



Introducing the World of Business to Elementary School Children

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Abstract

In a competitive global era, it is important for elementary school children in Indonesia to understand the basics of business, creativity and entrepreneurship. This research aims to evaluate the effectiveness of business teaching methods that include the use of technology, simulation games, and entrepreneurial projects, as well as to understand the role of teacher, parent, and community support. Using a library research approach, this research collects and analyzes data from academic journals, textbooks and policy documents. The results show that the interactive teaching approach and use of technology improve students' understanding of business and develop very important soft skills such as leadership, negotiation skills, creativity, responsibility, ethics and cooperation. Apart from that, building students' character about business cannot be separated from the support and encouragement from parents and teachers who play a very important role. Suggestions from this research include developing more in-depth teacher training in business teaching, increasing parental involvement, and wider use of technology in the digital era to enrich the learning experience. This increase is expected to strengthen students' business understanding and prepare them for future economic challenges, helping them to form a proactive and entrepreneurial attitude that can benefit their future. This can ensure that business education is effectively integrated into the primary school curriculum in Indonesia.

Keywords: *Introducing; Business World; Elementary School.*

INTRODUCTION

According to Bukhori Alma (1993:2), business is a total number of businesses that include agriculture, production, construction, distribution, transportation, communication, service businesses and the government, which are engaged in the field of making and marketing goods and services to consumers. Introducing the business world to elementary school children is not just about teaching them how to count money or understanding basic economic concepts. It's also about building an initial foundation for critical thinking, creativity, and entrepreneurial skills that will be very useful in their lives later in life. As the world continues to move towards a more integrated and global economy becomes increasingly competitive, children need to be equipped with a strong understanding of how businesses operate and how ideas can be transformed into reality, which generates value.

According to Allan Afuah (2004) By introducing business concepts at an early age, we open the door for children to understand and appreciate the value of hard work and innovation. This can start with simple lessons such as trading small goods or managing a "business" in class which can include buying and selling snacks during breaks. It not only teaches them about the basic aspects of doing business, such as costs, selling prices, profits, and losses, but also the importance of ethics and cooperation in achieving common goals.

Furthermore, in today's digital era, technology plays an inseparable role in almost all aspects of business. According to Louis E. Boone (2007:5), business (business) consists of all activities and efforts to make a profit by providing goods and services needed for the economic system, some businesses produce tangible goods while others provide services. Primary school children who are already familiar with the use of gadgets and the internet can be further invited to understand

the concepts of e-commerce, online privacy, and digital security through fun activities such as creating fictitious online stores or through business game simulations designed for their age.

Business education according to Sonny Keraf (1998) in Sukirno Agus and I Cekik Ardana (2009: 127-128) at the basic level can also integrate social and environmental aspects that are increasingly important in today's business world. Children can be taught about the importance of sustainable business and how companies can impact the environment and the surrounding community. Classroom projects involving social business concepts or eco-friendly initiatives can inspire children to think about how business can be a force for good. Lawrence, Weber, and Post (2005)

In addition, teaching children about leadership and moral courage in business is also important. They need to understand that being a leader is not only about directing others but also about being a good example, making ethical decisions, and having the courage to stand up for the truth.

Group activities where children can take on leadership roles, or simple debate activities about ethical dilemmas in business, can go a long way in instilling these values like direct marketing. According to William J. Stanton in (Basu Swasta dan Sukotjo, 1995; 179) marketing is a whole system of business activities aimed at planning, pricing, promoting, and distributing goods and services that satisfy the needs of both existing and potential buyers.

The Government of Indonesia continues to be committed to improving national competitiveness to encourage productivity and high-quality economic growth. In the education sector, the government has developed a curriculum that supports the ASEAN Economic Community (AEC), especially through the implementation of a curriculum that focuses on entrepreneurship. Since 2009, an entrepreneurship curriculum has been created that aims to integrate it into the learning system, with the main objective of forming a young generation that is not only competitive but also capable of creating new

business opportunities and providing employment for others. Building an entrepreneur is not an easy process; requires a solid, consistent, controlled education system, and that must be instilled from an early age in every Indonesian citizen.

The curriculum implemented must integrate entrepreneurial characteristics, ensuring that students are introduced to entrepreneurial concepts from the early stages of education, namely kindergarten to elementary school. This step has been outlined by the government through Presidential Instruction Number 24 of 1995 concerning the National Movement to Socialize and Cultivate Entrepreneurship. Entrepreneurship education must not only be integrated in formal subjects, but also in local content, extracurricular activities, self-development, and school culture. By starting entrepreneurship education from an early age, a country can produce quality entrepreneurs, who will be the main support in advancing and improving the nation's welfare, as well as helping the country compete in the international arena. The success of a country in becoming developed can also be measured by the number of entrepreneurs it has.

Thus, introducing the business world to elementary school children is not only an investment in their knowledge but also in the development of their character and values as future leaders and innovators. This requires close collaboration between schools, parents, and the business community to create programs that are not only educational but also inspire and motivate children to learn and grow in a supportive environment.

The limitations of the problem in this study focus on the strategy and methodology of introducing business concepts to elementary school children in Indonesia, especially in integrating business education in the existing curriculum and extracurricular activities. This study aims to examine the effectiveness of various approaches to business teaching in elementary schools, including the use of technology, business simulation games, and classroom projects oriented to the principles of entrepreneurship and business ethics. In addition, the study also

observed the role and support of teachers, parents, and local communities in the business learning process in elementary schools.

The main focus of this study is to evaluate the impact of business education on children's understanding of basic business concepts and its effect on the development of their critical thinking skills, creativity, as well as their readiness to face future economic challenges. This study also aims to identify factors that affect the successful implementation of the business curriculum in elementary schools, including obstacles and opportunities that arise from the integration of entrepreneurial concepts in formal and informal education. Through this research, it is hoped that practical and strategic recommendations can be given to improve the quality and effectiveness of business education for elementary school children in Indonesia.

RESEARCH METHODS

In the context of research on introducing the world of business to elementary school children, researchers will use the *library research* approach to collect and analyze material from various text sources, library *research* is to collect library data obtained from various sources of library information related to the object of research such as through abstracts of research results, indexes, reviews, journals and reference book (Sugiyono, 2010). Here is a breakdown of the research methods adapted for this topic:

1. Source Selection :

Sumardianta (2004) in his book said that sources include:

Primary Sources: This will involve academic journals that focus on early childhood education, entrepreneurship, and teaching basic economics to children. Official documents such as relevant education policies will also be analyzed. **Secondary Resources:** Includes textbooks on economics education for children, literature reviews on interactive learning approaches in education, and publications that evaluate the effectiveness of curricula related to business education in elementary schools. **Tertiary Resources:** A summary and encyclopedia that provides basic definitions and context about business

and entrepreneurship education for children as a starting point and quick reference.

2. Data Collection:

Access to Libraries: Search for resources through digital and physical libraries, including databases such as ERIC, Education Source, JSTOR, and others. **Focused Search:** Using keywords such as "elementary school children's business education", "entrepreneurship curriculum for children", "economics teaching methods for children", to identify relevant and up-to-date sources.

3. Data Analysis:

Information Extraction: Reading and extracting key information from collected sources that explain, support, or criticize various methods of teaching business for children (Tukino, 2020). **Codexization:** Marking data and creating records for further analysis, using reference management software to organize sources and records Harimurti Kridalaksana (1993:102). **Thematic Analysis:** Identifying key themes, such as the effectiveness of certain learning methods, the success of integrating business concepts in the curriculum, and children's responses to Suryosubroto's business learning materials in Ananda (2018:13).

RESULT AND DISCUSSION

Result

From the analysis of the documents and literature carried out, several key findings can be identified:

1. **Approach to Teaching Business in Elementary Schools:** Source analysis shows that teaching business at the elementary school level is more effective when combined with active, interactive, and practical methods. Several case studies show that small business simulations and entrepreneurship-based projects provide an immersive learning experience and improve students' understanding of basic economic concepts.
2. **Curriculum Integration:** Most of the documents refer to the importance of effective curriculum integration between economics and other subjects such as mathematics and social sciences. This integrated curriculum not only teaches the fundamentals of business but also strengthens children's analytical and critical skills.

3. **Role of Technology:** Technology plays an important role in teaching business concepts. The use of apps, educational games, and online platforms can increase student engagement and facilitate understanding complex concepts in a fun and interactive way.

4. **Impact on Soft Skills:** The literature shows that business education at the elementary level not only improves economic knowledge but also develops soft skills such as leadership, teamwork, and critical thinking skills.

Discussion

Effectiveness of Active and Interactive Teaching Approaches

Interactive learning methods, as proposed by Wilson (2017), have proven to be more effective compared to traditional methods. Children tend to be more interested and engaged when they can actively participate in the learning process. The use of educational games and business simulations has been proven to improve their understanding of the material.

The use of an active and interactive teaching approach in the elementary school business curriculum has significant implications for how students understand and apply business concepts. This learning method supports the theory of constructivism which emphasizes that students build knowledge and meaning from their own experiences. Activities such as mini-business projects in the classroom facilitate a concrete learning experience, where students not only listen or read about concepts, but also do so.

From the data analyzed, it is evident that students who engage in entrepreneurship simulations and activities develop a stronger understanding of economic and business principles. They are more likely to remember and apply what they learn because the activity is relevant to real life. In addition, skills such as negotiation, problem-solving, and decision-making are actively practiced, which are not only useful in academic contexts but also in everyday life.

The Critical Role of Technology in Business Education

From the analysis of various sources, it was found that children who were exposed to business education materials showed a better understanding of basic economic concepts, such as demand and supply. Research by Suryosubroto (2018) shows that a structured curriculum increases children's attraction to economics lessons.

The integration of technology in business teaching is crucial in the context of modern education. Technology offers a dynamic and flexible platform that allows students to interact with concepts visually and interactively. Tools such as digital business simulation applications, business-based educational games, and e-learning platforms allow students to experience the role of entrepreneurs, managers, or consumers in a secure virtual setting.

The use of technology also allows business education to become more inclusive and accessible. Students from different backgrounds can access the same and rich learning resources, which may not be available in traditional learning environments. Additionally, technology can assist teachers in tracking students' learning progress individually and adjusting teaching methods to meet specific learning needs.

Teacher and Parent Support in Business Education

Research shows that children's positive responses to business learning are greatly influenced by the way the material is presented. By creating a fun and engaging learning environment, as proposed by Braun and Clarke (2006), children's motivation to learn can be improved. It is important to create good study habits from an early age, which can continue into adulthood.

Teacher and parent support is an important pillar in the effective implementation of business education in primary schools. Teachers are not only as conveyors of information but also as facilitators and motivators for students. Adequate training for teachers is important so that they feel confident and competent to teach business concepts that are often considered complicated for young people.

Meanwhile, parental involvement is key to strengthening the learning that takes place in schools. Parents who understand the importance of business education and are involved in the learning process can reinforce the concepts their children learn in school through discussions and activities at home. This approach also gives parents the opportunity to see firsthand their child's development in learning.

Curriculum Integration and Soft Skills Development

Group projects in business learning allow students to practice soft skills. Rabbani and Soewondo (2020) stated that project-based learning can improve students' ability to work together, solve problems, and communicate effectively. In the context of business education, students may be given the task of designing a small business, which will involve them in planning, task division, and presentation.

The integration of business education with other subjects such as math, social sciences, and languages is essential for creating a holistic learning experience. An integrated curriculum helps students make meaningful connections between business and other aspects of their knowledge, encouraging systemic and analytical thinking.

In addition, business education also plays a role in the development of soft skills such as leadership, ethics, teamwork, and communication. Through group activities and projects, students learn to interact and collaborate with their peers, solve conflicts, and present their ideas. These abilities are important not only for academic success but also for future career readiness.

CONCLUSION

From in-depth discussions, it is clear that an active and interactive teaching approach, strong technology support, and support from teachers and parents are key components for the success of business education at the primary school level. Effective integration of business education into the existing curriculum, along with an emphasis on developing soft skills, will prepare students to become critical thinkers, creatives, and individuals ready to face the economic

challenges of the future. Therefore, cooperation between all parties involved, as well as continuous evaluation and adjustment of the strategies and methodologies used, is needed.

In order to improve the teaching of business concepts in primary schools, it is recommended that educational institutions develop specialized training for teachers that includes interactive teaching techniques and the integration of technology in the curriculum. This training should also focus on how to effectively combine business concepts with other subjects, as well as provide access to the latest digital resources that can enrich the learning experience of students. In addition, schools should facilitate closer cooperation with parents to strengthen at-home learning, increase student engagement, and ensure that business concepts are well understood, thus forming a solid foundation for future critical and entrepreneurial skills.

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