# Implementation of edupreneurship in preparing graduate competency achievements in elementary schools: A case study at SDN Cepokokuning Batang

**Erma Yulaikah[1], Iin Purnamasari[1], Arri Handayani[1]**

[1] Universitas PGRI Semarang, Semarang, Jawa Tengah, Indonesia, 50125

| Article info | Abstract |
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| **Keywords:**<br>Edupreneurship, Competency Achievement, Case Study | This study aims to test and analyze: (1) Implementation of edupreneurship at SDN Cepokokuning Batang, (2) Achievement of graduate competencies, (3) Implementation of edupreneurship in preparing graduate competency achievements at SDN Cepokokuning. The research used a qualitative approach and a case study approach. The research subjects were grade VI students of SDN Cepokokuning, with 46 children. Data collection techniques from several research subjects were used, such as interviews, observations, and documentation studies. Qualitative data analysis was conducted interactively with the stages of (a) Data Reduction, (b) Data Display, and (c) Conclusion Drawing/ Verification. Based on the research results, the following conclusions can be drawn: (1) The implementation of edupreneurship at SDN Cepokokuning Batang involves the integration of entrepreneurial concepts in the learning process to equip students with practical skills and innovative mindsets through several implementation methods (a) project-based learning, (b) teaching factory, (c) collaboration with the business world, (d) development of business centers, (d) character education; (2) Graduate Competency Achievements (CKL) at SDN Cepokokuning Batang aim to provide a strong foundation in terms of attitude, knowledge, skills and character. Several general competency achievements for graduates of SDN Cepokokuning Batang: (a) attitude and character, (b) basic knowledge, (c) life skills, (d) independence; (3) The implementation of edupreneurship at SDN Cepokokuning Batang can help prepare graduate competency achievements by teaching creative, innovative, and entrepreneurial thinking skills from an early age. Several implementation methods can support the achievement of elementary school graduate competencies: (a) creative business-based projects, (b) learning from the surrounding environment, (c) collaboration in teams, (d) integration of subjects, (e) development of character and profile of Pancasila students. |

## 1. Introduction

Through the Ministry of Education and Culture, the government strives to prepare graduate competency achievements at various levels. Regulation of the Minister of Education and Culture Number 20 of 2016 contains graduate competency achievements, including attitudes, knowledge, and skills. It is in line with Law Number 20 of 2003 Article 1 concerning the National Education System that education develops the potential of students to have the personality, intelligence, and skills needed for themselves, society, nation, and states. Through developing soft skills, students indirectly develop life skills that can help them succeed in various aspects of life.

The phenomenon and habits of sixth-grade students at SDN Cepokokuning who are less independent tend to expect instant results without hard work, lack problem-solving skills, have low teamwork and ineffective communication, and become obstacles in developing ideas, creativity, innovation, and independence. This condition can negatively impact future graduate competency achievements. These problems have drawn the researchers' attention to examine and explore the implementation of edupreneurship in preparing the graduate competency achievements of sixth-grade students at SDN Cepokokuning.

Providing 21st-century entrepreneurship education is an important engine for developing technology and economic growth (Boldureanu et al., 2020). Edupreneurship aims to improve broader student competencies, such as creativity, innovation, and independence. Wahyuni and Suyadi (2020) argue that edupreneurship does not only teach students to trade but also fosters creativity and courage. The values of edupreneurship can be applied in educational institutions by integrating themes in a pleasant atmosphere (Syifauzakia, 2016). Edupreneurship is an effort to educate someone to produce a product with a selling value that is useful for themselves and others creatively, innovatively, and bravely (Ismaiyah et al., 2022). Edupreneurship provides concepts, attitudes, and entrepreneurial characteristics in the world of education. Edupreneurship is training that has the substance of introducing entrepreneurship concepts that are arranged through the realm of education that depends on the nature of the product and the target market segment (Zakaria et al., 2022)

Edupreneurship can ensure that graduates have the skills and knowledge to compete effectively and succeed. As stated in the Graduate Competency Standards (SKL) of Basic Education Units in the Skills Dimension (Ministry of Education and Culture), students have the skills to think and act creatively, productively, critically, independently, collaboratively, and communicatively. Regulation of the Minister of Education and Culture Number 20 of 2016 concerning Graduate Competency Standards (SKL) is a qualification criterion for graduate abilities, including attitudes, knowledge, and skills. In Government Regulation Number 19 of 2005, Article 26, Paragraphs (1) to (3), SKL aims to instill the basis of intelligence, knowledge, personality, noble morals, and skills to live independently and follow further education.

Through this case study at the school, the researchers hope to find a way to determine whether the concept of edupreneurship can be implemented in learning practices to provide a positive impact on students' competency achievements sustainably. The researchers are interested in conducting a case study on implementing edupreneurship to prepare graduates with competency achievements at SDN Cepokokuning, Batang Regency. Through the Ministry of Education and Culture, the government strives to prepare graduate competency achievements at various levels. The Minister of Education and Culture Regulation Number 20 of 2016 contains graduate competency achievements, including attitudes, knowledge, and skills.

It aligns with Law No. 20 of 2003 Article 1 concerning the National Education System, which states that education develops students' potential to have personality, intelligence, and skills necessary for themselves, society, and the nation. Through developing soft skills, students indirectly develop life skills that can assist in success in various aspects of life.

Based on the background of the problems above, the objectives of the research are: (1) To analyze the implementation of edupreneurship in preparing the competency achievements of sixth-grade students at SDN Cepokokuning Batang, (2) To analyze the graduate competency achievements possessed by SDN Cepokokuning Batang, (3) To analyze the implementation of edupreneurship in preparing graduate competency achievements at SDN Cepokokuning.

The phenomenon and habits of grade VI students of SDN Cepokokuning who are less independent, tend to expect instant results without hard work, lack of ability to solve problems, low teamwork and effective communication, become obstacles in developing ideas, creativity, innovation, and independence. This condition can harm the achievement of graduate competencies in the future. The existence of this case has become the researcher's concern to study and explore the implementation of edupreneurship in preparing the achievement of graduate competencies of grade VI students at SDN Cepokokuning. Through a case study at the school, the researcher hopes to be a way out to determine whether the concept of edupreneurship can be implemented in learning practices so that it has a positive impact on the achievement of student competencies in a sustainable manner. The researcher is interested in conducting a case study on the implementation of edupreneurship in preparing graduate competency achievements at SDN Cepokokuning, Batang Regency.

## 2. Method

The research that will be used is qualitative research using a case study approach at SDN Cepokokuning Batang. A case study is an investigative research of one or more specific subjects or objects of research (Martinsuo & Huemann, 2021). The research was conducted at SDN Cepokokuning, Batang Regency, in the odd semester of the 2024/2025 academic year. The subjects of this study were 46 grade VI students of SDN Cepokokuning. The instrument is used for research activities such as measurement and data collection.

This school was chosen as a case study on edupreneurship for several relevant and strategic reasons. Here are some possible reasons that can be used as a basis: (1) this school has innovative entrepreneurship programs or activities that have been consistently implemented at the elementary education level. For example, market day activities or student bazaars, management of the school cooperative by students, and mini business projects based in the classroom; (2) this school shows a real impact from the implementation of edupreneurship, such as students having creative and critical thinking skills, the formation of independence and responsibility in students, and the existence of real products produced by students; (3) the school management and teachers have a high commitment to the development of entrepreneurship in the curriculum, including integration into subjects, teacher training related to entrepreneurship, and support from the principal in creating a conducive learning ecosystem.

The subjects of this research are sixth-grade students of SDN Cepokokuning, totaling 46 children. The children were selected based on specific criteria relevant to the topic, namely, having participated in entrepreneurship programs at school, being active in market day activities or student cooperatives, and being in grades 4-6, which are the program's focus. Each approach has the potential for bias. Here are some potential biases from the selection of the sample of 46 children: (1) Involvement bias, which occurs if only children who participated in specific programs are selected, then the findings cannot be generalized to the entire school population, (2) Small sample size, 46 children may be too small if one wants to draw general conclusions, but this research is indeed a qualitative case study that focuses on depth, not generalization.

The instruments used to conduct research activities, such as measurements and data collection, are interviews, observations, and documentation. In qualitative research, data validity is

not measured by validity and reliability, as in quantitative research, but a different approach is used. There are several strategies to ensure the trustworthiness of data in this research: (1). Credibility, measuring the extent to which research findings can be trusted or believed to be an accurate reflection of participants' experiences. The strategy used is Triangulation, which involves using various data sources (such as students, teachers, and parents), data collection techniques (interviews, observations, documentation), or having more than one researcher; (2) Dependability, describing the extent to which the research process can be traced, consistent, and accountable, by conducting an audit trail: complete documentation of the data collection and analysis process, (3) Confirmability, showing that the findings come from the data, not from the bias or subjectivity of the researcher, namely keeping a reflexive journal to record the researcher's personal assumptions, decisions during the process and the reasons behind data interpretation.

Data analysis in the study was carried out during and after data collection, which was completed in a specific period. During the interview, the researcher analyzed the answers of the interviewees. If the answers interviewed after being analyzed are unsatisfactory, the researcher will continue the questions to a particular stage to ensure the data is credible. Melis and Humberma argue that activities in qualitative data analysis are carried out interactively and continue continuously until complete (Yohanie et al., 2023). Activities in data analysis are: (a) Data Reduction, (b) Data Display, (c) Conclusion drawing/verification, which is the initial conclusion put forward, which is still temporary and will change if strong supporting evidence is found in the next stage of data collection.

## 3. Results

### Implementation of edupreneurship at SDN Cepokokuning Batang

Implementing edupreneurship at SDN Cepokokuning Batang involves integrating entrepreneurial concepts into the learning process to equip students with practical skills and innovative mindsets. There are several ways to implement it: (a) project-based learning, (b) teaching factory, (c) collaboration with the business world, (d) development of a business center, and (d) character education. Several programs or activities implemented at SDN Cepokokuning Batang to support ongoing edupreneurship include: (1) school bazaar, (2) student-based school canteen, and (3) entrepreneurship projects.

Teachers are actively involved in teaching the concept of education. Some ways teachers are actively involved: (1) inserting edupreneurship into the curriculum, (2) building collaborative projects, (3) providing examples and inspiration, (4) providing practical learning, (5) inviting practitioners or entrepreneurs, (6) guiding business planning, (7) training character and life skills and (8) involving parents and the surrounding community. Students are actively involved in edupreneurship activities by developing creative ideas, playing an active role at every stage, teamwork, and learning directly from practice.

### The Implementation of Edupreneurship at SDN Cepokokuning Batang

Implementing edupreneurship at SDN Cepokokuning Batang involves integrating entrepreneurship concepts into the learning process to equip students with practical skills and innovative mindsets. There are several implementation methods: (a) project-based learning, (b) teaching factory, (c) collaboration with the business world, (d) development of business centers, and (e) character education. Several programs or activities that can be implemented in schools to support ongoing edupreneurship are:

**School Bazaar/Market Day:**

Students can sell handmade products like crafts, food, or drinks. It teaches marketing skills, money management, and teamwork. Some items that have been sold include school snacks, bookmarks, vegetables, and salted eggs.

**Student-Based School Canteen:**

Students manage the canteen, including menu planning, stock management, and customer service.

**Entrepreneurship Project**

Each student or group is assigned to design and run a small business, such as creating innovative products, namely making compost from dry leaves, making salted eggs, planting vegetables, and making goodie bags from eco print.

### *Graduate Competency Achievements of SDN Cepokokuning Batang*

Graduate Competency Achievements (CKL) at SDN Cepokokuning Batang aim to provide a strong foundation in attitude, knowledge, skills, and character. This CKL is designed to help students become independent, responsible individuals ready to continue their education to the next level. There are several general competency achievements for SDN Cepokokuning Batang graduates: (1) basic knowledge, (2) life skills, (3) attitude and character, and (4) independence.

Some competencies that are expected to be achieved by SDN Cepokokuning Batang through edupreuneurship activities are that students can develop various competencies that are relevant to the real world, both in academic aspects, life skills, and character formation. The competencies that are the objectives include: (1) thinking and creativity competencies, (2) entrepreneurial competencies, (3) collaboration and communication competencies, (4) technical competencies, (5) financial competencies, (6) character development, (7) social competencies, (8) future readiness.

Edupreneurship competency indicators: (1) critical and creative thinking skills, (2) understanding of entrepreneurial concepts, (3) managerial skills, (4) collaboration and communication skills, (5) entrepreneurial attitudes and characters, and (5) product or project results. Meanwhile, competency assessment methods to measure the achievement of edupreneurship competencies include (1) project-based assessment, (2) portfolio, (3) observation, (4) assessment rubric, (5) presentation or exhibition, (6) questionnaire or self-reflection. Support from the school is significant in the successful implementation of edupreneurship. Some forms of support are provided: policy and management support, provision of facilities, training for teachers, financial and logistical support, collaboration with external parties, awards and recognition, and mentoring and supervision.

### *The Competency Achievements of Graduates from SDN Cepokokuning Batang*

The Graduate Competency Achievements (CKL) at SDN Cepokokuning Batang aim to provide a strong foundation in attitudes, knowledge, skills, and character. This CKL is designed to help students become independent, responsible individuals ready to continue their education to the next level. Some general competency achievements for graduates of SDN Cepokokuning Batang are (1) basic knowledge, (2) life skills, (3) attitudes and character, and (4) independence.

The competencies that SD Negeri Cepokokuning aims to achieve include: (1) exhibiting behavior that shows character and noble morals, (2) achieving good academic and non-academic Performance, (3) having an independent attitude in facing various environmental situations, enabling students to think and act, (4) possessing an entrepreneurial spirit that makes graduates

entrepreneurs, (5) having a caring attitude towards the environment at school, home, and in the community.

### Implementation of Edupreneurship In Preparing Graduate Competency Achievements at SDN Cepokokuning

Implementing edupreneurship at SDN Cepokokuning Batang can help prepare graduate competency achievements by teaching early on creative, innovative, and entrepreneurial thinking skills. Several implementation methods can support the achievement of elementary school graduate competencies: (1) creative business-based projects, (2) learning from the surrounding environment, (3) collaboration in teams, (4) integration of subjects, (5) development of character and Pancasila student profiles. There are several effective teaching methods used in edupreneurship activities at SDN Cepokokuning Batang: (1) Project Based Learning, (2) Experiential Learning, (3) Collaborative Learning, and (4) Problem-Based Learning.

Edupreneurship activities at SDN Cepokokuning Batang require various resources to support their optimal implementation, as follows: (1) human resources, (2) physical resources, (3) financial resources, (4) curriculum resources, (5) digital resources, (6) community resources, (7) information resources. The implementation of edupreneurship in schools faces various obstacles that must be overcome to ensure its success.

Some of the obstacles that arise include a lack of understanding of edupreneurship, limited resources, resistance to change, busy learning schedules, lack of support from the community or parents, minimal access to mentors or practitioners, challenges in changing students' mindsets, instability of the miniature market and difficult measurement of success.

The solution to overcome various obstacles in implementing edupreneurship requires a strategic and collaborative approach. Implemented: (1) improving understanding of edupreneurship, (2) optimizing resources, (3) increasing acceptance of change, (4) adjusting learning schedules, (5) increasing parental and community support, (6) providing access to mentors and practitioners, (7) increasing student motivation, (8) overcoming miniature market challenges, (9) compiling clear indicators of success.

Implementing edupreneurship in schools has provided various positive results for students, teachers, and the school environment. The following are some results: student competencies, character and attitude formation, improvement of life skills, the success of entrepreneurial projects, improvement of school welfare, impact on the community, and achievements and awards.

Edupreneurship activities positively impact students, including academic and life skills and character formation. Here are some of the main impacts that are produced: (1) development of entrepreneurial skills, (2) increased creativity and innovation, (3) increased character and positive attitudes, (4) collaboration and communication skills, (5) real learning experiences, (6) increased self-confidence, (7) social awareness, (8) motivation to learn.

### The Implementation of Edupreneurship in Preparing the Competency Achievements of Graduates at SDN Cepokokuning

Implementing edupreneurship at SDN Cepokokuning Batang can help prepare graduate competency achievements by teaching creative, innovative, and entrepreneurial thinking skills early on. Some implementation methods that can support the achievement of elementary school graduate competencies include (1) creative business-based projects, (2) learning from the surrounding environment, (3) collaboration in teams, (4) integration of subjects, (5) character development and the Pancasila student profile. Some effective teaching methods used in edupreneurship activities at SDN Cepokokuning Batang include (a) Project-Based Learning, (b) Experiential Learning, (c) Collaborative Learning, and (d) Problem-Based Learning. Meanwhile, the

edupreneurship activities at SDN Cepokokuning Batang require various resources to support optimal implementation, namely human, physical, financial, curriculum, digital, community, and information resources.

## 4. Discussion

Based on the research results, the implementation of edupreneurship at SDN Cepokokuning Batang involves integrating entrepreneurial concepts into the learning process to equip students with practical skills and innovative mindsets.

### *Implementation of Edupreneurship at SDN Cepokokuning Batang*

Implementing edupreneurship at SDN Cepokokuning Batang involves integrating entrepreneurial concepts into the learning process to equip students with practical skills and innovative mindsets. There are several ways of implementation: (a) project-based learning, (b) teaching factory, (c) collaboration with the business world, (d) development of business centers, and (e) character education.

In line with the results of Afandi's research (2021) on the implementation of Entrepreneurship Education (edupreneurship) in Elementary Schools/Islamic Elementary Schools, it can be carried out in three stages, namely: (1) The planning stage which includes the formulation of program objectives, vision and mission of the entrepreneurship education program and materials which then include the values of Entrepreneurship Education that will be developed in the Learning Implementation Plan (RPP); (2) The implementation stage includes classes, entrepreneurship, integration with subjects, self-development activities, school culture; and (3) The evaluation stage includes entrepreneurship education activities based on entrepreneurial values that have been internalized and implemented in behavior that is seen in student activities at school.

Research by Agustiani et al. (2024) on the Implementation of Entrepreneurship as a Pillar of Nature School Education through Business Challenge Activities also shows that entrepreneurship as a pillar of nature school education through business challenge activities has been carried out well. However, some things still need to be evaluated and improved again, namely regarding students' understanding of nominal money.

Implementation of Entrepreneurship Education in Muslim Entrepreneur Elementary Schools shows that entrepreneurship education planning is planned through program meetings, and then teachers explain the results in various learning activities. The implementation of entrepreneurship education through entrepreneur zones, cooking classes, outbound entrepreneurs, entrepreneur Islamic boarding schools, and industrial visits. Teachers evaluate entrepreneurship education by making notes to assess the development and abilities of students in entrepreneurship education (Wijaya et al., 2024).

Education in schools has not yet received the level of attention and support from the government that is necessary for meaningful reform, particularly in entrepreneurship education. Although various policies and official directives have been issued over the years, many have failed to translate into concrete actions or effective implementation at the school level. As a result, entrepreneurship education remains largely underdeveloped within the formal education system, which is crucial for equipping students with the skills, mindset, and innovation needed to thrive in today's dynamic economy.

This situation reflects a broader issue in policy execution, where initiatives may be well-intentioned but lack the necessary follow-through regarding resources, teacher training, curriculum integration, and ongoing support. In line with the vision outlined by the Ministry of National Education, there is an expressed goal to cultivate students who are not only academically

competent but also entrepreneurial, independent, and capable of contributing to national development. However, the gap between policy and practice suggests that more focused efforts are needed to embed entrepreneurship meaningfully into the school curriculum.

It includes revising educational frameworks to prioritize entrepreneurial thinking, developing practical and contextually relevant teaching materials, and providing educators with professional development opportunities to deliver entrepreneurship-related content confidently. Until these foundational steps are taken, the government's broader educational goals risk remaining aspirational rather than achievable. (2010: 46), implementing entrepreneurship education does not have to be independent or autonomous by creating a new curriculum but can be integrated into the existing curriculum, practically in learning in each subject. Entrepreneurship education at the elementary or school level aims to form a holistic human being in addition to people with the understanding and skills of an entrepreneur (Arief et al., 2021).

Several programs or activities implemented at SDN Cepokokuning Batang to support ongoing edupreneurship are school bazaars, student-based school canteens, and entrepreneurship projects. The three programs are designed to foster students' entrepreneurial spirit through fun and meaningful hands-on experiences. In this activity, students learn how to produce and sell goods and the importance of planning, financial management, and business evaluation.

School bazaars, with the term "market day", are activities held in the school environment by students, teachers, and other school communities to sell various products or services. School bazaars function as a forum to develop students' entrepreneurial skills. The benefits of School Bazaars: (1) Increasing students' creativity in creating attractive products, (2) Providing direct experience on how to run a business, (3) Sharpening communication skills through interaction with buyers, (4) Instilling the values of hard work, responsibility, and independence, (5) Improving relations between schools and parents and communities, (6) School bazaars, in addition to being a learning event, are also fun and constructive activities. Students can sell products they make themselves, such as handicrafts, food, and drinks. This activity teaches marketing skills, money management, and teamwork.

Student-based school canteens involve students actively in running various aspects of canteen operations. It aims to integrate entrepreneurship learning into real experiences while creating an educational and enjoyable learning environment. The benefits obtained include: (1) students can learn directly to manage a small business, from the planning stage to implementation; (2) the formation of positive character of students to be more responsible, independent, and disciplined; (3) income from the school canteen can be used to support other school activities, (4) teaching students about the importance of nutritional and health awareness through the provision of healthy and quality food.

The Entrepreneurship Project is a program provided as one form of edupreneurship implementation at SDN Cepokokuning Batang; each student or group is tasked with designing and running a small business. This project teaches students to think creatively and innovatively when creating products or services that sell value. One of the entrepreneurship projects implemented is making salted eggs. Activities that cover the entire process, from selecting raw materials, processing techniques, and product packaging to marketing strategies. By being directly involved in the production process, students learn about technical skills and understand the importance of teamwork, responsibility, and perseverance in running a business. The activities can provide space to explore local potential and utilize resources available around the school environment. The results of salted egg-making activities can be exhibited or sold during market day activities, thus providing real experience in entrepreneurship.

Edupreneurship must be part of student education. With edupreneurship, students are expected to learn independently, provide opportunities for others to work, behave according to their

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abilities, and think when facing problems. Integration of teaching, extracurricular activities, self-development, regional content, learning resources, and school culture can instill entrepreneurship in students in elementary schools (Rahmattullah & Sariakin, 2023). Edupreneurship aims to foster entrepreneurship among students by teaching the theory and practice of entrepreneurship (Solikhin & Munastiwi, 2022). Students can develop creative and independent personalities by preparing for adult life with a focus on job search rather than job creation. So far, society has relied more on formal qualifications than talent and creativity (Susanto et al., 2023)

Although talents such as honesty, creativity, independence, vision, and discovery contribute 80% of a person's success, only 20% is determined by technical skills such as degrees and intelligence. Various learning strategies and techniques are needed to successfully implement educational entrepreneurship in the classroom (Suryawati et al., 2023). One of the educational business learning strategies that can be carried out is using a multi-intelligence theoretical approach, which is not included in the curriculum or documented but is still used as a learning strategy, including utilizing students' tendencies towards multiple intelligences. In other words, teacher pedagogy for educational entrepreneurship needs to be modified to suit the learning methods preferred by students (Pech et al., 2021)

Teachers are actively involved in teaching the concept of edupreuneurship to students. Some ways for teachers to be actively involved include: (1) inserting edupreuneurship into the curriculum, (2) building collaborative projects, (3) providing examples and inspiration, (4) providing practical learning, (5) inviting local practitioners or entrepreneurs, (6) guiding business planning, (7) training character and life skills and (8) involving parents and the surrounding community. Teachers who are active in edupreuneurship, or teacherpreneurs, have an entrepreneurial spirit and can apply it in the world of education, create innovation, and improve the quality of learning. The important point of teacher involvement is the active participation of students in edupreuneurship activities. Some forms of active participation include (1) developing creative ideas, (2) playing an active role at every stage, (3) teamwork, (4) learning directly from practice. Active participation of students in edupreuneurship is essential because it can train creativity, innovation, and problem-solving skills and prepare them to become job creators, not just job seekers. Some of the benefits of edupreneurship are (1) it encourages students to think creatively and innovatively in finding solutions and opportunities, (2) through entrepreneurial projects, students learn to identify problems and find practical solutions, (3) edupreneurship teaches students to be independent, responsible and dare to take risks, (4) edupreneurship prepares students to become job creators, not just job seekers (Jannah et al., 2023).

Ways to involve students in edupreneurship include using learning methods such as group discussions, problem-based projects, and business simulations to actively involve students, including subjects or extracurricular activities that focus on entrepreneurship, providing opportunities for students to initiate and run entrepreneurial projects, conducting ongoing evaluations to assess student involvement in edupreneurship, internalizing entrepreneurial values in subjects to arouse student interest (Zakaria et al., 2022)

### The Implementation of Edupreneurship at SDN Cepokokuning Batang

In line with the research results of Afandi (2021) on the implementation of Entrepreneurship Education (edupreneurship) in Elementary Schools/Islamic Elementary Schools, it can be carried out through three stages, namely: (1) Planning stage, which includes formulating program objectives, the vision and mission of the entrepreneurship education program, and materials that will incorporate the values of Entrepreneurship Education to be developed in the Lesson Plan (RPP); (2) Implementation stage, which includes classes, entrepreneurship, integration with subjects, self-development activities, and school culture; and (3) Evaluation stage, which includes

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entrepreneurship education activities based on the values of entrepreneurship that have been internalized and implemented in behaviors observed in students' activities at school.

Similarly, research by Delitasari and Hidayah (2017) on the Implementation of Entrepreneurship Education at Muslim Entrepreneurial Schools shows that the planning of entrepreneurship education is organized through program meetings, and teachers elaborate the results in various learning activities. Entrepreneurship education is implemented through entrepreneur zones, cooking classes, outbound entrepreneurship, pesantren entrepreneurship, and industrial visits. Teachers evaluate entrepreneurship education by making notes to assess the development and abilities of students in entrepreneurship education.

Research conducted by Lutma in Arif (2015) also explains that entrepreneurship education in schools has not yet received serious attention from the government. Many policies and instructions have not directed the implementation of entrepreneurship education in schools. In line with the Ministry of National Education (2010: 46), implementing entrepreneurship education does not have to be independent or autonomous by creating a new curriculum but can practically be integrated into the existing curriculum in learning each subject. At the elementary or school level, entrepreneurship education aims to form a complete (holistic) human being, including individuals with understanding and skills as entrepreneurs.

Several programs or activities implemented at SDN Cepokokuning Batang to support the ongoing edupreneurship include school bazaars, student-based school canteens, and entrepreneurship projects. These three programs are designed to foster students' entrepreneurial spirit through enjoyable and meaningful hands-on experiences. In these activities, students learn how to produce and sell goods and understand the importance of planning, financial management, and business evaluation.

The school bazaar, called 'market day', is an activity held within the school environment by students, teachers, and other school community members participating in selling various products or services. The school bazaar serves as a platform to develop students' entrepreneurial skills. The benefits of the School Bazaar include (1) Enhancing students' creativity in creating attractive products, (2) Providing hands-on experience on how to run a business, (3) Sharpening communication skills through interaction with buyers, (4) Instilling values of hard work, responsibility, and independence, (5) Strengthening relationships between the school and parents and the community, (6) The school bazaar not only serves as a learning platform but also as an enjoyable and constructive activity. Students can sell products they have made themselves, such as crafts, food, and drinks. This activity teaches marketing skills, money management, and teamwork.

The student-based school canteen actively involves students in running various operational aspects of the canteen. It aims to integrate entrepreneurship learning into real experiences while creating an educational and enjoyable learning environment. The benefits obtained include: (1) students can learn directly to manage a small business, from planning to implementation; (2) the formation of positive character in students to be more responsible, independent, and disciplined; (3) income from the school canteen can be used to support other school activities, (4) teaching students about the importance of nutrition and health awareness through the provision of healthy and quality food.

The Entrepreneurship Project program provides edupreneurship implementation at SDN Cepokokuning Batang, where each student or group is assigned to design and run a small business. Through this project, students are taught to think creatively and innovatively when creating products or services that have market value. One of the entrepreneurship projects implemented is the making of salted eggs. The activities encompass the entire process, from selecting raw materials, processing techniques, and product packaging to marketing strategies. Students learn technical

skills and understand the importance of teamwork, responsibility, and perseverance in running a business by being directly involved in the production process. The activities provided space to explore local potential and utilize resources available in the school environment. The results of the salted egg-making activities can be showcased or sold during market day activities, thus providing real-world experience in the entrepreneurial field.

It aligns with Rahmattullah and Sariakin's (2023) thoughts, which state that edupreneurship must be part of students' education. With edupreneurship, students are expected to learn independently, provide opportunities for others to work, behave according to their abilities, and think when facing problems. Integrating teaching, extracurricular activities, self-development, local content, learning resources, and school culture can instill entrepreneurship in elementary school students. Edupreneurship aims to foster entrepreneurship among students by teaching the theory and practice of entrepreneurship (Solikhin & Munastiwi, 2022). Students can develop creative and independent personalities by preparing for adult life, focusing on job seeking rather than job creation. So far, society has relied more on formal qualifications than talent and creativity (Susanto et al., 2023).

Although talents such as honesty, creativity, independence, vision, and discovery contribute 80% to a person's success, only 20% is determined by technical skills such as degrees and intelligence. Various strategies and teaching techniques are needed to successfully implement educational entrepreneurship in the classroom (Suryawati et al., 2023). One educational business learning strategy that can be employed is a theoretical approach to multiple intelligences, which is not included in the curriculum or documented but is still used as a teaching strategy, including leveraging students' tendencies toward multiple intelligences. In other words, teachers' pedagogy for educational entrepreneurship needs to be modified to align with the learning methods preferred by students (Rahman et al., 2017).

Teachers are actively involved in teaching the concept of edupreneurship to students. Some ways for teachers to be actively involved include: (1) integrating edupreneurship into the curriculum, (2) building collaborative projects, (3) providing examples and inspiration, (4) providing practical learning, (5) inviting local practitioners or entrepreneurs, (6) guiding business planning, (7) training character and life skills, and (8) involving parents and the surrounding community. Teachers who are active in edupreneurship, or teacherpreneurs, have an entrepreneurial spirit and can apply it in the world of education, creating innovations and improving the quality of learning. An important point of teacher involvement is the active participation of students in edupreneurship activities. Some forms of active participation include (1) developing creative ideas, (2) actively participating at every stage, (3) teamwork, (4) learning directly from practice. Active participation of students in edupreneurship is essential because it can train creativity, innovation, and problem-solving skills and prepare them to become job creators, not just job seekers.

Some benefits of edupreneurship are (1) it encourages students to think creatively and innovatively in seeking solutions and opportunities, (2) through entrepreneurial projects, students learn to identify problems and find practical solutions, (3) edupreneurship teaches students to be independent, responsible, and brave to take risks, (4) edupreneurship prepares students to become job creators, not just job seekers (Pauli, Rokhmani, and Wafa. 2015: 57).

Ways to involve students in edupreneurship include using learning methods such as group discussions, problem-based projects, and business simulations to engage students actively, incorporating subjects or extracurricular activities that focus on entrepreneurship, providing opportunities for students to initiate and run entrepreneurial projects, conducting ongoing evaluations to assess student involvement in edupreneurship, and internalizing entrepreneurial values in subjects to stimulate student interest (Zakaria, Ganefri, Asmar Yulastri. 2022: 944).

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### Graduate Competency Achievements of SDN Cepokokuning Batang

Graduate Competency Achievements (CKL) at SDN Cepokokuning Batang aim to provide a strong foundation in attitude, knowledge, skills, and character. This CKL is designed to help students become independent, responsible individuals ready to continue their education to the next level. There are several general competency achievements for SDN Cepokokuning Batang graduates: (1) basic knowledge, (2) life skills, (3) attitude and character, and (4) independence.

Some competencies that are expected to be achieved by SDN Cepokokuning Batang through edupreuneurship activities are that students can develop various competencies that are relevant to the real world, both in academic aspects, life skills, and character formation. The competencies that are the objectives include: (1) thinking and creativity competencies, (2) entrepreneurial competencies, (3) collaboration and communication competencies, (4) technical competencies, (5) financial competencies, (6) character development, (7) social competencies, (8) future readiness.

Edupreneurship competency indicators: (1) critical and creative thinking skills, (2) understanding of entrepreneurial concepts, (3) managerial skills, (4) collaboration and communication skills, (5) entrepreneurial attitudes and characters, and (5) product or project results. Meanwhile, competency assessment methods to measure the achievement of edupreneurship competencies include (1) project-based assessment, (2) portfolio, (3) observation, (4) assessment rubric, (5) presentation or exhibition, (6) questionnaire or self-reflection. Support from the school is significant in the successful implementation of edupreneurship. Some forms of support are provided: policy and management support, provision of facilities, training for teachers, financial and logistical support, collaboration with external parties, awards and recognition, and mentoring and supervision.

### The Competency Achievements of Graduates from SDN Cepokokuning Batang

Several competencies expected to be achieved by SDN Cepokokuning Batang through edupreneurship activities are that students can develop various competencies relevant to the real world, both in academic aspects, life skills, and character building. The competencies aimed for include: (1) thinking and creativity competencies, (2) entrepreneurship competencies, (3) collaboration and communication competencies, (4) technical competencies, (5) financial competencies, (6) character development, (7) social competencies, (8) future readiness.

Indicators of entrepreneurship competencies: (1) critical and creative thinking skills, (2) understanding of entrepreneurship concepts, (3) managerial skills, (4) collaboration and communication skills, (5) entrepreneurial attitudes and character, and (5) product or project results. Meanwhile, the assessment methods for measuring the achievement of entrepreneurship competencies include (1) project-based assessments, (2) portfolios, (3) observations, (4) assessment rubrics, (5) presentations or exhibitions, (6) questionnaires or self-reflection. Support from the school is significant for the successful implementation of edupreneurship. Some forms of support are provided, including policy and management support, provision of facilities, teacher training, financial and logistical support, collaboration with external parties, awards and recognition, and mentoring and supervision.

### Implementation of Edupreneurship In Preparing Graduate Competency Achievements at SDN Cepokokuning

Implementing edupreneurship at SDN Cepokokuning Batang can help prepare graduate competency achievements by teaching creative, innovative, and entrepreneurial thinking skills early on. Several implementation methods can support the achievement of elementary school graduate competencies: (1) creative business-based projects, (2) learning from the surrounding environment,

(3) collaboration in teams, (4) integration of subjects, (5) development of character and profile of Pancasila students. Several effective teaching methods used in edupreneurship activities at SDN Cepokokuning Batang include (a) Project Learning, (b) Experiential Learning, (c) Collaborative Learning, and (d) Problem-Based Learning. Meanwhile, edupreneurship activities at SDN Cepokokuning Batang require various resources to support optimal implementation: human, physical, financial, curriculum, digital, community, and information resources. The mandate of the 1945 Constitution is that professional educational resources (teachers/lecturers) be needed (Muryati & Khoirunnisak, 2024).

Indonesia is entering the era of globalization, so quality resources are needed, and they have the competence to survive and progress sustainably. A similar opinion was expressed by Almasri (Almasri, 2013) that the nature of human resources in every organization or company, especially in educational institutions, requires human resources as workers. Human resources are workers who occupy positions or are responsible for tasks or work in a particular organization. Learning resources are all resources that can be utilized to facilitate someone's learning. Learning resources can also be interpreted as everything outside the student that allows the learning process to occur. These learning resources include messages, people, materials, equipment, techniques, and environment/background (Suhirman, 2018).

The implementation of edupreneurship in schools faces various obstacles that must be overcome to ensure its success. Some of the obstacles that arise include: (1) lack of understanding of edupreneurship, (2) limited resources, (3) resistance to change, (4) busy learning schedules, (5) lack of support from the community or parents, (6) minimal access to mentors or practitioners, (7) challenges in changing students' mindsets, (8) instability of the miniature market and (9) difficult measurement of success. Entrepreneurship education in schools has not received serious attention from the government (Pangesti, 2018). Many policies and instructions have not led to the implementation of entrepreneurship education in schools. Alif-A Muslim Entrepreneur Elementary School Yogyakarta is present as a pioneer of Elementary Schools with a Muslim Entrepreneur character. The character of this school's educational program is the leadership student method, empirical learning system, enjoy learning program, daily product program, and education oriented towards entrepreneurship by following the example of the Prophet Muhammad SAW from childhood to adulthood. However, the school has not completely completed the school curriculum and learning tools for entrepreneurship education integrated with Islamic and entrepreneurial values . It does not become a barrier to implementing entrepreneurship education in schools.

Solutions to overcome various obstacles in the implementation of edupreneurship require a strategic and collaborative approach, including (1) increasing understanding of edupreneurship, (2) optimizing resources, (3) increasing acceptance of change, (4) adjusting learning schedules, (5) increasing parental and community support, (6) providing access to mentors and practitioners, (7) increasing student motivation, (8) overcoming miniature market challenges, (9) compiling clear indicators of success. To ensure the approach's success and overcome obstacles, a principal who can act as a manager and leader in the school must implement the principles of edupreneurship.

Implementing edupreneurship in schools has provided various positive results for students, teachers, and the school environment. The following are some of the results achieved: (1) development of student competencies, (2) formation of character and attitudes, (3) improvement of life skills, (4) success of entrepreneurial projects, (5) improvement of school welfare, (6) impact on the community, (7) achievements and awards. Edupreneurship activities also have a very positive impact on students in various aspects, both academic, life skills, and character building, including the development of entrepreneurial skills, increasing creativity and innovation, increasing character and positive attitudes, collaboration and communication skills, real learning experiences, increasing self-confidence, social awareness and learning motivation in line with research

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conducted by Sukamto & Purnamasari which states that edupreneurs combine the concept of entrepreneurship with the world of education to create innovation and positive change in it. In the context of schools, edupreneurs play an important role in improving the quality of education, helping students develop the potential to combine the concept of entrepreneurship with the world of education, developing entrepreneurial skills, increasing creativity and innovation, and building independence and self-confidence of students in schools in the Fostered Area 2, Kembang District, Jepara Regency (Purnamasari, 2023).

### Implementation of Edupreneurship in Preparing Graduate Competency Achievements at SDN Cepokokuning

In line with the research by Widiansyah et al. (2018: 230-231), which states that according to the mandate of the 1945 Constitution, in the effort to educate the nation, professional educators (teachers/lecturers) are needed. Indonesia is entering the era of globalization, requiring quality resources with competencies to survive and progress sustainably. A similar opinion was expressed by Almasri (2016) that the essence of human resources in every organization or company, especially in educational institutions, requires human resources as labor. Human resources are workers who occupy positions or individuals responsible for tasks or work in a particular organization. Meanwhile, Fatmiyatun (2017) shares the same view that learning resources are all resources that can be utilized to facilitate someone's learning. Learning resources can also be defined as everything outside the student that enables the learning process. These learning resources include messages, people, materials, equipment, techniques, and environments/contexts.

Implementing edupreneurship in schools faces various obstacles that must be addressed to ensure its success. Some of the obstacles that arise include: (1) lack of understanding of edupreneurship, (2) limited resources, (3) resistance to change, (4) tight learning schedules, (5) lack of support from the community or parents, (6) limited access to mentors or practitioners, (7) challenges in changing students' mindsets, (8) instability in the miniature market, and (9) complex success measurements. Lutma in Hananta (2015: 2) also states that entrepreneurship education in schools has not yet received serious attention from the government. Many policies and instructions have not been directed toward implementing entrepreneurship education in schools.

Alif-A Muslim Entrepreneur Elementary School in Yogyakarta serves as a pioneer of Muslim Entrepreneur Character Elementary Schools. The character of this school education program includes a leadership student method, empirical learning system, enjoy learning program, daily product program, and education oriented towards entrepreneurship, modeled after the exemplary life of Prophet Muhammad SAW from childhood to adulthood. However, the school has not fully developed the school curriculum and educational materials for entrepreneurship integrated with Islamic values and entrepreneurship. It does not hinder the implementation of entrepreneurship education in the school.

Solutions to overcome various obstacles in the implementation of edupreneurship require a strategic and collaborative approach, including (1) increasing understanding of edupreneurship, (2) optimizing resources, (3) enhancing acceptance of change, (4) adjusting learning schedules, (5) increasing support from parents and the community, (6) providing access to mentors and practitioners, (7) boosting student motivation, (8) addressing challenges in the miniature market, (9) developing clear success indicators. To ensure the approach's success and to overcome obstacles, a principal who can act as a manager and leader in the school to implement the principles of edupreneurship is needed.

Implementing edupreneurship in schools has provided various positive results for students, teachers, and the school environment. Here are some of the results achieved: (1) development of student competencies, (2) character and attitude formation, (3) improvement of life skills, (4)

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success of entrepreneurial projects, (5) increased school welfare, (6) impact on the community, (7) achievements and awards. Edupreneurship activities also have a very positive impact on students in various aspects, both academic, life skills, and character building, including the development of entrepreneurial skills, increased creativity and innovation, improved character and positive attitudes, collaboration and communication skills, real learning experiences, increased self-confidence, social awareness, and motivation to learn.

It is in line with the research conducted by Sukamto and Purnamasari (2023), which states that an edupreneur combines the concept of entrepreneurship with the world of education to create innovation and positive change within it. In the context of schools, edupreneurs play an important role in improving the quality of education, helping students develop the potential to integrate the concept of entrepreneurship with the world of education, developing entrepreneurial skills, enhancing creativity and innovation, and building independence and self-confidence among students in schools in the Kembang District of Jepara.

## 5. Conclusion and Implications
## Conclusion

Based on the results of hypothesis testing and discussion of research results, the following conclusions can be drawn:

### Implementation of Edupreneurship at SDN Cepokokuning Batang

Implementing edupreneurship at SDN Cepokokuning Batang involves integrating entrepreneurial concepts into the learning process to equip students with practical skills and innovative mindsets. There are several ways to implement it: (a) project-based learning, (b) teaching factory, (c) collaboration with the business world, (d) development of a business center, and (d) character education.

### Graduate Competency Achievements of SDN Cepokokuning Batang

Graduate Competency Achievements (CKL) at SDN Cepokokuning Batang aims to provide a strong foundation in knowledge, skills, attitudes, and character. This CKL is designed to help students become independent, responsible individuals ready to continue their education to the next level. Some general competency achievements for SDN Cepokokuning Batang graduates are (1) basic knowledge, (2) life skills, (3) attitudes and character, and (4) independence. Implementation of edupreneurship in preparing graduate competency achievements at SDN Cepokokuning

### Implementation of Edupreneurship in Preparing Graduate Competency Achievements at SDN Cepokokuning

Implementing edupreneurship at SDN Cepokokuning Batang can help prepare graduate competency achievements by teaching early on creative, innovative, and entrepreneurial thinking skills. Several implementation methods can support the achievement of elementary school graduate competencies: (1) creative business-based projects, (2) learning from the surrounding environment, (3) collaboration in teams, (4) integration of subjects, (5) development of character and Pancasila student profiles. There are several effective teaching methods used in edupreneurship activities at SDN Cepokokuning Batang: (1) Project Based Learning, (2) Experiential Learning, (3) Collaborative Learning, and (4) Problem-Based Learning.

## Implications

Implementing edupreneurship in education, especially in schools, has many positive implications for preparing graduate competency achievements. The following is an explanation of the various implications:

### Strengthening Entrepreneurial Competence

Implications: (a) Students not only understand the theory but also practice entrepreneurship directly; (b) Encourage the ability to think creatively and innovatively and dare to take risks; (c) Students can create their jobs after graduating.

### Encourage Economic Independence from an Early Age

Implications: (a) Students have experience in generating income since they were still in school, (b) Foster a spirit of independence and not only depend on formal employment.

### Impact on Graduate Competence Achievement

Graduates have (a) Cognitive competence, understanding the principles of entrepreneurship; (b) Affective competence: brave, honest, and responsible; (c) Psychomotor competence: able to design, run, and evaluate a business.

## Limitations

The limitations of this research, as with qualitative research, are: (1) Limited generalization. The research results cannot be generalized to a broader population due to the small and purposive sample. The qualitative goal is to deepen meaning, not to represent statistically, (2) Researcher subjectivity. The researcher is the primary instrument, so the researcher's perspective and experience heavily influence data interpretation. The risk of researcher bias or errors in understanding the informant's intent remains: (3) time and access limitations. Not all informants can be optimally reached due to time constraints, school activity schedules, or respondent openness. Observation activities may only take place for a limited time, thus not capturing all the dynamics.

Given the limitations of the research, it is suggested that future research could involve a larger and more diverse sample or compare several schools.

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