
Instilling Marketing Values in Learning to Strengthen Soft Skills and Children Entrepreneurs

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Abstract. This article aims to explain the importance of instilling marketing values in learning to strengthen soft skills and the spirit of child entrepreneurship from an early age. The introduction of marketing values since elementary school learning is expected to produce children who are independent and globally competitive. The method of preparing this article is by reviewing various literature and research results. The results of the study show that marketing values are the ability to communicate, be honest, cooperate, important disciplines are accustomed to and taught to children since elementary school. In planning or preparing the implementation plan of learning, it is necessary to identify the characteristics of the child, the material, methods, media and evaluation techniques that are appropriate to develop marketing values. In the implementation of thematic learning for elementary school students is very appropriate to collaborate with learning strategies where children are given the opportunity to speak, argue, cooperate, be honest and act discipline and independently. For that evaluation of learning is more appropriate with observation techniques, test-based thinking ability-evaluation-creating analysis, and performance. It is expected that planning, implementing and evaluating based on marketing values will have better soft skills and a solid foundation as the basis for a challenging future life.

Keywords: Entrepreneurship, Entrepreneurship Soul, Marketing, Soft Skill Values, Early Childhood Entrepreneurship

INTRODUCTION

Entrepreneurship is the process of identifying, developing, and carrying a vision into life. This vision can be in the form of innovative ideas, opportunities, better ways of doing things. The end result of the process is the creation of new businesses that are formed in conditions of risk or uncertainty.

According to Dan Steinhoff and John F. Burgess (1993: 35) entrepreneurs are people who organize, manage and dare to risk to create new businesses and business opportunities. In essence, the notion of entrepreneurship is a mental attitude, view, insight and mindset and pattern of one's actions towards the tasks that are his responsibility and always oriented to the customer. Or it can also be interpreted as all actions of someone who is able to give value to their duties and responsibilities.

According to Z. Heflin Frinces (Heflin, 2011), entrepreneurship is a person

who has instincts (spirit, soul, reason, intuition and competence) for business, risk takers (risk taking), dare to invest, dare to lose in obtaining gambling, and dare to make changes quickly and big if it is needed to create progress at any time.

As for some special characteristics of successful entrepreneurs (Hendro, 2011) is to have high dreams and realities that can be transformed into ideals that must be achieved, have challenges and are not satisfied with what is obtained, have strong ambitions and motives, are able to sell and market the product and a problem solver.

Entrepreneurship has historically been known since its introduction by Richard Castillon in 1755. Some terms of entrepreneurship such as in the Netherlands are known by *ondernemer*, in Germany known as *unternehmer*. Entrepreneurship education began in the 1950s in several countries such as Europe, America and Canada. Even since the 1970s many universities have taught

entrepreneurship or small business management. In the 1980s, nearly 500 schools in the United States provided entrepreneurship education. In Indonesia, entrepreneurship is only limited to certain schools or colleges. In line with developments and challenges such as the economic crisis, entrepreneurial understanding both through formal education and training in all walks of entrepreneurial society has developed.

Entrepreneurship is one way to succeed. Success is chosen instead of choosing. We are faced with many choices and choose to be an entrepreneur, just as if we were in the labyrinth, everything starts from the same door but ends at the door which is not necessarily the same because each one takes steps, ways and strategies that are not the same. All choices are the same but have different ends (Hendro, 2011: 13).

In a developing country, the role of entrepreneurs cannot be ignored, especially in carrying out development. A nation will develop more quickly if it has entrepreneurs who can create and innovate optimally, namely realizing new ideas into real activities in every effort. Indonesia as one of the developing countries strives diligently to improve the living standards of its people. One important role in improving the standard of living of its people is through education. This is because education is one of the prerequisites to maintain human dignity and have the opportunity to develop abilities and foster their lives in society, among others through education.

Early Childhood Education is essentially education organized with the aim of facilitating the growth and development of children as a whole or emphasizing the development of all aspects of the child's personality. Therefore, PAUD provides opportunities for children to develop their personality and potential to the full. On this basis, PAUD institutions need to provide various activities that can develop various aspects of development such as cognitive, language, social, emotional, physical, and motoric (Suyadi, 2014: 22).

Kindergarten is an educational institution that has an important role in fostering and honing children's abilities ranging from cognitive, affective, and psychomotor aspects. These aspects can develop with the maximum learning process carried out by educators and students. So in learning education to strengthen soft skills and the spirit of early childhood entrepreneurship

for entrepreneurship can be implemented. Entrepreneurial spirit should be raised early because if the entrepreneurship given by the teacher continues gradually will be embedded in the mindset of the child to appreciate and take advantage of used goods and then the child will have an unyielding attitude and is not afraid of the risks he will face later on.

METHOD

The method used in the study is a Qualitative method. The approach used is a research approach used to examine the condition of natural objects learning the soul of entrepreneurship in early childhood, where researchers are key instruments. Understanding the phenomenon of what is experienced by the subject of the study of the soul of entrepreneurship in early childhood in kindergarten, for example holistic behavior, perception, motivation, action, etc., and by way of description in the form of words and language, in a special natural context and by utilizing various natural methods. Data analysis techniques in this study use critical discourse analysis methods.

RESULT AND DISSCUSSION

The discussion in this paper is divided into three, namely Learning the basic concepts of early childhood, entrepreneurship education program from an early age, entrepreneurial insight.

1. Learning basic concepts of early childhood.

The character of a child is built through what is heard, what is seen and what is felt. Hearing and vision are the entrance to the lesson before entering forging his conscience. Through all these senses that humans have, strong learning will emerge related to what is received by the senses. If the child is accustomed to the world of entrepreneurship since childhood, then this character will appear later when the child is grown up. Entrepreneurship learning (entrepreneurship) leads more to mental changes. Sandiaga Uno argues that to be a reliable entrepreneur requires superior characters which include: recognition of themselves, being creative, being able to think critically, being able to solve problems, being able to communicate, being able to carry yourself in various environments, respecting

time, being able to share with others, being able to cope with stress, can control emotions and be able to make decisions.

Entrepreneurship is not only the world of adults, but can also be part of the world of children. The difference is that entrepreneurship in children cannot be carried out alone, but requires guidance and support from adults, parents and teachers. Children who know the world of entrepreneurship from an early age, will get great benefits for future provision. At an early age stage, children who learn to grow entrepreneurial learning will grow into creative individuals. Trained creativity from an early age, including through various entrepreneurial activities, becomes the main capital of productivity and independence of children when they grow up. Entrepreneurial spirit must be instilled by parents and schools when their children are at an early age. Given that entrepreneurship turns out to be more of a mental change. So there is no need to argue whether the entrepreneurial ability is due to the talent or the results of the education process.

Entrepreneurial learning in children does not necessarily exist, but requires gradual training. It can be started from small things in children's daily activities. For example cleaning the toy after playing, diligently brush your teeth before going to bed and clean the bed. This is a disciplined exercise, responsible and the beginning of teaching about ownership. The next exercise, teaches children to be able to manage money well. Exercises that need to be taught are not only ways to spend, but also to save, charity and make money.

Education and care in entrepreneurship learning for children early on for children is a big responsibility for parents. This is in accordance with the explanation of Tafsir (2007: 74) that in the family of people who are most responsible for the education of children are parents.

Culture an entrepreneurial spirit in children from an early age, will form individuals who have several skills, including:

1. Managerial skills (managerial skills),
2. Conceptual skill (formulating goals),
3. Human skills (skills to understand, understand, communicate and relate),
4. Decision making skills (skills in formulating problems and making decisions),

5. Time managerial skill (skill in managing and using time).

If the child from an early age has been taught about entrepreneurship, the child will have these skills. So that this will make the child become a strong person in the face of his life in the future and face global competition.

2. Entrepreneurship education program from an early age.

In 2009, the government has developed an entrepreneurship-based curriculum that should be integrated into learning. The goal is how to prepare a competitive young generation and can open a new business world, including being able to provide employment for others.

Create entrepreneurship is certainly not as easy as turning your palm. Need a good system, run consistently, controlled, and instilled early on in every Indonesian person. The curriculum applied must be integrated with the character of entrepreneurship. So that students can already be introduced to entrepreneurship from an early age (kindergarten / elementary level education unit).

Entrepreneurship learning activities are planned specifically and attended by students. In entrepreneurship learning programs, planning and implementing entrepreneurial education can be done through integration into daily activities carried out at home or school. At the basic education level, the planting of concepts related to entrepreneurship activities for students can be given to them regarding matters related to entrepreneurial activities, even though only limited to a minimalist introduction.

The results of the research by Jones and Jayawarna (2011) are in line with the opinion of Sudaryanti (2012) which states that character education should be applied since early childhood because at an early age it is very important to determine a child's ability to develop its potential. Character education in early childhood can lead children to mature in processing emotions.

Emotional intelligence is an important provision in preparing early childhood in meeting a future full of challenges, both academically and in the life of nation and state.

Entrepreneurship learning in the early childhood environment can be done by various learning activities through play in accordance with their needs, potential, talents, and interests through activities that are specifically organized by educators and / or education personnel who have the ability and authority in school, so as to provide opportunities for learners can express themselves freely through independent and / or group activities.

Growing entrepreneurial traits in children requires gradual training. Entrepreneurial training is not complicated. Children's activities in PAUD with their teachers and peers can be maximized in instilling a mindset to become an entrepreneur, as well as providing positive habituations to children related to the positive values found in the soul of an entrepreneur.

Jones and Jayawarna (2011) stated in the results of their research entitled *Entrepreneurial Potential: the Role of Human Capital*; that human resources that have an entrepreneurial spirit are long-term results arising from the achievement process and cognitive abilities during early childhood.

Things that teachers can do include; providing facilities, creative teaching methods, linking what is taught by thinking like an entrepreneur. So that later when you grow up, your child will get used to entrepreneurial activities and most importantly, children will not be afraid to take risks. School activities related to entrepreneurship are a counterweight for children to apply what children get from lessons taught by the teacher, for example when there are plant themes, teachers can teach how to plant plants, care for them to how to use plants.

3. Entrepreneurial insightful learning.

Based on various activities carried out by children of pre-primary school age (PAUD), that there have been several activities carried out to instill entrepreneurship from an early age, both those taught by parents at home and entrepreneurial learning by teachers at school. Are as follows :

- 1) Planting the entrepreneurial spirit through the method of storytelling.

According to a child psychologist, Dr. Seto Mulyadi, an easy way for parents to do is by telling stories. For example, parents can tell stories about friends who used to be able to make money from small businesses. In addition, parents can also tell about the success stories and childhood of famous businessmen. After telling the story, also convince the child, that he can also be successful like that. So, the child will be challenged to follow that success story.

- 2) Make cakes and soft drinks and sell them on certain occasions.

To be able to instill a spirit of entrepreneurship in children, the teacher can provide a learning activity that can involve parents and children. Like for example the *Cooking Classes And Food Bazaar*, where this event is a joint cooking program between children and parents, guided by teachers or educators whose food menu can be adapted to children's preferences. After that, the foods made are sold to the Food Bazaar program on the same day, with the sellers being the children themselves and the parents of the students as buyers or can also involve outside communities around the children's school environment.

- 3) Make craft and sell it on the "Market Day" event.

One example of an integrated education application on entrepreneurship is the "Market Day" activity by involving all students in the process of production, distribution, and consumption. The production activity is to give students responsibility based on the class in turn to make products that have selling value and are useful for the entire *civitas academica* school. Then students are asked to sell their products (distribution), while other students, including teachers, are responsible as consumers (buyers). "Market Day" activities can be carried out independently (producing items individually) or classically (producing goods in groups) according to the interests of students and the products to be produced.

For kindergarten and elementary education units the above activities are not fully charged to students. The role of parents and teachers is also needed and must be included. Students in "Market Day" are limited to distributors. While its production activities can involve parents and teachers. One more thing that needs to be added is the

control function when distribution activities take place, here the teacher's role is needed, because "Market Day" is usually carried out in the school area. The control function aims to teach students the right buying and selling, teaching students who have not been able to transact in the form of money and goods. While the consumers are all students and teachers. "Market Day" activities not only teach the procedures for transacting for students. But many moral values can be instilled in the students, such as independence, discipline, honesty, responsibility, interpersonal communication, helping students in understanding the lessons related to "Market Day" activities, as well as instilling the true Islamic shari'a values in trading activities to students who are closely related to Islamic Religious Education.

- 4) Helping parents' business during holidays or weekends.

Culture the entrepreneurial spirit in children is not only done in the school environment, but can also be done at home with the help and support of parents. Especially if parents have their own business. In this case, for example, parents can ask children to be able to serve buyers well and kindly, provide opportunities for children to be able to assist in managing the business administration, or can also provide opportunities for children to be able to take care of the packaging or arrangement of business settings. So that through this activity, children can learn about how to do good entrepreneurship, so that the business they create can develop rapidly, of course with administrative arrangements and business settings that are attractive to consumers. This activity can also train and develop honesty, perseverance, and discipline in children in running a business and in community life later.

- 5) Entrepreneurship with services to others who need it.

Offering a service can also make money. For example; services sweeping home yards, washing bicycles, taking care of younger siblings, taking care of neighboring pets, wrapping gifts and so on. In this case, children not only learn about how to make money that can only make money by providing services, but children can also learn about honesty, responsibility, mutual respect

and help. So that the child will get more value than what he has done.

- 6) Fishing (stimulation) of children to think creatively and dare to take risks.

The application, parents invite children to take a walk, to the shop or sticker dealer. Parents can ask the child whether the child is interested in buying stickers, then sell them again at his school, at a higher price. Give understanding to the child, if you can sell it, then the benefits can be saved as a savings fund for the child's personal needs later. Convey the offer with intimacy. However, one thing that needs to be noted is that in this activity parents cannot burden children.

- 7) Inviting children to visit cake making manufacturers during school holidays.

At this time, many cake manufacturers have begun to make trip programs in their production kitchens that are devoted to children, as is often done by Pizza Hut. Children are invited to the production kitchen, so the children will know the process of making cakes, ranging from baking to baking packaging. They will know directly the process of making the cake. This is a new experience for them, so children will be interested and impressed. This interest and impression will be carried to the child's subconscious, so that later the child will feel familiar with the production process, and can even foster children's interest and motivation in opening a job or a new form of business when the child grows up. Visits like this are expected to grow the entrepreneurial spirit for children.

- 8) Children can be invited to work tours or visit shopping places.

Firstly, children are provided by parents, including sufficient money and records of what children will buy. The role of parents in this activity is no more as a supervisor and motivator, we leave the buying business to the children. Because by shopping alone children will understand the meaning of shopping and spending. They will learn to count, pay, and receive changes. In addition, in this activity the child can also be trained on what needs should be prioritized for purchase and what needs can be delayed. So that indirectly, children will be able to understand the meaning of primary and secondary needs.

According to Young, Rapp & Murphy (2010) that action is a scientific paradigm resulting in continuous action to improve teaching and learning techniques and fulfill educational responsibilities because the research process is repeated action planning, acting, observing, reflecting and revising where researchers collaborate, openly communicate, critically analyze, reflect and relate their classroom practices to theory.

Learning media is very important to use because it can improve children's abilities such as learning media as a supporting factor in instilling entrepreneurial values through entrepreneurial project methods. This can also be strengthened by the results of Lestarinigrum & Intan (2014) research that puppet stage media can improve early childhood language skills. In addition there are also research results from Riski & Widayati (2016) stating that the use of media is one class, namely children in class B2.

According to Kennedy et.al (2015) Entrepreneurship Project Approach can be meaningful and effective integrated with teachers of early childhood education. This entrepreneurial project approach will not be possible without mutual benefit and collaboration with schools where the approach is fully integrated. This entrepreneurship project not only enhances the mindset of children from an early age, but also acts to increase the effectiveness of PAUD teachers as early childhood entrepreneurship educators as evidenced by the increase and ranking of teaching, children interact interactively in the order of child development from an early age in thinking entrepreneurship according to psychological and physical early childhood.

CONCLUSION

Culture the spirit of entrepreneurship in early childhood can also be done from the smallest and simplest things that are close to the child's life. By relying on hobbies, creativity, imagination and perseverance of children, children can make a picture book or small notebook with simple materials, which are then sold to their playmates. This activity certainly requires support and guidance from parents, so that children can be more focused in creating things that can benefit others and benefit themselves. The money generated

from selling comic books or small notebooks is then saved to buy one's own personal needs later.

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