

# Implementation of "Market Day Every Friday" in instilling the values of entrepreneurship education from an early age



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## ABSTRACT

The cultivation of entrepreneurial character values is a part of the educational process launched by the Indonesian government. Entrepreneurship education aims to increase added value for students in forming entrepreneurial character. One of the concrete steps to instill entrepreneurial character values in the educational environment is by creating a Market Day activity program. Like the Market Day Every Friday program that has been implemented at SD 1 Muhammadiyah Banyuwangi. This activity is packaged in the form of fun trading activities once a week. This study aims to find out the role of the "Market Day Every Friday" program at SD 1 Muhammadiyah Banyuwangi as an effort to instill entrepreneurial character values in students. This study uses quantitative research methods to determine the role of Market Day Every Friday on the values of entrepreneurship education. The analytical method uses simple regression analysis in the Statistical for the Social Science (SPSS) program. The results of this study state that the market day every Friday program has implications for the values of Entrepreneurship Education for Muhammadiyah 1 Bayuwangi Elementary School students as evidenced by showing that entrepreneurial values are an important point in building entrepreneurial character in the range of 64.5%. This is intended for some students to be able to improve entrepreneurial abilities in various indicators. Then on the market day variable with a value of 47.4%, it shows that the market day program gets recommendations from student parents.

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## 1. Introduction

Education has an important role as an effort to shape human character not only personally, but also the nation's character universally. In addition to efforts to transform knowledge, of course education also seeks to instill human character with moral and spiritual values. Forming a good character is certainly not easy, especially if it doesn't start early. The application of character education from an early age is certainly able to shape children to find identity in accordance with good and quality character and morals. In implementing character education from an early age, it is necessary to have a mental revolution as one of the educator's tasks in building the attitudes and morals of students which will later be applied in various aspects of life. Of course educational institutions are one of the most effective institutions in developing character education for students according to their development. However, in fact. The inculcation of character education is often neglected, especially in educational institutions from the early level such as kindergartens and elementary schools as well as equivalent educational institutions. In fact, efforts to develop aspects of knowledge, attitudes and skills as well as values and character must be applied in a fair and balanced manner. If the world of education only

has the potential to increase aspects of knowledge and pay attention to aspects of values and attitudes of students, then it is certain that education is only result-oriented, not the implementation process.

As an educational institution that has vision and integrity and realizes good human development, educational institutions should take an important role in molding the character of students. Besides being applied in teaching and learning activities, character building can also be carried out with various positive activities that involve students as a whole. Self-development programs can certainly train students to get used to being polite and have positive character in their environment. One of the efforts of educational institutions is to instill entrepreneurial character values. This is considered necessary considering that entrepreneurship education is seen as a character education that is oriented towards self-development in facing the world. In view of these developments, entrepreneurship education values should be instilled in children from an early age as an introduction stage. Entrepreneurship education for children focuses on the formation of an entrepreneurial mentality. Instilling entrepreneurial values not only teaches children about the world of business and economic activities, but also seeks to train children to have a strong mentality and character. Cultivating entrepreneurial character is able to make children recognize their potential and be able to control emotions, be able to manage time, communicate well and be flexible in dealing with various kinds of situations (Hendrawan, 2018: 60).

As with the process, instilling entrepreneurial character values is certainly not easy. It takes a long time and process both in internalizing education theoretically, but also in the form of applied activities. The application of this activity must of course be programmed in curriculum design and learning methods that are continuous and fun according to the stages of student age development. So it can be said that entrepreneurship education is expected to change the mindset gradually and sustainably. If this can be implemented properly, it is certain that the mindset and entrepreneurial spirit of children will be easily instilled and equipped with unyielding traits and an appreciation for the importance of money in their lives. If traced to previous research studies, the Market Day program has become one of the initiations of entrepreneurship programs in various educational institutions that have been previously studied. One of them is research conducted by Ririn Dwi Wiresti (2020) entitled "Analysis of aspects of social-emotional and language development in the market day program at the Khalifah Condongcatur Kindergarten, Yogyakarta. The results of this study indicate that the market day program has a significant influence in developing the social-emotional aspects of children by 83.78% and language development by 62.96%. In another study conducted by Feby Febriyanti (2021) with the title "Analysis of Instilling Character Values Through Entrepreneurial Activities "Market Day" at SD IT Abu Bakar Ash-Shidiq. This study shows that the Market Day program influences the habits and character of students, including self-confidence, leadership, and the courage to take risks and challenges.

The Market Day program is one of the educational program innovations that aims to provide students with a complete understanding of real economic activity. Of course this is useful to support the formation of student character, especially in the traits of self-confidence, leadership, and the courage to take risks and challenges. In addition, this program is also able to form a child's emotional structure and mentality will be more stable. Characters and attitudes that are built based on routine programs are certainly able to form children who have a strong personality and are reflected in their daily attitudes. The purpose of Market Day is one of the school program innovations in building students' entrepreneurial skills and character which are trained and instilled from an early age so that they are expected to have a strong entrepreneurial spirit both in mastering knowledge and its application in future life (Indra, 2017: 19). The importance of entrepreneurial character is certainly one indicator of the success of entrepreneurship education. The entrepreneurial characters that must be possessed by students include (Sulistiyowati, 2016: 114):

- Confidence, is a combination of one's attitudes and beliefs in facing tasks and work and being able to complete them well. Entrepreneurship education seeks to be able to increase student confidence in making and offering products to other students.
- The courage to take risks, this character is manifested in encouraging a person to prefer more challenging endeavors in achieving success. The choice of taking risks is certainly an attraction for students to be creative to make different products and are liked by students and other school academics. Of course, students are also equipped with a willingness to profit or lose the product produced.

- Leadership, the character of an entrepreneur must have good leadership qualities in oneself, as well as being involved in a team. Students are trained to become leaders in group assignments in entrepreneurial activities, starting from production activities, and distribution. That way, students are not afraid to appear to lead or even shift responsibility to others.
- Independent, character that reflects the ability to carry out tasks independently in accordance with the duties and responsibilities assigned
- Result-oriented, this character is instilled to provide understanding for students so they can carry out activities and assignments that are useful and valuable to others.
- Hard work, this character encourages students to be serious in carrying out a task or activity.

As one of the activities implemented is the Market Day Every Friday program carried out by SD 1 Muhammadiyah Banyuwangi. As one of the educational institutions that uphold high credibility. SD 1 Muhammadiyah Banyuwangi always innovates to develop children's potential with a variety of fun positive activities. This activity was carried out for a week with various thematic models in accordance with the development of the elementary school level education curriculum. One program that increases children's insight into the importance of entrepreneurial character is the Market Day Every Friday program. Philosophically, the Market Day Every Friday program, which is held once a week, which coincides with Friday, teaches children to recognize economic activity as a human nature in meeting their needs. The trading activity which is carried out after Friday prayers is inspired by the essence of one of the verses of the Qur'an which obliges humans to seek sustenance and mercy that exists on this earth. besides containing the relevance of the relationship with the creator, this activity also teaches children the importance of socializing with other friends in the form of trading activities. That way, of course it will foster an entrepreneurial spirit and character in students. In addition, students will be taught responsive behavior and tolerance when making transactions. Seeing this background, the researchers conducted research with the title "Implementation of the application of the program: market day every Friday" in instilling the values of entrepreneurship education from an early age in SD 1 Muhammadiyah Banyuwangi. The purpose of this research is to identify the application of the Market Day Every Friday program to inculcating the values of entrepreneurship education as well as identify the opportunities and challenges of implementing the Market Day Every Friday program in these institutions.

Based on the background described above, the researcher has determined the formulation of the problem to be studied as follows: How is the implementation of the Market Day Every Friday program as an effort to instill the values of entrepreneurship education in SD 01 Muhammadiyah Banyuwangi? Based on the formulation of the problem, this research entitled Implementation of "Market Day Every Friday" in Instilling Entrepreneurship Education Values Early on in SD 1 Muhammadiyah Banyuwangi, aims to reveal several things including: Implementation of the implementation of the Market Day Every Friday program as an effort to instill the values of entrepreneurship education at SD 01 Muhammadiyah Banyuwangi. This research focuses on how much the implementation of the "Market Day Every Friday" program was carried out at SD 1 Muhammadiyah Banyuwangi. Broadly speaking, this program aims to build the values and character of entrepreneurship education for students, including being independent, creative, responsible, honest and disciplined. These values become a benchmark for the success of the "Market Day Every Friday" program for students in stages according to age development. What's more, the "Market Day Every Friday" program also provides benefits in building strong student character in dealing with various problems that arise from activities during transactions. Efforts to introduce the "Market Day Every Friday" program were carried out from an early age trying to build a young entrepreneurial attitude in the minds of students.

## 2. Method

As an effort to find out how big the implementation of the "Market Day Every Friday" program was carried out in SD 1 Muhammadiyah Banyuwangi. So researchers can conduct research with a qualitative approach. A qualitative approach is based on a natural background and interprets phenomena that occur and is carried out by involving existing methods. The type of research used is descriptive research to systematically describe and explain a symptom or condition (Hamid, 2016: 17). This quantitative descriptive approach used in this study aims to obtain in-depth information regarding the role and implementation of the Market Day Every Friday program in instilling the values of entrepreneurship education from an early age in SD 1 Muhammadiyah Banyuwangi and to be able

to reveal what obstacles are encountered in implementing the program. Market Day Every Friday for students. The data collection method used in the study carried out qualitative data including the observation method. Meanwhile, quantitative data collection was obtained by collecting data in the form of a questionnaire which was arranged systematically based on the problems studied in this study. Questionnaire is a method of collecting data in the form of the result of a set of questions or written statements to the respondents to be answered. This is an attempt to obtain detailed information about the implementation of the Market Day Every Friday program in instilling entrepreneurial character education, especially in indicators of self-confidence, leadership, and the courage to take risks and challenges. In identifying the application of the market day every Friday program in instilling the values of early entrepreneurship education for students, it can be done by looking at the relationship of the independent and dependent variables that have been determined. to analyze the results of data collection with a questionnaire through a simple regression analysis calculation method in the Statistical for the Social Science (SPSS) version 25 program as statistical data processing (Ali, 2016: 35).

### 3. Results and Discussion

The Market Day research program is one of the innovative programs that has only been studied in recent years. This is because the market day program is proclaimed to be able to personally improve student character education. The Market Day program is an example of an educational application that is integrated into the concept of entrepreneurship and involves all students in the process of production, distribution and consumption. In the scope of production activities, this program provides direction for students to make products that have selling points and are beneficial to the entire school academic community. In the next step, students are asked to sell products (distribution) in accordance with the results of the product creations that have been made. While other students and teachers act as buyers (consumers). This trading activity model can be carried out in each class according to the agreed turn. Market Day is one of the Entrepreneur learning activities, where students will be taught to market products to friends, teachers or other school parties which are held in the form of bazaars and markets on a regular basis. Entrepreneurship education is very important to be introduced early on for students as an effort to form a soul and entrepreneurship and can be applied in their lives later. Entrepreneurial spirit is an attitude and mentality that is always active and creative in an effort to get the desired results. If the entrepreneurial spirit is embedded in students, of course it will help students to have strong personalities, not give up easily and be future oriented. The market day every Friday program, which is carried out at Muhammadiyah 1 Bayuwangi Elementary School, is a student independence program to hone their trade competencies and an entrepreneurial spirit to build this character. Market day activities at SD Muhammadiyah 1 Bayuwangi are held every Friday. Each class took turns being traders and colonizing their wares, to all school members in Muhammadiyah 1 Bayuwangi Elementary School.

Through the market day every Friday program, researchers used qualitative research to test the validity of the data between the x and y variables. This validity test is used to measure the validity of the questionnaire instrument using Pearson Correlation. The significant Pearson correlation in this study was 0.05. This questionnaire is said to be valid if the significance level is less than 0.05 and if the significance level is greater than 0.05 then it is invalid. (Astrid, 2018: 20) In testing this questionnaire, in principle, it relates each variable X score (market day) to the total variable Y score (entrepreneurship education). If the r-count value is > than the r-table value, then the questionnaire is valid; If the r-count value is < than the r-table value, then the questionnaire is invalid. Then compare the r-count values and r-table values with the number of respondents N = 100. So that the r-table value for the frequency distribution of respondents is  $df = N-2$  ( $100-2$ ) = 98 using a significance distribution of 5% is 0.1966. This validity test in more detail can be shown in Table 1.

**Table 1.** Correlations

		Entrepreneurial Value	Market day
Pearson Correlation	Entrepreneurial Value	1.000	.795
	market day	.795	1.000
Sig. (1-tailed)	Entrepreneurial Value	.	.000
	market day	.000	.
N	Entrepreneurial Value	100	100
	market day	100	100

This reliability is used to show the consistency of instrument measurements. The smaller the measurement error value of this instrument, the more reliable the questionnaire instrument is and the greater the instrument measurement error, the more unreliable the questionnaire instrument is. Testing the reliability of this instrument using the estimate of Chrocobach's Alpha in the SPSS application with the statement that the value of Chrocobach's Alpha ( $\alpha$ ) > r-table, Table 2.

**Table 2.** Reliability Statistics market day Every friday

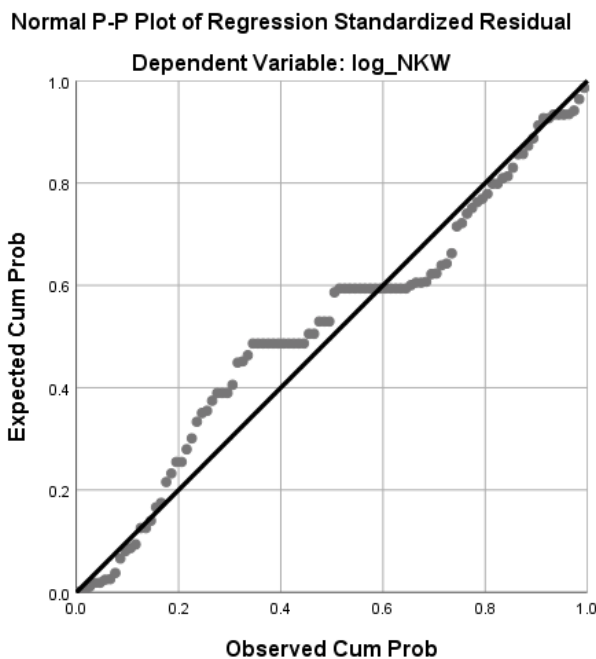
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.916	0.918	11

Based on the reliability statistics Table 2 for the market day Every Friday program above, it was found that cronbach's alpha was 0.916 with a total of 11 items. Because the value of cronbach's alpha is greater than 0.1966, it can be concluded that the instrument on the Market Day variable is reliable.

**Table 3.** Reliability Statistics Pendidikan kewirausahaan

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.950	.950	15

Based on the reliability statistics Table 3 for Entrepreneurship Education above, Cronbach's alpha was found to be 0.950 with a total of 15 items. Because the Cronbach's alpha value is greater than 0.1966, it can be concluded that the instrument on the market day variable is reliable. This normality test is obtained after conducting validity and reliability tests. The purpose of the normality test is to test whether the residual values generated by the regression are normally distributed or not. The results of the respondent's normality test are shown in Fig 1.



**Fig. 1.** Normality of the Normal P – P plot

Based on the graphic image above, it is known that the points spread around the line and follow the direction of the line diagonally, so the data is normally distributed and has fulfilled the normality test. Wiresti, Ririn Dwi. (2020) This linearity test is used to determine whether or not the relationship is linear between the independent variable (market day) and the dependent variable (entrepreneurship education). This test uses the F test to determine the data analysis technique used. If the results are linear then use simple linear regression analysis and if the results are not linear then use non-linear regression analysis. The explanation is as follows; (1) If the Significance value > 0.05 then the data is linear; (2) If the Significance value < 0.05 then the data is not linear. Concerned, Sulistyowati. (2016). The Every Friday market day program conducted by SD Muhammadiyah 1 Bayuwangi has positive implications for the values of student entrepreneurship education. The Every Friday market day

program which is held every Friday provides space and time for elementary school students to cultivate and develop an entrepreneurial process in buying and selling. This is evidenced in the descriptive analysis Table 4.

**Table 4.** Descriptive Statistics

	Mean	Std. Deviation	N
Entrepreneurial Value	64.5500	8.26991	100
Market day	47.4400	5.43710	100

Table 4 shows that entrepreneurial values are an important point in building entrepreneurial character for SD Muhammadiyah 01 Banyuwangi students in the range of 64.5%. This is intended for some students to be able to improve entrepreneurial skills in various entrepreneurial indicators formed in the market day every Friday program. Then on the market day variable with a value of 47.4%, it shows that the market program gets recommendations from student parents (in this case the respondents) as one of the entrepreneurial-based activities that is useful in improving students' abilities in fun buying and selling practices. Linda, Rizky Fadjar Choirul. (2020) The market day Every Friday program is a process of actualizing and developing the creative power of elementary level students. The process of forming entrepreneurial character is not enough to be done on the academic stage, which is explained theoretically in class through existing themes. After the questionnaire was distributed to respondents and collected by researchers after it was processed, there was an influence on the values of Entrepreneurship Education through this Every Friday market day program.

**Table 5.** Correlations

		Entrepreneurial Value	Market day
Pearson Correlation	Entrepreneurial Value	1.000	.795
	market day	.795	1.000
Sig. (1-tailed)	Entrepreneurial Value	.	.000
	market day	.000	.
N	Entrepreneurial Value	100	100
	market day	100	100

Based on the Table 5 it can be concluded; (1) The average interest value of Entrepreneurship Education (N 100) is 64.5500 with a standard deviation of 8.26991; (2) The average market day activity program is 47.4400 with a standard deviation of 5.43710; (3) The magnitude of the implementation of the Every Friday market day program by instilling the values of entrepreneurship education is calculated with a correlation coefficient of 0.795, so the Every Friday market day program has implications for growing the values of entrepreneurship education for students of SD Muhammadiyah 1 Banyuwangi; (4) The significant level of the one-sided correlation coefficient of the output (measured by probability) yields a number of 0.000, because the probability is far below 0.05, the market day Every Friday program has implications for growing the values of entrepreneurship education for Muhammadiyah 1 Bayuwangi elementary school students is very real.

**Table 6.** Variables Entered/Removed (Dependent Variable: Entrepreneurial Value)

Model	Variables Entered	Variables Removed	Method
1	Market day (All requested variables entered)	.	Enter

Based on the table 7, it can be concluded; (1) The entered variable table shows that there are no removed variables, or in other words, the independent variables are included in the regression calculation; (2) Figures analysis of the coefficient of multiple determination (R square) is known to be 0.6280 or 62%. This value shows the Implementation of the Market Day Every Friday Program by instilling the values of entrepreneurship education is 62%. While the remaining 38% is caused by other independent variables that are not included in the study. Thus it can be seen that the Market Day Every Friday Program has implications for growing the values of entrepreneurship education for Muhammadiyah 1 Bayuwangi elementary school students; (3) The standard error of estimate is 5.04242; (4) In the previous analysis, the standard deviation of the results is 8.26991 which is larger than the standard error estimate because it is smaller than the standard deviation of the results, so the regression model is better at acting as a predictor of results than the average result itself.

**Table 7.** Model Summary (Predictors: (Constant), Market day)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795 (Dependent Variable: Entrepreneurial Value)	.632	.628	5.04242

**Table 8.** ANOVA (Dependent Variable: Entrepreneurial Value)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4279.004	1	4279.004	168.293	.000 (All requested variables entered)
1 Residual	2491.746	98	25.426		
Total	6770.750	99			

Based on the ANOVA table and Table 9, Coefficients can be concluded; (1) Anova test or F test, obtained F count is 168.293 which is greater than F table which is 124.342113 with a significant level of 0.000 because the probability (0.000) is much smaller than 0.05 then the regression model can be used to predict the values of student entrepreneurship education, it can also be interpreted that the Every Friday market day program implements the values of entrepreneurship education for elementary school students; (2) Based on the coefficient table, the regression equation  $X = 1.209 + 0.093$  is obtained. Where,  $X$  is the Market Day Every Friday Program,  $Y$  is the values of Entrepreneurship Education; (3) Based on the Table 9, it is known that  $T$  count for carrying out market day activities ( $X$ ) = 12.973; (4) The size of  $t$  table is determined as follows:  $Df$  (degree of freedom) = amount of data – number of variables - 1 = 100 - 1 - 1 = 98 Significant level = 0.05  $T$  Table 9 is obtained number = 0.125.

**Table 9.** Coefficients (Dependent Variable: Entrepreneurial Value)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	7.187	4.450		1.615	.110		
	Market day	1.209	.093	.795	12.973	.000	1.000	1.000

#### 4. Conclusion

The results of this study, as a whole have a role in instilling the values of student entrepreneurship education from an early age in Muhammadiyah 1 Bayuwangi Elementary School. The results of this study indicate that the market day every Friday program has implications for instilling the values of entrepreneurship education in Muhammadiyah 1 Bayuwangi Elementary School students as evidenced by showing that entrepreneurial values are an important point in building entrepreneurial character for students of SD Muhammadiyah 01 Banyuwangi in the range of 64.5%. This is intended for some students to be able to improve entrepreneurial skills in various entrepreneurial indicators formed in the market day every Friday program. Then on the market day variable with a value of 47.4%, it shows that the market program gets recommendations from student parents (in this case the respondents) as one of the entrepreneurial-based activities that is useful in improving students' abilities in fun buying and selling practices. The magnitude of the implementation of the Every Friday market day program by instilling the values of entrepreneurship education is calculated with a correlation coefficient of 0.795, so the Every Friday market day program has implications for growing the values of entrepreneurship education for students of SD Muhammadiyah 1 Banyuwangi. The significant level of the one-sided correlation coefficient of the output (measured by probability) yields the number 0.000, because the probability is far below 0.05, the market day Every Friday program has implications for growing the values of entrepreneurship education for Muhammadiyah 1 Bayuwangi elementary school students is very real. The results of the analysis using SPSS show that the Anova test or F test, obtained F count is 168.293 which is greater than F table which is 124.342113 with a significant level of 0.000 because the probability (0.000) is much smaller than 0.05, so the regression model can be used to predict The values of student entrepreneurship education can also be interpreted that the Every Friday market day program implements the values of entrepreneurship education for elementary school students. Based on the coefficient table, the regression equation  $X = 1.209 + 0.093$  Where:  $X$  is the Market Day Every Friday Program  $Y$  is the value of Entrepreneurship Education Based on the table it is known that  $T$  count for carrying out market day activities ( $X$ ) = 12.973 The amount of  $t$  table is determined as follows:  $Df$  (degree of freedom) = amount of data – number of

variables-1 = 100-1-1 = 98 Significant level = 0.05 T table obtained number = 0.125. This confirms that the market day every Friday program can instill the values of entrepreneurship education in students from elementary school. This program must continue to be promoted as part of character building in students' entrepreneurial spirit from an early age.

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