

The Impact of Economic Literacy to Enhance the Entrepreneurial Interest of Primary School Students

Amalia Listiana✉¹, and Disman²

^{1,2,3} Elementary Education, Indonesia University of Education, Bandung, Indonesia

✉ amalialistiana04@upi.edu

Abstract. Economic literacy and interest in entrepreneurship are two important aspects that can help elementary school students face economic challenges in the future. Someone who is skilled in economics is able to make wise decisions regarding their finances, while entrepreneurship can help create many jobs and grow the economy. The aim of this research is to examine the influence of economic literacy on elementary school students' interest in entrepreneurship in the city of Bandung by applying the Project Based Learning method. Simple regression approach used in this study while data collected by questionnaire. The population in this research is elementary school students in Bandung City. The sampling technique used a purposive sampling approach, so the total sample was 96, namely elementary school students in Bandung City. The analytical tool used is simple linear regression analysis. The research results show that economic literacy has a significant effect on increasing the entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (PjBl) learning model. With model capability of 43.2%, while the remaining 56.8%, the entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (PjBl) learning model is influenced by other factors not examined in this research.

Keywords: Economics, Entrepreneurship, Interests, Literacy, PjBl

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INTRODUCTION

Education at the elementary level has an important role in shaping the foundation of children's knowledge and skills to face the future (Iis & Astri, 2022). In this global economy era and ever-evolving technology, an understanding of economic literacy and entrepreneurial interest are two key elements that need to be instilled early on in students (Zubaidah, 2016). Economic literacy includes a basic understanding of how the economy works, including how to manage money and make wise financial decisions (Lee et al., 2020). Meanwhile, entrepreneurial interest is an encouragement to innovate, create jobs, and contribute to economic growth (Suparno & Saptono, 2018).

According to Nuraeni (2015: 18), the ability to use fundamental economic ideas with critical thinking techniques to produce economic policies based on the current economic situation with precise and measurable calculations is comparable to the use of economic literacy as a tool to achieve goals. According to Rahmadi & Heryanto (2016: 156), the tendency of subjects to be interested in starting a business, organizing it, managing it, taking risks, and developing it is known as entrepreneurial curiosity.

Based on Asrofi's research (2020), there are several problems found when organizing economic education for children at the basic education level. The problems include: first, economic education for students at the basic education level is still often ignored due to the following: the assumption that economic education for students is not needed, the unavailability of sufficient time for economic learning in the classroom, and the inadequate number of teachers in schools. Second, teachers find it difficult to understand the essentials of economics to students. Third, there are concerns about the impact of government policies in the field of education on the implementation of education in schools (Asrofi, 2020).

The city of Bandung illustrates an alarming situation. Statistics show a significant increase in high unemployment in recent years, with the unemployment percentage ranging from 5.07%

to 9.5% in 2018 to 2022. In addition, another problem is that there are still many workers who are not paid, which indicates the problem of inequality in the world of work.

In addition, the dominance of workers and employees in the job structure of Bandung City highlights the lack of diversity in employment. The proposed solution is to integrate economic literacy and entrepreneurial interest into the educational curriculum from the elementary school level. Education that focuses on providing insight into entrepreneurship to students at a young age has the potential to reduce unemployment in the future. It can also create more job opportunities and motivate people to work independently. With steps like this, it is hoped that Bandung City can overcome the problem of unemployment and inequality in the world of work, paving the way to a more sustainable future.

The importance of economic literacy at a basic level becomes even clearer when we consider the role of technology in everyday life (Shephard et al., 2017). Technological developments have changed the way we interact with the economy, including online shopping, investing, and accessing financial information (Mohamad et al., 2014). Therefore, it is important to understand how technology affects students' economic literacy, and how education in primary school can prepare them for these challenges.

Parental education also plays a significant role in the development of children's economic literacy. Parents have a great influence in shaping their children's financial attitudes and habits. Therefore, it is important to understand the role of parents in helping to develop the economic literacy of primary school students (Mala et al., 2022).

Another factor that should not be ignored is the economic condition of the family and the social environment of the student. Economic conditions of the students can affect the extent to which students are exposed to economic realities and how they respond to them. Meanwhile, the social environment, including peers and culture, can also influence students' entrepreneurial views and interests (Oehler et al., 2015). In this context, it is important to explore how these factors interact with students' economic literacy and entrepreneurial interests.

Learning methods in elementary schools play a central role in shaping students' understanding and interests (Arnita & Hilmiyatun, 2020). In this study, we will explore the Project Based Learning (PjBl) learning model as a method that can influence students' economic literacy and entrepreneurial interests.

According to Mulyasa (2014: 145), PjBl is an approach that focuses on challenging problems that students need to solve to conduct research and draw conclusions from their findings. In addition to guiding students through collaborative projects that incorporate many curricular subjects, this approach also seeks to provide opportunities for students to collectively experiment and investigate content in ways that matter to them. Meanwhile, according to Daryanto & Raharjo (2012: 162), problems are used as an initial stage in collecting and integrating new information based on experience and real actions in the PjBl learning paradigm. PjBl is intended to be applied to challenging problems that require students to see and understand them.

Rizky et al. (2021) stated that both formal and informal ways can be done to teach entrepreneurship to students. Entrepreneurship education in the curriculum at school is able to have a positive and significant influence on increasing entrepreneurial skills (Putri et al., 2021). This model provides opportunities for students to learn through practical projects relevant to the real world (Rizky et al., 2021). The question that arises is to what extent this model is effective in increasing economic literacy and entrepreneurial interest at the level of primary school students.

This research is not only important from an academic perspective, but also has significant implications in helping primary school students to become better prepared for future economic challenges. With a solid foundation in economic literacy and entrepreneurial interests, students can become agents of positive change in society and contribute to sustainable economic growth.

The importance of this research is not only in the context of education, but also in the perspective of social and economic development. With a better understanding of the relationship between economic literacy and entrepreneurial interest at the primary school student level, we can develop more effective educational strategies and support the potential of youth to become positive agents of change in society. As such, this research has far-reaching and relevant implications in dealing with future challenges.

In the overall research framework, researchers will explore the role of the Project Based Learning (Pjbl) learning model in shaping students' economic literacy and entrepreneurial interests. How can this learning model influence students' understanding of economics and to what extent can it stimulate entrepreneurial interest? This question will help in understanding the potential of learning methods in the context of basic education.

This research is expected to provide deeper insights into the influence of economic literacy on entrepreneurial interest at the elementary level. The results of this study are expected to provide valuable guidance for the development of educational approaches that are more effective in equipping students with economic literacy skills and strong entrepreneurial interests, so that they can become agents of positive change in the economy of the future. The results of this study are expected to provide a deeper understanding of how economic literacy and entrepreneurial interest can be improved in the context of basic education.

Based on the background previously described, the formulation of the problem in this study is how the influence of economic literacy to increase the entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (Pjbl) learning model? Based on the problem formulation that has been stated earlier, the hypotheses in this study are:

H1: It is suspected that economic literacy has a significant effect on increasing the entrepreneurial interest of elementary school students in Bandung City by using the Project Based Learning (Pjbl) learning model

H0: It is suspected that economic literacy does not have a significant effect on increasing the entrepreneurial interest of elementary school students in Bandung City by using the Project Based Learning (Pjbl) learning model

METHOD

The research method used in this study is quantitative method with the type of survey research. Quantitative methods are used because the data obtained in this study is in the form of numbers which are then analyzed using statistical techniques. Quantitative model research is often used as a data producer that is useful as a purpose of finding, proving and describing knowledge, using this knowledge to understand, solve, and predict a problem in certain fields of quantitative research is based on positivistic philosophy, which is used to study certain samples or populations (Sugiyono, 2017).

The survey approach is carried out by providing questions in the form of questionnaires to respondents who have been determined in this study. The data used in this study is primary data, the data is sourced from the results of respondents' answers. The research instrument in this study was measured using the Likert scale. With categories and weighting of answers, namely Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5) (Sugiyono, 2018).

The population in this study is elementary school students in Bandung. The sampling technique in this study uses non-probability sampling with purposive sampling approach, which is a sampling technique with certain considerations. This assumption is made because the number of elementary school students in Bandung City is unknown. So that the sample criteria in this study are elementary school students in Bandung City who receive economic literacy in entrepreneurship using the Project Based Learning (Pjbl) learning model.

The determination of the number of samples to be used in this study refers to the formula developed by Djarwanto & Subagyono and used by Kusuma (2016), namely the basis for determining samples using $\alpha = 5\%$ because in general the error level in statistical testing is set at 5%. Since it has been determined $\alpha = 5\%$, then $Z_{1/2} = 1.96$ (from table Z). The researcher determined $E = 0.1$ because this is a subjective decision, the researcher wants the error rate in filling out the questionnaire that may occur no more than 0.1 (10%), while the truth rate is 0.9 (90%).

$$n = 0.25 [1.96/0.1]^2 = 96.04 \text{ rounding } 96.$$

Thus, the number of samples to be studied is 96, namely elementary school students in the city of Bandung. The analytical tools used using simple linear regression analysis, supporting tests used in this study are instrument validity and reliability tests, descriptive statistical analysis and classical assumption tests. The equation of the linear regression model in this study is as follows;

$$Y = \alpha + \beta X$$

Y = Entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (PJBL) learning model

α = Constant Value

β = Regression coefficient

X = Economic Literacy

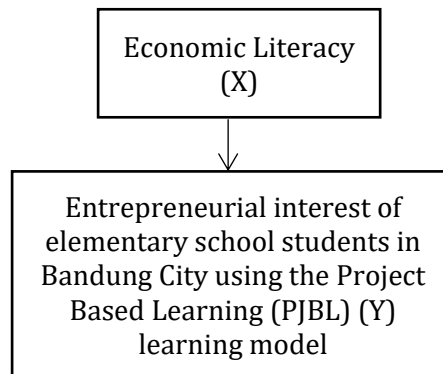


Figure 1. Research Model

RESULTS

Determine the r value of the table, (N) = 96 then $df/dk = n-2$, $df = 96-2 = 94$. R table with meaning 0.05 and df/dk 94 obtained the value r table = 0.2006. The prerequisite of the legitimacy test is that it is considered substantial if r counts > r table (Sugiyono, 2017).

Table 1. Instrument Validity Test Results

Variable	Items	R Calculate	R Table	Conclusion
Economic Literacy (X)	1	0,624	0,2006	Valid
	2	0,752	0,2006	Valid
	3	0,727	0,2006	Valid
	4	0,729	0,2006	Valid
	5	0,508	0,2006	Valid
	6	0,669	0,2006	Valid
Entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (PJBL) (Y) learning model	1	0,662	0,2006	Valid
	2	0,776	0,2006	Valid
	3	0,761	0,2006	Valid
	4	0,753	0,2006	Valid
	5	0,685	0,2006	Valid

Source: Primary Data Processing, 2023

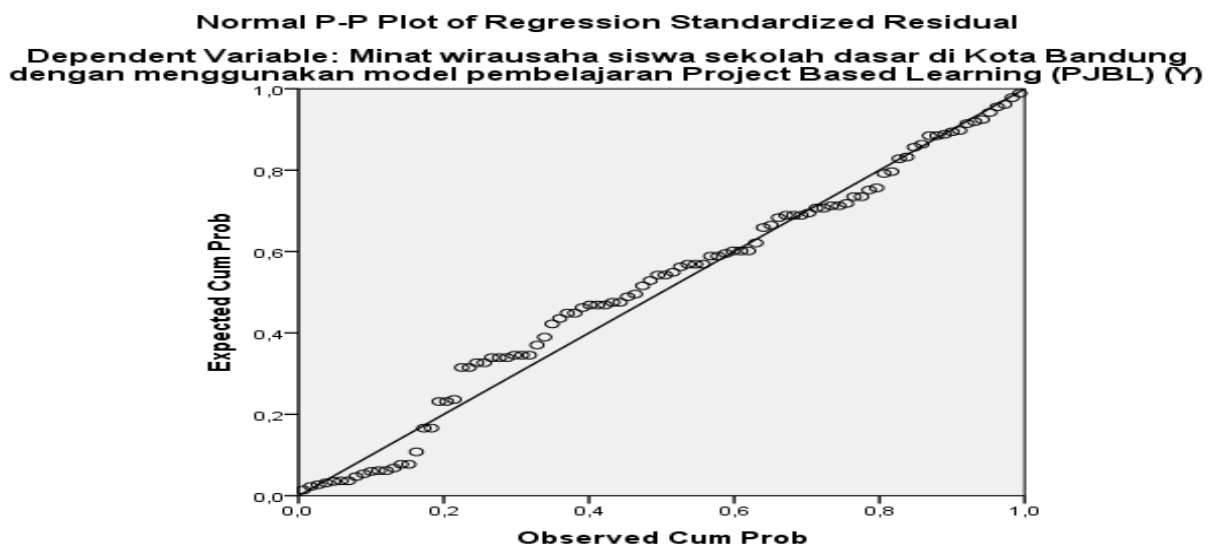
Based on the results of the instrument validity test, it is known that the calculated r value of each question item of the variable in this study shows a number greater than the r value of the table, this means that the question item is declared valid.

Table 2. Instrument Reliability Test Results

Variable	N of cases	N of item	Cronbach Alpha
Economic Literacy (X)	96	6	0,874
Entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (PJBL) (Y) learning model	96	5	0,797

Source: Primary Data Processing, 2023

The Cronbach Alpha *value* for the reliability test of economic literacy variables and entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (PJBL) (Y) learning model is greater than 0.70. This shows that the statements in the questionnaire used in this study can be said to be *reliable* (Ghozali, 2019).



Source: Primary Data Processing, 2023

Figure 2. Data Normality Test

The data in this study is considered normally distributed because the results of the data normality test show that the points on the graph of *the Probability Plot test results* are scattered around the diagonal line and follow its direction.

Table 3. Descriptive Statistical Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Economic Literacy (X)	96	9	24	15,58	3,535
Entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (PJBL) (Y) learning model	96	7	20	13,33	3,201
Valid N (listwise)	96				

Source: Primary Data Processing, 2023

Based on the results of descriptive statistical analysis with the number of respondents amounting to 96 samples, it is known that the economic literacy variable has the lowest value of 9 and the highest value of 24, while the variable of entrepreneurial interest of elementary school

students in Bandung City using the Project Based Learning (Pjbl) learning model has the lowest value of 7 and the highest value of 20. The standard deviation value of each variable is smaller than the mean value, this means that the deviation of the data is relatively small with the small deviation of the data shows that each variable used in this study is quite good.

Table 4. Simple Linear Regression Analysis

Coefficientsa				
Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	16,610	1,451	
	Economic Literacy (X)	0,210	0,091	0,232

a. Dependent Variable: Entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (Pjbl) learning model (Y)

Source: Primary Data Processing, 2023

Based on the results of a simple linear regression analysis in the table above, thus the regression model equation in this study can be made, namely $Y = 16.610 + 0.210X$, from the equation it can be interpreted as follows the constant value of 16.610 means that if the economic literacy variable has a value of 0, then the variable of entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (Pjbl) learning model has the same value experienced an increase and decrease of 16,610. The regression coefficient of the economic literacy variable of 0.210 is positive, this means that if economic literacy increases in one unit, the entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (Pjbl) learning model has increased by 0.210.

Tabel 5. Uji Hipotesis (Uji t)

Coefficientsa					
Model		Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	(Constant)	16,610	1,451	11,447	0,000
	Economic Literacy (X)	0,210	0,091	5,315	0,003

a. Dependent Variable: Entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (Pjbl) learning model (Y)

Source: Primary Data Processing, 2023

Based on the partial test results in the table above, it is known that the significance value of the influence of economic literacy on the entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (Pjbl) learning model (Y) $0.003 < 0.05$ (probability α), this means that the hypothesis proposed in this study (H1) is accepted.

Table 6. Test Coefficient of Determination (R2)

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,432a	0,354	0,244	3,130

a. Predictors: (Constant), Literasi Ekonomi (X)
b. Dependent Variable: Entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (Pjbl) learning model (Y)

Source: Primary Data Processing, 2023

Based on the results of the coefficient of determination test, it is known that the value of r 0.432, meaning that the ability of the model in this study, namely economic literacy, affects the entrepreneurial interest of elementary school students in the city of Bandung using the Project Based Learning (Pjbl) learning model in the form of a percentage of 43.2%, while the remaining 56.8% of the entrepreneurial interest of elementary school students in the city of Bandung using the Project Based Learning (Pjbl) learning model is influenced by other factors that Not studied in this study.

DISCUSSION

The Influence of Economic Literacy to Increase Entrepreneurial Interest of Elementary School Students

Based on the partial test results of significance values of $0.003 < 0.05$ (probability α), this means that economic literacy has a significant effect on increasing the entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (Pjbl) learning model. With the ability of the model to influence the entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (Pjbl) learning model by 43.2%, while the remaining 56.8% of entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (Pjbl) learning model is influenced by other factors that were not studied in this study.

Education at the elementary level has an important role in shaping the foundation of children's knowledge and skills to face the future (Iis & Astri, 2022). In an era of increasingly global economy and ever-evolving technology, an understanding of economic literacy and entrepreneurial interest are two key elements that need to be instilled early on in students (Zubaidah, 2016). Economic literacy includes a basic understanding of how the economy works, including how to manage money and make wise financial decisions (Lee et al., 2020). Meanwhile, entrepreneurial interest is an encouragement to innovate, create jobs, and contribute to economic growth (Suparno & Saptono, 2018).

The importance of economic literacy at a basic level becomes even clearer when we consider the role of technology in everyday life (Shephard et al., 2017). Technological developments have changed the way we interact with the economy, including shopping online, investing, and accessing financial information (Mohamad et al., 2014). Therefore, it is important to understand how technology affects students' economic literacy, and how education in primary school can prepare them for these challenges. In this context, it is important to explore how these factors interact with students' economic literacy and entrepreneurial interests.

Learning methods in elementary schools play a central role in shaping students' understanding and interests (Arnita & Hilmiyatun, 2020). Project Based Learning (Pjbl) learning model as a method that can affect students' economic literacy and entrepreneurial interests. In Rizky *et al's* (2021) research, it is stated that there are various ways that can be done to teach entrepreneurship to students both in formal, non-formal and informal education. Entrepreneurship education in the curriculum at school is able to have a positive and significant influence on increasing entrepreneurial skills (Putri *et al.*, 2021). This model provides opportunities for students to learn through practical projects relevant to the real world (Rizky et al., 2021). The question that arises is to what extent this model is effective in increasing economic literacy and entrepreneurial interest at the level of primary school students.

CONCLUSION

Based on the results and discussion of the influence of economic literacy to increase the entrepreneurial interest of elementary school students in the city of Bandung using the Project Based Learning (Pjbl) learning model, it can be concluded that economic literacy has a significant effect on increasing the entrepreneurial interest of elementary school students in the city of Bandung using the Project Based Learning (Pjbl) learning model. With the ability of the model to influence the entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (Pjbl) learning model by 43.2%, while the remaining 56.8% of

entrepreneurial interest of elementary school students in Bandung City using the Project Based Learning (PjBl) learning model is influenced by other factors that were not studied in this study.

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