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Exploring the Role of School Principals in Promoting Entrepreneurship in Kindergartens: A Study in Kuta Alam, Banda Aceh

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Abstract
School principals have a strategic role in introducing entrepreneurship to teachers. This research aims to discover the program, strategies, and supporting factors and obstacles for school principals in introducing entrepreneurship in kindergarten at the Kuta Alam District Activity Center (PKG) in Banda Aceh. This research uses a descriptive method with a qualitative approach, with data collection techniques of interviews, observation, and documentation studies. The data analysis technique used is descriptive analysis. The research results showed that the program to introduce entrepreneurship had been prepared at the beginning of the semester, involving the principal, senior teachers, and supervisors. Still, they were not complete and not well-detailed. The principal's strategy for introducing entrepreneurship is to involve all school personnel. This activity is part of the implementation of P5 in the independent curriculum, such as implementing *market day*. This study contributes by providing insight into the importance of careful planning and structural support to strengthen the implementation of entrepreneurship programs in early childhood education. The implication is the need for policies that encourage ongoing training for teachers and adequate funding for the program's success to build an entrepreneurial culture from an early age in the educational environment.
Keywords: *Principal Ability; Entrepreneurship; kindergarten*

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Introduction
The role of the principal in carrying out *entrepreneurship-based learning* requires adequate competence. The competencies in question are a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by school principals in carrying out their duties professionally. School/madrasah principals are required to meet standards that have been set nationally, namely that there are five (five) dimensions of competency, namely: personality, managerial, entrepreneurship, supervision, and social. According to Roskina (2020) the dimensions of school principal entrepreneurial competence include: creating innovations that are useful for the development of the school or madrasah; working hard to achieve the success of the school as an effective learning organization; having strong motivation to succeed in carrying out its main tasks and functions as a leader school; never giving up and always looking for the best solution in dealing with obstacles faced by the school; and having an entrepreneurial instinct in managing productive activities or school services as a learning resource for students.

According to the Department of National Education, "the ability of school principals to implement the competencies stipulated in this regulation can encourage the progress and development of schools, especially in the field of *entrepreneurship curriculum*." The role of the

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principal's competence will be to realize school progress in quantity and quality. Therefore, the principal is tasked with leading all existing resources at the school so that they can be utilized optimally to achieve common goals.

According to (Jalal, 2021), professional school principals must always be creative and productive in carrying out educational innovations to improve quality. To increase the professionalism of school principals in educational institutions, various efforts are needed in the form of increasing work creativity, work motivation, performance, and work productivity of school principals, as well as providing various types and forms of training, professional education, and various other professional activities to school principals. However, government policy is also needed to develop human resources through the professionalization of education and education personnel in an effort to improve the quality of school principals and the quality of education.

Every creative and innovative school principal's leadership requires an entrepreneurial *spirit* (Roskina, 2020). The ability of a school principal with an entrepreneurial spirit to innovate greatly determines the success of the school he leads because the school principal is able to respond to the needs, desires, and expectations of the community regarding educational services for their children. Therefore, success in leading and managing a school must start with individuals who are creative and innovative in realizing their creative potential in the form of valuable innovation.

With his creativity, a school principal can produce new thoughts, ideas, and inspiration. The limitations and problems they face do not make them weak, but they will turn limitations into strengths and problems into brilliant ideas for the next step in improving performance.

The successful leadership of a school principal must have certain characteristics. Leaders at these school institutions must have the capacity to be leaders and understand the concept of an entrepreneurship-based curriculum so that the implementation process will run effectively and efficiently. Leaders in school institutions must also use the right leadership style to provide assistance to teachers so that they can improve their performance in accordance with their main tasks and functions. If the wrong leadership style is used, it will have a big impact on the teacher's performance. The reality is that school principals often have problems introducing entrepreneurship to kindergartens at the Cluster Activity Center (PKG) in Kuta Alam District, Banda Aceh City.

Methodology

This study is descriptive with a qualitative approach. According to Sugiyono (2022) "an approach descriptive qualitative is an approach study based on the philosophy *of postpositivism* used to research on the natural (as opposed to experimental) condition of the object in which the researcher is the instrument key. This research was carried out at the kindergarten at the Cluster Activity Center (PKG) in Kuta Alam District, Banda Aceh City.

The informants in this research were school principals, teachers, and kindergarten supervisors at the Cluster Activity Center (PKG) in Kuta Alam District, Banda Aceh City. Determination informant This is based on the consideration that the principal, teacher, and park supervisor are important elements in educational institutions. Kindergarten (TK) at the Cluster Activity Center (PKG) Kuta Alam District, Banda Aceh City. All informants This concerns the ability of school principals to introduce entrepreneurship in kindergartens.The data collection techniques used in this study were interviews, observations, and documentation studies. Data validation in this study was carried out through several techniques to ensure the credibility and validity of the findings. First, data triangulation was applied by comparing information from various sources, such as interviews with principals, teachers, and supervisors, as well as observation and documentation results, to ensure data consistency. Second, the member checking technique was carried out by reconfirming the findings with informants so that the researcher's interpretation was in accordance with their experiences and views so that

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bias could be minimized. The data analysis technique in this study used a qualitative descriptive approach that was carried out systematically through several main steps. First, data reduction, namely the process of selecting, focusing, and simplifying relevant data from interviews, observations, and documentation. Second, data presentation, where the reduced data is arranged in the form of descriptive narratives, tables, or matrices to make it easier for researchers to understand patterns and relationships between findings. Third, drawing conclusions and verification, where researchers interpret the data to answer the research objectives. The initial conclusions obtained from the analysis were verified through data triangulation and discussions with informants or experts to ensure accuracy and consistency. This process is carried out iteratively and repeatedly to achieve valid and reliable results.

Result and Discussion

School Principal Program in Introducing Entrepreneurship in Kindergartens at Cluster Activity Centers (PKG)

Based on the research results, the principal's program for introducing teacher entrepreneurship is listed in long-term, medium-term, and short-term programs. The principal's program related to introducing entrepreneurship in kindergarten is not only prepared by the principal but is also prepared by the School Development Team (TPS), which consists of the principal, senior teachers, and supervisors. It is realized that every leader of an educational institution, especially school principals, has a work program that has been prepared and formulated at the beginning of the school year. The results of interviews with school principals stated that the principal's programs-long-term, medium-term, short-term, and annual-are contained in the document.

Based on the results of interviews with the kindergarten principal, it was stated that under the principal's leadership in introducing entrepreneurship, the teacher had prepared a written program, but the program that had been prepared was not complete and not well detailed. However, the program that has been prepared is still being implemented as well as possible by the school principal and socialized to teachers. With the implementation of the independent and P5 curriculum at the kindergarten level, entrepreneurship learning is also an important part. One of the projects for Strengthening the Profile of Pancasika Students (P5) is a children's work title, known as *Market Day*. Display various children's products, work with teachers, and sell them to children's parents and school residents.

The results of interviews with supervisors stated that basically, entrepreneurship programs are not only in the form of products and finance but can also be in the form of services. Providing knowledge and good practices that can be emulated by others is also part of non-financial entrepreneurship. Good practices are highly recommended for implementing the independent curriculum in schools. This requires the school principal's efforts to motivate teachers to implement the entrepreneurship program well, in accordance with the plans that were programmed at the beginning of the year.

Thus, the school principal has made efforts to introduce entrepreneurship to kindergarten in PKG, Kuta Alam District, Banda Aceh City. The teacher's main task is to carry out quality learning for kindergarten-aged children in order to improve students' cognitive and motor skills. Teachers will work enthusiastically if they have high work motivation, thereby providing optimal results in improving entrepreneurship learning in kindergartens in PKG Kuta Alam District (Iskandar, 2022).

Drafting It is very important for the school principal to carry out work programs so that various activities can be carried out according to the predetermined schedule. The research results show that in order to introduce teacher entrepreneurship, school principals have made various positive efforts in preparing work programs. The program that has been prepared is then socialized to teachers so that teachers understand the main tasks and functions of each in accordance with the regulations and expectations of the school principal. This illustrates that the principal, as the leader of an educational institution, plays a very

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important role in introducing entrepreneurship to other personnel. Danim and Suparno (2019) explain: The role of school principals to appear bigger has gained academic legitimacy. References relating to the need for schools to be managed autonomously and with school principals as the main role-players have been widely written. Unfortunately, bureaucratic forces often create obstacles, so creativity is hampered. However, the principal continues to motivate teachers to carry out learning well. The principal also acts as a colleague because he considers the teacher council as a working partner who must always strive for good communication. The behavior of the principal, who often acts sympathetic towards teachers, is also acknowledged by the teacher council at the kindergarten in PKG, Kuta Alam District, Banda Aceh City (Wishbay & Kurniawaty, 2019).

The information above provides confirmation that the school principal adheres to democratic leadership in introducing entrepreneurship to teachers. This means that teachers can be encouraged to carry out their duties by providing advice, warnings, or being aware of their respective duties. If teachers can be motivated to carry out their duties by giving advice or suggestions in regular meetings, This shows that teachers already have a high level of awareness of the school programs that have been planned (Baginda, 2021).

With regard to the school principal's fair treatment of teachers in implementing the entrepreneurship promotion program, it is acknowledged by the teachers that all teachers are viewed equally by the principal, especially the implementation of school activities according to the program that has been prepared. One of the teachers stated that our leader (the school principal) is more open because anything that is not pleasing to our hearts can be asked directly in meetings. Even when he met directly with the principal, he was very open, except for problems that had already been determined, and teachers had frequently committed violations. If teachers often break the rules, the principal will reprimand them rather harshly and ask that all obligations be completed. If he has been reprimanded once, he will continue to monitor whether the teacher has done what he was told to do well.

Based on additional information through more in-depth observations and interviews, it can be concluded that the leadership of kindergarten school principals in PKG, Kuta Alam District, and Banda Aceh City in implementing work programs often appears to be situational leadership. The leadership style used is very democratic, but if the problem is that there are standard rules, the principal often acts as an authoritarian leader. The aim is that the program to introduce entrepreneurship in kindergartens is implemented well, especially in kindergartens in PKG, Kuta Alam District, and Banda Aceh City.

The teacher's expressions, as stated above, also conclude that in an effort to introduce entrepreneurship to the teachers under his leadership, he used a participatory democratic leadership style. This means that the principal does not force teachers to work better by setting certain results, but he invites teachers to try to implement entrepreneurship that is appropriate to the cognitive and psychomotor levels of kindergarten-age children (Windarta, 2021). In this way, the school's name will be better in the eyes of the community; this is the school principal's accountability to the community .

Entrepreneurship, as programmed by school principals, is a number of basic skills or potentials that children have that can be channeled from an early age. Entrepreneurship in early childhood is more emphasized through participation in skill areas guided by teachers. The types of applied skills taught in early childhood are generally left to each teacher. In this case, the principal's program only socializes entrepreneurship with young children, which is carried out by each teacher. In this case, children can do something while playing under the guidance of their teacher.

Based on information gathered from the school principal himself and the teachers, it can be concluded that the head of the kindergarten in PKG, Kuta Alam District, Banda Aceh City, adheres to a democratic and sometimes situational leadership style in an effort to introduce teacher entrepreneurship through the implementation of programs. that have been prepared. It is very rare to see school principals acting authoritarian towards teachers, even

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towards teachers who lack confidence in carrying out their respective main duties and functions, both as teachers and as educators in kindergartens in PKG, Kuta Alam District, Banda Aceh City.

The Principal's Strategy in Introducing Entrepreneurship in the Park Children at the Cluster Activity Center (PKG)

Program implementation strategies can be carried out through appropriate efforts. Strategy is a particular method or method used by school principals in an effort to introduce teacher entrepreneurship in kindergartens in PKG, Kuta Alam District, Banda Aceh City. Every activity that is programmed ideally involves all parties so that the activity can be carried out well. The results of an interview with the head of Kota Baru Banda Aceh Employee Kindergarten explained that every activity carried out by a school principal always involves all teachers, so that every policy or decision is not the result of the principal's own thoughts but is a joint policy or decision. Teachers will feel that because the decision belongs together, failures and successes in realizing each program are teachers' responsibility. The results of an interview with one of the teachers at the Banda Aceh Khalifah Kindergarten provided information that in activities at the school, all teachers were involved, even though only at the initial activity planning stage, while the rest were carried out by officers or committees selected at the meeting. For example, in selecting the type of entrepreneurship to be developed, all teachers are invited to socialize and convey ideas related to entrepreneurship. All teachers feel responsible for the success or failure of the activities carried out.

Based on information obtained from teachers at Khalifah Kindergarten and Kota Baru Banda Aceh Employee Kindergarten, it is clear that the school principal's leadership style is democratic so that all teachers feel responsible for the activities carried out at school. In particular, activities targeted at introducing entrepreneurship to kindergartens in PKG, Kuta Alam District, Banda Aceh City. The kindergarten principal also stated that whenever there is a problem, he always holds a discussion or holds a meeting with the teachers so that they do not feel left out in all school activities. In this way, according to the principal, teachers will have an increased sense of responsibility for all programs in the school. On the other hand, if they are not involved in decision-making, they feel left out, and an attitude of avoiding responsibility for the failure or success of the school program will emerge. Deliberation is one form of the principal's strategy so that the school program relating to introducing entrepreneurship in kindergarten runs in accordance with the positive hopes and desires of all school components.

Another strategy adopted by school principals in implementing the program to increase the sense of responsibility in introducing entrepreneurship in kindergartens is to provide additional tasks apart from the tasks of teaching and educating children. For example, extracurricular activities are assigned to teachers according to their fields so that the activities can achieve the expected targets. In selecting teachers for tasks other than teaching, the principal does not hold meetings unless they coincide with the distribution of tasks. When selecting teachers for special assignments, the principal holds a limited meeting with senior teachers as his closest assistants.

In order to introduce teacher entrepreneurship, school principals always act democratically because, with democratic leadership, teachers feel that they are not made like workers who are only ordered by superiors. In carrying out their leadership roles, democratic leaders believe that people tend to prefer being directed, being workers who determine procedures and solve problems, rather than having to assume responsibility for all actions and decisions taken themselves. Therefore, subordinates in a democratic climate are not suitable to be entrusted with responsibility for designing their work on an initiative basis or for work that requires initiative. In this way, the implementation of entrepreneurship can run smoothly because of the democratic attitude of the school principal in delegating responsibilities to teachers.

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Based on the quote above, it shows that school principals who implement democratic leadership are more liked by their subordinates, as is practiced by the head of the kindergarten in PKG, Kuta Alam District, Banda Aceh City. The school principal also adheres to a delegative leadership strategy, giving teachers considerable opportunity and authority to complete the problem. By giving teachers greater opportunities and authority, it means that the teacher's sense of responsibility for completing their duties increases.

There are teachers who cannot carry out their duties well if they are not given the opportunity and broad authority to carry out their duties independently in accordance with their respective fields, such as being given the task of being a P5 coordinator. With this coordinator, during *market day activities,* there is a responsible party other than the school principal. In this regard, the important role of teachers in facilitating various children's activities at school. Mutahajar (2019) explains that "a teacher's ability to facilitate and provide activities that can stimulate children's development is very important for a teacher to have."

To introduce teacher entrepreneurship, the principal also develops a pleasant school climate, including a leadership strategy adopted that is more towards a consultative and participative style. Teacher commitment does not increase automatically but is influenced by a number of factors, such as rewards, organizational climate, welfare, and so on (Anita Wahyu Lestari, 2023; Rohmah et al., 2017). Commitment in work, whether individual, group, or organizational, is influenced by the work environment and co-workers (Wahjosumidjo, 2019).

The work environment and co-workers are aspects that greatly influence a person's emotional elements, so that in carrying out daily tasks, a person's professionalism can grow if supported by co-workers who are united and aligned in carrying out their duties (Juhor, 2014; Safitri & AR, 2015). Commitment to work is strongly supported by co-workers who remind each other and help each other so that a sense of togetherness and shared responsibility at work will be established. Usman (2019) states that "the principal is the spearhead of a school institution and plays an active role in introducing teacher entrepreneurship, which will have a positive impact on the institution he leads."

One other factor that influences teachers' work commitment is the comfort and security factor *at* work. The results of the research show that the principal's leadership style in an effort to increase teacher commitment in the field of entrepreneurship is a participative and consultative leadership style to ensure the availability of all the facilities and media needed by teachers. This means that the principal always discusses the needs of teachers in carrying out the learning process, especially textbooks and media.

The school principal establishes cooperative and harmonious relationships with teachers so that the atmosphere becomes comfortable and enjoyable for teachers to carry out their duties. The existence of harmonious cooperation in an atmosphere of togetherness in a school is very important and should be fostered by the school principal. A reality like this will have a positive impact on increasing creativity among students. Fuadi, Ar, and Usman (2017) states: "School policy strategies are implemented by determining quality targets, which are pursued within the framework of quality improvement (Neto et al., 2017)."

Based on the description above, it can be concluded that the head of the kindergarten in PKG, Kuta Alam District, Banda Aceh City, has used a very effective leadership strategy in implementing the program to introduce teacher entrepreneurship and has provided a good example to the teachers under his leadership. All styles used to introduce teacher entrepreneurship show that the principal has very high leadership abilities. This can also be seen in the performance of teachers who are classified as professionals and comply with applicable statutory provisions. Thus, any things that are less than perfect are always followed up after monitoring carried out by the school principal.

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Supporting Factors and Head Barriers Schools in Introducing Entrepreneurship in Kindergartens at Cluster Activity Centers (PKG)

Every program implemented at Khalifah Kindergarten and Kota Baru Banda Aceh Employee kindergarten generally receives positive support from teachers and supervisors. Apart from that, if problems are found in the implementation of the program, they will immediately be followed up so that they can return to normal and run smoothly.

Follow-up is one of the positive efforts made by the school principal to carry out and improve each activity program that has been evaluated. Every program implemented is always monitored or evaluated. To see the level of achievement of the program that has been determined. Regarding activities to introduce entrepreneurship to kindergartens, if there are things that are still lacking in implementation, then they are always followed up properly by the school principal. The information above shows that the head of the kindergarten at PKG Kuta Alam District, Banda Aceh City, is not rigid in choosing teachers for special assignments, but he applies situational leadership strategies. This is very important because if a task is handed over to experts or specialists, it will run smoothly, and the personnel who are handed over tasks according to their expertise will have an increased sense of responsibility.

This equality is also included in the aspects that the principal must pay attention to when handing over assignments. The principal explained that another consideration that is often included in determining personnel for special assignments is equity. This consideration is only made for special positions that do not require special skills and are easy to learn once they occupy the position. For example, for library staff, if there are no personnel who specifically have a library diploma, then a teacher is selected with criteria that are not so difficult, and for his success in improving performance, he will be given training on library management at the kindergarten level.

The results of the interview with the Head of PKG, Supporting Factors for Entrepreneurship, show that the Head of Kindergarten in Kuta Alam District really supports entrepreneurial activities. This can be seen in the entrepreneurship program that is programmed every year. Moreover, now with the independent curriculum, this activity is included in P5, which must be practiced.

The Head of Kindergarten further explained that so far, one of the supporting factors has been the existence of *Market Day activities.* During this activity, various simple products from the results of children's entrepreneurship were bought and sold. The buyers are the children's parents and teachers. This activity received enthusiastic support from the children's parents. The entrepreneurial products displayed at *Market Day* include children's work in the form of simple paintings, tissue holders, and key chains modified with decorations or beads. There are also food and beverage products, the processing of which involves children and kindergarten teachers.

One of the superior programs to introduce entrepreneurship in kindergarten is the teacher training program and teacher participation in PKG activities. It is always programmed every year, but sometimes it does not work effectively due to limited funds, such as for teachers to be active in PKG activities, ideally school budget funds. transportation for teachers, but sometimes these funds cannot be provided continuously. Moreover, there are more than two teachers who take part in training activities, or PKG, in one semester.

The teachers further explained that there were many obstacles encountered by school principals in developing teachers to implement the program to introduce entrepreneurship. Teachers at state kindergartens are somewhat less motivated to be more active in entrepreneurship because they assume that every month there is a standard salary, so there is no need to bother with entrepreneurial activities. For private kindergarten teachers, they are more active in entrepreneurship because of support from the Foundation and their own motivation. It is realized that with this entrepreneurial activity, even though it is carried out by children and teachers, this product can be bought and sold during P5 events, especially

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market days. The proceeds from this sale will be able to increase income for teachers, most of whom still have honorary status.

Another obstacle to implementing the entrepreneurship program is that this activity requires constant training for teachers; training activities in PKG cannot be programmed effectively. These obstacles are the lack of available funds and teacher training outside of official hours. There are still a small number of teachers who are inactive, and the results of the training have not been able to be disseminated to their friends properly (Cárcamo-Solís et al., 2017).

This is also acknowledged by the school principal, who says that in fact, an important factor for teachers who take part in training is their ability to apply the knowledge they gain to their friends at school. Thus, it can be concluded that there are still a small number of teachers in kindergartens in PKG, Kuta Alam District, and Banda Aceh City who have not been able to master entrepreneurship effectively. This condition also has an impact on his performance in implementing entrepreneurship learning at kindergarten in PKG, Kuta Alam District.

Table 1. Principal's Program in Instilling Entrepreneurial Spirit in Kindergarten Children

Aspect Study	Results Findings	Information	Contribution To Practice Education
Program	Entrepreneurship program compiled at the beginning of the semester involving head school, senior teachers, and supervisor.	Program no detailed with good , especially related funding And teacher training.	Push development of a more comprehensive entrepreneurship program structured And based on need local .
Strategy	Involving all over personnel school And implementation activity based on curriculum independence, such as Market Day.	Strategy done with approach collaborative And democratic , but on condition certain head school behave situational .	Give guide for head school For apply strategy leadership democratic And collaborative in support entrepreneurship programs .
Factor Supporters	1. Motivation Teacher. 2. Support supervisor. 3. Participation active parents in activity entrepreneurship .	Parental participation seen significant in activity such as Market Day.	Show importance role community schools , including parents , in support entrepreneurship programs at the level education age early .
Constraint	1. Limitations funds for entrepreneurship programs . 2. The lack of training For Teacher. 3. Lack of motivation some teachers.	Lack of teachers motivation tend ignore task related entrepreneurship .	Push policies that provide allocation budget special and training programs sustainable for teachers.
Results Implementation	Entrepreneurship program still walk even though there is constraint .	Support from parties related capable push implementation of the program, although with limitations .	Identifying practice good (best practices) that can adapted in school other For support development entrepreneurship since early .

The obstacles found by school principals in developing teachers to master the entrepreneurship material in implementing their programs are the lack of funds available for teacher training outside of office hours; there are still a small number of teachers who are inactive, and the results of the training have not been able to impact their friends. This illustrates that a small number of teachers in kindergartens in PKG, Kuta Alam District, and

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Banda Aceh City are not yet able to master entrepreneurship material optimally, which has an impact on entrepreneurship learning.

There are three important aspects that schools must continue to develop, namely: professionalism, career development, and welfare. This is in line with the opinion of Hadis and Nurhayati (2021) that professional teachers must always be creative and productive in carrying out educational innovations to improve the quality of education. However, preparing innovative teachers is very difficult if it is related to the welfare system for teachers in Indonesia, which is far from adequate. To increase teacher professionalism in educational institutions, increasing work motivation, work performance, or productivity, and providing various types of professional training and education to teachers are very necessary.

In line with the quote above, it can be understood that the process of producing quality human resources for teachers, one of which is through professional training and education, Increasing human resources must go through the stages of screening, appointment, placement, introduction to the work environment, and career development. Meanwhile, ways to improve and develop personal careers can be done through education, training, or upgrading processes. Komara (2019) states that "school principals must ensure that teachers are able to teach entrepreneurship."

The obstacle experienced is that the principal has not supervised teachers' activities so far, including entrepreneurial activities. The principal's task of supervising teachers is delegated to senior teachers. They carry out supervision using teacher observation sheets in learning activities, but they do not improve and develop teachers more optimally. Sudjana (2019) explains that "to be able to determine whether or not educational and teaching goals have been achieved, it is necessary to carry out assessment or evaluation efforts or actions." Assessment or evaluation is basically providing consideration, price, or value based on certain criteria. The teaching and learning process is a purposeful one. These goals are stated in the formulation of behaviors children are expected to have after completing their learning experience.

Conclusion

Based on the analysis above, it can be concluded that the principal's program to introduce entrepreneurship in kindergarten was prepared at the beginning of the semester, involving the principal, senior teachers, and supervisors. The program prepared is incomplete and not well detailed, especially regarding the use of the budget for teacher training activities. Program The plans that have been prepared are still being implemented as well as possible by the school principal to introduce entrepreneurship in kindergarten. The principal's strategy for introducing entrepreneurship in kindergarten and implementing the program is to involve all school personnel. Entrepreneurial activities are part of the implementation of P5 in the independent curriculum. One of the strategies implemented is entrepreneurial activities, such as holding *market days* and buying and selling entrepreneurial products. This activity received support from the children's parents and teachers. Supporting factors include teacher motivation and supervisor support for implementing entrepreneurship in kindergarten. With the support of the children's parents, at every *market day activity,* the event is always a success. The obstacles that are still encountered are the lack of funds for implementing entrepreneurship programs. There are still a small number of teachers who lack motivation to implement entrepreneurship programs. There are still teachers who are not active in entrepreneurial activities. There is a lack of training activities related to entrepreneurship for kindergarten teachers to participate in.

This study makes an important contribution to education policy and practice, especially in encouraging the development of more structured and locally based entrepreneurship programs. In addition, this study highlights the need for policies that provide special budget allocations and ongoing training programs for teachers, as well as the importance of collaboration between school communities, including parents, in supporting the

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implementation of entrepreneurship programs. This study implies the need for stronger support from the government and education stakeholders to ensure that entrepreneurship can be implemented effectively from an early age in the educational environment.

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