

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

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Abstract .

This study aims to determine the implementation problems of instilling entrepreneurial character in early childhood. This study uses the Systematic Literature Review (SLR) method by collecting and analyzing journals related to keywords. 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. How the material is presented, examples, and practical implementation in accordance with the syllabus of existing subject matter. After the basic economic activity reference books are reviewed as teaching materials in accordance with the learning tools that have been developed.

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Abstrak.

Penelitian ini bertujuan untuk mengetahui permasalahan implementasi penanaman karakter kewirausahaan pada anak usia 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. Bagaimana materi disajikan, contoh, dan implementasi prakteknya yang sesuai dengan silabus mata perangkat pelajaran yang ada. Setelah buku acuan kegiatan ekonomi dasar ditelaah sebagai bahan ajar sesuai dengan perangkat pembelajaran yang telah dikembangkan.

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

BACKGROUND

Entrepreneurship is one solution to the problem of unemployment which is increasing along with the increasing population. However, not everyone wants to become an entrepreneur for various reasons, including internal factors such as a feeling of not having entrepreneurial talent, not being confident, afraid of failure, confused about starting, not daring to take risks, and so on. Feelings like this usually arise because someone does not have an entrepreneurial character. Even though this character is actually not just an innate talent but can be obtained through education.

Entrepreneurial character is not something that suddenly appears or is formed or even "given" from God. There is a long process that makes character attached to a person. Character has begun to form since in the womb and lasts a lifetime. Gordon W. Allport (2011) also explains that character is a dynamic organization of an individual's psycho-physical system that determines individual behavior and thoughts in a unique way. So, character is dynamic or can change and can be formed through the educational process from an early age.

Economic Education and Business Education are two terms that are used interchangeably in the economic context. Business education in this study is a person's

understanding of entrepreneurship with various positive, creative and innovative characters in developing business opportunities into business opportunities that benefit themselves and society or their consumers. Meanwhile Cho & Lee, (2018); Hernández-Sánchez et al., (2019); Hasan et al., (2020); Kisubi & Korir, (2021) provide a statement that entrepreneurship education is a competitive and productive understanding possessed by someone to produce new products or services, generate new added value, start new businesses, implement new processes/techniques, develop new organizations. Entrepreneurial knowledge is obtained and owned by an individual through entrepreneurship education which can later help an individual innovate and survive in the entrepreneurial field (Henrekson & Sanandaji, 2017; Prabhu, 2019; Agarwal et al., 2020; Wardana et al., 2020; Yang & Kim, 2020) .

In the review 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 in this era of disruption, 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 opportunity and can be exploited by yourself and others.

The cultivation of entrepreneurial character needs to be given from an early age according to the stage of child development so that entrepreneurial character will be more easily embedded and internalized in children. Early childhood is a critical period of human development where all potential can be developed optimally through proper stimulation and education, and this builds a strong foundation for success in adulthood. (Halimah, 2016; UNICEF, 2019) Early childhood is a golden age (golden age) where stimulation of all aspects of child development plays an important role for further

developmental tasks. (Huliyah, 2016) Early age is the early period of a child's life and is the most important period in an individual's life span. At this time, all aspects of its development including: religious-moral, language, cognitive, physical-motor, social-emotional, and art experienced very rapid development so that they needed guidance so that all their potentials developed optimally. (Halimah, 2016; Nuryati, 2017) While Rahman (2009) explains that if developmental dysfunction occurs, children will experience learning difficulties.

Early childhood are children from birth to the age of six. Hurlock stated that a period in children there are two periods of development, namely the initial period of childhood, namely from the age of two to six years, and the final period of childhood, namely from the age of six until the child has sexual maturity. (Qudsyi , 2010) According to this explanation, the age range of early childhood is from the time the child is born to the age of six.

Early childhood education according to RI Law no. 20 of 2003 concerning the National Education System in Article 1 paragraph 14 is an effort to foster children from birth to the age of six which is carried out through the provision of educational stimuli to support physical and spiritual growth and development so that children are ready to enter further education. The meaning of educational stimulation is a planned process, carried out continuously to achieve the goal of optimal growth and development. Providing stimulation/stimulation to early childhood needs to be well planned through the curriculum. (Shofa, 2017)

The PAUD learning process is a process that greatly influences children's development, so the PAUD curriculum must pay attention to this. Even this learning is a service provided to early childhood. Alimoeso stated that PAUD services are: (1) according to the child's interests and abilities; (2) learning is carried out by playing; (3) encourage creativity; (4) developing life skills; (5) utilizing various environmental-based learning resources; (6) services are carried out slowly according to developmental aspects; (7) the stimulus for the learning process includes all aspects of development. (Yulianto et al, 2016)

The cultivation of entrepreneurial character is part of the PAUD curriculum in forming character while developing skills live . So , focus planting character entrepreneurship No teach child to find Money or trade since early but form character and

develop skills for the future moment mature they ready and have Skills For entrepreneurship . Narwati (2011) conveyed that proper education given _ _ to child as early as Possible determine formation character nation and reliability source Power human . The learning directed to form character independent , responsible child _ answer and dare take decisions . (Kusumawati , 2016) Children who are nurtured since early will increase health and welfare physique as well as mentally able impact on improvement performance learning, ethos work , productivity and independence as well as optimization potential . (Nadjih & Imroatun , 2016)

Integration values character entrepreneurship in the curriculum that is with method developing 17 values tree entrepreneurship in accordance with level development participant educate . values _ the include : independent , creative , courageous take risk , action oriented , leadership , work _ hard , honest , disciplined , innovative , responsible answer , work same , no surrender , commitment , realistic , desire know , communicative and motivation strong For success . At the PAUD level , there are 6 values tree taken _ in accordance with stage development child age early namely : independent , creative , courageous take risk , action oriented , leadership , and work hard . Educational institutions can too develop other values are appropriate need institution education . (Syifauzakia , 2016)

Kurniadi (2015) published The article entitled " Role Development Interest Entrepreneurship in PAUD Students in Welcoming MEA with Selling Models Work Alone ". Kurniadi conclude that development interest entrepreneurship important done in the environment education early as laying base strong and viable economy _ done with method cooking results his work myself to feel happy and proud _ for maker . Krisdayanthi (2018) in his article entitled " Cultivating an Entrepreneurial Spirit in AUD as Provisions Proficiency Life " explains that character entrepreneurship very important For instilled in children age early To use form character independent , honest , creative , responsible answer , and dare take decision . Grow character entrepreneurship can done through cooking class activities , outing class, and market day. Fitriyana (2016) did research entitled " Improvement _ Entrepreneurship through Learning with Using Cultivation Media in Early Childhood at Taqifa Kindergarten Bangkinang City of 2016 ". Study This obtain conclusion that implementation education entrepreneurship through match planting / gardening give innovation new in apply education entrepreneurship for

child . Through activity match plant in school , son Study more independent and patient in process , optimistic , responsible answer and work hard . Activity match planting also makes child more interactive and involved in conserve environment .

This is exacerbated by the educational background of the teachers, especially 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 .

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 :

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 that has 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

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

Matched 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 kids who like to farm and those who don't. The difference will be seen clearly from the attitude and attitude of the things around him. Unfortunately, today's children are very unfamiliar with seeing land. Many also think that soil is dirt, it cannot be separated from their parents' upbringing when they forbid them from playing in nature and shout "watch out for it's dirty!".

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 that there were more than 125 0 articles originating from Emerald Insight. Furthermore, articles were filtered according to access criteria, year, type of content and abstract analysis. As a result, 7 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 8 articles. In detail, it looks like in the following image:

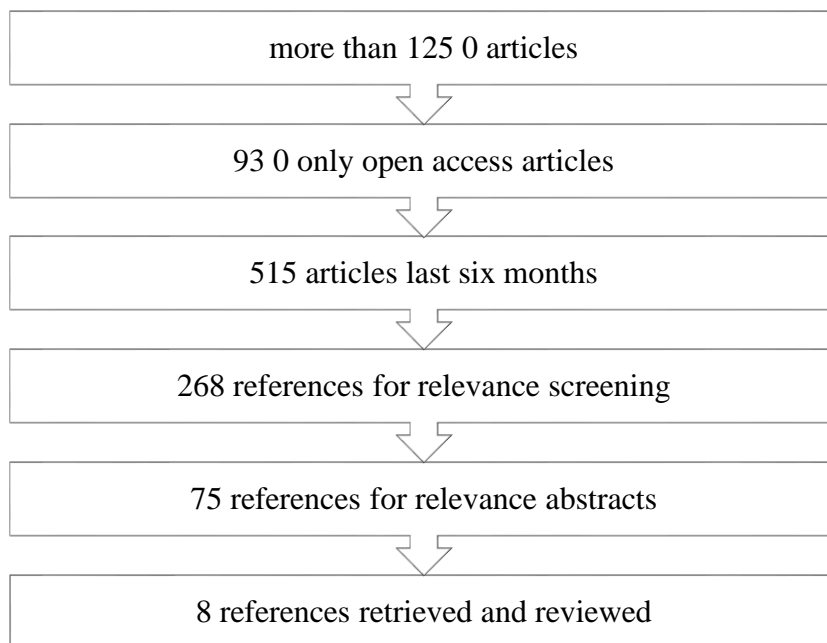


Figure 1. Article Screening Flowchart

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 Management Development	Journal of Management Development Emerald Insights	Emerald Insights	2
4	Journal of Small Business and Enterprise Development	Journal of Small Business and Enterprise Development Emerald Insights	Emerald Insights	2

No	Journal Name	Journal Links	Indexation	Amount
5	The International Journal of Management Education	The International Journal of Management Education Journal ScienceDirect.com by Elsevier	Scientistdirect	1
6	Journal of Asian Business and Economics Studies	Journal of Asian Business and Economic Studies Emerald Insights	Emerald Insights	2
7	Journal of Open Innovation: Technology Market, and Complexity	Journal of Open Innovation: Technology, Market, and Complexity ScienceDirect.com by Elsevier	Scientdirect	2
8	Procedia Economics and Finance	Procedia Economics and Finance Journals ScienceDirect.com by Elsevier	Scientistdirect	1

Source : processed researcher , 2023

Discussion

Print businessman need A well run system __ in a manner consistent , controlled , and instilled since early . The curriculum implemented in the institution education must integrated with character entrepreneurship so that student Already can introduced to entrepreneurship since early in the institution education place they learn . Activity learning entrepreneurship planned in a manner specific and followed by the participants educate . In learning programs entrepreneurship , planning and execution education entrepreneurship can done through integration to in activity doing everyday at home _ or school .

on the rate education early , planting soul entrepreneurship in children educate can given to they with method introduce related matters with activity entrepreneurship , though only limited simple introduction . Learning entrepreneurship in PAUD is carried out with various activity Study through play in accordance with needs , potential , talents, and interests they through activities that are special organized by the teacher or institution education , fine That indoor and outdoor activities . Growth characteristic self entrepreneur _ child need exercise gradually . Exercise businessman This covers simple things _ but got and done in a manner sustainable . Activity children in PAUD with teachers and friends peers can maximized in embed pattern think For become a entrepreneur (entrepreneur), as well give positive habits _ to child related with values

positive in soul a entrepreneur . The things that PAUD teachers do include ; give facility, method creative teaching , and relating what is taught with think like a entrepreneur . Expected child will used to with activity entrepreneurship and most importantly is later when mature No will reluctant or Afraid For entrepreneurship .

The results of the interviews showed that students did not understand the concepts in entrepreneurship lessons , because the delivery of material was often without examples and too much material was presented. In addition, students are less motivated to look for reference materials regarding the material provided. Based on related analysis introduction entrepreneurship with Entrepreneurial methods start as early as possible, every graduate produced by all levels of education from early childhood/kindergarten to tertiary level will be prepared as students who will be ready to become entrepreneurs, even if they drop out of school at the most basic level of education (nine years compulsory Study).

In the end, it is very necessary to convey that entrepreneurship education can educate children, even from an early age (PAUD/TK) regarding entrepreneurship is not with the intention of exploiting children or in other words "turning" children into entrepreneurs. Entrepreneurship for children must be carried out in a civilized way, empathetic towards children, without coercion, and fun.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Entrepreneurship education in (PAUD/TK) is carried out through integrating entrepreneurial character values into daily activities in kindergarten such as the character of discipline, independence, honesty, leadership, communicative, creative, hard work, dare to take risks, be patient, and diligent. In addition, schools also design and carry out special activities to promote entrepreneurship. These activities are daily habituation activities, schedules for watering plants and feeding fish, schedules for Dhuha prayer priests for male students, family day, and the highlight of the theme which can be in the form of visiting activities, market day, gardening, harvesting vegetables, and fishing. Factors that support the inculcation of entrepreneurial character in early childhood (PAUD/TK) , namely the condition of extensive and fertile land, the availability of natural

learning facilities (gardens and fish ponds), good cooperation between the school and the surrounding community, and natural resources. experienced human.

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