

## Innovation of Business Curriculum in Elementary Schools: Implementation of Market Day and Business Day Activities

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### Abstract

This study aims to explain how to implement Market Activity Day and Business Day in the business curriculum at SD Alam Aqila Klaten Central Java. The method used is a qualitative approach with a case study method. Data collection techniques through interviews, direct observation, and documentation. Data analysis is by data collection, data reduction, data presentation, and drawing conclusions. The results of the study indicate that the implementation of market day and business day activities in the business curriculum uses 3 stages, namely 1) The planning stage of market day activities in the form of holding work meetings to determine the implementation time, learning targets/achievements, regulations and themes at each level. 2) The implementation stage includes production, distribution and consumption process activities. The production process is carried out by students who can be assisted by parents at home, carried out in groups at school from the process of creating ideas, production to the end of making reports. The distribution process is carried out by individual students by instilling the principles of honesty, orderliness and responsibility, the teacher only observes and accompanies students during the activity. The consumption process is carried out by students, teachers and buyers by implementing eating and drinking etiquette and providing good experiences and habits, 3) The evaluation stage is carried out by the teacher providing reflection to students, observing the extent of students' success in achieving learning targets carried out in market day and business day activities and providing assessments using student portfolios.

**Keywords:** Business Curriculum Innovation, Elementary School, Implementation, Market Day, Business Day

### Abstrak

Penelitian ini bertujuan untuk menjelaskan bagaimana implementasi kegiatan *Market Day* dan *Bisnis Day* dalam kurikulum bisnis di SD Alam Aqila Klaten Jawa Tengah. Metode yang digunakan adalah pendekatan kualitatif dengan metode studi kasus. Teknik pengumpulan data melalui wawancara, observasi langsung, dan dokumentasi. Analisis data yaitu dengan pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa Implementasi kegiatan *market day* dan *bisnis day* dalam kurikulum bisnis menggunakan 3 tahapan yaitu 1) Tahapan Perencanaan kegiatan market day berupa mengadakan kegiatan rapat kerja untuk menetapkan waktu pelaksanaan, target/capaian pembelajaran, peraturan dan tema di masing-masing level. 2) Tahap Pelaksanaan meliputi kegiatan proses produksi, distribusi dan konsumsi. Proses produksi dilaksanakan oleh siswa yang dapat dibantu oleh orang tua di rumah, dilakukan secara berkelompok di sekolah dari proses pembuatan ide, produksi hingga akhir membuat laporan. Proses distribusi dilaksanakan oleh individu siswa dengan menanamkan prinsip kejujuran, tertib dan bertanggung jawab, guru hanya mengamati dan

mendampingi siswa selama kegiatan. Proses konsumsi dilaksanakan oleh siswa, guru dan pembeli dengan menerapkan adab makan dan minum serta memberikan pengalaman dan pembiasaan yang baik, 3) Tahap evaluasi dilaksanakan dengan cara guru memberikan refleksi kepada murid, mengamati sejauh mana tingkat keberhasilan siswa dalam mencapai target pembelajaran yang dilakukan pada kegiatan *market day* dan *business day* serta memberikan penilaian menggunakan portofolio siswa.

**Kata Kunci:** Inovasi Kurikulum Bisnis, Sekolah Dasar, Implementasi, Market Day, Business Day

## **A. Introduction**

*Market Day* activities in the business curriculum are important entrepreneurship education that should be taught from an early age. This education aims to produce human resources who are intelligent, resilient and able to face global challenges. (Agustiani et al., 2024). *Market Day* effectively improves students' understanding of economic theory and strengthens their managerial skills and financial awareness. With experiential learning, students are taught to be more responsible and innovative, so they are better prepared to face future economic challenges. (Aqila et al., 2024).

*Market Day* activities are designed to foster students' entrepreneurial character including an independent, creative and risk-taking attitude. In the study (Pratitis, 2018) shows that the market day program has succeeded in increasing entrepreneurial character values at all grade levels. Research results (Abdul et al., 2023) shows that *Market Day* can help students feel more confident, ready to face challenges, and optimize their business opportunities, thus creating a meaningful and positive learning experience for students. Not only that, in the results of the study (Sari et al., 2024). market day activities can also foster students' entrepreneurial spirit, train leadership skills, and responsibility for the goods sold, and teach about counting which can improve students' mindsets. According to (Sarinikmah et al., 2024) in the results of their research, market day activities can improve students' social skills, such as communication and cooperation. Interaction with buyers and sellers helps students develop interpersonal skills. Therefore, market day is very important to build students' entrepreneurial character.

In previous research, the implementation of learning in Market Day activities at SD Negeri IKIP I Makassar Complex has been proven effective. This activity involves all elements of the school and integrates entrepreneurship into the curriculum. The process includes planning, promotion, production, sales, and reflection. (Sarinikmah et al., 2024) In addition, research at SDIT Alam Nurul Islam found that holding Market Day improves students' entrepreneurial personality through various stages, such as exploration, planning, production, sales, and reflection (Pratitis, 2018). Research results (MR Hidayat et al., 2021) At SD Alam Muhammadiyah Banjarbaru, they have succeeded in integrating entrepreneurship education into the curriculum. Practical activities such as market days are implemented. The SWOT analysis shows that the school is in a strong position to

develop this program, using an aggressive strategy by leveraging internal strengths and external opportunities.

SD Alam Aqila is one of the schools that implements *market day* and *business day* as one of the learning activities in the business curriculum. The curriculum implemented in nature schools has its own uniqueness, namely the curriculum is adjusted to the conditions around the school environment. The learning method explores the environment as a learning medium or learning with nature and learning through direct observation, practice and experience. In the study (Laksita et al., 2025) showed that the nature school curriculum succeeded in instilling concern, empathy, and responsibility for the environment. This curriculum not only supports academic learning but also integrates character values and life skills, increases student potential and increases their environmental awareness for future sustainability. In the study (Rosyadi & Purwanda, 2024) . new methods of business learning as part of the business curriculum innovation have been shown to make students really like and enjoy new experiences in carrying out business activities that are in accordance with the factual conditions of real life.

Character education that focuses on entrepreneurship is important for the Indonesian economy. An entrepreneurial mindset increases individual independence and reduces dependence on others. This creates many job opportunities and helps reduce unemployment. (Setiawan et al., 2021) . Innovative and creative outdoor learning is effective for teaching. This is supported by qualified teachers and appropriate methods. This model enhances the learning process and helps institutions build sustainable social businesses. (Laiyan et al., 2024) . The study shows that developing an entrepreneurship curriculum at MA Al-Khidmah Ngronggot is an important step to provide students with practical skills. This program helps students prepare for work and life after graduation, supported by various parties and in accordance with the 2013 Curriculum. (Thohir, 2022) . In the study (Fute et al., 2024) the importance of teaching entrepreneurship from an early age, suggests methods such as extracurricular activities, incorporating it into related subjects such as computer education, and offering it as a stand-alone subject while considering contextual factors. Although problems still exist, it is clear that the biggest obstacle to entrepreneurship education and reducing unemployment in Tanzania lies in political will rather than financial ability.

Based on this background, this study focuses on the formulation of the problem, namely how to implement *market day activities*. and *business day* in the business curriculum at SD Alam Aqila. This study aims to analyze and explain how the planning stage, implementation and evaluation of *market day activities* and *business day* at SD Alam Aqila. Different from previous studies that generally only focused on one type of *entrepreneurship program* , namely market day activities. This study

examines two programs, namely market day and business day activities in the business curriculum in schools. This study examines how the two Market Day and Business Day programs can work together in one business curriculum.

The results of this study are expected to provide a deeper understanding of the implementation of *market day activities*. and *business day* in the business curriculum, providing broad insights both practically and theoretically and becoming a practical reference for other school educational institutions. The findings of this study have the potential to contribute to developing effective entrepreneurship programs, as well as improving students' entrepreneurial skills and spirit through direct experience in business.

## **B. Method**

This study uses qualitative research with a case study method. Qualitative research is a qualitative research is a naturalistic inquiry process that seeks an in-depth understanding of social phenomena naturally. Qualitative research places great emphasis on data quality rather than data quantity. (Rosyadi & Purwanda , 2024) . A qualitative approach with a case study method is research whose focus is on contemporary (present) phenomena in the context of real life. (Agustiani et al., 2024) . According to Cresswell (2012) in (Sugiyono, 2022) the case study approach is an in-depth exploration by researchers of a program, event, process, or activity involving one or more people. This case is bound by time and activity. Researchers collect data in detail with various data collection procedures carried out continuously .

The research location was conducted at SD Alam Aqila Klaten, Central Java. In this study, the researcher used a qualitative method with a case study research type to explore in depth how the implementation of market day and business day activities in the business curriculum at SD Alam Aqila. The purpose of this study is to explain how the planning, implementation and evaluation of market day and business day activities in the business curriculum at SD Alam Aqila. The data collection technique used by the researcher is the following techniques: 1) interviews, conducting interviews with informants such as the school director, principal, Deputy Curriculum, and teachers 2) observation, conducted by directly observing market day and business day activities at school . 3) documentation , namely searching for relevant literature data related to market day and business day activities. The data analysis technique used in this study is by using the Miles and Huberman model including data collection, data reduction, data presentation, and drawing conclusions or research results.

### **C. Results and Discussion**

The SD Alam Aqila curriculum uses 4 pillars of the typical natural school curriculum, namely the Moral Curriculum, Logic Curriculum, Leadership Curriculum and Business Curriculum. The natural school curriculum does not only focus on the cognitive development of students which is contained in the logical thinking pillar but also pays attention to the affective aspects that are seen in the Islamic moral curriculum and the psychomotor aspects that are dominant in the leadership pillar and also learning that involves students actively and directly with experiential learning contained in the business pillar (Rosyadi & Purwanda, 2024) . The focus of this study is the business curriculum. The business curriculum has several types of activities including *Market Day* and *Business Day* .

#### **1. Market Day**

Say *Market Day* comes from English which means *Market* is a market and *Day* is a day, so market day means market day. This activity is usually carried out in the form of a market or bazaar organized by the school. Market day activities involve every aspect of the school, including teachers, staff, students, and even parents or guardians. In addition, market day functions as a useful tool to develop students' entrepreneurial attitudes which include increasing self-confidence, courage in taking risks, communication, business acumen, honesty, accountability, and independence (Ghozali & Apriyadayanti, 2022) . Market day is an activity to build entrepreneurial values in students, namely forming good emotional and mental stability, a complete understanding of life, and instilling character education in the school environment. (Munawaroh & Marmoah, 2023) . Market Day provides an opportunity to learn while doing activities that increase their insight and knowledge. Students can learn about the capital, profits, and losses of each product sold. (Aliffadila et al., 2024) . In the implementation of this market day program, children are taught to sell in an Islamic way, how to carry out sales contracts and then interact with sellers and buyers according to Islamic manners (Ghozali & Apriyadayanti, 2022) .

Based on research results (W. Hidayat & Gunawan, 2024) shows that students at El-Fitra High School, Bandung City have a strong and positive attitude towards entrepreneurship. Students' interest and actions towards entrepreneurship were seen both before and after the Market Day program. Students are able to apply entrepreneurial ideas in everyday life, including in implementation, coordination, and planning. They also demonstrated entrepreneurial spirit by participating in Market Day. In addition, students' interest in entrepreneurship can be influenced by internal factors, namely their own desires, and external factors, namely the academic environment and the entrepreneurial environment, both of which can be observed directly when starting a business. (Arfah & Syam

Shofiana, 2023). The Market Day program encourages students to practice transactions and communicate actively while selling. The languages used in communication include Indonesian, English, Arabic and Javanese. This program is held in schools to instill entrepreneurial values in students. (Dwinata et al., 2023) .

Based on the description above, *market day* is an activity for students to sell to train and develop students' entrepreneurial attitudes, such as self-confidence and honesty, and build character education. Students are taught to sell with Islamic principles, and collaboration with parents helps prepare useful life skills in the future.

## **2. Business Day**

According to Novi Puji Astuti (2020) in (Furi & Fajriyah, 2023) explains that many people, especially young people, are often interested in becoming businessmen. The business day program offers lessons for students to overcome problems that arise when selling. Students will face obstacles during the implementation of the activity. They must be able to think to solve the problem. Communication is very important because during the activity, students will communicate with friends or potential buyers (Kamilah & Trihantoyo, 2019) .

Entrepreneurship education is essential to prepare students with the digital and entrepreneurial skills needed in the global marketplace. Focusing on entrepreneurship can improve a person's ability to be an entrepreneur. In addition to providing knowledge, this education also teaches critical thinking and life skills that are important for facing challenges in the global era. (Ndruru et al., 2024) . In previous studies, improving students' understanding and skills about entrepreneurship through the application of the Design Thinking approach and BMC training provided them with the strategic tools needed to build sustainable business models (Alam et al., 2024) . Sustainable entrepreneurship is a business practice that combines economic, social, and environmental aspects. The goal is to gain long-term profits while providing benefits to both society and the environment. (Rustyawati & Siswoyo, 2023) .

The results of research at Sekolah Alam Matahari show that learning activities with Business Day activities can improve entrepreneurship skills (Furi & Fajriyah, 2023) . Based on other research (Yanti & Budiyo, 2022) the results of the Business Day program analysis help students improve their numeracy skills. Before the program, the students' pretest score was 58.00, and after participating in the program, the posttest score was 89.00. This shows that the program is successful in improving students' understanding of arithmetic operations. Not only that, research at Paud Darul Muhajirin Mataram shows that entrepreneurship training through "Business Day" can build students' character. This activity

creates a family relationship between the school, teachers, and parents. This results in increased children's motivation to learn and play (Abdi, 2021) .

Several dominant entrepreneurial values were found in business day activities such as creativity, courage to take risks, orientation to action, and leadership (Khoirunnisa et al., 2025) . The principal can also play a role in shaping an entrepreneurial culture by utilizing the potential of the school creatively and innovatively through a curriculum that encourages student entrepreneurial activities (Sulistyaniningsih et al., 2023) . Other research results show that the principal is very important in implementing P5. They are responsible for forming the team that will run the project and oversee the entire process. P5 conducted at SMA Roudlatussalam Glenmore includes planning, implementation, and evaluation of P5 activities (Muthoharoh et al., 2024) . In addition to the principal, dedicated human resources with a creative work spirit can also help develop and implement entrepreneurial skills in schools (Suhartini et al., 2022) . The results of the study (Adeniyi, 2023) suggest the use of simulation-based techniques, role-playing, and mentoring to improve entrepreneurial mindsets to improve business resource collection skills among Nigerian youth who are ready to start a business.

### **3. Business Curriculum**

The business curriculum is one of the 4 pillars of the natural school curriculum. The business curriculum aims to shape students to be able to lead change in the business world. The process begins with understanding the basics of business, then fostering an entrepreneurial spirit through practical learning media. Next, students are taught about financial independence. They are also taught work ethic and resilience in carrying out business activities. The goal is for students to understand their potential and end with a reflection to create positive changes within themselves. (Rosyadi & Purwanda, 2024) . In the study (Kristina et al., 2021) states that the goal of the business curriculum is to foster an entrepreneurial spirit in students. This aims to make them responsible for themselves and others through the goods they sell.

As for innovation in business curriculum in research (Rosyadi & Purwanda, 2024) includes the addition of entrepreneurial content. Approaches used include market days, sales days, business internships, business presentations, social projects and business mentoring. This new method has made students like and enjoy new experiences in business activities that are in accordance with real life . On the other hand, the development of entrepreneurial character in research (Kristina et al., 2021) includes selling days activities, making handicraft creations, making viral food innovations, learning with maestros and so on. The program trains students to be able to learn entrepreneurship from an early age (Lutfiyah et al., 2024) . Entrepreneurship teaching begins in elementary school to teach

children entrepreneurial qualities from a young age. Children who are raised with an entrepreneurial spirit tend to be good people. Entrepreneurship teaches how to think about talents, values, and behaviors to take risks and face opportunities and challenges in life. The goal of entrepreneurship is to encourage creativity and originality in economic endeavors, with innovation and creativity meaning generating new ideas. (Khoirunnisa et al., 2025) .

Every learning process in nature schools aims to build students' basic abilities by involving students and parents to be proactive and adaptive. Nature schools not only focus on cognitive abilities, but also on students' interests and talents. Every aspect of the child's development is reported regularly by the facilitator to the parents in the form of weekly and monthly reports. In nature schools, not only students learn, but facilitators and parents also learn from students about how to educate according to the child's potential and abilities. (Kristina et al., 2021) . Young entrepreneurs with strong personal values and concern for the environment tend to make business decisions that have a positive impact. This increases their likelihood of engaging in ventures that support environmental, social and economic sustainability . (Sutisna et al., 2024) .

An innovative, integrative, and collaborative entrepreneurship or business curriculum is essential to equip students with the skills and principles needed to succeed in the business world (Ie & Tunjungsari, 2021) . In addition, previous research shows that entrepreneurship education helps foster students' interest in STEBIS Pagar Alam to become entrepreneurs. The quality of teaching, learning techniques, and support from the academic environment are factors that influence students' entrepreneurial spirit (Subhi et al., 2022) . Meanwhile, in a study at SD Sekolah Alam Bogor, the entrepreneurship curriculum was very effective in fostering an entrepreneurial spirit in students. In addition, the entrepreneurial spirit that was instilled was very similar to the entrepreneurial spirit possessed by the Prophet. Although it still needs some improvements and additions (Bastoni et al., 2023) . The curriculum and business learning model must be combined or integrated. The business learning model aims to build students into critical, creative, independent, faithful, pious, and noble people through entrepreneurship training. (Setiawati, 2021) . Previous research shows that there are three important values for integrating Islamic education and entrepreneurship: creative, independent, and leadership values. One way to implement these values in the Islamic education curriculum is by integrating creativity, independence, and leadership. (Hartono et al., 2022).

**4. Implementation of Market Day and Business Day Activities in the Business Curriculum**

According to George R. Terry, (Erawan, Trianugrahwati , Ardiana, Rostini, & Mastiani, 2024)management is a different process consisting of planning, organizing, actuating and controlling which is carried out to achieve the specified goals using humans and other resources.

Table 1. Implementation of Market Day and Business Day Activities

<b>Implementation of Activities</b>	<b>Market Day</b>	<b>Business Day</b>
<b>1. Planning</b>	Teachers' meeting regarding regulations, implementation, learning outcomes and market day activity programs at school	Teachers' meeting regarding regulations, implementation, learning achievements and business day activity programs
<b>2. Implementation</b>	Done individually, once a week according to schedule	It is carried out in groups over a longer period of time and is carried out once every semester.
a. Production	The process stages from the initial planning, idea creation and production to packaging are prepared at home individually and can be assisted by parents.	The process stages from the initial planning, idea creation and production to packaging are prepared in schools in groups.
b. Distribution	Selling in the school environment (school residents)	Selling outside the school environment (to the wider community)
c. Consumption	Consumers involve the school community by implementing good eating and drinking etiquette and providing good experiences and habits.	Consumers involve the community outside the school community. Implement eating and drinking etiquette and provide good experiences and habits.
<b>3. Evaluation</b>	Using Reflection and portfolio	Using Reflection and portfolio

and business day activities have several stages, namely planning, implementation and evaluation. Here are the stages of market day and business day activities at SD Alam Aqila:

a. Planning

Planning is the initial foundation in determining all steps. Through careful planning, a person can determine the right goals and strategies. By making a plan, you can also minimize the losses faced (Usman & Hadi, 2021). According to (Agustiani et al., 2024) Planning is a process carried out by managers to predict what will happen in the future and make the best choices by using a series of actions.

The first planning at SD Alam Aqila involved a joint working meeting. This meeting was attended by the school director, kindergarten and elementary school principals, and all teachers. Each school level determines

the activity schedule for the next year, which will be included in the semester program, annual program, and school education calendar.

At the elementary school level, the principal and all teachers held a coordination meeting regarding the implementation of market day and business day activities. The results of the coordination meeting included regulations and learning outcomes that must be achieved at each level. These regulations include students in market day activities must use natural, healthy and nutritious ingredients without preservatives/ *MSG* if they are going to sell food or drinks. Students are free to sell in the form of food, drinks or goods. However, sales on *market day activities* must follow the learning theme. For pricing, students sell at a price range of 1000-3000 considering that there is a maximum limit on pocket money for snacks at school during *market day* which is 3000.

Learning Outcomes in market day and business day activities are adjusted to the level. The differences between market day and business day activities are in the time, target market, learning outcomes and activity programs. In market day activities, each student is prepared with preparation from idea creation, production, packaging done at home with the help of parents. Market day activities tend to be short-lived and the target market for market day is selling at school so that the buyers are school residents. For market day activity assessment, the focus is on each individual. While for business day activities, it is done together in one class. Starting from idea creation, production, packaging, making the final report is done together with classmates at school. Business day activities are carried out for a longer time and the target market for business day is selling outside school so that the buyers are people outside the school. For business day activity assessment, the focus is on cooperation, responsibility, contribution, solidarity, initiative and others.

b. Implementation

Implementation is the process of carrying out a plan to achieve goals by considering the suitability, interests, and abilities of participants and target groups of the program known as implementation (Agustiani et al., 2024). The goal of entrepreneurship is for students to be able to use the knowledge they learn in entrepreneurship lessons in real life. One way to develop a business spirit is through practice. (Fahmi & Asy'ari, 2023). The implementation of *market day* activities at SD Alam Aqila is carried out every Thursday or once a week alternately for each class according to the schedule. Meanwhile, business day is held once every semester. *Market day* activities and business

day is an entrepreneurial activity that involves students in production, distribution, and consumption activities (Munawaroh & Marmoah, 2023) .

1) Production Activities

Production activities will give students the responsibility to create products with sales value. (Munawaroh & Marmoah, 2023) .

a) Market day activity production process

In the production process of market day activities , students can be assisted by parents at home. This is where communication and discussion occurs between children and their parents in preparing products to be sold on *market day* . In the implementation of grade 2 elementary school is studying the theme "caring for animals and plants". The *market day theme* used is about animal and vegetable protein. So students can sell freely on condition that it contains animal or vegetable protein elements. Here the role of parents in guiding their children starts from thinking about what ideas will be sold, what materials will be used, the selling price determined until it is finished into a product.

Schools provide opportunities for children to sell healthy and nutritious food and beverage products with various forms of creativity. Parents still help children by making their own food (made at home) together or with their help. Schools provide rules not to use items made or sold using MSG, preservatives, instant noodles, soft drinks, artificial sweeteners, and other ingredients that can harm people's health, especially children.

The main objective of this activity is the role of parents in guiding their children so that there will be a close relationship, interaction, communication and discussion with children. Students can also learn to be creative, innovative, honest and know how to produce a product, be it food, drink or goods according to the learning theme. According to the results of an interview with the principal, upper grade students (5 and 6) have used independently created Canva designs for the packaging of a product that they will sell during *market day and business day* .

b) Production Process Business Activities Day

In the production process of business day activities, the first is to discuss the planning of ideas to be sold. One of the upper classes agreed to sell herbal medicine to broadcast healthy drinks to maintain stamina and improve health. They divided the tasks starting from preparing tools and materials, peeling, washing, cutting ingredients,

cooking ingredients, designing sales logos using canva, labeling bottles and packaging. After that they determined the target market and sold in several places.

2) Distribution Activities

a) Market Day Distribution Activities

Distribution activities, namely students distributing products to all school residents as consumers. (Munawaroh & Marmoah, 2023) . In implementing *market day activities* , students sell by opening stands. The sales model used is direct selling . Students must have the ability to distribute the products they sell to buyers. Courage and confidence from students are needed during this distribution process.

During the market day activity, children are instilled with the principle of honesty. Buying and selling transactions must be carried out with honesty. Both in terms of paying, giving change or taking items to be purchased. So that there is a learning process in the lower classes in introducing the value of currency when selling.

As time goes by, students will face challenges when their stalls are quiet. They need to think and strategize to attract buyers. Students are taught how to solve problems quickly. Some start selling leftover merchandise to friends. They are confident in offering and persuading consumers. This helps students grow to be more confident and independent.

Teachers will play a role for students who are still unable to distribute their sales. Teachers will help accompany and provide motivation or spark students so that in the end students can sell their products to buyers. In this distribution process, students will learn courage, never give up, be confident, independent and most importantly students will feel how hard it is to earn money so that students will be grateful and appreciate their parents in working to earn money.

After completing *the market day activities* , students will be responsible for their own needs, students are asked to clean up and tidy up the table *stands* that are used and return them to their place until the school yard looks clean and tidy. The characters instilled in this stage are discipline and responsibility. After that, the teacher accompanies students to count the money obtained from selling so that students must know the number of items brought, the selling price, to apply profit and loss and make future strategies in the next *market day*

*activities* . In its implementation, there are still some students whose finances are not *balanced* between sales and the money they get.

b) Business Day Activity Distribution Process

After carrying out the distribution process, students determine the target market. The target market chosen is adults because most of those who like herbal medicine products are adults. Determining the sales location is along the way, every time they meet road users, they are always offered homemade herbal medicine products. While selling, students are accompanied by a facilitator or teacher from behind. Students sell herbal drinks to the Tentangan village office and offer them to village officials. Alhamdulillah, some people bought them, some even didn't want to be given change.

After offering in several places and walking quite far, the herbal medicine sold had not yet run out. A new challenge arose on how students were taught to never give up to sell their merchandise until it ran out. Students had the idea to offer it to parents who were waiting to be picked up in front of one of the schools. Before the homecoming hour, thank God, the herbal medicine was sold out. One of the students felt insecure about offering his merchandise which was still a lot compared to his friends who had started to run out, then his group mates helped him learn to offer it. After trying and successfully selling his herbal medicine, one of the children became more confident in selling until the merchandise he brought was sold out. This is where the role of cooperation, contribution, discussion, responsibility, solidarity and initiative in the group comes into play.

c) Consumption Process

The Consumption Process of business day activities involves the wider community outside the school community. While market day activities involve students, teachers, and other buyers. Teachers as consumers will teach students especially about currency and directly observe merchandise that is in accordance with the learning theme and in accordance with the rules. In reality, there are still students who use preservatives in selling their food or drinks. Consumers who will buy *market day sales* must follow the rules, namely being orderly, patient in queuing, ethics or manners in eating and drinking, namely reading prayers before and after eating and drinking, eating / drinking with the right hand and while sitting and honesty .

*Market day* activities and business day will teach students about independence , courage, creativity, innovation, never giving up,

patience , honesty , providing good experiences and habits and learning to work together, contribute, be united, discuss, be responsible and take initiative.

c. Evaluation

Learning evaluation is to determine the effectiveness of the learning process that has been implemented (Mahdalena et al., 2024) . Evaluation is also important to do because it is to see the extent of success in an activity. (Erawan et al., 2024) . In the process of evaluating *market day* activities and business day is after the activities are finished, the homeroom teacher reflects on *the market day activities* and business day where students provide feedback to teachers, both verbally and in writing. The goal is to find out students' responses, what students feel during *market day activities*. and business day . Then the teacher receives all responses by tying and linking them to a meaning of life values that are associated with the Creator.

The homeroom teacher directly observes the level of student success in all processes from planning, implementing and evaluating *market day activities*. and business day . The teacher said that the success rate of *market day* and business day activities is to see several indicators. The first indicator is seen in the planning, namely in the market day activity, the ideas used in selling are purely students' ideas or just following their parents, while in the business day activity, how is the cooperation, compactness, contribution in planning from making ideas, preparations made, The second indicator is during the implementation, seeing the enthusiasm, cooperation, contribution, responsibility and never give up spirit of students participating in *the market day* and business day. Teachers can see students' enthusiasm for selling outside of *market day and business day activities* . The third indicator is that teachers give grades by adjusting the achievement of market day and business day learning indicators while also describing in depth the implementation of *market day and business day activities* in the portfolio assessment which is carried out every 3 months.

*market day* activities and business day has been running well and successfully. There are several important things to be evaluated, including the achievement of learning objectives for subjects that have been adjusted to market day and business day activities according to the achievements of each level. The achievement of class 1 level is that class 1 students do not participate in market day sales activities but as buyers students can learn to recognize money. The achievement of class 2 level is that students who participate in market day activities can recognize currency and can give change. Students can count the items they sell and can give change to buyers.

The achievement of class 3 level is the achievement of class 2 level plus students can offer their merchandise ( *selling* ). The achievement of class 4 level is the achievement of class 3 level plus students can make simple financial reports, namely evaluations of profit and loss in sales. The achievement of class 5 level is the achievement of class 4 level plus students can calculate HPP (Cost of Goods Sold), at this level students can create attractive product packaging designs for marketing. The achievement of grade 6 level is the achievement of grade 5 plus students can analyze sales strategy evaluation and students can make creative products independently .

The learning achievement of business day activities is not much different from the market day achievements at each level, only that it focuses more on cooperation, togetherness, responsibility, and the contribution of each individual during the activity process. Business day activities selling outside school are intended for upper class students (4,5, and 6) while for lower classes (1,2 and 3) it is carried out at school by leaving it in the school canteen.

*market day* activities in mathematics lessons is that lower grade children can recognize the value of currency and change that must be exchanged while upper grade children's achievements are being able to calculate profit and loss. The achievement of *market day activities* in art lessons is that upper grade children can develop simple business ideas and plans that can be implemented in market day activities, namely creating unique, attractive canva designs independently in making product packaging, while lower grades are fostering children's interest in doing business through market day children can get simple production and sales skills.

*market day* activities in Indonesian, English, Javanese language lessons is that children can communicate and practice *public speaking* using Indonesian/Javanese/English politely, friendly, good and correct in promoting or advertising a product. The achievement of *market day activities* in Islamic Religious Studies is that students can grow awareness of food and drinks that are *halal thoyyiban* to consume and produce goods, children can grow awareness in doing business according to sharia rules, behave honestly, responsibly, be trustworthy and can be trusted. Students can be grateful for the food that is available and not criticize food. The achievement of *market day activities* in Social Sciences lessons is that students can find out the ingredients or types of food that are good, healthy and nutritious to consume so that students are aware of the good nutrition needed by the body. The achievement of *market day activities* in Pancasila lessons is that students work together and work together in preparing the market day place. The achievement of *market day activities* in Physical Education lessons is that students can have a healthy

and strong body and soul to sell around the school environment offering their wares.

Evaluation in market day and business day activities is mostly in accordance with the learning achievement targets that have been determined according to each level. One example is that upper class children have used Canva designs in the packaging of products to be sold, some children still violate the rules by using preservatives in selling food or drinks, and some children still have not *balanced* their finances between calculating sales and the money they get and calculating profit and loss. The teacher's efforts to overcome the evaluation material are by providing learning to calculate profit and loss before *the market day activity* is carried out, holding a workshop related to nutritious food ingredients without preservatives. Teachers always accompany and monitor children during *market day activities* and business day is carried out.

#### **D. Closing**

Based on the research results, the implementation of *market day and business day activities* in the business curriculum at SD Alam Aqila has several stages including: 1) Planning stage of market day activities in the form of holding work meetings to determine the implementation time, learning targets/achievements, regulations and themes at each level. 2 ) Implementation stage includes production, distribution and consumption process activities. Market day activities in the production process are carried out by individual students who can be assisted by parents at home. While the production process of business day activities is carried out in groups at school from the process of creating ideas, production to the end of making reports. Market day activities in the distribution process are carried out by each student by instilling the principles of honesty, orderliness and responsibility, teachers only observe and accompany students during *market day activities* at school. While in the distribution process, business day selling activities are carried out outside school by instilling cooperation, contribution, discussion, responsibility, solidarity and initiative in groups. Market day and business day activities in the Consumption process are carried out by students, teachers and buyers by implementing eating and drinking etiquette and providing good experiences and habits. 3) The evaluation stage is carried out by the teacher giving reflection to students, observing the extent to which students' success in achieving learning targets carried out in *market day and business day activities* and providing assessments using student portfolios. In *Market Day* and business day activities, students learn directly from experiences in entrepreneurship so that they can instill several character values including courage, responsibility, independence, self-confidence, never giving up, honesty, cooperation, patience, contribution, solidarity, initiative, etc.

Further research is suggested to conduct a more in-depth analysis related to the development of more comprehensive success indicators to evaluate the impact of Market Day and Business Day activities on students' entrepreneurial skills and character values. Further research can also examine the effectiveness of learning about financial management before the implementation of Market Day. In addition, further research can conduct a comparative study or comparison of the implementation of *Market Day and Business Day* in various schools to identify best practices and challenges faced.

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