

## Entrepreneurship, Creativity, and Self-directed Learning: Learning Strategies for Children

Iyan Setiawan<sup>1</sup>, Husain Nurisman<sup>2</sup>, Windi Megayanti<sup>3</sup>, Wahyu Tri wibowo<sup>4</sup>

<sup>1</sup>Universitas Kuningan, Jawa Barat, Indonesia

<sup>2</sup>Sekolah Tinggi Ilmu Ekonomi Indonesia Jakarta, Jakarta Indonesia

<sup>3</sup>Universitas Islam Selangor, Selangor, Malaysia

<sup>4</sup>National Dong Hwa University, Hualien, Taiwan



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### ABSTRACT

**Objective:** The purpose of this research is to determine the relationship between creativity and learning toward entrepreneurship. It emphasizes the importance of integrating these elements into children education to promote entrepreneurial values and future success. **Method:** This research employed a mixed-method approach, combining quantitative (questionnaires using SPSS 26) and qualitative (observations, interviews, and documentation) techniques. The study involved 31 fifth and sixth-grade elementary school students in Bogor Regency. Normality and homogeneity tests were conducted to ensure data validity before further statistical analysis. The goal was to determine the relationship between creativity and learning toward entrepreneurship. **Results:** The results indicated a strong relationship between creativity, self-directed learning, and entrepreneurship in elementary school children. The statistical analysis showed that creativity and self-directed learning have a significant influence (97.2%) on entrepreneurship. Qualitative data supported these findings, highlighting the importance of fostering these skills. **Novelty:** This research uniquely explores the interplay between creativity, self-directed learning, and entrepreneurship in elementary education. It provides empirical evidence of their interconnectedness and offers insights into fostering these skills in young children. The study also recommends further exploration of entrepreneurship education in children contexts.

## INTRODUCTION

Entrepreneurship, creativity, and self-directed learning are very important for young children, as they can form a strong foundation for their future development. These three aspects can be applied to early childhood. Entrepreneurship has become an important issue in this century. The development and expansion of entrepreneurs in a country are vital for economic improvement (Arie Prabowo et al., 2024). Entrepreneurship also fosters the development of ideas. By encouraging children to express simple ideas about products or services they can offer, such as making crafts or selling garden produce (Pasuku et al., 2024).

Children, who are still innocent and full of curiosity, require a challenging play process. Role-playing with them as business owners, such as a toy store or restaurant, introduces basic business concepts. Children also experience real and engaging experiences. If possible, take children to markets or exhibitions showcasing small businesses to see firsthand how businesses operate.

Entrepreneurship does not stand alone in realizing independent children (Sama, 2024). Creativity is needed to explore their creativity (López et al., 2024). Among the types of creativity that require guidance and touch are arts and crafts. Provide children with various tools and materials to create something, such as drawing, painting, or making crafts from recycled materials. Creativity can also be developed through storytelling and imaginative play. Encourage children to create their own stories or engage in role-playing



that allows them to use their imagination and express themselves (Bruns & LaRocco, 2019). Students can also explore music and dance. Encourage children to experiment with musical instruments or dance moves, enabling them to express their creativity through performing arts (Pasuku et al., 2024).

Self-directed learning is one way to train students in entrepreneurship. Children are given both structured and unstructured playtime. Allow children time to play independently and discover their interests and talents. Play can include traditional games. Self-directed learning can also be implemented by providing responsibilities. Give children simple tasks they can complete independently, such as tidying up toys or organizing books, to build a sense of responsibility. Additionally, introducing children to technology is an important activity. Introduce children to educational apps or games that allow them to learn in a fun and interactive way (Sriyono et al., 2022).

The integration of entrepreneurship, creativity, and self-directed learning can be accomplished through experiential project implementation (Lientz, 2024). Create projects that involve all these aspects, such as holding a small bazaar in class where children can create and sell items they made themselves. After that, group discussions can be held to encourage children to discuss their ideas and how they can bring them to fruition, allowing them to learn from each other. By applying this approach, we can help children develop entrepreneurship, creativity, and the ability to learn independently, which will be very valuable for them in the future.

Research addressing entrepreneurship, creativity, and self-directed learning includes Firdaus & Rush (2023) which states that entrepreneurial skills correlate with an individual's ability to think creatively and learn independently. This may involve developing new ideas, innovation in business, and the ability to adapt and pursue lifelong learning. Another study by Tican (2019) indicates a very positive and significant correlation between prospective teachers' perceptions of entrepreneurship and their overall creative thinking tendencies. Research by Yin et al. (2020) states that the majority of preschool students have a wait-and-see attitude toward entrepreneurship. Only 35% of students have a clear intention to start a business and create plans for entrepreneurship. More than 90% of students indicate they have not developed adequate entrepreneurial skills, and 80% believe they lack the necessary professional knowledge. These two factors are the main reasons for students' negative attitudes toward entrepreneurship.

Research by Seikkula-Leino et al. (2023) states that the potential for entrepreneurship education can be better utilized in educating young people if we want to develop a more ambitious society. In general, more field research is needed. Additionally, there is a need to study what occurs in preschool entrepreneurship education interventions. Conversely, research by Insulander indicates that learning design and environments do not always provide opportunities for children to be creative.

Creativity and independent learning continue to be encouraged in elementary and kindergarten school programs. One school that consistently promotes independent learning is IM Elementary School in Bogor Regency. This school offers several entrepreneurship programs, including market day, cooking classes, and business visits. Researchers are interested in understanding the effectiveness of creativity and independence in relation to entrepreneurship at this school. This research is important to see the development and introduction of entrepreneurship. Based on the above explanation, the research can pose the following questions: Do creativity and self-

directed learning have a relationship with entrepreneurship? Does creativity have a relationship with entrepreneurship? And does self-directed learning have a relationship with entrepreneurship? The purpose of this research is to determine whether creativity and self-directed learning relate to entrepreneurship, to find out whether creativity is related to entrepreneurship, and to see if self-directed learning can enhance entrepreneurial learning among students at IM Elementary. The introduction contains the purpose of article/research that is formulated and presented by an adequate background.

## RESEARCH METHOD

This research was conducted from June to August 2024 at an elementary school in Bogor Regency. The research design is a survey. The researcher collected primary data, formulated research hypotheses, and interpreted the relationship between the variables of creativity and self-directed learning in relation to entrepreneurship. The researcher took samples from a population using questionnaires. This study used Mix-Method. The data will analyze used SPSS 25, and after conducting the interviews, it will use triangulasi data.

**Table 1.** Indicator of Variables

| Criteria               | Indicator   | References                     |
|------------------------|---|--------------------------------|
| Entrepreneurship       | Imagination (thinking outside the box), flexibility, smooth communication, originality.   | (Suzanti & Maesaroh, 2017)     |
| Creativity             | Awareness of individual capacity, decision-making, intrinsic motivation, and independent activities   | (Vincent-Lancrin et al., 2019) |
| Self-directed learning | Accepting challenges, being a generation that provides solutions, being able to take action, able to complete tasks, and presentation skills. | (S.J. James et al., 2019)      |

The table 1 explained that entrepreneurship is characterized by several key attributes that contribute to an individual's ability to innovate and succeed in a competitive environment. These include imagination, which allows entrepreneurs to think outside the box and generate unique ideas. Flexibility enables them to adapt to changing circumstances, while smooth communication skills facilitate effective interaction with clients, employees, and stakeholders. Originality is crucial as it differentiates an entrepreneur's offerings in the marketplace.

Vincent-Lancrin et al. (2019) states that creativity has several indicators, including imagination (thinking outside the box), flexibility, smooth communication, and originality. Meanwhile, self-directed learning has the following indicators: awareness of individual capacity, decision-making, intrinsic motivation, and independent activities. Entrepreneurship has indicators such as accepting challenges, being a generation that provides solutions, being able to take action, completing tasks, and having presentation skills. Method used should be accompanied by references, relevant modification should be explained. Procedure and data analysis techniques be emphasized to literature review article.

Creativity is essential for fostering an awareness of one's individual capacities and strengths. It enhances decision-making abilities, allowing individuals to evaluate options critically and choose the best course of action. Moreover, creativity is fueled by intrinsic motivation, driving individuals to engage in independent activities where they can explore their ideas and solutions.

Self-directed learning equips individuals to embrace challenges proactively. This mindset positions them as problem solvers who can take initiative and complete tasks efficiently. Additionally, strong presentation skills are vital in conveying ideas effectively, ensuring that their solutions resonate with their audience (Karacaoğlu & Akbaba, 2024). Together, these elements create well-rounded individuals ready to thrive in various domains.

In this study, normality and homogeneity tests were conducted. If the data is found to be normal and homogeneous, further testing will proceed. The next test is the Model Summary. The research also includes interviews with the students. Respondents were selected using purposive sampling. The details of the respondents are as follows:

**Table 2.** Respondents

| No | Class | Number | Explanation |
|----|-------|--------|-------------|
| 1  | 1     | 15     |             |
| 2  | 2     | 17     |             |

## RESULTS AND DISCUSSION

### Results

Data concerning the variables of creativity, self-directed learning, and entrepreneurship were collected through a systematic approach involving both interviews and questionnaires. This comprehensive data-gathering effort aimed to ensure a well-rounded understanding of each variable's impact. The collected data were then meticulously processed using SPSS version 26, a powerful statistical software widely used for data analysis. To ensure the validity of the analysis, normality testing was conducted to assess whether the data distribution met the necessary assumptions for further statistical procedures. The summary of the normality results is as follows, providing a clear overview of how the data conforms to normal distribution standards, which is vital for the reliability of subsequent analyses. Data on the variables of creativity, self-directed learning, and entrepreneurship were collected through interviews and questionnaires. The gathered data were processed using SPSS 26. Normality testing was conducted. The summary of the normality results is as follows:

**Table 3.** Kolmogorov-Smirnov Normality Test (K-S)

| No | Variable Y       | Variable X           | Sig.No. K-S | Distribution |
|----|------------------|----------------------|-------------|--------------|
| 1  | Entrepreneurship | Creativity           | 0.004       | Normal       |
| 2  | Entrepreneurship | Self Direct Learning | 0.120       | Normal       |

The summary of the normality test presented in the table above indicates that the significance value is less than 0.005. This result suggests that the data can be viewed as normally distributed, which is an important criterion in statistical analysis. A normal distribution is characterized by a symmetrical, bell-shaped curve, where most of the data points cluster around the mean, and the probabilities for values further away from the mean taper off evenly in both directions. When data is normally distributed, it allows researchers to apply various statistical techniques that rely on this assumption, enhancing the reliability of the results. In practical terms, this means that the data collected for the variables of creativity, self-directed learning, and entrepreneurship meets the conditions necessary for further analysis (Nizhenkovska et al., 2020). As a result, researchers can

confidently proceed with additional statistical tests, knowing that the integrity of their data's distribution has been validated.

**Table 4.** Homogeneity

| No | Variable Y           | Lavene Statistic | Significant No. | Distribution |
|----|----------------------|------------------|-----------------|--------------|
| 1  | Creativity           | 1.045            | 0.004           | Homogent     |
| 2  | Self Direct Learning | 1.022            | 0.120           | Homogent     |

In Table 4, the summary of the homogeneity test shows that the significance value is  $< 0.005$ , which means that the data can be considered homogeneous.

**Table 5.** Model Summary

| No | Model R              | R-Square | Significant No. | Distribution |
|----|----------------------|----------|-----------------|--------------|
| 1  | Creativity           | 1.045    | 0.004           | Homogent     |
| 2  | Self Direct Learning | 1.022    | 0.120           | Homogent     |

In Table 5, the R-Square value is 0.972, which means that the variables of creativity and self-directed learning have an influence of 97.2%. This influence is categorized as very strong. Meanwhile, the remaining percentage is influenced by other variables.

### Discussion

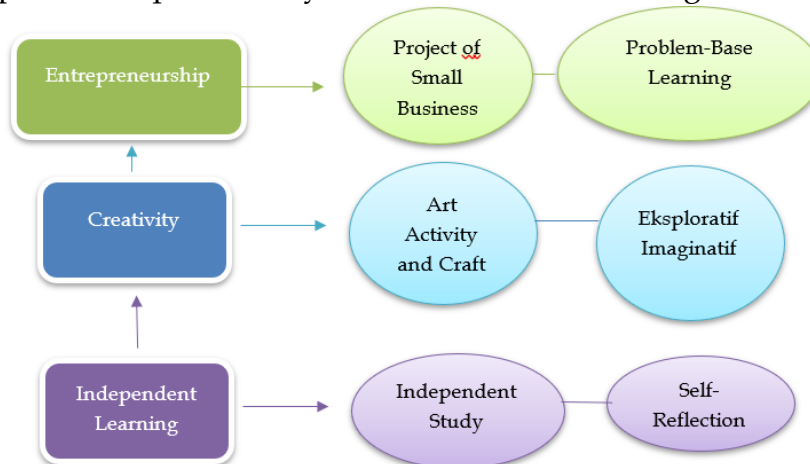
The above results indicate that creativity has a fairly strong impact on entrepreneurship (Widiyanto & Purnomo, 2023). Creativity allows entrepreneurs to create new solutions, develop innovative products, and achieve a competitive advantage in the market (Supandi et al., 2023). By thinking creatively, an entrepreneur can discover business opportunities that others do not see and address the challenges that arise during the process of building and growing their business (Vernia et al., 2023). Additionally, creativity plays a role in developing attractive marketing strategies and building a strong brand (Vernia & Widiyanto, 2023).

Similarly, self-directed learning shows that students who are independent in their learning tend to have a strong initiative. They are more active in seeking information, trying to solve problems, and taking responsibility for their own learning processes. Independent students often have greater confidence in making decisions and performing the explorations needed to achieve their learning goals (Forbes-McKay et al., 2025). This initiative not only helps them in academic learning but also equips them with important skills useful in daily life and in the workplace in the future. Children are generally more prepared to face challenges and improve themselves through diverse learning experiences.

Entrepreneurial education has great potential to act as a key driver for society, promoting welfare, economic sustainability, and addressing global wicked challenges such as climate change (Sunarmintyastuti et al., 2021). Therefore, educational strategies and political programs emphasize that entrepreneurial education or strengthening entrepreneurial activities must be implemented through the education system. The potential of entrepreneurial education can be further utilized in children's education if we aim to develop a society that is economically and socially prosperous in a more ambitious way (Seikkula-Leino et al., 2023).

Experience and family background also determine a child's ability to withstand their life experiences, whether they can become successful entrepreneurs or fail (Cheng et al., 2021). Based on the analysis and results of several interviews with teachers and

school principals, Figure 1 can explain the process/stages that can be undertaken to develop entrepreneurship, creativity, and self-directed learning as follows.



**Figure 1.** Entrepreneurship Development

Entrepreneurship, creativity, and self-directed learning are important aspects of early childhood development. Integrating these three elements into learning strategies can help children develop skills that will benefit them in the future. In the field of entrepreneurship, teachers and parents can create small project-based businesses. Encouraging children to think about simple business ideas, such as selling crafts, can help them understand concepts of value, money, and the fundamentals of the market (Saring & Widiyanto, 2023). Then, implementing problem-based learning can provide challenges that require creative solutions. For example, children can collaborate to design a product that will help others (Sriyono et al., 2022).

Creativity can be fostered through arts and crafts activities by providing various materials for arts and crafts that allow children to express themselves. This can include drawing, painting, or making models from recycled materials. Additionally, teachers and parents can stimulate imaginative exploration by providing time and space for children to pretend and role-play, encouraging them to imagine and create new stories (Barnett et al., 2010). Creativity and imagination also manifest when a child has an imaginary. Independence can also be introduced to young children or lower-grade elementary school students (grades 1, 2, 3) by guiding them to explore topics of interest independently. Provide resources, but allow them to find their own ways of learning and self-reflection. Teach children to reflect after activities, helping them understand what they have learned and how they can further develop. By integrating these three aspects, children will be better prepared to face future challenges and possess essential skills for their personal and professional success.

Creativity is not merely an artistic endeavor; it is a problem-solving skill that encourages innovative thinking and adaptability (Guo, 2023). In early childhood education (ECE), fostering creativity can take various forms, such as arts and crafts, storytelling, and imaginative play. Engaging children in these activities not only promotes self-expression but also enhances cognitive flexibility the ability to shift ideas and approaches when faced with new challenges (Widiyanto, 2022).

Research has shown that creative skills are intricately linked to social and emotional outcomes in children. For instance, creativity encourages collaboration and communication, as children often work together to create, share, and critique their ideas.



This collaborative process fosters interpersonal skills, empathy, and a sense of belonging, which are crucial for social development (Tsarkos, 2024). Furthermore, by exploring different perspectives and solutions, children cultivate resilience, an important trait that enables them to navigate life's challenges effectively.

Self-directed learning empowers children to take charge of their educational journey, enabling them to pursue their interests with initiative and curiosity (Widiyanto, 2023). This approach emphasizes the importance of allowing children to explore topics that resonate with them, thereby nurturing their intrinsic motivation. One effective way to instill a sense of self-directed learning is through project-based activities, which require students to engage in research, problem-solving, and critical thinking. By offering resources while allowing children to devise their own methods of learning, educators can create an environment where children feel encouraged to explore and reflect. This process aids in building confidence and develops essential skills that extend beyond the classroom (Frey et al., 2019).

In combination with creativity, self-directed learning fosters a classroom atmosphere where exploration and inquiry are paramount. Children learn to set personal goals, evaluate their progress, and adjust their strategies—all of which are critical skills for lifelong learning.

Frey et al. (2019), quality early childhood education (ECE) can play a crucial role in supporting various developmental outcomes for children (Saleem et al., 2024). Other research has also stated that (Alptekin et al., 2022). Additionally, separate research tentatively suggests that non-cognitive entrepreneurial skills are best developed at an early age since entrepreneurship programs feature a variety of aspects beyond just entrepreneurial content (Huber et al., 2014). Quality early childhood education (ECE) serves as a foundation for nurturing both creativity and self-directed learning. By employing effective teaching strategies that prioritize interactive and experiential learning, educators can lay the groundwork for children's future academic and personal success (Frey et al., 2019). Programs that emphasize a holistic approach to development, which includes social, emotional, cognitive, and creative dimensions, are more likely to yield positive outcomes (Saleem et al., 2024).

Moreover, the introduction of entrepreneurship education at an early age can further enhance creativity and self-directed learning. Entrepreneurship programs often encompass a range of experiences that challenge children to think critically and act independently. They encourage children to identify problems, brainstorm solutions, and implement their ideas skills that are not only relevant to the business world but applicable in everyday life as well (Huber et al., 2014).

## CONCLUSION

**Fundamental Finding:** Creativity and self-directed learning have a strong, positive relationship with entrepreneurship among elementary school children. This relationship suggests that fostering creativity and self-directed learning in young students can significantly enhance their entrepreneurial potential. Integrating entrepreneurship, creativity, and self-directed learning in early childhood education will help children develop the skills necessary for the future. Well-designed learning strategies will facilitate the development of social skills, problem-solving abilities, and innovation, preparing children to become independent and successful individuals in a constantly evolving world. **Implication:** The strong relationship between creativity, self-directed

learning, and entrepreneurship suggests that educators should prioritize these skills in the classroom. This involves incorporating activities and teaching methods that foster imagination, problem-solving, independent thinking, and initiative among students. The findings highlight the need to integrate entrepreneurial education into the curriculum, even at the elementary school level. This can be done through project-based learning, real-world simulations, and encouraging students to develop their own business ideas. Given the importance of early intervention, the research implies that educators should introduce entrepreneurial concepts and activities in preschool and kindergarten. This can lay a strong foundation for future entrepreneurial success. The research supports the development of policies and funding initiatives that promote entrepreneurial education and support programs that foster creativity and self-directed learning in schools.

**Limitation:** The study was conducted with a relatively small sample of 31 elementary school students from a single school in Bogor Regency. This limited sample size makes it difficult to generalize the findings to a larger population of students or different regions. The research was limited to one elementary school in Bogor Regency, Indonesia. Cultural and socioeconomic factors may influence entrepreneurship, creativity, and self-directed learning. This limits the applicability of the findings to other cultural contexts or countries. The study used a mixed-methods approach, but the quantitative data was primarily collected through questionnaires. Relying heavily on self-reported data may introduce biases or inaccuracies. Additionally, the qualitative component may have been limited in scope or depth.

**Future Research:** The authors explicitly recommend further studies exploring entrepreneurship education in elementary school settings. Research could investigate effective interventions, appropriate activities, and the long-term impact of early exposure to entrepreneurial concepts. Replicating the study with a larger, more diverse sample (different schools, regions, socioeconomic backgrounds) would enhance the generalizability of the findings.

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**\*Iyan Setiawan (Corresponding Author)**

Department of Technology Education Faculty of Science and Technology,  
Sunan Ampel State Islamic University Surabaya,  
Jl. Ahmad Yani 117, Surabaya, East Java, 60237, Indonesia  
Email: [iyan.setiawan@uniku.ac.id](mailto:iyan.setiawan@uniku.ac.id)

**Husain Nurisman**

Department of Technology Education Faculty of Science and Technology,  
Sunan Ampel State Islamic University Surabaya,  
Jl. Ahmad Yani 117, Surabaya, East Java, 60237, Indonesia  
Email: [husainnurisman@gmail.com](mailto:husainnurisman@gmail.com)

**Windi Megayanti**

Department of Technology Education Faculty of Science and Technology,  
Sunan Ampel State Islamic University Surabaya,  
Jl. Ahmad Yani 117, Surabaya, East Java, 60237, Indonesia  
Email: [21pe01001@postgrad.uis.edu.my](mailto:21pe01001@postgrad.uis.edu.my)

**Wahyu Tri Wibowo**

National Dong Hwa University, Taiwan  
Section 2, Daxue Rd. shoufeng Township. Hualien country, Taiwan, ROC  
Email: [reachwahyutwb@gmail.com](mailto:reachwahyutwb@gmail.com)

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