarta* shows the results that the school's role in fostering *entrepreneurial character* is carried out with various activities; then in the formation of entrepreneurial character, schools have six basic principles in their formation, educative, effective, strategic, empirical, leadership, and productive through three learning zones, namely *spiritual zone, learning zone, and entrepreneur zone* which are carried out based on the character of each program; From this program, students begin to form an attitude of independence, trust, creative, innovative, self-confident, disciplined, have a sense of responsibility and tolerance towards others.

Research (Afandi, 2021) entitled *Implementation of Entrepreneurship Education (Entrepreneurship) in Elementary Schools/Madrasah Ibtidaiyah*. The results of this study explain that, the implementation of *Entrepreneurship Education* in primary schools/madrasah ibtidaiyah can be carried out through three stages, namely: (1) The planning stage, includes: formulation of program objectives, vision and mission of the *entrepreneurship education program* , determining subject matter then incorporating values *entrepreneurship* education which will be developed in

the Learning Implementation Plan; (2) The implementation phase includes: classes, *entrepreneurship* subjects, integrated with subjects, self-development activities, school culture; and (3) the evaluation stage, which includes *entrepreneurship education assessment activities* based on *entrepreneurship* values that have been internalized and implemented in the behavior seen in the activities of students at school. Research (M. Rifqi Hidayat, Rusdiana, 2021) The results of the research showed that SD Alam Muhammadiyah Banjarbaru held " *Market Day* " activities or market days to foster students' entrepreneurial spirit. Students are asked to bring any *items* to sell themselves at school, which will then be purchased by other friends or teachers who are interested in buying the merchandise. The results of the SWOT analysis show that the object being tested is in the SO area, because the Y and X values are more than 0. This means that SD Alam Muhammadiyah Banjarbaru in implementing this entrepreneurship education program must be aggressive by taking advantage of existing opportunities and strengths.

The research (Helty Asafari, Pitriyani, 2021) entitled Entrepreneurship Character Development Strategies in Schools, the results show several activities that become strategies, including programs *cooking class* (cooking class), program *outing class* (conducting classes in outdoor), and *market day program* (selling activities). This activity program is free to do at any time and with high or low intensity adjusted to the conditions and situations of the environment and children as the main character. At the upper secondary level, the activity strategy will be made more complex. SMK as a school with special expertise has already implemented this strategy, in fact Integrating entrepreneurial values into subjects has been carried out since the beginning. This learning is in accordance with the *Experiential learning model*. *Experiential learning* is a learning process that aims to make children learn and experience directly through real practices. This learning has an orientation towards individual child activities related to experience (Muhamad Fathurrohman, 2015)

Based on some of the research above, what has been described has similarities, namely discussing the cultivation of entrepreneurial character, especially at the elementary school level. The strategies designed by each school are different. As with SD NU, Master Sokaraj specifically applies the cultivation of entrepreneurial character through market day activities, exhibitions and auctions of student work, as well as extracurricular cooking. Each of these three programs implicitly applies entrepreneurial characteristics such as being independent, creative, action-oriented, hard working, honest, innovative, cooperative, never giving up, realistic, and communicative.

The character etymologically comes from the Greek, namely " *kasairo* " means "blueprint", "basic format", "print" like a fingerprint. In this case, the character is given or something that already exists. However, the term character actually creates ambiguity. Mounier (1956) proposes two ways of interpretation. He sees character as two things. First, as a set of conditions that have been given or already exist within us. This character is considered as something that already exists or nature (*given*). Second, character can also be understood as the level of strength through which an individual is able to master the condition. This character is referred to as the desired process (*willed*) (Rusdiana, 2018) .

Character or character is the psychological, moral, or ethical characteristics that distinguish one person from another. According to Doni Kusuma, character is a characteristic, characteristic, style, or personal nature of a person that originates from formations received from their environment (Suprayogi, 2014) . Entrepreneurial character According to McClelland in (Helty Asafari, Pitriyani, 2021) an entrepreneur has a positive mental virus, that is encourage him to think and move forward in doing something. Entrepreneurial mental virus showing a strong will to achieve goals, confidence, belief in one's own abilities with achievement motives, having responsibility for honesty and responsibility for physical, mental, patient, steadfast, hardworking and energetic. As one implementation of the new educational paradigm, the term Life skills are skills that a person has to be willing and brave deal with the problems of life and living naturally without feeling pressured, then proactively and creatively looking for and finding solutions so that they are finally able to overcome them.

Ben Toscher in (Candra & Wardana, 2020) states that *entrepreneurship contains* a number of values, namely: (1) having a strong internal drive to produce new things; (2) have the ability to serve properly and professionally; (3) has an open character, can accept and be able to adapt

quickly; (4) have the ability to manage personality and organization; (5) able to read opportunities and dare to create new opportunities; (6) always put forward good behavior; (7) always try to reduce dependence on others. According to Koesuma in (Helty Asafari, Pitriyani, 2021) One of the main reasons why it is necessary to develop entrepreneurship character education for school-age children is because it can train children to be more creative and independent, as well as prepare children as individuals who have high fighting power and high competitiveness. qualified. Education is one of the most effective ways to shape one's character, according to the definition of education is a conscious and planned effort in the process of mentoring and learning for individuals so that they grow and develop to become human beings who are independent, responsible, creative, knowledgeable, healthy and have noble (character) character.

While the characteristics of entrepreneurs according to Pickle and Abrahamson (Saputro, Achmad, & Handayani, 2016) are motivating to move forward, mental strength, the ability to undergo human relations, the ability to communicate, technical knowledge, the ability to apply, the ability to analyze, look ahead, the ability to calculate, organizational skills, courageous, exemplary, understands the meaning of responsibility and honor, innovative, participates, good at reading situations, uses time efficiently, has a positive mental attitude towards work. (Helty Asafari, Pitriyani, 2021)

kindly Specifically, there are several entrepreneurial character values that need to be internalized in students in the learning process in the classroom. These values are according to the Ministry of National Education in (Afandi, 2021) namely: independent, creative, risk-taking, action-oriented, leadership, hard work, honest, disciplined, innovative, responsible, cooperative, never give up, commitment, realistic, curious, communicative, and strong motivation to succeed . This is in line with the opinion of Mulyani et al. in (Sumarno & Gimin, 2019) the main character values of entrepreneurship can be broken down into 17, namely: 1) independent, that is not dependent on other people in making decisions and carrying out tasks. 2) creative, namely producing something different from what already exists. 3) dare to take risks, namely being able to face and accept the consequences or consequences of what is done. 4) action-oriented, namely having the initiative to act on everything that is needed. 5) leadership, namely being open to criticism and suggestions, being able to work together and being a role model. 6) hard work, namely completing tasks and obligations seriously. 7) honest, namely words and actions in accordance with the work performed 8) discipline, namely orderly, obedient and obedient to regulations 9) innovative, creative in solving problems and developing new things. 10) responsibility, namely carrying out duties and obligations in work. 11) cooperation, namely being able to establish relationships with other people to achieve common goals. 12) never give up, that is not easy to give up in facing problems and always looking for alternative solutions. 13) commitment, namely agreement with oneself or others. 14) realistic, namely a logical way of thinking based on data and facts in the field 15) curiosity, namely the attitude of wanting to know something in depth. 16) communicative, the attitude of wanting to know in depth about something. and 17) strong motivation to succeed, having the passion to do something continuously.

RESEARCH METHOD

This study uses field research methods, descriptive qualitative. According to (Moleong, 2013) Qualitative research is a research process that produces descriptive data in the form of written or spoken words from people and observable behavior. The location studied was SD NU Master Sokaraja Banyumas. With research subjects including students and teachers. The object to be examined is the implementation of the entrepreneurial character applied at SD NU Master Sokaraja. Data collection techniques used are observation, interviews, and documentation.

Data analysis techniques in this study used the analysis of the Miles and Huberman models (Sugiyono, 2013) , with data reduction (reduction drawing), data display (data display), and data verification (consullution drawing) steps.

RESULT AND ANALYSIS

1.1 Entrepreneur Learning Strategy at SD NU Master Sokaraja

Entrepreneur-based learning is carried out in an integrated manner both through intracurricular and extracurricular activities. The vision of SD NU Master Sokaraja is "To produce an Islamic generation with the *Ahlussunnah Wal Jama'ah an Nahdyihah understanding* who has character, is civilized and has an entrepreneurial spirit . " Entrepreneur learning at SD NU Master Sokaraja uses an experiential learning *model* . *Experiential learning* is a learning process that aims to make children learn and experience directly through real practices. This learning has an orientation towards individual child activities related to experience (Muhamad Fathurrohman, 2015)

a. market day programme.

Market day is a routine monthly program at SD NU Master Sokaraja. The purpose of market day is to foster an entrepreneurial spirit and student character. Market Day is one of the leading programs in achieving the institution's vision of forming students with entrepreneurial spirit. The process of market day activities becomes an integrated learning program in class. Therefore, the determination of learning content or indicators that are integrated in market day activities for each class is different. Each class teacher coordinates to determine the learning content that is integrated into market day activities. Through the market day program students are trained to plan products, marketing, and financial management.

Figur 1. Market day activities



Figur 2. Market day flyer



All classes are involved in implementing the market day program. Market day activities are the most awaited moments. This is because, at SD NU Master Sokaraja there are no canteen facilities. Students independently bring snacks from home with the principle of not containing MSG, preservatives, and artificial sweeteners. This also emphasizes the food requirements that may be sold on market day. Apart from food, students can also sell various kinds of accessories and stationery on market day. Alternately class I to VI become sellers. For classes that are not sellers, they will become buyers. Students may only bring Rp. 10,000.00 for shopping on market day.

The process of implementing market day involves parents in the planning process. Planning is the process of determining how students' efforts are made to achieve goals. The main basis for planning is so that students have a clear picture regarding the manufacture of products to be sold, selling prices, and marketing strategies. Students devote ideas to make plans and work systems according to the results of exploration.

At the planning stage the teacher determines which indicators will be integrated into market day activities. These indicators are then described in student worksheets. Furthermore, the teacher directs students to work with parents in making product plans and calculating capital for making or purchasing products to be sold. Products to be sold may be self-made or by purchasing finished products for resale. For those who bring homemade products, parents have a big role in the production process. Students are also allowed to determine the maximum selling price of Rp. 2000.00 per product item. The percentage of parental involvement is still high, especially when the lower class is in charge of being a seller in market day activities.

In the planning process students also learn how to make good marketing so that the product attracts buyers. Such as providing products that are liked by friends in their class, packaging products with attractive packaging and appearance, and making promotional posters. Through this marketing activity, students learn market analysis by observing products that are in demand by their friends or current products that will attract buyers. Students also apply ICT learning in designing flyers advertising the products they sell as a marketing strategy.

The market day activity was held in the school yard of SD NU Master Sokaraja which was quite large. This activity is carried out during breaks or *snack time*. The teacher set the table and the students who served as sellers displayed their products. After everything was ready, all students gathered in the school yard. The class teacher guides students to form lines so they can enter the market day area regularly. Students who have already shopped are welcome to sit on the terrace of the classroom to have *snack time together*. Students pray together and start eating while still paying attention to eating etiquette, namely washing hands, sitting down, and disposing of trash in its place.

After the market day is over, students are welcome to enter the classroom. The next activity is evaluation and reflection. In the lower grades, especially grades I and II, the teacher guides students to carry out evaluations by counting the money they sell on market day. This is in accordance with the content of mathematics lessons by knowing and counting money. In the upper classes, students begin to evaluate by calculating the profit from the capital used for mathematics content in the form of a percentage. While the content of the Indonesian language lesson as a reflection of students telling their experiences selling on market day and PPKn contains how the attitudes are instilled as sellers and buyers.

In the reflection stage students are also guided in processing sales results on market day. Some of the money is set aside for savings and alms. Some of the income from market day is welcome to save. This is because the school also has a qurban savings program. Each student has his own savings. Until the amount of money has been collected, students are allowed to make sacrifices during the month of Idhul Adha. While some of the other money is recommended to be given in charity facilitated by the school through infaq.

At certain moments, the market day at SD NU Master Sokaraja carried the theme of the Traditional Snack Festival. This was held as a step to introduce the diversity of food or traditional snacks as a manifestation of Indonesia's cultural wealth. The concept of implementation is slightly different from the routine market day. On routine market days, each student brings their own food and the seller is scheduled for one class level each month. Meanwhile, in the Traditional Snacks Festival, they are gathered in one class. Students together with teachers and parents plan food to be sold. Parents act as producers, while students serve as distributors who sell food to consumers. Traditional food that is sold varies greatly, such as lemet, combro, wheel eyes, cenil, kelepon, putu ayu, marrow porridge, kolak topsy-turvy, thymus, sticky rice, and others.

b. Exhibition and auction program of student work.

One of the lessons at SD NU Master Sokaraja uses a project-based learning model. Projects produced in learning will be exhibited entitled "Exhibition and Auction of Student Work". Therefore, the learning that is carried out is expected to produce a work that has

economic selling value. The work will be exhibited which will be attended by officials from the Education Office, parents, and the community.

Figur 3. Exhibition and auction of student work



The learning process is carried out with the teacher determining the theme that will be carried out in the exhibition activities. Then, each class discussed to determine the work to be made. Each class works as a team in making the work and trying to show the best. Each grade level each makes a different piece of work. This is because the work produced is a result of the process of integration in learning. In 2022, SD NU Master Sokaraja promotes Waste Utilization. The following are the works of SD NU Master Sokaraja students who were exhibited in the "Exhibition and Auction of Student Work".

- 1) Class I utilizes waste from plastic bottles and used cardboard by integrating the theme of 4 members of my family by making cardboard photo frames, crafting flower vases from used bottles, making flowers from plastic, and so on.
- 2) Class II utilizes coconut shell waste to make stilts and miniature traditional houses from ice cream sticks by integrating theme 4 related to my daily tasks.
- 3) Class III uses used cans to make sacrificial savings and practices changes in form in processing jelly by integrating the themes of 3 objects around me related to changes in the shape of objects.
- 4) Class IV utilizes household waste in the form of leftover rice, egg shells and shallot skins in the manufacture of organic fertilizer by integrating theme 3 caring for living things.
- 5) Class V utilizes cardboard, used bottles, and hoses in making blood circulation learning media on the theme 4 healthy is important.
- 6) Class VI waste paper for making paper pulp and making crafts for making mockups of the solar system and maps of Indonesia on the theme 1 save living things.

During the exhibition, student representatives presented their work to visitors using three languages (Javanese, English and Arabic). Students explain the process of making works, various works, and their uses. As a form of appreciation, students' works are auctioned without giving a nominal price. Auction results are collected and distributed by students in sharing events, for example in the month of Muharram.

The use of language variations is a form of classroom learning *output* exhibited at the event. In addition, other forms of exhibitions are in the form of student displays in enlivening the "Exhibition and Auction of Student Works" in the form of art.

- c. Cooking extracurricular program.

Extracurriculars become a place for students' talents and interests. Students are allowed to choose extracurriculars according to their interests through a questionnaire. The implementation of extracurricular activities mostly involves third parties or stakeholders who are experts in their fields. This shows that SD NU Master Sokaraja provides maximum service in fostering students' interests and talents. Some extracurriculars even show their achievements.

Likewise in serving extracurricular cooking. SD NU Master Sokaraja collaborates with professionals in developing students' talents and interests in the food industry processing. SD NU Master Sokaraja prioritizes the utilization of collaborations with culinary businesses belonging to parents of students such as Rocket Chicken, Lemon's Kitchen, Kopi Janji Jiwa, and Umi Ais Snack.

Figur 4. Extra cooking with Rocket Chicken



In the cooking extracurricular learning process, students observe the preparation carried out by trainers from the restaurant. This starts with the preparation of selecting quality and fresh ingredients and seasonings. The tools used must also comply with food safety and hygiene standards. Furthermore, students are explained the steps of cooking through demonstrations. Then students form groups to practice making the food. Students are also trained in attractive presentation and good marketing strategies.

Like the *cooking class* at Rocket Chicken, students make a fried chicken menu. First one of the chefs explained the ingredients used such as fresh chicken, seasoned flour, water, cooking oil. While the tools are a pan for frying and three containers for flour, and tongs. Previously, students were explained how to choose quality raw materials, such as choosing fresh chicken, cooking oil and quality spices. Chef explains how to make delicious fried chicken. Next, students practice making fried chicken. After making fried chicken, students are also taught how to serve food attractively. Chef also said that to become a famous restaurant, it must have good characteristics and marketing strategies.

Cooking extracurricular learning at other restaurants is almost the same, it's just that the practice of making food at each restaurant visited is different. For example, at Lemon's Kitchen, students made red velvet jelly ice, at Kopi Lain Hati, students made egg toast, and at Umi Ais Snack, students made pudding. Learning outside the classroom provides real experiences for students. This makes students understand more about industrial processing from various circles.

In addition, in extracurricular cooking is not always outside of school. SD NU Master Sokaraja also optimizes the skills of teacher resources, such as training on making healthy lunches by teachers. This is to give students an understanding that an

entrepreneurial activity can be started from small things in the form of a *home industry*. So that in providing broad skills in entrepreneurship.

1.2 Entrepreneurship Character Implementation at SD NU Master Sokaraja

The program for instilling an entrepreneurial spirit at SD NU Master Sokaraja contains several characters as according to the Ministry of National Education there are 17 (seventeen) character values in entrepreneurship education in schools, including, being independent, creative, daring to take risks, action-oriented, leadership, hard work, honest, disciplined, innovative, responsible, cooperative, never give up (tenacious), commitment, realistic, curious, communicative, and strong motivation. Each grade level has its own character level. However, in essence the entrepreneurial character values to be achieved are the same, it's just that the deepening strategy is different. However, the author specifically discusses the 10 characters instilled in SD NU Master Sokaraja, namely independent, creative, action-oriented, hard working, honest, innovative, cooperative, realistic, curious, communicative.

Independent character is defined as an attitude of not depending on others in determining a decision and carrying out tasks. This character is instilled in market day activities, especially in the upper class, students are instilled in planning products, processing products, and making product advertisement flyers. Likewise in implementation and evaluation, upper class students are able to display products attractively and are able to evaluate the capital and profits earned. The level of independence character instilled by the lower and upper classes is different. Therefore, the upper class is able to be independent with at least contribution from both teachers and parents in the preparation and implementation of market day activities. The difference in the level of independence is also the same in exhibitions and auctions of students' work, in the lower grades students are still assisted in planning ideas and making works. While in the upper class, students have been instilled independence by determining ideas independently. The teacher also facilitates the search for ideas via the internet in the computer laboratory. The character of independence in extracurricular cooking is with students practicing independently making food products that have been explained by the restaurant in groups.

Creative character, namely being able to produce something different from what already exists. Creative character is closely attached to entrepreneur education at SD NU Master Sokaraja. Generating good ideas for market day activities, art exhibitions and auctions as well as extracurricular cooking. In market day activities, students are encouraged to do market analysis by observing contemporary foods that their friends like. Through this, students are instilled to think creatively and critically in determining what products to sell. Creative character is also instilled in making attractive flyers as a marketing strategy in product sales promotion. In exhibitions and auctions students are instilled with a creative character through making works from the utilization of waste. Students think creatively about how to use waste that is not of value into something useful and has a sale value, especially with regard to learning materials at school. Meanwhile, in extracurricular cooking, creative characters are instilled in food processing in the context of the food industry in a professional manner.

Action-oriented character, namely having the initiative to act on something that is needed. The strategy for cultivating entrepreneurial character at SD NU Master Sokaraja is not only at the theoretical level but is always action oriented. As a successful entrepreneur starts from a small action. Therefore, the strategy for cultivating entrepreneurial character at SD NU Master Sokaraja is good in market day activities, exhibitions and auctions of student work, as well as extracurricular activities as a form of direct practice of entrepreneurship activities. Even though extracurricular cooking works with several restaurant stakeholders. Not only do students get a theory in the processing of the food industry, however, students are given space to practice directly after demonstrations and explanations from the restaurant. Character of hard work means that students are able to complete assignments and obligations and earnestly. This is realized by students seriously planning products, creating marketing flyers, and selling products on market day. In exhibitions and auctions, students really work hard to produce works that are creative and of high value so that they are worthy of being exhibited and

auctioned. Meanwhile, in cooking activities, students are instilled that to build a food industry, they must work hard starting from processing quality food ingredients, attractive food menus, and making promotional strategies that sell.

Honest character means what is said according to what is done. This is reflected that in order to become a seller that can be trusted by buyers, they must be honest. This honest attitude is manifested in the seller who gives the same price regardless of who the buyer is. Likewise as a buyer must be honest, like what is taken or purchased must be paid according to the price. The same thing is also instilled in extracurricular cooking, students are instilled in building a food business in a professional manner which requires an honest attitude. Honest attitude is manifested by maximum service in accordance with offers or promotions so that customer loyalty arises. This is what will make the business grow bigger.

Innovative character, namely creative in solving problems and being able to create new ideas. In cultivating entrepreneurs, of course, innovative character is the main thing that determines the success of an entrepreneur. Therefore, the teacher guides students to innovate both in market day activities through a variety of food products so that they are liked by buyers as well as in work exhibitions and auctions as well as extracurricular cooking. At the student work exhibition, SD NU Master Sokaraja raised the theme of waste management. Students must innovate in processing waste that was previously worthless to become valuable and worthy of display and behavior in auctions. Likewise in cooking extracurriculars, to build a food business requires an innovative character in order to have high competitiveness. Therefore, creativity is needed to build a strong taste of food and branding marketing from a restaurant. This was conveyed by the cooking extracurricular partner stakeholders, of course, in children's language.

The character of cooperation means that students are able to establish relationships with other people to achieve common goals. This character is instilled in students that in the world of entrepreneurs collaboration in building business partners is very important. This begins with collaboration between students and parents in product planning and production. While students play a full role in marketing. Likewise in the activities of making exhibition works, students work together to determine what works will be made and follow up by making joint works. Meanwhile, in the cooking extracurricular, the character of cooperation is instilled in the division of food processing tasks with friends from the same group. The character of cooperation is instilled in students to become entrepreneurs, it requires teamwork in their respective positions.

Realistic character means a logical way of thinking based on data and facts on the ground. For an entrepreneur, understanding the facts in the form of market interest. In creating a product or work, it must be accompanied by field research so that buyers are interested in buying our products. As in providing entrepreneurial learning experiences at SD NU Master Sokaraja, realistic character is instilled in students through observing products that are in demand or current friends before planning products to be sold on market day. This can be done by observing the snacks brought by friends or via social media to look for current foods. In the activity of making works, students also observe the idea of making via the internet. This is so that students can weigh the value of a work that will be exhibited and put up for auction. Realistic characters are also instilled in cooking extracurricular activities, students learn to observe food processing directly and then practice it.

The character of curiosity is the attitude of wanting to know in depth about something. An entrepreneur must have a high curiosity character in order to be able to design his business innovatively. The character of curiosity is also instilled in the students of SD NU Master Sokaraja. To realize a creative and innovative character supported by a high curiosity character. This is because with the character of curiosity students gain knowledge and understanding in creating a product or work idea that is made. The character of curiosity underlies students in making creative products on market days and works in exhibitions. Meanwhile, in the cooking extracurricular, students are invited to learn directly at a restaurant food processing facility. In this session, a question and answer room was opened directly with

the restaurant owner. Students also witnessed firsthand the preparation of ingredients to food processing.

Communicative character that is easy to build interaction, cooperation and talk with others. Communicative character is very important to become the provision of an entrepreneur. Communicative character is a provision in building a team so that they can work together solidly and attract customers. In market day activities, communicative character is instilled through the interaction of students as sellers and buyers. In exhibition activities, the communicative character is manifested by discussing work ideas and dividing tasks in making works in teams in class. In conducting exhibitions and auctions, communicative character is instilled through student activities presenting their work to stakeholders and parents. Students present their work using 3 (three) languages, namely (Javanese, English, and Arabic). Students explain the process of making works, various works, and their uses. Meanwhile, the communicative character that is instilled through cooking extracurricular activities is through students interacting directly with stakeholders managing the food industry so that interactions are built more broadly by building networks.

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CONCLUSION

Entrepreneurial spirit is the vision of forming student output at SD NU MASTER Sokaraja. Therefore, the entrepreneurial character becomes a superior program. Entrepreneur activities are integrated with learning both in intracurricular and extracurricular. The entrepreneurial character becomes a provision for students' skills in becoming someone who thinks creatively, innovatively and adaptively in change.

The cultivation of entrepreneurial character is manifested in 3 (three) programs, namely market day, exhibitions and auctions of students' work, as well as extracurricular cooking. The strategy for cultivating entrepreneurial characters uses experiential learning (*experimental learning*), in which students directly experience the entrepreneurial learning process. The entrepreneur characters applied at SD NU Master Sokaraja are independent, creative, action-oriented, hard working, honest, innovative, cooperative, realistic, curious, communicative.

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