

Development of an Entrepreneurship-Based Entrepreneurship Game for Kids to Instill Entrepreneurial Values in Group B Children at Muslimat NU Kindergarten 14 Nurul Huda Karangduren Pakisaji Malang Regency

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Abstract

Young children are accustomed to interacting with various gaming applications in their daily lives. This condition presents a challenge for educators to effectively utilize digital media to support learning, particularly in entrepreneurship education. Therefore, there is a need for an Android-based application that can instill entrepreneurial values through engaging and enjoyable gameplay. The purpose of this study was to determine the feasibility of the Entrepreneur for Kids game as an entrepreneurship-based learning medium for fostering entrepreneurial values among Group B children at TK Muslimat NU 14 Nurul Huda Karangduren, Pakisaji District, Malang Regency. This study employed a Research and Development (R&D) approach using the Dick and Carey instructional design model. Data were collected through questionnaires, observations, and documentation. The feasibility of the product was evaluated by subject matter experts and media experts, followed by individual trials and field testing involving 13 Group B children aged 5–6 years. The validation results showed a score of 96.4% from the subject matter experts and 95.2% from the media experts. Meanwhile, the individual trials achieved a score of 90%, and the field testing reached 91.6%. All evaluation results were classified as highly feasible. Therefore, the Entrepreneur for Kids game was deemed suitable for use as a learning medium to foster entrepreneurial values in early childhood education.

Keywords

Early Childhood, Entrepreneurship, Games



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INTRODUCTION

The dynamics of the global economy demand that every nation continuously innovate in developing superior products and technologies to enhance national competitiveness. The employment situation in Indonesia still faces significant

challenges, as data from the Indonesian Central Statistics Agency (BPS) indicates that 7.46 million people were not absorbed into the labor market in August (BPS, 2025). This phenomenon indicates a gap between job availability and the workforce, leading to high poverty rates. The low number of entrepreneurs in Indonesia is one of the main causes of this situation. Yet, entrepreneurship plays a significant role in creating jobs, increasing national income, and encouraging innovation, ultimately contributing to a sustainable improvement in people's standard of living.(Muntahanah et al., 2024)A successful entrepreneur needs creative ideas to transform anything into something more valuable. Success is never free from failure. Through this process, entrepreneurs can evaluate and develop strategies to minimize future failures.(Ramadlani et al., 2023).

Being an entrepreneur doesn't necessarily mean being a trader; it requires cultivating a smart work ethic, as it can be applied in any profession and in everyday life. Therefore, developing an entrepreneurial mindset isn't something that can be achieved overnight; it requires training and the instilling of entrepreneurial values from an early age.(Nugroho, 2022). Entrepreneurial character requires a long and continuous formation process, so the instillation of entrepreneurial values ideally begins from childhood.(Purwaningsih et al., 2021). This is because young children are entering their golden age, meaning their brains can absorb information at a rapid pace. Teaching entrepreneurship to young children doesn't just mean teaching them how to make money from an early age. It's about fostering entrepreneurial traits such as a strong sense of curiosity, the ability to collaborate with friends, the courage to speak up about mistakes, and the ability to socialize effectively.(Hasanah, 2021).

The implementation of early childhood entrepreneurship learning in PAUD institutions is through play-based learning activities such as market days, role-playing, gardening, cooking classes, and field trips.(Karimah, 2021)The lack of multimedia-based media or applications for introducing entrepreneurship makes it difficult for educators to incorporate material. To date, there has been no specific material specifically designed to teach entrepreneurship to early childhood students. Entrepreneurship learning focuses more on activities due to the limited learning media. Implementation also requires supporting facilities and infrastructure. Consequently, entrepreneurship learning is rarely implemented by early childhood education institutions due to the time and expense involved.(Purwaningsih & Muin, 2021).

Learning media must support the content of the learning material, be easy to understand, and easy for teachers to use.(Zahriyah, 2022)These factors facilitate

teachers' delivery of material to students. Learning media can assist students by providing experiences, motivation, creativity, and curiosity. Educators today are required to be more creative in the teaching and learning process so that children can more easily absorb the lessons presented. Entrepreneurship in early childhood emphasizes entrepreneurial values more than conventional learning materials. There are 17 entrepreneurial values according to Wiresti (2021) namely; (1) trustworthy and honest; (2) creative; (3) having capital; (4) discipline; (5) innovative; (6) daring to take risks; (7) action-oriented; (8) cooperation; (9) responsibility; (10) leadership; (11) optimistic; (12) communicative; (13) commitment; (14) strong motivation to succeed; (15) appropriate skills and passion; (16) realistic; and (17) hard work. The indicators developed in this research are: (1) daring to take risks; (2) commitment; (3) strong motivation to succeed; (4) action-oriented, and (5) realistic.

The results of observations in group B at TK Muslimat NU 14 Nurul Huda Karangduren Malang, found several problems during the role-playing learning activity of selling, namely students did not understand the feelings of friends as many as 3 children, lack of responsibility in groups or independently as many as 2 children, dare to admit mistakes as many as 3 children, do not give up easily in doing something as many as 3 children and are accustomed to saying hello, thank you, and sorry as many as 2 children. Meanwhile, the results of interviews with the homeroom teacher and the principal of group B at TK Muslimat NU 14 Nurul Huda Karangduren Malang found that there is no early childhood entrepreneurship in the curriculum or the school's vision and mission. So far, in early childhood entrepreneurship learning only do role-playing activities selling which are rarely done routinely every month. The difficulty experienced by teachers is that there is no multimedia-based learning media or android applications that specifically have entrepreneurial values for early childhood. Thus, a variety of media is needed to facilitate the process of learning entrepreneurship.

Several previous studies have reinforced the urgency of instilling entrepreneurial values in early childhood through various approaches. Research by Aprilianti, Saraswati, and Azis (2021) shows that the development of the EFKIDS application has proven effective in stimulating the entrepreneurial attitudes of children aged 5-6 years, with the results of the independent samples test showing a very significant difference in entrepreneurial attitudes compared to conventional media.

Similar research by Purnamasari, Simare-mare, and Murni (2019) examined the application of buying and selling games to foster entrepreneurial attitudes and

language development in children aged 5-6 years at PAUD RA Al-Mahir, which confirmed that trading activity-based games can integrate entrepreneurial character development with other developmental aspects.

Meanwhile, research Hermalasari and Noor (2022) Through a literature study approach, it was found that the block playing method is able to develop children's entrepreneurial interest because this game stimulates creativity, innovation, problem-solving skills, and understanding of basic concepts such as size and numbers.

In this study, researchers used an entrepreneur game for kids that included an ice cream selling game. In this game, students can sell, add product variants, purchase raw materials, upgrade production equipment, promote their business, manage finances, and develop their own business. The efkids application was used as a reference for developing an entrepreneur game for kids that contains entrepreneurial values, including: courage to take risks, commitment, strong motivation to succeed, action-oriented, and realistic. This game is expected to explore and enhance creativity. Children can optimize their abilities in exploring their surroundings, which are used to create exciting and interesting things for their lives.

METHODS

Research on the development of entrepreneurship-based entrepreneur games for kids uses the Research and Development (R&D) type of research with a model. Dick and Carey (2021) which consists of 10 stages, but in this study 7 stages were used which are explained as follows:

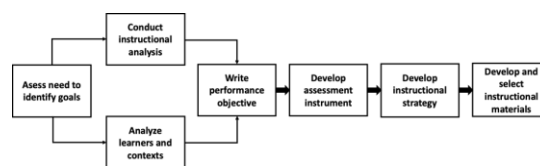


Figure 1. Dick & Carey Development Model

The subjects in this study were students from group B at TK Muslimat NU 14 Nurul Huda Karangduren Pakisaji, Malang Regency. There were two trials, namely an individual trial and a field trial. The individual trial subjects were 3 children, while the field trial subjects contained 13 children. The location of this research was carried out at TK Muslimat NU 14 Nurul Huda RT. 01 RW.02 Pidek hamlet, Karangduren village, Pakisaji District, Malang Regency. The research was carried out on June 6-12, 2022. Data collection instruments were questionnaires, observations,

and documentation. The questionnaire used consisted of assessments by experts, namely media experts and material experts.

FINDINGS AND DISCUSSION

Findings

This research resulted in an entrepreneurship-based game for kids designed to instill entrepreneurial values in Group B children aged 5-6 years at Muslimat NU 14 Nurul Huda Kindergarten, Karangduren, Pakisaji, Malang Regency. The media was developed by adapting the Dick and Carey (2021) model, simplified into seven stages, as explained below:

Assess Needs to Identify Goals

Based on the results of observations and interviews with the homeroom teacher of group B, two main problems were found. The first problem is that children's entrepreneurial values are still low, including: (a) realistic, such as understanding friends' feelings; (b) action-oriented, such as being responsible in groups or independently; (c) commitment, such as being accustomed to saying hello, thank you, sorry and excuse me; (d) daring to take risks, such as daring to admit mistakes; and (e) strong motivation to succeed, such as not giving up easily in doing something. The second problem is the lack of learning media that support entrepreneurial values, either in the form of educational games (APE) or digital media. The instillation of entrepreneurial values so far has only been through role-playing activities that are rarely carried out routinely.

Conduct Instructional Analysis

The material developed in the entrepreneur game for kids includes seven main components:

1. The entrepreneurship material introduces children to the profession of trading, so that children have a vision for the future of how to sell.
2. Financial management material teaches children to manage sales profits to purchase raw materials.
3. Business development materials that allow children to add new product variants and purchase larger production equipment.
4. Business development material includes activities for children to promote their business to increase sales.
5. Customer relationship material requires children to maintain the quality of service with customers.
6. Profit sharing material about children's activities in managing profits for savings, capital, and improving production equipment.

7. Management strategy material that teaches children how to manage a business so that it does not go bankrupt and run out of capital.

Analyze Learners and Contexts

The characteristics of group B students indicate that they are enthusiastic about engaging and enjoyable learning media, have a high curiosity about multimedia-based media, and are familiar with gadgets. Students have grasped the concept of selling through role-playing. The learning context is designed to suit the atmosphere of selling ice cream so that children can relate it to real life, and the entrepreneurial values instilled will be beneficial for everyday life and later in adulthood.

Write Performance Objectives

The specific objective at this stage is to formulate indicators of the entrepreneurial values developed in early childhood, including: (1) strong motivation for success; (2) commitment; (3) realistic; (4) courage to take risks; and (5) action-oriented. These five indicators are described in learning activities integrated into games.

Develop Assessment Instruments

An assessment instrument was developed to measure five indicators of early childhood entrepreneurial values: strong motivation to succeed, commitment, realistic approach, willingness to take risks, and action orientation. The assessment used a rubric on a scale of 1-4, with categories: Not Yet Developing (BB), Beginning to Develop (MB), Developing as Expected (BSH), and Very Well Developing (BSB).

Develop Instructional Strategy

Learning strategies are inserted into the Daily Learning Implementation Plan (RPPH) with the following provisions: (a) learning objectives include five formulated entrepreneurial values; (b) material is delivered in accordance with early childhood entrepreneurial values; (c) students involved are in accordance with the characteristics of 5-6 year olds; and (d) media selection in the form of entrepreneur games for kids is in accordance with the principles of early childhood learning, namely fun learning, learning through play, educational learning media, and the use of technology.

Develop and Select Instructional Materials.

The entrepreneur game for kids that was developed was made using Unity and Adobe Illustrator and then designed into a game. In making this game, the help of a computer and drawing tablet was used. Here's a look at the entrepreneur game for kids.



Figure 2. Menu Display



Figure 3. Menu Display



Figure 4. Daily Bonus Display



Figure 5. Settings View



Figure 6. Indicator Display



Figure 7. Ice Cream Variants



Figure 8. Store View



Figure 9. Game Display



Figure 10. Score Display

The validation results by material experts using the assessment instrument grid are explained in the following table:

Table 1. Validation Results of Media Experts and Material Experts

Validation	Results Percentage	Information
Media Expert	95.2%	Very Worthy
Subject Matter Expert	96.4%	Very Worthy

Validation by media experts achieved a 95.2% score, while validation by material experts achieved a 96.4% score. Both validation results were categorized as very suitable, meaning the Entrepreneur for Kids game meets the eligibility standards in terms of both content and learning media. Therefore, this product can be used as a learning tool to instill entrepreneurial values in early childhood.

The results of the individual trials are explained in Table 2.

Table 2. Individual Trial Results

No	Name	Score	Percentage
1	WA	18	90%
2	OT	19	95%
3	A A	18	90%
Total		54	90%

The individual trial results showed a 90% very suitable rating. The field trial results are described in Table 3.

Table 3. Field Trial Results

No	Name	Score	Percentage
1	A A	18	90%
2	US	19	95%
3	DJL	18	90%
4	HT	19	95%
5	MF	18	90%
6	MK	18	90%
7	NS	17	85%
8	OT	20	100%
9	PS	19	95%
10	SH	18	90%
11	SM	17	85%
12	TM	18	90%
13	WA	19	95%
Total		238	91.6%

The results of the field trial applied to 13 children obtained a percentage of 91.6%, which means it is very feasible.

Discussion

The development of an entrepreneurship-based game for kids has proven to be a suitable learning tool for instilling entrepreneurial values in young children. Validation results from material experts showed a 96.4% score and from media experts a 95.2% score, both of which fall into the very suitable category. These findings confirm that the product meets the eligibility standards in terms of both material substance and learning media quality.

The success of this product cannot be separated from the characteristics of students who are familiar with technological devices and show a high level of curiosity about multimedia-based media.(Hidayat & M. Nawawi, 2022)This situation makes games a highly targeted learning tool. The use of digital games in entrepreneurship education can encourage motivation, perseverance, and a deeper internalization of entrepreneurial values.(Aini et al., 2023)The advantage of technology-based media lies in its ability to provide a systemic and contextual learning experience through a learning-by-doing approach.(Sembiring et al., 2025)This game allows children not only to gain conceptual knowledge, but also to

be actively involved in the decision-making process, financial management, customer service, and business development.(Rahmasari & Muzakki, 2024).

Educational games provide space for children to experience repeated cycles of success and failure, which is an important foundation in the learning process.(Wulandari, 2023). Repeating this experience allows children to reflect on the strategies they have implemented and improve them the next time, so that entrepreneurial values such as persistence, independence, and the courage to take risks can be naturally ingrained.(Wahyuni & Suyadi, 2020)While this product demonstrates excellent feasibility, there are several limitations that need to be considered. The Entrepreneur for Kids game can only be operated on Android devices with a minimum of 3 GB of RAM and 32 GB of internal storage, making it inaccessible to all students with devices with lower specifications. Implementation of this product also requires adequate equipment, which is not always available at every early childhood education institution.

CONCLUSION

Based on the research results, it can be concluded that the development of an entrepreneurship-based game for kids is very suitable for use as a learning medium to instill entrepreneurial values in group B children at TK Muslimat NU 14 Nurul Huda Karangduren Pakisaji Malang Regency. Educators are recommended to use the game entrepreneur for kids as an alternative entrepreneurship learning medium for initial guidance in its use. For further researchers, it is recommended to develop the product by expanding the focus on other indicators of entrepreneurial values and it needs to be done on a larger scale and a longer period to test the product's effectiveness comprehensively.

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