

Entrepreneurship Character Education in Elementary Schools: Systematic Literature Review (SLR)

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Abstract Research objectives 1) application of character education 2) Implementation of Entrepreneurship Learning for elementary school formal education students. Character Education, especially at the Elementary School level, in entrepreneurship learning has a big challenge to be able to provide enlightenment to students through the learning process about the need for entrepreneurial behavior that is not only self-interest oriented, but economic behavior that must also be oriented to the interests of the people, through learning. entrepreneurship. The method used in this research is Systematic Literature Review (SLR) by collecting and analyzing journals related to keywords. Based on the literature study conducted, it was found that Entrepreneurship character education at the Elementary School level applies habituation and cultivation of several entrepreneurial values, namely the value of honesty, Discipline Value, Independent Value, Leadership Value, Creative Value. several models of entrepreneurship learning, namely market day which is routinely carried out by schools. There are 2 main activities carried out by the school in one year, the first is holding a book exhibition bazaar, and a culinary exhibition bazaar by grade 6 students at the end of each semester. Marketday is in the form of a book fair, usually schools cooperate with malls or publishers.

Keywords: Character Education, Entrepreneurial Values, Elementary Schools.

INTRODUCTION

According to Law Number 20 of 2003, education is a basic and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble

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character, and skills, which necessary for himself, society and the state. Blue & Grootenboer, (2019); Ellis et al., (2019) defines education as an activity to increase one's general knowledge including increasing mastery of theory and skills, deciding and finding solutions to problems related to activities in achieving their goals, both problems in the world of education or everyday life.

Talking about education is inseparable from taxonomy, namely the classification or grouping of objects according to certain characteristics (BRYNDOVÁ & KLEMENT, 2021; Chairunisa Muchtar et al., 2018; Wardi et al., 2019). Taxonomy in the field of education, used for classification of instructional purposes; some call it learning objectives, performance objectives, or learning objectives, which are classified into three general classifications or domains, namely: (1) cognitive domain, related to learning objectives that are oriented towards thinking skills; (2) the affective domain relates to feelings, emotions, value systems, and attitudes); and (3) the psychomotor domain is oriented towards motor skills or the use of skeletal muscles (Hassan et al., 2020; Oo et al., 2018; Prabhu, 2019; Purwanto, 2019) The cognitive domain includes memory or recognition of certain facts, patterns -procedural patterns, and concepts that enable the development of intellectual abilities and skills (Huda, 2013 in Magdalena, et, al., 2020). While the affective domain is related to the development of feelings, attitudes, values and emotions. Finally, the psychomotor domain is related to manipulative activities or motor skills (Degeng, 2013 in Magdalena, et, al., 2020). The development of these skills requires practice and is measured in terms of speed, accuracy, distance, procedure or technique in execution.

Presidential Instruction Number 4 of 1995 concerning the National Movement to Socialize and Cultivate Entrepreneurship, mandates all Indonesian people and the nation to develop entrepreneurship programs. The government is well aware that the business world is the backbone of the national economy, so efforts must be made to improve it continuously. Through this movement, it is hoped that the entrepreneurial character will become part of the work ethic of the people and nation of Indonesia, so that it can give birth to new entrepreneurs who are reliable, tough and independent. The integration of entrepreneurship education in education is a momentum for the revitalization of the policy of the National Movement to Socialize and Cultivate Entrepreneurship, considering that

the largest number of open unemployed graduates of educational units are at the primary and secondary education levels.

The policy of the Ministry of National Education that includes an entrepreneurship education curriculum in educational institutions (Ministry of National Education, 2005). The concept of entrepreneurship is integrated from when students are in elementary school to university. Entrepreneurship education equips students to be independent and not oriented towards becoming job seekers but rather job openers. Elementary school or the so-called school age between 7-12 years. Dana et al., (2021); Nayak et al., (2022) entrepreneurship is a person's spirit, attitude, behavior and ability to handle businesses or activities that lead to efforts to find, create and implement new ways of working, technology and products by increasing efficiency in order to provide better service and/or obtain greater profits. Entrepreneurship education becomes a human being with character and excellence, provides the ability to clear negative mental attitudes, increases competitiveness and fighting power, fosters a rational and productive way of thinking. In addition there are factors that influence entrepreneurship such as will, interest, and family. Willpower is an activity that causes a person to be able to take action to achieve certain goals. While interest is a feeling of pleasure, captivated, interested in something. When there is interest from someone, there is a fighting power to achieve what you want to achieve. Then the family, related to the family environment, the role of the family is very important in fostering children's interest (Gelaidan et al., 2018; Luo et al., 2022; Valova & Marinov, 2019)

Entrepreneurship is closely related to the 5 elements of management (5M) put forward by Harrington Emerson (1960), including the following. Man, namely human involvement as a mover who has roles, thoughts, hopes and ideas; Money, namely the availability of adequate funds; Materials, namely objects or raw materials needed in making something; Machines, namely work machines used in the production process; Methods, namely procedures, ways of working determined by an organization.

Peter F. Drucker (1985) in his book "Innovation and Entrepreneurship" suggests the development of entrepreneurial theory into three stages, namely: Economic theory, a theory that prioritizes business opportunities, so that entrepreneurs will emerge and develop if there are economic opportunities. Sociological theory, a theory that prioritizes people's responses to opportunities. This theory attempts to explain the reasons for social

groups showing different responses to business opportunities. Behavioral theory, a theory that emphasizes the relationship between entrepreneurial behavior and its results.

Based on the description above, a novelty or an update of this research can be raised on the development of thinking in entrepreneurship education in elementary schools. From the background and previous research as described, the research aims to complement the gaps in previous studies by conducting a comprehensive study of entrepreneurship learning that must be introduced early on. and to prepare student independence and have entrepreneurial character (Maroufkhani et al., 2018; Rakib et al., 2020; Wardi et al., 2019). Researchers were motivated to conduct this research because of the importance of the role of entrepreneurship to be introduced to students at the elementary school level and students are expected to behave economically independently.

THEORETICAL

Entrepreneurial Values

Bhaduri, (2019); Mora et al., (2020); Taiminen & Karjaluoto, (2015) state that there are several entrepreneurial values that can be integrated into entrepreneurship education, including the following.

- 1) The value of honesty, is a behavior based on efforts to be a person who can always be trusted both in words, actions and work.
- 2) The value of discipline, is an act to show disciplinary behavior according to the applicable rules and comply with the established rules and regulations.
- 3) The value of hard work; is a behavior that indicates a serious effort to complete the task and overcome some obstacles.
- 4) Creative value, thinking and taking action to produce ways or results that are different from previous products/services.
- 5) Innovative value; the capacity to apply creativity to solve existing problems and opportunities and enrich lives.
- 6) Independent values (independent), are attitudes and behaviors that are not easy to depend on other people to solve problems.
- 7) The value of responsibility, is the attitude and behavior of someone who is willing and able to carry out their duties and obligations.
- 8) The value of cooperation, is behavior based on efforts to make himself able to establish

- relationships with other people in completing his obligations and work.
- 9) The value of leadership, is an attitude and behavior that is open to suggestions and criticism, easy to socialize, cooperate and direct others.
 - 10) The value of never giving up, is an attitude and behavior that does not give up easily to achieve one goal with various alternatives.
 - 11) The value of daring to take risks, is a person's ability to like challenging work, to be brave and to be able to take risks at work.
 - 12) The value of commitment, is a consensus regarding something that is made for himself or for others.
 - 13) Realistic value, the ability to use facts/reality as a basis for rational thinking in every decision-making or action or work.
 - 14) The value of curiosity is the attitude and action of always trying to find out in detail everything that is learned, seen and heard.
 - 15) Communicative value, is an action that shows the joy of talking, socializing, and working with other people.
 - 16) The value of a strong motivation for success is an attitude and action that always seeks the best solution.
 - 17) Action-oriented values, taking the initiative to act instead of interrupting, before unwanted things happen.

Business Education in Elementary Schools

Business education at the elementary school level is the application of entrepreneurial behavior, attributes, and competencies for the creation of cultural, social, or economic values. The goal of the Elementary School business education program is to equip students with the skills necessary to start their own business, grow existing businesses, and create new businesses. This is achieved through the use of entrepreneurial incarnations. As a final point, employees with entrepreneurial competence can leverage their abilities in a variety of contexts, including the public sector and social enterprises, as well as new or existing businesses. Through business education, students can realize ever-increasing understanding and ideas in business processes, while remaining compliant with the legal and ethical boundaries in which they live (Bazkiaei et al., 2020; Ghina, 2014; Schwarz et al., 2019).

Subsequent developments, researchers began to explore the mysteries of the entrepreneurial cognitive model, and unanimously found that entrepreneurship education should not only be theoretically oriented, but also integrate it with a practical orientation. A good model of entrepreneurship education is implemented in China. Entrepreneurship education in China is unlike traditional education; students only need to sit in the classroom and listen to the teacher's lecture. Instead, they can be divided into different entrepreneur groups to discuss entrepreneurship programs; students are required to work in teams to promote the formation and implementation of business plans in the curriculum. Therefore, the team variable will have an important impact on the mechanism of entrepreneurship education. Although some studies mention the impact of entrepreneurship education on entrepreneurial intentions, several empirical studies also study the impact of team variables on entrepreneurship education in the classroom, and study the role of emotions in this mechanism.

RESEARCH METHODS

In this study using literature systematically (Systematic Literature Review / SLR) which discusses problems in Character Education and Entrepreneurial Values in Elementary Schools. Literature study research is a process or activity of collecting data from various literature such as books and journals to compare the results of one study with another (Nowell et al, 2014).

The purpose of this literature study research is to obtain a theoretical basis that can support solving the problem being researched and reveal various theories that are relevant to the case, more specifically in this research the researcher examines problems in entrepreneurship education at the elementary school level. This literature study is a comprehensive summary of several research studies that are determined based on a particular theme. The data used in this research is secondary data obtained not from direct observation, but obtained from the results of research that has been conducted by previous researchers.

The secondary data source obtained is in the form of articles from reputable journals with predetermined themes. Literature search in this literature study uses the Emerald Insight database. Searching for published articles on the search engines above uses the keywords: "Business and Elementary School Education". The search process or

search process is used to obtain relevant sources to answer the research question (RQ) and other related references using Search Engine Dimensions (<https://www.emerald.com/insight/>). From the identification results, it was obtained that there were more than 1130 articles originating from Emerald Insight. Furthermore, articles were filtered according to access criteria, year, type of content and abstract analysis. As a result, 45 articles were obtained. From the title of the article, then filtered based on the feasibility of the topic of digital transformation through abstract analysis, the results obtained were 6 articles. In detail, it looks like in the following image:

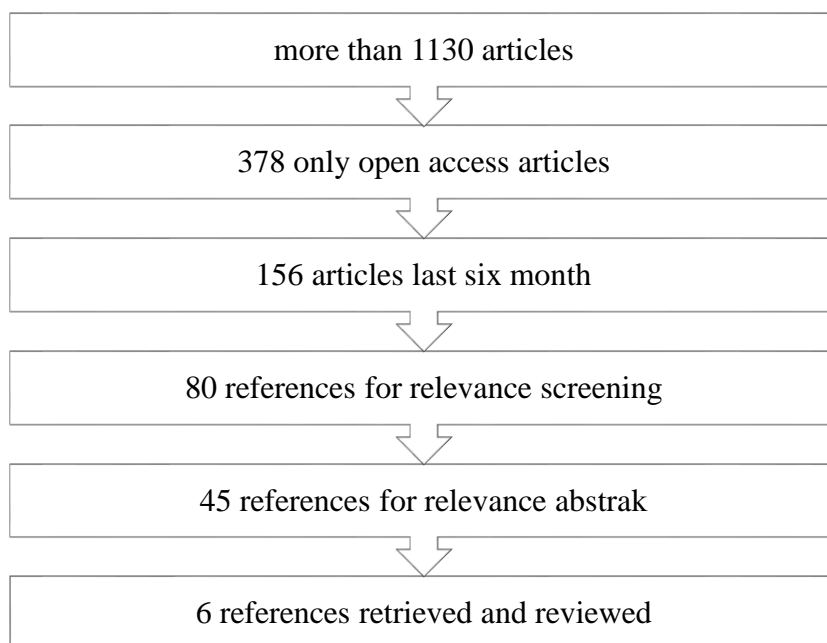


Figure 1. Article Screening Flowchart

RESULTS AND DISCUSSION

Results

The results of the review of the selected articles answer the formulation of the problem regarding the distribution of journals that discuss Business Education in Elementary Schools, as follows:

Table 1. Distribution of Journals on Business Education in Elementary Schools

No	Journal Name	Journal Link	Indexation	Total
1	International Journal of Educational Development	International Journal of Educational Development Elsevier	Elsevier	1

No	Journal Name	Journal Link	Indexation	Total
2	The Journal of Business Education	The Journal of Business Education Taylor & Francis Online	Taylor & Francis Online	1
3	Education+ Training	Education+ Training Emerald Insight	Emerald Insight	3
4	International Journal of Educational Management	International Journal of Educational Management Emerald Insight	Emerald Insight	1
5	The International Journal of Management Education	The International Journal of Management Education Journal ScienceDirect.com by Elsevier	Scienrdirect	1
6	The Journal of higher educatio	The Journal of higher educatio Taylor & Francis Online	Taylor & Francis Online	1

Source: processed by researchers, 2023

Discussion

The character of a child is built through what is heard and what is felt. As a teacher, it is necessary to provide examples, directions and guidance that are adapted to the characteristics of children, especially elementary school-aged children. In addition, education at the elementary school level is the longest education (6 years) compared to other levels of education. It is at this level that basic abilities and skills are developed both as provisions for further education and for joining the community. This is in line with the opinion of Rakib et al., (2020); Yusuf & Mujahidin, (2022) which explains that in elementary school, children are expected to acquire the basic knowledge and skills that are considered important for the success of continuing their studies and adjustment in their future lives. In general, the characters of elementary school students include happy playing, happy working in groups, happy to move, and happy to do something directly. As teachers and prospective elementary school teachers, it is necessary to understand the characteristics of elementary school-aged children to help plan, determine and apply learning according to the child's developmental level (Antonizzi & Smuts, 2020; Chaniago, 2021; Kusmintarti, A., Thoyib, A., Maskie G., Ashar, 2016; Swangjang & Kornpiphat, 2021; Zhang et al., 2019).

Each child has a unique character and the rhythm of the child's development is also different. In general, several main aspects of the individual child's personality

according to Piaget can be distinguished, namely aspects (1) cognitive, (2) physical-motor, (3) socio-emotional, (4) language, (5) morals, and (6) religion. Piaget categorizes cognitive functions and behavior into main stages, namely the sensory-motor period (0-2 years), the pre-operational period (2-7 years), the concrete operational period (7-12 years) and the formal operational period (12-15 years). Based on these stages, elementary school-age children are in the concrete operational stage, where children will easily understand material or knowledge when children are faced with something or real conditions.

Crosby & Bryson, (2018); Prabhu, (2019); Purwanto, (2019) said that learning in elementary schools apart from being able to develop physical, social, language skills, basic numeracy skills, reading, writing is also expected to be able to develop student independence. Independence is a condition in which a person does not depend on other people in carrying out his activities. That is, it does not mean that you do not need other people, but these activities are still able to run even without the help of others. Practicing independence is a good provision for a child's life. When children are independent, this certainly makes children feel more confident and good at doing many things. Examples of independence training activities that teachers can do at school are educating children to tidy up their own stationery, educating children to save money, camping, and so on. The teacher needs to give praise if the child has succeeded in carrying out activities independently, so that the child is enthusiastic not to always depend on others.

When referring to the results of a review of several research results, elementary schools still have business education problems due to several factors such as the literacy of educators regarding technology, facilities, curriculum that is not integrated as well as learning media that are still inadequate or maximally applied in these schools. Chaniago, (2021); Kusmintarti, A., Thoyib, A., Maskie G., Ashar, (2016); Rakib et al., (2020); Yusuf & Mujahidin, (2022) Instilling entrepreneurial values can not only be done from school, but from the smallest unit in society which also plays an important role, namely the family. Every individual is unique, even though they come from the same mother's womb. For this reason, parents need to understand the personality of each child in order to have the right treatment. Antonizzi & Smuts, (2020) convey a number of things that parents must pay attention to in supporting the cultivation of entrepreneurial values, including the following. (1) Appreciating the achievements of children, it is hoped that

parents will not make hurtful comments or undermine the child's self-esteem. (2) Encouraging children at every opportunity to achieve the best achievements. (3) Provide opportunities for children to get along with other people. (4) Motivating children to always be diligent and diligent in learning and doing assignments.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Based on the literature review above, it can be concluded that being an elementary school teacher is not enough to be good at theoretically the basic concepts of science, but it is also important to understand the development and characteristics of elementary school students. Understanding the character of elementary school-age children is very important because it can facilitate the learning and teaching process. Teachers can determine learning strategies, learning media, and learning models that are adapted to the child's developmental level. There is even a saying that students don't care how smart the teacher is, what they know is how much the teacher cares for them.

RECOMMENDATIONS

Entrepreneurship education is expected to be able to break the mentality of the nation's next generation so that they are not easily discouraged in facing life's challenges, and are ready to compete intelligently with other countries. Once again, teachers as agents of change in the nation are responsible for developing all the potential and interests of children, especially in the field of entrepreneurship. Creating creative children who are able to solve problems is the dream of every teacher and parent. So, from now on, let's build the nation together by instilling the good values of entrepreneurship through learning strategies and various learning experiences. The saying goes, "Experience is a good teacher", so teachers are expected not to waste opportunities to educate students through experience and various life lessons. Provide full opportunities for students to understand the community environment and prepare them with the best ammunition in the form of independence, creativity, good at managing money, good at interacting, and leadership.

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