

# The Implementation of Entrepreneurship Education through Mini Cinema Project at Elementary School

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## ABSTRACT

The school can carry out entrepreneurship education by applying it in real terms in the school curriculum content. At Sekolah Dasar (SD) Alam Palembang, the entrepreneurial spirit is one of the main character goals that must be realized. In addition, students have noble character, leadership, and logical thinking. Therefore, at Palembang Elementary School, entrepreneurship is taught through several programs, one of which is a mini cinema project. The research aims to find the implementation of entrepreneurship education through a mini cinema project at SD Alam Palembang. In this study used a qualitative approach with descriptive methods. Data collection techniques using interview techniques, observation, and documentation. Research sources consist of primary and secondary data sources. Primary data is sourced from interviews and observation results. Secondary data to support primary data is documentation relating to the implementation of the mini cinema project. The results of this study indicate that there are six important characteristics in entrepreneurship education. Those characters are independent, creative, hard-working, action-oriented, daring to take risks, and leadership, which can be taught through this mini cinema project. These six entrepreneurial characteristics can be taught directly through a successful mini-cinema project.

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## 1. INTRODUCTION

Entrepreneurship is currently experiencing significant growth, with a surge of young entrepreneurs in Indonesia leading various innovations and creations. These emerging entrepreneurs are gaining recognition for their diverse products at both national and international levels. Prominent young entrepreneurs include Sandiaga Uno, Nadiem Makarim with Gojek, and William Tanuwijaya, along with his partners Ferry Unardi, Albert Zhang, and Derianto Kusuma, who founded Tokopedia and Traveloka (Muhammad, 2019). In the education sector, notable figures such as Alfa Putra with Arkademy and Belva Devara with Ruang Guru have made significant impacts. Meanwhile, the culinary world has seen the rise of Rex Marindo with Warung Upnormal, Harris Kristanto with Mie Gacoan, Rangga Umara with Pecel

Lele Lela, and Agus Pramono with Ayam Bakar Mas Mono, among many others. These individuals are driving the entrepreneurial spirit in Indonesia, setting examples for future generations and contributing to the country's economic growth. Their success stories inspire a new wave of innovation and creativity across various industries.

Despite the emergence of notable young entrepreneurs, their numbers have yet to reach the ideal target. President Joko Widodo of Indonesia has stated that a country should ideally have a population of entrepreneurs exceeding 14 percent. However, in Indonesia, the figure stands at only 3.1 percent. This indicates that, despite producing many young entrepreneurs, the country still falls short on an international scale due to low public interest in entrepreneurship. This is especially apparent when compared to neighboring countries such as Malaysia, Singapore, and Thailand, which boast entrepreneurship rates above 4 percent (Muhammad, 2019). The President has set a goal to increase the number of Indonesian entrepreneurs to 3.95 percent by 2024 (Respati, 2022). Achieving this target will require significant efforts in fostering entrepreneurial education and creating a supportive environment for aspiring entrepreneurs. Encouraging a culture of innovation and risk-taking is essential for Indonesia to compete on a global stage.

Many things are realized to be a factor inhibiting the growth of entrepreneurship in Indonesia. These factors include the mindset of people who are more interested in finding work than creating jobs through entrepreneurship. In addition, the human resource capacity of entrepreneurs is still low and no regulation can overcome various obstacles that affect the development of entrepreneurship itself. Lastly, no less important factor is the problem of accessing capital. In addition, the mindset of some people still idolizes several professions that print money machines, such as doctors, BUMN employees, banks, pilots, and several other professions.

President Joko Widodo has emphasized the need for 5.8 million new young entrepreneurs to ensure competitiveness in the future single market era. The current number of entrepreneurs is minimal, partly because many young Indonesians still aspire to become civil servants, a career path traditionally seen as stable and prestigious. This preference is compounded by concerns about the risks associated with entrepreneurship, such as financial losses, bankruptcy, and a general lack of entrepreneurial spirit among some segments of the population (Khulafa, 2017). To address these challenges, there must be a concerted effort to shift cultural perceptions and encourage entrepreneurial pursuits. This can be achieved through educational reforms that emphasize entrepreneurship, as well as by providing support systems such as mentorship programs, financial incentives, and startup incubators. Additionally, success stories of young entrepreneurs can be highlighted to inspire and motivate the next generation. Creating a more supportive environment for entrepreneurship will help mitigate the fears and uncertainties that currently deter many from pursuing this path.

At present, it is realized that the cause of the difficulty for entrepreneurs to develop in Indonesia is that the Indonesian education system has not included entrepreneurial learning from an early age. So far. The education system is considered to produce graduates only with the mentality of being an employee rather than trying to become an entrepreneur. Therefore, the main problem is incorporating integrated educational elements into the curriculum from elementary school (SD) to post-senior high school (SMA).

Realizing this need, Alam Palembang Elementary School includes entrepreneurship learning in its curriculum. Palembang Natural School develops a curriculum tailored to the needs of students while adhering to government standards. The school emphasizes outdoor learning by utilizing the surrounding environment as an educational medium, aiming to cultivate students with noble character, leadership, entrepreneurial skills, and logical thinking (Nurlaeli, 2021). This approach not only fosters a practical understanding of entrepreneurship but also encourages creativity and problem-solving skills. By integrating real-world applications and environmental interactions into the curriculum, the school provides students with hands-on experiences that are crucial for developing an entrepreneurial mindset. Additionally, such an educational model helps students to appreciate and leverage local resources, further grounding their entrepreneurial ventures in the community's context and needs.

Entrepreneurship learning at SD Alam Palembang is manifested through three main activities: market day, internships, and business projects. Students in grades 1-3 participate in the market day, where

they sell various products prepared at home, giving them early exposure to basic entrepreneurial concepts such as marketing, sales, and customer interaction. Grade 4 students engage in apprenticeships with local home businesses, including culinary enterprises like pempek producers, bakeries, and restaurants. These apprenticeships provide practical experience and insight into the daily operations and challenges of running a small business.

Meanwhile, students in grades 5-6 are taught to create and manage business projects, such as organizing concerts and running mini cinema events. These projects involve comprehensive planning and execution stages, including budget management, event promotion, logistics, and customer service. By engaging in these activities, students not only learn about entrepreneurship in a practical and immersive way but also develop essential skills such as leadership, teamwork, problem-solving, and creativity. This multifaceted approach ensures that students are well-prepared for future entrepreneurial endeavors and instills a strong foundation for understanding business principles and practices.

The mini cinema project was selected by grade 5 at SD Alam Palembang as an initiative to implement entrepreneurship education, given that children enjoy watching animated films that are funny and entertaining. This project involved a comprehensive series of preparations, including selecting appropriate films, scheduling screenings, preparing tickets, promoting the events, organizing the location, and arranging food and drinks for attendees. Each of these steps was designed to provide students with a hands-on experience in various aspects of entrepreneurship, from planning and marketing to logistics and customer service.

The research was conducted to evaluate how effectively entrepreneurship education was implemented through this mini cinema project at SD Alam Palembang. The findings indicated that this project not only engaged students in an enjoyable activity but also helped them develop critical entrepreneurial skills such as teamwork, problem-solving, and creativity. Moreover, the project served as a practical learning experience, allowing students to understand the complexities and challenges of running a business. By integrating such projects into the curriculum, SD Alam Palembang effectively fosters an entrepreneurial mindset among its students, preparing them for future endeavors in a dynamic and competitive market.

## 2. METHOD

This study employed a qualitative approach with descriptive methods. According to Mukminin & McMahon (2013), qualitative research aims to report information by describing participants' experiences, the researcher's connection with the subject, and the research topics explored. Additionally, it incorporates the researcher's perspective on the subject matter in accordance with the naturally occurring problems studied (Moustakas, 1994).

Data collection techniques in this study included: 1) interviews to obtain in-depth clarity on existing data and information; 2) observation, where researchers intensively engaged over a specific period to gain a comprehensive understanding of the studied problem; and 3) documentation, to provide evidence from the research locations through videos, photos, recordings, and other means to reinforce the collected data and observations (Nabilah, 2023).

The research utilized both primary and secondary data sources. Primary data were gathered from interviews and observations, with interviews conducted with the grade 5 homeroom teacher and student representatives. Secondary data, which supported the primary data, included documentation related to the implementation of the mini cinema project.

Data analysis was conducted using the Miles and Huberman analysis model (in Nurfitri, 2022). This model divides the stages of qualitative data analysis into three parts: data reduction, which involves simplifying the data to meet the study's needs; data display, where data are organized systematically; and drawing conclusions, which involves synthesizing the data into coherent findings.

This comprehensive methodological approach ensured a thorough exploration and understanding of the implementation of entrepreneurship education through the mini cinema project at SD Alam

Palembang. The triangulation of data collection techniques and the systematic analysis model provided robust and reliable insights into the research questions.

### 3. FINDINGS AND DISCUSSION

#### 3.1 *Fostering Entrepreneurial Character in Students Through Practical Activities*

As we all understand, developing character cannot happen overnight but requires a long and continuous process. Entrepreneurship should be an essential character trait cultivated in students in Indonesia. Tanjung (2012: 335) emphasizes that future competition will be increasingly intense, particularly in the business world. Therefore, fostering entrepreneurial skills is crucial, as entrepreneurship relies heavily on two great powers: creativity and perseverance. However, these traits alone are insufficient for long-term success. Without a solid foundation of knowledge, these entrepreneurial efforts will struggle to endure.

The integration of knowledge, skills, professionalism, and entrepreneurship is necessary for individuals to thrive in the competitive business environment. This holistic approach ensures that entrepreneurs are not only creative and resilient but also well-informed and capable of making strategic decisions. Furthermore, fostering an entrepreneurial spirit in students from a young age prepares them to navigate and succeed in an increasingly complex and globalized economy. Educational programs that blend theoretical knowledge with practical entrepreneurial experiences can significantly contribute to the development of robust and adaptable entrepreneurs. The combination of these elements will ultimately form formidable entrepreneurs who can innovate, lead, and sustain their ventures in the long run.

Tanjung's statement is echoed by Kasali (2017), who notes that the world is currently witnessing the collapse of business giants. Companies such as Kodak and Nokia have fallen one by one because they failed to respond to rapid changes in their industries. This highlights the necessity for entrepreneurs to not only cultivate creativity and perseverance but also to develop a mindset that is open and responsive to the speed of the times. Adaptability and foresight are crucial components of entrepreneurship, enabling businesses to pivot and innovate in response to evolving market demands. Therefore, instilling these qualities in students is essential for nurturing future entrepreneurs who can thrive in a dynamic and competitive global landscape.

It is this character building that must be directed to children from an early age, especially from elementary school age. As stated by Geoffrey G. Meredith in Sumarsono (2021: 56) suggests the character of an entrepreneur, namely: confidence, task and result orientation, risk-taking, leadership, originality, and future and long-term orientation. These traits are essential for preparing students to become successful entrepreneurs.

Entrepreneurship education should be integrated into the curriculum from preschool through higher education to build a strong foundation of entrepreneurial skills and mindset from an early age. At the preschool education level, entrepreneurship education is incorporated into children's play activities in an integrated manner. The main goal is to instill and cultivate entrepreneurial values, attitudes, and characters (Sumarno, 2019). Through play, children learn fundamental concepts such as creativity, problem-solving, teamwork, and decision-making, which are essential for entrepreneurship. By progressively building on these concepts through each stage of education, students can develop a comprehensive understanding of entrepreneurship, equipping them with the necessary skills to innovate and compete in the future. This continuous exposure ensures that by the time students reach higher education, they are not only familiar with entrepreneurial principles but are also capable of applying them in real-world scenarios.

The secret of entrepreneurship lies in creativity and innovation (Suryana, 2014: 15). Creativity is the ability to develop ideas and new ways of solving problems and finding opportunities. Meanwhile, innovation is the ability to apply creativity to solve problems and find opportunities. An entrepreneur must be able to create something new and different or something that already exists but is made differently.

In addition, character education at the elementary school (SD) level has a very important role to play. The character that is instilled as early as possible in this school will greatly impact student development (Pramesti, 2020). Generally, character education in the school learning process is known as 18 character values, which include religious values, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly, love peace, love to read, care for the environment, care for the social, and responsibility. (Putry, 2018).

Meanwhile, entrepreneurship education specifically consists of 17 values. This is in line with the formulation of character education according to the Ministry of National Education, which is embedded for students. Students are expected to have characters that will become the soul within them, namely, independent, creative, dare to take risks with consideration, action-oriented, leadership, hard work, honest, disciplined, innovative, responsible, teamwork, never give up (resilient), commitment, realistic, curiosity, communicative, strong motivation to succeed.

Among the 17 entrepreneurial values, there are six basic entrepreneurial values (independence, creativity, hard work, action-oriented, risk-taking, leadership), which are the standards for achieving learning in schools at each level. These six entrepreneurial values were implemented in a mini cinema project by 21 grade 5 students at SD Alam Palembang. This project was carried out on March 16, 2023, from 10:00 to 12:00. The film screened was titled "Ferdinand," an animated children's film about a bull named Ferdinand who refuses to participate in bullfighting races. Despite the pressure, Ferdinand believes in his strength and chooses a different path.

The mini cinema project managed to sell 100 tickets for 6,000 rupiahs per ticket. Spectators received a bonus glass of iced tea and a pack of popcorn. This project generated a net profit, which was divided equally among 21 students and two teachers, resulting in 24,000 rupiahs per person.

The implementation of the mini cinema project started one month before the event. The class teacher provided the following schedule:

**Table 1.** The class teacher' schedule

Date	Schedule
20-28 February	Determination of films and ticketing
1-14 March	Manufacture of flyers, promotions, ticket sales
14-15 March	Place preparation
16 March	Cinema screening

Next, the teacher conducts class discussions with the division of tasks as follows.

**Table 2.** Class discussions with the division of tasks

Number	Section	Duties	Member
1	Ticketing	Making design ticket	Ais, Cin, Ras
2	Promotion	Promotion from class to class, Create pamphlets Pasting and distributing pamphlets	Kah, Far, Haf
3	Ticket sales	Selling and receiving money	Nab, Aqi
4	Reception	Receive guests, organize shoes	Alm, Irs
5	Ticket inspector	Receive tickets	Ahm, Fat
6	Spectator control section	Arranging the seats of the audience	Aal, Ain
7	Consumption provider	Prepare iced tea and popcorn Distributes to guests	Afi, Alf, Gib, Azk
8	Operator	Preparing LCD	Azy, Omr

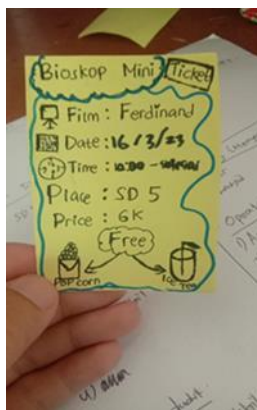
The project implementation was successful. The things found in research related to the implementation of the six entrepreneurial values are as follows.

## 1. Independent

To foster independent character, students are divided into several sections, namely:

### a. Ticket section

The ticket section is responsible for providing tickets to be sold. This section is also responsible for making ticket designs and coordinating the production of tickets which are done together based on the sample designs that have been prepared.



**Figure 1.** Mini cinema ticket design

### b. Promotion Section

This section is responsible for offering and promoting cinema performances from class to class. They asked the class teacher's permission to convey information regarding the title of the film, ticket prices, and the date of the facility's showing. Apart from that, they also made pamphlet designs which were posted in several school locations.



**Figure 2.** Mini cinema flyer design

### c. Ticket sales section

Responsible for selling and receiving tickets. Furthermore, the money is entrusted to the class teacher for security reasons.

### d. Reception section

In charge of receiving guests at the classroom door, managing lines, and arranging sandals and shoes so it's easy to find them again after the event. This section arranges for queues to be orderly and not crowded on the stairs considering that the film screening location is on the second floor.

### e. Ticket inspector

Several people are in charge of receiving spectator tickets, tearing them up, and making sure the spectators don't bring food and drinks from outside.

### f. Spectator control section

In charge of arranging the seats of the audience so that they are neat, and get a comfortable seat

g. Consumption provider section

In charge of preparing food in the form of popcorn and iced tea and distributing it to the audience in an orderly manner before the screening.

h. Operators Section

In charge of assisting the homeroom teacher in preparing playback facilities such as desks, screens, LCDs, and laptops

In an independent character, it does not mean that the class teacher just hands off. The class teacher acts as a facilitator and guide during the week of preparation and implementation. This attitude of independence can be seen in the students' efforts to complete all assignments according to their respective sections. All students carry out all plans well and do not rely solely on the teacher. They took the initiative in several tasks, such as ticket design, pamphlets, promotional narration from class to class, locations for posting flyers, provision of popcorn and iced tea, as well as several direct initiatives in arranging seats and shoes.

2. Creative

A creative attitude is marked by students trying to design their tickets and promotional pamphlets. They make exclusive tickets with secret markings so they can't be duplicated. The pamphlet design is also made by hand painting according to children's tastes.

In addition, they prepare and design classrooms with a comfortable atmosphere that is as if they were in a movie theater. Some of the windows were covered with black cloth so that the film would appear clearer on the screen.



(a) Preparation of mini cinema venues

What has been done by the students raises and shows creative character. The teacher provides opportunities for students to convey ideas, ideas, and creativity on something and provides opportunities for students to put them into real works.

3. Hard Work

During the week, the students were busy preparing for the show. Starting with making tickets together according to the directions of the ticketing section, pasting several pamphlets in several areas of the school, and actively promoting them. They also put the black cloth on the classroom windows. Some students also prepare popcorn and make iced tea from their homes and bring it to school.

With this project, students are taught to stay enthusiastic and try to realize their hopes and dreams. Students learn that all expectations must be carried out gradually and nothing is instantaneous. Students are serious and work hard to make this event a success and then enjoy the fruits of their labor.

4. Action Oriented

Faced with the challenge of exceeding ticket sales, students quickly adapted by producing additional tickets and preparing more food. This responsiveness and problem-solving ability illustrated their action-oriented character.

### 5. Dare to Take Risks

This character is seen when grade 5 students try to promote from class to class. They must have the courage to ask the teacher for permission for the class they are going to enter and speak in front of other classes. In addition, when increasing the number of tickets, students must be prepared for the consequences of preparing the event location. The classrooms were expanded again by lowering items to accommodate the number of spectators. Then, at the time of the performance, they also arranged for their friends to sit down and behave in an orderly manner and be firm with the audience who did not bring tickets.

The character of daring to take risks needs to be introduced to students with concrete examples and actions. This character can not just appear. Students must be taught that an action must have a risk. One case is how students learn to dare to take consequences by adding tickets which have implications for many things, such as seating, comfort, order, consumption, and distribution.

### 6. Leadership

This character is seen in the manufacture of tickets and flyers. One of the students makes a ticket design, and the other students just have to follow the existing design so that the tickets have the same design even though they are made manually. Likewise, with the pamphlet design, other students just have to color the existing designs according to their tastes.

In leadership, students learn to respect leaders, and leaders also respect the people they lead. The pamphlet coordinator prepares the design while further execution is left to other students. Through making this ticket, one of the elements of leadership can be learned directly, related to the concept of respect and appreciation, and delegating tasks to achieve common goals between those who lead and those who are led (Kisworo, 2021: 12).

From the results of observing attitudes, actions, and what grade 5 students have done during the preparation and screening of the mini cinema, it can be seen that entrepreneurial values have been implemented in a real way. Students unknowingly learned many things from this project. They do it happily and cheerfully. All grade 5 students said they were happy because they had successfully carried out this project and asked to be allowed to do a similar project on another occasion. In general, the characters of elementary school students include happy playing, happy working in groups, happy to move, and happy to do something directly (Rachmadyanti, 2016).

### 3.2 Limitations and Suggestions for Future Research

While this research provides valuable insights into the implementation of entrepreneurship education through practical projects, it has certain limitations. The study focused on a single project within one school, which may not fully represent the broader application of entrepreneurship education in diverse educational settings. Additionally, the research primarily relied on qualitative data, which, while rich in detail, may lack the quantitative rigor needed for generalization.

Future research could address these limitations by incorporating multiple schools and a variety of entrepreneurship education programs. A mixed-methods approach, combining qualitative insights with quantitative data, could offer a more balanced perspective and enhance the reliability and validity of the findings. Exploring different projects and activities, such as student-run businesses, tech startups, and social enterprises, could also provide a more comprehensive understanding of best practices in entrepreneurship education. By continuously innovating and researching in this field, educators can better prepare students to become successful entrepreneurs in an ever-evolving global economy.

## 4. CONCLUSION

Entrepreneurship education must be nurtured from an early age, with active involvement from schools, curriculum developers, teachers, and students. This form of learning can be implemented through a variety of engaging activities, allowing students to feel comfortable and happy without feeling coerced. The mini cinema project conducted by Grade 5 students at SD Alam Palembang serves as an exemplary model of how an entrepreneurship education curriculum can be practically applied. Through this project, students learn various entrepreneurial characteristics, including independence,

creativity, hard work, action orientation, risk-taking, and leadership, which are essential for cultivating future entrepreneurs.

However, this research has certain limitations. The study focused solely on a single project within one school, which may not fully represent the broader application of entrepreneurship education in diverse educational settings. Additionally, the research primarily relied on qualitative data, which, while rich in detail, may lack the quantitative rigor needed to generalize the findings widely. Future research could expand on these limitations by incorporating multiple schools and a variety of entrepreneurship education programs to provide a more comprehensive understanding. Moreover, utilizing a mixed-methods approach could offer a balanced perspective, combining qualitative insights with quantitative data to enhance the reliability and validity of the results. There are still numerous entrepreneurship education programs that can serve as valuable research objects. Future research could explore different projects and activities, such as student-run businesses, tech start-ups, and social enterprises, to identify best practices and effective strategies. Such research can inspire other schools to develop and implement their own entrepreneurship education programs, thus fostering a widespread entrepreneurial mindset among students from a young age. By continuously exploring and innovating in this field, we can better prepare students to become successful entrepreneurs in an ever-evolving global economy.

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