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# SOCIALIZATION OF ENTREPRENEURSHIP, TO AN EARLY AGE WITH THE USE OF UNUSED MATERIALS IS A SELLING POINT AT PHATNAWITYA SCHOOL THAILAND

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## ABSTRACT

In the era of globalization and rapid technological development, entrepreneurship education is the key in shaping children's character and skills from an early age. This entrepreneurship socialization program was carried out at Phatnawitya School Thailand, with the aim of instilling an entrepreneurial spirit in early childhood through the use of unused materials into products with selling value. The implementation method involves two weeks of activities, starting from planning to practical training. The results of this program show a significant increase in students' understanding and interest in entrepreneurship, which is reflected in the results of the PreTest and PostTest evaluations. In addition, the program also succeeds in instilling important values such as responsibility, hard work, and innovation, which are very relevant in preparing students for future challenges. Despite the constraints related to time constraints, this program has shown a significant positive impact and contributed to the development of the entrepreneurship education curriculum at the elementary level.

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## Introduction

In the midst of the era of globalization and rapid technological development, adaptability and innovation are the main keys to success (Purnamasari, 2023). One way to equip the young generation with this ability is through entrepreneurship education that is integrated into the school curriculum. In Thailand, especially in the past, Phatnawitya School has not implemented the entrepreneurship curriculum (Arfal Awarkaci) as a teacher who educates at the school. Entrepreneurship education in elementary schools not only aims to create young entrepreneurs, but also instills an innovative, independent, and proactive mindset from an early age. Children who are introduced to the concept of entrepreneurship will be better prepared to face future challenges, have good problem-solving skills, and be able to see opportunities in various situations (Aghnaita et al., 2024). Entrepreneurship education from an early age has an important role in shaping children's character and mindset, which can prepare them to face challenges

in the future. In this era of globalization, technology is developing very rapidly, entrepreneurial skills are very relevant. By teaching the basics of entrepreneurship to children from an early age, they can develop creativity, innovation, and the ability to think critically and solve problems. These skills are not only useful in the business world, but in everyday life. The approach to entrepreneurship education is carried out by utilizing unused materials to be used as products that have a selling value. This program is designed to introduce students to the basic concepts of entrepreneurship, with the aim that they can develop their interest and skills in entrepreneurship from an early age. In this program, students are taught how to identify the potential of unused materials, design attractive products, and market those products. Thus, they not only learn about entrepreneurship in theory, but also through hands-on practice. The implementation of this program also involves various parties, including teachers, and parents. Teachers act as facilitators who provide guidance and

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support to students in developing their creative ideas. Parents, provide moral and material support, and become the initial consumers of products produced by students. Collaboration between the school and the family, this is the key to the success of the program, as it provides a supportive environment for students to learn and grow.

In addition, this socialization program is expected to instill important values such as responsibility, hard work, and the courage to take risks. By being involved in the production and sales process of products, students learn to appreciate the results of their work and understand the importance of effort in achieving success. The program also encourages students to think more broadly about how they can contribute to society, by utilizing existing resources creatively and responsibly. In a broader context, entrepreneurship education at Phatnawitya School is expected to have a long-term impact on students. They are not only prepared to become entrepreneurs in the future, but also as creative, innovative, and adaptable individuals who are able to adapt to change. Thus, this program is not only beneficial for the development of individual students, but also for the progress of society as a whole. This article contributes to the development of science by providing empirical evidence on the effectiveness of Entrepreneurship Socialization in increasing entrepreneurial interest among students, in addition, this article also contributes to the achievement of the Sustainable Development Goals (SDGs), especially in terms of quality education and increasing entrepreneurial awareness for the community. Thus, this article is expected to be able to be a reference for other community service programs in an effort to increase the use of unused materials to be marketable among students, as well as contribute to the government and educational institutions in designing a curriculum that supports the development of digital skills and entrepreneurship among the younger generation.

## Methods

The theme of the program is related to the theme of KKN, namely the Implementation of Surat Al-Ma'un which emphasizes empowerment through education.

The implementation of this International KKN will begin on August 7-27, 2024 in Yala Province, Thailand, with a period of 20 days. The target of this KKN activity is students of Phatnawitya School Primary GMST 5, Yala Thailand, who have a population of students with different social and economic backgrounds. The focus of the activity is to improve students' understanding and skills in the use of unused materials as selling value, in entrepreneurship. The parties involved include students as the main participants who receive socialization and training, teachers and school staff as facilitators and supporters of the implementation of activities, the KKN team who compiles, organizes, and implements socialization programs, and local partners who have

experience and knowledge in entrepreneurship that can provide additional insights.

The implementation of this socialization and training activity was carried out in 2 weeks. The first week is planning and preparation, which involves identifying student needs related to the use of unused materials as selling value, preparing training materials that are in accordance with the level of understanding and needs of students, and preparing the tools and materials needed for training. With the right approach, entrepreneurship education can be an important pillar in shaping students' character and skills that will lead them to success (Novita & Nuriadin, 2023). The second week is the implementation of socialization and training, which consists of socialization and practical training. Socialization was carried out by conveying basic information about the current trend of entrepreneurship through presentations and interactive discussions. Practical training provides hands-on training on how to use unused materials to be saleable, how to grow creative ideas, and simple sales strategies. The final 2nd week is evaluation and monitoring, which involves evaluating students' understanding and skills after participating in training as well as monitoring the development and implementation of student entrepreneurship activities.

In this training, it is introduced how to make creative ideas and make unusable items into high-value items that are worth selling, such as making bracelets from unused shoelaces, students are allowed to bring unused shoelaces, by providing small examples of these materials, it is hoped that students will have other creative ideas in creating creative ideas for entrepreneurship. Data was collected through several methods, namely pre and post-training questionnaires to measure changes in students' understanding and interest in Entrepreneurship, observation to see firsthand how students apply the knowledge and skills gained during training, and interviews to get feedback from students, teachers, and school staff regarding the effectiveness of the program. Data analysis was carried out by comparing the results before and after the training to measure the increase in understanding and interest in entrepreneurship among students. With a structured method, it is hoped that it can provide a clear picture of the effectiveness of socialization of the use of information technology and the advancement of e-commerce on entrepreneurial interest for students at Phatnawitya School, Thailand

## Results and Discussions

Phatnawitya School is an early childhood education institution in one of Thailand, located at G7RP+Q6 Yala, Sateng, Mueang Yala District, Yala Province, The program organized by the institution is designed to support child development, as well as an effort to socialize to the community about one of the school programs that aims to instill entrepreneurial values in children through the Student Teaching Program International.



Fig 1. Entrepreneurship Socialization



Fig. 2 Manufacturing Practice

The purpose of this activity is to provide basic education about the world of entrepreneurship to children, so that they can understand the concept from an early age. Many benefits can be obtained through this socialization, such as children's ability to express themselves, practice being independent, persistent, and hone social, emotional, communication (language), and other skills that can be applied in their daily lives and social environment. This will also be an important provision for their future. An entrepreneurial spirit can be grown in early childhood through their interests and talents. This ability can be combined with values such as honesty, courage, justice, and training children's communication and interaction, making them brave, confident, responsible, passionate, unyielding children, understanding the value of money, as well as patient and sincere, so that in the future they can become their own version of successful entrepreneurs.

This socialization activity is carried out only at a certain time for two weeks, namely when their study time is free, or the lesson teacher is obstructed, the reason for choosing at that time is because students can be controlled and do not take additional time for them, therefore filling the classroom blanks at that time is an effective strategy to maximize time without disrupting the student's main learning schedule. Thus, students continue to participate in this socialization program without feeling burdened, and they can take advantage of their free time with useful activities, which at the same time support the development of their skills and knowledge in entrepreneurship. Based on the results and discussions, the work program implemented has run well and achieved the maximum target. However, there are several aspects that need to be evaluated, especially related to the existing time constraints. The limited timeliness made the program feel rushed, especially in the implementation of socialization in the last week, so the available time was very limited. The results of the descriptive statistical analysis show that the average PreTest score is 46.88 with a standard deviation of 26.415, while the average PostTest score increases significantly to 93.55 with a much lower standard deviation, which is 3.213. This striking difference in standard deviation indicates that the PostTest results were much more consistent among the participants compared to the PreTest results. The correlation between the PreTest and PostTest scores showed a value of 0.296 with a significance level of 0.106. This correlation was relatively weak and not statistically significant, suggesting that the increase in scores from PreTest to PostTest did not indicate a strong linear relationship. This may be due to a variety of factors, including high

Tabel 1. Average Between Pretest and Postes

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	46,88	31	26,415	4,744

Tabel 2. P-Value Of Paired Sample Test Paired Differences

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PreTest Post-Test	-46,664	25,648	4,607	-56,071	-37,256	-10,130	30	<,001

**Conclusions**

The entrepreneurship socialization program carried out at Phatnawitya School, Thailand, succeeded in providing basic understanding and entrepreneurial skills to early age students. The use of unused materials as a learning medium has proven to be effective in fostering

students' creativity and interest in the world of entrepreneurship. The results of the training showed a significant improvement in students' understanding, which was reflected in the results of the PreTest and PostTest evaluations. In addition, the program also succeeds in instilling important values such as

responsibility, hard work, and innovation, which are very relevant in preparing students for future challenges. Despite some constraints related to time constraints, this program has shown a significant positive impact and contributed to the development of entrepreneurship education curriculum at the elementary level. This research is expected to be a reference for other community service programs and encourage the wider application of entrepreneurship education in international schools.

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