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CRAFTS AS A MEANS OF IMPROVING CREATIVITY AND EDUPRENEURSHIP IN EDUCATION OF GRADE 4 AND 5 STUDENTS

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ABSTRACT

During This Lots found student student Still Not yet enthusiastic in develop motivation and creativity that they have. For this purpose, teachers are required to raise learning motivation and develop the potential and creativity of students. Answering this challenge, efforts are needed through the development of activities that can channel the potential for creativity and the spirit of eduprenership. Teachers are also expected to be able to develop this potential in learning activities and outside of learning.

Researcher give solution on problem the in the form of learning make *crafting* or craft hand For develop potential and creativity student student as well as grow soul edupreneurship in students grade 4 and 5, Methods used approach qualitative through activity learning soulful edupreneurship that is strategic in increase creativity that is realized in innovation learning through activity skills to student student grades 4 and 5 of SDIT Quantum Mulia. . Training results show that participant educate capable develop potential creativity and growing soul edupreneurship . In addition , creativity child in process material become results the work that interesting and can marketed in the environment school and also outside environment school . As additional , student skills student For communicate , solve problems and work together in The team also improved.Results observation positive things obtained participant educate is :1. Students begin to recognize the business potential that can be created even from home. or School 2. Participants educate proud with the results of his work and it turns out he can produce income 3. Enthusiasm children For Selling products from their skills at market day events, Qur'an recitation, report card receptions, parenting meetings, 6th grade graduations, and can be deposited at cooperatives School 4. Participants educate more Spirit and creative in follow the lesson art Skills 5. Participants capable cooperate in team Group 6. Able to be creative with Good in create crafting as learning teaching materials edupreneurship

Say Key : crafting ; Creativity ; Edupreneurship

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INTRODUCTION

Participant educate is asset generation successor a nation that must prepared since early , Conditions and needs child educate in the future now and what will be come show the need development that can equip participant educate For face challenge life in a way independent , intelligent , dynamic , creative and productive . However Now This Still Lots participant less educated enthusiastic For learn and if they No own motivation For develop potential and creativity that he has . As expressed in Republic of Indonesia Law Article 3 Number 20 of 2003 Chapter II Concerning The National Education System states that : National education functioning develop ability and form character as well as civilization a dignified nation in frame to make smart life nation , aims For development potential participant educate to become a man of faith and piety to God Almighty, have morals glorious healthy , knowledgeable , capable , creative , independent and become citizen who democracy as well as responsible answer .

A psychologist say that actually every man own ability potential and creativity . With thus No There is reason say that I not a creative person ”, there is just Not yet hone potential the creativity that he has . The more often follow training or sharpening activities creativity , increasingly Good potential creativity that is owned . Creativity Can happen Because try something with intentionally .(Omar Malik: 2010)

The government is making various efforts to improve the quality of education. With this understanding, teachers should be able to find the right techniques to be able to... applied to the learning process according to the needs of each child. Some learning resources that can attract children's attention to learn include *crafting, games, stories* and *songs*. Crafting is an approach to learning that is *activity-based learning* . *Activity-based learning* is learning that based on activities that can stimulate children to develop their creativity *and* curiosity through the roles they play during the learning process (Febrianthi, 2004: 12) .

Indonesia, among others, through the Ministry of Education and Culture. The Ministry of Education and Culture issued a policy contained in Law of the Republic of Indonesia No. 20 of 2003 in Article 38 paragraph 1 concerning the National Education System. One of the contents of the policy is about the local content curriculum to realize the preservation, development and provide skills for students as heirs of high-value culture by utilizing Indonesia's national natural resources. The curriculum is one of the curricula whose implementation is adjusted to the environmental conditions of the area where the school is located. The implementation of the local content curriculum varies between regions because the conditions and needs of each region are not the same. In general, the purpose of the local content education program is to prepare students to be able to develop life skills *and* students have a solid insight into their environment as well as attitudes and behaviors that are willing and develop natural resources, social quality, and culture that support national development and local development. A teacher must own sharpness intuition For can understand condition each and every child.

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Skill subjects that are often taught include making snack bouquets, doll bouquets and others. For students of SDIT Quantum Mulia, this motivates the author to create practical, easy-to-understand, interesting and fun skill learning. As a source of learning, this skill has several advantages, namely (1) conditioning students to learn independently, (2) increasing students' motivation to learn to develop their quality and creativity, and students can play a role in fostering an entrepreneurial spirit.

METHOD

This article use approach qualitative through activity learning soulful edupreneurship that is strategic in increase creativity that is realized in innovation learning through activity skills to student student grades 4 and 5 of SDIT Quantum Mulia. In its implementation, the program training making crafts with ingredients economical and easy got For produce results works that can for sale in market day events, parenting events, entrusted to cooperatives and other events. Crafting activities are provided For student student class 4 and 5 SDIT Quantum Mulia, sub-district kroya Central Java district . Here This is stages implementation crafting activities :

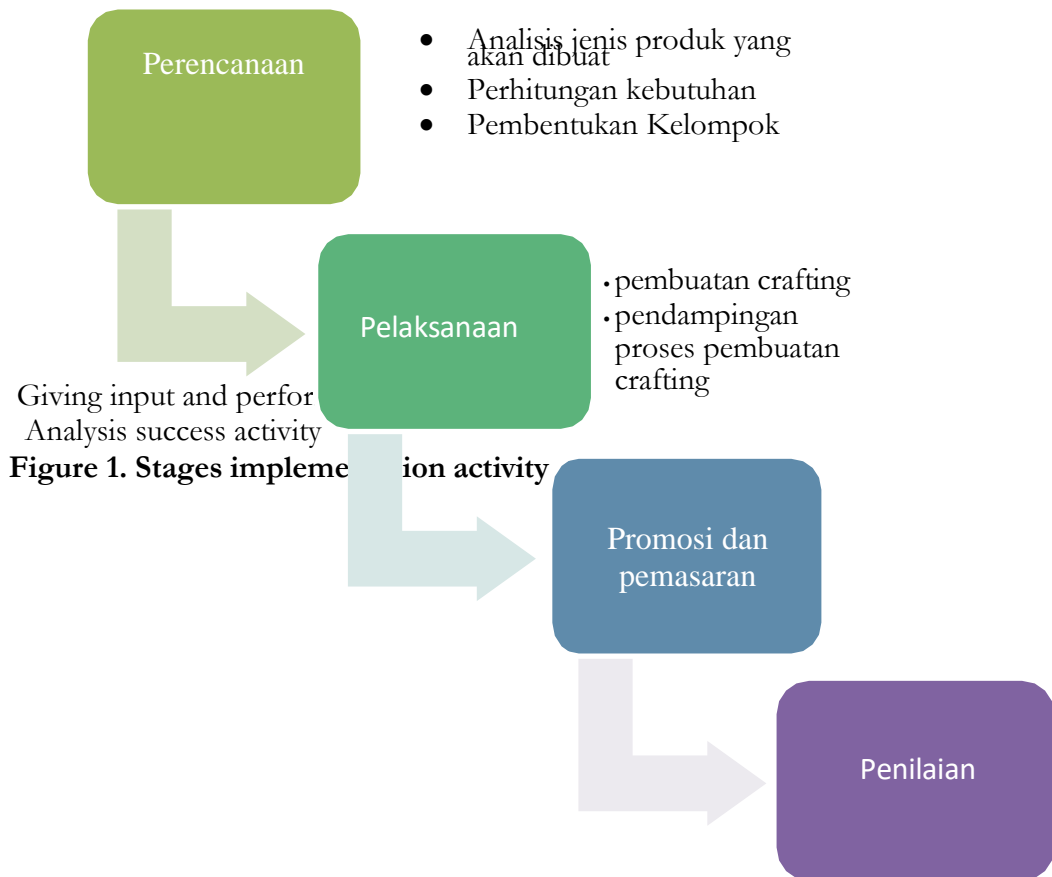


Figure 1. Stages implementation activity

Making this *crafting* involving student students , supervising teachers , accompanying teachers and guardians of students as well as inhabitant around as a participatory effort in purchase product results crafting work . Supervising and accompanying teachers always give directions as well as guidance from planning , implementation , and evaluation .

Implementation This held at SDIT Quantum Mulia located in the District Kroya , Regency Cilacap , Central Java. Target from training This is student student student grades 4 and 5 as many as 56 students . Of the 56 children the grouped into 7 groups . There are 8 students in each random group of students male and female students . This is done For spur creativity of each child in make results work through *crafting*

RESULTS

Handicraft is a process of making something with the aim of producing an object or thing (Haryono, 2012). Handicraft can also be interpreted as making an object using hands, not machine molds, which emphasizes the aspects of utility and beauty. Handicrafts usually function as goods or craft products that have utility value in supporting people's daily needs as well as aesthetics. Handicraft innovation is making contemporary goods with materials that are easily found around such as natural resources and waste. Examples of handicrafts from environmental waste are sling bags with recycled plastic product packaging materials that are woven, tablecloths from woven cigarette packs, and many more. Meanwhile, recycling is interpreted by KBBI as a reprocessing of materials that have been used. Another definition expressed by Nurlita (2018) that recycling is a way to use used goods to be reused into goods that have utility value or to be traded.

Handicrafts are artistic activities that process certain materials into products that are not only useful, but also contain aesthetic value (Yopi N. Nasir, 2013: 5). Handicrafts usually prioritize manual skills as a medium in making craft objects so that they have a high selling value. Handicrafts can be done by utilizing excess items that can possibly be processed into multi-functional and useful items. Yopi N. Nasir (2013: 6). states that handicraft products have very diverse functions and roles, namely as educational supporters, as decorations/ornaments, as functional objects, as toys and as souvenirs/gifts.

Lefrançois in Diah Harianti (2006:35) shows three different views on creativity. Viewing creativity as a creative individual, defining creativity as expertise, habits and originality. Cristiana Esther Juwanda views creativity as a creative product. She defines creativity as a product that can be accepted, useful and satisfying for many people. Through these three definitions, Lefrançois summarizes it into a creative individual, a creative product and a creative process. Garcia mentions creativity as a transformation of creativity because his view transfers the view of creativity that is individual to social. If previously the discussion about creativity was only related to creativity for oneself, then Garcia transfers it to creativity that stimulates the creativity of others. Creativity becomes very broad and strong when creativity stimulates other creativity to grow

Discussions about creativity always boil down to the question, "How to be creative"? What components are absolutely necessary for children to be able to develop their creativity. According to Stenberg in Chandra, knowledge plays a role in developing potential. He said, "Creativity can be useful for increasing knowledge through understanding but it really requires ability, concentration, and being able to find a way out of every problem". (Supriadi and Dedi: 1994:52)

Edupreneurship in French means entrepreneurial education, so edupreneurship can interpreted with education Which create participant educate Which innovative , creative And

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capable create opportunity as well as brave step use face challenge life (Tayyibi & Subiyantoro , 2022). Edupreneurship is change paradigm in field education Which No only produce graduate of Which quality on every the period , but also graduate of Which superior , quality , And empowered competition tall so that can give constructive and useful contribution for the lives of many people . . Shift This produce quality graduates in every period . Edupreneurship produce quality graduates in every period . Edupreneurship put more emphasis big on producing profits , which result in a number of financial gains.

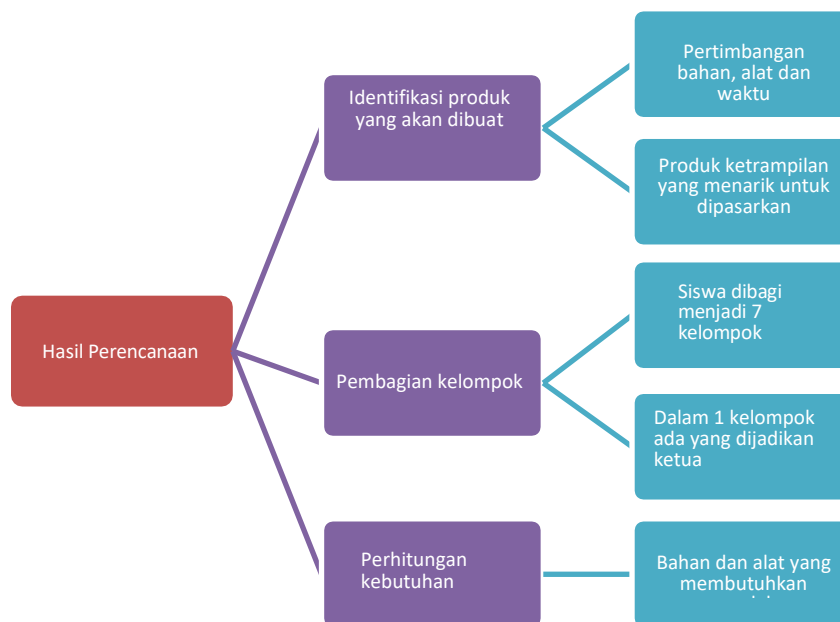
Edupreneurship blend pattern think businessman with quality creative , ability create opportunity new , and will take risk in realm education . Creativity and innovation in education can in the form of discoveries new or item development or method learning Which Already There is . Use media games in education is one of example edupreneurship in action .

main purpose edupreneurship is want to put concepts and attitudes or character entrepreneurship in the world of education , no aiming make student as entrepreneur (Budiono & Dwiprabowo , 2021). Edupreneurship educate or practice How to plant concepts entrepreneurship through the educational process , with Lots example its implementation . Education in edupreneurship produce creative and imaginative students , who are able to create possible possibilities reliable and has courage For stand And face obstacle life Which they face . Practice entrepreneurship is method dynamic For increase welfare . Development edupreneurship is a complete strategy For prepare competent and soulful graduates entrepreneurship . First steps in to build edupreneurship is equip capable instructor instilling an entrepreneurial mindset in children his students .

The world of business , entrepreneurship and education own network connections and points meeting through edupreneur. There are also those who equate the term edupreneur with term teacherpreneur . Edupreneur can be taught to everyone like : In children student student at home with guidance from parents and adults .

The spirit of edupreneurship entrepreneurship can be grown since age early (still become students) and Already move on Adults (students). Entrepreneurial spirit must be trained in a way independent and also with guidance a number of party (parents) and lecturers /teachers). For that 's interesting under review more carry on development soul edupreneurship through leadership democratic background behind leadership head school , democratic teacher in develop soul edupreneurship to participant educate . So from that , the formulation problem in study This that is How develop soul creativity and growing edupreneurship through learning skills developed , where results the work produced capable for sale in the environment school and also outside environment school . For know succeed or whether or not eduepreneurship There is Criteria success education entrepreneurship that is own high independence , has high creativity , brave take risk , action oriented , have character high leadership , has entrepreneurial skills , understanding concepts entrepreneurship and having character worker hard (Afifandasari & Subiyantoro , 2022)

Implementation *Crafting* This in progress through a number of stages carried out step by step For get maximum results . All the stages that begin with planning until with monitoring and evaluation has finished done and all stages implemented very well . Here is exposure every stages that have been team do :



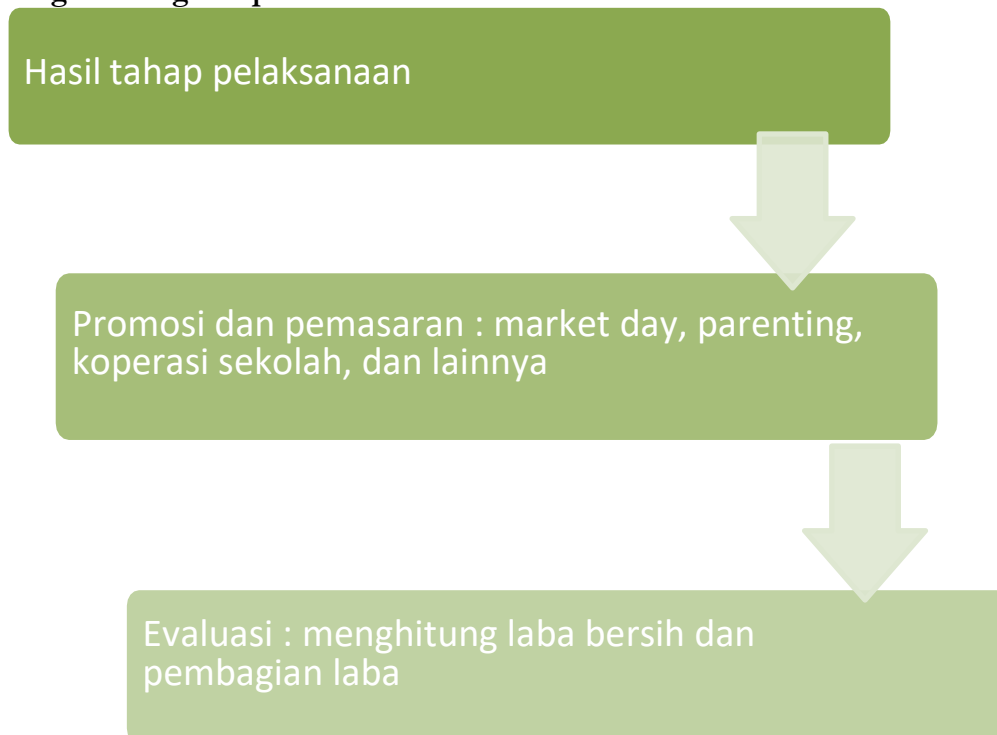
Stage 1. Results Stage Planning

Based on the diagram above , the results from stage planning covering three stage activities , namely : Identification the product that will be made , division groups and calculations needs . Details materials and needs . In the activities identification the product that will be made then teachers and students student must consider materials , tools and time to be used in the process of making *crafting*, besides it should also be to consider results skills what is interesting and valuable sell in marketing . The perpetrator making Student *Crafting* student classes 4 and 5 consisting of 28 students divided into into 7 groups where 1 group there are 8 students in One group there is one designated student For made into guarantor answer his group .

Calculation need outlined with results as following :

No	Types of needs	Description	Information
1	Material	<ul style="list-style-type: none"> • Various types of snacks Rp. 200,000 • Glue gun Rp. 20,000 • Used cardboard • Fabric ribbon Rp. 10,000 • 280 pieces of feather wire x IDR 500 = 140,000 	amount Rp. 370,000
2	Tool	<ul style="list-style-type: none"> • Scissors • Cuter 	

Stage . 2 Stage Implementation



In stages Both of these teachers play a role accompany student student grade 4 and 5 like following This :

1. The supervising teacher provides an understanding of the importance of potential for creativity and an entrepreneurial spirit in the current digital era. This understanding is conveyed with the learning objectives to be achieved. In addition, the teacher provides an overview of creative ideas that can be obtained from learning arts and crafts.
2. This learning activity not only involves students but also involves parents and the community around the school because the target market for this crating product is students, parents and the community around the school.
3. In expanding the ideas of creativity, students will attend class meetings that invite parents as mentors who have skill businesses such as making doormats, selling fried rice, selling Lamongan chicken, etc.
4. Teacher mentor and the supervisor provides direction regarding the RAB that has been made in accordance with the calculation of capital and materials needed in making craft products
5. The supervising and mentoring teachers provide direction mark economical from a goods For get profit/benefit.

From the results sale in activity on market day and left at Qmart then get it results sales of Rp. 680,000 then profit its $Rp680,000 - Rp370,000 = Rp310,000$

From steps Which has done on it turns out get very positive response from participant educate . Positive things obtained participant educate is :

1. Students begin to recognize the business potential that can be created even from home or school.

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2. Participant educate proud with the results of his work and it turns out he can generate income
3. The enthusiasm of children to sell products from their crafts at market day events, Qur'an recitation, report card receptions, parenting meetings, 6th grade graduations, and can be deposited at the school cooperative.
4. Participant educate more enthusiastically and creatively in take art lessons

After see development said , then SDIT Quantum Mulia started make an effort For Keep going create and innovate to product art skills to be able to equip student own creativity and independence For entrepreneurship in accordance potential opportunity existing marketing around its environment . This is it potential learning art associated skills with soul entrepreneurship see marketing potential around school , product innovative This based on potential that can developed after student SDIT Quantum Mulia students will graduate later and can apply in the environment they .

CONCLUSION

Focus from activity This is give soulful learning edupreneurship towards the participants study at SDIT Quantum Mulia related with crafting as an effort to improve potential creativity and soul edupreneurship which is educational and fun . The results of giving learning edupreneurship the show that

1. The participants capable cooperate in team group
2. Able to be creative with Good with materials provided and also No in create crafting as learning teaching materials edupreneurship
3. Product innovative Which made SDIT Quantum Mulia is a type of skill that is interesting to market
4. Learning arts and crafts is developed into activities that produce products and are marketed in building the entrepreneurial spirit of students.
5. Involvement in certain events results in the production of skilled arts products which have great potential for selling value and are popular with school residents and residents around the school.

CONFESSION

Saying accept love to All over inhabitant SDIT Quantum Mulia school , parents who have participate buy goods merchandise student student , no forget saying Thank You to inhabitant environment schools that have participate in buy goods merchandise student student grade 4 and 5

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