



Fostering students' entrepreneurial spirit through gotong royong learning themes in social studies lessons

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Abstract

This study aims to determine: 1). description of entrepreneurial spirit in SDN 9 Lancirang 2). Description of the description of mutual cooperation behavior in social studies subjects at SDN 9 lancirang and 3). Knowing the description of fostering the entrepreneurial spirit of students through the theme of mutual cooperation learning in social studies lessons at UPT SDN 9 Lancirang Kab. Sidenreng rappang. This type of research is qualitative research. The object of this research is UPT SDN 9 Lancirang by taking from stakeholders. The instruments used to collect data are interviews and documentation and then analyzed using reduction analysis, display and verification analysis stages and drawing conclusions. The results of this study show that: 1). The entrepreneurial spirit of students is reflected in several aspects including the courage of students in doing something, creativity, independence, understanding of the value of money, cooperation, communication skills, ethics and values, and curiosity and long-term thinking. 2). Mutual cooperation behavior in social studies subjects is reflected in several components including the value of cooperation in group projects, discussions and debates, mutual respect or appreciation behavior, learning leadership, instilling social values and fostering environmental awareness. 3). Fostering the entrepreneurial spirit of students through the theme of gotong royong learning in social studies lessons at UPT SDN 9 Lancirang is a very useful approach. By using the values of gotong royong and entrepreneurship, students can understand that businesses and enterprises can provide significant benefits to society, besides this habit will provide enthusiasm and benefits for the future of students.

Keywords: Entrepreneurial spirit and mutual cooperation

Introduction

The era of globalisation has made entrepreneurial activities very broad and easy to reach, giving rise to free competition. This condition is a challenge for the Indonesian people, especially in the field of economic development. Proper economic development will have an impact on the economic welfare of a nation. One of the problems faced by Indonesia is that the increasing population is not balanced with the number of jobs available. This condition will certainly have an impact on social problems, including the increasing unemployment rate. This means that improving the quality of human resources must be carried out in a directed, intensive, well-planned and effective and efficient manner in the economic development of a nation. One of the benefits of entrepreneurship education, especially for economic development and growth, has been proven.

Entrepreneurship is one of the much-needed alternatives and has proven to be very effective in overcoming problems, especially in creating business opportunities and reducing unemployment and poverty.

The general or ultimate goal of education is maturity, being one of the signs of maturity is that an individual has lived to become an independent person. Individuals are expected to become independent human beings who can survive by having a life skill to work. The formation of individuals into entrepreneurs requires a long process, therefore early development is needed.

The existence of entrepreneurship education has a very important role in fostering character values in shaping the character of the nation in the face of rapid change. The

implementation of entrepreneurship education must be implemented starting from elementary school education to the tertiary level so that entrepreneurial values can enter the hearts of students who will then have very strong character values as the main capital for the development of the nation and state of Indonesia.

Fostering an entrepreneurial spirit must be cultivated from an early age, starting with introducing and fostering self-confidence. Parents at home can introduce children to the concept of entrepreneurship simply in everyday life through creativity. Children must participate directly in making a product with their parents and most importantly foster a sense of joy and enthusiasm in carrying out activities.

In Strengthening Character Education, there are five principles, namely nationalism, integrity, independence, mutual cooperation, and religion. This means that the character of mutual cooperation is one of the characters that the government is trying to strengthen through formal education including primary schools. The purpose of the gotong royong character education strengthening program itself is to instill the formation of national character values to effective learners through educational institutions with the priority of certain values that will make the process of learning, understanding, understanding and practice, so that gotong royong character education is able to change behaviour, ways of thinking, and ways of acting, the entire Indonesian nation to be better and with integrity ^[1].

The current condition of the waning character of social care in children requires its own attention. One of the efforts to strengthen the character of social care can be done through

strengthening gotong royong as a form of Pancasila feeling that is native to Indonesia. The term gotong royong is different from cooperation, this term has its own uniqueness because it has nothing in common with foreign terms. In general, the principle of gotong royong contains the substance of the values of divinity, kinship, deliberation and consensus, justice and tolerance which are the basis of the view of life or as the foundation of the philosophy of the Indonesian nation [2].

This phenomenon is in line with the results of observations [3] stating that SDN 3 Kronggen Grobogan still lacks the desire of students to participate or play an active role in organising gotong royong both in maintaining the cleanliness of the school environment and in terms of school construction. Also supported by the basic concept [4] also concluded that in rural areas there are still many people who work together, while in big cities it is very rare and almost no gotong royong. It is also clarified [5] that the cultural behaviour of gotong royong the attitude of the nation's life has changed and is only concerned with individual freedom. Referring to the phenomenon above, reinforced by several opinions and research results that have been stated, the author wants to scientifically examine a study on fostering the entrepreneurial spirit of students through the theme of gotong royong learning in social studies lessons at UPT SD Negeri 9 Lancirang, Sidenreng Rappang Regency, which is a measuring point in fostering the entrepreneurial spirit of students accompanied by gotong royong behaviour in social studies subjects.

Based on this background, several main problems can be formulated in this study, as follows:

1. How is the general description of the entrepreneurial spirit of students at UPT SD Negeri 9 Lancirang, Sidenreng Rappang Regency?
2. What is the general description of gotong royong behaviour in social studies subjects of students at UPT SD Negeri 9 Lancirang, Sidenreng Rappang Regency?
3. How to foster students' entrepreneurial spirit through the theme of gotong royong learning in social studies lessons at UPT SD Negeri 9 Lancirang Sidenreng Rappang district?

Literature Review

Entrepreneurial Spirit

The nature of entrepreneurship

Entrepreneurship is a dynamic process of creating wealth and the process of creating something new that has value. Devoting time and effort, taking financial risks, social psychology, and obtaining results in the form of finance, personal satisfaction and freedom. Entrepreneurship can be done and occurs in all fields [6]. The term entrepreneurship is popular today. Currently, entrepreneurship has penetrated into all fields including the field of education. Entrepreneurship is a process of applying creativity in solving problems and finding opportunities to improve life. Entrepreneurship is an ability in terms of creating business activities [7]. Meanwhile, according to Zimmere in [8], "Entrepreneurship is applying creativity and innovation to solve problems and take advantage of opportunities to improve life.

Model of Entrepreneurship Education in schools

According to Ciputra in [9], entrepreneurial values contain good characters in children's lives. This is in line with the

opinion of [10] that entrepreneurship education should be done early taught in the early levels of education, namely kindergarten and elementary school. Of course, the material presented is adjusted to the level of education and age of the students. This entrepreneurship spirit makes a positive contribution to children's lives. Sandiaga Uno's opinion in [11] states that entrepreneurship aims to make someone better, not merely to make someone rich. Entrepreneurship is about cooperation with others, because entrepreneurship also talks about how to provide benefits to others. Through this entrepreneurship education, it is hoped that one day children can be independent and provide work opportunities for others.

As for the entrepreneurship education model in elementary schools, outlined by [12] entrepreneurship education is currently not getting serious attention from the government. Policies and instructions that have not fully led to the creation of good entrepreneurship education in schools, especially elementary schools.

Extracurricular entrepreneurship learning in elementary schools can be done to further increase student interest. In extracurricular entrepreneurship activities, student activities can be filled with role play activities, simulations, observations of the school environment and others where the aim is to train imagination, find a way out of a problem, foster motivation, build a positive spirit, cultivate a creative attitude, discipline, love to save, charity, caring attitude and so on through various activities carried out.

Factors that Influence the Entrepreneurial Spirit

Today, the concept of entrepreneurship is still evolving. Entrepreneurship is an attitude, a soul, and an ability to create something new that is valuable and useful for himself and others. The entrepreneurial spirit can be seen from an attitude that is always active and creative to be empowered to create something innovative. Individuals who have an entrepreneurial character are always dissatisfied with what is achieved and do not easily despair when they experience a failure. Entrepreneur is someone who is skilled in taking advantage of an opportunity or opportunity to develop his business with the aim of improving welfare in his life. Entrepreneurship covers all aspects of work that want to optimise creative and innovative efforts by developing an idea to find opportunities and improve life.

Through daily learning, teachers can understand children's character, interests, and potential. If they have a desire for entrepreneurship in the future, then as a teacher, we must motivate their aspirations. It is undeniable, maybe not all students love entrepreneurship, but at least the school provides facilities and guidance to channel the good values of having an entrepreneurial spirit. Entrepreneurial characters that can be instilled in elementary school students can start from good characters, such as, creative, mutual cooperation, independence, leadership, able to solve problems, not easily discouraged, able to manage money, and can interact with others.

Gotong Royong Learning

Definition of Gotong Royong

Gotong royong according to [13] is the behaviour of helping each other and working together with someone to achieve a common goal. [14] explains that gotong royong has an understanding as a form of active participation of each individual in every joint activity in the community.

Review [2] explains that the character value of gotong royong in strengthening character education is the attitude and behaviour of appreciating cooperation in solving common problems, by establishing communication and friendship, providing help and assistance to people in need. The sub-values of gotong royong character include helping, respecting cooperation, solidarity, commitment to joint decisions, inclusiveness, deliberation, consensus, empathy, anti-discrimination, anti-violence, and volunteerism. Gotong royong is an Indonesian term that describes the

process of working together to achieve a desired result. Gotong royong requires active participation and involvement of each member to work together to have a positive impact on a problem or need faced [16]. However, recently there have been social changes that show the value of gotong royong is weakening and developing social relations that are individualistic, materialistic and prioritise freedom [17]. In fact, gotong royong is social capital in facing various common challenges and fulfilling the needs of today's society [16].

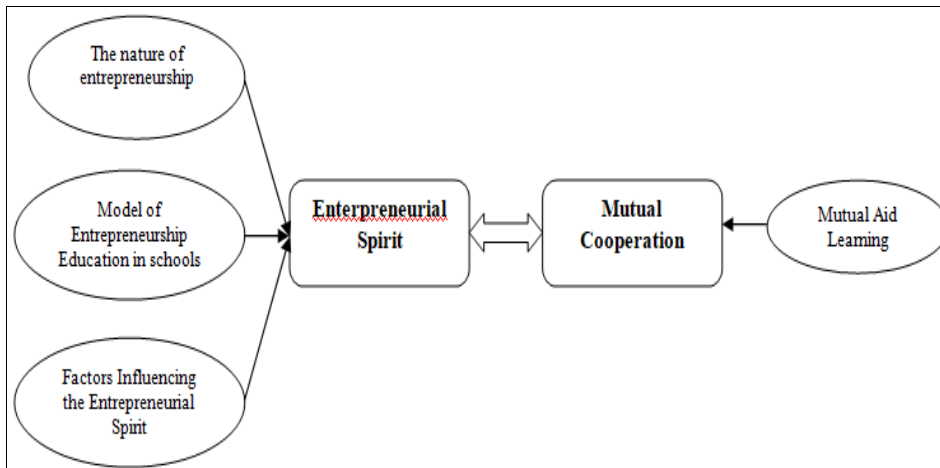


Fig 1: Model Framework

Research Method

Based on the above research, researchers want to examine the entrepreneurial spirit of students with gotong royong behaviour in social studies subjects at UPT SD Negeri 9 Lancirang, Sidenreng Rappang Regency. Researchers use qualitative methods where a research procedure that produces descriptions of people, in the form of words, both oral and written. [15] "This qualitative research method is also called a naturalistic research method, because research is conducted in natural conditions." Furthermore, research subjects are research informants who can provide information about the phenomena/problems raised in the research. Informants in qualitative research are divided into three, namely: key informants, main informants and additional / supporting informants. Then the data collection techniques in this study are: observation, interviews and documentation. Data validity testing techniques according to [18] Triangulation in this credibility test is defined as checking information from different sources and in different ways, namely source triangulation, technical triangulation and time triangulation. As well as data analysis techniques using data reduction, data presentation, data verification and conclusion of findings.

Research Results

General Description of Student Entrepreneurship Spirit at UPT SD Negeri 9 Lancirang, Sidenreng Rappang Regency
 An entrepreneur is an individual who practices a diligent attitude in carrying out work. Based on the concept words, wira which can be interpreted as a hero, and usaha which can be interpreted as carrying out economic activities, entrepreneurship can be defined in the following way: A person who persistently endeavours to carry out a business activity with the aim of achieving results to be proud of. A person can be classified as an entrepreneur if he has high

self-confidence, who believes that he has the ability to achieve his desired goals.

Based on the results of the research the authors found that the entrepreneurial spirit of students at UPT SD negeri 9 Lancirang has been described very positively. The entrepreneurial spirit of students in UPT SD negeri 9 Lancirang, Sidrap district can be seen from the results of several interviews that the author conducted.

Yusuf said that the entrepreneurial spirit of students can be seen in several aspects, including the courage of students in doing something, creativity, independence, understanding of the value of money, cooperation, communication skills, ethics and values, and curiosity and long-term thinking.

Firstly, courage. Learners at SDN 9 Lancirang have the courage to do something. Yusuf said that students in the class when told to go to the front always compete to go up and appear brave enough to speak up to express their opinions and answer questions given in written form and the like. This is in line with the delivery of one of the participants when interviewed and said that "I really like it when told by the teacher to go up to do assignments or told to answer questions because I can learn more and know more lessons".

Based on this explanation, it illustrates that students have courage as a form of entrepreneurial value possessed by students.

Second, independence. The independence of learners is very clear in and outside the classroom. The results of the author's observations found that students looked very independent coming to school on time and neat uniforms, then walking to class and always cleaning the classroom without having to be told by the teacher. This is in line with Yusuf's submission that students in the independent aspect are well embedded because students are able to manage themselves in various aspects. Starting from readiness to

learn in class, which is evidenced by the cleanliness of the class being maintained, then the textbook is already on the table before the teacher enters.

In line with that, Agus, who is a student, said that every day I come on time and with my friends prepare textbooks so that the incoming teacher can immediately start the lesson. The same thing was conveyed by Hamriani that we come to school on time and always do the assignments from the teacher, even though sometimes the teacher is not in, we are always in class studying together or playing in class but not disturbing other classes.

Third, creativity. Learners at school in this aspect are always encouraged to do new things to think creatively, find solutions in solving simple problems, and create new ideas. They are taught not to be afraid to try new things and think outside the box. The results of the author's observations also found that students in this school have unique creativity, where students in when in a class where there is no teacher (the subject teacher is absent), instead of playing and fighting, but instead doing positive things such as reading books, writing positive things on the blackboard and even some of them come to the office to look for teachers who are absent to be immediately contacted or found a replacement.

The results of the author's interview with one of the students said that when "the teacher's assignment and the teacher is absent, it is still done and no one leaves the class until the lesson is finished". The same thing was conveyed by Yusuf that students in this school in the aspect of creativity were quite well illustrated. Students always want to do interesting things and invite their friends to do positive things, be it in the aspects of worship, sports, art and the like. So based on this description, it can be concluded that the description of the entrepreneurial spirit of students in the aspect of creativity is well embedded.

Overview of Mutual Cooperation Behaviour in Students' Social Studies Subjects at UPT SD Negeri 9 Lancirang, Sidenreng Rappang Regency

Learning at SDN 9 Lancirang in the subject of social science (IPS) in the aspect of gotong royong, can be reflected in various ways. Social studies subjects help learners understand how society functions, social values and the importance of co-operation in various aspects of life.

Based on the results of the author's interviews with social studies teachers found that there are several points of mutual cooperation value in social studies learning in the classroom, namely the value of cooperation in group projects, discussions and debates, mutual respect or appreciation behaviour, learning leadership, instilling social values and fostering environmental awareness.

First, group project co-operation. In the context of social studies learning at school, learners are taught to work together in groups, contribute with their ideas, and support each other to achieve common goals. Yusuf explained that learners in social studies often do group work to explore and solve learning problems, because we often use the PJBL learning model in this lesson, so it is common for learners to form groups to complete, solve and design projects resulting from learning findings.

The same thing was conveyed by one of the students who explained that:

"We always do group learning in class, to do the tasks given by the teacher, and occasionally invited out to learn more about social conditions outside the classroom".

Based on these conditions, it can be illustrated that mutual cooperation learning in social studies lessons can be seen in the aspect of group work that is often done so that it familiarises students to solve problems together.

Second, discussion and debate. Social studies learning often involves learners in discussions and debates about social, economic and political issues. Learners are taught to listen to other people's views, respect different opinions and find solutions together. The results of the author's observations found that in social studies learning, students were seen in groups and conducted group discussions to complete the LKPD from the teacher. After that, a discussion session is then held with other groups to unify the perception of the material that has been given.

In addition, the author also found from the interview of one of the students who said that:

"we conduct discussions in class with friends, working on assignments given by the teacher. Often also given a debate by the class teacher every time we finish group work."

Based on this explanation, it illustrates that this activity is a continuation of the first point, namely the cooperation between students in the form of group work, then continued discussions and debates among students to find and solve problems from the learning project given by the subject teacher.

Third, the aspect of mutual respect or appreciation. Learners in social studies learn about culture and social diversity. They are taught to respect, appreciate and understand differences between individuals and groups in society.

This is in line with what was conveyed by the social studies teacher at the school, saying that in social studies learning in class, students are given material on how to interact with fellow social creatures and respect each other. This can be seen in the interaction of students in the classroom during the learning process. The results of the author's observations found that students in the classroom during the learning process, and especially during discussions, the author saw and found aspects of mutual respect well embedded. Even though they are still at the elementary school level, the author sees that students respect each other.

Learners who spoke conveyed ideas, so other learners listened and then spoke after the others finished. Moreover, when the teacher explains, the learners seriously listen to the material and direction from the teacher, as a form of mutual respect value is well applied in learning.

Fostering the Entrepreneurial Spirit of Students Through the Learning Theme of Gotong Royong in Social Studies Lessons at UPT SD Negeri 9 Lancirang, Sidenreng Rappang Regency

Fostering the entrepreneurial spirit of students through the theme of gotong royong learning in social studies lessons is a very useful approach. By using the values of gotong royong and entrepreneurship, learners can understand that businesses and enterprises can provide significant benefits to their communities.

Based on the results of the research conducted by the author, it was found that fostering the entrepreneurial spirit of students through the theme of gotong royong learning in social studies subjects can be done by introducing the concept of gotong royong, identifying local concepts,

planning entrepreneurial projects, collaboration, project implementation.

First, the introduction of the concept of gotong royong. Learning in social studies in the classroom with the theme of gotong royong is done based on the syntax of the lesson. The results of the author's interviews found that the implementation of gotong royong learning in the classroom runs as usual learning, but in this learning, value cultivation is prioritised, especially the cultivation of the value of creativity and courage in making decisions as capital in entrepreneurship.

Yusuf explained that students in the introduction of the concept of gotong royong are invited to analyse the values of gotong royong and entrepreneurship so that they can be well embedded in students. This is in line with the results of the author's observations which found that students in the class were given material to introduce the values of creativity that could support students' entrepreneurial abilities.

Second, concept identification. Gradually, after learners are taught to recognise values, they are then taught to recognise and identify good entrepreneurial concepts. This is in line with the value of entrepreneurship possessed by students as the author describes in the initial point above that the entrepreneurial spirit of students is seen from the curiosity and learning that continues to increase, and the high initiative of students. So that to increase the entrepreneurial spirit of students through mutual cooperation learning through the concept identification stage is very relevant to the skills possessed by students.

The results of the author's observations found that in this concept identification stage, students enthusiastically studied in the form of group work and discussion with other friends to find out and understand the stages of entrepreneurship well. Faqih said that

"The teacher teaches us about how to use or spend money properly, and also teaches us how to save money so that the money can increase and can be used later for shopping or business."

Based on this description, students who already have entrepreneurial values by setting aside part of their money to save and using their pocket money for business, will have a positive impact on the growth of the entrepreneurial spirit of students.

Third, entrepreneurship project planning. Increasing the entrepreneurial spirit of students in social studies learning can be seen from the efforts of a teacher to provide material on the importance of doing creative things for social interests. In addition to the results of the interview the author found that the teacher in learning as an effort to improve the entrepreneurial spirit is done by giving material to students about social values, justice, concern for others. Learners are taught to reflect on values in the context of everyday life.

Yusuf explained that students are given the habit of imagining the condition of social values around them after which they make a follow-up effort plan. The follow-up is done by saving some of their pocket money to be used in the future such as the need to visit friends who are sick, and other common interests. One of the learners explained that:

"we agreed to collect money in homeroom, because if we have collected a lot of money, we will give help to friends in need and use it to go visit friends if someone is sick".

Based on this description, students at SD Negeri 9 Lancirang have a good entrepreneurial project plan, so that efforts to improve the entrepreneurial spirit of students through learning with the theme of gotong royong in social studies subjects specifically in this aspect go well, and have a positive impact on students.

Discussion

Fostering the entrepreneurial spirit in students through learning the theme of gotong royong in social studies subjects as the authors have described in the research results above illustrates that students have a good entrepreneurial spirit and gotong royong.

Entrepreneurial Spirit

In the aspect of entrepreneurship, entrepreneurial values have been embedded among them teamwork, collaboration, and have a desire to learn and do something creative. This is in line with the statement ^[13], that one of the eight characteristics of people who have an entrepreneurial spirit is able to develop and maintain good relationships with various parties. So the skill indicator that can realise this attitude is in terms of the ability to cooperate with others. The purpose and objective of cooperation according to ^[20], is basically a winwin solution, meaning that cooperation must foster awareness and mutual benefit for both parties. It is concluded that the factor that contributes to the development of the entrepreneurial spirit of students is the collaboration between all parties who are responsible for the sustainability of student independence through mutually beneficial cooperation.

Apart from that, the results of the research above illustrate that students have a good entrepreneurial spirit because they always have the desire to learn and the self-confidence and courage to innovate through the learning materials they have learned. So that teaching staff are encouraged to continue to complete and develop learning tools that have been adapted to instilling the concept of an entrepreneurial spirit in students. Adjusting these learning tools will help teaching staff be more focused on achieving the expected goals.

This is in accordance with the opinion of ^[21], that to develop an entrepreneurial spirit and attitude in students, schools should improve the components and tools for entrepreneurship learning. Among several components and tools for entrepreneurship learning is improving the entrepreneurship education curriculum in an integrated manner with other subjects. It was concluded that one of the factors that determines the success of cultivating students' entrepreneurial spirit is improving integrated entrepreneurship learning tools in schools.

Review ^[9] states that to become a reliable entrepreneur, you need characters such as the ability to communicate, being able to carry yourself in various environments, respecting time (time orientation), empathy, being willing to share with others, being able to overcome stress, being able to control emotions, and able to make decisions. Educating children to become entrepreneurs does not just take one, two or three months, but must be a long and systematic process.

Mutual cooperation

Meanwhile, the value of mutual cooperation possessed by students is reflected in the values embedded in students, such as the value of teamwork in groups, mutual respect and avoiding division. This was obtained because the learning provided an understanding of the material for getting used to

mutual cooperation, group discussions and project development. This description is in line with the theory presented by [22], that there are several efforts that educators can make to instill an attitude of mutual cooperation in young children through: 1) providing an understanding of the principles of mutual cooperation, division of tasks and cooperation through various media; 2) development of group project activities; and 3) getting used to discussions to plan and complete joint tasks.

The opinion according to [22], that Gotong royong is a value that reflects the act of appreciating the spirit of cooperation and working together to resolve a problem, including: cooperation, solidarity, helping each other, and kinship. This means that mutual cooperation is a form of cooperation and concern for other people and working together to help and solve problems to achieve common goals. The forms of the value of mutual cooperation are mutual respect, cooperation, obedience to decisions, deliberation to reach a consensus, helping each other, having high solidarity, empathy, not liking discrimination and violence, and being willing to make sacrifices.

Apart from that, the results of Rafika's research [23] describe the indicators of mutual cooperation character as follows: 1) respect for others, 2) inclusiveness, 3) cooperation, 4) solidarity and empathy, 5) commitment to joint decisions, 6) deliberation to reach consensus, 7) mutual help, 8) anti-discrimination, 9) violence, and 10) volunteerism.

Based on the explanation above, mutual cooperation learning in the classroom not only helps students understand important social values, but also develops personal skills and the ability to work in teams. So, with a spirit of mutual cooperation that is strengthened by good relationships between classmates, students can feel more involved in learning and developing as caring and responsible individuals in society.

Fostering an Entrepreneurial Spirit through Mutual Cooperation Behavior

Meanwhile, cultivating students' entrepreneurial spirit through the theme of mutual cooperation learning in social studies subjects is a very useful approach because by combining the values of mutual cooperation with entrepreneurship, students can understand that business and enterprise can provide significant benefits to society. Through this approach, students will learn about entrepreneurship while internalizing the values of mutual cooperation and cooperation in society. They also have the opportunity to develop their entrepreneurial skills, which can be beneficial in their future careers and lives.

The results of the research presented by the author above illustrate that cultivating an entrepreneurial spirit through mutual cooperation learning is carried out in several ways:

First, introduce the concept of mutual cooperation. Learning in social studies in class with the theme of mutual cooperation is carried out based on lesson syntax. Second, identify the concept. Gradually, after students are taught to recognize values, they are then taught to recognize and identify good entrepreneurial concepts. Third, entrepreneurial project planning. Improving students' entrepreneurial spirit in social studies learning can be seen from a teacher's efforts to provide material on the importance of doing creative things for social interests.

Fourth, collaboration. Social studies learning on the theme

Of mutual cooperation, students have been taught to work together in groups or teams, which can develop teamwork skills and the ability to collaborate with other people.

This is in line with Kostelnik's opinion that cooperative and cooperative behavior helps children be able to build friendly relationships, prosocial attitudes and positive responses in controlling emotions [25].

Based on this explanation, it can be concluded that instilling an entrepreneurial spirit in students through mutual cooperation learning can be done with various habits, especially in the aspect of getting used to the value of mutual cooperation. If the habit of mutual cooperation is ingrained in students, then an entrepreneurial spirit will also be easily formed because the values in mutual cooperation learning are also one of the parts contained in the value of the entrepreneurial spirit, so they are interrelated with each other.

Conclusions and recommendations

Conclusion

Based on the results of the discussion in the previous chapter, the following conclusions can be drawn:

The entrepreneurial spirit of students at SD Negeri 9 Lancirang is reflected in several aspects, including students' courage in doing something, creativity, independence, understanding of the value of money, cooperation, communication skills, ethics and values, and curiosity and long-term thinking.

Mutual cooperation behavior in social studies subjects for students at UPT SD Negeri 9 Lancirang, Sidenreng Rappang Regency is reflected in several components including the value of cooperation in group projects, discussions and debates, mutual respect or respect, learning leadership, instilling social values and growing environmental awareness.

Developing students' entrepreneurial spirit through the theme of mutual cooperation learning in social studies lessons at UPT SDN 9 Lancirang is a very useful approach. By using the values of mutual cooperation and entrepreneurship, students can understand that business and business can provide significant benefits to society. Apart from that, this habit will provide enthusiasm and benefits for the students' future.

Suggestion

Based on the results and discussion of this research, the following suggestions can be given:

Practically, cultivating the entrepreneurial spirit of students through learning the theme of mutual cooperation can be used as a path that can be taken to improve the quality of educational units. Instilling these values can foster a practical enthusiasm for students which will have an impact on the emergence of entrepreneurial generations which will have an impact on good economic growth and development in the future.

Theoretically, development and follow-up research can be carried out by providing a more in-depth analysis of the supporting and inhibiting factors in cultivating the entrepreneurial spirit of students in educational units, so that deeper results can be found and have an impact on improving quality.

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