

Entrepreneurial Value Development Strategy in Early Childhood through Outingclass Activities at the Leading Islamic Kindergarten Al-Khoir Boyolali

Havida Inaya Aljawad^{1,*}, Choiriyah Widyasari¹

¹ Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

* Corresponding author: a520210024@student.ums.ac.id

Abstract

Purpose: This study analyzes strategies for instilling entrepreneurial values in early childhood through outing class activities at Al-Khoir Kindergarten Boyolali. In response to globalization's increasing competitiveness, the research seeks to determine how real-world experiences can prepare young learners to face future challenges with creativity, independence, and problem-solving skills.

Methodology: A qualitative approach was employed, utilizing direct observation of outing class sessions, semi-structured interviews with teachers, parents, and community partners, and review of program documentation. Observations focused on children's engagement during visits to business premises, traditional markets, and agricultural sites, while interviews explored stakeholders' roles in designing and facilitating these thematic learning experiences.

Results: Findings reveal that outing class programs—tailored to children's developmental stages—effectively embed entrepreneurial values by allowing youngsters to observe and interact with real entrepreneurs. Collaborative planning between teachers, parents, and local businesses enriched the activities, fostering children's creativity, autonomy, and emerging problem-solving abilities. Key challenges included limited scheduling flexibility, resource constraints, and the need to continuously adapt materials to suit varying developmental levels.

Applications/Originality/Value: By demonstrating that hands-on, community-linked outings can build foundational entrepreneurial mindsets, this study offers a replicable model for early-childhood centers seeking to expand beyond classroom walls. Its insights highlight the importance of multi-stakeholder collaboration and age-appropriate program design, informing policymakers, educators, and parent groups on how to strengthen support systems and optimize the impact of entrepreneurial learning from a young age.

Introduction

The era of globalization that is increasingly developing brings various changes in all aspects of human life. One significant impact is the increasingly tight competition in the world of work and business. This condition requires every individual to have qualified entrepreneurial skills in order to survive and thrive in facing global challenges. Entrepreneurship is not just the ability to open a business, but also includes a set of values, attitudes, and skills that need to be instilled from an early age (Darmayanthi et al., 2022).

The development of creativity is closely related to the formation of an entrepreneurial spirit that needs to be instilled since childhood. The concept of entrepreneurship in children is not just about teaching trading skills, but rather emphasizes the formation of essential entrepreneurial character. The process of instilling entrepreneurial values from an early age aims to build a solid foundation of character, such as creativity and various positive traits that reflect the figure of a true entrepreneur. Thus, when children grow up, they already have a strong character provision to face life's challenges with an entrepreneurial spirit (Rosidah & Aprilyanti, 2023).

Entrepreneur or an entrepreneur is someone who is able to create something new and different (create new and different) through creative thinking and innovative actions in order to create opportunities. The characteristics of an entrepreneur include the ability to see opportunities, the courage to take risks, creativity and innovation, leadership, and the ability to manage resources effectively and efficiently. These entrepreneurial values can and should actually be instilled from an early age, considering that childhood is the golden age in the formation of character and personality (Khusna et al., 2022).

Entrepreneur or entrepreneurship is the process by which individuals create, develop, and manage new businesses with the aim of making a profit. This involves risk-taking and innovation to meet market needs. Entrepreneurial intention is an individual's commitment to starting and running a business in the future. This intention is seen as a strong indicator in predicting entrepreneurial behavior, because it shows a person's readiness and desire to take steps towards entrepreneurship. Entrepreneurial intention is an individual's commitment to starting and running a business in the future.

This intention is seen as a strong indicator in predicting entrepreneurial behavior, because it shows a person's readiness and desire to take steps towards entrepreneurship (Olalekan, 2024).

The concept of entrepreneurship itself has evolved over time. Initially, entrepreneurship was only seen as the ability to open and manage a business. However, over time, this concept has developed to be broader and more complex. Modern entrepreneurship includes various aspects such as social entrepreneurship, digital entrepreneurship, and educational entrepreneurship. This development shows that entrepreneurial values are increasingly relevant to be applied in various fields of life (Zulfikri & Rijal, 2023).

In the context of education, entrepreneurship has an important role in forming an independent, creative, and competitive generation. Entrepreneurship education is not only aimed at creating entrepreneurs, but also at developing entrepreneurial character and mindset that will be useful in various aspects of life. Entrepreneurial characters such as independence, creativity, leadership, and problem-solving skills are important provisions for a person's success in the future, regardless of the profession they will pursue (Pebiansyah et al., 2024).

Developing an entrepreneurial spirit in children is not only done through habituation activities. Teachers implement a variety of innovative and entertaining learning approaches, including seller-buyer activities, market day activities, and direct visits to various business places. Through these activities, children learn important values in entrepreneurship such as honesty in transactions, building good relationships between sellers and buyers, and patience in waiting for their turn. Each activity always ends with an evaluation by the educator to ensure that the expected learning objectives are achieved (Nugrahani et al., (2020).

The application of entrepreneurship in early childhood education is not intended to encourage children to become entrepreneurs or seek financial gain. The main focus is to instill and develop basic entrepreneurial skills such as the ability to sell, promote, and market products simply. Instilling entrepreneurial values is considered important from an early age because it can be a foundation of knowledge that is useful for children in facing the dynamics of change and competition in the future. What needs to be emphasized is that all entrepreneurship activities must be designed according to the child's level of development and abilities (Triana et al., 2024).

Entrepreneurship includes various important characters that must be instilled from an early age to form a solid personality foundation. In this study, the entrepreneurial characters that are the focus are: independence, creativity, and problem-solving skills. Independence is trained through activities that allow children to take care of themselves, take care of their belongings, and participate in activities without parental supervision. Children's creativity is developed through activities outside of daily routines that provide new and diverse experiences. Meanwhile, problem-solving skills are honed when children face unexpected situations during outing classes, so they learn to find solutions independently. These three characters were chosen because they play an important role in forming an adaptive and competitive entrepreneurial spirit in facing global challenges.

AUD or children aged 0 to 6 years are in a dynamic phase marked by rapid development and growth in all aspects. This stage is known as the golden age, considering the high absorption of children to various information. During this period, the child's brain develops up to 80% of the adult brain. This makes early childhood a critical period in character formation and the development of various children's potentials (Jairin et al., 2023).

According to Law No. 20 of 2003 concerning the National Education System Article 1 number 14, PAUD is an educational program that provides guidance to children from birth to 6 years of age. This program is designed to provide educational stimuli that support children's physical and mental growth and development, with the aim of preparing them to enter the next level of education (Yusuf et al., 2023). The implementation of non-formal PAUD is a community initiative to meet educational needs, especially for children who have limited access to formal education such as kindergartens and RA. Meanwhile, informal education is carried out within the family and surrounding environment, which focuses on instilling fundamental values such as religion, culture, morals, ethics, personality, and aesthetics. In addition, informal education also aims to develop children's knowledge and skills as part of efforts to achieve national education goals (Sugita et al., 2024).

The unique characteristics of early childhood require a special learning approach. Children at this age have a high curiosity, enjoy exploring, and learn through direct experience. They also have strong imagination and creative thinking skills that need to be optimally stimulated. These characteristics are actually very much in line with entrepreneurial values that emphasize creativity, innovation, and exploration skills (Wahyuni & Azizah, 2020).

Early childhood education has a strategic role in developing various potentials of children, including entrepreneurship potential. Through early childhood education, basic entrepreneurial values can be instilled systematically and sustainably. Entrepreneurship education for early childhood is not intended to teach them to do business, but rather to develop character and skills that are relevant to the spirit of entrepreneurship. In its implementation, entrepreneurship education for early childhood must pay attention to learning principles that are in accordance with the child's developmental stage. Learning must be carried out through activities that are fun, concrete, and meaningful for children. One effective learning strategy to achieve this goal is through outingclass activities or learning outside the classroom.

Outing class activities are a learning method carried out outside the classroom with the aim of creating a different atmosphere and learning experience for students. This method is effective in optimizing the absorption of knowledge because children can obtain real evidence of concepts that were previously only studied theoretically in the classroom.

Thus, outing classes bridge the gap between theory and practice, helping children understand that what they learn in class has real relevance and application in everyday life (Astrid, 2021).

Out-of-class learning has been a focus of attention in educational literature, especially in the context of foreign language learning. Research shows that out-of-class learning activities can improve students' academic performance and contribute to the development of their learning skills. Previous research has emphasized that providing supportive learning resources can foster student autonomy both inside and outside the classroom. Learning autonomy is defined as the ability of students to control their own learning process. In the context of foreign language learning, developing student autonomy is an important factor in achieving successful learning outcomes. By providing students with opportunities to learn independently, they can develop the skills necessary for lifelong learning. Therefore, it is important for educational institutions to provide resources that support independent learning (Hsieh & Hsieh, 2019).

Outingclass activities provide opportunities for children to learn directly from the real environment and situations. Through this activity, children can develop various skills that are relevant to entrepreneurial values, such as observation skills, decision-making, and problem solving. Outingclass activities also allow children to interact with various professions and situations related to the world of entrepreneurship (Putri & Afandi, 2024).

The implementation of outing classes has several strategic objectives in fostering an entrepreneurial spirit in children. Through direct experience observing various business activities, children can gain inspiration and a real picture of the world of entrepreneurship from an early age. This valuable experience will shape entrepreneurial insight that will be their provision in the future. As conveyed by one of the teachers, this activity also allows children to understand the production process in detail. For example, when visiting a food production site, children can witness firsthand the stages of product manufacturing from start to finish. This understanding will foster a higher appreciation for the products they consume, because they are aware of the complexity and time required in the production process (Wariati & Sukiman, 2021).

TK Al-Khoir Boyolali, as a progressive early childhood education institution, has implemented an entrepreneurial value development program through outing class activities. Rahmatunnisa & Hervia (2021) explained that this program was designed systematically by considering various aspects such as the child's development stage, availability of resources, and the involvement of various parties. The outing class activities carried out include visits to various business places, traditional markets, farms, and other places that can provide real experience related to the world of entrepreneurship.

The entrepreneurial value development program through outing class activities is carried out with an integrative thematic approach. This means that entrepreneurial values are integrated into various learning themes that are relevant to children's lives. For example, when discussing the theme "Work", children are invited to visit various business places to get to know various professions and entrepreneurial activities. Through this visit, children can learn about the production process, marketing, and various other aspects of the business world (Warianti & Sukiman, 2021).

In implementing this program, Al-Khoir Boyolali Kindergarten also involves various parties such as parents, business actors, and the surrounding community. The involvement of various parties is important to create a conducive learning environment and provide a richer learning experience for children. In addition, the development of an entrepreneurial spirit in children requires comprehensive support from parents, not only in the form of material but also moral support in the form of positive words and motivation. Giving appreciation and encouragement can trigger children to repeat and improve their performance in entrepreneurial activities. Children who receive recognition for their achievements tend to be motivated to maintain or even improve their achievements. The success of developing entrepreneurial skills in children is highly dependent on harmonious collaboration between teachers and parents in providing support. Synergy between the school and the family is the key to the effectiveness of the entrepreneurship skills development program, ensuring that the stimulation provided can run optimally according to expectations (Rosidah & Aprilyanti, 2023).

However, in implementing the entrepreneurial value development program through outing class activities, there are several challenges and problems that need to be considered. Maharani & Aisyah (2023) revealed the limitations of time and resources in organizing outing class activities regularly. Outing class activities require careful planning, adequate resources, and sufficient time in their implementation. These limitations can affect the frequency and quality of the activities carried out. In addition, Boiliu & Messakh (2024) expressed the need to adjust the materials and learning methods to suit the developmental level of early childhood. The concept of entrepreneurship which tends to be complex needs to be simplified and packaged in a form that is easy for children to understand. This requires creativity and the ability of teachers to design learning that is in accordance with the characteristics of early childhood. In addition, Khusna et al., (2023) revealed intensive coordination with various related parties such as parents, managers of visiting places, and the surrounding community. This coordination is important to ensure the smooth running of activities and the safety of children during outing class activities. However, coordination with many parties sometimes poses its own challenges in terms of communication and scheduling.

Evaluation of the effectiveness of the program in developing entrepreneurial values in children. Appropriate evaluation instruments and methods are needed to measure the development of entrepreneurial values in children. This evaluation is important to determine the success of the program and make necessary improvements (Purnama et al., 2024). Another problem that arises is related to the understanding of teachers and parents about the concept of developing entrepreneurial values in early childhood. There is still an assumption that entrepreneurship education is only relevant for higher education levels or adults. In fact, instilling basic entrepreneurial values will be more effective if started at an early age (Nadlifah et al., 2023).

The safety and security of children during outing class activities is also a major concern. Given the very young age of children, extra supervision and strict safety procedures are needed during the activity. This includes aspects of transportation, supervision during activities, and handling emergency situations if they occur (Fhatri et al., 2024). In addition, Rohmah (2024) revealed that unpredictable weather can also disrupt the implementation of planned outing class activities. Activities carried out outdoors are highly dependent on weather conditions. Sudden changes in the weather can force changes or cancellations of planned activities. The next challenge is how to integrate entrepreneurial values into various aspects of child development, such as cognitive, affective, and psychomotor aspects. Outing class activities need to be designed in such a way that they can develop these various aspects in a balanced way. This requires careful planning and the ability of teachers to manage learning.

Issues related to the sustainability of the program also need to be considered. The entrepreneurial value development program through outing class activities requires long-term commitment from various parties, including schools, teachers, parents, and the community. The right strategy is needed to ensure that this program can run sustainably and have a positive impact on child development (Ambawani et al., 2024).

Based on the various problems that have been identified, an in-depth study is needed on the strategy for developing entrepreneurial values in early childhood through outing class activities. This study is important to find the right solution in overcoming various existing challenges, while optimizing the benefits of the program for child development. This includes aspects of planning, implementation, evaluation, and sustainable program development. Research on the strategy for developing entrepreneurial values in early childhood through outing class activities at Al-Khoir Kindergarten Boyolali is expected to provide a significant contribution in the development of an effective learning model to instill entrepreneurial values in early childhood. The results of this study are also expected to be a reference for other early childhood education institutions in developing similar programs that are tailored to the context and needs of each institution.

Through this research, it is expected that the right strategy can be found in developing entrepreneurial values in early childhood, especially through outing class activities. The strategy must consider various aspects such as the characteristics of child development, availability of resources, involvement of various parties, and sustainability of the program. Thus, the development of entrepreneurial values in early childhood can be carried out effectively and have a positive impact on their development in the future.

Method

This study uses a qualitative approach with a phenomenological research type. The qualitative approach was chosen because the researcher wanted to understand in depth the phenomenon of developing entrepreneurial values in early childhood through outing class activities at Al-Khoir Kindergarten Boyolali. The phenomenological research type is used to reveal and understand the experiences, perceptions, and meanings experienced by the research subjects related to the implementation of the program. The data sources in this study were obtained through interviews, observations, and documentation. The explanation is as follows:

1. Data collection through interactive dialogue between researchers and respondents to obtain the necessary information is an interview technique. In this study, interviews were conducted with the Principal of Al-Khoir Boyolali Kindergarten to obtain information on policies, planning, and evaluation of the entrepreneurial value development program. Interviews were also conducted with class teachers to obtain information on implementation, learning strategies, and child development in the outing class program. In addition, interviews were conducted with parents of students to obtain data on changes in behavior and entrepreneurial values internalized in children in the home environment.
2. The technique of collecting data through structured observation and recording of the symptoms being studied is an observation technique. In this study, the researcher conducted participatory observation by directly participating in outing class activities with children of Al-Khoir Boyolali Kindergarten. Observations focused on the process of implementing outing class activities, children's interactions during the activities, children's responses and enthusiasm for the program, and entrepreneurial values that emerged during the activities.
3. Documentation is done to collect supporting data in the form of Learning Implementation Plans (RPP), rundown of outing class activities, photos and videos of activities, portfolios of children's work, records of children's development, and program evaluation documents. These data are used to complement and strengthen the findings from interviews and observations.

This study uses triangulation method to increase the validity and reliability of the data obtained. Triangulation is done by combining various data collection techniques, namely interviews, observations, and documentation. This approach aims to ensure the consistency and accuracy of data through confirmation from various sources and methods.

1. Source Triangulation: Data obtained from interviews with principals, teachers, and parents of students were compared to identify the appropriateness of views related to the planning, implementation, and evaluation of the outing class program. For example, information about the program's objectives from the principal was confirmed through the results of observations of the implementation of activities and evaluations from child development documents.

2. Triangulation Method: Participatory observation during outing class activities is used to validate data obtained from interviews. For example, the results of observations regarding children's independence when participating in activities are compared with teacher reports and evaluation results from children's portfolio documents.
3. Document Triangulation: Documents such as Learning Implementation Plans (RPP), child development notes, and photos/videos of activities are used to support and strengthen data obtained from interviews and observations.

Results and Discussion

Outing class Learning Planning

Based on the results of the interview with the principal of Al-Khoir Boyolali Kindergarten, the outing class program is a learning activity that is carefully planned every month by adjusting the learning theme. This activity is designed to provide direct experience to children outside the school environment, such as visiting a fruit garden or fruit market when the learning theme is about fruits.

Outing class activities have various purposes, especially to train children's independence because they have to do activities without parental supervision and obey the rules set by the teacher. The main motivation for implementing this program is to avoid children getting bored with class routines and provide direct learning experiences outside of school. This program is also used as a strategy to motivate children to be enthusiastic about going to school, where outing class tickets and swimming are rewards that they must get by achieving certain targets.

The implementation of the outing class does not start directly at the beginning of the new school year, but in September. This is to provide adaptation time for new students, especially Kindergarten A who are not yet accustomed to activities outside of school without parents. In one month, the school holds two learning activities outside: swimming and outing class. Specifically for swimming activities, children are trained to be responsible for carrying and looking after their own belongings. The implementation of activities is carried out per study group (KB, Kindergarten A, and Kindergarten B) by considering the suitability of the child's age and condition. The selection of the outing class and swimming locations is carried out with careful consideration regarding comfort and safety, including supporting facilities such as bathrooms and transit areas. Before the activity, the school team always conducts a location survey to ensure the suitability of the place to the learning needs.

In integration with the curriculum, outing class activities refer to the semester program that has been prepared at the beginning of the year. However, its implementation still considers the child's condition and adaptation process, especially in the early meetings. Children's independence is not only trained through outing classes, but also through daily learning activities at school.

The principal assessed the outing class program as very successful in developing children's independence. This is proven by testimonials from parents who stated that even though their children come from middle to upper class families with various facilities at home, they are able to demonstrate independence at school. Although the level of success varies depending on the length of time the child has been attending Al-Khoir and the background of independence brought from home, overall this program is considered effective in developing children's independence.

Furthermore, based on the results of interviews with class teachers, the outing class program at this school is designed very systematically, always adjusted to the weekly learning theme. Before the outing class activity is carried out, children are first provided with theoretical knowledge at school related to the theme. For example, when the theme is livestock, children learn about the types of livestock, their body parts, and various processed foods derived from livestock.

After the theoretical briefing, the children are taken to a suitable location for direct practice, for example to Rocket Chicken to see and make chicken dishes. There they can observe in real terms what has been learned in class and practice the process of making food directly. This hands-on experience provides more meaningful and memorable learning for the children.

This outing class activity also contributes significantly to building children's independence. During practices such as making crispy chicken or milking cows, children are required to do it themselves with the guidance of a trainer, without help from a teacher. This is different from at school where they still often ask for help from teachers. Through this activity, children are encouraged to complete their tasks independently.

For class A students, there was a gradual adaptation process. At the beginning of participating in the outing class, they still needed a lot of direction and warnings in participating in the activities. However, over time, especially entering the second semester after participating in the outing class several times, the children became more orderly and organized. They began to be able to follow instructions well without needing to be warned repeatedly, showing positive developments in terms of discipline and understanding of the rules.

Supporting and Inhibiting Factors

The success of outing class activities is greatly influenced by several supporting factors that need to be considered carefully. First, conducting a direct location survey before the activity is very important. This survey allows us to ensure that the selected location is in accordance with the expectations and needs of the activity. Relying only on confirmation by telephone can pose a risk that the facilities or environment are uncomfortable, which can interfere with the learning process. By conducting a direct visit, we can evaluate all aspects of the location, from security to the availability of facilities needed to support outing class activities.

Furthermore, understanding the characteristics of students is also a key factor in the success of an outing class, especially for schools that have students with special needs. Even though the school does not officially implement an inclusion program, there are still children who may need more attention, such as children with speech delays or mild autism. In the case of an outing class with 50 children and only 4 accompanying teachers, it is important to identify students who need special assistance. By assigning one teacher or staff to accompany them, we ensure that these children still get a valuable outing class experience, while keeping the teacher's focus on the majority of the other students.

A strong support system is crucial in situations like this. When there are children who need more attention, the class teacher can still manage the class well, while the children with special needs get assistance from other teachers or staff. These assistants can come from within the school environment, such as the principal, teaching staff, or even a trained driver. With this support system, all students, including those with special needs, can enjoy the outing class without disrupting the experience of other students. This not only provides a richer learning experience, but also builds mutual respect among students.

However, behind these supporting factors, there are a number of inhibiting factors that need to be watched out for. One of the most significant is the selection of an inappropriate location. If the location does not match the agreement or is uncomfortable, this can hinder the smooth running of the activity. In addition, when the selected location provides a package with a trainer, not all trainers have an adequate understanding of how to deal with children, especially those with special needs. This can result in ineffective explanations, so that children do not understand the instructions and objectives of the activity.

Finally, the role of parents in outing class activities cannot be ignored. Although it has been stated previously that the purpose of outing class is to develop children's independence, parents often feel worried and want to follow their children. This parental ignorance can cause children to become cranky, especially if they see other friends without parental accompaniment. This situation not only affects the child, but can also be transmitted to their friends. To overcome this problem, it is important to provide a clear explanation to parents and set firm rules regarding their attendance, so that outing class activities can run optimally and all children can enjoy a valuable learning experience.

Implementation of Outingclass

Based on the observation results, the activity started at 07.30 when the children went to school and played in the school yard. When the bell rang at 08.00, the children entered the classroom to be prepared, then invited to the yard to line up according to their class. This outing class activity was attended by children of Kindergarten A consisting of two classes, namely A1 and A2 with a total of 50 children, each class was accompanied by 2 teachers so that there were a total of 4 accompanying teachers. They used 3 Hiace cars for transportation. Before leaving, the children were told that today's activity was making crispy chicken at Rocket Chicken.

Upon arrival at Rocket Chicken, the children were asked to sit in a room. They still needed some direction and instruction to form a line while sitting. The Rocket Chicken trainer introduced himself and explained how to dip the chicken into the spices and flour. After that, the children were put on aprons one by one with the help of the teacher. In turns and orderly, the children came forward to try making crispy chicken with the trainer's guidance.

After making crispy chicken, the children lined up to wash their hands with the guidance of the teacher to ensure cleanliness. Then they returned to their seats for the activity of coloring the chicken picture. In this activity, various results were seen: some colored well and completely, some did it half-heartedly, and some had not finished the coloring. In the middle of the activity, there was a small incident where a child cried because he was teased by his friend, but it was resolved by the teacher and the child continued the activity until it was finished.

The series of activities continued with snacks, the announcement of the coloring winners, and a group photo before going home. At 10:45 the children returned to school and went straight to class for a break and lunch.

Child Independence

The results of the study showed that outing classes significantly helped train children's independence. During the activity, children were asked to take care of their own belongings, manage their personal needs, and participate in activities without parental supervision. Observations showed that children who were initially still dependent on adults began to show the ability to take care of themselves, such as carrying their own belongings, wearing their own aprons, and participating in activities with discipline.

Children's Creativity

Outingclass activities also have a positive impact on children's creativity. Children do activities outside their daily routines, such as making crispy chicken, learning to milk a cow, or observing the food production process. These activities provide new stimulation that is different from classroom learning. Children's creativity can be seen from the way they complete tasks in their own way, such as coloring pictures after the activity, with diverse results and reflecting each child's unique ideas.

Problem Solving during Outingclass

Outingclass presents new and unusual situations for children, forcing them to think quickly and find solutions to problems that arise. For example, some children face difficulties when trying to follow the trainer's instructions on site or dealing with minor incidents, such as losing coloring tools. Teachers note that children show improvement in their ability to solve these problems independently, with little help from a mentor. These situations provide important practice for children in developing problem-solving skills that are very relevant to the world of entrepreneurship.

Documentations



Figure 1. Children use aprons to prepare crispy chicken in Rocket Chicken.



Figure 2. Coloring chicken pictures after practicing making crispy chicken.

Conclusion

Developing entrepreneurial values in early childhood (AUD) through outingclass activities at Al-Khoir Boyolali Kindergarten is an important learning strategy in forming entrepreneurial character from an early age. In an increasingly competitive era of globalization, instilling entrepreneurial values is a basic need to prepare an independent, creative, and competitive generation. Childhood as the golden age is the right momentum to instill the foundation of entrepreneurial character through outingclass activities that provide direct and real learning experiences for children to observe and interact with the world of entrepreneurship. This method integrates entrepreneurial values into thematic learning that involves collaboration between teachers, parents, and the community, so that it is expected to form a strong entrepreneurial character, develop creativity and problem-solving skills, and prepare children to face global challenges in the future, although in its

implementation it still faces several challenges such as limited time, resources, and the need to adjust materials according to child development.

References

- Ambawani, CSL, Saputra, I., Kusuma, TMM, Sumardjoko, B., & Fathoni, A. (2024). Implementation of transformational leadership of the driving principal in kindergarten. *Journal of Education Research*, 5(4), 4810–4823. Retrieved from <https://jer.or.id/index.php/jer/article/view/1578>
- Boiliu, ER, & Messakh, JJ (2024). Adaptive learning as an innovation in learning strategies for early childhood. *Real Kiddos: Journal of Early Childhood Education*, 2(2), 133-153. <https://doi.org/10.53547/realkiddos.v2i2.528>
- Darmayanthi, NPSE, Putri, NKGS, & Sumandya, IW (2022). Innovation, deduction, education (IDE) of mathematics as the foundation in building a business. *Emasains: Journal of Mathematics and Science Education*, 11(2), 54-65. <https://doi.org/10.5281/zenodo.7367379>
- Hsieh, H.C., & Hsieh, H.L. (2019). Undergraduates' out-of-class learning: Exploring EFL students' autonomous learning behaviors and their use of resources. *Education sciences*, 9(3), 159. <https://doi.org/10.3390/educsci9030159>
- Jairin, J., & Anhar, AS (2023). Application of cognitive stimulation of children and inflating learning interests of early childhood. *Pelangi: Journal of Thought and Research on Islamic Education for Early Childhood*, 5(1), 1-6.
- Khusna, M., Rahmawati, D., Nasrullah, MA, Rahayu, HPB, & Sumadi, CD (2023). Preparation, implementation, and completion of outbound activities in elementary schools. *Pandu: Journal of Child Education and General Education*, 1(3), 119–125. <https://doi.org/10.59966/pandu.v1i3.213>
- Khusna, N., Rosyidah, SN, Rahma, T., & Dewi, LNA (2022). The value of creativity in early childhood entrepreneurship through cooking day activities at RA Roudlotusysyubban. *JECER (journal Of Early Childhood Education And Research)*, 3(2), 61-69. <https://doi.org/10.19184/jecer.v3i2.32016>
- Krisdayanthi, A. (2021). Cultivating an entrepreneurial spirit in AUD as a provision for life skills. *Pratama Widya: Journal of Early Childhood Education*, 3(2), 20-27. <https://doi.org/10.25078/pw.v3i2.734>
- Nadlifah, N., Fajzrina, LNW, Triyana, T., Ismailyah, N., Loka, N., & Mujiati, T. (2023). Cultivating an entrepreneurial spirit in early childhood through market kids events. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(3), 3486-3497. <https://doi.org/10.31004/obsesi.v7i3.4354>
- Olalekan, O, O. (2024). Evaluating the impact of experiential learning on entrepreneurial intentions among university students in emerging markets. *International Journal of Management & Entrepreneurship Research*, 6(11), 3602-3615. <https://orcid.org/0009-0003-1111-3326>
- Pebiansyah, AO, Putra, R., Sulaeman, LR, Sanjaya, M., Utama, D., Nissa, SK, & Nugrahanto, R. (2024). Digital entrepreneurship creates a gen-z with character. *J-ABDI: Journal of Community Service*, 4(3), 317-322.
- Purnama Triana, N., Suzanti, L., & Deni Widjayatri, R. . (2024). Market day activities as a strategy for developing early childhood entrepreneurship skills. *Murhum: Journal of Early Childhood Education*, 5(1), 327–342. <https://doi.org/10.37985/murhum.v5i1.560>
- Putri, NM, & Afandi, NK (2024). The effectiveness of contextual learning based on Outing class in developing language skills in early childhood. *Indo-MathEdu Intellectuals Journal*, 5(1), 67–76. <https://doi.org/10.54373/imeij.v5i1.706>
- Rahmatunnisa, S., & Herviana, F. (2021, June 8). The relationship between Outing class activities and cognitive abilities of living things material in Child-Friendly Schools. *EL-Muhbib Journal of Elementary Education Thought and Research*, 5(1), 12-25. <https://doi.org/https://doi.org/10.52266/el-muhbib.v5i1.613>
- Robi'ah Nugrahani, EM, & Suhendro, E. (2020). Strategy for developing entrepreneurial values in early childhood. *JECE (Journal of Early Childhood Education)*, 2(2), 138-154. <https://doi.org/10.15408/jece.v2i2.17390>
- Rohmah, MA, & Aulina, CN (2024). Implementation of maritime-oriented learning towards naturalistic intelligence of children aged 4-5 years. *Journal of Integrative Holistic Early Childhood (AUDHI)*, 7(1), 1-17. <https://dx.doi.org/10.367722/jaudhi.v7i1.2840>
- Rosidah, L., & Surya Aprilyanti, D. (2023). Realizing entrepreneurship-based PAUD through local wisdom. *Murhum: Journal of Early Childhood Education*, 4(2), 119–128. <https://doi.org/10.37985/murhum.v4i2.305>
- Sugita, IM, Sri Ratmini, NK ., Wardhani, IASK ., & Ariani, NP . (2024). Legal protection of the right to education for poor children in Karangasem Regency. *Metta: Journal of Multidisciplinary Science*, 4(3), 79–100. <https://doi.org/10.37329/metta.v4i3.3498>
- Triana, NP, Suzanti, L., & Widjayatri, RD (2024). Market day activities as a strategy for developing early childhood entrepreneurship skills. *Murhum: Journal of Early Childhood Education*, 5(1), 327-342. <https://doi.org/10.37985/murhum.v5i1.560>
- Wahyuni, F., & Azizah, S. (2020). Playing and learning in early childhood. *Al-Adabiya: Journal of Culture and Religion*, 15(01), 159-176. <https://doi.org/10.37680/adabiya.v15i01.257>
- Wariati, W., & Sukiman, S. (2021). Learning of monotheism and entrepreneurship for early childhood. *Golden Age: Scientific Journal of Early Childhood Growth and Development*, 6(4), 193-208. <https://doi.org/10.14421/jga.2021.64-03>

- Yusuf, RN, Al Khoeri, NSTA, Herdiyanti, GS, & Nuraeni, ED (2023). The urgency of early childhood education for child growth and development. *Plamboyan Edu*, 1(1), 37-44.
- Zulfikri, A., & Rijal, S. (2023). Entrepreneurship education in bibliometric spotlight: analysis of development, innovation, and research prospects in the contemporary era. *Journal of West Science Education*, 1(09), 570–582. <https://doi.org/10.58812/jpdws.v1i09.678>