

FOSTERING CREATIVITY IN CHILDREN: BUILDING THE FOUNDATIONS OF ENTREPRENEURIAL CHARACTERISTICS

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ABSTRACT

The cultivation of an entrepreneurial mindset needs to be nurtured from an early age so that children always think and act entrepreneurially in their daily lives. Building an entrepreneurial spirit is not just about educating children to become entrepreneurs, but also about developing character traits that draw strength from entrepreneurial elements, such as maintaining self-quality to work hard, taking risks, perseverance, being honest, and being creativity. The activity was designed to relevant with students' learning activities and to have educational, creative, and enjoyable values. The method used to deliver this program involved seminars and workshop on painting tote bag. Participants responded positively to this activity both in the seminar and creativity workshop sessions. It is hoped that through this activity, students' creativity and entrepreneurial spirit will be further honed.

Keywords: Entrepreneurship, Creativity, Entrepreneurial mindset

1. INTRODUCTION

Introducing entrepreneurship education from an early age is important in order to form an entrepreneurial mindset in children as early as possible. According to Ramadhani & Nurnida (2017) entrepreneurship education is a systematic and sustainable process both formal and informal. Entrepreneurship education not only aims to change one's attitude to meet entrepreneurial criteria but entrepreneurship education can also improve one's soft skills and hard skills in entrepreneurship. Entrepreneurship education aims to build a sense of courage in taking and facing risks, self-confidence, relationships, and foster an innovative spirit. To achieve these goals, entrepreneurship education learning methods can use appropriate training and simulation implementation.

The cultivation of an entrepreneurial spirit needs to be fostered to be applied in a child's daily life to think and act entrepreneurially. Building an entrepreneurial spirit is not interpreted as only educating children to become entrepreneurs but building a character that has the strength of entrepreneurial elements such as maintaining self-quality to always work hard, dare to take risks, never give up, honesty, and creativity (Rosal et al., 2022). An entrepreneurial mindset that is embedded from an early age can help form a responsible character, forming a sense of independence in seeking opportunities and overcoming existing problems to face future challenges.

The entrepreneurial spirit is closely related to creativity, because in creating a business, one needs to think about providing innovative solutions to consumer problems and how to attract customers to buy the products or services offered. Creativity is an ability to create creative new ideas and also the ability to adapt new ideas obtained with previously owned ideas (Harahap, 2022). Creativity is an original thought but can be understood, accepted and appreciated by general thinking (Cemosa & Soelaiman, 2020).

Creativity needs to be applied to children from an early age as a foundation for children to be able to more critically solve problems and have the ability to find new ideas. A child who can think creatively is more likely to have a high imagination, can think openly and look for alternative ways to solve problems, and has great curiosity and also does not give up easily (Ndeot, 2018). Creativity is expected to encourage entrepreneurial mentality, attitude, spirit and mindset.

Creativity in children can be developed by providing the right stimulation. There are four dimensions of creativity: personal, process, support and product. The personal dimension deals with aspects of individual character, including imagination and willingness to try new things. The process dimension prioritizes the stages, starting from gathering information, the emergence of ideas, to evaluating whether the idea is suitable for the existing problems as well as in accordance with creative goals. Then, the support dimension refers to the various resources available including the environment that allows collaboration that can enhance the creation of something new. Finally, the product dimension includes the final result, which can be used as an innovation in providing solutions (Ndeot, 2018).

Efforts to develop the spirit of creativity and entrepreneurship in children can be done in various ways, one of which is through art activities. Providing art activities to children is not merely to see the end result but focuses more on the creative process. The PKM partner in this abdimas activity is the Anbu Illam Benevolent House. The purpose of implementing this PKM activity is to provide understanding in increasing students' creativity and entrepreneurial spirit. This activity is expected to provide benefits to the partner, namely adding insight into the importance of creativity and entrepreneurial spirit in everyday life so that students are accustomed to thinking entrepreneurially and eventually form an entrepreneurial culture.

2. RESEARCH METHOD

Community Service activities aim to explore the creativity and entrepreneurial spirit of students. To answer the problems and also provide solutions to the partners, at the initial stage discussions were held with the school regarding the activities to be carried out and the process and time of implementing the activities.

The method used to deliver this program uses extension techniques packaged in seminars and training (creativity workshops). In the seminar session, students will be presented with creative ideas and business opportunities that are relevant and introduced to examples of teenage entrepreneurial figures.

The last stage of the activity, the abdimas team will evaluate the activity by conducting a discussion with the school regarding the benefits obtained from the activity. It is hoped that this evaluation can provide input for the PKM team in organizing similar activities so that PKM partners get appropriate benefits.

3. RESULTS AND DISCUSSIONS

Community service activities were carried out on August 10, 2023, at Rumah Kebajikan Anbu Illam - Kuala Lumpur, Malaysia. This activity was attended by 8 children from Rumah Kebajikan Anbu Illam and accompanied by 5 students and 6 lecturers from Tarumanagara University. The implementation of the activity was preceded by an introduction in the form of

ice breaking games with the students so that the learning atmosphere became more fun. Ice breaking begins with several games that aim to train concentration and creativity.



Figure 1. Ice-Breaking

The activity continued with a seminar session by introducing entrepreneurial values, as well as providing creative business ideas that can be carried out by the children of Anbu Illam Benevolent House. In this seminar session, several examples of teenage entrepreneurial figures who run businesses by selling products of creativity were given. Giving examples of teenage entrepreneurial figures is expected to become these figures as role models who can motivate and inspire students in behaving to achieve success (Soelaiman et al., 2022).

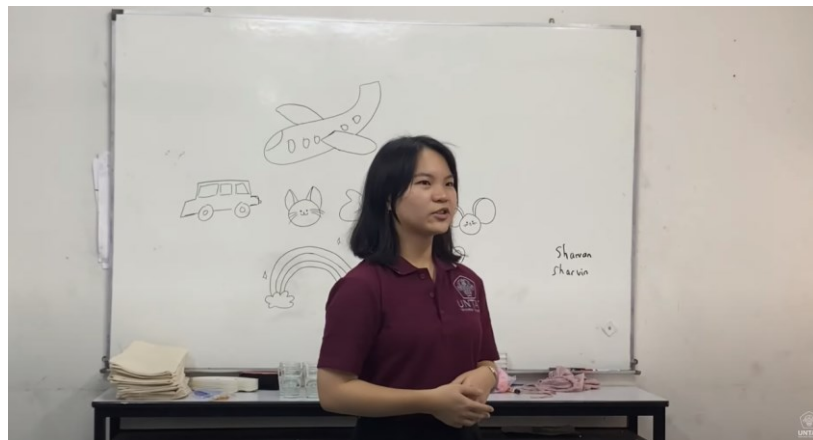


Figure 2. Entrepreneurship Material Exposure

After the entrepreneurship material counseling session was completed, a quiz with questions related to the material presented at the seminar was held. The students' response to the material presentation was very good because all the quiz questions asked were able to be answered well. After the material presentation, the next activity was a bag-making workshop. Each student was free to be creative in drawing and coloring.



Figure 3. Orphanage children painting totebags

The activity was closed with a group photo and hospitality with the children and the management of Anbu Illam Benevolent House with 5 students and 6 lecturers and the Dean of Tarumanagara University.



Picture 4. Group Photo

4. CONCLUSION AND SUGGESTIONS

Community Service Activities (PKM) are carried out and run well. This activity not only provides benefits to students but also provides experience to students as a PKM team to apply the knowledge they have in college to be applied in the community.

During the PKM activity, the participants responded positively both in the seminar session and creativity workshop. This can be seen from the participants' response to answering questions and also their activeness in participating in workshop activities. It is hoped that through this activity, the creativity and entrepreneurial spirit of students will be honed.

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