
Implementing Edupreneurship in Early Childhood Education: Enhancing Holistic Development through Creative Learning Projects

Dedeh Komalasari¹, Darmayanti², Lena Ahdiani³

Abstract

Early Childhood Education requires learning aids, including instructional tools and media for delivering messages, to support children's need for concrete learning experiences. Teacher creativity and innovation are crucial, and one approach that enhances this is edupreneurship. This study aims to describe the implementation of edupreneurship by teachers and analyze its positive impact on early childhood development. Using a qualitative descriptive method, the research explored how teachers implement edupreneurship to support the learning process and stimulate child development in various domains. The learning activities were conducted through project-based approaches such as the Children's Market and Kartini Day Parade. In preparing for these events, teachers created learning media using recycled materials like cardboard, newspapers, plastic, and fabric scraps. The process involved both parents and children as active participants in the learning experience. Assessment indicators referred to four areas of child development: cognitive, language, physical-motor, and social-emotional. Findings indicate that through the edupreneurship approach, teachers acted not only as instructors but also as facilitators who effectively stimulated children's development. Children showed significant improvement in logical-mathematical thinking and problem-solving (cognitive), increased vocabulary and expressive ability (language), active participation in movement and role-play (physical-motor), and better emotional regulation and social interaction (social-emotional). Edupreneurship thus supports meaningful and holistic learning while enhancing both teacher professionalism and child development.

Keywords: *Edupreneurship, Early Childhood Teacher, Early Childhood Development.*

A. Introduction

The development of the education world is quite dynamic and demands that teachers not only act as educators but also as facilitators, innovators, and value creators. One approach that is relevant to the demands of the 21st century is edupreneurship. Edupreneurship emphasizes the concept of creative and innovative efforts carried out by schools to enhance their marketability, whether in terms of students, teachers, or other resources (Siswoyo, Wijaya, & Khotimah, 2024).

In edupreneurship, children are involved in projects that foster curiosity, creativity, exploration, learning motivation, self-regulation, and cooperation. Through project-based activities, children learn optimally when they tackle real-world challenges. Edupreneurship accommodates this approach through activities such as co-creating products, selling their work, or designing creative performances. Edupreneurship comes from the words 'education' and 'entrepreneurship', meaning the spirit of entrepreneurship within the educational context. According to Suryana (2020), an edupreneur is an individual capable of creating learning innovations that hold both economic and educational value. In the context of early childhood education (PAUD), edupreneurship can be implemented through the creation of educational play

¹Universitas Majalengka, Jl.Abdul Halim Majalengka, Indonesia, dedekomalasari@unma.ac.id

²Universitas Islam Al-Ihya, Cigugur Kuningan, Indonesia

³Universitas Islam Al-Ihya, Cigugur Kuningan, Indonesia

tools, the development of interactive learning media, and the establishment of early childhood entrepreneurship activities.

According to Budiono and Dwiprabowo (2022), edupreneurship, as an entrepreneurial concept, embeds creativity and innovation. They explain that teachers play a vital role in the development of education, especially in shaping students' character. Creativity and a spirit of renewal that gives rise to innovation can have a positive impact on the learning process and child development. The application of edupreneurship can bring positive effects to education, including in the implementation of a flexible curriculum (Suprpto et al., 2025). The flexible curriculum referred to here is one that is based on established standards but adapted to the needs of learners and the unique characteristics of each educational institution.

What makes edupreneurship activities particularly interesting is that they are carried out based on the profession of an educator, as an effort to enhance the teaching and learning process through a profession that is pursued with the intention of generating creative ideas. These ideas serve as a foundation for sharpening professional skills in developing learning media that are creative, innovative, and educational. (Dea, L.F et.al, 2021). As an early childhood educational institution committed to improving the quality of its services, TKIT Miftahul Huda Garajati has the vision and main priority of becoming an outstanding school that upholds Islamic values and is based on entrepreneurship. PAUD teachers often face limitations in learning resources. Edupreneurship offers an alternative solution that not only fosters creativity but also directly impacts service quality and teacher motivation. At TKIT Miftahul Huda Garajati, the spirit of edupreneurship is reflected in teachers' active efforts to develop educational play tools and project-based learning activities alongside children.

Teachers have begun implementing edupreneurial principles in their teaching practices, such as creating their own educational play tools, involving children in simple projects, and organizing exhibitions of children's work. However, further exploration is needed to examine the tangible benefits of the edupreneurial approach. What positive impacts does the edupreneurship approach bring to education, particularly in early childhood settings?

According to Sumiyati (2017), learning activities in PAUD that require attractive media, such as Educational Play Tools (APE), present an opportunity to cultivate entrepreneurial spirit in PAUD teachers. At the foundational phase, learning approaches should be oriented toward real learning needs. Meeting these needs must be supported by media that suit the developmental stages of young children. Edupreneurship differs from general entrepreneurship because it embeds educational values, which are expected to contribute positively to child development. Therefore, this study aims to describe the implementation of edupreneurship by teachers and analyze its positive impact on early childhood development.

It is expected that through this research, with the role of teachers as facilitators and parents as active participants in the child development process through the edupreneurship approach, each aspect of child development can grow holistically and sustainably. This, in turn, will enhance the quality of educational services and contribute to the creation of a golden generation.

B. Methods

To clearly illustrate the positive impact of the edupreneurial approach, this study employs a qualitative descriptive method to describe phenomena in a deep and contextual manner. This allows for the identification and illustration of the positive effects resulting from the approach. The research was conducted at Yayasan Miftahul Huda, located in Garajati Village, Ciwaru District, Kuningan Regency, which operates TKIT Miftahul Huda. The research subjects

consisted of 4 teachers, 1 principal, 3 parent informants, and 25 students aged 4–6 years. The data collection techniques used included observation, observing the activities of teachers and students during the preparation, implementation, and assessment stages of the learning process. Interviews: conducted with teachers, the school principal, and selected parents. Documentation: including photos of activities, teacher-made educational play tools (APE), assessment sheets, and children's work. The collected data were analyzed through the stages of data reduction, data presentation, and drawing conclusions. To determine the positive impact of the edupreneurial approach, the components of child development were defined as the basis for the research instrument indicators, as follows:

Tabel 1. Instruments for Measuring the Positive Impact of Edupreneurship on Child Development

No	Aspect Of Development	BB 1	MB 2	BSH 3	BSB 4
1	Cognitive Children's logical mathematical thinking				
2	Language Children's Language in Sharing Their Experiences				
3	Physical Children Actively Engaged in Stringing, Folding (Fine Motor) and Imitating Animal Movements/Role-Playing (Gross Motor)				
4	Social-emotional Children are Independent and Responsible in Completing Their Tasks				

BB = Belum Berkembang → Not Yet Developed

MB =Mulai Berkembang → Beginning to Develop

BSH=Berkembang Sesuai Harapan → Developing as Expected

BSB=Berkembang Sangat Baik → Developing Very Well

The instrument indicators above are aligned with the assessment methods used at TKIT Miftahul Huda Garajati, which utilize observation sheets as the basis for evaluation.

C. Results and Discussion

The edupreneur activities carried out by teachers at TKIT Miftahul Huda Garajati during the research included creating educational toys from recycled materials such as cardboard, plastic, bottles, and fabric scraps. They also organized project-based activities such as a "Children's Market" and a Kartini Day parade. In addition, they made snacks or food items and sold both children's and teachers' creations during school exhibitions. Some activities also involved parents in the production of educational toys.

Teachers began implementing the edupreneur approach by preparing all learning materials, including learning media and educational play tools. The teacher's role as a learning facilitator not only fostered creativity and innovation but also brought economic value to the management of the institution. This approach also nurtured the entrepreneurial spirit of children by strengthening character development. Children were trained in social skills through buying and selling transactions during the children's market and by participating in project-based activities such as designing and parading Kartini Day costumes.

In fostering children's cognitive development through the edupreneur approach, teachers use indicators that focus on enhancing children's logical-mathematical abilities. This is done

through activities in the children's market, such as conducting transactions and gathering capital to prepare for buying and selling. These activities also train simple problem-solving skills. Children sharpen their counting abilities through logical analysis while engaging in role-playing as sellers or buyers. Students and parents are involved in every project activity, such as making clothes from recycled materials like newspapers, plastic, and fabric scraps, designing models and creations based on the children's imagination and interests. The principle of student-centered learning ensures that educational goals are achieved in line with the children's needs and developmental stages. In addition to stimulating cognitive abilities like thinking and task completion, this approach also cultivates independence and a sense of responsibility in children, which is closely related to their social-emotional development. It helps train their patience and accountability in completing tasks.

In terms of physical and motor development, children's involvement in projects also trained their fine motor skills through activities like beading, cutting, pasting, and sewing. These activities contributed to the development of both life skills and soft skills. During the children's market project, there were also role-playing activities where children actively moved, imitated various movements, and learned about transactions. This introduced them to new vocabulary in the field of entrepreneurship and new experiences that enhanced their language skills in line with their ability to interact with others, supporting their social-emotional development.



Figure 1 The teacher designs instructional media using recycled materials



Figure 2. Children's market activity



Figure 3. The involvement of children edupreneur activity

Activities involving both parents and students in preparing learning media and project-based activities can help increase student motivation, resulting in significant improvements in children's development. This is based on interviews conducted with teachers and representatives of parents, and is also supported by assessment results using indicators of child development, namely the cognitive, language, physical-motor, and social-emotional aspects.

The graph below shows the changes in student development before and after the implementation of the edupreneur approach by teachers.

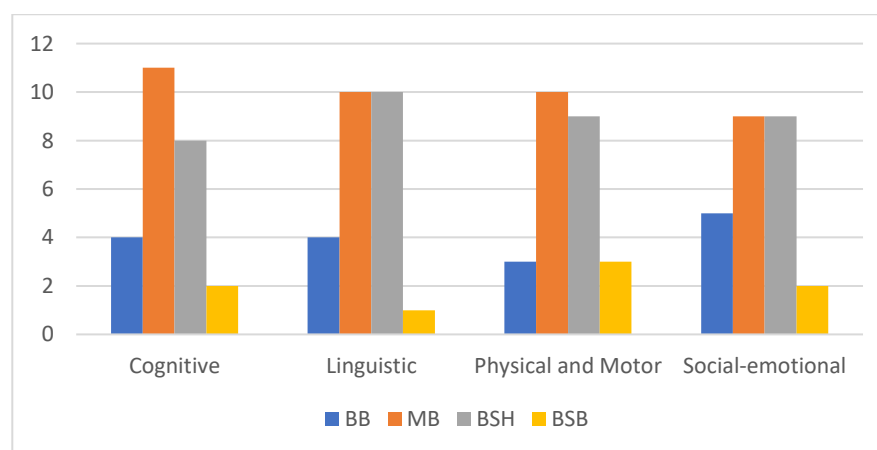


Figure 4. Children's development before the edupreneur project

Figure 4 presents the levels of children's development across four domains—cognitive, linguistic, physical and motor, and social-emotional—prior to the implementation of the edupreneurship project. The data reveal that the majority of children were at the "Beginning to Develop" (MB) stage, particularly in the cognitive and physical-motor domains, each with more than 10 children, indicating that most had not yet reached the expected developmental benchmarks. In contrast, only a few children had achieved the "Developing Very Well" (BSB) level, especially in the linguistic and physical-motor areas, where this group accounted for fewer

than three children. The "Developing as Expected" (BSH) category showed moderate representation, especially in the linguistic and physical-motor domains, suggesting that some children were performing at an age-appropriate level. Meanwhile, a notable number of children were still at the "Not Yet Developed" (BB) stage, particularly in the social-emotional and cognitive domains, reflecting the need for foundational developmental support. Overall, the figure underscores the necessity of implementing innovative learning approaches—such as edupreneurship—to enhance and accelerate children's holistic development across all domains.

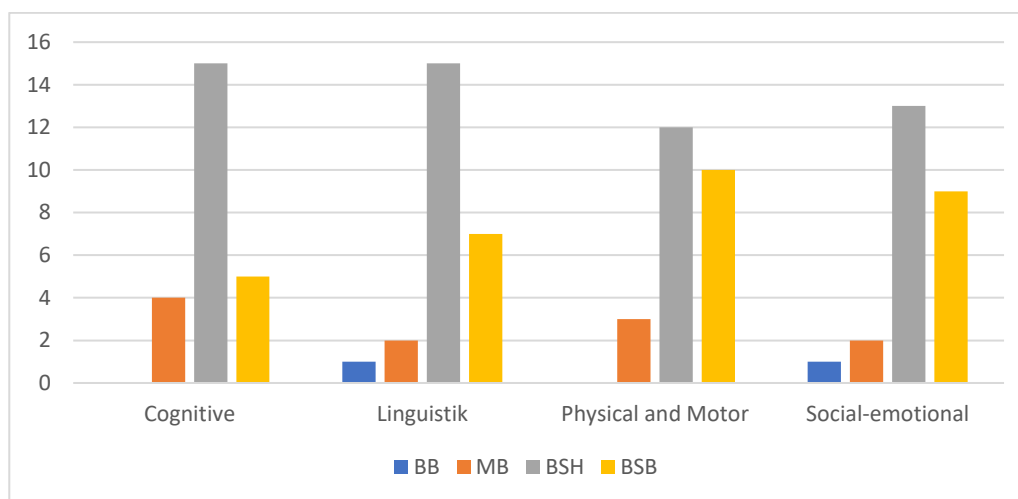


Figure 5 Child development using the edupreneurship approach

Figure 5 demonstrates the progression of children's development across cognitive, linguistic, physical and motor, and social-emotional domains after the implementation of the edupreneurship approach. A significant increase is observed in the "Developing as Expected" (BSH) and "Developing Very Well" (BSB) categories across all domains, indicating substantial improvement in overall child development. Notably, both the cognitive and linguistic domains show the highest number of children (15) achieving the BSH level, with an additional increase in BSB levels—especially in linguistic skills, where seven children reached this advanced stage. Similarly, in the physical and motor domain, the number of children at the BSB level rose to 10, closely matching the BSH level at 12, suggesting enhanced motor coordination and engagement in physical activities. In the social-emotional domain, improvements are also evident, with 13 children at the BSH level and 9 at the BSB level, reflecting better emotional regulation and interpersonal interaction. Meanwhile, the number of children in the "Not Yet Developed" (BB) and "Beginning to Develop" (MB) categories has significantly decreased, affirming the effectiveness of the edupreneurship model in fostering holistic growth. Overall, the figure illustrates how integrating creative, project-based learning and collaborative activities through edupreneurship can significantly elevate early childhood development across all key domains.

Based on the illustration above, a significant change is clearly visible through the edupreneur approach. Children categorized as Not Yet Developed (BB = blue color) previously showed a relatively high percentage, especially in the social-emotional aspect. However, with the implementation of the edupreneur approach, particularly in the cognitive and physical-motor aspects, there was a noticeable improvement; no children remained in the "Not Yet Developed" category. Only in the language and social-emotional aspects did one child remain underdeveloped, due to existing language and emotional disorders. Significant changes were also observed in the Emerging Development category (MB = orange color). Where previously the number of children in this category was equal to or higher than those in the Developing as Expected category (BSH = grey color), it became the most dominant in all areas of development

examined. Likewise, the Very Well Developed category (BSB = yellow color) showed a marked increase in all developmental aspects—cognitive, language, social-emotional, and physical-motor.

Based on the research findings above, changes in children's development across all aspects are clearly evident. The observable impacts in each developmental domain include: Fine and Gross Motor Skills: Activities such as beading, folding, and cutting help improve children's fine motor coordination. Role-playing and movement games support gross motor development. Cognitive Development: Children are able to use their logical-mathematical thinking during transactions, which enhances their counting skills. Additionally, they become quicker in recognizing shapes, colors, and numbers when using teacher-made learning tools. Their involvement in creating learning media or teaching aids also gives children a sense of acknowledgment, increasing their confidence to express ideas, evident through their active participation in classroom mini-market activities. Social-Emotional Development: Children's involvement in various edupreneurship-based projects stimulates their motivation, which positively influences their social-emotional growth. They learn to interact with peers and teachers while working in groups, developing patience, sharing skills, and the ability to take turns. Children also strengthen their character and independence through activities such as organizing their own merchandise or presenting their creations to parents. This builds self-confidence and responsibility.

This supports the findings of Budiono and Dwiprabowo (2022), who stated that the concept of entrepreneurship incorporates creativity and innovation. It was previously explained that teachers play a vital role in educational development, especially in shaping the character of their students. The results of this study show that teachers, as facilitators of learning, can enhance the quality of education through the spirit of edupreneurship. The positive impact is seen across all areas of child development, further strengthening character values and independence. Thus, the edupreneur approach not only reinforces the teacher's role and professionalism but also improves the quality of both the learning process and its outcomes, leading to positive changes in children's development.

D. Conclusion

The implementation of edupreneurship principles has a positive impact not only on teacher professionalism but also on children's overall development. Teachers become more creative and productive, while children experience growth across all developmental domains—cognitive, language, physical-motor, social-emotional—as well as strengthened character and independence through meaningful and holistic learning experiences. It is recommended that other schools consider adopting a similar approach, tailored to their unique characteristics. Further training in edupreneurship is needed for early childhood education teachers, and policy support from the government is crucial to promote and expand the implementation of this practice more broadly.

Acknowledgment

First and foremost, thanks and praise be to Allah SWT for His endless blessings and guidance throughout the completion of this research. The authors would like to express their heartfelt gratitude to the families of Dedeh Komalasari, Darmayanti, and Lena Ahdiani for their unwavering support and encouragement. Sincere appreciation is also extended to TKIT Miftahul Huda for granting permission and providing valuable access to conduct this study. Furthermore, the authors wish to acknowledge the leadership of Universitas Majalengka (UNMA) and Universitas Islam Al-Ihya (UNISA) Kuningan for their continuous support, facilities, and encouragement throughout the research process. Without their contributions, this study would not have been possible.

References

- Afifah, N., Ma'rifah, N., & Rahmi, A. (2024). Pengenalan Kegiatan Edupreneur Bagi Anak Usia Dini Di Ra Al-Muslimun Nurul Islam Palangka Raya. *Beujroh: Jurnal Pemberdayaan dan Pengabdian pada Masyarakat*, 2(1), 11-24. <https://repository.ar-raniry.ac.id/id/eprint/24486/>
- Afifandasari, T., & Subiyantoro, S. (2022). Pengembangan jiwa edupreneurship melalui kepemimpinan yang demokratis di lembaga pendidikan. *Jurnal Eduscience*, 9(1), 279-287. <https://doi.org/10.36987/jes.v9i1.2638>
- Arif, S. (2024). Peran Kepala Sekolah sebagai Edupreneur dalam Transformasi Sekolah yang Unggul. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 10(1), 24-31. <https://doi.org/10.26740/jrpd.v10n1.p24-31>
- Arta, A., Faizal, M. A., & Asiyah, B. N. (2023). The role of Edupreneurship in gen Z in shaping independent and creative young generation. *Maro: Jurnal Ekonomi Syariah dan Bisnis*, 6(2), 231-241. <https://doi.org/10.31949/maro.v6i2.5673>
- Assingkily, M. S., & Rohman, N. (2019). Edupreneurship dalam pendidikan dasar Islam. *Jip (Jurnal Ilmiah Pgmi)*, 5(2), 111-130. <http://jurnal.radenfatah.ac.id/index.php/jip/>
- Budiono, B., & Dwiprabowo, R. (2022). Edupreneurship for The New Generation. In *Social, Humanities, and Educational Studies (SHES): Conference Series* (Vol. 5, No. 2, pp. 26-31). <https://doi.org/10.20961/shes.v5i2.58298>
- Dea, L. F., Yusuf, M., Anwar, M. S., Choirudin, C., & Juniati, D. A. (2021). Alat permainan edukatif golf anak usia dini sebagai program edupreneur prodi pendidikan islam anak usia dini. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 6(1), 25-36. <https://doi.org/10.14421/jga.2021.61-03>
- Fitria, K. (2022). Edupreneurship Berbasis 3R (Reduce, Reuse, Dan Recycle) Sebagai Upaya Mensejahterakan Ekonomi Pendididk Paud. *Aulad: Journal on Early Childhood*. <https://eprints.umpo.ac.id/id/eprint/8650>
- Haq, S., & Yumarnita, W. (2023). *Kewirausahaan Pendidikan: Perspektif dan Model*. Deepublish.
- Istiningsih, I., & Rohman, N. (2022). Edupreneurship berbasis teknologi digital ditinjau dari evaluasi program cipp. *Edukasi Islami: Jurnal Pendidikan Islam*, 11(01). <https://doi.org/10.30868/ei.v11i01.3062>
- Kemendikbud. (2021). Panduan PAUD Holistik Integratif. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Khairunnisa, K., Bismillah, A., Miyani, R., Mupadiah, A., Aghnaita, A., & Muzakki, M. (2025). Pengenalan Edupreneur melalui Kegiatan Bazar bagi Anak Usia Dini di TK Aqidah Palangka Raya. *Mestaka: Jurnal Pengabdian Kepada Masyarakat*, 4(2), 167-172. <https://doi.org/10.58184/mestaka.v4i2.604>
- Kurniawati, A. B., Wati, E. K., Prastyaningtyas, E. W., Hermawan, Y., Prabawati, M. N., Khoirumah, I., ... & Analiana, S. (2024). *Edupreneurship: Meningkatkan Jiwa Wirausaha Melalui Pendidikan*. Bayfa cendekia Indonesia
- Liebertus, J., & Hidayat, D. (2025). Survival Factors Kepemimpinan Pendidikan Kepala Paud Non-Formal (Studi Kasus Kb Pilia Kota Kupang). *Early Childhood Education Development and Studies (ECEDS)*, 6(1), 1-15. <https://doi.org/10.35508/eceds.v6i1.20839>
- Siswoyo, A. A., Wijaya, B. R., & Khotimah, K. (2024). Pelatihan Eduprenership Berbasis Digital dalam Meningkatkan Kreativitas dan Literasi Digital Pendidik di Sekolah Dasar. *Jurnal Solutif: Jurnal Pengabdian Masyarakat*, 2(2), 56-63. <https://doi.org/10.61692/solutif.v2i2.216>
- Sumiyati, S. (2017). Membangun Mental Kewirausahaan melalui Edupreneurship bagi Pendidik PAUD. *Al Hikmah: Indonesian Journal of Early Childhood Islamic Education (IJECE)*, 1(2), 169-192. <https://doi.org/10.35896/ijecie.v1i2.12>
- Suprpto, P. K., Gustaman, R. F., Wijayanti, A., Gandi, A., Idin, A., Nurlaela, N., & Darmawan, A. W. (2025). *Edupreneurship*. Bayfa Cendekia Indonesia.
- Suryana, D. (2020). Pendidikan Kewirausahaan dalam Konteks Pendidikan Anak Usia Dini. Bandung: Alfabeta.

- Tamam, B., & Muadin, A. (2019). Implementasi Edupreneurship Dalam Pembentukan Karakter Sekolah Unggul. *Ulumuna: Jurnal Studi Keislaman*, 5(1), 13-21. <https://doi.org/10.36420/ju.v5i1.3521>
- Yusantika, F. D. (2021). Penanaman Jiwa Entrepreneur Pada Siswa SD di Era Revolusi Industri 4.0. *JIEES: Journal of Islamic Education at Elementary School*, 2(1), 34-45. <http://jieces.alkhoziny.ac.id/index.php/jieces/>