

Implementation of Market Day Activities to Build Children's Social Emotional in Primary School Grade IV at SDN 1 Sambeng Kulon

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ABSTRACT

The role of education is very important in shaping human beings into quality resources. The curriculum change implemented by the government in the current era is the Merdeka Curriculum. This curriculum emphasizes the aspects of the Pancasila Student Profile Strengthening Project. This learning is implemented in the Pancasila Student Profile Strengthening Project activities. This study aims to determine the effect of implementing Market Day activities to build the social-emotional of students at the elementary school level. The research subjects were 4th grade students of SDN 1 Sambeng Kulon, totaling 14 children. The results of this study indicate that the implementation of Market Day shows a significant change in students' social-emotional after implementing Market Day activities. These changes can be seen in student activities which are measured by several social emotional indicators, including: (a) Self-Awareness, (b) Self-Management, (c) Social Awareness, (d) Ability to Relate, (e) Dare to Make Decisions. The conclusion of this study is that the implementation of Market Day activities in class IV can improve social emotional in students.

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1. INTRODUCTION

Education is an important aspect to form quality human resources. Education is one of the main pillars for the progress of a nation. According to Djumali et al (2014: 1), education is to prepare humans to solve life problems in the present and in the future. The benchmark for the progress of a nation can be seen in the success rate of students in a learning process.

Government policy has a very important role in the world of education, especially in regulating the national education system. Government policy is contained in Law Number 20 of 2003 concerning the National Education System which states:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, and the nation."

The curriculum change implemented by the government in the current era is the Merdeka Curriculum. This curriculum emphasizes aspects of the Pancasila Learner Profile Strengthening Project for students and other competencies in accordance with the 21st century. The Pancasila Learner Profile Strengthening Project in elementary schools takes real action in responding to social changes in the community, such as examples in entrepreneurship.

Entrepreneurship is defined as a process in which a person or group of people uses organized efforts and means to pursue opportunities to create value and grow by meeting wants and needs through innovation and uniqueness (Nurhayati, 2018). Entrepreneurship is defined as a mental attitude and spirit that is always active or creative, empowered, creative, working and humble, trying to increase income in his business. The current era of educational institutions not only prepares students to be ready for work but also ready for entrepreneurship so that they have higher competitiveness. Entrepreneurial character needs to be instilled early. Ayudiana and Widiastuti (2018); Barnawi and Arifin (2012) state that the right educational institution to implement entrepreneurship education programs is elementary school. The cultivation of entrepreneurial character at the most basic level is expected to have a significant effect on entrepreneurship. Entrepreneurship has not been implemented optimally and is rarely considered by teachers.

Socio-emotional development is a development that develops sensitivity and teaches children to live socially with other people, parents, peers and society. In this social development, children better understand the opinions of others, respect their friends, so that with this students can learn to play social roles in the community environment, develop social attitudes towards others and social activities in society. According to Hurlock (1978) who states that social development means the ability to behave in accordance with social demands, while emotions can play such an important role in life.

This research aims to help students find out more about various things when used to identify Market Day activities that have an impact on students' social-emotional, so that the achievement of students can be achieved according to their targets. This research is to find out that the implementation of Market Day activities can be applied in learning Project Profile Strengthening Pancasila Students in class IV.

Aspects that exist in the P5 dimension, namely: faith and piety to God Almighty, global diversity, independence, mutual cooperation, critical reasoning, and creativity. Strengthening the profile of Pancasila school students needs real support with constructive and supportive activities to produce competent students and have good national character so as to achieve the profile of Pancasila students. The application of a real learning process to students through a picture of society according to the dimensions of the Pancasila student profile is to apply the creative dimension, namely with the "Market Day" activity. In connection with these activities, the role playing learning method is very effectively applied to Market Day activities at SDN 1 Sambeng Kulon. With this activity, it is hoped that students can find out to what extent the socio-emotional level is achieved by each student.

2. RESEARCH METHODS

This research uses qualitative research. Data is obtained through observation, interviews conducted directly during the Market Day activity process related to the relationship between socio-emotional changes in students. The interview method is used to explore information on the social-emotional impact of children during Market Day activities. The research was conducted at SDN 1 Sambeng Kulon Korwilcam Dindik Kembaran, Banyumas Regency, involving 14 fourth grade students as research subjects.

3. RESULTS AND DISCUSSION

Schools are places of socialization that influence the formation of knowledge, attitudes, values, behavioral norms and expectations to participate effectively in society. Education in schools creates a generation with strong character to compete in the era of globalization. One of them is a school program that becomes a field for children to get along with other people. Programs that are often carried out at school to support independent curriculum-based learning, one of which is the implementation of Market Day activities, which is a special school program that teaches students how to interact and transact.

Market day teaches children to be able to manage themselves (Hernani, 2022). In addition, this activity is a lesson for students to be taught to market products to their friends, teachers and even external parties (Indra Zultiar, 2017). This activity has an influence on children's social-emotional, including: (a) Self-Awareness, this self-awareness is related to students who have an awareness of their social spirit in helping their fellow friends when the students do buying and selling activities. (b) Self-Management, this has an impact on training students' patience in the buying and selling process on Market Day activities, (c) Social Awareness, as evidenced by the absence of a bargaining process between students in order to respect each other's merchandise, (d) Ability to Relate, as evidenced by the communication between one student and another without any embarrassment, (e) Dare to Make Decisions, as evidenced by students being able to make decisions in transactions.

This research shows that there are changes in social-emotional attitudes during Market Day activities. This research can be used as a benchmark and source of information regarding the activities of the Pancasila Student Strengthening Profile Project with the theme of Market Day activities.

4. CONCLUSION

Market Day activities carried out at school create an active and fun school atmosphere so that school

becomes a place that students miss and becomes an encouragement to go to school and take part in learning. This explanation can be taken as the main point for the future development of children, namely the Market Day program can give birth to a generation that has high social and emotional attitudes such as enthusiasm (cheerful), never giving up, getting used to a healthy lifestyle, tenacious, meticulous, honest, obeying rules and helping each other. The application and development of skills carried out early on will be a strong foundation for entrepreneurial abilities in students.

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