

THE MARKET DAY ACTIVITIES IN FOSTERING INDEPENDENCE AND CREATIVITY OF ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This study aims to describe how Market Day activities foster the character of independence and creativity in students at SDIT Mutiara Insan Sukoharjo. This study uses a qualitative approach with descriptive methods and phenomenological design. Data was collected through participatory observation, in-depth interviews, and document analysis, then analysed using the Miles and Huberman model, which included data reduction, data presentation, and conclusions drawn. The results of the study show that Market Day activities are carried out routinely and in a structured manner. All students from the lower to the upper classes participated and took turns according to the predetermined schedule. Through this activity, students are trained to design products, determine prices, serve buyers, determine sales strategies and complete transactions independently. Students also show creativity in choosing promotional strategies, overcoming challenges, and making sales posters. Supporting factors for the success of this activity include students' enthusiasm and problem-solving skills, school support, teachers' roles, and parental involvement. However, there are also obstacles such as limited numeracy skills, differences in confidence levels between students and a lack of interest in some products sold by students. Overall, Market Day at this school proved to be an effective means to instil entrepreneurial character values, especially independence and creativity, in a fun and meaningful learning atmosphere.

Keywords: Market Day, Independence, Creativity

INTRODUCTION

Education is an essential instrument in integrating knowledge, skills, and character. Through education, individuals can develop their potential and acquire provisions to face future challenges (Nurbani et al., n.d.). Along with the rapid development of technology and the times, society is required to adapt and deal with life's complexities. Schools, as educational institutions, have the responsibility to prepare future generations in line with the national education goals as stated in Law Number 20 of 2003, namely to shape individuals who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, democratic, and responsible (Oktaviani & Supriyadi, 2024). This goal aligns with the spirit of entrepreneurship, which emphasises a dynamic, creative, resilient, and simple mental attitude, along with efforts to increase income through business activities (Supinah & Parmi, 2011). Entrepreneurship not only trains practical skills but also fosters character that aligns with the values of the Pancasila Student Profile. This profile serves as a guideline for

educators to direct students to become lifelong learners who are competent, intelligent, of good character, and actively contribute to society (Kemendikbudristek, 2022). Character-strengthening efforts are carried out through school culture, intracurricular learning, the Pancasila Student Profile strengthening projects, and extracurricular activities.

Entrepreneurial character aligned with Pancasila values includes independence and creativity. Independence is the principal value in entrepreneurship, which helps children develop a resilient mindset and attitude in facing challenges. (Irmade & Isna Wahyuseptiana, 2020). Independence can be interpreted as a person's ability to manage and direct themselves without relying on others, including in decision-making, responsibility, time management, and facing challenges. (Halimatussa'diah & Napitupulu, 2023). However, the level of independence of elementary school students is currently still low. Many children rely on teachers or parents when completing assignments or making decisions. One of the causes is the overly protective parenting pattern, which prevents children from learning to think and act independently. (Kollo et al., 2024). In addition, a teacher-centred learning system also weakens student independence. The one-way pattern, lack of interaction, and dominance of instruction make students passive and unaccustomed to being responsible for their learning process. (Rizaldi & Pratiwi, 2024).

Creativity encompasses interconnected skills, attitudes, and processes. This can be interpreted as the ability to generate new ideas or transform existing ones into something original. (Rohimah et al., 2020). Creativity has an important role in student development. This allows them to be more competent in solving problems and adapting to situations that require imagination. (Hasmiati et al., 2024). Therefore, creativity needs to be developed from an early age because it can encourage children to express themselves, explore new things, and be more productive. Creativity also improves the quality of life and helps children adapt to the times. Unfortunately, the level of creativity in Indonesia is still low. Based on the Global Creativity Index (2021), Indonesia ranks 115th out of 139 countries. (Farliana & Setiaji, 2021) This is a challenge for the world of education to design more innovative methods to develop students' potential optimally.

One of the efforts to instil the character of the Pancasila Student Profile, such as independence and creativity, is through strengthening school culture, integrating values in learning, co-curricular activities, and extracurricular activities. One of the practical activities to build this character is Market Day. Market Day is a role-playing activity where the school environment is transformed into a market or bazaar, managed by students as sellers, with all school residents actively participating as buyers or in buying and selling transactions (Rukmana et al., 2023). This activity is a means of entrepreneurial practice that gives students real experience in buying and selling activities. Market Day activities align well with the

characteristics of elementary school students. At this age, students tend to favour fun, contextual, and active activities, as they are at a developmental stage that learns through play and real experiences (Dwinata et al., 2022). As an entrepreneurship program, Market Day aims to foster the values of independence, creativity, courage, leadership, and hard work (Muhammad Ghozali & Rahayu Apridayanti, 2022).

Several previous studies have shown that Market Day activities are effective in fostering students' character and skills. Ni Wayan Risna Dewi et al. (2024), Found that Market Day at Taman Tirta School cultivates entrepreneurial spirit, creativity, and character values such as honesty, cooperation, and responsibility through collaboration among teachers, students, and parents. Wahyu Hidayat et al. (2025) Emphasised that Market Day at SD Unggulan Aisyiyah can foster students' independence through planning and implementation processes that train decision-making and innovation, supported by teachers and the school environment. Furthermore, Mirza Afratilano Qodariyah & Saring Marsudi (2019) Demonstrated that Market Day at SDTQ Al-Abidin enhances self-confidence, creative thinking, and strengthens responsibility and independence based on Islamic values. Similarly, Retno Indri Astuti & Indah Fujiyati (2024) Showed that Market Day at SDN Ujungrusi 04 fosters entrepreneurial spirit, discipline, and independence with active support from teachers and parents. Nevertheless, the implementation of Market Day in various schools is still incidental and not yet consistently programmed. As a result, the expected character values have not been optimally instilled due to a lack of habituation. In contrast, character education requires a repetitive and continuous process to form enduring attitudes and behaviours.

In contrast to previous studies, this study specifically examined the implementation of Market Day at SDIT Mutiara Insan Sukoharjo. Market Day activities at this school are regularly scheduled and carried out, involving all grade levels as sellers on a rotating basis. Not only that, the focus of this research is more on efforts to develop character aligned with the values of the Pancasila Student Profile, especially the values of independence and creativity. This research aims to explore in depth how the implementation of Market Day activities fosters student independence and creativity at SDIT Mutiara Insan Sukoharjo. This study also identifies various supporting and inhibiting factors that affect the effectiveness of these activities. It is hoped that the results of this research will provide broader insight into implementing entrepreneurship education at the elementary school level and its contribution to developing students' character in accordance with Pancasila values.

METODOLOGY

This study uses a qualitative descriptive approach with a phenomenological design to explore the experiences of students and teachers in the context of Market Day activities at SDIT Mutiara Insan Sukoharjo. A qualitative approach produces descriptive data based on individual behaviour. (Sumarni, 2021). While the phenomenological design aims to understand personal experiences from the individual's perspective (Rosmita et al., 2024). The research was conducted over three weeks in May 2025. Primary data were obtained through participant observation and semi-structured interviews with third-grade students and their homeroom teacher. Secondary data came from books, journals, school archives, and documentation. (Ni'matuzharoh & Prasetyaningrum, 2018). Data analysis followed the Miles and Huberman model: data reduction, data display, and conclusion drawing. (Erland et al., 2020). Validity was ensured through source and technique triangulation by comparing data from interviews, observations, and documents. This research is expected to serve as a reference for developing Market Day as a character-building activity.

RESULT AND DISCUSSION

Implementation of Market Day Activities at SDIT Mutiara Insan

The implementation of Market Day activities in the school environment serves to integrate the educational process with entrepreneurial practice in the academic context. Market Day activities can be used to develop social skills in children. (Isnaini, 2019). This activity involves all children in various stages, from production and distribution to consumption, allowing them to learn directly through experience. This activity is an effective learning medium in fostering an entrepreneurial spirit, because students learn directly how to promote and sell their products to friends, teachers, and all school residents.

Market Day is one of the regular activities held by SDIT Mutiara Insan Sukoharjo to foster students' entrepreneurial spirit and mindset, starting with simple practices like buying and selling. This activity is conducted monthly according to the predetermined schedule. As explained by Mrs Siti Sumarni, a 3rd-grade homeroom teacher: "Market Day is regularly held every third Saturday of the month, so it is carried out once a month alternating with other activities.". The Market Day program has actually been implemented since 2012, although at that time it was not as intensive and consistent as it is now. The schedule of students assigned as sellers is arranged in turns by class, from grade 1 to grade 6. Each student has the opportunity to become a seller once per semester. The implementation of this activity is individual, with each student responsible for preparing and selling their own products independently. However,

for lower-grade students, assistance from teachers, older peers, or parents is still allowed in both preparation and sales processes.

There are two stages in the implementation of Market Day activities at SDIT Mutiara Insan Sukoharjo, namely the planning and implementation stages. These two stages are interrelated processes that play an important role in achieving the objectives of the activity. The planning stage is the basis for students to design products and sales strategies, while the implementation stage involves applying skills that have been prepared beforehand. At this stage, Market Day activities serve not only as a platform for entrepreneurial practice but also as a systematic and directed learning medium, fostering students' independence and creativity.

The first stage of the Market Day activity is the planning stage. At this stage, students are asked to design the products they will sell during the event. The planning begins with exploration, product selection, and continues to the production process. Exploration is the initial step where students seek information and observe business opportunities, including identifying products with the potential to sell well. Based on an interview with Mrs Siti Sumarni, it was concluded that: "Some students take the initiative to propose products they want to sell to their parents, but there are also cases where parents directly give input and guidance on what products to sell, and the students simply decide. Since third graders are still considered in the lower grades, some of them are not yet able to decide on their own what they want to sell." In this stage, parents need to play an active role by providing guidance and examples of products that are both appropriate and appealing to students, as well as visitors

Once the product is determined, the process continues with production. In this stage, students decide how to obtain the products they will sell. Some choose to make their own products together with their parents, while others resell finished products. According to the interview findings, Student R stated: "I usually do not make the products, I just buy them ready-made." Meanwhile, Student N said: "My parents make them, and I help with the packaging." These findings indicate that parental involvement is quite significant, especially for lower-grade students who still need assistance in preparing their products. After the products are ready, students begin to determine the selling price, packaging, and promotion strategies through discussions with their parents. Through these stages, students not only learn how to design a product but also develop critical thinking, creativity, independence, and a sense of responsibility toward their own work.

The next stage is the implementation stage. At this stage, students begin to execute the plans they have prepared beforehand. They bring the products to the school and arrange their merchandise on a prepared table or booth. Each student is responsible for organising, presenting, and promoting their products independently. In addition, they must also serve

buyers well, calculate transactions carefully, and provide appropriate change. This activity took place in the school yard, precisely in the South Building area, which had been prepared as a selling location.

The implementation of Market Day activities on Saturday, February 8, 2025, is one example of this stage. Based on the results of observations made by researchers, on that day, grade 3 students got their turn as sellers. The number of students involved reached around 85 people, who were divided into four study groups. All 3rd-grade students were actively involved and showed enthusiasm in preparing and peddling their merchandise. Before the activity started, the homeroom teacher directed the students to arrange their merchandise at the prepared booth tables. All students who serve as sellers bring merchandise in the form of food or drinks. Each student is allowed to bring a maximum of 25 product items, with a selling price of no more than IDR 5,000 per item.

After finishing arranging the products, the students who serve as sellers begin to offer their goods to friends, teachers, and other visitors. They are fully responsible for the products sold, including maintaining the booth until the merchandise is sold out. Students must also be able to calculate purchase transactions independently. However, if they experience difficulties, teachers are ready to assist as necessary. Not only do students practice buying and selling transactions, but they also learn to face challenges, such as when sales have not been sold much or when encountering other unexpected obstacles. If the products are sold out, students are still responsible for tidying up and cleaning the tables or booths they have used. This activity is part of learning about the importance of maintaining cleanliness and fostering a sense of responsibility for the surrounding environment.

Through Market Day activities, students not only get a fun learning experience but also gain meaningful and applicable knowledge. This activity actually teaches various aspects of life skills, ranging from planning, cooperation, communication, to responsibility in carrying out the roles of seller and buyer. (Hidayah & Ayuningtyas, 2022). More than just buying and selling activities, Market Day is an effective forum for instilling the values of independence, creativity, and resilience. The learning experience gained provides new insights and shapes positive character traits that will benefit students' lives in the future.

Efforts to Foster Independence and Creativity

Instilling character values in elementary school-age children is not only achieved through classroom learning but also through real activities that involve direct experience. One form of activity designed to foster these values is Market Day. Through this activity, students not only learn about the concept of buying and selling but also develop life skills such as

independence, responsibility, creativity, and courage. In its implementation, Market Day is an effective way to instil entrepreneurial values in students in a fun and easy-to-understand way.

The following are some of the efforts to foster students' independence and creativity through Market Day activities:

1. Creativity

The spirit of students' creativity is evident when they participate in creating and deciding the types of products to be sold during Market Day activities. This activity is a forum to train students' entrepreneurial spirit from an early age, especially in terms of designing products, determining selling prices, and choosing the right sales strategy. However, this process still involves the participation of parents as companions, especially in product creation and pricing. However, the initiative is still given to students so that they are trained to think creatively and be active in conveying their ideas. Through this activity, teachers also strive to instil the values of creativity and innovation, enabling students to hone their ability to think and act independently in the context of simple entrepreneurship. This creativity is then practised directly by students through real experience selling at Market Day activities.

When facing unexpected challenges, such as products that were less in demand or a lack of change, students were trained to think flexibly. They learned to find alternative solutions and remain calm in dealing with situations. As explained by Mrs Siti Sumarni: "Sometimes there were types of food that children did not like, so many remained unsold. Then the students took the initiative to walk around, offering them to teachers, classmates, or older students while saying, 'please buy, ustaz, 'please buy, sis, 'the price is reduced,' 'the price is cut.' Their friends also helped when the items were not sold out." In addition, interviews with students revealed simple solutions they applied when facing obstacles. For instance, Student R stated: "If I do not have change, I borrow it from a friend next to me first, and later return it once I have it." Such abilities are important to instil from an early age as a means of facing challenges and solving problems in daily life. This aligns with the concept of creativity as the ability to generate new ideas, apply them in problem-solving, and create practical alternatives for human life (Sari et al., 2021).

In addition to learning entrepreneurship, students have the opportunity to channel their creativity into creating attractive and informative sales posters. Even though it uses only a simple writing design, this poster serves as a medium to introduce the product while attracting buyers. This activity not only trains aesthetic and visual communication skills but also encourages students to think creatively.



Figure 1. Example of a sales poster

2. Independence

Independence can be interpreted as the ability to do something with one's own efforts without relying entirely on the help of others. (Musbikin & Rizal, 2021). Independence in elementary school-age children does not mean they are entirely independent of adults. However, they begin to learn to do various things on their own, according to their developmental stage. In this process, the role of teachers and parents is crucial as they provide consistent guidance, direction, and stimulus. In cultivating independent behaviour, it is necessary to start from physical things that are directly related to daily activities. This physical independence is the basis for the formation of psychological independence. (NUR SOLIKAH & Khalis, 2024). Children who are used to doing things on their own will be more confident and able to make decisions. On the other hand, children who are always helped tend to feel incapable and easily dependent on others when facing problems.

Market Day activities are one way to directly train students' independence. They were asked to bring their own products to sell, arrange them at the sales desk, offer them to buyers, serve buyers, give change, maintain the stand until the products are sold out, and tidy up the sales area when finished. As explained by Mrs Siti Sumarni: "The majority of third-grade students are already able to sell, offer, and even handle transactions independently without assistance. Only a few students who truly need special support are accompanied by the homeroom teacher. As for the parents, by third grade, they are no longer involved in helping." The students themselves do all of this as an exercise to get used to being responsible and not always dependent on the help of

others. Through this activity, students learn to complete tasks with confidence and begin to grow into independent individuals.

Supporting and Inhibiting Factors in Fostering Independence and Creativity

In an effort to foster students' independence and creativity through Market Day activities, various factors affect their success. These factors can be supportive or inhibiting, both from the internal aspects of students and the surrounding environment. Based on the interview with the third-grade homeroom teacher, it was concluded that: "Almost all students are already confident in offering their products, except for a few who are shy and less self-assured, choosing instead to remain silent and wait for buyers. In addition, some types of food that are less favoured by the students often remain unsold."

One of the main supporting factors in Market Day activities is the enthusiasm and courage of students. The students showed an active attitude in offering products, daring to speak to buyers, and displaying high confidence. They also show evolving communication skills. This is an important provision in building an entrepreneurial spirit from an early age. In addition, students' creativity and ability to find solutions are also advantages. When faced with challenges such as products that are less in demand, students try to overcome them on their own initiative. Some provide discounts, while others offer their goods directly by going around the classroom or the teacher's room. This ability shows that students begin to develop a creative entrepreneurial mindset and can adapt to various situations.

Support from the school also plays a crucial role in ensuring the smooth implementation of Market Day activities. The school actively encourages entrepreneurial activities as part of efforts to shape students' character. Market Days are seen as a means of hands-on learning that is fun, relevant, and meaningful. School policies that support this activity create a positive learning atmosphere and encourage the involvement of all parties. The role of teachers is no less important. The teacher provides assistance and direction during the activity without dictating too much to the students, allowing them to learn independently. Teachers also play a role in establishing communication with parents so that they can participate in supporting this activity from home. Finally, the involvement of parents also strengthens the sustainability of Market Day. Parents assist in preparing products, providing input, and supporting their children at home. This cooperation between students, teachers, schools, and parents is what creates a positive, fun, and meaningful learning atmosphere.

Behind the various supporting factors above, there are also several obstacles faced during the activity. The main obstacle is that some students have not yet mastered basic arithmetic skills, particularly at the lower grade level. This difficulty is often seen when they have to calculate the total price or give change to the buyer. Even though grade 3 students are

generally quite independent, there are still one or two children who need assistance from teachers in the transaction process.

In addition, the difference in confidence levels between students is also a challenge in itself. Not all students feel comfortable talking or offering merchandise to others. Some students appear shy, nervous, or even passive when interacting with buyers, especially when talking to adults or people they do not know yet. This shows that communication skills and the courage to appear in public still need to be honed. (Kinanti et al., 2025). Another obstacle is the lack of interest in some types of products sold. There are times when student merchandise is not in high demand, so it does not sell well or only sells a little. In situations like this, teachers or their friends sometimes step in to help by buying the product to keep students motivated and prevent them from feeling disappointed.

Although various obstacles arise during its implementation, Market Day activities continue to provide significant benefits overall. With strong support and wise efforts to overcome obstacles, this activity continues to develop into an effective learning tool for fostering students' entrepreneurial character, independence, and creativity.

CONCLUSION

Based on the research findings, Market Day at SDIT Mutiara Insan Sukoharjo effectively promotes character education, especially in fostering students' independence and creativity. Held regularly across all grade levels, this activity allows students to engage in simple entrepreneurial practices—designing products, setting prices, promoting items, serving customers, and managing transactions independently. It also encourages creative thinking in solving real-world challenges.

The program's success is supported by student enthusiasm, active teacher involvement, school support, and parental assistance at home. Challenges such as limited numeracy skills and low self-confidence were identified but could be addressed through proper guidance and a supportive environment. Overall, Market Day serves as a meaningful and contextual platform for both entrepreneurship and character development. It is recommended that such programs be sustained as part of broader efforts to instil Pancasila values, especially independence and creativity from an early age.

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