Initiation of The Edupreneurship Program in Building Interest as Kidspreneurs to Produce Agents of Change

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Abstract

The partner of the Beginner Community Empowerment Program (PMP) is the ITQ AR-Rahamn Elementary School in Bima City, which is committed to its vision of producing a generation that not only excels in science and technology to increase economic competitiveness but also has noble morals and a strong understanding of religion. Because the school's main focus is on strengthening religious and Qur'anic learning for students, the Principal hopes that students can have social knowledge and skills such as entrepreneurship so that they can have independence in society in the future. Through this grant program (PMP), together with partners, they carry out edupreneurship activities through motivational classes, coaching classes and creative classes as well as mentoring and program evaluation. Based on the evaluation results, it shows that 95.45% are happy with the product design activities with canvas and presenting in front of teachers and friends, 93% know how to prepare a simple business plan and 94% of participants are enthusiastic about becoming kidspreneurs. From the activities carried out by the PMP team, the E-module "Entrepreneurship Inspiration Project", the E-Module "Successful Entrepreneurship Project", the E-Module "My Business Mini Plan", The E-Modul "Edupreneurship" and the "Kidsprenuer" Video were produced.

1. Introduction

Ar-Rahman Islamic Elementary School for Quranic Recitation (SD ITQ) was established in 2020 and is located on Jalan Rajawali BTN Tolotongga Asri, Ule Village, Asakota District, Bima City, committed to its vision of producing a generation that not only excels in science and technology to increase economic competitiveness but also has noble morals and a strong understanding of religion. SD ITQ Ar-Rahman strives to create a conducive, inspiring, and compassionate learning environment.

SD ITQ Ar-Rahman also strives to shape the character of students who are balanced between spirituality and intellectuality supported by various extracurricular activities that support the development of social, emotional and physical skills of students such as memorizing the Al-Quran, sports, arts, literacy, P5 entrepreneurship program which is held alternately every Saturday and various other skills designed to develop students' potential optimally. This is done because SD ITQ Ar-Rahman is determined to deliver the next generation who are ready to face the challenges of the times with the provision of knowledge and strong faith.

Based on the results of field visits, observations and interviews, information was obtained that schools have attempted entrepreneurship activities through P5 entrepreneurship activities but have not been able to increase students' interest in entrepreneurship, this is due to the lack of programs that collaborate education and entrepreneurship due to the lack of human resources who understand the program to optimally build interest in entrepreneurship as kidspreneurs for students.

This is because the teachers' primary focus is on strengthening religious and Quranic instruction for students. The principal hopes students will develop social knowledge and skills, such as entrepreneurship, so they can become independent in society in the future. This aligns with the vision and mission of SD ITQ Ar-Rahman, which aims to nurture the next generation,

equipped with knowledge and a strong faith, to face the challenges of the times.

Based on the results of field visits, observations, and interviews, a specific strategy is needed to foster entrepreneurial interest, namely through an edupreneurship program that combines education and entrepreneurship. The edupreneurship program is a breakthrough in education for not just referring to knowledge, but paying attention to soft skills [1,2]. The edupreneurship program is realized it is so important to provide it to the community as early as possible because Entrepreneurial activities are the backbone of the national economy [3,4].

The implementation of Edupreneurship in schools is a transformational innovation aimed at creating new educational opportunities and excellence [5]. Edupreneurship can be defined as education that creates innovative, creative students who are able to create opportunities and have the courage to take steps to face life's challenges [6]. This aligns with the vision and mission of SD ITQ to produce Muslim agents of change who are ready to face the challenges of the times and become agents of change.

The purpose of implementing this PMP activity is to provide socialization, training seminars, mentoring and evaluation to partners, especially students as the main target of the edupreneurship program because the success or failure of a school program can be seen from the development of students.

The implementation of PMP activities is in the form of socialization in the form of motivation classes which aim to build an entrepreneurial mindset in students, as well as seminar activities in the form of coaching classes which aim to build entrepreneurial character in students (kidspreneurs) and training in the form of creative classes which aim to create creativity and innovation in the form of simple business plans.

This activity needs to be carried out because edupreneurship has an important role in creating dynamic and adaptive learning environment, which is highly relevant in the context current globalization. Edupreneurship plays a vital role in preparing students for facing the challenges of an increasingly competitive era [7].

Entrepreneurship education also develops critical thinking skills, creativity, and problem-solving skills. This is very important in forming entrepreneurial character in students and teachers [8,9,10].

2.   Activity Methods

The implementation method used in this PMP program so that it can be implemented well is carried out with the following stages of preparation, implementation and evaluation:

A.   Preparation Stage

In the preparation stage, the PMP TEAM conducts surveys and observations with partners to find out what is needed for motivation, coaching and creative class program activities and to determine training targets and hold discussions regarding the PMP implementation schedule and the activity materials will be validated first.

B.   Implementation Stage

1)   Motivation Class
This program aims to help students develop an entrepreneurial mindset. It seeks to increase their knowledge and cultivate a passion for being kidspreneurs.

2)   Coaching Class
This program aims to enable students to optimize their potential and develop an entrepreneurial character that aligns with their individual potential. This program strives to develop an entrepreneurial character and thus develop an entrepreneurial mindset.

3)   Creative Class
This program aims to explore and foster creativity and innovation in students, which can be incorporated into the development of a simple business plan. The program strives to equip students with the social skills to explore creativity and implement business ideas.

4)   Mentoring
This mentoring activity socializes the guidelines for implementing edupreneurship to teachers so that they can be used as a source and means of implementing sustainable edupreneurship in schools .

C.   Evaluation

At the evaluation stage, assess the responses, attitudes, and knowledge at each stage of the implementation of the PMP program participants so that the activities can be evaluated properly.

3. Results and Discussions

The PMP program that has been implemented follows the stages outlined previously in the implementation method. The following are the results of the activities carried out:

A. Activity Preparation

During the preparation phase, the PMP Team conducted a survey and observations with its partner, the ITQ AR-Rahman Elementary School in Bima City, to identify needs for outreach activities, seminars, training, and mentoring. The team also established training targets and discussed the PMP program implementation schedule.

B. Implementation of Activities

1) Motivation Class

Through this motivation class , the edupreneurship program provides students with motivation through materials on entrepreneurial inspiration, various types of entrepreneurship, and the benefits of entrepreneurship. The activity also showcases an electronic module on " entrepreneurial inspiration projects" and an animated video on "kidspreneur" for students to observe. At the end of the activity, students are given an observation sheet to complete and use as an evaluation of the program.

Figure 1. Creative Class Activities

This activity encourages students to develop independence, critical thinking, and a passion for kidspreneurship. It teaches students that small ideas can be found all around us, and a creative approach fosters a passion for kidspreneurship.

2) Coaching Class

Through this edupreneurship program, participants are provided with guidance on developing entrepreneurial character through choosing classes. Participants will observe three videos of successful entrepreneurs: Utsman bin Affan, Colonel Sanders, and Jusuf Hamka. The event also introduces the electronic module "Successful Entrepreneur Project."

Figure 2. Coaching Class Activities

Next, in this activity, participants fill in the activity media to discuss the results of *the compare and contrast.* about the three entrepreneurs to other participants.

Through this program, students have been taught that a successful entrepreneur is not only seen from the results of his efforts but also from good character that can be emulated, so that it is hoped that it can form a mindset as an entrepreneur.

3) Creative Class

The edupreneurship program, through its creative class, provides training on developing a simple business plan. This activity also introduces the electronic module "My

Mini Business Plan." Participants will first watch a video about market surveys and observations, then complete a simple business plan activity sheet detailing the product they want to produce and the rationale for their choice.

Figure 3. Creative Class Activities

Continued by facilitating participants in creating their product designs using hand-drawn drawings in the form of sketches, colored drawings. The activity ends with a presentation of the results of their work.

Through this program, students have been taught to have social skills in exploring creativity and ideas that can be implemented.

5) Mentoring

At this mentoring stage, the electronic guidebook for implementing the edupreneurship program was socialized to teachers so that it could be used as a source and means of implementing sustainable edupreneurship in schools.

Figure 4. Socialization of the Edupreneurship Guide and Handover of Technology Tools

Through this activity, the handover of learning resource technology in the form of 3 (three) electronic modules and 1 animated video and an eduprenuership guidebook was also carried out which can be used as active learning resources in teaching and learning activities as well as independent learning resources for students of SD ITQ AR-Rahman, Bima City.
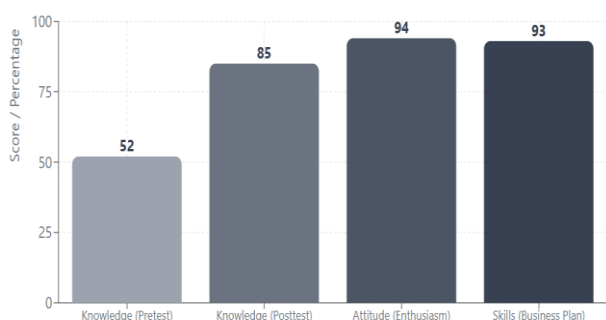
6) Evaluation

During the PMP program, the team employed a participatory approach, providing direct guidance, and enthusiastically engaged participants. Prior to the core activities, participants were given a pretest to gauge their initial understanding. After the completion of the program, a posttest was administered to assess changes in participants' knowledge and skills. The results of the pretest and posttest were used as indicators to assess the extent to which participants' understanding and skills had improved in relation to edupreneurship, which was implemented through the three main programs.

Figure 5. Pretest and Posttest

The pretest results showed an average pretest score of 52. After the delivery of the material and implementation of the activities, a posttest was repeated to the students and obtained an average posttest score of 85. This shows that the participants of the activity have experienced a significant increase in knowledge and skills regarding entrepreneurial inspiration, entrepreneurial character and simple business plans. This increase indicates that the activities implemented were successful in increasing understanding and skills in edupreneurship.

Table 1. kidspreneur Program Evaluation

Source: Field Data, 2025

Based on the results of the questionnaire that had been filled out by the community service participants, it was found that 85% of participants were able to understand the training material well, 95.45% felt happy with the product design activities using canvas and presenting in front of teachers and friends, 93% knew how to prepare a simple business plan and 94% were enthusiastic about becoming kidspreneurs.

The pretest, posttest, and questionnaire results significantly motivated the ITQ AR-Rahman Elementary School in Bima City to foster a kidspreneurial spirit, enabling them to produce agents of change who can face the challenges of the times with knowledge and a strong faith. The PMP program was well-implemented, with participants actively responding to both discussions and project-based practice.

Implementing edupreneurship at the elementary school level presents its own challenges and opportunities. According to Hannon, it is important for elementary schools to integrate entrepreneurial principles into their curriculum from an early age [10,11]. This can be done through various means, such as entrepreneurship projects that engage students in simple business practices, as well as training and workshops for teachers to improve their entrepreneurial skills [11,12,13].

Several case studies demonstrate the successful implementation of edupreneurship in various countries. For example, a study by the European Commission showed that entrepreneurship programs implemented in schools in Europe successfully improved students' entrepreneurial skills and school independence [14,15]. In Indonesia, similar programs have also been implemented in several schools, with positive results, such as increased student participation in extracurricular activities and increased school revenue from small businesses managed by students and teachers [16,17,18].

Edupreneurship also has a broad positive impact on society. Entrepreneurship programs in schools can stimulate local economic growth by creating new businesses and job opportunities. Furthermore, these programs can raise public awareness about the importance of innovation and creativity in education [19,20].

Entrepreneurship education has a vital role in all aspects of life, including for children, because having knowledge or knowledge of entrepreneurship will present entrepreneurs who can make a difference because entrepreneurs have an essential role in implementing development, especially in countries that are currently [20,21]

The creation of innovation and creativity in entrepreneurship is generated through the sensitivity of an entrepreneur to pay attention to opportunities or situations and community needs. Entrepreneurship describes the spirit of behaving and trying in seeking, seeking and implementing new ways of working with technology and products with better efficiency and quality [22].

The introduction of entrepreneurship from an early age will accustom children to seeing and learning tricks or ways of doing entrepreneurship, and indirectly this has invested in a character that will grow as adults with more productive and skilled thinking. Entrepreneurial skills will provide positive value by building a view of productivity and independence in children. The mindset used to be built to create jobs, of course, an excellent impact on one's survival [23,24]. Practising independent living from an early age provides a point of view that in order to have good entrepreneurial values, productivity and good time management are needed [25].

4. Conclusions

The edupreneurship program aims to create students who are innovative, creative, and able to create opportunities and dare to step forward to face life's challenges. This is in accordance with the vision and mission of SD ITQ in producing Muslim *agents of change* who are ready to face the challenges of the times and become agents of change. This entrepreneurship education program is not to employ children from an early age but aims to instill and cultivate entrepreneurial attitudes and characters from an early age as kidspreneurs. Through this Beginner Community Empowerment Program (PMP), students of ITQ AR-Rahman Elementary School in Bima City gain self-confidence, motivation, entrepreneurial character guidance and build creative attitudes as agents of change from an early age. This PMP program has a positive impact in increasing the knowledge and skills of participants supported by positive responses from the principal, teachers and students of ITQ AR-Rahman Elementary School in Bima City

Author Contributions Statement

Name of Author	C	M	So	Va	Fo	I	R	D	W
Kartin Aprianti	✓	✓	✓	✓	✓	✓	✓	✓	✓
Muhammad Yusuf	✓	✓		✓	✓	✓		✓	✓
Mulyati	✓		✓	✓	✓		✓		✓
Dea Ananda			✓			✓	✓		
Kiki Angriani			✓			✓	✓		

Conflict of Interest Statement

Authors state no conflict of interest.

Data Availability

The data that support the findings of this study are available from the corresponding author, [initials, KA], upon reasonable request.

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