



Development of the Entrepreneurship Program Implementation Strategy for Elementary School Students

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Abstract: The entrepreneurship program in Indonesia is a manifestation of the initiative to enhance the image of Pancasila students. However, there are still areas that need improvement in the implementation, and there is a lack of research on the strategies for developing entrepreneurship programs. Therefore, developing a strategy to assist in executing the entrepreneurship program is crucial. This study employed a qualitative approach, specifically utilizing a case study design. Data was gathered by interviewing three individuals who played a crucial role in the entrepreneurship program at Muhammadiyah Prambanan Elementary School. The findings indicate that schools incorporated entrepreneurship into their curriculum by organizing field trips, setting up food stands, and hosting artwork exhibitions. The approach to developing the entrepreneurship program implementation involved forming committees, establishing partnerships with external schools, and engaging work instructors. Factors that contributed to the research included strong support from stakeholders and external schools through collaboration, while obstacles emerged from a lack of skills among existing school staff and challenges with guardians/parents. This study comprehensively analyzes the approach to establishing entrepreneurship programs in educational institutions. It aims to provide valuable insights for other schools seeking to develop similar initiatives.

Keywords: development strategy, entrepreneurship program, elementary school

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Introduction

Indonesia faces many challenges in the current industrial era, including preparing the younger generation to compete globally (Achmad & Utami, 2023; Munawaroh & Nia, 2021). Globalization creates a blurred boundary in an area, gives rise to freedom, and generates more flexible competition (Baturetno et al., 2023; Maknuni, 2021; Ritzer & Dean, 2019). Further, the era of Society 5.0 requires private citizens to have independent behavior and is closely related to increased human resources (Aryani & Najwa, 2019; Wening & Santosa, 2020). This behavior includes being innovative, never giving up, daring to take risks, commitment, being realistic and communicative, and having a strong motivation to achieve success (Malibari & Bajaba, 2022; Pramesti & Kusuma, 2020; Prastika et al., 2023). Therefore, efforts to develop human resources must be enhanced in the current era.

However, the problem exists because many of the total population in Indonesia are still unemployed (Indayani & Hartono, 2020). It is often experienced, with one of the factors being the increasing number of human resources, which are not matched by the breadth of employment opportunities (Maknuni, 2021; Permadhy & Sugianto, 2020). As of February 2022, Indonesia's unemployment rate increased to 5.83% (Statistik, 2022). The lack of job opportunities also occurs due to the smaller availability of jobs and a deficient economy (Munawaroh & Nia, 2021; Paul & Otiende, 2020). This situation undoubtedly concerns the public, especially in the education sector. Education is an aspect of social change for people to become better human beings.



On the other hand, problems arise in the business world, specifically for business actors. It can be seen from the number of new entrepreneurs in Indonesia, reaching 3.4%, and it was still insufficient to become a developed country, requiring 12 to 14% (CNBC Indonesia Editorial Team, 2022). For this reason, Indonesia's business world must grow by at least achieving its indicators, e.g., having 4 million prominent entrepreneurs (Kemenperin RI, 2018). In addition, it is stated that a country needs to become a developed country to have at least 14% of entrepreneurs from the total population (Oebadillah, 2020). Thus, an effort is required to increase the number of percentages that are still minimalist so that the country can be more developed and advanced.

Moreover, development is very much needed for the nation's progress to continue the development of prosperity (Boluk et al., 2019; Khamimah, 2021). Likewise, in education, students, as the nation's next generation who will have more extended contact with this era, need to take advantage of this as a broad opportunity to build their independence (Aryani & Najwa, 2019; Weng et al., 2022). In this case, education has a significant role in forming the character of the Indonesian nation (Febriyanti et al., 2021). Law No. 20 of 2003 concerning the National Education System, Article 3, states that "national education functions to develop capabilities and form dignified national character and civilization to educate the nation's life, which aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, be healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen" (Depdiknas, 2003). Development can also be carried out through the systematic, directed, and periodic management of education and following developments in science and technology (Yaqutunnafis & Nurmiati, 2021). It is intended so that education becomes a part of national development orientation.

Another way to solve unemployment in Indonesia is to instill entrepreneurship education as early as possible, given that entrepreneurship is a crucial engine of economic development (Gularso, 2023; Liu et al., 2019; Munawaroh & Nia, 2021). In response to that, the government formulated policies to increase the entrepreneurial spirit implemented in schools, especially elementary schools, based on the reason that children can be effectively educated to become entrepreneurs and make business decisions based on personal and social values (Lidyasari et al., 2022; Maknuni, 2021). From an early age, entrepreneurship education is provided to foster new prospective entrepreneurs and increase the number of entrepreneurs in Indonesia (Bukhori & Kusumawati, 2020). In addition, instilling entrepreneurship education from an early age is not unusual, considering that it can be oriented toward national education development goals (Sinay, 2019). On the other side, efforts to increase the entrepreneurial spirit of students at the elementary school level are also directly supported by the project to strengthen the profile of Pancasila students with the theme of entrepreneurship (Kemendikbud Ristek, 2021). Hence, efforts to implement entrepreneurship education need to be of concern and receive support, particularly from stakeholders at the elementary school level.

Entrepreneurship is realistic and can be learned or carried out through learning, training, or simulation (Aditi, 2018). Entrepreneurship can also be interpreted as innovation and creativity to use opportunities to create changes that generate positive values for oneself and those around them (Margahana, 2020). For elementary school students, entrepreneurial skills are also very much needed (Afandi, 2021). It is because entrepreneurship education can create creativity, innovation, hard work, and the courage to face risks to gain opportunities (de Costa et al., 2021; Dinar et al., 2020). Entrepreneurship education can also cultivate various skills, covering communication skills, calculating risks, managing strategies, and other skills, such as leading and managing (Firdaus et al., 2022; Rakhmawati & Mustadi, 2022). Further, entrepreneurship education is vital in mediating the relationship between the outdoor learning environment and students' self-efficacy (Saptono et al., 2021). Entrepreneurship education can also produce an entrepreneurial spirit that can manage the business professionally with careful planning and calculations (Sari & Hasanah, 2019). Consequently, it is essential to apply entrepreneurship education at the elementary school level (Saptono et al., 2021; Winkler, 2023)

Nevertheless, the recent research on entrepreneurship programs in elementary schools in Indonesia is still dominated by the focus on implementing entrepreneurship programs for students. Also, emphasizing a strategic point of view to develop the implementation of entrepreneurship programs in schools has not been dominant. A study by Hidayat et al. (2021) highlighted the implementation of entrepreneurship education programs in elementary schools and their supporting and inhibiting factors. Their research found that implementing entrepreneurship education programs in schools was in the form

of "Market Day" activities to foster an entrepreneurial spirit in students. Hidayat (2021) also uncovered that the implementation of the entrepreneurship program at the elementary school level in South Kalimantan has not been complex, considering that it still utilized existing supporting resources. This situation has also not changed much regarding the implementation of the entrepreneurship program in elementary schools, as conveyed by Pratitis (2018) that the implementation of the entrepreneurship program for elementary school students has not been complex yet due to no development in the form of collaboration with other parties that could support the achievement of the entrepreneurship program's objectives. Accordingly, developing a strategy for implementing entrepreneurship programs in elementary schools is necessary.

Muhammadiyah Prambanan Elementary School is one of the schools that organize student entrepreneurship programs. This school implements an entrepreneurship program internally and externally outside of school. The school has also collaborated with external parties, particularly in the business world, to support the implementation of the entrepreneurship program. Since the program organized by the school is relatively complex, strategies and development efforts need to be determined and regulated by the school so that the entrepreneurship program can take place per the expected goals. Several times, Muhammadiyah Prambanan Elementary School has also won the National Student Art Competition Festival competition in the craft field, which is sustainable with the entrepreneurship program. It will also impact the development of school entrepreneurship programs. Thus, an illustration regarding implementing and determining the strategy that Muhammadiyah Prambanan Elementary School applied can be a reference, especially for the elementary school level, in developing entrepreneurship programs implemented in schools. In addition, the researchers made it a research case due to the specificity and comprehensiveness of the strategy and implementation of the entrepreneurship program at Muhammadiyah Prambanan Elementary School.

Based on the urgency and problems that arise and the lack of development strategies in implementing entrepreneurship programs at the elementary school level, this study aims to: (1) explore the implementation of entrepreneurship programs, (2) explore strategies for developing the implementation of entrepreneurship programs at the elementary school level, and (3) identify supporting and inhibiting factors in the implementation of the entrepreneurship program. In other words, this research explores the practice of implementing entrepreneurship programs in schools. It provides insights and descriptions of strategies that can be applied in developing entrepreneurship programs more broadly.

Methods

This qualitative research employed a case study type (Sugiyono, 2022). This research was conducted at Muhammadiyah Prambanan Elementary School from July 18 until October 7, 2022. The participants in this study consisted of homeroom teachers who were used to being the coordinators of implementing the entrepreneurship program. The number of participants was three, which in detail comprised one person as a student coordinator and two as coordinators of the entrepreneurship program.

Data were collected through interviews and documentation to obtain more in-depth data (Sugiyono, 2022). Interviews were scheduled according to each respondent's spare time. The data gathered through interviews was by recording responses from informants and noting the main outlines of responses from informants. The material in the interviews included: (1) exploring the implementation of the entrepreneurship program at all grade levels, (2) exploring the strategies set in developing the school entrepreneurship program, and (3) revealing supporting and inhibiting factors in the implementation of the entrepreneurship program. Data collection was also carried out through documentation methods obtained from sources such as the school's organizational structure, plans, and reports on the implementation of the school's entrepreneurship program.

The three themes were developed by collecting interview transcripts from the recorded results. Then, the data were labeled to identify, mark, and group relevant data to identify themes determined through the coding stage (Susanto, 2022). The data were reduced, and tabular and sub-themes were searched for. Afterward, data analysis was conducted using the Bogdan & Biklen model by reducing and looking for sub-themes and relationships between sub-themes (Gunawan, 2020). Checking the data validity (trustworthiness) was performed through technical triangulation to further the researcher's understanding of what has been found (Sugiyono, 2022).

The respondents in this study agreed to become respondents without coercion. The researchers stated that only all the data obtained were used in this study. All participant identities were kept confidential. Matters related to the participant's responses to the interview questions were kept confidential and did not affect the participants' future fate.

Results and Discussion

Results

The results of this study are divided into three main topics: (1) an exploration of the implementation of entrepreneurship programs at all grade levels, (2) strategies set in developing school entrepreneurship programs, and (3) supporting and inhibiting factors in implementing entrepreneurship programs. The research results were then reduced, and sub-themes on the themes of each discussed topic were searched for. Then, these sub-themes were connected to obtain conclusions on each topic. Each topic discussed is presented in more detail in the following discussion.

Exploration of the Implementation of the Entrepreneurship Program at All Grade Levels

The topic of exploring the implementation of the entrepreneurship program at all grade levels in the relevant schools is divided into three themes. The three themes encompass (1) implementation of the field trip program, (2) implementation of the food stand program, and (3) implementation of the artwork exhibition program. Each of the themes obtained is presented as follows.

The coordinators of the entrepreneurship program stated that the implementation of the field trip program was one of the school entrepreneurship programs implemented outside the school environment. Meanwhile, the responses from the informants regarding the implementation of the field trip program are as follows.

“The field trip program is implemented by visiting businesses that produce some kind of food or crafts, like that.” (Informant 1)

“Field trips are carried out by visiting the business world and for all grades 1 to 6. This program is realized because we collaborate with external schools, to be precise, the business world.” (Informant 2)

“The field trip program is a kind of visit to the institution/business world to make students understand the business world's climate, and usually, we hold it at the beginning of the year; yesterday, it was in February 2022.” (Informant 3)

The field trip program was conducted by visiting the place of business to know the scope of making a product. These products were usually in the form of food or handicrafts. The food business places visited included bakeries, donut shops, salted egg industries, and others, while craft business places included the fan-making industry in Kasongan, Bantul, and Yogyakarta. Based on the results of the data presentation of field trip program implementation from the coordinators, three sub-themes were found, as presented in Table 1.

Table 1. Data Reduction Results of Field Trip Program Implementation

No.	Sub-theme	Correlation between Sub-themes
1.	The field trip program is implemented by visiting places of business, both food and craft production.	The field trip program is implemented by visiting a place of business, whether food production or handicrafts. The program results from the cooperation of the school and is carried out at the beginning of each year for all grade levels, with the aim that students can get to know the climate in the business world.
2.	The field trip program is intended for all grade levels and visits to nearby businesses through the results of the school's collaboration with external parties.	
3.	The field trip program is carried out by visiting agencies/business world. It is usually conducted at the beginning of the year to ensure children can get to know the climate in the business world.	

Field trips were one of the leading entrepreneurship programs at Muhammadiyah Prambanan Elementary School. A field trip is a study tour, but in this case, it is defined as a visit to a place of business. The aim of the field trip is that students were expected to explore skills regarding the business world in their surroundings. In addition, with this field trip program, students need to know about the urgency of the business world as a provision for them to face the era in the future. The field trip program was implemented through collaboration with external school parties. The intended external party in question was the business world. In other words, to carry out the field trip program, it is vital to strive for collaboration with external parties, and the packaging of activities should be carried out in a structured and detailed manner so that it is as expected.

The field trip program was implemented for students at all grade levels. As stated above, field trips were a school entrepreneurship program in the form of visits to places of business, food, and crafts. The field trip program, carried out at the beginning of each year by the school, could be implemented because of the cooperation between the school and external parties (place of business). Therefore, it is hoped that this program will be able to improve and add to the skills and insights of students regarding the scope of the real business world.

Efforts to foster an entrepreneurial spirit are essential for elementary school students. One way is through the school food stand program. The program taught students to transact by buying and selling food at the stands provided by the school. Following are the results of the responses from the informants regarding the sub-theme of implementing the food stand program.

“Besides field trips, the entrepreneurship program at school is a food stand. This program is a practice of buying and selling food by all grade 1-6 students at the booths provided.” (Informant 1)

“The food stand program is to foster an entrepreneurial spirit in this school by the practice of buying and selling food at the stand, either self-made food or buying it for resale.” (Informant 2)

“This food stand is implemented at all grade levels, where the technique is when students in grades 1, 2, and 3 sell products, students in grades 4, 5, and 6 buy them, and vice versa. It is usually done after the examination accompanied by the teacher. Students can make or buy food products, depending on our instructions.” (Informant 3)

Researchers' findings in the school entrepreneurship program's report document strengthened the interview data. The school entrepreneurship program report also explained that every class was involved in this food stand program as sellers and buyers. The food stand was carried out by presenting various processed foods used as a means for students to practice becoming entrepreneurs.

Based on the results of the data presented on the implementation of the food stand program from the coordinators and document study results, three sub-themes were revealed, as explained in Table 2.

Table 2. Data Reduction Results of the Food Stand Program Implementation

No.	Sub-theme	Correlation between Sub-themes
1.	Students at all grade levels carry out the food stand program to practice buying and selling food at the stands provided.	
2.	The food stand program is the practice of buying and selling food made by students or purchased.	The food stand program is implemented by buying and selling food transactions by students at all grade levels accompanied by teachers. Food sold at stands provided by the school is held by making themselves or buying it for resale.
3.	The food stand program is implemented after the examination at all grade levels. It is technically the practice of selling self-made or bought food accompanied by a homeroom teacher. Technically, when grades 1, 2, and 3 sell, grades 4, 5, and 6 buy, and vice versa.	

The existence of a food stand program in the school entrepreneurship programs aims to allow students to practice buying and selling food and drinks directly. Food and beverage products included

various market snacks, spaghetti, soy milk, etc. Moreover, it sparked the creativity and innovation of the students in the program. It indicates how students attracted buyers with the products they sold at the stands. Their creativity started by naming the food or beverage products sold, packaging, and more. It was intended to attract buyers of their products.

The entrepreneurship programs also included an artwork exhibition program. The artwork exhibition program was one of the entrepreneurship programs in the school, in which students were encouraged to make a craft to be exhibited or traded. Students produced various kinds of works to demand student creativity both in the field of craft and entrepreneurship. Meanwhile, the informants' responses regarding the artwork exhibition program are as follows.

“We also hold an artwork exhibition program, in which students are required to make a work and then display it or sell it to their friends.” (Informant 1)

“Our artwork exhibition program is held so that children can be skilled, both in the field of crafts and entrepreneurship, even though their works are still very simple, such as piggy banks, pinwheels, batik, drawings, or the like. Then, those are exhibited or sold within the school environment for those who want to buy their work.” (Informant 2)

“This school's entrepreneurship program also has an artwork exhibition, with children showing off their handicrafts and then selling them to practice their life skills through crafts, such as batik, piggy banks, and others.” (Informant 3)

The researchers' findings in the school entrepreneurship program's report document reinforced the interview data. The school's entrepreneurship program report also described that every class was involved in the artwork exhibition program. The artwork results were local wisdom products, such as batik, piggy banks, drawings, and others. For student work, in addition to getting an assessment, students received direct instruction from experts.

Based on the results of the data presented on the implementation of the artwork exhibition program from the coordinators and document study results, three sub-themes were uncovered, as displayed in Table 3.

Table 3. Data Reduction Results of the Artwork Exhibition Program Implementation

No.	Sub-theme	Correlation between Sub-themes
1.	The artwork exhibition program is one of the entrepreneurship programs concerned with student arts and crafts.	The artwork exhibition program at school is a type of entrepreneurship program to train students' life skills, both in the arts and crafts sector and the field of entrepreneurship. The works of art are in the form of local wisdom products, such as batik, piggy banks, drawings, and others, which are then exhibited and traded.
2.	An artwork exhibition is a program equipping and training students to be skilled in the arts and entrepreneurship by exhibiting and selling works of art.	
3.	An artwork exhibition is one of the school's entrepreneurship programs to train students in life skills.	

The artwork exhibition program was implemented so students could be equipped with and familiar with the arts and entrepreneurship fields. Here, students strived to be creative through arts and crafts in terms of sales. The artwork exhibition program was held in the middle of an odd semester. The implementation of artwork exhibitions sometimes also received directions from experts in the field; for example, the school invited batik experts to teach students how to make it. Therefore, it is expected that this program can be implemented and run according to the goals set.

Strategy for developing the implementation of the school entrepreneurship program

The topic of the strategy for developing the implementation of the related school entrepreneurship program is divided into three themes. The three themes comprise (1) forming an entrepreneurship program committee, (2) building cooperation with external school parties, and (3) involving artwork instructors. Each of the themes obtained is described as follows.

The committee or management stage of an event is a critical component. Without the management committee, a program cannot be realized as expected. Likewise, for the implementation of school entrepreneurship programs, it is necessary. Then, the sources' responses regarding forming the school entrepreneurship program committee are as follows.

“...there will be a committee for every event and one of them will be formed as an entrepreneurship program coordinator.” (Informant 1)

“For the committee, every time we have an activity, there is a committee; thus, for this committee, we make it during a work meeting, which we hold at the work meeting at the end of every year. Then, at that time, a program for each field is drawn up for the next year. Therefore, we have determined the committee during the work meeting and are ready when the program runs.” (Informant 2)

“...in each activity, a committee will be made; sometimes, one person can be involved in several fields. Thus, the strategy is communication with the teachers and educational staff. Later, the first is coordination; every time the event is approached, a committee meeting is held, like that.” (Informant 3)

Researchers' findings on the school entrepreneurship program's design documents supported the interview data. The document elucidated the committee structure that coordinated the school entrepreneurship program, including the chairperson, secretary, treasurer, field coordinator, equipment coordinator, and accompanying teacher.

Based on the results of the data presented on the formation of the program committee from the coordinators and document studies, three sub-themes were drawn up, as in Table 4.

Table 4. Data Reduction Results of Entrepreneurship Program Committee Formation

No.	Sub-theme	Correlation between Sub-themes
1.	Establishing a school entrepreneurship program's management committee is on every agenda.	
2.	The entrepreneurship program committee is formed during a school's work meeting so that the management is ready to run when the program should be implemented.	Establishing a committee for the entrepreneurship program is attempted during a school performance meeting, including division coordinators, secretaries, treasurers, events, and assistants. It is intended to support implementing the entrepreneurship program to run optimally.
3.	For the entrepreneurship program, a program committee is formed with various divisions, starting from events, treasurers, and the like, so the implementation strategy can be realized as expected.	

The existence of a management committee for the school entrepreneurship program was a milestone in running the program. Forming a school entrepreneurship program committee also made a strategy for organizing activities. The committee could also create creativity and innovation in program implementation. In this case, it concerned the formulation of program themes, concepts, goals, and more. Therefore, the committee structure is essential for effectively and efficiently implementing the school entrepreneurship program.

Collaboration plays a significant role in implementing a program at school. Through collaboration with external parties, the implementation of the entrepreneurship program can be well supported. Collaboration can also be carried out in any case, including cooperation with the business world. The informants' responses regarding efforts to build cooperation with external schools are the following.

“...there is cooperation with outsiders, and if possible, many sponsors...”. (Informant 1)

"Cooperation in the school entrepreneurship program with the business world is especially for the field trip program since it involves external parties from the school." (Informant 2)

"For cooperation, we emphasize it in this entrepreneurship program, in terms of business, transportation, parents of students, and others, and from the cooperation of funds, labor, and thoughts, so that this program continues to run and develop..." (Informant 3)

The researchers' findings on the school entrepreneurship program's design documents strengthened the interview data. The program design document also explained the efforts and agencies that cooperated in implementing the school entrepreneurship program. The components of cooperation were either physical or non-physical.

Based on the results of the data presented on building cooperation with external school parties from the coordinators and document studies, three sub-themes were denoted, as shown in Table 5.

Table 5. Data Reduction Results of Building Cooperation with External School Parties

No.	Sub-theme	Correlation between Sub-themes
1.	The school strives to develop cooperation with external parties in the entrepreneurship program.	
2.	It is essential to strive for collaboration in implementing the entrepreneurship program, especially the field trip program, because it involves the business world external to the school.	Development of cooperation in the entrepreneurship program is an effort and strategy to optimize program implementation by involving parties, such as places of business, transportation, and parents/community, and cooperation in terms of finance, facilities, and others.
3.	Cooperation in school entrepreneurship programs is a strategy in implementation by involving parties, such as places of business, transportation, and parents/community, and good cooperation in terms of finance, facilities, and others.	

Collaboration with external parties was established in the school as the ultimate strategy for implementing the school entrepreneurship program. Various forms of cooperation were sought from parents/guardians of students, facilities, financial aspects, and places of business. For example, cooperation with students' parents in this program means that if a student's parents have a place of business and reach out to schools to work together, a visit will be carried out through a field trip program. In addition, the school could also help promote products produced from their place of business.

Cooperation in financial form was through submitting a proposal to the intended external party, usually through the school principal. For collaboration on facilities, in this case, schools applied it with transportation agents when visiting places of business. Also, it was for procuring statutory facilities for the food stand, artwork exhibition programs, and supporting facilities in making student handicrafts. As for making batik, the form of cooperation in terms of facilities was procuring materials, such as cloth, *canting*, dyes, and other supporting facilities. Everything was structured and detailed to organize the school entrepreneurship program according to the goals set.

Entrepreneurship programs designed by the school could be implemented complexly if various parties were involved. One of the parties involved was the instructor who coordinated the implementation of the school entrepreneurship program. Instructors had a vital task role in mentoring students besides the existing teachers. The following are the responses from the informants regarding the involvement of art instructors.

"...usually, we also invite instructors to guide the children to make products." (Informant 1)

"...the next strategy is that we usually invite speakers or instructors to teach students to make works of art, then create a product with direct guidance from experts." (Informant 2)

"...our school also invites speakers like that to teach students to be creative in making products, especially crafts, which can be followed up with artwork exhibition in school. Thus, students will be equipped with skills from the experts directly." (Informant 3)

Based on the results of the data presented regarding the involvement of work instructors from the coordinators, three sub-themes were inferred as in Table 6.

Table 6. Data Reduction Results of Artwork Instructor Involvement

No.	Sub-theme	Correlation between Sub-themes
1.	Implementing the school entrepreneurship program is supported by involving instructors to direct the product-making process.	Artwork instructors play a vital role in the school's entrepreneurship program. Various roles are carried out, such as directing the making of products, especially handicrafts, and helping to instill an entrepreneurial spirit in students.
2.	The involvement of artwork instructors is a strategy for implementing the entrepreneurship program so students can create product creations independently.	
3.	Besides guiding students in their artwork, the instructor provides students with skills for cultivating an entrepreneurial spirit.	

Efforts to involve instructors who were experts in specific artistic fields were secondary to teachers in schools. It can be illustrated in the example that when students would work in the field of batik, the school would bring in instructors who were experts. When students were going to work and be creative to produce works in the form of food for food stands, schools could bring in cooks to provide direction and assistance to students regarding productivity management in the culinary field. In an artwork exhibition, it was doing work before being exhibited as one of the school's entrepreneurship programs.

All grade levels involved the artwork instructor without exception. The teachers also assisted in producing works carried out by students. However, it should be underlined that each class has its prospect intended goals according to those in the school curriculum.

Supporting and Inhibiting Factors for the Entrepreneurship Program

Supporting and inhibiting factors in implementing entrepreneurship programs were a concern for schools. They analyzed implementation, opportunities, and improvements for more complex program development. Meanwhile, the responses from the entrepreneur program coordinators are as follows.

“...because the object is still small, the program sometimes does not run optimally, but thank God, all stakeholders are supportive.” (Informant 1)

“...the supporting factors come from the student's guardians and the community as well ... and the inhibiting factor is that not all parents are open to these entrepreneurs; sometimes, some people could not be invited to work together.” (Informant 2)

“As for supporting the school activities section, it is more varied, not only supporting in the field of knowledge but also equipping life skills; then, skills and apart from general activities, as well as religion is certain; then, skills that maybe other people do not pay attention to, but we are trying to raise it. There are obstacles to human resources that are less agile.” (Informant 3)

The interview data were also corroborated by the researchers' findings in the school entrepreneurship program's report document. The report document stated that evaluation in the middle and at the end of the program could help identify supporting and inhibiting factors for implementing the entrepreneurship program. The evaluation was applied to improve the program's sustainability in achieving the set goals.

Based on the results of the data presentation regarding supporting and inhibiting factors from the coordinators and document studies, four sub-themes were revealed in Table 7.

Table 7. Data Reduction Results of Supporting and Inhibiting Factors for the Entrepreneurship Program

No.	Sub-theme	Correlation between Sub-themes
1.	The program's inhibiting factor is the program's targets that are too early, so it is not optimal in implementation, while the supporting factor is that school stakeholders fully support it.	
2.	The supporting factor for the program is the parents' full support for the school to cooperate in implementing the school entrepreneurship program. In contrast, the obstacle is the lack of openness on the part of the student's parents to work together.	Supporting and inhibiting factors for the entrepreneurship program can be identified through program evaluations in the middle and end of program implementation. Factors supporting the implementation of the entrepreneurship program are the full support of school stakeholders, guardians/parents of students, and external school parties. Meanwhile, the inhibiting factors include the lack of human resource skills, the lack of openness of guardians/parents, and the lack of maximum performance in program implementation.
3.	Factors supporting the program consist of the complexity of variations in the entrepreneurship program to improve students' skills. In contrast, the inhibiting factor is the lack of human resource skills in managing entrepreneurship programs that require increased competence.	
4.	Supporting and inhibiting factors in the implementation of the entrepreneurship program can be identified during the evaluation. Entrepreneurship program evaluation is carried out in the middle and end of program implementation.	

Supporting and inhibiting factors are components in analyzing the implementation of a school program. In this case, existing supporting factors included full support from school stakeholders, guardians/parents of students, and parties external to the school. The role of cooperation in various resources is the primary key to supporting factors. Supporting factors also reinforce the implementation of school programs, and it is the school's task to optimize and develop existing programs.

In addition, the inhibiting factors may be pushed aside by the school. These factors comprised a lack of human resource skills, a lack of openness from guardians/parents, and a lack of maximum performance in program implementation. Evaluation, in this case, plays a good role as a tool to identify factors influencing program implementation. The evaluation process should be carried out to improve the implementation of a program and become a step on how to minimize it. It is so that the school program can run according to the goals set.

Discussion

The school entrepreneurship program supports growing and developing students, one of which is at the elementary school level. It can be indicated through the various benefits drawn from the program. Meanwhile, these benefits include interpreting students' insights into the climate in the business world, increasing various entrepreneurial skills for students, and recognizing the importance of understanding financial literacy from an early age.

Various school entrepreneurship programs can be implemented in each educational unit. Like the Muhammadiyah Prambanan Elementary School, this school implemented a school entrepreneurship program, including a field trip program, a food stand program, and an artwork exhibition program. The school regulated the implementation of the school entrepreneurship program comprehensively, both internally and externally. Certainly, this effort intended that the insight students got about entrepreneurship was not only limited to school but also covered outside the scope of the school. Insight outside the scope of the school was frequently implemented in the field trip program.

The field trip program was implemented by visiting a place of business, whether food production or handicrafts. The food business sectors usually visited included making cakes, salted eggs, sugar palm fruit, and others. In contrast, the handicraft business sector covered the fan and pottery manufacturing industry in Kasongan, Bantul. Implementing the field trip program at the Muhammadiyah Prambanan Elementary School has an important role in introducing the business world directly to the external scope of the school. It is crucial to implement external learning for

students to shape professional development and increase the horizons of scientific development in students (Martina & Göksen, 2022; Thomas & Dymont, 2021). Besides, in the results of previous studies, the existence of learning concepts outside the scope of the class could increase exploration power and achievement for elementary school students (Bell et al., 2021; Khan et al., 2020; Meerts-Brandsma et al., 2019). Therefore, the field trip program can be useful in increasing achievement and enhancing students' exploration power regarding entrepreneurial insights.

The school entrepreneurship program in the form of food stands was a practice program for buying and selling food transactions by students at all grade levels accompanied by teachers. Food was sold at a stand provided through self-made products or bought and resold. The specific objective of this program was to introduce a variety of food or drinks on a large or small scale. In addition, there was another school entrepreneurship program, namely the artwork exhibition program. This program directed students to work through arts and crafts and apply them in entrepreneurship. The artworks were local wisdom products, such as batik, piggy banks, drawings, and others, then exhibited and traded.

The two school entrepreneurship programs, i.e., the food stand program and the artwork exhibition, fundamentally have the same organizing concept. The concept is that students were free to work, and the results were interpreted in entrepreneurship. The entrepreneurial field included the culinary and arts and crafts fields. The culinary field, or so-called culinary discipline, has an essential role in the formation of skills or character for students (Garden-Robinson, 2022). Student training in these disciplines will also affect social, economic, and future career development (Albin, 2020; Yolak et al., 2019). Hence, through food stands in the entrepreneur program, schools are expected to equip students to mingle in social life.

The field of arts and crafts in the school's entrepreneurship program is no less important. The artwork exhibition program can train good life skills and creative skills. The interesting thing about this program is that it could be a place to practice being an entrepreneur (Taylor, 2019). Learning to appreciate artworks is a particular goal in school exhibition programs. According to previous studies, exhibitions of artworks at schools can explore imagination more broadly, develop social skills, and help students grow and develop (Mikkonen, 2022). The results of previous studies also explained that it is vital for schools to establish strategies to develop student creativity through various school programs, such as arts and crafts training and a supporting curriculum (Zhbanova, 2018). Learning arts and crafts for elementary school students can also develop abilities in aesthetics and exploration for creativity (Rengganis et al., 2022; Verpooten et al., 2023).

Principally, organizing food stand programs and artwork exhibitions in elementary schools has the same goal, i.e., to foster creativity exploration and equip social skills in people's lives. Both programs aim to introduce and understand trade practices directly and add creative skills to students. It does not end there; considering that the program is based on entrepreneurial values, another benefit that can be reaped is being able to develop skills and knowledge that will support good financial management in the future (Coda Moscarola & Kalwij, 2021; Nicolini & Cude, 2021; Zhu et al., 2021). Consequently, with the many benefits that can be drawn, organizing food stand programs and artwork exhibitions at the elementary school level must be nurtured and developed to achieve the expected goals.

Then, based on the data analysis results regarding the school entrepreneurship program, the program implementation process could not run well and maximally if there was no strategy. Event strategy needs to pay attention to the implementation of school programs to develop strategic programs, determine technical and non-technical concepts, and conduct coordination and responsibility (Poetra, 2021). It certainly aligns with previous research that strategies need to be prepared in implementing programs, both in terms of resources and management, to achieve the vision or goals of the school (Andres & Nordengren, 2022; Feldman-Adams et al., 2019). The program's managerial aspect will be the strategy's first highlight (Ewing, 2019).

Further, a management committee for the school entrepreneurship program is a milestone in running the program. The committee consists of coordinators, secretaries, treasurers, and public relations from school educators to support the program's implementation as expected. Previous studies revealed that structured committees could create creativity and innovation in program implementation (O'Boyle, 2022; Weng et al., 2023). In addition, the program committee members are expected to synergize with one another in managing and supporting the implementation of the school

entrepreneurship program (Lee & Welk, 2021). A school program committee can support various analyses of the needs of implementing entrepreneurship programs, including preparing places, facilities, administration, teaching materials, and resource persons (Yulastri & Dewi, 2021). Therefore, establishing a committee structure in the school entrepreneurship program needs to be considered to support the optimal implementation of the entrepreneurship program in elementary schools.

The next strategy that needs to be of concern for schools is establishing cooperation with external parties (Zhou & Xu, 2023). As implemented in the Muhammadiyah Prambanan Elementary School, collaboration was implemented by involving places of business, transportation, and parents/community. Collaboration can be in the form of financial or supporting facilities. Some schools experience limitations regarding the availability of internal resource allocation (Maulana & Afifi, 2021). The solution that can be offered to overcome limitations in supporting the implementation of school programs is to collaborate with external parties to the school (Alsaleh, 2022). It is undoubtedly relevant to other research, revealing that the collaboration that schools can pursue has benefits, i.e., being able to improve the quality of schools or graduates, optimizing the implementation of school programs, and embracing the harmony that exists in society (Mu et al., 2023; Munthe & Mataputun, 2021). Thus, an important strategy in optimizing the implementation of entrepreneurship programs at the elementary school level is the need for collaboration between schools and external parties, especially the business world or the surrounding community.

Additionally, having art instructors as teachers for students is an important strategy in supporting the implementation of school entrepreneurship programs. The results of this study explain that the art instructor had a role in directing the process of making products, especially crafts, and helping instill an entrepreneurial spirit in students. In line with other studies, the role of entrepreneurship educators is especially important (Morris, 2022; Oksanen et al., 2023; Shukla et al., 2022). Entrepreneurship instructors or teachers for elementary school students play a role in increasing student creativity or innovation, broadening entrepreneurial insights, being dedicated to scientific disciplines, and always oriented toward improving creative abilities and instilling an entrepreneurial spirit in students (Keyhani & Kim, 2021). Hence, having instructors or educators who teach entrepreneurship to elementary school students is a vital strategy in optimizing the implementation of school entrepreneurship programs.

Apart from the strategy set in developing the entrepreneurship program, schools also need to identify various factors that support or hinder the implementation of the school entrepreneurship program. This study elucidates that the supporting factors for implementing the entrepreneurship program included full support from school stakeholders, guardians/parents of students, and external parties from the school. Meanwhile, the inhibiting factors for implementing the entrepreneurship program were the lack of skills and openness of stakeholders, and the implementation of the entrepreneurship program has still not been optimal.

Meanwhile, previous research explained that identifying supporting and inhibiting factors for entrepreneurship programs, especially in elementary schools, needs to be done to develop the potential and implement the program so that it runs effectively (García-Rodríguez et al., 2019). Supporting and inhibiting factors are equally a concern for schools. While the existing supporting factors are to be improved, the inhibiting factors must be minimized. It is where the principal, as a leader, can mobilize school resources and have a special committee for the entrepreneurship program (Wati et al., 2022). The school principal drives members through various training, direction, and motivation to improve performance quality and achieve school program targets (Ariyanti, 2020). The school principal and the special committee in the entrepreneurship program are continuously together to set the strategy for implementing the entrepreneurship program. In addition, it is crucial to identify various factors influencing program implementation to implement the entrepreneurship program and achieve the expected goals optimally. Various existing strategies can be used as a concern for other elementary schools, especially those implementing this entrepreneurship program, so they can be carried out according to their goals. Moreover, in-depth research is still needed regarding developing entrepreneurship programs at the elementary school level. It considers the school's potential to be managed and developed more optimally to support the entrepreneurship program's implementation and foster an entrepreneurial spirit for elementary school students.

Conclusion

Based on the data analysis results, conclusions were drawn regarding the implementation of the entrepreneurship program, the strategy for implementing the entrepreneurship program, and the supporting and inhibiting factors for implementing the entrepreneurship program in this study as follows. Muhammadiyah Prambanan Elementary School implemented an entrepreneurship program. First, the implementation of the field trip program was carried out by visiting places of business, whether food production or handicrafts, with the aim that students could get to know the climate in the business world. Second, the food stand program was implemented through the practice of buying and selling food transactions, which were products of the results of student creativity. This activity aimed to trigger students' creativity, innovation, and numeracy skills. Third, the artwork exhibition program was to train students in life skills in the arts and crafts sector and entrepreneurship. The results of artworks were in the form of local wisdom products, such as batik, piggy banks, drawings, and others.

The conclusions regarding the strategy for developing the entrepreneurship program at Muhammadiyah Prambanan Elementary School included forming program committees, building partnerships with external schools, and involving work instructors. The first strategy, establishing an entrepreneurship program committee, was to organize milestones and a strategy for packaging activities to be more creative and innovative. The management structure of the committee was also a field in the coordination or communication of the organizers. The second strategy was to collaborate with external schools to optimize the implementation of the entrepreneurship program by involving parties, such as places of business, transportation, and parents/community, cooperating in finance, facilities, and others. The third strategy was the involvement of artwork instructors whose role was to direct the making of products, especially crafts, and to help instill an entrepreneurial spirit in students besides the existing teachers.

Furthermore, the supporting and inhibiting factors in implementing the entrepreneurship program are essential in analyzing and developing existing programs. Supporting factors in the school consisted of the support of stakeholders and parents/guardians of students and the output of cooperation with external parties, such as openness from the business world and industry. Meanwhile, the inhibiting factor was that even though they received full support, there was a lack of skills in the school's internal and external human resources. For this reason, training and coaching, especially for educators and education staff, is a significant urgency in overcoming existing obstacles. Therefore, strategy determination is needed to achieve the expected program goals.

There are limitations in this study, and suggestions are given for further research. (1) This research was limited to in-depth interviews, but not yet in terms of the complexity of using other methodologies. The researchers could not see the practice of implementing the entire entrepreneurship program directly since they could only observe via interviews or the documentation results. (2) The researchers could not directly observe the decision-making process in determining the program development strategy. (3) This study also did not examine in depth the influence of the entrepreneurship program implementation on the curriculum application in schools in more depth. Hence, further research is required regarding the influence of an entrepreneurship program on school curriculum implementation.

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