

The Development of a Digital Entrepreneurship Children Education Model in Malaysia

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Abstract

In the context of business and entrepreneurship, attitudes, digital skills, and the teaching of entrepreneurial values by preschool teachers are very important in engaging children. The purpose of this study is to analyse the needs in developing a model for Digital Entrepreneurship Education for B40 group kindergarten children based on teachers' perceptions. The respondents of this study consisted of 367 kindergarten teachers across Malaysia. This research method was conducted quantitatively using a questionnaire. The collected data were analysed using Statistical Package Social Science (SPSS) version 21 software, considering the mean. The findings of the study revealed that teachers' perceptions of building the Digital Entrepreneurship Education Model for B40 Group Kindergarten Children under the aspect of "Children understand the benefits of saving money" had the highest mean of 3.93. While teachers' perception of "Digital skills should be introduced to children (21st century learning)" recorded the second highest mean with a mean of 3.86, followed by the statement "Children understand the concept of the value of money" with a mean of 3.83.

Keywords: Digital Entrepreneurship, Children Education, Model Entrepreneur

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Introduction

Entrepreneurship education must be taken seriously today and is an important component in creating a creative and innovative Malaysian society. Businesses and entrepreneurship are the backbone of the country's economy. In the technological age of the 21st century, the National Entrepreneurship Policy (DKN 2030) should adapt the elements of digital entrepreneurship education to the needs of B40 children through the comprehensive National Preschool Standard-Based Curriculum. Various plans and policies implemented before the Covid 19 pandemic, including the National Financial Literacy Strategy (2019-2023) and the Shared Prosperity Vision 2030 agenda, which aims to balance living standards and community development (Financial Education Network, 2019; Ministry of Economic Affairs, 2019), had to be refined for the educational requirements of the new norm. However, the adequacy of educational development based on children's survival needs (life survival) in the form of entrepreneurial education is less emphasized. To ensure sustainable economic and technological development, as embodied in the National Transformation 2050, individuals' knowledge of financial management must be digitally applied at an early stage, through knowledge related to financial literacy, basic entrepreneurial skills, and a high-trust attitude as a person.

What the future holds for children is difficult to predict if the Covid-19 pandemic continues to plague our country. Therefore, a specific action plan for the development of children's cognitive, affective, and psychomotor development must be observed by all stakeholders to balance the educational needs in this new norm. The National Strategy for Financial Literacy (2019-2023), which was implemented before the pandemic, has provided educators, parents, and stakeholders with some useful guidance on how to intensify financial literacy among Malaysians. This programmed is a comprehensive action plan to raise individuals' awareness of financial literacy (Financial Education Network, 2019). For children who are money literate, they will be provided with the knowledge, skills, attitudes, and habits needed to make smarter financial decisions.

Literature Review

In the National Preschool Standard-Based Curriculum, there is one of the 6 main pillars, namely the Science and Technology Pillar which aims to teach financial literacy (Ministry of Education Malaysia, 2017). This pillar also complements one of the science disciplines, namely Early Mathematics, and the Standard Content on the value of money is also emphasized in children's learning. One of the activities is to teach financial basics to children to familiarize and educate them on how to handle money and daily expenses. However, today's education must be geared towards promoting future careers. Education related to the fundamentals of early childhood entrepreneurship is particularly responsive to these needs, as it targets social engagement and focuses more on children's specific skills (Sarikaya & Coskun, 2015).

Appropriate teaching methods for financial literacy should be integrated into the education system so that children are more skilled and efficient in financial management matters in the future (Mohamad Fazli & Nurhayatul, 2018). Basic elements of entrepreneurship that can be emphasised should include, at the child level, financial literacy, saving and budgeting, willingness to face unexpected events, introduction to money, the need and desire for shared savings (Financial Capability and Inclusion Demand Side Survey, 2018). The study by Batty, Collins, and Odders-White (2015) shows that the financial education programmed for poor families, targeting the primary school level, has a positive effect of helping children improve

their knowledge. Respondents are exposed to instructions and educational programmed on finance that enable them to make prudent and better financial decisions.

According to Abdul Halim and April Ann (2016), the birth of a small entrepreneur should be a useful activity based on real experiences. In the government's efforts through the Education Development Plan (Ministry of Education Malaysia, 2018) and the Shared Prosperity Vision 2030 (Ministry of Economic Affairs, 2019), which emphasises the aspect of further preparing for a prosperous life in the future, the early generation of children are among the most important practitioners who will be prepared for the increasingly challenging world of work. Competence in managing finances is one of the most important components for children to ensure they become smart financial managers when they grow up (Inanna et al. 2020; Nurul 'Alyaa Adilla, 2015).

A study on the appropriate model for early childhood financial education in Malaysia found that the focus is less on preschool education than on secondary education. According to Cheng, et al. (2020), basic entrepreneurship education initiatives should be introduced to all individuals from an early age. The fundamental importance of entrepreneurship should begin and develop in children between the ages of four and seven (Cheng, et al. 2020). At this age, they should already know the basics of managing money and how to manage finances through business. If an individual understands the risks associated with managing finances at a young age, they should be able to make better financial decisions in the future (Inanna et al. 2020). Jufri and Wirawan (2018) noted that what kindergarten children learn about the fundamentals of entrepreneurship will have an impact on their knowledge, values, behaviors, and practices when they are adults. However, according to them, children lack knowledge and practice about basic entrepreneurial programmed that are individualized and have a playful element.

Therefore, a new medium in forming a basic model of entrepreneurship in digital form for kindergarten children is very important for the purpose of devising best practices and implementing appropriate improvements. The objective of this study is to analysing the Need for the Development of a Digital Entrepreneurship Education Model for B40 Group Kindergarten Children based on the teacher's perception.

Research Method and Data Analysis

This research method was carried out quantitatively. This study was conducted to analyse the Need for the Development of a Digital Entrepreneurship Education Model for B40 Group Kindergarten Children based on teachers' perceptions. This questionnaire was distributed to 367 kindergarten teachers.

A total of 367 questionnaires were distributed to kindergarten teachers. The data obtained were analysed using the Statistical Package for Social Sciences (SPSS) version 21. Assessment for frequency (f), percent (%), and mean for the analysis of each item.

1. The Need for the Development of a Digital Entrepreneurship Education for B40 Kindergarten Children

The data analysis in Figure 1 shows the analysis of the need for the development of a digital entrepreneurship education model for B40 kindergarten children. The data analysis shows that for the statement "Children understand the benefits of saving", many teachers agree 227

(61.9%), strongly agree 69 (18.8%), not sure 49 (13.4%), followed by disagree 19 (5.2%) and strongly disagree 3 (0.8%) by recording the highest mean of 3.93.

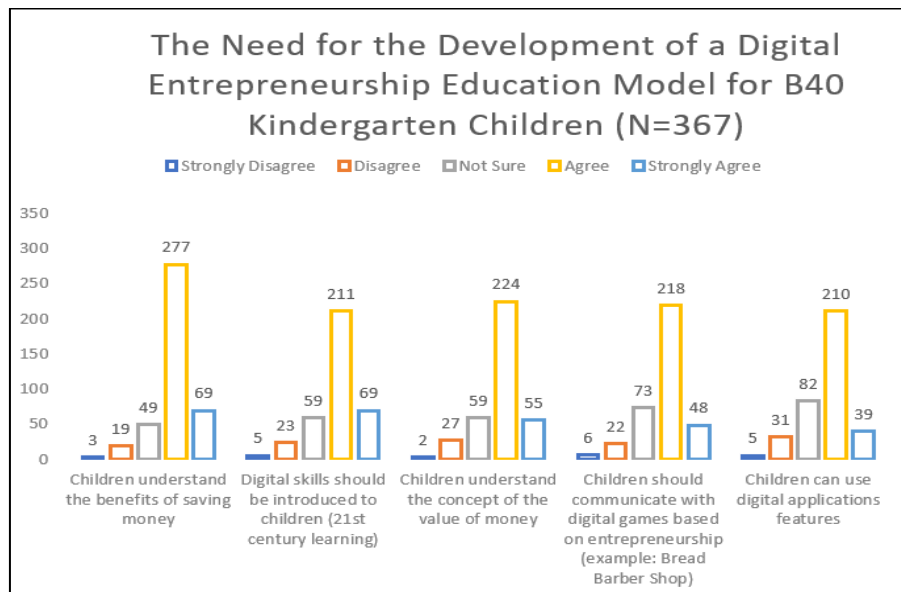


Figure 1: The Need for the Development of a Digital Entrepreneurship Education Model for B40 Kindergarten Children (N=367)

"Digital skills should be introduced to children (21st century learning)" recorded the second highest mean with a mean of 3.86. It was found that 211 (57.5%) of teachers agree, 69 (18.8%) strongly agree, 59 (16.1%) not sure, 23 (6.3%) disagree, and 5 (1.4%) strongly disagree. For the statement "Children understand the concept of the value of money", 224 (61%) of teachers agree, 59 (16.1%) not sure, 55 (15.0%) strongly agree, 27 (7.4%) disagree, and only 2 (0.5%) strongly disagree with the mean 3.83.

For the statement "Children should communicate with digital games based on entrepreneurship (example: Bread Barber Shop)", it was found that many teachers agree 218 (59.4%), 73 (19.9%) unsure, 48 (13.1%) strongly agree, 22 (6.0%) disagree, and 6 (1.6%) strongly disagree with a mean of 3.76 "Children can use digital application features" recorded a mean of 3.67. It was found that 219 (57.2%) agree, 82 (22.3%) not sure, 39 (10.6%) strongly agree, 31 (8.4%) disagree, and only 5 (1.4%) strongly disagree.

2. Content Requirements of the Digital Entrepreneurship Education Model for B40 Kindergarten Children

Figure 2 content requirements of the digital entrepreneurship education model for B40 kindergarten children. The foundation of honesty in digital entrepreneurship recorded the highest mean of 3.81, with teacher responses of 224 (61%) agree, 48 (13.1%) strongly agree, 77 (21%) not sure, followed by 13 (3.5%) disagree, and the rest 5 (1.4%) strongly disagree "Using various resources to produce digital entrepreneurial products" recorded the second highest mean of 3.78 as many as 218 (59.4%) of teachers agree, 48 (13.1%) strongly agree, 78 (21.3%) not sure, 18 (4.9%) disagree and the rest 5 (1.4%) strongly disagree.

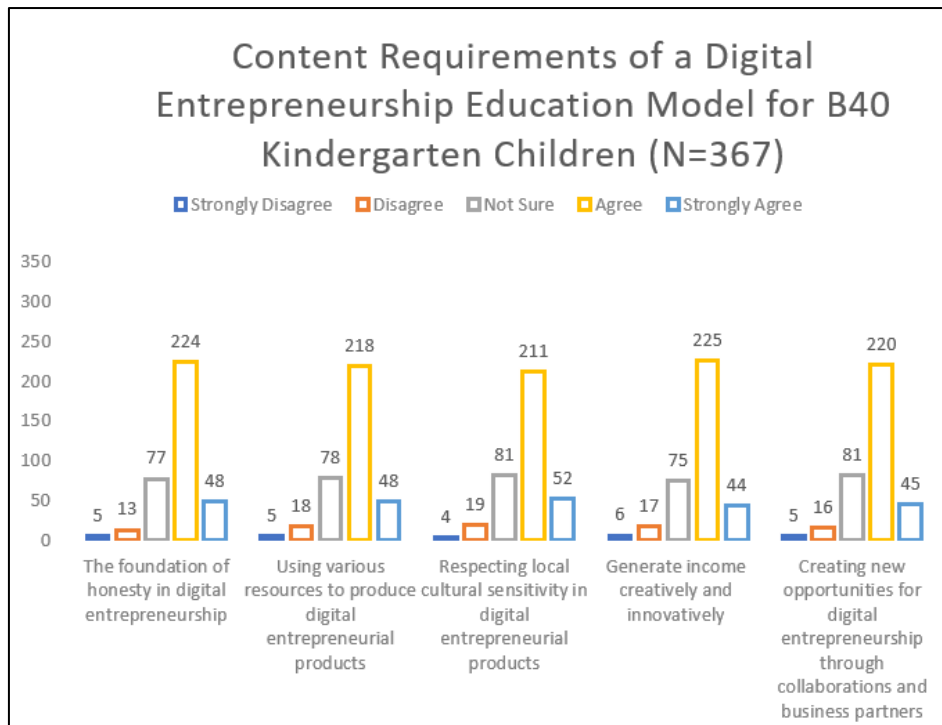


Figure 2: Content Requirements of the Digital Entrepreneurship Education Model for B40 Kindergarten Children (N=367)

Respecting local cultural sensitivity in digital entrepreneurial products yielded a mean score of 3.78, with 211 (57.5%) agree, 81 (22.1%) not sure, 52 (14.2%) strongly agree and the remainder 18 (5.2%) disagree and 54 (1.1%) strongly disagree. Next, generating income creatively and innovatively recorded a mean score of 3.77, with 225 (61.3%) agree, followed by 75 (20.4%) not sure, 44 (12.0%) strongly agree, 17 (4.6%) disagree and 6 (1.6%) strongly disagree. Creating new opportunities for digital entrepreneurship through collaborations and business partners also received a mean score of 3.77, with 220 (59.9%) agree, 81 (22.1%) not sure, 45 (12.3%) strongly agree, only 16 (4.4%) disagree and 5 (1.4%) strongly disagree.

The findings of the study as a whole show that the analysis of the need for the development of a digital entrepreneurship education model for B40 kindergarten children under the aspect of "Children understand the benefits of saving money" many teachers agree (61.9%), strongly agree (18.8%) with the highest mean of 3.93. This result is like that of Abdul Halim and April Ann (2016), who found that parents talk to their children about how to save money by saving part of their daily allowance and associate saving with things they want to buy this will encourage them to save.

This study is also like the study by Nurul 'Alyaa Adillah (2015) that teaching children prudent financial management from childhood can reduce financial problems, including bankruptcies, in the future. Competence in managing finances is one of the most important components for children to ensure they become wise financial managers when they grow up.

The response "Digital skills should be introduced to children (21st century learning)" recorded the second highest mean with a mean of 3.79, which is in line with Dayang Tiawa (2006) study showing that using multimedia with children can make them communicate or interact more effectively. Moreover, teaching methods that incorporate multimedia elements such as these will further increase children's interest in learning and, more importantly, ensure that these

children can more easily absorb and understand everything they are taught. In relation to digital games, research has found that a student learns a concept using digital games without being aware of it. Similarly, research by Smaldino et al. (2005) and this digital game stimulates players' thinking to apply the learned skills. According to the study of Abdul Halim (2007), 72.4% of children have a computer at home. 41.4% of children who have a computer at home were introduced to computers by their parents when they were four years old. So, this study is suitable for today's children who already know a little bit about how to use today's technology.

For the teacher feedback "Children can communicate with digital games based on entrepreneurship (example: Bread Barber Shop), it was found that the majority of teachers agree (59.4%) and recorded a mean of 3.76. This is consistent with the study on Digital Game Based Learning (PBPD), a dynamic learning process that combines game elements and student motivation (Chung & Chang, 2017; Putra & Iqbal, 2016). Previous studies have shown that PBPD can effectively increase student motivation and achievement (Alsawaier, 2019; Lizawati et al., 2017; Tangkui & Tan, 2020). The use of PBPD in learning is appropriate for all levels, whether primary school, secondary, or higher. How PBPD is integrated into learning is important (Muhamad et al., 2015). Students' active participation in games in addition to interacting with friends can help them build their own ideas and knowledge.

Conclusions

This study makes a significant contribution to the elements of entrepreneurship, especially the need to develop of a Digital Entrepreneurship Education Model for Kindergarten Children of the B40 group based on teachers' perceptions. This is because the study of entrepreneurship in kindergarten is still not carried out much. This study also provides evidence and explanation for the need to develop a model of digital entrepreneurship education for B40 children in kindergarten. It also helps to increase the importance of entrepreneurial knowledge for students' readiness to apply entrepreneurial elements.

Therefore, a new medium in forming a basic model of entrepreneurship in digital form for kindergarten children is very important for the purpose of devising best practices and implementing appropriate improvements. Disclosure of the B40 group's entrepreneurial fundamentals is closely related to financial information and can have a positive impact on long-term practices (Syahrin et al. 2020). This national-level strategy also supports research collaboration and guides policy-making initiatives in the future to increase public awareness of the importance of financial literacy (Financial Education Network, 2019). In addition, this programme can help parents, the community, and related parties by receiving benefits based on the idea of National Transformation 2050 in shaping the well-being of children through a balanced Malaysian economy.

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