

Implementation of Saturday Market to Increase Interest and Knowledge of Entrepreneurship Towards Golden Indonesia 2045

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Abstract. The Saturday market program is an entrepreneurship project of Kurikulum merdeka co-curricular to strengthen the character profile of Pancasila students. This research aims to analyze the influence of the program in increasing entrepreneurial interest and knowledge toward the golden Indonesia 2045. This research used mixed-method research. Data were collected through questionnaires, interviews, and documentation. The research participants were 112 seventh-grade students at Al-Fahd Islamic Junior High School Jakabaring, South Sumatra. The results show that there were two main benefits (1) Increased self-interest of students related to entrepreneurship; (2) Increased knowledge of students related to entrepreneurship. These two benefits are the way to increase the number of entrepreneurs in Indonesia towards the golden Indonesia of 2045.

Keywords: saturday market, entrepreneurship, independent curriculum, the golden indonesia 2045

INTRODUCTION

In 2045, when the age of independence reaches 100 years, Indonesia is expected to become a developed country. One of the indicators of a developed country is to have a ratio of entrepreneurs, entrepreneurs, and entrepreneurs of 4% of the population. BPS data (2022) states that, currently the ratio of entrepreneurship in Indonesia has only reached 3.47 percent. This figure is below Singapore, Thailand, and Malaysia. The world of education is expected to promote increasing the number of entrepreneurs. This is because education makes a person more confident, can make choices, make decisions, and increase creativity and innovation. Education can also foster morals, shape character, and increase intelligence (Hendrawan & Sirine, 2017).

Efforts to foster entrepreneurship are an important role of education considering that students, as intellectuals, need basic entrepreneurial knowledge and practice so that they are expected to be able to create jobs one day (Syaifuddin & Kalim, 2016). Entrepreneurship education teaches the cultivation of entrepreneurial values that shape the character and behavior for entrepreneurship so that students can be independent (Brammantisio et al., 2023). According to Drucker's theory (1909-2005) says that entrepreneurship is the ability to create something new and different besides that Entrepreneurship is a work practice that based on concepts and theories and Entrepreneurship can be learned and mastered. Research conducted by Syaifuddin & Kalim, 2016; Suharyoto, 2017;

Dewi & Mulyatiningsih, 2013 found that entrepreneurship education early on in the school has a positive effect on student entrepreneurship motivation..

Program Sekolah Penggerak (PSP) began rolling out in 2021. In the first batch the first batch, at least 2,492 schools from 111 districts and cities across Indonesia. city districts throughout Indonesia. This program is one of the efforts of the ministries of Education and Culture, Research and Technology in equalizing the quality of education in Indonesia. Through PSP, it is expected that education units' education units can improve the achievement of learning outcomes holistically both in terms of aspects of cognitive and non-cognitive competencies competency aspects comprehensively to realize vision of Indonesian education (Khofifah & Syaifudin, 2023).

In the previous curriculum, entrepreneurship education has not been a choice of material provided by schools, except at the vocational secondary education level and at the tertiary level. In the kurikulum merdeka, entrepreneurship education is made as part of co-curricular learning and is made one of the choices of learning themes to be given to students even from elementary school age. To strengthen the achievement of student character based on Pancasila, the curriculum is complemented with project activities known as *Projek Penguatan Profil Pelajar Pancasila* or P5. A project is a series of activities undertaken to realize a specific goal through research on a difficult topic. The project

is designed in such a way that learners are then able to research, find solutions, and make decisions. All activities are carried out within a certain period as regulated by the school (Tri Sulistiyaningrum & Moh Fathurrahman, 2023). Referring to the independent curriculum policy implemented in PSP-implementing schools, the Project is organized into seven themes. Every school year, education units are required to implement at least three themes. The selected themes are sustainable lifestyle, local wisdom, *bhinneka tunggal ika*, build the soul and body, engineering and technology, *bhineka tunggal ika* and entrepreneurship (Satria, Adiprima, & Wulan, 2022; Rachmawati, Marini, Nafiah, & Nurasih, 2022).

Al-Fahd Islamic Junior High School is a boarding school and was chosen as the first batch of Program Sekolah Penggerak implementers. In the implementation of P5, one of the themes chosen was entrepreneurship. The form of activity is Saturday Market or Saturday Market. The Saturday Market program is carried out in equivalent to 120 lesson hours. Saturday market activities are carried out by combining material delivery methods and practical implementation. In terms of material, students get the theory of business management while practical activities are carried out by selling and offering products made. The target market comes from peers, parents, and school residents.

Research conducted (Agus et al., 2020) shows that the market day program has an impact in the form of fostering interest and behavior, the emergence of discipline and self-confidence, and optimism. Meanwhile, research (Rohmah et al., 2021) found that the entrepreneurship program in the form of the market day increased the development of children's religious and moral values, and formed pious, honest, and resilient Muslim entrepreneurs. In his research (Ismayah et al., 2022) found that market day activities have implications for training children from an early age to be independent so that the child's perspective will emerge to become an entrepreneur.

This study aims to determine the extent of the influence of the Saturday market program on increasing students' interest and knowledge of entrepreneurship. It makes the author interested in examining whether implementing the Saturday market program can foster students' interest in entrepreneurship while increasing their knowledge about entrepreneurship. With the hope that this program can increase the number of

entrepreneurs in the future.

METHODS

This study uses a mixed-method research design. Referring to the opinion of Creswell and Clark (2011), a mixed-method research design will focus on the data collection process, followed by the analysis process then mixing quantitative and qualitative data in one study in combination, this method provides a better understanding of the research problem and evidence.

The advantage of mixed-method research design is that it provides guidance and assists in the development of language in the presentation of research results (Teddlie and Tashakkorri, 2006). The research site for this study was Al-Fahd Islamic Junior High School. The research respondents were 112 seventh-grade students consisting of six classes in the 2022/2023 academic year who were involved as participants in P5 activities on the theme of entrepreneurship.

Data collection came from questionnaires, interviews, and documentation. The questionnaire contained 13 questions about how the Saturday market program influenced students' interest and knowledge by asking respondents to answer agree/disagree. The results of the questionnaire were analyzed into percentages and interpreted descriptively.

In addition, face-to-face interviews were conducted with learners. This research provided several questions to dig deeper into the impact felt during the Saturday market program. The results of the interviews were analyzed by transcribing the interviews, thematic analysis made in narrative form by coding which the results of the interviews can connect to answer the question of the impact felt during the program. To support the data, the author collected: (1) a Decree on the formation of the team implementing the activity; (2) P5 learning module; (3) documentation of the implementation of the activity; (4) documentation of the preparation of the team of educators of Al-Fahd Islamic Junior High School; which uses a document checklist to be available information about the achievement of the implementation of this program.

RESULTS AND DISCUSSION

The implementation of the Saturday market program is the implementation of the Pancasila Student Profile Strengthening Project (P5), in this case, the topic of the entrepreneurship theme. This

Table 1. Distribution of students' responses related to entrepreneurial interest

| Questions | Respondents | Agree | | Disagree | |
|---|-------------|-------|------|----------|------|
| | | F | (%) | F | (%) |
| I intend to establish my own company at some point in the future | 112 | 100 | 89.3 | 12 | 10.7 |
| I intend to establish my own company in the next two to five years. | 112 | 64 | 57.2 | 48 | 42.8 |
| I have serious thoughts on how to start a business | 112 | 100 | 89.3 | 12 | 10.7 |
| I would do anything to become an entrepreneur | 112 | 79 | 70.6 | 33 | 29.4 |
| Become an entrepreneur to earn extra income | 112 | 102 | 91 | 10 | 9 |
| Become an entrepreneur to expand our network | 112 | 99 | 88.4 | 13 | 11.6 |
| By becoming an entrepreneur, I can help others | 112 | 100 | 89.3 | 12 | 10.7 |
| I am very interested in becoming an entrepreneur | 112 | 83 | 74.1 | 29 | 25.9 |

activity is a co-curricular program contained in the independent curriculum. The Pancasila Learner Profile is the character and capabilities that should exist in the soul of Indonesian students, both during the learning period at school and when entering the community (Irawati et al., 2022).

The implementation of the Saturday market program at Al-Fahd Islamic Junior High School is carried out for 2 weeks. The number of lesson hours refers to the provisions of co-curricular learning as guided by the ministry, where in one learning year project activities are allocated 360 lesson hours for at least 3 project themes. Co-curricular learning in the form of a project to strengthen the Pancasila Student Profile, based on interdisciplinary learning principles oriented towards character development and general competence (Pratiwi, et al., 2023).

The highlight of the Saturday Market was held on Saturday, February 18, 2023. Learners offered the products they made to visitors. There were 15 booths with culinary products, 2 booths with fashion products, and 2 booths with health checks. 1,115 visitors attended. Learners practiced all the

results of the learning materials obtained previously and actively interacted with visitors. This is in line with the findings of Alma (2009) which states that the market day program not only trains how to interact and transact but also develops affective aspects in students, such as honesty, discipline, independence, responsibility, interpersonal communication, and cooperation.

To obtain the survey results, the author distributed questionnaires to 112 students as Saturday market participants. Respondents were asked to answer the questions given with the answer options agree or disagree. Further data reinforcement is the result of interviews with both the team of teachers and students.

The findings regarding the effect of the Saturday Market program on increasing entrepreneurial interest can be seen in Table 1.

The data shows that (89.3%) of students stated that after participating in the Saturday Market program, they intend to open their own businesses someday. As many as (57.2%) of respondents stated that they would open their own business within the next two to five years. The experience

Table 2. Distribution of learner responses related to increased knowledge

| Questions | Respondents | Agree | | Disagree | |
|--|-------------|-------|------|----------|------|
| | | F | (%) | F | (%) |
| Ready to face challenges for my desired success | 112 | 104 | 92.9 | 8 | 7.1 |
| Ready for the risks of the decision taken | 112 | 108 | 96.4 | 4 | 3.6 |
| Business income must be able to cover existing costs | 112 | 98 | 87.5 | 14 | 12.5 |
| Strongly understand the field of business to be run | 112 | 98 | 87.5 | 14 | 12.5 |
| Able to see business opportunities | 112 | 94 | 84 | 18 | 16 |

after implementing the Saturday market made (89.3%) of respondents already have serious thoughts about how to start a business. Then (70.6%) agreed they would do anything to become entrepreneurs. In the next question, (91%) of respondents agreed that becoming an entrepreneur is to get additional income. As many as (88.4%) of respondents stated that becoming an entrepreneur would expand their relationships and (89.3%) agreed that it would help their parents. In the final question on interest, (74.1%) of respondents agreed that Saturday market activities made them interested in becoming entrepreneurs in table 2.

On questions related to the influence of the Saturday market on increasing knowledge, the data obtained are as in Table 2. Namely, as many as (92.9%) of respondents agreed to be ready to face challenges for the desired success. There were (96.4%) of respondents stated that they were ready for the risks of the decisions taken and as many as (98%) of students agreed that business income must be able to cover existing costs and understand the business field that will be run. After implementing the Saturday market program, as many as (94%) of respondents agreed that they were able to see business opportunities.

The author also analyzed the interview transcripts. Where the data shows a positive response from the teaching team regarding the interest in entrepreneurship after participating in Saturday market activities. The following are statements from several students:

Student 1:

"thank God, I feel that the material provided and supported by direct practice makes me feel that I can become an entrepreneur someday and I am determined to make this happen"

Student 2 :

"It turns out that earning money from sales and business is fun. I got this during the Saturday market and it made an impression on my mind. Hopefully one day I can become an entrepreneur".

Student 3:

"Although I grew up in a family with an entrepreneurial background, I did not have an interest. However, after running the Saturday market program, the desire to become an entrepreneur like most of my family has begun to emerge".

Analysis of the draft interview results showed a positive response. Where respondents consisting of students and seventh grade students feel that with the Saturday market activities, their knowledge has increased related to entrepreneurship. This is as the following

expression:

Student 4:

"Before joining the Saturday market program, frankly, I had very little understanding about entrepreneurship. I thought it was only related to buying and selling, but it turns out there are other things that are interesting to learn more about. The material provided has broadened my thinking about entrepreneurship from planning to the transaction and bookkeeping stages."

Student 5:

"I understand what the management function is and hope to pass it on to business people. Including how to determine the price and branding of good products"

The development of the Pancasila Student Profile Strengthening Project (P5) carried out at Al-Fahd Islamic Junior High School refers to the guidebook provided by KEMENDIKBUDRISTEK. The development stages consist of:

1. Preparing the school ecosystem, at this stage the education unit builds an education unit culture that supports the implementation of P5, understands the role of students, educators, and the education unit environment, and encourages strengthening the capacity of educators.

2. Project design, at this stage the education unit is invited to make a project planning flow, design time allocations and dimensions, form a project facilitator team, identify the readiness of the education unit, determine dimensions and themes, compile modules, determine sub-elements (project objectives), design topics, activity flows, and project assessments.

3. Project management to strengthen the profile of Pancasila students, at this stage the education unit is invited to understand how to start project activities, optimize project implementation, close a series of project activities, and optimize partner involvement.

4. Processing assessments and reporting project results, at this stage the education unit collects and processes the results of the assessment, compiles a project report card

5. Evaluation and follow-up of the Pancasila learner profile strengthening project.

The results of the research above show that in general the Saturday market program has a real contribution to increasing students' interest in entrepreneurship. Apart from that, students also gain additional knowledge. This finding is in line with the results of research conducted by (Fitri et al., 2023) Where market day activities can be used as a way to increase student's knowledge related to

Figure 1. Time allocation of P5 activities

| Exploration of material | Product Setup | Peak Event |
|---|---|---|
| <ul style="list-style-type: none"> • Understanding of entrepreneurship • The function of management • The branding strategy • Marketing and sales • Service • Total = 70 JP | <ul style="list-style-type: none"> • Exploring local menu • Customize target market • Distributing invitations • Product setup • Booth decoration • Total = 40 JP | <ul style="list-style-type: none"> • Celebration day of saturday market • Total = 10 JP |

entrepreneurship. Increasing knowledge from an early age will have the impact that when you graduate you will no longer be a job seeker but will open up employment opportunities. Research conducted by (Wathanakom et al., 2020) on students in Bangkok using confirmatory analysis and multiple regression methods also found that the empirical data was consistent with the theoretical measurement model regarding entrepreneurial intentions among students.

As for the stages of implementing P5 activities, according to the coordinator of entrepreneurial project activities at Al-Fahd Islamic Junior High School, it is managed based on mutual agreement with the school community but still refers to the guidelines from the ministry. The stages of activity consist of:

1. Formation of the facilitator team

The principal led a meeting to form the P5 facilitator team, in which the structure of the facilitator team was determined, consisting of a coordinator and a facilitator team. The facilitator team is drawn from teachers who teach in grade VII and then authorized in the form of a principal's decree.

2. Identification of education unit readiness

The P5 coordinator held a meeting with the facilitator team, the focus of the meeting was to identify the readiness of the education unit. The identification process is carried out by recording data on:

- Number of educators who have taught project-based
- The number of educators who have good IT mastery in the good category
- The condition of student readiness related to academic and non-academic abilities

From the results of this identification, Al-Fahd Islamic Junior High School is included in the advanced stage. This then means that the school

can determine its own theme and develop P5 learning modules independently.

3. Determining themes, topics, dimensions, sub-dimensions and time allocation

As a next step, the facilitator team invited student representatives to discuss to determine the theme, topic, dimensions, and time allocation of the activity. The results of the meeting chose the theme of entrepreneurship, with the topic "local menu worldwide". Where students are invited to transact by making local menus that will be traded in Saturday market activities.

The character dimensions that are targeted in the selection of this theme are critical reasoning, cooperation, and creativity. Pancasila learners are students who have a character based on the philosophy of Pancasila or the values of the Pancasila Principles as a whole and as a whole. 6 dimensions in P5 are expected to be touched, namely: a) Believing, fearing God and having noble character, b) Global Diversity, c) cooperation, d) Creative, e) Independent, and Critical reasoning (Kemendikbud, 2022).

The time allocation for implementing P5 activities is carried out in 10 meeting days with a total equivalent of 120 lesson hours. Broadly speaking, the meeting is divided into several stages in figure 1.

4. Developing teaching modules

The preparation of the P5 teaching module with the theme of entrepreneurship was carried out by a team of educators from Al-Fahd Islamic Junior High School who were members of the facilitator team. The material compiled refers to George R. Terry's management function (1977) by developing stages consisting of planning, organizing, actuating, and controlling.

The series of materials provided include an introduction to entrepreneurship, determining products to sell, how to be different and unique,

determining selling prices, selling techniques, service techniques, products, and customers, and understanding the market. Each material is equipped with reflective questions as formative assessments. It is expected that this material can make students learn conceptually and contextually. Conceptual learning is a learning process that discusses basic elements in a broader scientific structure to gain new knowledge (SIMANGUNSONG et al., 2020). Contextual learning aims to provide students with an understanding of the relationship between learning material and facts in the surrounding environment. Thus students can not only absorb the material, but also the real life they face, so that learning can be firmly embedded and not easily forgotten (Usman, 2017).

5. Make a P5 assessment report

The P5 activity report is made as a form of recording the learner's project learning process on an ongoing basis. Used as a medium for critical reflection on the implementation process, things need to be developed to optimize the learning experience of students. The report card is informative in conveying the development of learners but does not trouble educators in the process (Development, 2022).

The pattern of assessment carried out is by using a rubric pattern. There are four degrees of assessment, namely Starting to Develop (MB), Developing (SB), Developing as expected (BSH), and Very Developing (SAB).

Assessment in the profile project report card combines knowledge, attitudes, and skills as one component. The project report card is compiled by the facilitator team and then submitted to parents at the end of the learning year.

6. Project evaluation and follow-up

Evaluation of this activity is carried out by the facilitator team. Carried out thoroughly by involving all parties involved. This is considering that the evaluation process is not only on student learning but also on the learning process of educators in preparing profile project activities as well as the readiness of education units and the environment of other education units in carrying out profile projects. The evaluation also does not focus on the final results but on the implementation process.

Based on the results of the evaluation conducted by the facilitator team of Al-fahd Islamic Junior High School, an action plan was prepared in the form of: (1) will optimize cooperation with partners in the next P5 implementation, (2) Invite the school community

to continue the next project and be more integrated, (3) Strategy to optimize the positive impact of activities. Implementation of market day at schools also aims to introduce the entrepreneurial spirit to students, to start understanding how to do business with interesting innovation and creativity. In addition, students can also be brave and confident, both in communicating with buyers and how to seduce potential buyers of their goods. (Hartati et al., 2023) in their research, they mentioned the market day activities held at the end of this odd semester are a place for students to learn entrepreneurial character from a young age and provide provisions for students to become entrepreneurs who are brave and confident in facing various challenges in the future.

Therefore, parents of students can fully support market day activities, because they can support the child's development process. Meanwhile, schools and teachers can take advantage of market day as a means of introducing schools to outsiders and being able to attract the attention of visitors by accepting new students. So great are the benefits of market day activities for organizing institutions and students, if the implementation goes well and is optimal. This is in line with the results of research (Putri et al., 2023) The implementation of entrepreneurship can develop aspects of children's cognitive, socio-emotional, language, and physical motor development. increase. Entrepreneurship values that instilled in children with market day activities namely courage, confidence, independence, courtesy, respect, honest, market-oriented, task-oriented, result-oriented, disciplined, cooperative, communicative

CONCLUSION

Based on the results of observations made, it can be seen that the Saturday market program has had an impact on increasing interest in entrepreneurship. Apart from that, through Saturday market activities and a series of training provided by the school, students' knowledge regarding entrepreneurship also increases. Thus, after the implementation of the Saturday market program, it can be concluded that there are two main benefits; (1) Increased self-interest of students related to entrepreneurship; (2) Increased knowledge of students related to entrepreneurship. Both benefits are the hope of increasing the number of entrepreneurs in Indonesia as a preparation for the golden Indonesia 2045.

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