

# Problems of Implementing Business Education in Early Childhood Education (PAUD): Systematic Literature Review (SLR)

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## **Abstract .**

*Efforts to Increase Child Entrepreneurship in PAUD/TK institutions. Everyone needs to have an entrepreneurial spirit, including children at an early age. Entrepreneurship education is not just about educating prospective entrepreneurs or teaching children how to make money from an early age, but also about growing and developing the character that already exists in children. The purpose of this study was to: find out whether there are changes in children's habits and attitudes after doing fun activities in farming and increasing entrepreneurial spirit from an early age. This research uses the Systematic Literature Review (SLR) method by collecting and analyzing journals related to the word key. Based on the literature study conducted, it was found that the importance of planting and increasing understanding of the concept of entrepreneurship from an early age starting from early childhood education, this implementation needs examples in the form of activities carried out by playing to provide a good understanding of students. Another problem, students are less motivated to look for reference materials related to the material provided. Based on the analysis of learning tools, the entrepreneurship material being taught is still not sustainable so that the expected competencies are not clear. In addition, learning activities are still centered on the teacher. The results of the analysis of reference books to see the contents of the material, especially the main economic activity material. Instilling an entrepreneurial spirit from an early age makes children have a strong business spirit, sense of responsibility and independence.*

**Keywords :** Business Education, Early Childhood Education, Entrepreneurship.

### **Abstrak .**

Upaya Meningkatkan Entrepreneurship Anak pada lembaga PAUD/TK. Jiwa kewirausahaan perlu dimiliki oleh siapa saja, tidak terkecuali anak di usia dini. Pendidikan kewirausahaan bukan sekedar mendidik para calon pengusaha atau untuk mengajarkan anak dalam mencari uang sejak dini, melainkan untuk menumbuhkan dan mengembangkan karakter yang telah ada pada diri anak. Tujuan dari penelitian ini adalah untuk: mengetahui apakah ada perubahan mengenai kebiasaan dan bersikap anak setelah melakukan kegiatan yang menyenangkan dalam bercocok tanam dan peningkatan jiwa entrepreneurship sejak dini. Penelitian ini menggunakan metode Systematic Literature Review (SLR) dengan mengumpulkan dan menganalisis jurnal yang berkaitan dengan kata kunci. Berdasarkan studi literatur yang dilakukan, ditemukan bahwa pentingnya penanaman serta peningkatan pemahaman konsep kewirausahaan sejak dini yang dimulai dari Pendidikan anak usia dini, implementasi tersebut perlu adanya contoh dalam berupa kegiatan yang dilakukan dengan bermain untuk memberikan pemahaman yang baik pada peserta didik. Permasalahan lain, peserta didik kurang termotivasi untuk mencari bahan referensi terkait materi yang diberikan. Berdasarkan analisis perangkat pembelajaran materi kewirausahaan yang diajarkan masih belum secara berkelanjutan sehingga kompetensi yang diharapkan belum jelas. Selain itu, kegiatan pembelajaran masih berpusat pada guru. Hasil analisis buku referensi untuk melihat isi materi khususnya materi kegiatan ekonomi utama. Penanaman jiwa kewirausahaan sejak dini anak membuat anak memiliki jiwa usaha yang tangguh, rasa tanggung jawab dan sikap kemandirian.

**Kata kunci:** Pendidikan Bisnis, Pendidikan Anak Usia Dini, Kewirausahaan..

### **BACKGROUND**

The era of globalization is a condition where distance and geographical location are no longer a barrier to communication. This makes competition in all aspects of life namely social, economic and educational increasingly stringent. Therefore, people in various parts of the world are required to have superior qualities in order to be able to face this competition. Humans with good self-quality will be able to compete to improve their standard of living, and not be further eroded by the currents of globalization. In a developing country, one of which is Indonesia, there are many unemployed. Ranging from those who have never attended school to those who are college educated. This happens because the number of workers is not proportional to the number of available jobs. The gap between supply and demand for labor causes poverty. Therefore, we need a way to overcome unemployment.

One solution to overcoming unemployment is to foster an entrepreneurial spirit or entrepreneurship. The role of entrepreneurs or entrepreneurship cannot be ignored, especially in carrying out development in a country. They can create and innovate

optimally by realizing new ideas into real activities in every business so that they can help in the development of a nation. Indonesia, which is a large country, is still minimal in having entrepreneurs. Based on data, only about 0.18% of Indonesia's population of the total population are entrepreneurs. Meanwhile, by consensus, a country can progress if its people become entrepreneurs at least 2% of the total population (Hendro, 2011). Opportunities for the growth of entrepreneurs in Indonesia are quite large. However, it is strange that a large number of Indonesians are unemployed. The unemployment is mostly experienced by people with graduate status. This happens because the Indonesian people prefer to be employees, civil servants or private employees.

If seen from the phenomenon above, it is very necessary to have entrepreneurship education carried out early on in children. The purpose of entrepreneurship education at an early age is the formation of an entrepreneurial mentality. This is done because entrepreneurship education does not only teach children about how to do business. This is done so that children are trained and have a strong mentality and self-character. Children are taught to recognize themselves, control emotions, manage time, be communicative and flexible with various situations and be able to choose and make decisions. In addition to teaching and instilling patience in children. To build an entrepreneurial spirit, it is indeed very suitable for children or at an early age. Because in building independent character and character, being responsible through theory and practice as well as mental formation requires a long time and process.

Entrepreneurship is not only the world of adults, but can also be part of the world of children. The difference is, entrepreneurship for children cannot be run alone, but still requires guidance and support from adults. In terms of several studies by Hernández-Sánchez et al., (2019); Sang & Lin, (2019); Wardana et al., (2020) Bazkiaei et al., (2020); Hägg & Gabrielsson, (2020); Machali et al., (2021); states that there are several factors that affect a person's entrepreneurship education, namely: (1) basic knowledge of entrepreneurship, interest in trying needs to be realized by the existence of information to find or create business opportunities so as to help realize their business. (2) knowledge of business ideas and opportunities, the formation of interest in trying to produce a business requires the presence of structured thoughts or new things. (3) knowledge about business aspects, existing information will create a process through various obstacles and risks that will be passed to realize their business. Based on the definitions put forward by experts

about what is meant by entrepreneurship education, it can be concluded that entrepreneurship education is a person's ability to produce something new through creative thinking and innovative actions, so as to create ideas or business opportunities and can be used by yourself and others. O parents and teachers. Children who know the world of entrepreneurship from an early age will find more benefits for their future. Children who learn entrepreneurship from an early age will grow into creative individuals. Creativity that is trained from an early age will be the main capital of children's productivity and independence when they grow up.

If a child is accustomed to the world of entrepreneurship from an early age, then this character will appear in the child when the child is an adult. To become a reliable entrepreneur requires superior character which includes self-knowledge, creative, able to think critically, able to solve problems, able to communicate, able to carry oneself in various environments, respect time, able to share with others, able to deal with stress, able to control emotions and able to make decisions (Mien Uno in Martaja, 2009).

Kindergarten (TK) is a formal PAUD institution whose implementation is aimed at children aged four to six years. As a preschool educational institution, the main task of kindergarten is to prepare children to enter further education, namely elementary school. With the implementation of early childhood education, it is hoped that the organizers will be able to take advantage of the golden age of children, namely all aspects of development, character formation and child personality. The golden age is the most important period for the formation of children's knowledge and behavior. At this time the ability of the child's brain to absorb information is very high. By taking advantage of this golden age, the implementation of TK/PAUD seeks to provide provisions not only for entering SD but also as provisions when children enter adulthood ready to face the changing times.

It is hoped that in all children's activities in kindergarten/PAUD, it can maximize the inculcation of the child's mindset to become an entrepreneur. This can be done by the teacher, among others, by providing facilities, creative teaching methods, associating what is taught with thinking like an entrepreneur. So that later when they are adults, children are used to entrepreneurial activities and more importantly children are not afraid to take risks. Schools and parents are the keys to the success of entrepreneurship programs in early childhood. Furqon Hidayatullah (in Gymnastiar, 2010) added that educating

children's character must be done continuously and gradually, will form a strong entrepreneurial character in children.

Barnawi and Mohammad Arifin (2012) explain, from an early age students should begin to be taught creativity and independence by giving children the opportunity to express their imagination through various kinds of activities from simple to complex, easy to difficult, manage themselves so they are able to support themselves. . If so, the child will be able to think about providing benefits to others, feeling himself valuable to other people and his environment. This is in line with efforts to form a generation with character. The development of the character of human resources in a country can be carried out through the educational process that occurs in schools. Wasty Soemanto (2008), mentions that one of the educational services to build character is through entrepreneurship education (entrepreneurship).

In an effort to give birth to a generation with character, an effective means is needed, one of which is through the educational process. Based on the Law on the National Education System Number 20 of 2003, education is a conscious 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 character, and skills needed by himself, society, nation and state. Schools as educational institutions should not only focus on developing children's intellectual intelligence, but also focus on developing children's character or personality so that they are in line with national education goals.

Law Number 20 of 2003 concerning the National Education System Article 1 paragraph 14 states that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth up to the age of six which is carried out through the provision of educational stimuli to help growth and development physically and spiritually so that children are ready to enter further education. Education at an early age or known as the golden age is so important because at this age children will easily absorb various information and stimuli provided. In implementing PAUD in the field it is hoped that it will not only focus on children's intellectual intelligence, but also on the aspect of instilling character so that children are ready and able to adapt to society and the global world.

Children prefer to bring pocket money and spend the money rather than bringing food to school. Often the money is not used as it should be to buy food but buy toys which end up being played when teaching and learning activities are taking place and disrupting the course of learning in class. Wise use of pocket money needs to be taught to children from an early age. Children need to be trained to save, make priorities regarding the desire to buy an item and even need to be involved in creative and fun activities that can generate money. That way children will have pride in their efforts to earn money and appreciate every rupiah they have.

Entrepreneurial or entrepreneurial learning does not mean teaching children to trade or make money from an early age, but growing and developing the traits or characters that already exist in children. Creative and fun activities that can be continued with entrepreneurship can be started with small or simple things. Importance learning entrepreneurship can implemented since early own constraint from the educational background of the teachers, especially the Early Childhood Education (PAUD) teachers who generally have minimal knowledge of business . As a result, teachers have difficulty understanding business and in the end they have difficulty understanding entrepreneurship education to participants educate . Based on the description above, *a novelty* or an update of this research on development can emerge thoughts on Business Education in Early Childhood Education (PAUD) . From the background and previous research as described above, the research aims to fill in the gaps in previous studies by conducting a comprehensive study of business education in early childhood education (PAUD) . With develop an understanding of the business education curriculum for all professions produced by Early Childhood Education (PAUD) . Researchers are motivated to do this research because of the importance of the role educational institutions in particular Early Childhood Education (PAUD) for s e ago introduce and teach business education since early , so participants educate own business character and mindset . This research contributes to the Early Childhood Education Institute (PAUD) first It is hoped that it will continue to upgrade entrepreneurship learning creatively, innovatively and adaptively . Besides that is , activity active , creative , effective and fun learning (PAKEM ) no only capable give outlook new to children but also can help develop various potential child .

## **THEORETICAL STUDY**

Overview theories Which outlined in research in originate from a number of previous studies Which relevant , as base framework theory, stipulation, and analysis study. Furthermore, on part This exposed consecutive discussion about :

### **Business Education in Early Childhood Education ( PAUD)**

Started entrepreneurship education \_ implanted to child since early , in No direct has teach to child about independence . In study this , education inculcated entrepreneurship \_ to children in PAUD/ Kindergarten through method match plant . Stages entrepreneurship in a manner general in do businessman according to abidin (2007), are :

- a. Stage start , where someone who intends start business do preparation
- b. Stage do business
- c. Stage maintain business
- d. Stage develop business

Implementation through the Match program plant is understanding from planting, farming , farming , etc. that produce results agriculture like fruit, flower . matched plant is good activity \_ For child . children \_ participate in planting seeds , watering plant and pick results from what already \_ he did .

Through activity match plant or gardening This children also learn and acquire knowledge as well as experience direct in match plant . Many useful things are learned by children . \_ One of them is also studying Be patient in face a process. From a seeds until plant plant become big and fruitful . Activity it also trains patience , caring and belonging empathy to environment .

We got compare character like child \_ match plant or not . The difference will seen clear from behave and respond things around him . Sadly children of that time Now very lay see ground . Many also think land is shit , that is No free from pattern foster parent moment forbid they play silent and shouted “ watch out dirty !”.

### **Entrepreneurship Development \_**

kindly simple meaning entrepreneur ( *entrepreneur* ) is a person with a soul brave take risk For open business in various chance spirited brave take risk It means mental independent and brave start effort , no filled with fear or worried though in condition No sure . ( Suryana , 2006). There are several legislation that makes base from development

*entrepreneurship*, which is Foundation from education birthing creative \_ participant independent , responsible learners \_ responsible , creative , innovative and entrepreneurial including :

1. Pancasila and the 1945 Constitution of the Republic of Indonesia
2. Law no. 20 of 2003 about National Education System , article 3
3. Instructions President No. 4 of 1995 concerning the National Movement for Society and Culture Entrepreneurship
4. Joint Decree: State Minister for Cooperatives and SMEs and Minister of National Education No. 02/SKB/MENEG/VI/2000 and No. 4/U/SKB/2000 dated 29 June 2000 concerning Cooperative and Entrepreneurship Education
5. Regulations Minister of National Education No. 63 of 2009 concerning Guarantee quality education Article 4 point d, e, and f.

#### **Essence *Entrepreneurship***

*Entrepreneurship* is not means teach child For trade or look for Money since early , but For grow and develop characteristic or character who have is in yourself child . *Entrepreneurship* education itself can interpreted as candidate education \_ entrepreneurs to have courage , independence , skill as well as creativity . Businessman is someone free and own ability For life independent in operate activity his efforts or his life . Free design , define , manage , control all business ( Hendro , 2011).

According to Zimmer in Maryani (2010), entrepreneurship that is *creativity and innovation to solve the application problem . and to exploit opportunities that people face everyday* . Entrepreneurship is application creativity and innovation For solve problems and attempts For utilise opportunities encountered \_ each day . Entrepreneurship is combined from creativity , innovation and courage face the risk taken with Work hard For build effort . Here appear clear that Entrepreneurship basically is soul from someone to express through creative and innovative attitude and behavior \_ For do something activity .

Furthermore , Norman (2009) added that businessman are people who have ability see and judge opportunities business , collecting sources power required \_ For take appropriate action , take \_ profit as well as own nature , character and will For realize idea innovative into the real world in a manner creative in framework reach success .



According to Bygrave's opinion in Alma (2009) defines *entrepreneur is the person who perceives an opportunity and creates an organization to pursue it*. A businessman is the one who sees exists opportunity Then create A organization For utilise opportunity it . Furthermore Suherman in Maryani (2010) revealed that every successful *entrepreneur* \_ own four element principal , namely :

- a) Ability ( relationship with IQ and skills)
- b) Courage ( relationship with EQ and mental)
- c) Firmness heart ( relationship with motivation self )
- d) Creativity that requires A inspiration as forerunner idea for \_ find opportunity based on illusion ( relationship with experience)

### **Characteristics , Character and Characteristics *Entrepreneur***

*Entrepreneurship* education is not grow so only and soul felt *entrepreneurship* need instilled in children since small with simple way . \_ In this age when competition in the world of work as well as progress technology develop with fast , kids \_ \_ must be prepared For No hanging and ready compete in a manner healthy . All successful people in his life No got it with suddenly , but Because influence a number factor and through a certain process .

Characteristics and character entrepreneurship according to Abidin (2007 : 8) are :

- 1). believe self Confidence , independence , individualism , and optimism , 2). task and result oriented \_ need For achievement oriented \_ profit , persistence and fortitude , determination Work hard , have encouragement strong , energetic and initiative , 3). taking risk Ability For take reasonable risk and likes \_ challenge , 4). leadership behavior as leader , mingle with other people, responding to suggestions and criticism , 5). originality Innovative and creative as well as flexible , 6). oriented to the future and look to front , perspective . In context business , an entrepreneur opens business new ( *new ventures* ) that cause appearance product new or ideas about maintenance services .

Characteristics typical *entrepreneur* ( Schermerhom Jr., 1999), are :

- a. Locus internal control
- b. Energy level tall
- c. Need tall will performance
- d. Tolerance
- e. Trust self

f. Action oriented

## **RESEARCH METHODS**

Research \_ it uses literature systematically ( *Systematic Literature Review / SLR*) which discusses problems in business education in Early Childhood Education (PAUD) . 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 study the researcher examines problems in Business Education at the level Early Childhood Education (PAUD) . 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. The literature search in this literature study uses the Emerald Insight database , Taylor & Francis Online and Scientdirect. Searching for published articles on the search engines (Search Engines) above uses the keywords: " Business Education in Early Childhood Education (PAUD) ". 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 more than 105 0 articles from Emerald Insight. Furthermore, articles were filtered according to access criteria, year, type of content and abstract analysis. As a result, 5 5 article titles 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 4 articles. In detail, it looks like in the following image:

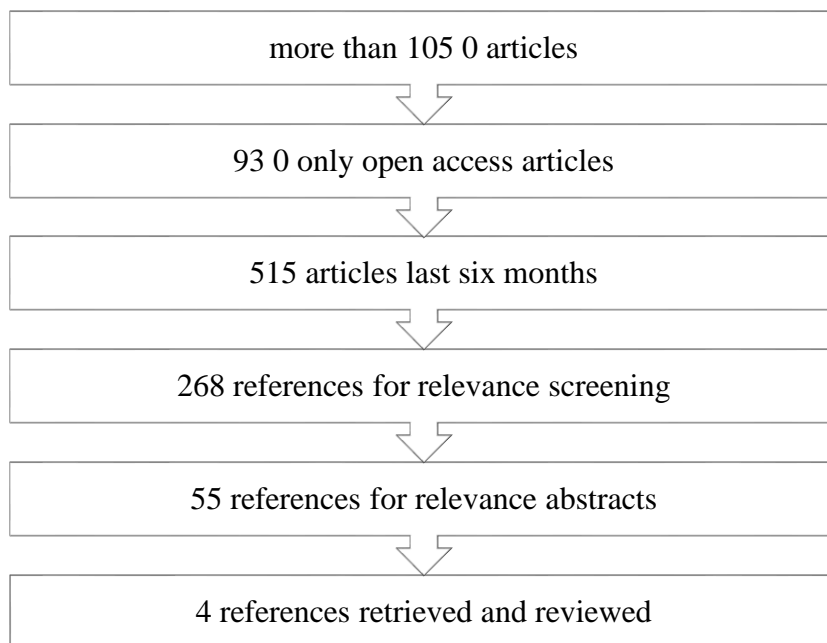


Figure 1. Article Screening Flowchart

## RESULTS AND DISCUSSION

### Results

The results of the review of selected articles answer the formulation of the problem regarding the distribution of journals that discuss Business Education in Early Childhood Education (PAUD) , as follows:

Table 1. Distribution of Journals on Business Education in Early Childhood Education (PAUD)

No	Journal Name	Journal Links	Indexation	Amount
1	The Journal of Business Education	The Journal of Business Education   Taylor & Francis Online	Taylor & Francis Online	2
2	Education + training	Education + training   Emerald Insights	Emerald Insights	5
3	Journal of Small Business and Enterprise Development	Journal of Small Business and Enterprise Development   Emerald Insights	Emerald Insights	2
4	Journal of Asian Business and Economics Studies	Journal of Asian Business and Economic Studies   Emerald Insights	Emerald Insights	2

Source : processed researcher , 2023

## **Discussion**

Transformation knowledge entrepreneurship has growing in decades last . Similarly trends in other countries included Indonesian , Eyes lesson or eye studying entrepreneurship has taught . Start from lowest education \_ until to the highest level of education , namely PAUD/Kindergarten to college high . The goal is to be a paradigm think participant educate changed , ie change from If they after leaving school will look for job / be employee , however own or willing and able change paradigm and motivated that after they graduate from school / college will become a interested entrepreneur \_ For self-employed .

Started entrepreneurship education \_ implanted to child since early , in No direct has teach to child about independence . In study this , education inculcated entrepreneurship \_ to children in PAUD/ Kindergarten through method match plant . this \_ done for children Can more care to environment . From the results observations and interviews conducted by the team researcher , that Not yet all PAUD/Kindergarten provide eye lesson education entrepreneurship . Only some PAUD/Kindergarten do matter this .

Entrepreneurship education or entrepreneurship through match plant No only teach How method match good planting \_ just . But also teaches method How method process or promote results from activity match plant . From the results observation ,, marketing results match plant children marketed start from environment school them , that is with sell results garden to parents \_ or tutor of \_ children the .

With introduction ways entrepreneurship since as early as maybe , every graduates produced by all levels of education from PAUD /kindergarten to College will \_ be prepared as child teach later \_ Ready plunge become entrepreneur , though separated schools at the lowest educational level though ( nine year must study ) .

In the end , really need deliver that education entrepreneurship can educate child , even since age early childhood education (PAUD/TK) about entrepreneurship is not with Meaning exploit child or in other words " arbitrate " the child become entrepreneur . Entrepreneurship to child must run with method civilized , empathetic to child , no coercion , and fun .

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

The conclusions of this research activity are:

1. Implementation of entrepreneurship education through farming/gardening provides new innovations in implementing entrepreneurship education for children.
2. Through farming education in children's schools, teach children to be more independent and learn to be patient in the process.
3. By farming, children can be more interactive and protect and preserve the environment.
4. Entrepreneurship education through farming makes children more optimistic, responsible and hardworking and independent.

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