

FOSTERING THE SPIRIT OF ENTREPRENEURSHIP THROUGH TRANSFORMATIVE LEARNING BASED ON LOCAL WISDOM AT TK IT NURUL HIDAYAH SAMPANG

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Abstract

The purpose of this study was to examine the pattern of transformative learning and the application of transformative learning in developing an entrepreneurial spirit based on local wisdom in IT Nurul Hidayah Kindergarten Sampang. This type of research is descriptive qualitative. Data collection techniques were carried out through participant observation, semi-structured interviews with teachers and principals as well as documentation from the researchers themselves and the IT Nurul Hidayah Kindergarten Sampang. The results of the study indicate that the implementation of transformative learning in fostering an entrepreneurial spirit in early childhood based on local wisdom is carried out with center-based learning or BCCT (Beyond Centers and Circle Time) where children play an active role in learning, while the teacher is only a learning facilitator. Several transformative learning activities in developing the entrepreneurial spirit of early childhood, such as Cooking Class, Market Day, Alms, Healthy Canteen, and Outing Class. Some of the characteristics that want to be instilled in transformative learning in developing an entrepreneurial spirit based on local wisdom in early childhood, namely: independence, courage, confidence, honesty, responsibility, cooperation, mutual help, and creativity.

Keywords: *Entrepreneurship, Transformative Learning, Local Wisdom*

Abstrak

Tujuan penelitian ini adalah mengkaji pola pembelajaran transformatif dan penerapan pembelajaran transformatif dalam mengembangkan jiwa entrepreneurship berbasis kearifan lokal di TK IT Nurul Hidayah Sampang. Jenis penelitian ini adalah kualitatif deskriptif. Teknik pengumpulan data dilakukan melalui observasi partisipan, wawancara semi terstruktur dengan guru dan Kepala Sekolah serta dokumentasi dari Peneliti sendiri maupun dari TK IT Nurul Hidayah Sampang. Hasil penelitian menunjukkan bahwa implementasi pembelajaran transformatif dalam menumbuhkan jiwa entrepreneurship pada anak usia dini berbasis kearifan lokal diselenggarakan dengan pembelajaran berbasis sentra atau BCCT (Beyond Centers and Circle Time) dimana anak berperan aktif dalam pembelajaran, sedangkan guru hanya sebagai fasilitator pembelajaran. Beberapa kegiatan pembelajaran transformatif dalam mengembangkan jiwa entrepreneurship anak usia dini, seperti: Cooking Class, Market Day, Sedekah, Kantin Sehat, dan Outing Class. Beberapa karakter yang ingin ditanamkan dalam pembelajaran transformatif dalam mengembangkan jiwa entrepreneurship berbasis kearifan lokal pada anak usia dini, yakni: kemandirian, berani, percaya diri, jujur, tanggung jawab, kerja sama, saling tolong menolong dan kreatif.

Kata Kunci: Kewirausahaan, Pembelajaran Transformatif, Kearifan Lokal

INTRODUCTION

Globalization in the 21st century has led to significant changes in various sectors of human life. Some of the influential sectors are the economy, society, culture, politics, and especially, education (Wibowo & Najicha, 2022). In Indonesia, education is an important part needed to prepare a superior generation that can compete in line with the times. In John Dewey's view, education has an important role in shaping new human beings through character cultivation and potential development (Kristiawan, 2016). This concept underpins Indonesia's education development efforts, which are reflected in the various improvement initiatives, including curriculum reforms and the implementation of supportive learning innovations, that have been introduced by the government at all levels of education.

It is well known that Indonesia, as an archipelago, has cultural diversity and abundant natural resources in each region. With these conditions, it is a responsibility to continue to preserve local wisdom. Early childhood education (ECE) is an important tool in introducing children to various aspects of local wisdom. Early childhood life, which is inseparable from regional culture and the surrounding environment, is a crucial factor in emphasizing the urgency of local wisdom-based education. As stated by Kurniati & Marwah, an understanding of the surrounding culture and local wisdom can help children overcome various challenges in their lives in the future (Kurniati & Marwah, 2021). Therefore, PAUD learning does not only focus on child development but also utilizes the potential of local wisdom as an integral part of the teaching and learning process.

Transformative learning emerges as one of the options to change the way learners think in dealing with life. As expressed by Fitriakristiani, et al, transformative learning has the potential to guide learners to have critical awareness in assessing, understanding, and giving meaning to the experiences or realities of life that they see or experience (Fitriakristiani et al., 2016). This transformative learning is expected to be integrated with local wisdom as an effort to enrich the values of cultural diversity in early childhood. Thus, the importance of the role of teachers as agents of change, who are urgently needed to contribute to this process.

Early Childhood Education (ECE) institutions are very important places to optimize the potential of their students. The importance of instilling the concept of

entrepreneurship from an early age is so that children can develop the traits and characters that are already inherent in themselves (Harahap & Rafika, 2020). Krisdayanthi emphasized that the entrepreneurship approach is not only intended to teach children to trade or earn money from an early age but rather to train children to be more creative and independent through fun learning activities (Krisdayanthi, 2019). It has previously been explained that the formation of the entrepreneurial spirit in early childhood can be done through a transformative learning approach based on local wisdom (Fitriakristiani et al., 2016). Regarding local wisdom, every region has its own cultural diversity and natural resources that can be used as a source of inspiration.

Similarly, Sampang City, which is located on Madura Island, certainly has different local wisdom. Madura Island, which is known by people to have a variety of cultures and customs, makes the area a local wisdom that must be preserved. As expressed by Andalas Madurese's local wisdom is more dominated by several sacred value systems by prioritizing aspects of Madurese spirituality (Farida & Andalas, 2019).

METHOD

This type of research is descriptive qualitative. This is because researchers want to explain descriptively about efforts to foster the spirit of entrepreneurship through transformative learning based on local wisdom at TK IT Nurul Hidayah Sampang. In determining the source of research data, researchers used a purposive sampling technique (Sugiyono, 2016), where the person is considered to know best about what we expect so that it will facilitate researchers in exploring the object or social situation under study. The sample of this research is the principals and educators who teach transformative learning that can foster the spirit of entrepreneurship in early childhood at TK IT Nurul Hidayah Sampang.

Data collection techniques were carried out through participant observation, semi-structured interviews with teachers and principals, and documentation from the researchers themselves and TK IT Nurul Hidayah Sampang. Document study is a complement to the use of observation and interview methods. The data analysis is done by working with data, organizing

data, sorting it into manageable units, synthesizing it, looking for and finding patterns, and finding what can be told to others (Moleong, 2014).

RESULTS AND DISCUSSION

Transformative Learning Patterns in Madurese Early Childhood Institutions

Transformative learning is very interesting to research. This is because the times are growing, and the needs of society are always dynamic. So the world of education must create a learning curriculum that can be applied according to the times. Especially, in this society 5.0 era, development can never be separated from technology and creativity, so learning should be able to develop children's life skills that can be useful for their future lives (Salis & Siagian, 2023). Many things can develop children's life skills, namely the support of parents, society, and education (Bustan et al., 2017).

Simply put, transformative education is defined as a change, where the change from traditional methods to more modern ones. The implementation in the world of education is child-centered learning, where children are more explored and children are invited to think critically to solve an existing problem. This is the theory put forward by Mezirow & Taylor about transformative learning which suggests that learning that transforms problematic frames of reference to be more inclusive, discriminatory, reflective, open, and able to change emotionally (Schnepfleitner & Ferreira, 2021).

In the old era, the learning pattern in schools was teacher-centered. Children only observe and learn science, whereas teachers teach and explore a lot. This certainly makes children less active, and creative and learning becomes less fun. Therefore, the curriculum is constantly changing. By the times and the demands of the wider community.

IT Nurul Hidayah Sampang Kindergarten has long implemented transformative learning. Even though the curriculum continues to change, from the 2004 KBK curriculum, 2006 KTSP, 2013 Curriculum and even now the Merdeka Belajar curriculum, this school continues to upgrade the existing curriculum and combine various existing curricula with the unique curriculum in this PAUD. Of

course, learning at this institution is always child-centered so that children have active, creative, and fun experiences and learning. This transformative learning pattern is embodied in the center-based learning model or BCCT (Beyond Centers and Circle Time).

Center-based learning activities or BCCT (Beyond Centers and Circle Time) at this PAUD Institution cannot be separated from character education, especially the characteristics of independence, confidence, responsibility, and creativity. These characters as researchers explained in the introduction are the application of fostering the spirit of entrepreneurship in early childhood. TK IT Nurul Hidayah Sampang often uses local wisdom as a learning approach (Trisna, 2022).

The implementation of BCCT in this transformative learning is learning while playing (learning with fun). Children can learn well, if in a pleasant condition, namely by playing and experiencing it themselves. Learning can be done in 6 centers which include: the IMTAQ center, construction center, literacy center, creativity art center, SCIENCE and body sports center, and role-play center. Learning time at TK IT Nurul Hidayah is from 07.15 to 11.00 WIB on Monday to Saturday, which applies center-based learning or BCCT on Monday - Wednesday, while after that day is filled with extracurricular activities, such as Murojaáh, worship practice, public speaking practice, or celebration of Islamic or National Holidays.

The process of implementing BCCT learning in IT Nurul Hidayah Sampang Kindergarten largely refers to five stages, namely opening activities, reciting activities, resting and eating, core/center activities, and closing activities. Based on the results of observations and interviews conducted by researchers, it can be seen that after the learning is complete, the teachers at TK IT Nurul Hidayah do not go home immediately after the students go home. Some of the activities carried out by teachers are cleaning and tidying up the room, conducting the assessment process and evaluating students' learning, and arranging interesting activities that students will do the next day.

Application of Transformative Learning in Developing Entrepreneurship Spirit Based on Local Wisdom

According to Meredith et al, entrepreneurship is the spirit, attitude, and ability of individuals to handle businesses and or activities that lead to finding, creating, and implementing new ways of working, new technology, new products, or adding value to goods and services. In general, entrepreneurship education is interpreted as a concept of education that has an orientation to integrate entrepreneurial values in the entire educational curriculum as well as those aimed at training, developing interest, and forming business actors.

The purpose of this education is to form an attitude that is independent, creative, risk-taking, has a leadership spirit, hard work, honesty, discipline, innovation, responsibility, able to look for opportunities and find solutions, and never give up so that he is ready to live amid society and able to actualize this attitude into the business world. There are several transformative learning activities for developing early childhood entrepreneurship spirit, such as Cooking Class, Market Day, Almsgiving, Healthy Canteen, and Outing Class.

1. Cooking Class

Cooking Class is a cooking activity in the classroom. In general, this activity is guided by educators or teachers. However, the implementation is adjusted to the development of children according to the needs of the teacher in providing learning at school.

2. Market Day

In general, this activity is carried out at the peak of the learning theme or in commemoration of certain holidays. In this activity, children are invited to bring healthy food or drinks from home at least 3 items. Then each food or drink will be sold at the Market Day activity with a maximum price of IDR 3,000.

This market day activity requires cooperation between students, schools, and parents, where products are brought by themselves from home. The results of this activity will be returned to students according to the capital that has been spent. In this Market Day activity, there is also a competition for each class.

3. Almsgiving

Activities that can foster the spirit of entrepreneurship in early childhood are routine alms held at school. This activity is carried out every Friday during worship practice activities. The results of this almsgiving will be distributed to people who are less fortunate or experiencing natural disasters. This almsgiving activity can foster caring and helping characters in early childhood. In addition, it will foster a sense of compassion for others and respect for others (Moh Farhan, 2019).

4. Healthy Canteen

This healthy canteen is a program where children learn entrepreneurship through this healthy canteen. It is also a way to preserve and teach about traditional foods in the neighborhood.

5. Outing Class

In general, this activity is a tour to see how learning practices exist in the field to foster the spirit of early childhood entrepreneurship.

Some of the activities described above are transformative learning that can develop entrepreneurship in early childhood. However, the most important thing is what character traits to instill in these activities. Based on the results of interviews, observations, and documentation that researchers conducted, it can be seen that there are several characteristics to be instilled in transformative learning in developing the spirit of entrepreneurship based on local wisdom in early childhood, namely: independence, courage, confidence, honesty, responsibility, cooperation, mutual help and creativity. In addition, in the learning process, students are asked to be directly involved as actors of existing learning and also utilize and introduce various resources in the environment around children. Learning that utilizes local wisdom will foster students' awareness and identity (Herdiman et al., 2021). Children will appreciate what they have today.

The successful implementation of transformative learning in developing local wisdom-based entrepreneurship spirit in early childhood at IT Nurul Hidayah Sampang Kindergarten is supported by the following factors: First, a conducive and cooperative school environment. This conducive and cooperative school environment supports the success of TK IT Nurul Hidayah Sampang in

implementing entrepreneurship education for its students. As a concrete example, when the school held market day activities around the school, the surrounding environment did not object. Even the community is invited to this activity.

Second, competent school components. TK IT Nurul Hidayah Sampang is managed by competent educators. The educators embody the values of entrepreneurship so that they are easily imitated by students. With competence, patience, and the spirit of providing the best for students, these schools can develop the spirit of entrepreneurship by integrating entrepreneurship values into children's learning activities in a fun way.

Third, parents are cooperative. The role of parents in developing the entrepreneurship spirit of students at TK IT Nurul Hidayah Sampang is very cooperative. Parents are directly involved in activities that can foster their children's entrepreneurial spirit by supporting entrepreneurship learning and education. In addition, there are activities where parents provide direct learning to students at this institution on how to carry out entrepreneurial activities properly.

Fourth, careful planning. Learning at TK IT Nurul Hidayah Sampang has been neatly organized which is designed in learning administration such as Prota, Promes, RPPM, and RPPH. The actualization of this learning is always supervised by the Principal and Deputy Curriculum to see the success of the activities to be carried out. The existence of evaluation or supervision of learning carried out by educators at the Nurul Hidayah Sampang IT Kindergarten Institution makes the quality of learning more secure.

However, there are several factors inhibiting transformative learning in fostering the spirit of entrepreneurship based on local wisdom in Early Childhood at TK IT Nurul Hidayah Sampang, namely the existence of teachers who do not want to change or bother in activities that can foster the spirit of entrepreneurship in early childhood. In general, the teachers are seniors. However, the solution is to routinely conduct coordination meetings every week to unite one vision and mission and find solutions to existing problems.

Not many PAUD institutions can make learning fun like this, especially coupled with activities that can foster the spirit of entrepreneurship. Even the results of the researcher's analysis by observing PAUD institutions around the

researcher, there are still many PAUD institutions whose learning center is on the teacher, so children are not free to learn and not free to play. This will result in less fun learning and make children more passive.

CONCLUSION

Based on the results of the above research, it can be concluded that the implementation of transformative learning in fostering the spirit of entrepreneurship in local wisdom-based early childhood is organized by center-based learning or BCCT (Beyond Centers and Circle Time) where children play an active role in learning, while the teacher is only a learning facilitator. Some transformative learning activities in developing early childhood entrepreneurship spirit, such as Cooking Class, Market Day, Almsgiving, Healthy Canteen, and Outing Class. There are several characteristics to be instilled in transformative learning in developing local wisdom-based entrepreneurship spirit in early childhood, namely: independence, courage, confidence, honesty, responsibility, cooperation, mutual help, and creativity. The successful implementation of transformative learning in developing the spirit of entrepreneurship based on local wisdom in early childhood at TK IT Nurul Hidayah Sampang is supported by the following factors: (1) A conducive and cooperative school environment. (2) Competent School Components. TK IT Nurul Hidayah Sampang is managed by competent educators. (3) Cooperative parents. (4) Careful planning.

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