



(REVIEW ARTICLE)



Improving entrepreneurship creativity of early childhood students through market day activities: A systematic literature review

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Abstract

Increased creativity in entrepreneurship can be nurtured from an early age through entrepreneurial learning that is appropriate and fun for children to do. Increased entrepreneurship can be applied in market day activities organized by the school. The purpose of this study is to understand empirical evidence regarding the application of market day activities as an effort to increase entrepreneurial creativity in kindergarten students. The use of Systematic Literature Review (SLR) on 12 selected literatures with 3 questions asked. The results of this study are (1). Student involvement plays a very important role in increasing entrepreneurial creativity in children from an early age. (2). The entrepreneurship activity model through market day activities produces 6 main entrepreneurship values, including: 1. Independent 2. Leadership 3. Hard work 4. Creative 5. Risk taking 6. Focus on action. The last result, market day, can increase creativity and innovation, recognize the concept of honesty, hone intrapersonal intelligence in children, develop self-confidence and managerial skills, train the communication process with others, and develop a business spirit in children. The conclusion of this literature study is that increasing entrepreneurship creativity through market day programs in schools can develop entrepreneurship interest in students so that later it can increase the nation's competitiveness in the field of entrepreneurship. Student involvement, adequate facilities, and support from parents and teachers are also important points so that market day activities run smoothly.

Keywords: Creativity; Entrepreneurship; Market Day; Systematic Literature Review (SLR)

1. Introduction

In the era of globalization, various countries cooperate, compete, and communicate with each other for the advancement of their respective countries. This requires educational efforts so that they can compete with other nations and be at the forefront of various opportunities. According to the Global Entrepreneurship Monitor in 2022, Indonesia's total early entrepreneurship activity (TEA) value is ranked 36 out of 49 countries. Indonesia has fallen behind several neighboring countries in ASEAN [1].

Results from SMERU Indonesia research state that only 0.5 individuals have high entrepreneurship skills, while Thailand has 9.4 individuals and South Korea has 18.2 individuals with high skills in entrepreneurship. The reason why Indonesia has fallen behind other countries is that the education curriculum in Indonesia is not yet based on science, technology, engineering, arts, and mathematics (STEAM) and problem-based learning. As a result, students tend to struggle to solve problems and make good decisions based on available data and information. In Singapore, entrepreneurship education is a necessity and one of the main lessons for students. Lessons for students: While in Indonesia, entrepreneurship education has not been maximally implemented and is not considered important [2].

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Entrepreneurship is the process of using innovation and creativity to solve problems and find opportunities in everyday life [3]. The goal of entrepreneurship is not to mold students into traders but to awaken the entrepreneurial spirit of students so that they have the courage to take and pursue opportunities based on their abilities [4]. Instilling and teaching entrepreneurship education or entrepreneurship attitudes in children can be done by teaching them to sell [2].

Building entrepreneurial character in children with different characters must begin with increasing the strengths, virtues, and performance of each individual [5]. The main capital of entrepreneurship is imagination. One form of activity that can nurture the entrepreneurial spirit and help children to encourage innovation and creativity through business is the market. Encourage innovation and creativity through business on market day [6].

Market day is one way to implement entrepreneurship education through production, distribution, and consumption activities involving all students [7]. In production activities, students are responsible for producing products that have selling value and are useful for schools. After that, ask students to sell or distribute the goods. Other students, parents, and teachers are responsible as buyers or consumers [8].

This literature study is limited to literature findings related to increasing entrepreneurial creativity with market day activities based on predetermined questions. These questions will guide the direction of the research so that an effective journal review is produced. This is what is used to deepen knowledge and broaden insights about market day activities so that students can increase entrepreneurial creativity since their education.

2. Research Method

This research uses the Systematic Literature Review (SLR) method. According to Kitchenham (2004), systematic Literature Review (SLR) is a research method for identifying and evaluating all relevant research results related to certain research questions, certain topics, or phenomena that become research objectives. The Systematic Literature Review (SLR) process is collapsed into 8 steps that must be taken. Among them: 1. Identifying research questions; 2. Developing a research flow, 3. Setting up a digital library, 4. Screening literature results that are relevant to the discussion, 5. Selecting quality research results, 6. Data retrieval, 7. Synthesizing with Meta-analysis / Meta-synthesis, 8. Presenting Research Results [9].

Based on the existing stages, the researcher refers to the sequence of the research process, the systematic review research process, as follows:

2.1. Identifying Research Questions

This research reveals 3 questions, namely:

- How is the involvement of early childhood students in market day activities to increase entrepreneurial creativity?
- How can the market day activity model increase the entrepreneurial creativity of early childhood students?
- How is the impact of market day activities on increasing the entrepreneurial creativity of early childhood students?

The questions above are used as a guide for the research results to be effective.

2.2. Developing a Research Protocol

The use of the systematic review method is determined based on the advantages of this method that by using the procedures and stages of systematic review, more comprehensive and directed research results will be obtained.

2.3. Setting Up a Digital Library

In literature research, it is important to create a literature search strategy. In this study, the literature search used the keywords "*Market Day Creativity*" taken from several sources such as Google Scholar database, Researchgate.net, and Scite.ai. By using the search keyword "*Market Day Creativity*" starting from 2014-2024, 10,300 results were found. After exploration, only about 39 journals were considered relevant to this research.

2.4. Screening the Appropriate Literature

Results from previous journals that were appropriate in answering the research questions were collected first. In filtering suitable journals, starting with understanding the abstract content of a study, if the research results are in accordance with the research question, the information obtained will be used to deepen this research.

2.5. Selecting Quality Research Results

Selecting the quality of research results is assessed in terms of their credibility and relevance by making a mapping table by mapping the important things that need to be explored from the research results. Create a mapping table by mapping the important things that need to be traced from a research journal, such as title, author, subject, research method, and research results.

Furthermore, journals that have credibility and relevance that are suitable for this study are determined as the basis for systematic review research.

2.6. Data Extraction

Based on the results of selecting quality journals or research results, then filtering, grouping data, and noting things that are interesting and need to be reviewed further in the journal.

2.7. Analyzing and Presenting Results

The results were analyzed based on data obtained in cumulative and qualitative form, summarized and grouped according to the research questions.

2.8. Interpreting Results

Prepare a response to the analytical findings by grouping the stated questions and organizing them into a written form that provides a comprehensive and focused explanation of the research topic discussed.

3. Results and discussion

After going through the stages of identifying the research question, developing a research workflow, setting up a digital library, and filtering the results of relevant literature, 12 journals were found that matched the topic of this study. The results of the selection of relevant studies are presented in the form of the following table.

Table 1 Research Result Screening Procedure

NO	Research Question	Author, Year Published	Literature Title
1.	How is the involvement of early childhood students in market day activities to increase entrepreneurial creativity?	Nadlifah, Lati Nurliana W F, Triyana, Nurul Ismaiyah, Novita Loka, Tri Mujiati. 2023	Cultivating Entrepreneurship Spirit in Early Childhood through Market Kids Event
		Lasmini, & Windarsih, C. A, 2020	Improving Early Childhood Creativity in Intrapersonal Intelligence through Market day Activities
		Farida Samad, Rosita Wondal, Nurhamsa Mahmud, Haryati, Natalia Purba, 2021	The Implementation of 'Market Day' Activities to Improve Children Entrepreneurship at Telkom Preschool Ternate
		Farah Nurikasari, 2016	The Effect of Entrepreneurship Education, Creativity, and Entrepreneurship Motivation on Entrepreneurship Interest in Economic Education Students at Kanjuruhan University Malang
2.	How can the market day activity model increase the	Ali Farashah, 2013	The process of impact of entrepreneurship education and training on entrepreneurship perception and intention: Study of educational system of Iran

	entrepreneurial creativity of early childhood students?	Dina Wulandari, 2023	Implementation of Project Based Learning through Market Day to Improve Creativity and Learning Outcomes of Economic Activities in Class VII SMP Negeri 3 Karanganyar
		Nanda Ayu, Fadhilah Syam Nst, Rozina Zahara, 2022	Application of The <i>Market Day</i> Based Entrepreneurship Learning Model in Building Generation Entrepreneurs
		Annisa Aulia Isnaini, 2019	Improving Social Skills Through Market Day in Group B Children
3.	How is the impact of market day activities on increasing the entrepreneurial creativity of early childhood students?	Dainuri D, 2019	The Contribution of Entrepreneurship Education: A Constructive Effort to Cultivate Entrepreneurship Spirit in Students
		Atik Rosanti, Kardi, Uus Ruswandi, Bambang Samsul Arifin, 2022	Internalization of Entrepreneurship Values in the <i>Market Day</i> Program as a Form of Application of Islamic Religious Education Values
		Asep Sutarman, Arbi Nuriman, 2023	The Effect of Market Day Activities on Entrepreneurship Interest
		Emzia Fajri, Chairul Haq, Muhammad Sidiq, 2023	Market Day Activities as an Effort to Foster Student Creativity and Entrepreneurship at Al-Azhar Islamic Kindergarten Bukittinggi.

Based on the table above, the researchers found answers to the research questions posed. First, the teaching process in early childhood is designed to be fun. Students do not feel that they are learning, but rather playing. Through the context of play or role play, teachers internalize several learning contents so that students can grow and develop as optimally as possible [10]. Raposo & do Paço (2011) state that children not only receive academic education services, but educational institutions also teach children to increase their entrepreneurial spirit.

Educational institutions also teach children to improve their entrepreneurial spirit, with various specific objectives. Applying the value of entrepreneurship in early childhood makes children have various abilities, namely: 1) managerial skills, 2) conceptual skills, 3) human skills, 4) decision-making skills, and 5) time management skills [10].

Participation of students is very important for the success of the educational process. Adequate facilities are required for the smooth running of the market day program. Involvement of teachers and other school personnel is also an important part in organizing students and reminding them of their responsibilities for playing their role in the market day program. Consent, assistance and support of family members is also a very important major component of the market day program in preparing items for the children to sell [3].

The role of teachers in market Day activities is to develop the entrepreneurial skills of children from an early age in different ways, including encouraging the children to be happy all the time, giving them different activities so that they can develop their skills, motivating the children instead of teaching them, and removing doubts while the children get to know themselves better [11]. Market day activities (market games), students play the role of sellers and buyers. According to Lasmini & Windarsih (2020), the process in this market day is a dynamic, creative, and innovative process so that it will be useful for students in the future. This is also a learning process to improve human resources in understanding the risk factors that are the responsibility of the capital owner.

Second. The process of entrepreneurship education is complex in nature, as it involves various aspects, including mindset change, practical skills development, and theoretical knowledge of business and management. This complexity must be managed properly in order to change attitudes and increase the level of entrepreneurship among students [12]. Market day activities can introduce students to complex forms of entrepreneurial activity directly; they can find their own real learning concepts in organizing and planning the entrepreneurial process [7].

Entrepreneurship learning can also be done in fun activities, such as visiting directly a place of production of goods or food so that students see the production process, packaging, and marketing process of goods. Market day activities held in kindergarten integrate 6 entrepreneurship values in early childhood, including: 1. independence 2. leadership 3. hard work 4. creativity 5. risk-taking 6. focus on action [13].

Market day is applied in the context of play or role play in early childhood, namely learning through the development of imagination and appreciation is carried out by students by acting as living or inanimate characters [11]. Role play is done by more than one person, depending on what is being played. In the context of market day, there are students who act as sellers, buyers, food/goods makers, and so on. Participation and observation with learning experiences that can later increase their understanding in terms of entrepreneurship. In role play, students can appreciate the role they are playing so that they are able to put themselves in the situation of other people, which concerns school life, school life, and school life. Other people, which concerns school life, family, and community behavior around students

Market day activities are also one of the applications of Project Based Learning (PBL). The Project-Based Learning model includes increasing creativity skills, providing hands-on learning experiences such as making a project, and creative thinking skills are trained to students to overcome and reduce uncertainty in the future [7]. Student creativity in PBL can increase curiosity and cooperation between students by involving activeness and providing opportunities for students to be able to think independently and collaboratively. This makes the knowledge gained last a long time, easier to remember, and can master the concept maximally [14].

Third. Entrepreneurship education is a form of concern in the field of education for the progress of the nation. The Project Based Learning (PBL) method in the form of a market day can be used to develop entrepreneurship education. Internalize the value of entrepreneurship, including being honest, building trust in others, being friendly, fostering empathy, being resilient, and being persistent [3]. Market day requires children to learn to increase creativity and innovation, recognize the concept of honesty, foster an entrepreneurial spirit, and self-confidence, improve communication skills, hone intrapersonal intelligence, and train business intelligence in children [15] [16].

Increased individual creativity results from the experience of expressing and actualizing oneself in an integrated form that relates to nature and others [14]. From this market day activity, teachers and parents know that students have student potential that must continue to be developed so that they can actualize themselves well in the future, such as expression of enormous curiosity, submission of opinions or ideas, strong imagination, elaboration skills, independence, and leadership [17] [6].

Increased creativity in entrepreneurship can be achieved if students get positive appreciation for the hard work that students have done during market day activities so that their entrepreneurship interests can continue to develop and one day they can produce useful products and contribute significantly to providing employment to many people [5]. The barriers during the learning process include limited socialization and lack of attention from some students, which makes the information process not conveyed to students not optimal. So that it still needs assistance from teachers to improve teamwork, collaboration, and student creativity [18].

4. Conclusion

Increasing entrepreneurial creativity through market day programs in schools from an early age has a positive impact on the next generation of the nation. This is in order to foster entrepreneurial interest in students so that one day they can compete with other nations and be at the forefront of every opportunity in the field of entrepreneurship. Student involvement greatly determines the success of market day activities as well as support from schools in the form of adequate facilities, teachers and parents who encourage students to actively participate in market day activities. Internalization of entrepreneurship values obtained by students in school market day activities includes creativity, independence, self-confidence, leadership, hard work, managerial skills, and so on.

Suggestions

For further research, it can develop effective learning in fostering entrepreneurial creativity in terms of digital markets, because as the times develop, conventional markets will be abandoned, and people will choose digital purchases or sales. That is where the role of educators will determine the development of children's digital entrepreneurship in digital children in order to survive in the future.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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