

The Effectiveness Of The Implementation Of Lesson Plans Based On Entrepreneurial Values In The Kindergarten

Anggarda Paramita Muji, Alwen Bentri, Dadan Suryana, Yaswinda, Asmar Yulastri, Amril Amir, Abna Hidayati, Hendra Hidayat

Abstract: This research aims to describe the effectiveness of the implementation of lesson plans based on entrepreneurial values in kindergartens. This research method uses a research and development approach, with the development model using the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) models. The development of lesson plans based on entrepreneurial values in kindergarten is carried out in 5 stages, namely: Phase I: Analysis, Phase II: Design, Phase III: Development, Phase IV: Implementation, Stage V: Evaluation. This research is only focused on Phase IV, namely the effectiveness of the implementation of lesson plans based on entrepreneurial values in kindergarten, which involved 11 students in entrepreneurship learning at Nibras Islamic Kindergarten, Padang, Indonesia. The instrument for collecting information and data uses an effectiveness observation sheet. Method of analysis with descriptive statistics. There are several items observed about students' entrepreneurial values, namely, 1) Independent, 2) Discipline, 3) Honesty, 4) Creative, 5) Curiosity, 6) Cooperation, 7) Communicative, 8) Responsibility, 9) Dare to take risks. Furthermore, the effectiveness of the results of the implementation of the first test before using the lesson plans based on entrepreneurial values was 54.74% the category Developed in accordance with expectations and included ineffective because the learning device was said to be effective for learning if students gained a percentage of > 65%. The results of the second test were conducted on the role playing, learning activities that have used lesson plans based on entrepreneurial values of 68.13% the category of Developing in accordance with expectations and including effective. Furthermore, the results of the third test were carried out on supporting themes on market day activities with the condition of real learning activities that have used lesson plans based on entrepreneurial values of 79.30% the category of developing very good and including effective. The conclusion of the effectiveness of the implementation of lesson plans based on entrepreneurial values in kindergarten in the effective category, so it is time for this learning tool to be applied to learning in other kindergartens so that the character and values of children's entrepreneurship can be stimulated early on.

Index Terms: Effectiveness, Lesson Plans, Entrepreneurial Values, Kindergarten.

1. INTRODUCTION

Kindergarten 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, it is necessary to provide opportunities for children to develop their personality and potential to the fullest. On this basis, kindergartens need to make lesson plans that are appropriate to aspects of child development. One of them is by planning learning material that can develop various aspects of development such as religious and moral values, cognitive, language, social emotional, physical motor, and art [1]. Through six aspects of development, entrepreneurial values can be integrated into the learning process of children. These aspects can develop with an ongoing learning process

and become a positive habituation. The learning process, habituation activities and basic skills development really need attention, especially learning, habituation activities and basic skills development that have not been programmed in Kindergarten learning materials such as integration of entrepreneurial values.

In implementing the learning process in kindergarten, it is necessary to prepare a learning implementation plan, one of which is the development of learning materials that are appropriate to the needs of children so that learning can be carried out systematically and continuously. The quality of learning can be determined by the extent to which learning materials and learning activities can change children's behavior in accordance with the stated competency goals. Therefore, teachers are expected to be able to design, develop, and carry out learning activities that are appropriate to the characteristics, needs and development of children, one of which is by developing lesson plans based on entrepreneurial values in kindergartens. Learning activities with the concept of learning while playing really allows entrepreneurial values to be implemented. Instilling entrepreneurial values from an early age becomes a very smart alternative in dealing with the phenomenon and the problem of unemployment [2]. Educational development in Indonesia really needs to provide provisions with entrepreneurial competencies, especially the inculcation of entrepreneurial values, one of which can be done in kindergartens [2], [3]. This condition is emphasized that someone who has an entrepreneurial spirit is a long-term outcome arising from the process of achieving and cognitive abilities during childhood [4]. So that early childhood learning activities based on entrepreneurial values become very important because as a provision, prepare children to be better when they become adults in meeting economic challenges [5]. In the implementation of the learning process it

- Anggarda Paramita Muji is an early childhood master student at Faculty of Education Science, Universitas Negeri Padang, Padang, Indonesia. Corresponding Author E-mail: anggardaparamitamuji@gmail.com
- Alwen Bentri is currently a Senior Lecturer in Faculty of Education Science, Universitas Negeri Padang, Padang, Indonesia. E-mail: alwenbentri@fip.unp.ac.id
- Dadan Suryana is currently a Lecturer in Faculty of Education Science, Universitas Negeri Padang, Padang, Indonesia. E-mail: dadan.suryana@yahoo.com
- Yaswinda is currently a Lecturer in Faculty of Education Science, Universitas Negeri Padang, Padang, Indonesia. E-mail: yaswinda0309@gmail.com
- Asmar Yulastri is currently a Senior Lecturer in Faculty of Tourism and Hospitality, Universitas Negeri Padang, Padang, Indonesia. E-mail: asmaryulastri.unp@gmail.com
- Amril Amir is currently a Senior Lecturer in Faculty of Language Literature, Universitas Negeri Padang, Padang, Indonesia. E-mail: amril.amir23@yahoo.co.id
- Abna Hidayati is currently a Lecturer in Faculty of Education Science, Universitas Negeri Padang, Padang, Indonesia. E-mail: abnahidayati@gmail.com
- Hendra Hidayat is currently a Lecturer in Faculty of Teaching and Education Science, Universitas Bung Hatta, Padang, Indonesia. E-mail: hendrahidayat@bunghatta.ac.id

is very necessary material or content of learning as a reference in the activity of learning that will be carried out. Learning materials that are commonly used are still general and adapted to the needs of schools, but learning materials that integrate entrepreneurial values do not yet exist. So that this becomes an alternative opportunity to develop lesson plans [6], [7], [8], [9], no exception learning materials based on entrepreneurial values in early childhood [10]. Development of lesson plans to be made will be integrated with entrepreneurial values developed in accordance with the needs and development of children based on basic competencies in the curriculum. Entrepreneurial insight and its characteristics in the form of entrepreneurial values is very important to be introduced, instilled, and grown in children from an early age, because all of that is part of social skills that children must indeed master in order to be able to adapt while living their lives in the future, to facilitate learning activities based on entrepreneurial values in question, it is very much needed a clear and structured learning plan that describes learning activities based on entrepreneurial values in early childhood. The development of lesson plans based on entrepreneurial values is an alternative solution [11], [12]. Besides that, the first year children are interested in what they see, imitating other children's habitual models, finding out from trying and failing, and making something that they understand, all of these are important for children in getting information about their social environment that impacts on success and its development, so that entrepreneurship education is needed as an approach to learning, which will support children's development, make learning more effective and strengthen the mental attitude that is trying to be taught to children [13]. By integrating entrepreneurial values into learning practices, it is expected to shape entrepreneurial values in students from an early age [2], [12]. So in this paper explained how the effectiveness of the implementation of lesson plans based on entrepreneurial values in kindergarten.

2 LITERATURE REVIEW

2.1 Early Childhood Learning

Learning is not only done by adults, but also children. Through stimulation from the environment and various experiences experienced to be one of the learning processes of children. Learning will occur in a space that requires interactions that are summarized in the learning process. Learning is an interaction process that aims to help students have meaningful learning experiences so that educational goals can be achieved. In this regard, the learning process is an effort to instill entrepreneurial values, not least in early childhood. Early childhood has different characteristics from adults, both in terms of physical, psychological and thinking. The thought process of children to construct their knowledge cannot be compared to adults. This is because early childhood has characteristics in the learning process, including early childhood learning in accordance with the stages of development [14], [15]. Learning occurs when a child makes a more permanent change in his mind or behavior as a result of the interaction between maturity and learning. There are several principles in learning, namely children as active learners, children's learning is influenced by maturity, children's learning is influenced by the environment, children learn through a combination of physical experiences, social interactions and reflections, children learn with different styles,

children learn through play [16] The principles of early childhood learning [17] namely: oriented to the needs of children, playing while learning, active, creative, innovative, effective, and fun, a conducive environment, using integrated learning, developing life skills and religious life, using media and learning resources and oriented to the principles of child development.

2.3 Entrepreneurship

Research related to entrepreneurship becomes an interesting discussion especially when it is related to the topic and its relation to learning, including entrepreneurial theory, the development of entrepreneurial teaching materials and entrepreneurial learning outcomes [18]-[28], not least entrepreneurial research in early childhood [2], [3], [12]. [29] explains, entrepreneurship or entrepreneurship is the process of creating something new (new creation) or making a change over the old (innovation) with the aim of improving the welfare of individuals and society. [30] explained that entrepreneurship is the process of creating something new, valuable, utilizing the effort and time required, taking into account social, physical, and financial risks, and receiving rewards in the form of money and personal satisfaction and independence. Whereas people who carry out these actions by creating an idea and realizing that idea into reality are called entrepreneurs. [29] Becoming an entrepreneur is required to have a personal maturity to support his entrepreneurial career. [31] Describes the characteristics of an entrepreneur including the following: Having high achievement motives, having a forward perspective, having high creativity, having a high innovation nature, having commitment to work, having responsibility, having independence or independence from others, having the courage to face risk, always looking for opportunities, have a leadership spirit, and have managerial skills. Entrepreneurial or entrepreneurial characteristics are also raised by [32] including hard and smart workers, confident, building for the future, profit-oriented, goal-oriented, firm, able to overcome failure, ability to provide feedback or response, show initiative, be a good listener, set standards of self-performance. Of the many characteristics of an entrepreneur mentioned above, not all of them must be fully mastered and possessed by an individual, but the core competencies that need to be obtained in education are only a few of them. The characteristics that must be possessed by an entrepreneur are in harmony with the nation's noble values in accordance with religion, Pancasila, and national education goals, namely religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, patriotism, respect for achievement, friendship / communication, love for peace, care for the environment, care for society, responsibility [33]. In detail [34] describes several applicative forms in building entrepreneurial values for early childhood in accordance with the characteristics and principles of child development namely: 1) Honesty, 2) Discipline, 3) Hard Work, 4) Creative, 5) Independent, 6) Curiosity, 7) Respect for Achievement, 8) Democracy, 9) Communicative, 10) Responsibility.

2.3 Lesson plans Based on Entrepreneurship Values

Lesson plans are an inseparable part of a curriculum because the curriculum is considered as a guideline or guide in making learning devices developed by teachers, both in terms of designing learning devices, development and all that is related

to the curriculum [35] - [37], [38], as well as the development of learning materials need to pay attention to aspects of child development, namely cognitive, social, emotional and physical in a learning [39], and the creative aspects of thinking [40]. Lesson plans based on entrepreneurial values in kindergartens based on basic competencies by containing material that contains entrepreneurial values such as telling the truth when buying and selling, can carry out buying and selling activities, working together with friends in carrying out buying and selling activities, responsible responsible for safeguarding merchandise, inviting buyers to buy merchandise in spoken and expression language, giving thanks for the results obtained when trading, and others. Based on the explanation above, it can be concluded that the lesson plans based on entrepreneurial values are learning materials that contain a series of information, knowledge, skills and values that will be used by educators in carrying out learning activities based on entrepreneurial values to students to fit the objectives want to achieve.

3 METHODS

This research method uses a research and development approach [41], with a development model using the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model, [42]. The method of analysis aims to analyze the effectiveness of the implementation of lesson plans based on entrepreneurial values in kindergartens conducted with descriptive statistics. The development of lesson plans based on entrepreneurial values in kindergarten is carried out in 5 stages, namely: Phase I: needs analysis [43], [44], Phase II: Design, Phase III: Development, Phase IV: Implementation, Phase V : Evaluation. This research is only focused on Phase IV, namely the effectiveness of the implementation of lesson plans based on entrepreneurial values, which involved 11 students involved in the theme of entrepreneurship learning in Nibras Islamic Kindergarten, Padang, Indonesia. The instrument for collecting information and data uses an effectiveness observation sheet. There are several items observed about students' entrepreneurial values namely, 1) Independent, 2) Discipline, 3) Honesty, 4) Creative, 5) Curiosity, 6) Cooperation, 7) Communicative, 8) Responsibility, 9) Dare to take risks. Descriptive analysis results of the effectiveness of the implementation of lesson plans based on entrepreneurial values with the percentage of achievement levels, namely: 1) 0-25: Not yet Developing, 2) 26-50: Starting to Develop, 3) 51-75: Developing As Expected, 4) Very Good Development. Based on the percentage of achievement levels mentioned earlier, the learning device is said to be effective for learning if students get a percentage of > 65%.

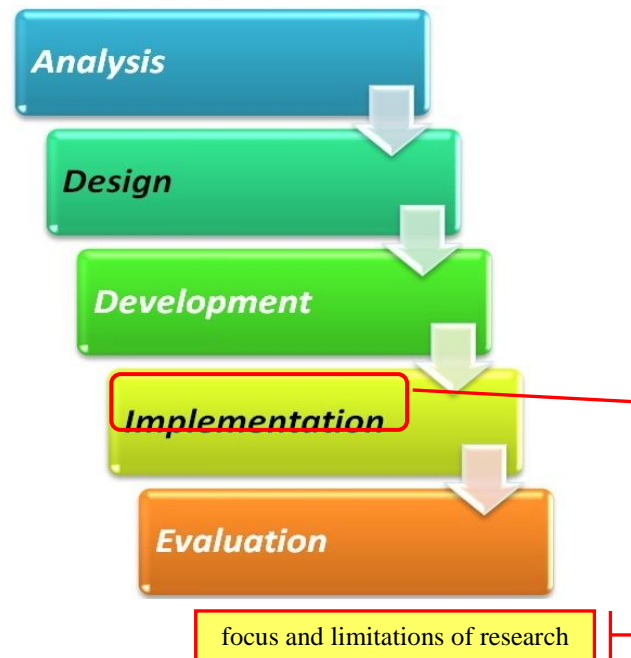


Fig. 1. Framework for Research Stages of Effectiveness of the Implementation of Lesson Plans Based on Entrepreneurial Values

4 RESULT

In this part of the results it is explained that this stage aims to obtain an effective entrepreneurial values-based learning tool in kindergarten. Lesson plans based on entrepreneurial values in kindergartens that have been refined based on expert tests are further tested. The testing of lesson plans based on entrepreneurial values in kindergarten begins with observation of the role playing dysentery activities, called the first test. The observational data of role playing activities were analyzed and then welcomed to the role playing center teachers using lesson plans based on entrepreneurial values in kindergarten. The test was conducted in August to September 2019 to 1 group B aged 5-6 years 2019/2020 school year in the Islamic Nibras kindergarten in Padang, amounting to 11 people. The test was conducted in the role playing learning activities (the second test) and the subsequent tests were carried out on the supporting activities of the theme on the market day activities with the conditions of real learning activities (the third test). The following is a graphic image of a test of the effectiveness of the implementation of lesson plans based on entrepreneurial values in kindergartens.

Aspects Observed (%)

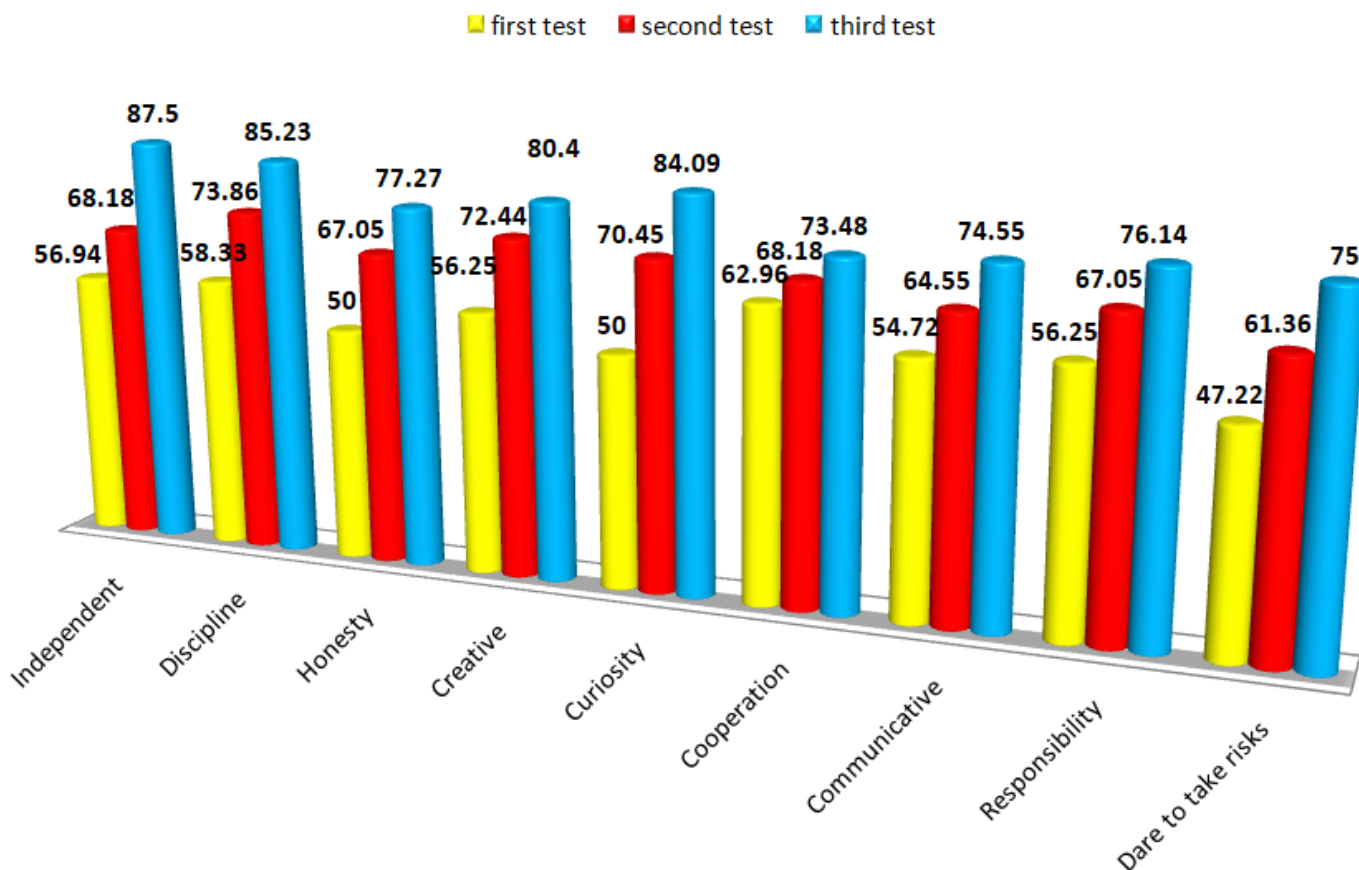


Fig. 2. Graph of results of tests on aspects of entrepreneurial values observed in Kindergartens

5 DISCUSSION

Effectiveness can be interpreted simply as an activity to determine the level of implementation of lesson plans that have been developed in a particular situation which is usually expressed by a numerical scale based on certain criteria. Thus, effectiveness is defined as knowing whether the developed learning device can stimulate entrepreneurial values early on in children. Implementation of lesson plans based on entrepreneurial values in kindergarten by observing aspects of entrepreneurial values including: 1) Independent, 2) Discipline, 3) Honesty, 4) Creative, 5) Curiosity, 6) Cooperation, 7) Communicative, 8) Responsibility, 9) Dare to Take Risks. Furthermore, to see the effectiveness of the use of lesson plans based on entrepreneurial values is done by observing the observations of the results of the development of children, the results of initial observations made before students make learning by using lesson plans based on entrepreneurial values and subsequent observations are made after the students make learning with using lesson plans based on entrepreneurial values, namely by observing the development of students. The results of the first test conducted were started by observing the activities of dysentery playing a role before using the lesson plans based on entrepreneurial values, the observation results obtained an average percentage of 54.74% the category of Developing in Accordance with Expectations, with details of 9 aspects of entrepreneurial values generated 2 categories

namely 1) Developing Start categories include: honesty (50%), curiosity (50%), and dare to take risks (47.22%), and 2) Developing categories according to expectations include: independent (56.94%), discipline (58.33%), creative (56.25%), cooperation (62.96%), communicative (54.72%), responsibility (56.25%). The results of the first test with an average percentage of 54.74% the category of Developing in line with Expectations and including ineffective because the learning device is said to be effective for learning if students get a percentage of > 65%. The results of the second test conducted in the learning activities of the role playing center have used lesson plans based on entrepreneurial values, the observation results obtained an average percentage of 68.13% the category Develops in Accordance with Expectations, and of the 9 aspects of entrepreneurial values all are in Developing categories according to expectations are independent (68.18%), discipline (73.86%), honesty (67.05%), creative (72.44%), curiosity (70.45%), cooperation (68, 18%), communicative (64.55%), responsibility (67.05%), risk taking (61.36%). The results of the second test with an average percentage of 68.13% the category develops in Accordance with Expectations and are effective because lesson plans are said to be effective for learning if students get a percentage of > 65%. The results of the third test conducted on supporting activities on market day activities with real learning conditions that have used entrepreneurial values-

based lesson plans, observation results obtained an average percentage of 79.30% Very Good Developing category, with details of 9 aspects of entrepreneurial values resulted in 2 categories: 1) Very Good Developing categories including: independent (87.50%), discipline (85.23%), honesty (77.27%), creative (80.40%), curiosity (84.09%), responsibility (76.14%) and 2) Developing categories as expected, including: cooperation (73.48%), communicative (74.55%), risk taking (75%). The results of the third test with an average percentage of 79.30% the category of Very Good Development and included effective because the learning device is said to be effective for learning if students get a percentage of > 65%. Furthermore, these nine entrepreneurial values are described in market day activities with the conditions of real learning activities that have used entrepreneurial values-based lesson plans, namely:

1) Independent

Habit through self-feeding, taking own stationery, washing one's own hands, wearing his own clothes, completing assignments without asking for help from friends or teachers, are things that are very possible to be trained in children in kindergarten to instill a mature value of independence. in children from an early age. It can even be taught to children to make their own media and play equipment, to practice independence so as not to depend on the items that have been provided, but can also make their own. In carrying out this research, this independence has seen children can carry out learning activities without the help of others and the child can arrange their own items to be sold.

2) Discipline

Habit of self-discipline in early childhood can be done at home or at school. Such as teaching and accustoming children to eat, drink while sitting, pray before doing activities without teacher supervision, orderly when learning and playing. Likewise in the implementation of lesson plans based on entrepreneurial values that children have begun to arrive on time when learning activities have not begun and are disciplined in the rules and how to buy and sell good in implementing activities.

3) Honesty

Teachers can train children to have the value of honesty through role playing activities namely buying and selling. There are children who act as buyers, there are children who act as sellers. This activity is one method to teach children about the concept of honesty, but the most basic thing when trying to teach honesty to children is through direct action. Teachers or parents must be accustomed to say honesty and keep promises to children, no matter how small that promise, so that children will be able to imitate and copy the actions of adults around them. In this research activity, children have told the truth when asked when buying and selling activities and tell the truth about the goods being sold.

4) Creative

Creative is one thing that is very important to have someone who competes in the era of modernization. Some alternative activities that can be done in kindergarten to

instill the value of children's creativity include making media from natural materials such as clay, sand, leaves, or from used items such as used bottles, used paper, cardboard, etc. others so that something useful and meaningful for the child can be created. After the items made by children are made, the teacher can provide an area for children to showcase their work and can also be made a market day activity, other children or parents buy the creativity of the child, this activity is carried out at the time of research and the child has been creative in making works can produce selling points, creatively modifying existing goods and produce selling points, creatively using a Child's Garden something that can produce selling points and be creative in solving simple problems.

5) Curiosity

Basically every child has a high curiosity, it's just that sometimes because it is not accommodated by parents or teachers, so the child lacks the confidence to try new things. Therefore, as a teacher must be able to design learning in kindergarten as attractive as possible to build children's curiosity through light nature exploring by exploring the school environment, doing explorative games and scientific experiments that have never been experienced by children, even just make guesses to hone the imagination and experience of children. In conducting the research, there is already a curiosity about the learning activities that will be carried out, which will be done and curious about the information provided by friends and teachers.

6) Cooperation

Learning activities in schools can not be separated from the value of this one. Cooperation is needed in realizing a specific goal in a group and activity. Collaboration in the kindergarten environment can be seen in the implementation of research that students have been able to carry out entrepreneurial learning activities together with friends and interactions occur with friends when learning activities, also there are students who help their friends when needed in learning activities.

7) Communicative

To train children to have good interpersonal skills through communication. Group activities are one of the right ways to be used in the learning process in the classroom. Through group work the child will communicate with his group friends and will further develop the child's verbal skills. At the time of research simple things from the communicative value had been seen including the child had thanked the buyer and spoke politely in trading. Besides that, children have shown friendly attitudes to buyers, respecting older buyers, thanking buyers, having conversations when buying and selling, inviting and encouraging buyers to buy merchandise, showing facial expressions (happy, sad, angry) when trading, ask responsible for merchandise with the buyer, determining the price of the goods sold.

8) Responsibility

Through habituation efforts by inviting children to rearrange toys that have been used is one of the easiest alternatives to instill the value of responsibility in children. At the time of conducting the research it was seen that the child had tidied

up the place that was used when the entrepreneurial learning activities, put the items back in place, Can take care of his merchandise, can do the tasks that have been given well.

9) Dare to Take Risks

Every business process has its own risks, both profit and loss. To minimize business failure, the entrepreneur must know the chance of failure, thus, efforts can be made to minimize the risk. Daring to take risks at the level of early childhood is certainly simpler, and this can be seen in the implementation of lesson plans based on entrepreneurial values including children who have the courage to do trading activities, dare to show their work for sale, dare to appear in public in buying and selling activities, dare to offer goods to sell, can control emotions in buying and selling activities, and can adapt to buyers.



Fig. 3. Starting market day activities



Fig. 4. Buying and selling activities

Based on the explanation on how to build entrepreneurial values for early childhood, it can be concluded that the process of instilling entrepreneurial values in children can be started as early as possible in ways that are appropriate to the stage of child development. Teachers in schools can implement lesson plans based on entrepreneurial values into the learning process according to the needs of children.

6 CONCLUSION AND RECOMMENDATION

Based on the findings and discussion of the results of the research, it can be concluded that the effectiveness of the implementation of lesson plans based on entrepreneurial values in kindergartens is in the effective category because the results of the effectiveness of the implementation of lesson plans based on entrepreneurial values are carried out by initial observation of role playing dysentery, is called the first test with the observation results obtained an average percentage of 54.74% the category Develops in

Accordance with Expectations and includes ineffective because lesson plans are said to be effective for learning if students get a percentage of > 65%. The results of the second test conducted in the learning activities of dysentery playing a role with the observation results obtained an average percentage of 68.13% the category of Developing in line with Expectations and including effective. Furthermore, the results of the third test were conducted on supporting activities on the theme of market day activities with real learning conditions with the observation results obtained an average percentage of 79.30% the category of Very Good Development and included effective. So it is time for lesson plans based on entrepreneurial values can be applied to learning in other kindergartens so that the character and values of children's entrepreneurship can be stimulated properly and can be increased.

ACKNOWLEDGMENT

Thank you to the Nibras Islamic Kindergarten, Padang, Indonesia, especially teachers and school principals who have facilitated the implementation of the research well. Furthermore, thanks to Alwen Bentri is involved as a tutor and expert in learning curriculum. Yaswinda was involved as an expert in early childhood learning who contributed to this research. Dadan Suryana was involved as an expert in early childhood learning who has contributed to and validated the content of teacher's books from lesson plans based on entrepreneurial values. Amril Amir was involved as an expert in Indonesian grammar and learning experts who validated the content of teacher books from lesson plans based on entrepreneurial values. Asmar Yulastri was involved as an expert entrepreneur who validated the content of teacher's books from lesson plans based on entrepreneurial values. Abna Hidayati was involved as a learning curriculum expert who validated the content of teacher's books from lesson plans based on entrepreneurial values. Hendra Hidayat was involved as designing the cover and arranging the display design of teacher's book content from lesson plans based on entrepreneurial values.

REFERENCES

- [1] Suyadi. Psikologi Belajar PAUD. Yogyakarta: Pedagogia, 2014.
- [2] Syifauzakia, "Penanaman Nilai-Nilai Kewirausahaan Pada Anak Usia Dini Melalui Metode Proyek," Tunas Siliwangi, vol. 2, no. 1, pp. 92-113, 2016.
- [3] Kurniadi, Fajar, "Peranan Pembangunan Minat Kewirausahaan Pada Siswa Paud Dalam Menyambut Mea Dengan Model Menjual Karya Sendiri," Research and Development Journal Of Education, vol. 1, no.2, pp. 3-11, 2015.
- [4] Jones, Ossie & Jayawarna Dilani. Entrepreneurial Potential: the Role of Human Capital. Insitute for Small Bussiness and entrepreneurship: United Kingdom, 2011.
- [5] Bowo, Prasetyo Ari, "Kidpreneur an Early Effort of Planting Entrepreneurship in Children to Embrace The Future," Indonesian Journal of Early Childhood Education Studies, vol. 2, no1, pp. 35-39, 2013. <http://journal.unnes.ac.id/sju/index.php/ijeces/article/view/9220/5927>
- [6] Listyawati, M, "Pengembangan materi pembelajaran IPA Terpadu di SMP," Journal of Innovative Science

- Education, vol. 1, no1, 2012.
- [7] Fatmawati, A, "Pengembangan Materi Pembelajaran Konsep Pencemaran Lingkungan Menggunakan Model Pembelajaran Berdasarkan Masalah untuk SMA Kelas X," *Edu Sains: Jurnal Pendidikan Sains & Matematika*, vol. 4, no.2, 2016.
- [8] Syahrir, S, "Pengembangan Materi Pembelajaran Matematika SMP untuk Meningkatkan Kemampuan Berfikir Kreatif," *Jurnal Ilmiah Mandala Education (JIME)*, vol. 2, no. 1, pp. 436-441, 2018.
- [9] Amir, M. F, "Pengembangan Materi Pembelajaran Berbasis Masalah Kontekstual untuk Meningkatkan Kemampuan Metakognisi Siswa Sekolah Dasar," *Journal of Mathematics Education IKIP Veteran Semarang*, vol. 2, no. 1, pp. 117-128, 2018.
- [10] Pamungkas,J., Hayati, N., & Maryatun,I.B, "Pengembangan Perencanaan Pembelajaran Paud Berbasis Budaya," *Jurnal Pendidikan Anak*, vol.5, no. 2, pp. 831-839, 2016.
- [11] Taulany, H., Rusilowati, A., & Mulyono, S. E, "Keefektifan simulasi dalam pembelajaran kewirausahaan bagi anak usia dini," *Journal of Primary Education*, vol. 6, no. 2, pp. 126-139, 2017.
- [12] Taulany, H., Dewi, N K., Prahesti, S I, "Pelatihan Simulasi Kewirausahaan Bagi Anak Usia Dini di Kecamatan Ungaran Barat Kabupaten Semarang," *Jurnal Pengabdian Pada Masyarakat*, vol. 3, no. 1, pp. 53-66, 2018.
- [13] Sarikaya, M & Coskun, E, "A New Approach in Preschool Education: Social Entrepreneurship Education," *Procedia-Social and Behavioral Sciences Elsevier Sciece Direct*, vol. 195, pp. 888-894, 2015.
- [14] Suryana, D, "Kurikulum Pendidikan Anak Usia Dini Berbasis Perkembangan Anak," *Pesona Dasar*, vol. 1, no.3, pp. 65-72, 2014.
- [15] Suryana, D, "Pembelajaran Tematik Terpadu Berbasis Pendidikan Saitifik di Taman Kanak-Kanak. *Jurnal Pendidikan Usia Dini*," vol. 1, no.1, pp. 67-82, 2017.
- [16] Masitoh. *Strategi Pembelajaran TK*. Jakarta: Universitas Terbuka, 2009.
- [17] Anita Yusuf. *Model Pendidikan Anak Usia Dini*. Jakarta: Kencana Prenada Media Group, 2011.
- [18] Yulastri, Asmar, and Hidayat, Hendra . "Developing an Entrepreneurship Module by Using Product-Based Learning Approach in Vocational Education." *International Journal of Environmental and Science Education*, vol. 12, no. 5, pp. 1097-1109, 2017. <https://files.eric.ed.gov/fulltext/EJ1145587.pdf>
- [19] Ganefri, Hidayat, H., Kusumaningrum, I., & Mardin, A, "Needs Analysis of Entrepreneurship Pedagogy of Technology and Vocational Education with Production Based Learning Approach in Higher Education," *International Journal of Advanced Science, Engineering and Information Technology*, vol.7, no.5, pp. 1701-1707, 2017. <http://dx.doi.org/10.18517/ijaseit.7.5.1510>
- [20] Yulastri, A., Hidayat, H., Ganefri, -, Edya, F., & Islami, S, "Learning Outcomes With The Application Of Product Based Entrepreneurship Module In," *Jurnal Pendidikan Vokasi*, vol. 8, no. 2, pp. 120-131, 2018. <https://journal.uny.ac.id/index.php/jpv/article/download/15310/10934>
- [21] Hidayat, H., Herawati, S., Syahmaid, E., Hidayati, A., & Ardi, Z., "Designing of technopreneurship scientific learning framework in vocational-based higher education in Indonesia," *International Journal of Engineering and Technology(UAE)*, vol. 7, no. 4, pp. 123-127, 2018. <https://doi.org/10.14419/ijet.v7i4.9.20632>
- [22] I. Kusumaningrum and H. Hidayat, "Learning Outcomes in Vocational Education: A Business Plan Development by Production-Based Learning Model Approach," *International Journal of Environmental and Science Education*, vol. 11, pp. 11917-11930, 2016. <https://files.eric.ed.gov/fulltext/EJ1122558.pdf>
- [23] Hidayat, H., & Yuliana, "The Influence of Entrepreneurship Education and Family Background on Students' Entrepreneurial Interest in Nutritious Traditional Food Start Ups in Indonesia," *International Journal of Engineering and Technology(UAE)*, vol. 7, no.4, pp. 118-122, 2018. <https://doi.org/10.14419/ijet.v7i4.9.20631>
- [24] Hidayat, H, "How to Implement Technology Science for Entrepreneurship by Using the Product-Based Learning Approach and Participatory Action Learning System in Higher Education?" , *Advanced Science Letters*, 23, pp. 10918-10921, 2017. <https://doi.org/10.1166/asl.2017.10186>
- [25] Yuliana and Hendra Hidayat, "How Is the Student's Personality in Implementing Science and Technology for Entrepreneurship Learning with a Production-Based Learning Approach in Higher Education?," *Journal of Engineering and Applied Sciences*, vol. 15, no. 1, pp. 213-219, 2020. <http://medwelljournals.com/abstract/?doi=jeasci.2020.213.219>
- [26] Yulastri, A., Hidayat, H., Ganefri., Ayu, R., Ardi, Z, " An Empirical Study on The Effects of Pedagogy Lesson plans Entrepreneurship With Product-Based Learning Approach, Learning Readiness, and Locus of Control: A Case From Engineering Education in Indonesia," *International Journal of Scientific & Technology Research*, vol, 8, no, 9, pp. 1722-1727, 2019. <http://www.ijstr.org/final-print/sep2019/An-Empirical-Study-On-The-Effects-Of-Pedagogy-Learning-Tools-Entrepreneurship-With-Product-based-Learning-Approach-Learning-Readiness-And-Locus-Of-Control-A-Case-From-Engineering-Education-In-Indonesia.pdf>
- [27] Hidayat, H., Tamin, B.Y., Herawati, S., Hidayati, A., Muji, A,P, " Implementation of Technopreneurship Scientific Learning for Produce Electronic Product Prototypes in Engineering Education," *International Journal of Innovative Technology and Exploring Engineering (IJITEE)*, vol, 8, no, 11, pp. 2842-2846, 2019. <https://www.ijitee.org/wp-content/uploads/papers/v8i11/K24060981119.pdf>
- [28] Ganefri., Hidayat, H., Yulastri, A., Yondri, S, "Design of Production-Based Entrepreneurship Technology Training Model to Improve the Skills of Engineering Students," *International Journal of Innovative Technology and Exploring Engineering (IJITEE)*, vol, 8, no, 11, pp. 2042-2047, 2019. <https://www.ijitee.org/wp-content/uploads/papers/v8i11/K19300981119.pdf>
- [29] Harmaizar, Zaharudin. *Menggali Potensi Wirausaha*. Bekasi: CV.Dian Anugrah Prakasa, 2006.

- [30] Serian Wijatno. Pengantar Entrepreneurship. Jakarta:Grasindo, 2009.
- [31] Suryana. Kewirausahaan. Jakarta: Salemba Empat, 2006.
- [32] Daryanto. Menggeluti Dunia Wirausaha. Yogyakarta: Gava Media, 2012.
- [33] Muchlas Samani & Hariyanto. Konsep & Model Pendidikan Karakter. Bandung: Rosda Karya, 2013.
- [34] Muhammad Fadlillah & Lilif M.K. Pendidikan Karakter Anak Usia Dini: Konsep & Aplikasinya dalam PAUD. Yogyakarta: Ar Ruzz Media, 2013.
- [35] Bentri, Alwen; Zen, Zelhendri; Rahmi, U, "Formulasi Strategi Penerapan Blended Learning Dalam Implementasi Kurikulum Di Jurusan Ktp Fip Universitas," Jurnal Penelitian Pendidikan, vol. 5, no.1, pp. 22–30, 2014.
- [36] Bentri, A, "A Model of Local Content Disaster-Based Curriculum At Elementary Schools," International Journal of GEOMATE, vol. 13, no. 40, pp. 140–147, 2017. <https://doi.org/10.21660/2017.40.tvet023>
- [37] Bentri, A, "Mastery of primary school teacher pedagogy competency in curriculum 2013 implementation in Indonesia," COUNS-EDU: The International Journal of Counseling and Education, vol. 2, no. 2, pp. 78, 2017. <https://doi.org/10.23916/0020170210020>
- [38] Hidayati, A., Bentri, A., & Rahmi, U, "Analyzing the Issues in the Implementation of Authentic Assessment in the 2013 Curriculum," Al-Ta'lim Journal, vol. 24, no. 1, pp. 53–59, 2017. <https://doi.org/10.15548/jt.v24i1.256>
- [39] Yaswinda, Y., Yulsyofriend, Y., & Mayar, F, "Pengembangan Bahan Pembelajaran Sains Berbasis Multisensori Ekologi Bagi Guru Paud Kecamatan Tilatang Kamang Kabupaten Agam," Yaa Bunayya: Jurnal Pendidikan Anak Usia Dini, vol. 2, no. 2, pp. 13-22, 2018. <https://jurnal.umj.ac.id/index.php/YaaBunayya/article/viewFile/3744/2800>
- [40] Z. Amrina, Desfitri,R., Zuzano,F., Wahyuni,Y., Hidayat,H., Alfino, J , "Developing Instruments to Measure Students' Logical, Critical, and Creative Thinking Competences for Bung Hatta University Students," International Journal of Engineering and Technology (UAE), vol. 7, pp. 128-131, 2018. <http://dx.doi.org/10.14419/ijet.v7i4.9.20633>
- [41] Borg.W.R, Gall.M.D, & Gall.J.P. Educational Research an Introduction. Seventh edition. USA. Pearson Education.Inc, 2003.
- [42] Branch, Robert M. Instructional Design: The ADDIE Approach. New York: Springer Science Business Media, LLC, 2009.
- [43] Syahmaidi, E., Hidayat, H., Hartanto, S., Rahmadani, A,F, " Needs Analysis of Designing Online Computer-Assisted Training to Improve Pedagogical Competencies in Engineering Education," International Journal of Engineering and Advanced Technology (IJEAT), vol. 8, no. 6, pp. 4619-4624, 2019. <https://www.ijeat.org/wp-content/uploads/papers/v8i6/F8905088619.pdf>
- [44] Hidayat, H., Ardi, Z., Yuliana., Herawati, S, "Exploration of the need analysis for technopreneurship scientific learning models in higher vocational education," International Journal of Economics and Business Research, vol. 18, no. 3, pp. 356-368, 2019. <https://doi.org/10.1504/IJEER.2019.102733>