



Planting An Entrepreneurial Soul Through Activities Cooking Class

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Abstract

Keywords:

Planting;
Entrepreneurial Spirit;
Cooking class;

The researcher's aim in this study is to determine the cultivation of an entrepreneurial spirit through activities in the cooking class of students TK Diponegoro Watumas. Instilling an entrepreneurial spirit in early childhood is an important step in forming independent and innovative attitudes, skills and thoughts. Various ways can be done, including encouraging creativity and innovation, for example cooking class activities. "cooking class" is a practical activity where students participate in the cooking process, ingredient management, and sales of culinary products. This study uses a qualitative method with a case study approach, involving direct observation, interviews, and document analysis. Interviews head school and 5 parents. The results of the study show that "cooking class" activities can foster entrepreneurial attitudes such as creativity, teamwork, time management, and marketing skills. This activity also increases the confidence and independence of students.

Abstrak

Kata Kunci:

Penanaman;
Jiwa
Kewirausahaan;
Cooking class;

Tujuan penelitian ini adalah untuk mengetahui penanaman jiwa kewirausahaan melalui kegiatan cooking class pada peserta didik di TK Diponegoro Watumas. Menanamkan jiwa kewirausahaan pada anak usia dini merupakan Langkah penting untuk membentuk sikap, keterampilan dan pikiran yang mandiri dan inovatif. Berbagai cara dapat dilakukan diantaranya mendorong kreativitas dan inovasi misalnya kegiatan cooking class. "cooking class" adalah kegiatan praktis di mana peserta didik berpartisipasi dalam proses memasak, pengelolaan bahan, hingga penjualan hasil masakan. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus, melibatkan observasi langsung, wawancara, dan analisis dokumen. Wawancara

kepada kepala sekolah dan 5 orang tua. Hasil penelitian menunjukkan bahwa kegiatan "cooking class" dapat menumbuhkan sikap kewirausahaan seperti kreativitas, kerja sama tim, manajemen waktu, dan keterampilan pemasaran. Kegiatan ini juga meningkatkan rasa percaya diri dan kemandirian peserta didik.

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1. Introduction

Early childhood education is currently in the main spotlight in society, with increasing attention. Republic of Indonesia Law No.20/2003 confirms the government's commitment to providing educational services for early childhood. After the Early Childhood Movement began in 2011, the government increasingly focused on increasing attention to early childhood education, mobilizing support from various sectors, including formal, informal and non-formal (Rohmah, 2017). This is a positive indication for the world of education, indicating the government and society's awareness of the importance of early education for the future of this country. The better quality of education will produce better human resources, which is a strong and solid foundation for the country's progress (Fadlillah, M., Wahab, R., Ayriza, Y., Rohmah, L., & Ahdhianto, E., 2020).

Extracurricular activities can have a significant correlation with the development of an entrepreneurial spirit in early childhood. Here is an explanation of how involvement in extracurricular activities can affect children's entrepreneurial spirit: Development of social and leadership skills, experience in decision-making, innovation and creativity, resilience and risk management, instilling values and work ethics, networking and social relationships. Overall, involvement in extracurricular activities not only enriches children's experiences but also helps them develop skills and attitudes that support an entrepreneurial spirit. Through various experiences and learning gained from extracurricular activities, children can become more prepared and confident in facing challenges in the world of entrepreneurship in the future (Lailatu, R., 2017). In this case, the implementation of educational activities, including extracurricular activities, in PAUD faces various challenges which make it tend to be boring. As a result, children's interest in participating in these activities decreases. Extracurricular activities are often considered only as a complement and are not managed properly according to management stages. Its implementation is often just a formality. In addition, the lack of support from foundations, schools and parents also complicates this situation. This condition causes a lack of adequate infrastructure and availability of sufficient human resources, so that the implementation of extracurricular activities in PAUD is not effective and efficient (Munastiwi, 2018). As a result, the quality of schools and children's achievements tend to decline.

School quality is also usually closely related to the effectiveness of good entrepreneurship and extracurricular activities. Apart from that, in an increasingly competitive era of globalization, entrepreneurial skills are one of the important factors that the younger generation must have. Entrepreneurship is not just about setting up a business, but also involves the ability to think creatively, be innovative and take measured risks. Factors that influence the development of developed countries are education and skills, services and infrastructure, lack of corruption, economic conditions and investment, government assets and businesses, employment and job opportunities, and fiscal policy (Wiwik Sri Utami, 2018). If you look at the factors mentioned above, it can be seen that education and entrepreneurship are one of the factors that influence the country's progress. It can be seen that Indonesian education is entering the 21st century. The Partnership for 21st Century Learning or P21 develops "a 21st century learning framework that requires students to have skills, knowledge and abilities in the fields of technology, media, information, skills, learning and innovation, as well as life skills and career (Sintia, 2021).

21st century education requires someone to have innovative skills in life. Innovation is closely related to business. Entrepreneurship is an important part of the economic development of modern countries (El Khuluqo, 2017). Entrepreneurs are the main drivers of economic development and their role is to innovate or implement new innovations (Smith and Chimusheka, 2014). Based on the previous statement, it can be concluded that 21st century education must produce entrepreneurial human resources. Dahlstedt and Hertzberg argue that school is an educational institution that a person can use to develop their entrepreneurial skills. There are several levels of education in Indonesia, such as kindergarten, elementary school, middle school, high school and college. Entrepreneurship education should be introduced in kindergartens or what is commonly known as kindergartens in Indonesia (Aprilianti et al., 2021).

Childhood is considered an ideal stage to influence attitudes towards entrepreneurship, and preschool age is the beginning of a "common thread" that can be applied publicly. The implication is that kindergarten is the right time for children to learn about entrepreneurship. According to Suzanti and Maesaroh (2018), instilling entrepreneurial values in early childhood is very important to shape the character of the next generation. Entrepreneurship education can develop character, such as creativity, independence, responsibility, discipline, problem solving, communication, self-control. The formation of entrepreneurship should start from the early education level in forming children's responsibility and creativity (Nurhafizah, 2018).

Entrepreneurship in general is often interpreted as business, even though entrepreneurship is actually the attitude, enthusiasm and ability to create something new that is very valuable and useful; both for yourself and for others. In accordance with the words of Rasulullah SAW: 'Ashim Ibnu 'Ubaidillah Salim from his father. He said that Rasulullah SAW said: "Indeed, Allah loves believers who work" (HR. Al-Baihaqi). Entrepreneurship is a mental and spiritual attitude that is always active and creative, agile, inventive, creative, simple and tries to increase its business income. An entrepreneur is a person who knows how to take advantage of opportunities in developing his business, trying to improve his standard of living (Taher,

S. M., & Munastiwi, E., 2019). Many people think that entrepreneurship cannot be learned, but is a long process (learning through) and requires creativity. Meanwhile, there are also those who argue the opposite, that entrepreneurship is studied through educational institutions or educational institutions, and entrepreneurship education is important and primary in teaching practice. Where educational institutions not only provide employment opportunities but can also create jobs.

Based on the research results of Khotimah (2022), it shows that entrepreneurship can be implemented in early childhood through activities that are interesting and fun for children. Activities that can be done include cooking classes. The results showed that kindergarten entrepreneurship increased in the third activity, the result was 67.63%. Based on previous statements by Khotimah (2022) and Suharyoto (2017), it can be seen that cooking class and market day is an activity for kindergarten students to learn entrepreneurship. Researchers also found that these learning activities were carried out in the Universum School Kindergarten. The researcher observed the implementation of these activities during the observation. from.

Effective educational activities to instill an entrepreneurial spirit must be innovative and contextual, one of which is through practical activities such as cooking class. In this era of globalization, entrepreneurial ability is one of the important skills that the young generation must have (Wibowo, A., 2021). Entrepreneurship education in schools can be a means to foster an entrepreneurial spirit from an early age. One effective method is through practical activities such as "cooking class". This activity not only teaches cooking skills but also hones various aspects of entrepreneurship.

Entrepreneurship in an educational context involves teaching the skills necessary to create and manage a business. This includes critical thinking abilities, innovation, decision making, and management skills. Instilling an entrepreneurial spirit at a young age can increase students' readiness to face the challenges of the world of work and motivate them to become job creators from job seekers. According to Kolb's theory, experiential learning is a learning process through direct experience that involves four stages: concrete experience, reflection, abstract conceptualization, and active experimentation (Wibowo, A., 2021). Activity cooking class is a clear example of experiential learning where students learn through hands-on practice, reflection on their experiences, and application of concepts they have learned. cooking class is an activity where students participate in various cooking activities, from menu planning, purchasing ingredients, the cooking process, to serving food. This activity not only teaches cooking skills but also involves business planning, teamwork, time management, and customer service.

Based on the approach to this phenomenon, entrepreneurship education can be implemented from an early age, namely through the introduction stage, and not as an actor. Entrepreneurship education for children is the formation of an entrepreneurial mindset. Entrepreneurship education not only teaches children about entrepreneurship, but moreover, children are trained with strong mental and personal character (Munastiwi, E., 2018). One example of the application of integrated business education is the activity "cooking class", where all students are involved in the

production, distribution and consumption processes. In production activities, students are given class-based responsibilities to take turns making products that have market value and are beneficial to the academic community throughout the school. Students are then asked to sell their products (distribution), while other students, including teachers, act as consumers (buyers) (Kolb, D. A., 2019). Activity cooking class It can be done independently (we produce goods individually) or classically (we produce goods in groups) according to the students' interests and the product to be made. Activity cooking class It can also be implemented in kindergartens or PAUD, such as Diponegoro Kindergarten which has an "Entrepreneurship" program which aims to instill entrepreneurial character values from an early age in children. The phenomenon of cooking classes in kindergartens, such as those encountered in Diponegoro Kindergarten, can provide valuable insights into early childhood development. Cooking classes in kindergartens offer a unique and holistic learning experience, involving various aspects of child development. Here is a detailed explanation of the cooking class phenomenon and why research on this is important in kindergartens: Cooking classes involve a variety of activities that require fine motor skills, such as mixing ingredients, pouring, cutting (with safe utensils), and stirring. Children practice their hand-eye coordination and fine motor skills during this process. In addition, cooking classes are often conducted in groups, which provides opportunities for children to learn to work together, share tasks, and communicate with peers. Children learn how to collaborate and resolve differences of opinion. in this kindergarten also Cooking gives children the opportunity to experiment with ingredients, try new recipes, and create in their own way. This stimulates their creativity and imagination in creating different dishes.

The explanation above makes it reasonable for researchers to want to make a change regarding habits in using money wisely through fun entrepreneurial activities from an early age (Taher, S. M., & Munastiwi, E., 2019). This can be realized through activities cooking class. Based on the description above, researchers are interested in conducting research on "Efforts to increase children's entrepreneurship through cooking class activities for Group B children in kindergarten. Banyuwangi Model Country". The researcher's aim in this study is to determine the cultivation of an entrepreneurial spirit through activities cooking class. Overall, the novelty of this approach lies in its ability to blend practical, enjoyable activities with the development of essential entrepreneurial skills, creating a dynamic and engaging learning experience.

2. Methods

This research uses a qualitative approach with a case study method (Iqbal Hasan, 2022). The research subjects were kindergarten school students who took part in activities cooking class. Data Collection Techniques: 1. Observation: Directly observing the implementation process cooking class and student interactions during activities. 2. Interview: Conduct in-depth interviews with students, teachers and school officials to obtain more detailed information. 3. Questionnaire: Distribute questionnaires to students to find out their perceptions regarding this activity and its impact on the entrepreneurial spirit (Zed, 2014). Data

Analysis, Data were analyzed using the thematic analysis method, where the data obtained was coded and grouped based on themes relevant to the research (Zed, 2014). This research was conducted at Diponegoro Watumas Kindergarten in May 2024 for 2 weeks. The reason for choosing the research location was because there was an interesting and different program from other kindergartens, namely a cooking class. The following are research procedures that can be applied: 1. identification of problems and research objectives, 2. literature review, 3. research design, 4. development of research instruments, 5. selection of objects, 6. implementation of cooking classes, 7. data collection, 8. data analysis, 9. interpretation and conclusion, 10. reporting and publication, 11. evaluation and feedback.

3. Result and Discussion

Identify Entrepreneurial Aspects in Cooking class

Activity cooking class or Cooking class is an activity that really attracts children's interest, it is very rare for children to not like this activity. Through this activity child can obtain various knowledge and direct experience of the process of making food before serving it. Activity cooking class This is also in accordance with the Characteristics of the 2013 Early Childhood Education Curriculum as stated in the DIKBUD Ministerial Regulation. No. 146 of 2014 as follows: "Optimizing children's development which includes: aspects of activity values which are reflected in competence, attitudes, knowledge and skills." Cooking class child can experiment and be creative with food ingredients, as expressed by Yuliani Nurani and Bambang Sujono (2010:91): "cooking games are activities to develop cooking skills and how to make them using ingredients which is real and the results can be enjoyed directly by children, such as: Brewing milk or syrup, making ice, cooking rice, cooking vegetables, cooking cakes, cooking pop corn, making juice, frying crackers, frying fried eggs and so on." Cooking class activities are a real laboratory for children to be able to learn various knowledge and skills. like knowing names of food ingredients, this can increase children's vocabulary, measuring ingredients according to recipes can increase children's knowledge about volume and mathematical concepts, when mixing ingredients and the manufacturing process there child Study with a scientific approach, and when forming the finished cake dough it is an exercise for children's fine motor skills.

From observations and interviews, it was found that several aspects of entrepreneurship were developed through activities cooking class: 1. Creativity and Innovation: Students are challenged to create new and innovative menus. 2. Management and Organization: Students learn to manage materials, time, and energy in teams. 3. Communication Skills: Interaction with friends and teachers during activities improves students' communication skills. 4. Decision Making: Students practice making quick and correct decisions in real situations. 5. Business Planning: The planning and budgeting aspect of purchasing cooking ingredients introduces students to the basics of business planning Kolb, D. A. (2019).

Entrepreneurship learning in early childhood According to Z. Helin Frinces (Heflin, 2021), an entrepreneur is a person who has instincts (spirit, soul, mind, intuition and competence) for doing business, a risk taker (takes risiko), dare to invest, dare to lose (gamble) while collecting profits and dare

to make fast and big changes for progress at any time. Some of the special characteristics of successful entrepreneurs (Hendro, 2021) are dreams and high realities that can be turned into goals that must be achieved, challenges and dissatisfaction with what can be done, strong ambition and motivation, to selling and marketing products and problems as solutions. The characteristics and traits of entrepreneurship according to Abidin (Abidin, 2021) are: (1) self-confidence, independence, individualism and optimism; (2) task and results orientation, need for achievement, drive to win, perseverance and determination, determination to work, strong speed, energetic and initiative; (3) risk taking, the ability to take reasonable risks and similar challenges; (4) leadership behavior as a leader, getting along with other people, responding to suggestions and criticism; (5). originality Innovative and creative and flexible; and (6). forward-looking and forward-looking, point of view. The core entrepreneurial values that can be integrated in early childhood learning consist of six things, namely: independence, creativity, risk, leadership, action orientation and hard work. And according to Geffrey G., Meredith Siwiyanti (Siwiyanti, 2016) noted the characteristics of entrepreneurship, namely: First, self-confidence. An entrepreneur must have high self-confidence. Whatever is believed and considered right must be done as long as it does not violate existing laws and norms. Self-confidence is the attitude and confidence to start, complete and complete a given task or job; Second, task and results oriented. An entrepreneur must focus on tasks and results. Entrepreneurs strive hard to achieve predetermined goals. The success of the task is determined by the factors of achievement motivation, profit orientation, perseverance and initiative; Third, dare to take risks. Each business process has its own risks, advantages and disadvantages. To minimize business failure, entrepreneurs must know the possibility of failure to minimize the risk; Fourth, management. Successful entrepreneurs are also determined by their leadership abilities or what we usually call leadership. This management not only impacts other people or workers, but is also vigilant to prevent change; Fifth, originality. A business must be able to create something new and different. The authenticity and uniqueness of goods and services is a special attraction within the company; and sixth, looking forward. A conscientious entrepreneur means someone continually strives to create something different from what exists now. Because of this point of view, entrepreneurs are not quickly satisfied with their current results before continuing to look for opportunities. Creating a futuristic product also requires sensitivity to understand the surrounding environment.

The principle of early childhood learning is learning through play. places, problems and skills in different contexts, such as role- Therefore, the principle of learning while playing is important that all learning must be fun, free, active, enjoyable and democratic. All learning must embody the essence of play. It is true that games are good for educating children, but these games must be given educational content so that children can learn. Through play, children are invited to explore, discover and utilize objects around them so that learning becomes meaningful. According to Piaget, children aged 5-6 years are at the preoperational stage of cognitive development. Children learn best with real objects. Based on child development, early childhood education should start with certain subjects.

Teachers can present problems that make children explore different objects. In preparing the curriculum, kindergarten teachers must be unique, where each lesson does not contain one lesson from one field of study, but is an integrated series of subjects. The curriculum emphasizes children's learning activities. To achieve the learning plans that have been prepared, learning materials are needed that children can use to acquire the knowledge, attitudes and skills they have learned. Important learning resources in kindergarten are libraries and various environmental problems such as rice fields, workplaces, people, books, laboratories which can be used for children's learning. One of the learning methods in early childhood is: learning. Cooperative learning methods are widely used in early childhood learning because considered suitable for practicing social and cooperative skills. Cooperative learning prepares students for their future in society, namely encouraging students to learn actively by talking and working together, not just listening passively. Another learning approach is contextual learning, namely an understanding of teaching and learning that examines the importance of the connection between subject matter and the real world. Contextual learning uses multiple contexts, meaning it uses different playing, cooking classes, market days and other play activities.

Cultivating an Entrepreneurial Spirit Through Activities Cooking class

Entrepreneurship education does not mean teaching children to earn money from an early age but to develop the character that already exists in children. Entrepreneurship education does not just grow like that and it is felt that the spirit of entrepreneurship needs to be instilled in children from childhood in a simple and fun way, namely through cooking class (Abidin, 2021). Activity cooking class is a real laboratory for children as a place to experiment, they can learn various knowledge and skills like knowing names of food ingredients, this can increase children's vocabulary, measuring ingredients according to recipes can increase children's knowledge about volume and mathematical concepts, when mixing ingredients and the manufacturing process there child Study with a scientific approach, and when forming the finished cake dough it is an exercise for children's fine motor skills.

Based on the research results, it can be seen that Diponegoro Watumas Kindergarten is an institution that has the vision: "To be a model of early childhood education that produces children with noble, creative and independent morals and who enjoy learning. And its tasks are (1) to foster a sense of love for Allah SWT (2) to develop noble morals that prioritize the example of the Prophet Muhammad SAW; to emphasize children's potential as independent potential, knowing the capital price and selling price, discussing plans for what products will be sold, based on topics and market interests. Speaking skills, courage and self-confidence in dealing with other people as well as applying the Prophet's morals in business are skills that are developed in this activity. Therefore, the marketing day activity is not a routine monthly activity, but is a peak thematic activity that takes place at the end of the semester. The work process is intimate learning, carried out every day for several months according to the lesson plan and weekly topics. After all the processes are complete, the school invites parents to buy goods for their children at the end of the semester or around June. The school does

not invest in its students, but their preparation and service have so far earned the approval of the parents who purchase the goods. Even though the prices of these products are the same, the result of their efforts is that saving is taught in schools where Diponegoro Kindergarten encourages saving from an early age through the love of saving and sharing program. So the value of entrepreneurship is not just about encouraging children to earn money, but also about living frugally and being empathetic towards other people. Company values that can be applied at Diponegoro Kindergarten.

A study called "Introducing Entrepreneurial Spirit to Early Childhood Through Activities "cooking class" found that the "Market Day" activity helped young children learn the entrepreneurial spirit. Children who took part in this activity showed improvements in public speaking, negotiation skills, and understanding of business concepts. This positive influence also fostered character, such as sense of responsibility, independence and self-confidence after following "Cooking class", parents and teachers see positive changes in children's behavior. Children become more active, speak out more, and learn about business from an early age, which can provide a strong foundation for building entrepreneurial abilities in the future. More Specific There are several things that can be identified from the results of research discussions regarding introducing the entrepreneurial spirit to young children through activities cooking class that is:

a. Success Cases

Some students successfully apply the skills learned in real life. For example, a student successfully started a small business in the culinary field by utilizing the skills gained from activities cooking class. The student plans the menu, manages ingredients, and markets the product effectively.

b. Creativity

Creativity is an important element in entrepreneurship. In activities "cooking class", students are challenged to create new menus from existing ingredients. This encourages them to think creatively and innovatively. Interview results show that students feel more creative in finding solutions to make delicious and interesting dishes.

c. Teamwork

Teamwork is another skill developed through "cooking class". Each group must work together to prepare ingredients, cook, and serve food. Observations show that students learn to divide tasks, communicate effectively, and resolve conflicts in a constructive way.

d. Time Management

Time management is an important aspect of entrepreneurial activities. Students have to manage their time well to finish cooking on time. Observation results show that students become more disciplined and organized in completing their assignments.

e. Marketing Skills

Once the cooking is finished, students must sell their products to teachers and other students. This gives them hands-on experience in marketing and sales. Students learn how to attract customers, set prices, and present their products well.

f. Increased Self-Confidence and Independence

Through this activity, students feel more confident in the skills they have. They also feel more independent because they can complete assignments without much help from the teacher. This can be seen from the interview results which show a significant increase in students' self-confidence after participating in the activity "cooking class".

a. Impact of Activities Cooking Class towards the Entrepreneurial Spirit

Based on the results of questionnaires and interviews, most students felt an increase in skills relevant to entrepreneurship. Students feel more confident about starting a small business and better understand the importance of planning and collaboration in business.

4. Conclusion

Activity cooking class has been proven to be an effective method in instilling an entrepreneurial spirit in students. This activity not only provides practical experience but also teaches important skills in the world of entrepreneurship such as creativity, management, communication and decision making. For further development, it is recommended that this activity be made a routine program with the addition of more complex entrepreneurial elements. Activity "cooking class" effective in instilling an entrepreneurial spirit in students. This activity not only teaches cooking skills but also develops various aspects of entrepreneurship such as creativity, teamwork, time management, and marketing skills. Apart from that, this activity also increases students' self-confidence and independence. To achieve more optimal results, it is recommended that this activity be carried out regularly and involve a wider variety of tasks relevant to entrepreneurship. This research has some shortcomings or challenges, depending on how the research is conducted and how the findings are interpreted. This study is difficult to measure the change in entrepreneurial spirit objectively only through cooking activities. If the cooking class doesn't last long enough or isn't intensive, the impact on the entrepreneurial spirit may be insignificant or invisible in the short term.

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