

EARLY CHILDHOOD ENTREPRENEURSHIP EDUCATION : A BRIEF DESCRIPTION OF AN IDEAL ENTREPRENEURSHIP LEARNING FOR MIDDLE CHILDHOOD

Ihsana EL Khuluqo

Post Graduate of Muhammadiyah Prof. Dr. Hamka University (UHAMKA), Indonesia

ihsana_khuluqo@uhamka.ac.id

Abstract

Entrepreneurship is now seen as an important component within contemporary economic development of a nation. Its critical role to thenational economic growth is now widely acknowledged within the literature. Entrepreneurial characterized by the value of courageousness to take risks; the creativity to exploit a new resources either methods or products, and managed to produce the added value. All those value could be earned through educational process.

In Indonesia, the most populous developing country in the world, Unemployment and low Human development Index is still a dazzling issues. The weak mental condition of it's people and lack of character building process in indonesian educational system seems to be the cause of those issues. From those issues we are intended to analyze how to build entrepreneur character of Indonesian people through the existing educational institution. We concerned only to the early child education due to early childhood is the most rapid period of development in human life. Our analysis found that the most important thing in those learning process was our awareness of the capacity of young children at its early age; the learning method that based on the inclusion of children, in a game or a playful learning would be more attractive and effective than the instructive and punishment method that has been widely practiced by the school; and; We/theacher as Know More Other, only act as scaffolding on children's educational process.

Keywords: *entrepreneurship, child development, early childhood education, entrepreneur character, learning method*

INTRODUCTION

Entrepreneurship is now seen as an important component within contemporary economic development of a nation. Its critical role to thenational economic growth is now widely acknowledged within the literature. **Expert opinion in the fields says that entrepreneurship is regarded as a catalyst for** economic growth, employment and wealth creation (Yussoff, 2012). The empirical evidence is also strong in support of a link between entrepreneurship and economic growth (Virgill, 2009). Kritikos studies, for example, said that entrepreneurship is considered crucial to a dynamic economy. He point out that entrepreneurs create employment opportunities not only for themselves but for others as well. Entrepreneurial activities may influence a country's economic performance by bringing new products, methods, and production processes to the market and by boosting productivity and competition more broadly (Kritikos, 2014).

Entrepreneurs are equally important when the economy is doing badly. When unemployment is high and the economy is contracting or stagnating, dynamic entrepreneurship could help turn the economy around. By developing novel products or increasing competition, new firms can boost demand, which could in turn create new job opportunities and reduce unemployment. If entrepreneurs are consistently encouraged, in bad economic times as well as good, then all businesses are kept on their toes, motivated to work continuously to improve and adapt. Shortly speaking entrepreneurs are the fresh blood that keeps economies healthy and flourishing (Virgill, 2009).

The interesting questions arises from those explanation is then how could we become entrepreneur. For years, the debate subjecting the issue was heated. But in the contemporary educational system shows there is sharp increase in the number of entrepreneurship education programs. Explicitly it's suggests that the general consensus on the debate is inclined that entrepreneurship can indeed be taught. From a policy perspective this is an appealing thought. The idea that entrepreneurs are not necessarily born but can also be developed creates a window of opportunity for—educational—policies aimed at enhancing entrepreneurship.

Indonesia as a most populous developing country in the world, with more than 250 million population, is facing the same issues with other developing countries. Unemployment, poverty and low Human Development Index (HDI) are still the main concern of Indonesian government policy at this time. Citing on BPS published data on 2015 the unemployment rate in Indonesia is still at its peak. Reaching 7,5 million people or equal to 6,2 percent of it's workforce (BPS, 2015).

Table 1 Unemployment by educational level in Indonesia 2015

No.	Lates Educational Level	2015	
		February	August
1	Never Graduated	124.303	55.554
2	Ungraduated from primary level	603.194	371.542
3	Primary Graduate	1.320.392	1.004.961
4	Secondary Graduate	1.650.387	1.373.919
5	Senior High School Graduate	1.762.411	2.280.029
6	Senior High School/ Vocational Graduate	1.174.366	1.569.690
7	Academy/Diploma	254.312	251.541
8	University	565.402	653.586
Total		7.454.767	7.560.822

Source(s) : (BPS, 2015)

Those percentage depict a serious problem -its huge amount- if wee look a little closer and make a simple comparison with other South-East Asian nations (BPS, 2015). From the comparison made below from 2013 and 2014 Indonesia is the leading country in unemployment issue. Its far below the neighbor country such Malaysia, Thailand, Vietnam or even Sri Lanka.

Table 2 The unemployment rate comparison 2013-2014

Country	Working age	Unemployment (%)	
		2013	2014
Indonesia	15+	6,2	5,9
Malaysia	15-64	3,1	2,9
Sri Lanka	10+	4	4
Thailand	15+	0,7	0,8
Vietnam	15+	2,8	2,5

Source(s) : (BPS, 2015)

Frequently the weak mental condition of Indonesian society to face the risk is accused as the main factor behind those issues (Roniuzirman, 2013). And the result Indonesia has only as much entrepreneurial 1,56 percent of the population. It's a really small percentage if we take a comparison with our neighbor country, says Singapore which reached 7 percent, 5 percent for Malaysia and 4 percent for Thailand (Online, 2015).

Ideally the total amount of entrepreneur should no less than 2 percent of the population. And with those percentages Indonesia is still need more encouragement to instill entrepreneurship spirits to its citizen. If the sum of entrepreneur increased he believe that it would create more jobs and elevate Indonesia's economic development over all.

Another cause of unemployment that is also frequently mentioned is the mismatch between the competence and the needs of employment, imbalance between demand and supply. Thus, the quality of the human factor itself is also of great importance in increasing national output—gross domestic product. Therefore human resources needs to be improved continuously in order to spur the creation of continuous innovation capability of its people. One form of the quality of human resources is the entrepreneurial ability, an equipment that must be instilled to our graduates –working age– to be more competitive, creative and brave enough to face the risk (Martha Christianti, 2015).

From the data released by United Nation Development Programme (UNDP) Indonesia's HDI value for 2014 is only 0.684 –in the medium human development category –positioning the country at 110 out of 187 countries and territories (UNDP, 2014). This means that Indonesia is still far from the level of prosperity of other developed countries.

Table 3 Human Development Index comparison and its components

HDI rank	Country	Human Development Index (HDI)	Life expectancy at birth	Expected years of schooling	Mean years of schooling
		Value	(years)	(years)	(years)
		2014	2014	2014	2014
11	Singapore	0,912	83,0	15,4	10,6
62	Malaysia	0,779	74,7	12,7	10,0

73	<i>Sri Lanka</i>	0,757	74,9	13,7	10,8
93	<i>Thailand</i>	0,726	74,4	13,5	7,3
110	<i>Indonesia</i>	0,684	68,9	13,0	7,6
115	<i>Philippines</i>	0,668	68,2	11,3	8,9
116	<i>Viet Nam</i>	0,666	75,8	11,9	7,5
133	<i>Timor-Leste</i>	0,595	68,2	11,7	4,4
142	<i>Bangladesh</i>	0,570	71,6	10,0	5,1
143	<i>Cambodia</i>	0,555	68,4	10,9	4,4

Source(s) : (UNDP, 2014)

Mentioning on the entrepreneurial value education idea, early childhood has a huge potential to be a starting point of character development –instilling entrepreneurial value. On it's early age the brain was developing its utmost fundamental aspect of its development maturation of neural pathways and connections are. Although cell formation is virtually complete before birth – a new born baby has about 100 billion brain cells rapid development of children's brain begins in the parental stage and continues after birth.

That is why if we intended to transfer, teach, build and create the character of an entrepreneur it would be suffice to optimize those rapid development periode of the child. There so much evidence in supporting this argument. Especially they came from several studies of model programs that is, programs that are typically funded at higher levels and run by more highly trained staff, publically funded programs. Ranging from national program driven by local society or even larger program run by international organization such as UNCEF, UNESCO, World Bank, and many more other institutions. Generally speaking those program concerned and have proved that educational intervention at the golden age of the child can significantly improve the cognitive and social/behavioral capacities of entrepreneurial young children at the long term.

Unfortunately, our existing educational system in Indonesia especially for the early level doesn't seem put enough attention with entrepreneurial learning value. The orientation of entrepreneur learning in our educational institution is concern in the cognitif area only taught on theoretical level only. Learning method which persuade puppils to actively involved in the practical area seems so not sufficient with the existing requirement to create a firm entrepreneur character on puppil (Neraca, 2012).

From those point its clear that the role of educational institution in shaping the entrepreneurial character is a crucial aspect. And that is why we wrote this research. The main concern of this essay is not to propose a separate programme just like those ran by many international organization stated above but to analyse what is the most effective way to implant the entrepreneur value in the existing educational system and institution, to create firm entrepreneur character of Indonesian peoples at a long term.

To fulfill those aim, the following section of this essay would explain what is entrepreneurship and what kind of entrepreneurial value that could be instilled to the child at its golden age respectively. After we acknowledged the value, we would examine the ideal learning method should be used to build the character of the child, by combining explaining the child developmental phase and the ideal learning theory on early child education.

In this research we would not create any new definition of the term. Because we acknowledge that there are so many dimensions that can be considered in a definition of what an entrepreneur is. And each discipline could have its own definition of the entrepreneur. And if we take a strict line to define the term, it will devise new disciplinary sets and metaphors to explore the different facets of

human behaviour. Therefore, would only continue to rise any other questions concerning the definition of the term it self.

In this definition, we try to explore the very meaning of entrepreneurship it self referenced to the some work that has done before. Start from the very beginning of the discovery of the term, till the advanced time. From that wide range of scope then we hope could draw a rigid conclusion about what entrepreneur is.

Various scholars have written extensively on the origin of entrepreneurship. What is interesting is that most of the scholars who wrote about the origin of entrepreneurship are either economists or historians. Basically, the concept entrepreneur is derived from the French concept “entreprendre” which literarily is equivalent to the English concept “to undertake” (Commision, 2016)

The concept of entrepreneur can be understood more easily through the writings of these main pioneers. Conciesly there was three main pioneer on this field. The first, Cantillon, described the entrepreneur as a person who purchases a raw material at a knownprice in order to sell it at an unknown price. In Cantillon’s definition, anentrepreneur’s role lies between that of two or more other actors. He or she is an intermediary(or go-between) who instigates transformation.

After Cantillon, the author who had the greatest impact on the field of entrepreneurship as it istoday was Jean-Baptiste Say, nearly a century later. Say was himself an entrepreneur, and camefrom an entrepreneurial family. He was also a prolific writer, and wrote from the standpoint ofsomeone preparing others to become entrepreneurs and hoping to convince them of theimportance of entrepreneurs in economic development. He identified the element of innovationas being most characteristic of the entrepreneur; in other words, he regarded entrepreneurs as being people who could do new things, people who could do more with less, and people whowould obtain more by doing something in a new or different way. Therefore,Say saw the entrepreneur as an economic actor whose activities generated an added value.

And the third is, Joseph Alois Schumpeter, the author to whom the association between entrepreneurs andinnovation is most often attributed by experts. In fact, as Schumpeter himself pointed out, hesimply took over the definition presented by Jean-Baptiste Say. He went further, however, postulating that “the essence of entrepreneurship lies in the perception andexploitation of new opportunities”.

Schumpeter identified entrepreneurs as being the people most needed to revitalize the economy and theorganizations. Writing one century after Say, his thinking appears to be more complex and morecomplete. He associated innovation by entrepreneurs with five elements: a).The introduction of a new good; b).The introduction of a new method of production; c).The opening of a new market; d).The conquest of a new source of supply of raw material; e).The carrying out of the new organization of any industry.

From these three old definition from Clinton, Say and even Schumpter they are all agreed that entrepreneurship has a tight relation with the market or economically related phenomenon. Or straightly speaking entrepreneurship is seen as people’s reaction ☐their creativity, their valor, and their strategy to the win the market competition. If those people are brave, innovative, and strategically smart enough to enter the market, and successfully over come any chalange on the market, they would be labelled as entrepreneur. And also merely seen as about the creation of new businesses; pre-existing or otherwise, with typically higher growth than non- entrepreneurial competitors; or entrepreneurs are always a business owners, incorporated or otherwise.

If we take a closer look, entrepreneurship can even exist within individual ☐employee☐ without necessarily having a stake in the company.This means that all companies, whether owned by shareholders or trust funds for example and managed/run by salaried directors can still be entrepreneurial and the way they operate their businesses can be of benefit to other businesses owned and managed by entrepreneurs.

Entrepreneurs, and what differentiates them from other business owners, are in the business of doing something different, whether that be through identifying new products, processes or markets that increase the likelihood of success, employment, productivity and efficiency of their company. Entrepreneurs are also involved in the day-to-day running of the company to differentiate them from mere financiers such as business angels, shareholders, silent partners etc.Entrepreneurship is also

about doing. The creation of a new idea is an important pre-cursor to the creation of an entrepreneur or entrepreneurial firm but entrepreneurialism is not just about thinking.

Following on from this, is the idea that entrepreneurs and entrepreneurship are not concepts that relate exclusively to small businesses or the self-employed, as many studies have often assumed. An entrepreneur is an actor who innovates by recognizing opportunities; he or she makes moderately risky decisions that leads into actions requiring the efficient use of resources and contributing an added value (Filion, 2011); Entrepreneurial activity is the enterprising human action in pursuit of the generation of value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets; and entrepreneurship is the phenomenon associated with entrepreneurial activity (Seymour, 2007).

Despite the stages of child development could be divided into several stages—infancy, toddler, preschool, grade school, adolescence—there was a consensus that said the most crucial shift in children's cognitive skills occurs at around age six. Although the cognitive changes that occur during infancy and the preschool years are dramatic—as children learn their native language, for instance—almost all theories of development point to age six as the time when children begin to actually “reason” in the commonsense meaning of the word.

In middle childhood, extending from age six to the onset of puberty between ten and twelve, the child gradually comes to see the world as a place with its own laws and customs, about which she must learn and into which she must assimilate herself. The child shifts from seeing herself as at the center of the world to realizing that the world is complex and that she must find her place in it. While imagination and play remain important to the school-age child, he increasingly establishes his sense of self through a long apprenticeship of gaining skills (Davies, 2011).

Once in school, children become aware that they will be evaluated by the skills they develop. For the five- to seven-year-old, meeting these demands of reality, however defined by his culture, often seems daunting. He is becoming aware of the abilities he is expected to develop but is also aware that he does not yet possess them. He observes the superior skills of adults and older children and wonders how he will be able to learn them.

In the middle-childhood years, children spend less time under the supervision of their parents and come increasingly under the influence of teachers and activity leaders such as Sunday school teachers, coaches of Little League sports, instructors of dance or ballet, music teachers, camp counselors, scout leaders, and directors of various classes at youth organizations. In contrast with the intimacy and familiarity that characterize family relationships, participation in school and formal programs exposes children to different religious and ethnic groups, as well as diverse personal styles. They see adults acting in various social roles, and they see different adults acting in the same role—as teacher or camp counselor, for example. These experiences not only give children a chance to compare adults with one another, but also change their relationships with adults. From more supportive preschool teachers to kindergarten teachers who focus more narrowly on the child's cognitive skill development and provide less one-on-one interaction. This change adequately gave tensions between the new autonomy and the increasing expectations to the children, which can either support or hamper the development of self-confidence (ACPHHS, 2004)

Typically, children enter the middle-childhood years very optimistic about their ability to master a wide array of tasks and activities, including their schoolwork. For example, when asked if they will be able to solve a complex puzzle, the vast majority of six-year-olds say yes, even after they just failed to solve a similar puzzle. When asked how good they are at reading, math, musical instruments, and athletics, most first graders rank themselves near the top of the class, and there is essentially no relation between their own ability ratings and actual performance levels. (Eccles, 1999).

The performance of an elementary school student is systematically evaluated against preset standards of excellence, progress, and acceptable style; and children earn status in school depending on their performance. They also experience failure and frustration, especially if they are less skilled than their peers. Social reputation becomes important during the middle years, as children begin to reflect on their status in the group. It is very common for school-age children to comment on one another's performance in school: “I'm on math level 16, and you're just on level 12?” School-age

children internally acknowledge the validity of peer evaluations, if they are accurate, and tend to incorporate them into their self-evaluations.

A child who is sought out by peers as the smart, will become popular and gains in self-esteem from that knowledge. Because social status becomes a defining part of the sense of self during the middle years, children with lower social reputations commonly experience status anxiety and suffer low self-esteem. In the social world of older school-age children, kids who are socially withdrawn, aggressive and impulsive, or have unusual self-presentations and mannerisms, as in Asperger syndrome or autism, are increasingly seen as socially deviant and are increasingly likely to be actively disliked and rebuffed by peers.

The socio-cultural perspective has major implications for early childhood education, with a key feature being that higher order functions develop out of social interactions (Harkonen, 2016). There are two noteworthy aspects of this theory (Raban, 2015). *First*, it is fundamentally cultural –and educators are agents of culture who perceive children’s actions within a setting that is deeply informed by their own cultural knowledge and beliefs. Children in their turn are viewed as cultural apprentices who seek the guidance of more knowledgeable others. *Second*, the Zone of Proximal Development (ZPD) reveals how developmental change is generated through adult support, or the support of a more knowledgeable other, being experienced over time, followed by independent child accomplishment.

Cultural learning process of the child

Vygotsky saw the early childhood was the period during which the restructuring of lower mental functions goes through its initial stages as children for the first time in their lives used cultural tools to transform their cognitive processes such as perception, attention, memory, and thinking. That would lead to children’s social-emotional transformation, children make a transition from being “slaves to the environment” to becoming “masters of their own behavior” (Leong, 2015).

In Vygotsky’s view, it is one of the accomplishments of the preschool years that children overcome their impulsive, reactive and thus become capable of intentional behavior, an accomplishment critical for the development of higher mental functions. The other accomplishment of the early years involves children’s growing ability to use a variety of signs and symbol systems—from gestures and words to drawing and written marks—that prepares them for the increasingly complex symbol systems they will learn in school. Vygotsky’s theory of higher mental functions and their development, therefore, provides the context for his views on play.

Play as a learning process for the child, to avoid possible misunderstandings of this play term, Vygotsky meant only one kind of play, namely, the sociodramatic or make-believe play typical for preschoolers and children of primary-school age. Thus, Vygotsky’s definition of play does not include many kinds of other activities, such as physical activities, games, object manipulations, and explorations that most people, educators included, still call “play” (Kritt, 2016). Sociodramatic or make-believe play, according to Vygotsky, has three features: children create an imaginary situation, take on and act out roles, and follow a set of rules determined by those specific roles. Each of these features plays an important function in the development of higher mental functions.

Play is instrumental in achieving mastery of the object and furthering symbolic ability. Vygotsky notes, “Play is a transitional stage in this direction. At that critical moment when a stick—i.e., an object—becomes a pivot for severing the meaning of horse from a real horse, one of the basic psychological structures determining the child’s relationship to reality is radically altered.

Consists of zone of Proximal Development (ZPD) of the child, the most widely discussed Vygotskian concept among educators is the Zone of Proximal Development, or ZPD. According to Vygotsky, first we should look at what children can do on their own, a measure of development that is already completed, which he calls the actual developmental level. This is the endpoint in most testing situations, where a student only gets credit for what they get right. Vygotsky added something new, pointing out that there are problems that a child cannot solve independently, but can solve with assistance. For example, a child might complete something the teacher or a peer has started, or use cues to solve a problem. The distance between the child’s current functioning and what the child can do with assistance is the child’s potential functioning. This is the Zone of Proximal Development, the area in which development occurs.

METHODOLOGY AND ANALYSIS

In line with the proposed research question this research is laid only at the descriptive level. That is to say, that our proposed research question doesn't require us to correlate two or more variables; explain the causalities correlation among them. The proposed question is only to acknowledge the most ideal method to teach entrepreneurship to the child at its early age. However, even, there was derivative question from that proposed one; what value, and what method should be used to instill those value; has arise we do not have any obligation to correlate two or more variables. Its due, basically, the main focus in this research is simply to describe what is the most ideal conditions of learning entrepreneur educational at the early age of the child.

Descriptive research is used to describe characteristics and/or behavior, and some even define descriptive research as any study that is not truly experimental. Thus, with such character of such research, literature review method is an effective and efficient method to be done to answer the proposed research question above.

Consistues of Middle Childhood Entrepreneurship Education, from of the above section, we have mapped some aspects; such the definition of entrepreneurship, the characteristics and cognitive development of children in middle childhood; as well as the theory of early childhood education. As we proposed before, those result would be our primary foundation to answer the question submitted above. Following on that, this section we will explain and trya to correlate the childhood development mapping into the early child education, as proposed by vigotsky, especially on entrepreneur education respectively.

As we notes earlier the definition of entrepreneurship itself in practice is often misunderstood. Interpretation of entrepreneurship is only defined to a businessman, the owner of a company or business owner. But from the above explanation, we know that entrepreneurship have the deeper meaning then it perceives by most of people. Entrepreneurship is closely related to the characteristics of courage to take risks; the creation of a new thing either methods or products, and managed to produce the added value of new things. And, these properties can be owned by everyone. Be it a rickshaw driver practitioner academic or office employees, if only they have the character and harnessed added value from the implementation of these properties, then he/ they could be categorized as an entrepreneur. So it's clear that entrepreneurship could be done by anyone not least for those who are outside the context of the business and business owner.

Correspondently with early child education of entrepreneurship, all of these values indeed could be instilled in the existing educational institution such as school. Either through the insertion in the curriculum or teaching outside class hours (extracurricular). What is the most important thing then was our awareness of the capacity of young children at its early age. The capacity is meant to their ability to process and manage the information. In this phase their capacity is limited and much different from the older school age children. Indeed, if its viewed in terms of growth and development, during this middle childhood, children are at the most rapid stage of its development. The level of self-confidence and their eagerness to learn new things were at its peak, their desire to be the best and recognized in any class (sense of competition) is still the main motivation in their cognitive development. However that characteristic couldn't be the motivation to instill the entrepreneur values by force and excessively to children. This was in line with what was mentioned by Vigotsky earlier, as the *Know More Other* we must firstly acknowledged two crucial aspects of child development. First was the limit of a child's ability (how far the child is able to complete a task on it self) and the potential ability of the child.

In addition, though, the child in this phase the awareness of the child to learn the Play remains important to the school-age child, but fantasy play is gradually supplanted by the organized and ritualized play of games and sports. Play is still important, but is less obvious, because it is frequently "interiorized" as fantasy, rather than enacted, and the school-age child provides less out-loud narrative for her. However, children continue to enact fantasy play by themselves and with best friends. Play of all kinds continues to provide children with a break from the demands of reality. For this reason alone, play remains very important to school-age children because so much of their time in school is spent working on intellectual tasks.

By age four, preschool children can learn how to play simple board games. They can count, take turns, and understand that winning depends on reaching the last square first. However, preschool children do not enjoy structured games as much as fantasy play. Games with rules constrain their egocentric imagination, and they have not yet developed far enough cognitively to be intellectually interested in the structure and logic of a game. They often cannot accept losing and may quit or cheat to avoid losing or react with intense disappointment if they lose. By six or seven, however, children can learn somewhat more complicated games, play by the rules more gracefully, take some pleasure in following the twists and turns of the game, and enjoy exercising their skills. They still may be intensely competitive, intent on winning, and disappointed in losing. However, even though games are competitive, they are explicitly social and cooperative, since the players must follow a set of rules for the game to continue.

With those characteristic, learning method that based on the inclusion of children; in a game or a playful learning; would be more attractive and effective than the instructive and punishment method that has been widely practiced by the school. Vigotsky stated that we as Know More Other, only act as Scaffolding for children's development. As an actor whose task is to assist and direct the child in the learning process. Not as instructors who are obligated to fill in the value and purpose to the child. Therefore, in the process of learning the entrepreneurship value it would be much more effective if the child is given the freedom to compete freely with their peers and the teachers only act as supervisor or coach who will judge the final outcome and help children when they need to.

CONCLUSION

The idea of entrepreneurs or entrepreneurship are not concepts that relate exclusively to small businesses or the self-employed, as many studies have often assumed. As we noted earlier the most suffice definition of entrepreneurship should include at least these some of these elements: An entrepreneur is an actor who *innovates* by *recognizing opportunities*; he or she *makes moderately risky decisions* that leads into *actions* requiring the efficient use of resources and contributing an *added value*. Conciesely, with the early entrepreneur education to the child, all those value indeed could be instilled straightly. However, the most important thing in those learning process was our awareness of the capacity of young children at its early age.

The capacity is meant to their ability to process and manage the information. In this phase their capacity is limited and much different from the older school age children. We have to comply with their capabilty, and their characteristic phase of development. Learning method that based on the inclusion of children; in a game or a playful learning; would be more attractive and effective than the instructive and punishment method that has been widely practiced by the school. We/teacher as Know More Other –in Vigotsky term, only act as scaffolding for children's development. As an actor whose assist and direct the child in the learning process. Not as instructors who are obligated to fill in the value and purpose to the child.

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