



## Internalization of Entrepreneurship Values in the Market Day Program as a Form of Application of Islamic Religious Education Values

Atik Rosanti<sup>1\*</sup>, Kardi<sup>2</sup>, Uus Ruswandi<sup>3</sup>, Bambang Samsul Arifin<sup>4</sup>

<sup>1,2,3,4</sup>(UIN Sunan Gunung Djati, Indonesia).

\*Corresponding Author. E-mail: atikrosanti96@gmail.com

Receive: 17/04/2022

Accepted: 17/08/2022

Published: 01/10/2022

### Abstrak

Penelitian ini bertujuan untuk mengetahui internalisasi nilai-nilai entrepreneurship dalam program market day sebagai bentuk aplikasi nilai-nilai pendidikan agama Islam. Metode yang digunakan dalam kajian ini menggunakan metode atau pendekatan kepustakaan, bahwa studi pustaka atau kepustakaan dapat diartikan sebagai serangkaian kegiatan yang berkenaan dengan metode pengumpulan data pustaka, membaca dan mencatat serta mengolah bahan penelitian. Hasil penelitian ini menunjukkan bahwa peserta didik juga sangat kreatif bahkan mereka biasanya sebelum pelaksanaan market day, semua peserta didik yang berinisiatif untuk membuat poster dan menempel di tembok sekolah untuk mempromosikan barang dagangan mereka. Program market day ini, sama halnya dengan jual beli yang dilakukan dipasar-pasar pada umumnya. Bedanya di sini yang berjualan adalah anak-anak, dengan adanya program ini tentunya dapat melatih rasa percaya diri dan kreativitas peserta didik. Proses internalisasi nilai-nilai islami sudah ditanamkan, bukan hanya di dalam program market day, internalisasi nilai-nilai islami juga sudah ditanamkan dari peserta didik di kelas I sampai di kehidupan sehari-hari, melalui program market day guru mencontohkan jual beli dalam islam.

**Kata Kunci:** Internalisasi, Entrepreneurship, Nilai, Pendidikan Agama Islam.

### Abstract

*This study aims to determine the internalization of entrepreneurship values in the market day program as a form of application of the values of Islamic religious education. The method used in this study uses a library method or approach, that literature or literature study can be interpreted as a series of activities related to methods of collecting library data, reading and recording and processing research materials. The results of this study indicate that students are also very creative, even before the market day, all students take the initiative to make posters and stick them on the school walls to promote their wares. This market day program is the same as buying and selling that is carried out in markets in general. The difference here is that the salespeople are children. With this program, of course, it can train students' self-confidence and creativity. The process of internalizing Islamic values has been instilled, not only in the market day program, internalization of Islamic values has also been instilled from students in class I to everyday life, through the market day program the teacher exemplifies buying and selling in Islam.*

**Keywords:** Internalization, Entrepreneurship, Values, Islamic Religious Education.

### Introduction

The current era of globalization provides extraordinary challenges, because it demands competition in various sectors between countries, including in the field of education.

In facing these challenges education also requires changes in order to be able to balance

the existing currents. According to (Arifudin, 2022) that the role of education is very large, because education influences various sectors such as economic, social, cultural and others.

According to (Ulfah, 2022) that the obligation of education in Indonesia is to prepare a generation that is competent and able

to survive in a fast-paced world. Based on Law Number 20 of 2003 concerning the National Education System Article 3 concerning the function of Education, it can be concluded that Education is tasked with developing and shaping human character who believes in and fears God Almighty, has noble character, is creative, capable, independent, democratic, and responsible (Dwintari, 2017).

Based on this, learning is needed that can meet the needs of students to achieve educational functions. According to (Ulfah, 2019) that learning is not just intellectual, but the planting of character and knowledge about life skills must also be balanced

According to (Mayasari, 2021) strengthening life skills for students can be done through several ways, one of which is through Entrepreneurship education (Edupreneurship). Entrepreneurship education that is integrated into Islamic Religious Education (PAI) learning in class is based on facts in the field which conclude that schools still produce students who excel in academics only. Schools still prioritize results rather than processes, so learning outcomes obtained in writing are felt to determine whether someone is worthy or not called potential (Maemunah, 2021).

This is explained by Parkins as quoted (Sulaeman, 2022) that in 2003 in Indonesia only 1% of schools emphasized the quality of learning (process) and the rest still emphasized academic achievement. The following study will discuss the internalization of entrepreneurship values in the market day program as a form of application of the values of Islamic Religious Education.

The values taught in PAI learning are about the values of Shidiq, Tabligh, Amanah and Fathonah. These four traits are traits that are inherent in the character of the prophet Muhammad SAW (Iswan et al., 2019).

Entrepreneurship has its origins from English, namely entrepreneurship which actually comes from the word entrepreneur, this word means an expertise in applying creative thinking and acting innovatively which is used as a basis, resource, driving force for goals, procedures and processes in dealing with life's problems (Shavab, 2021).

Quoting the opinion of David Osborne & Ted Gabler as quoted (Labetubun, 2021) that said that in the current development of the world, a person is required to have an

entrepreneurial character (Entrepreneurial Government).

With someone having an entrepreneurial character, an organization will have new breakthroughs in competing to create more efficient, effective, innovative, flexible and adaptive ideas (Tanjung, 2020).

As quoted from the results of a survey by the Central Bureau of Statistics in August 2020, the number of unemployed people increased by 2.67 million. Thus the number of unemployed labor force is 9.77 million people. Especially now that the world is experiencing an economic downturn due to the Covid-19 pandemic, where people cannot work directly as a result of being tied to formal jobs, many of the workers have even been laid off due to decreased company income.

Efforts that can be made to overcome this are young people who are preparing to enter the world of work, it is hoped that they will be equipped with entrepreneurial values, so that young people are not only oriented to work for other people but are able to create jobs for others. According to (Silaen, 2021) that in this case entrepreneurship becomes an economic power for a country, so that these countries become a world economic power that is rich with the development of science, technology and innovation.

From this case efforts to internalize entrepreneurial values must be instilled in the souls of the youth so as to create a job market that is balanced with the workforce.

As explained above, it can be concluded that a good Islamic religious education learning process is one that is able to realize the functions and objectives of national education, one of which is to provide entrepreneurship skills to students by cultivating their entrepreneurial spirit from an early age, in addition to other knowledge learned by students at school. One of the educational institutions that has applied entrepreneurial skills to students from an early age is through the market day program.

## Methodology

This study seeks to analyze and describe the internalization of entrepreneurship values in the market day program as a form of application of the values of Islamic religious education. In accordance with the characteristics of the problems raised in this

study, a qualitative research method was used, emphasizing the analysis on descriptive data in the form of written words that were observed. The author uses a qualitative approach to analyze the study of the internalization of entrepreneurship values in the market day program as a form of application of the values of Islamic religious education.

So by itself the analysis of this data is more focused on Library Research, namely by reading, studying and studying books and written sources that are closely related to the issues discussed. The method used in this study uses library research, according to Zed in (Rahayu, 2020) that literature or library research can be interpreted as a series of activities related to methods of collecting library data, reading and recording and processing research materials.

This type of research is qualitative research. According to Ibnu in (Arifudin, 2018) qualitative research is a study in which data is expressed in verbal form and analyzed without using statistical techniques. Based on some of the definitions of qualitative research above, it can be concluded that qualitative research is a study in which the data is expressed in verbal form, does not use numbers and its analysis does not use statistical techniques.

#### 1. Research Object

In this study the research object consisted of 2 (two), namely formal objects and material objects (Arifudin, 2019). The formal object in this study is in the form of data, namely data related to a critical review of the study of the internalization of entrepreneurship values in the market day program as a form of application of the values of Islamic religious education. While the material object is a data source, in this case a critical review of the study of the internalization of entrepreneurship values in the market day program as a form of application of the values of Islamic religious education.

#### 2. Data Collection Techniques

Data collection was carried out using documentation techniques, namely conducting a literature survey to collect materials, and literature studies, namely studying materials related to the object of research. The data collection technique according to (Bahri, 2021) suggests that it is the most strategic step in research because the main objective of research is to obtain data. There are several ways or techniques in collecting data, including observation and documentation. Sources of data

used in this study include primary and secondary data. According to (Hanafiah, 2021) that primary data is data collected directly from the individuals being investigated or first-hand data. While secondary data is data in the libraries. The primary data in this study are books related to critical reviews of studies on the internalization of entrepreneurship values in the market day program as a form of application of the values of Islamic religious education, and secondary data obtained from both national and international journals.

#### 3. Data Collection Tools

In this study, the writer will use the documentation method as a tool for data collection because this research is library research. In other words, according to (Ulfah, 2019) this technique is used to collect data from primary and secondary sources.

#### 4. Data Analysis Techniques

Data analysis is not only carried out after the data is collected, but since the data collection stage the analysis process has been carried out. The author uses a "qualitative" analysis strategy, according to (Apiyani, 2022) that this strategy means that the analysis starts from data and leads to general conclusions. Based on this data analysis strategy, in order to form general conclusions the analysis can be carried out using an "inductive" framework. According to (Sugiyono, 2015) that the discussion method uses a descriptive-analysis method, namely explaining and elaborating the main ideas relating to the topic discussed. Then present it critically through primary and secondary library sources related to the theme.

#### 5. Research Procedures

The data in this study were recorded, selected and then classified according to the existing categories. The approach used is an analytical descriptive approach. According to (Nasser, 2021) that descriptive analysis (descriptive of analyze research), namely the search in the form of facts, the results of one's thought ideas through searching, analyzing, making interpretations and generalizing the results of the research conducted. According to (Arifudin, 2021), the research procedure is to produce descriptive data in the form of written data after conducting a content of a text. After the writer collects materials related to the problems to be discussed in this study, then the writer analyzes and interprets to draw conclusions.

## Findings and Discussions

### Internalization of Islamic Entrepreneurship Values in the Market Day Program

Based on the background description above, the internalization of Islamic values in the market day program is very important because it can provide education to students regarding the procedures for buying and selling or entrepreneurship according to Islamic Religious Education values taught by Rasulullah SAW.

#### a. Market day program

Every new academic year the composition of market day program activities has been planned, market day program activities are held twice a year every 1 semester once. The market day program is a place to facilitate students to trade. Of course the market day program is carried out by students, while those who become sellers on market day are high class and those who become buyers are low class. This is consistent with the theory:

The market day program is one of the education programs that aims to provide a relatively more complete understanding and awareness of life, form a more stable emotional structure and mentality, and build more enlightened daily attitudes from time to time. This activity is usually in the form of a bazaar or market held by the school. This activity usually involves all components of the school. Sometimes when Market day takes place visitors from outside the school also attend, even long before the day students have prepared their wares (Nurhayati, 2018).

This is in accordance with the objectives of the market day program to train students to be independent, to foster an entrepreneurial spirit in students and to train them to be wise in using money. One of the efforts to instill talent in children is through market day program activities. From these activities, children are instilled with an independent attitude and an entrepreneurial spirit in facing life's challenges. The aim of the market day program is to train children to be honest, to foster independence in children, to foster an entrepreneurial spirit in children, and to train them to be wise in using money (Wahyuni et al., 2017).

The market day program aims to form a person's independent attitude, make someone with an honest business spirit, train students who are good at financial management. Implementation of the market day program will

certainly be beneficial for the formation of students' attitudes in the future so that from this program, students will be able to face life's challenges.

In addition, all students also hold saving activities every week saving Rp. 5,000 Savings collected for trading capital. Do not forget that the proceeds from the sale are always donated because there are other people's rights from the proceeds of the sale. The market day program is a routine activity that is carried out twice a year, with this market day program to train students to be independent. When carrying out market day, students must also give voluntary infaq.

Students are not only trained to set aside their pocket money to save and give it to other people, because in this program it is implemented that part of the income they get from their merchandise has the rights of other people. The benefits of implementing the market day program are not only of worldly value, but have the afterlife value which can shape the character of students who are more faithful and pious.

The agenda for this market day program is usually when there is a rundown of the market day program, all students first perform Duha prayers at 07.00-08.00 in the morning. After it was finished, there was the name BSI (Islamic social guidance) after the Duha prayer was delivered by the class teacher and at the opening of the event. In conducting buying and selling transactions, what must be considered is looking for halal goods to be traded or traded in an honest way. Clean from all destructive properties of buying and selling such as fraud, theft, confiscation and others.

The application of Duha prayer can accustom students to asking Allah for help before starting a business. Then, the application of Islamic stories about buying and selling in Islam is an activity that introduces how to trade or buy and sell according to Islam, introduce halal and haram merchandise to be traded, or matters related to buying and selling. Thus, buying and selling carried out in the market day program is in accordance with Islamic law.

#### b. Implementation of the market day program

Market day is carried out in order to provide entrepreneurship education or entrepreneurship to students at school. Entrepreneurship is a process of applying creativity and innovation to solve and seek opportunities from problems faced by everyone

in everyday life. This activity is in the form of business procurement by students to sell their wares, in which students will learn how to become an independent entrepreneur (Widayati, 2018).

The implementation of the market day program 1 year 2 times for the agenda every year is scheduled for the implementation date arranged at the beginning of the school year when the teachers meet the implementation schedule for 2022, the event starts usually from 08.00-16.00 WITA. Students who trade are students from grades III, IV, and V. The buyers in implementing this market day program are students in grades I and II, parents/guardians of students, to general buyers or other than the school, students who sit on class VI and assisted by a council of teachers. The division of the schedule aims to make this program more structured in its implementation.

The market day program committee is also not only from students, but this program is also assisted by the teacher council as the person in charge and whose job is to supervise, pay attention, control and assess all activities carried out, and the teacher also has a role to warn if there is an error in the market program day. In this activity, students are also limited to bringing pocket money with a maximum nominal value of Rp. 25,000.00. This program was very well planned from start to finish in its implementation, seen from the division of the committee, what merchandise was traded, even the Duha prayer before starting the activity. The implementation of the market day program also greatly regulates the interactions between men and women. A special place is provided so that the stands for male and female students are not mixed. A special place is provided so that the stands for male and female students are not mixed. The market on market day is different from any market. There is a separation between male and female interactions. The men's stand gets a special place as well as the women's stand. The market day program not only regulates how to trade in accordance with Islamic law, but also regulates how to interact properly with others, and how to maintain relationships with people who are not muhrim.

There are various kinds of goods that are traded which are of course halal to sell, such as food, drinks, stationery, and don't miss Islamic story books. For merchandise, that is returning to the parents' synergy in choosing merchandise such as homemade, food, drinks, pets, and

others. Everything will be facilitated later by people who make it easier for parents to choose, even parents use this moment a lot to really train their children to actually sell one hundred percent like people selling at the market. This entrepreneurship training aims to make students accustomed to trading in accordance with Islamic law. In addition to introducing the business world, the market day program also forms creative, innovative, and productive students. You can see the way students advertise their wares by making posters, so that the merchandise is more attractive and unique.

c. The Islamic values of entrepreneurship in the market day program

When implementing market day there are Islamic values that have been embedded in the daily lives of students. Of course this attitude cannot be obtained directly but must go through a long process. However, the attitude of students can also be trained simultaneously by carrying out market day program practices.

In the market day program there are Islamic values that have been implemented while the way the teacher instills the values of siddiq, amanah, tabligh, and fathanah is through the market day program:

1) Siddiq, namely conveying what is in accordance with one's conscience, being honest in carrying out buying and selling transactions. Honesty also means compatibility with existing facts or facts. 56 This attitude then has two indicators, namely:

a) Honest

Before carrying out direct trading practices, students of course have also been given directions by the teacher regarding good trader attitudes. One of the attitudes taught is honesty. After practicing directly when selling several times, this is what makes students accustomed to carrying out the attitudes taught before. That's why students are used to being honest in everyday life.

As for the honest form of students, it can be shown during market day when the goods they sell are defective or not good, then they are not worth selling the goods because they can harm the buyer. When selling, you must always be honest because the teacher also teaches students to sell good goods, so it is clear that the merchandise provided does not contain food and drinks and does not use artificial coloring. The merchandise sold is also Islamic-based.

b) Patience

In this market day program students are also taught to be patient, when their merchandise stalls are quiet or no buyers visit them to remain patient, so that their sales will be blessed while they read the Koran and also perform Duha prayers because they believe that Allah's sustenance is in control. Before they sell, they pray dhuha first so that their wares sell well and also always remind their friends to pray dhuha so that their wares sell, some sell while reading the Koran because they believe that Allah will help their sales.

The existence of the market day program teaches students to be patient in trading, not to complain when merchandise is not selling and to make Duha prayer a habit. Because patience is holding back from all complaints.

2) Trustworthiness, encouraging a person to be responsible for himself, society and the environment. In the market day program, students do not exaggerate the price of goods and there are two indicators of this trustful attitude, namely:

a) Fair

. The maximum limit for the price of goods is Rp. 5000 and the cheapest Rp. 500. Students are also taught when trading not to exaggerate the price of goods.

The fair attitude that has been applied by students is also in accordance with indicators of fairness. Indicators of fairness are being impartial and having openness and being willing to listen to others. The students have applied it well in their daily life. Teachers who manage market day also teach students how to be successful in the future so that they can benefit many people.

b) Istiqomah

Implementation of the market day program also regulates the interactions between men and women. A special place is provided so that the stands for male and female students are not mixed. The market day program not only regulates how to trade in accordance with Islamic law, but also regulates how to interact properly with others, and how to maintain relationships with people who are not muhrim.

Istiqomah is the condition or effort of someone who is determined to follow the straight path (Islamic religion) that has been appointed by Allah SWT. Learners are taught to continue to do good, especially when buying and selling, to always obey the rules that were applied during the market day program. There is a habit of Islamic values like this to train

students to always be consistent in what they do.

3) Tabligh, namely being able to communicate well when making buying and selling transactions.

In the market day program students say politely and politely, offering well this can be seen in two indicators in the attitude of tabligh, namely:

a) Gentle

Efforts to instill Islamic values through market day can be seen when students make buying and selling transactions using the words kind words, gentle and words that reach. Students are accustomed not to complain because they are taught to try to find solutions, for example the place is muddy or a drink stand spills over them so they try to find something slowly or usually ask the ustadz or ustadzah or class IV committee members to help them, they are not shy embarrassed to ask for help and ask the upperclassmen.

Gentle is the attitude of being kind and not easily angered. From this statement, students are used to being responsible for their merchandise stands and when asking for help, they use gentle words. The attitude of tabligh is not only in market day activities but also in the daily life of students.

b) Empathy

When the market day program activities were carried out, students were found with a high attitude of mutual help among students, especially in terms of promoting both their own merchandise and the merchandise of their friends, and there was good interaction between students during the market day process. for participants who find it difficult to exchange change, buyers of other friends help to exchange change.

4) Fathanah, namely intelligence, a trader is able to market his wares to consumers. Students are also taught how to promote goods and be creative in trading, this is made in two indicators of fathanah attitudes, namely:

a) Resilient and Persistent

If you do trading, of course the seller is advised to be able to sell products to customers. The atmosphere of the market day program was very lively, lively and fun. Students who become sellers try hard to offer merchandise so that it sells quickly and enthusiastically while shouting to market their wares to buyers. From this activity, there was no student who bought snacks without paying for them.

b) Creative

The atmosphere of the market day program is visible to the sellers. They are very smart in marketing their wares, they offer their wares by yelling at each other, the delivery of which is very polite and friendly to buyers. There were even students who offered their wares into the teacher's office and into classes. Intelligence in marketing merchandise is very important for the best selling of seller's merchandise because this can attract buyers' curiosity about the merchandise being traded.

Students are also very creative and they usually even before the implementation of market day, all students take the initiative to make posters and stick them on school walls to promote their wares. This market day program is the same as buying and selling that is carried out in the markets in general. The difference here is that the salespeople are children. With this program, of course, it can train students' self-confidence and creativity.

d. Internalization of Islamic entrepreneurship values in the market day program

Internalization of Islamic entrepreneurship values in the market day program. The process of internalizing Islamic values has been instilled, not only in the market day program, internalization of Islamic values has also been instilled from students in class I to everyday life, through the market day program the teacher exemplifies buying and selling in Islam. Activities that support the market day program include teaching about currency, buying and selling laws, the characteristics of the Prophet in trading (honest, trustworthy, tabligh, and fathanah), and introducing halal and haram goods.

1) Siddiq

Efforts to internalize Islamic entrepreneurship values in the market day program:

a) Honest

Siddiq is conveying what is in accordance with one's conscience, being honest in carrying out buying and selling transactions, the honest attitude of students is internalized through the market day program in terms of when students make transactions buying and selling where it can be seen that students sell goods by not hiding damaged goods and selling quality goods.

b) Patience

Patience is refraining from all complaints. Market day program activities

internalize the value of siddiq which has an indicator of patience where all students who are in charge of trading when they have problems with their merchandise are patient and don't complain and always try to make their sales sell. Efforts to internalize the value of patience through the market day program are seen when students buy and sell patiently when offering goods to buyers, the goods offered are in accordance with the conditions of the goods and do not complain when the merchandise is empty.

2) Amanah

Efforts to internalize Islamic entrepreneurship values in the market day program:

a) Fair

Fair attitude is internalized through direct practical activities students apply selling activities as well as selling goods with a maximum price of Rp. 5000 and the minimum price is Rp. 500. When trading students sell goods at prices that do not exceed the predetermined price.

b) Istiqomah

The attitude of istiqomah is internalized when students obey the rules in the market. During the implementation of the market day program, a special place was provided so that the stands for male and female students were not mixed. There is a separation between male and female interactions. The men's stand gets a special place as well as the women's stand. This is the embodiment of Islamic values in trading. It is very clear that the market day program not only regulates how to trade in accordance with Islamic law, but also regulates how to interact properly with others, and how to maintain relationships with people who are not muhrim. Students are also always consistent in conveying the price of goods according to the price that has been limited.

3) Tabligh

Efforts to internalize Islamic entrepreneurship values in the market day program:

a) Gentle

Through the market day program students learn to trade like a real market where students communicate well and serve buyers in a friendly manner. Efforts to instill Islamic values through market day have been seen when students serve buyers in a friendly, kind and gentle manner so that buyers who pass through the sales buy their wares because

students are very friendly and good at offering goods. When offering merchandise, students convey gently, do not force them to buy when customers ask. Students are used to being responsible for their merchandise stands and when asking for help students with gentle words. The attitude of tabligh is not only in market day activities but also in the daily life of students. This is an embodiment of the internalization of tabligh Islamic values, the indicator of gentleness.

#### b) Empathy

When the market day program activities were carried out, students were found with a high attitude of mutual help among students, especially in terms of promoting both their own merchandise and the merchandise of their friends, and there was good interaction between students during the market day process. For participants who find it difficult to exchange change, buyers of other friends help to exchange change. From this, helping in trading is a manifestation of internalizing Islamic values through the market day program.

#### 4) Fathanah

Efforts to internalize Islamic entrepreneurship values in the market day program:

##### a) Resilient and Persistent

The market day program is a place where students can gain experience in trading according to Islamic values. At an age that is said to be young like students, of course they have never before had the experience of making money on their own let alone through trading. If carrying out the market day program, of course, sellers are encouraged to be able to offer products to customers. The atmosphere of the market day program was very lively, lively and fun. Students who become sellers try hard to offer merchandise so that it sells quickly and enthusiastically while shouting to market their wares to buyers. From this activity, there was no student who bought snacks without paying for them.

Efforts made by students to gain experience in trading are examples of internalizing through an attitude of helping fellow traders.

##### b) Creative

The atmosphere of the market day program is visible to the sellers. They are very smart in marketing their wares, they offer their wares by yelling at each other, the delivery of which is very polite and friendly to buyers.

There were even students who offered their wares into the teacher's office and into classes. Intelligence in marketing merchandise is very important for the best selling of a seller's merchandise because this can attract buyers' curiosity about the merchandise being traded.

Students are also very creative and they usually even before the implementation of market day, all students take the initiative to make posters and stick them on school walls to promote their wares. This market day program is the same as buying and selling that is carried out in markets in general. The difference here is that the salespeople are children. With this program, of course, it can train students' self-confidence and creativity.

### **Supporting and Inhibiting Factors of Internalization of Islamic Entrepreneurship Values in the Market Day Program**

Market Day activities are of course inseparable from the supporting factors and inhibiting factors of internalizing Islamic entrepreneurship values in the market day program.

a. Factors supporting the internalization of Islamic entrepreneurial values in the market day program.

##### 1) Internal

Factors Internal factors, namely students who can support the market day program because the implementation of this program is carried out by students. The enthusiasm of the students in this activity was very good because the children liked shopping so their enthusiasm for this activity was very high. So, the participation of students is very important. Students as learners are one of the inputs that also determine the success of the educational process.

##### 2) External Factors

###### a) School

Schools have provided a place to sell so students only need to tidy up or prepare the place. Facilities and infrastructure are one factor that is no less important for the smooth running of the market day program because without the facilities to support this program it will be hampered.

###### b) Teachers

Teachers are a factor that is no less important than parents. Here the teacher's role is not only to be a second parent for students but also to be able to become a mentor, supervisor, and mentor of students to carry out



the market day program. Teachers must also be able to teach students about Islamic values in terms of buying and selling so that students are able to apply these values in everyday life. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, primary education, and secondary education through formal education.

#### c) Parents

Family is a very important main factor of the market day program because without the approval, cooperation and support of the students' parents this program will not be able to run smoothly. For this activity parents are very synergized to support all school program activities. Once a month there is a meeting schedule for teachers and parents of students.

b. Factors inhibiting the internalization of Islamic entrepreneurship values in the market day program.

1) The weather is unpredictable so the stalls for trading cannot be occupied, but students can sell in the classroom if they are constrained by the rain.

2) Cleanliness is still lacking, because some students don't care about the stalls when they finish trading.

3) The mathematical ability of students is one of the inhibiting factors because with many buyers, sometimes the wrong change can be calculated.

#### Conclusion

From the results of the research above, it can be concluded that the process of internalizing Islamic values has been instilled, not only in the market day program, internalization of Islamic values has also been instilled from students in grade I to everyday life, through the market program. Teacher's day exemplifies buying and selling in Islam. Activities that support the market day program include teaching about currency, buying and selling laws, the characteristics of the Prophet in trading (honest, trustworthy, tabligh, and fathanah), and introducing halal and haram goods.

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**Atik Rosanti.** Penulis merupakan seorang yang konsen terhadap dunia pendidikan dan merupakan mahasiswa pascasarjana di UIN Sunan Gunung Djati Bandung.

**Kardi.** Penulis merupakan seorang yang konsen terhadap dunia pendidikan dan merupakan mahasiswa pascasarjana di UIN Sunan Gunung Djati Bandung.

**Uus Ruswandi.** Penulis merupakan seorang staff pengajar yang konsen terhadap dunia pendidikan merupakan staff pengajar di UIN Sunan Gunung Djati Bandung.

**Bambang Samsul Arifin.** Penulis merupakan seorang yang konsen terhadap dunia pendidikan merupakan staff pengajar di UIN Sunan Gunung Djati Bandung.