

**BRAYO CRISPY CHIPS  
INNOVATIVE PRODUCT BASED ON LOCAL WISDOM IN  
SAYUNG TO SUPPORT LEARNING OF SOCIAL SCIENCE “THE  
USAGE OF NATURAL RESOURCES” FOR GRADE V**

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**ABSTRACT**

Education is a crucial matter in shaping a nation's future by fostering professional human resources equipped with knowledge and technology. This research explores the contributions of edupreneurship activities to children's development, focusing on fine motor skills, understanding basic economic concepts, and enhancing cognitive and social skills. Using a qualitative and participatory approach, this study involved 15 children at SD Negeri Purwosari 1 in hands-on activities related to the production of "BRAYO CRISPY CHIPS". The findings demonstrate significant improvements in fine motor coordination, as children engaged in tasks like measuring, pouring, and packaging, promoting essential motor skills. Additionally, the initiative fostered an understanding of fundamental economic principles through simulated financial transactions, cultivating economic literacy. Socially, the collaborative nature of the project enhanced teamwork, problem-solving abilities, and confidence among participants. This edupreneurship model not only supports the development of entrepreneurial attitudes in early childhood but also promotes holistic growth across cognitive, social, and physical domains. The study recommends integrating similar edupreneurship activities into early childhood curricula to further enhance independence, creativity, and problem-solving skills, while also suggesting avenues for future research to assess the long-term impacts of such educational interventions.

**Keywords:** edupreneurship; entrepreneurship; motor skills; brayo crispy chips

## INTRODUCTION

Education plays a crucial role in the development of a nation. The field of education is expected to produce professional human resources to advance the country with knowledge and technology. John Dewey, as cited in Poedjiadi (2010), states that "every nation aims to develop the physical, intellectual, and moral capabilities of each member of society democratically." This view emphasizes that every individual in a nation has the opportunity to receive a quality education. This goal is also supported by the understanding that each individual has different abilities and creativity, which can be developed further in meaningful ways.

Science education is a learning process aimed at acquiring knowledge, skills, and changes in attitudes through the interaction between students and teachers, which is planned to achieve the desired outcomes: mastering scientific concepts and understanding natural phenomena. Through science education, students are also expected to apply scientific concepts in daily life and scientifically explain natural phenomena in their surroundings (Saputra et al., 2016).

Nowadays, it is common to find children competing from an early age. Why does this happen. This is, of course, due to the increasingly intense competition in life each year. Every individual must possess high value or adequate skills to face the tough competition that lies ahead. Therefore, it is essential to implement entrepreneurship education, often referred to as edupreneurship, in schools. One of the main reasons why edupreneurship is so important is that it trains children to be more creative and self-reliant.

In alignment with the Pancasila student profile developed during the era of the independent curriculum, our students are expected to be independent and creative. Entrepreneurship can be one means of fostering these characteristics. Entrepreneurship is the process of creatively and innovatively creating something new that benefits everyone. Individuals who study entrepreneurship are typically active in socializing, have bright, creative, and innovative ideas, and usually possess a strong mentality and passion for their work. These are the qualities that educators hope to instill in their teaching. Educators hope that by learning about entrepreneurship, students will develop more advanced and creative thinking in developing their potential.

Another issue is that local wisdom values are increasingly being neglected by the surrounding community. Nowadays, people take more pride in foreign cultures, and there is a slight shift from traditional beliefs. According to Rahyono, local wisdom education has a strategic role: 1) as a builder of identity, 2) as something inherently non-foreign to its community, 3) involving the community's emotional engagement in strong appreciation of local wisdom, 4) boosting self-esteem, and 5) enhancing the dignity of the nation (Rahyono, 2009).

Currently, Indonesia still faces challenges in creating enough job opportunities to reduce unemployment. The high unemployment rate is partly due to low education levels, as well as a lack of willingness to compete—meaning many individuals lack high-value skills. However, unemployment is not only experienced by those with low education levels but also by many young graduates. In this regard, they tend to be less skilled, making it difficult for them to compete with other degree holders with better skills.

The knowledge that students acquire from their environment allows them to engage more actively in the learning process and understand the basic concepts of the material being taught. This occurs because they discover new knowledge for themselves and then relate it to the information provided by educators, making it easier to solve problems related to the subject matter, as it aids them in finding concepts independently (Zulva, 2021).

According to Sufia et al. (2016), local wisdom refers to local ideas that are wise, full of wisdom, and inherently good, embedded and followed by community members. Local wisdom is a way of life that helps a community adapt to its environment, fulfilling needs and sustaining rooted beliefs. Local wisdom is local knowledge used by communities to survive in an environment, integrated with belief systems, norms, and culture, and expressed in long-held traditions and myths. The functions of local wisdom are as follows: First, it serves as a marker of community identity. Second, it acts as a cohesive element across residents, religions, and beliefs. Third, it fosters unity within a community. Fourth, it changes the patterns of thought and reciprocity between individuals and groups by placing them on a shared cultural ground. Fifth, it fosters unity, appreciation, and a mechanism to counteract anything that could diminish or even damage communal solidarity, believed to stem from and grow through shared community awareness. Local wisdom is an expression of community behavior that enables them to coexist with nature and the environment without causing harm.

### **Research Objectives**

This research aims to explore the contributions of edupreneurship activities to children's development across various key aspects. Specifically, the objectives of this study include:

1. Examining the impact of edupreneurship activities on the development of children's fine motor skills: Handling materials for "BRAYO CRISPY CHIPS", such as measuring, pouring, mixing, and packaging, requires precise movements that can promote fine motor skill development. Observing children's involvement in these activities enables an assessment of whether these tasks contribute to improvements in their motor coordination and dexterity, which are essential foundational skills for learning and future academic success.
2. Investigating how edupreneurship helps children understand basic economic concepts: Children are introduced to simple economic principles, including price, demand, profit, and the concept of exchange. Participation in the sale of "BRAYO CRISPY CHIPS" allows children to observe and engage in simulated financial transactions, potentially enhancing their understanding of basic economic concepts as part of economic literacy.
3. Assessing the potential of edupreneurship activities in supporting children's cognitive and social skill development: This activity provides opportunities for children to collaborate with peers, solve problems, and make decisions all essential aspects of social and cognitive development. Through edupreneurship activities, children can build confidence, teamwork abilities, and critical thinking skills, which are highly beneficial beyond the classroom setting.

Overall, the edupreneurship model not only supports the development of entrepreneurial attitudes in children but also contributes to holistic growth in cognitive, social, and physical domains. This research will evaluate the effectiveness of these activities in fostering entrepreneurial skills in early childhood education and assess their potential for broader implementation in educational programs.

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### **METHOD**

This study employs a qualitative and participatory approach aimed at actively involving children in edupreneurship activities, with teachers serving as facilitators rather

than direct instructors. This approach creates a child-centered learning environment, enabling children to explore entrepreneurship concepts through hands-on experiences. The production and sale of "BRAYO CRISPY CHIPS" was chosen to introduce basic entrepreneurial skills in an enjoyable and age-appropriate way.

### 1. Participants

The study was conducted at SD Negeri Purwosari 1, involving 15 children from age groups developing essential motor, cognitive, and social skills. A balanced gender ratio allowed for observations on gender-based engagement or interaction differences. To support a conducive learning environment, a teacher trained in early childhood education and experienced in edupreneurship guided the activities, providing direction at each stage and encouraging interaction between children, tasks, and peers.

### 2. Activities

The edupreneurship program consists of four main stages: Planning, Production, Promotion, and Evaluation, designed to introduce basic entrepreneurial skills while fostering social interaction, creativity, and cognitive development.

- 1) **Planning:** Teachers introduce basic business concepts through storytelling and interactive discussions, helping children understand the processes of creating, marketing, and selling products. Visual aids like picture cards are used to explain abstract concepts, and children are encouraged to share ideas and ask questions, reinforcing their personal engagement in the project.
- 2) **Production:** Children actively participate in making "BRAYO CRISPY CHIPS", taking turns to measure, pour, and mix ingredients under teacher supervision to ensure safety and hygiene. Tasks are tailored to individual abilities, allowing them to refine fine motor skills while enhancing independence.
- 3) **Promotion:** Once the product is ready, children are introduced to branding and presentation concepts, then create stickers and decorations for packaging. This activity not only teaches basic marketing principles but also fosters creativity and confidence in their product.
- 4) **Evaluation:** After sales, children reflect on their experience in discussions, learning to calculate earnings and understand contributions from each sale. This stage reinforces basic arithmetic skills and financial literacy concepts.

### 3. Data Collection

Data was collected through multiple qualitative methods to capture a comprehensive understanding of the children's experiences and developmental progress:

- 1) **Observation:** Teachers and researchers recorded behavior, engagement levels, and interactions during activities, focusing on motor skills, cooperation, and children's responses to business concepts.
- 2) **Interviews:** Simple questions were asked to gain insights from children and teachers regarding their understanding of the activities.
- 3) **Documentation:** Photos, videos, and children's work, such as packaging decorations and drawings, were collected as visual evidence, providing additional information for analysis.

### 4. Data Analysis

A thematic analysis approach was used to examine the data collected from observations, interviews, and documentation. The analysis was conducted in the following steps:

- 1) **Coding:** Patterns of behavior were identified based on categories like motor skills, cognitive abilities, and social interaction.

- 2) **Theme Development:** Themes such as "increased independence" and "early economic awareness" were identified to illustrate the impact of activities.
- 3) **Interpretation:** Findings were interpreted within the framework of Bandura's social theory and Vygotsky's Zone of Proximal Development (ZPD), highlighting how learning through observation and interaction contributes to the development of skills and entrepreneurial awareness.

Overall, this method introduces entrepreneurship to children through a structured and flexible approach, supporting the development of motor, cognitive, and social skills. The thematic analysis provides insights into the effectiveness of edupreneurship as a teaching method for young children.

## RESULTS

### Effect of Edupreneurship on Fine Motor Skills

Engaging children in hands-on activities, particularly in the context of edupreneurship, offers significant benefits for their fine motor skill development. Fine motor skills involve the coordination of small muscles, especially in the hands and fingers, which are essential for tasks such as writing, drawing, cutting, and other precise movements. In the popcorn production activity, young learners practiced several fine motor tasks that contributed to improving their hand-eye coordination, muscle control, and dexterity.

The production of popcorn required children to handle small objects and perform tasks that challenge their precision. For instance, when pouring kernels or seasoning, they needed to manage quantities carefully, practicing controlled pouring to avoid spills. This action alone involves concentration and fine control over finger movements, as children learn to grip and tilt containers with a steady hand. These skills are foundational, as they support later academic activities like writing, where similar control and precision are needed.

In addition to pouring, another key activity was measuring ingredients. Measuring cups and spoons were used to scoop the correct amount of popcorn kernels and seasoning, an activity that required careful attention and steady hands. Children practiced scooping and leveling ingredients, tasks that engage the intrinsic muscles of the hands. This not only improves the strength of these muscles but also enhances proprioception, which is the awareness of the position and movement of the body. Such sensory feedback is critical for young children as they begin to develop coordination for more complex physical activities.

Packing the popcorn added another dimension to their fine motor practice. The process involved placing popcorn into bags, a task that called for both precision and patience. Children had to fill each bag to an appropriate level and then seal it with stickers. Handling the bags and applying stickers required pincer grip movements, where the thumb and forefinger are used in tandem, a skill that is directly transferable to activities such as writing, buttoning clothes, and other tasks involving small objects. The pincer grip is a milestone in fine motor development, and practicing it in an enjoyable setting helps children strengthen this grip more naturally.

Applying stickers as seals on the bags added a creative and functional layer to the activity, as children practiced not only peeling and placing the stickers but also ensuring they were correctly aligned. This task required visual-motor integration, which is the ability to coordinate visual perception with physical movement. By aligning the stickers carefully, children were reinforcing the connection between what they see and how they move, which is crucial for tasks that require both visual processing and precise motor skills. Moreover,

because this task was repeated multiple times, children gained proficiency through practice, gradually increasing the accuracy and speed of their movements.

The handling of these small objects and delicate tasks aligns with the principles of Vygotsky's Zone of Proximal Development (ZPD). According to Vygotsky, children learn best when they are engaged in tasks that challenge them but are achievable with guidance. In this activity, the teacher acted as a facilitator, modeling the tasks and providing minimal support, allowing children to take the lead as they grew more comfortable. For instance, a teacher might initially demonstrate how to scoop and pour kernels but gradually reduce assistance, allowing children to practice independently. This guided practice fosters both skill and confidence, as children move from needing help to completing tasks autonomously, reinforcing both fine motor skills and independence.

Further, Bandura's Social Learning Theory suggests that children learn effectively through observation and imitation. In the popcorn activity, children observed the teacher performing each step before attempting it themselves. By watching and then mimicking the teacher's actions, children internalized the sequence of movements required for each task. This process of observation and imitation is essential for motor learning, as it provides a mental model for children to follow. In a group setting, children also observed and learned from each other, noting how peers handled tasks and adjusted their approach accordingly.

Overall, the edupreneurship activity's fine motor component provided children with a developmentally appropriate way to enhance their hand-eye coordination, muscle control, and sensory awareness. Through repetitive practice in a fun, engaging environment, children built foundational skills that will support their academic and daily life tasks. The popcorn production project not only contributed to their physical development but also fostered patience, focus, and a sense of accomplishment as they completed each step. By strengthening these skills through practical and enjoyable tasks, edupreneurship activities like this one offer a holistic approach to early childhood education, merging cognitive, social, and motor skill development in a single, integrative experience.

Table 1.

Activity	Skill Developed	Observation
Pouring kernels	Fine motor coordination	Children showed improved grip
Adding seasoning	Hand-eye coordination	Concentration was enhanced
Packaging	Precision in movement	Better control over small tasks

### **Understanding Basic Economic Concepts**

To implement this initiative, the first step taken is to conduct socialization with the parents of the students. During this socialization session, the teacher provides parents with an understanding of the importance of preserving and maintaining the natural resources

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around us. Additionally, the teacher explains the health benefits of brayo leaves and shares ideas on how to process them. The teacher also emphasizes that entrepreneurial activities like this are necessary to train students' independent and creative character. Parents need to be involved because obtaining brayo leaves is not easy; their assistance is essential since brayo trees are located along the coastline.

After conducting the socialization activity, the students are divided into six groups, with each group consisting of five students. These five students will be provided with capital from the class fund, which they will use to purchase the necessary materials. During this opportunity, they learn to collaborate with their peers. They also get the chance to manage the capital that has been allocated to them. Once the materials are prepared by each group, they will process the chips together. Due to the limited equipment available at the school, this activity is carried out by the students at home as a group project. Once completed, the chips are packaged in small portions, priced at 2000 rupiah each. The profits from the sales will be returned to the class fund and used for class purposes. For 1 kg of brayo crispy chips, it is sold for 65,000 rupiahs. If packaged in small packets priced at 2,000 rupiahs each, it can yield approximately 40-45 packets. Thus, the profit is around 25,000 rupiahs.

Edupreneurship places entrepreneurial attitudes within the educational world, fostering creative abilities, innovative opportunity creation, and a willingness to take risks. Therefore, this activity is expected to cultivate a spirit of independence, innovation, and creativity among students.

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## CONCLUSION

The implementation of edupreneurship through the production of "BRAYO CRISPY CHIPS" has demonstrated a positive impact on the development of early childhood. This approach not only promotes fine motor skills but also introduces basic economic concepts and supports the growth of cognitive and social skills, thereby laying a foundation for future entrepreneurial interests. This edupreneurship activity can be expanded to introduce children to more practical small projects, which can further enhance their entrepreneurial mindset.

**Recommendations:** It is recommended that similar edupreneurship models be integrated into early childhood education curricula to encourage independence, creativity, and problem-solving skills. Further research is needed to explore the long-term effects of edupreneurship activities on children's education and personal development.

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