

The Effectiveness of an Islamic Education-Based Eco-Print Activity Learning Module in Enhancing Early Childhood Entrepreneurship Understanding at PAUD Kasih Bersama, Central Bengkulu

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Abstract

This study aims to determine the effectiveness of an Islamic education-based eco-print activity learning module in enhancing early childhood entrepreneurship understanding at PAUD Kasih Bersama, Central Bengkulu. The study employed a mixed-methods approach using a sequential explanatory design, in which quantitative data were collected and analyzed first, followed by qualitative data to further explain the quantitative findings. The quantitative data were obtained through observation sheets administered as pretests and posttests to an experimental group of 12 children and a control group of 12 children. Qualitative data were collected through interviews, observations, and documentation. The findings indicate that the implementation of the Islamic education-based eco-print learning module improved children's understanding of basic entrepreneurial concepts and related character traits, including creativity, independence, communication, responsibility, cooperation, honesty, and perseverance. The experimental group's mean score increased from 36.08 in the pretest to 39.42 in the posttest. An independent samples t-test produced a significance value of 0.002, which was lower than 0.05, with a t-value of 3.558, exceeding the t-table value of 2.179. Qualitative findings further revealed increased enthusiasm, creativity, confidence, and active participation among the children. The integration of Islamic values, including gratitude, honesty, responsibility, patience, and environmental stewardship, also enriched the learning experience. Therefore, the Islamic education-based eco-print activity learning module is effective as a contextual and meaningful medium for introducing entrepreneurship to young children.

Keywords: eco-print; learning module; entrepreneurship; early childhood education; Islamic education.



Introduction

Early childhood education (ECE) extends beyond the development of children's cognitive, motor, language, and socio-emotional abilities; it also plays an important role in fostering character, values, creativity, independence, and dispositions that support children's lifelong development. Within this broader educational framework, entrepreneurship education is increasingly recognized as a relevant component of early learning. At the preschool level, entrepreneurship should not be understood as teaching children to conduct business or generate financial profit, but rather as an age-appropriate process of developing initiative, creativity, independence, responsibility, problem-solving, collaboration, confidence, and the ability to create value through meaningful experiences. (Seikkula-Leino dkk., 2023), through a review of peer-reviewed studies identified from the Scopus database, demonstrate that entrepreneurship education has considerable potential in preschool settings, particularly for developing entrepreneurial competencies and supporting children's active participation in learning.

The introduction of entrepreneurial values during early childhood is closely related to the developmental characteristics of young children. Children aged approximately four to six years are in a critical developmental period in which cognitive, social, emotional, creative, and behavioral foundations are rapidly established. At this stage, children learn effectively through concrete experiences, exploration, play, interaction, and meaningful engagement with their immediate environment. Therefore, entrepreneurship education should be presented through developmentally appropriate activities rather than abstract explanations of business concepts. (Huber dkk., 2014) found through a randomized field experiment that early entrepreneurship education can have a positive effect on non-cognitive entrepreneurial skills, suggesting that entrepreneurial competencies can be meaningfully developed when entrepreneurial learning is introduced at an early stage of education.

From this perspective, entrepreneurship education in early childhood is more appropriately conceptualized as character and competency development than as formal business education. Children can develop entrepreneurial dispositions when they are provided with opportunities to create products, make simple decisions, overcome difficulties, collaborate with peers, communicate their ideas, and appreciate the value of their own work. Such experiences can gradually strengthen independence, responsibility, creativity, persistence, and confidence. In addition, play-based and activity-based learning provides an appropriate pedagogical context because children can experiment, explore alternatives, and express ideas through concrete experiences. (Ekeh, 2023) highlights that play-based pedagogy can support preschool children's creative development by providing opportunities to explore their environment and generate creative responses to everyday challenges.

In the Indonesian context, entrepreneurship education in early childhood also has an important spiritual and moral dimension. Entrepreneurship should not be separated from the development of ethical behavior, particularly in educational institutions that operate within an Islamic educational framework. Values such as honesty, responsibility, independence, perseverance, gratitude, trustworthiness, and cooperation can be integrated into entrepreneurial learning activities so that children understand entrepreneurship not merely as an economic activity but also as part of responsible human behavior. (Rohmah dkk., 2021) found that spiritual-based entrepreneurship education in Indonesian early childhood settings can integrate entrepreneurial activities with *tauhid* education and religious values, thereby fostering entrepreneurial dispositions alongside children's religious and moral development.

One learning activity with considerable potential to support this integrated approach is eco-printing. Eco-printing is a technique for transferring natural pigments and forms from leaves, flowers, and other botanical materials onto fabric or other media. From an educational perspective, eco-printing can connect environmental exploration, sensory learning, artistic expression, creativity, fine-motor development, and product creation within a single learning experience. Children can observe the shape, color, texture, and patterns of natural materials, select and arrange leaves, experiment with designs, and produce tangible works through direct manipulation of natural resources. Such experiences are particularly appropriate for young children because they transform learning concepts into concrete and observable activities.

Empirical research has demonstrated the potential of eco-print activities to support children's creative development. (Khotimah dkk., 2024) reported that eco-print learning influenced the creativity of young children and provided opportunities for children to actively explore and develop patterns through the learning process. Their findings indicate that eco-printing can function not merely as an art activity but also as a learning medium that stimulates creativity, exploration, active participation, and appreciation of cultural and environmental resources.

The entrepreneurial potential of eco-printing becomes more apparent when children are involved in the process of transforming natural materials into products that possess aesthetic and functional value. Through carefully guided activities, children can select materials, develop designs, create products, explain their work, appreciate the effort involved, and participate in simple simulations of buying and selling. These experiences can introduce children to fundamental entrepreneurial concepts such as product creation, value, effort, creativity, and simple economic exchange without requiring them to engage in formal commercial activities. (Farrokhnia dkk., 2022) emphasize the importance of opportunity identification within entrepreneurship education and propose that educational approaches should connect entrepreneurial learning with appropriate learning theories and pedagogical strategies.

Despite the growing recognition of entrepreneurship education in early childhood, its implementation remains challenging. Teachers may have limited preparation, appropriate learning resources may be scarce, and entrepreneurial activities can sometimes be reduced to isolated events rather than integrated learning experiences. (Pratiwi dkk., 2025) demonstrate that *market day* can be implemented as an entrepreneurial program in early childhood institutions, but their findings also illustrate the importance of structured activities and teacher involvement in developing children's entrepreneurial experiences.

Similarly, the integration of entrepreneurship with creative and environmental learning remains relatively underexplored. Existing research has demonstrated the potential of eco-print activities to support creativity, while research on early entrepreneurship education has emphasized the development of entrepreneurial competencies through meaningful and developmentally appropriate experiences. However, there remains limited empirical research examining a structured learning module that simultaneously integrates eco-print activities, entrepreneurial understanding, environmental awareness, and Islamic educational values within early childhood education. This gap is particularly important in the Indonesian context, where Islamic early childhood education has considerable potential to integrate entrepreneurial learning with moral and spiritual development.

The development of an Islamic education-based eco-print activity learning module therefore offers a potentially meaningful response to this gap. A structured module can provide teachers with systematic guidance for implementing learning activities while ensuring that entrepreneurial concepts are introduced

through concrete, enjoyable, and developmentally appropriate experiences. Rather than treating entrepreneurship, creativity, environmental education, and Islamic character education as separate domains, the module can integrate these dimensions within a contextual learning experience. Children can learn to recognize the potential of natural resources, transform them into creative products, appreciate the value of their work, collaborate with peers, and develop responsible attitudes toward the environment.

In this study, eco-print activities are positioned as a contextual learning medium through which children can explore natural materials, produce creative works, develop independence and responsibility, interact collaboratively, and gain an initial understanding of product value and simple economic processes. At the same time, the activities are designed to embed Islamic values such as gratitude for Allah's creation, environmental stewardship, honesty, responsibility, patience, and respectful communication. This integrated approach transforms entrepreneurial concepts that may otherwise be abstract for young children into concrete experiences that they can directly observe, practice, and understand.

Accordingly, the present study aims to examine the effectiveness of an Islamic education-based eco-print activity learning module in enhancing early childhood entrepreneurship understanding at PAUD Kasih Bersama, Central Bengkulu.

Research Method

This study employed a mixed-methods approach with a sequential explanatory design, in which quantitative data were collected and analyzed first, followed by qualitative data to explain the quantitative findings. The study was conducted at PAUD Kasih Bersama, Central Bengkulu, involving 24 children: 12 in the experimental group and 12 in the control group. The experimental group received learning activities using an Islamic education-based eco-print module, while the control group received regular learning activities.

Data were collected through observation, simple tests, interviews, and documentation. Pretests and posttests were administered to assess children's entrepreneurship understanding, including creativity, independence, communication, simple money concepts, cooperation, responsibility, and perseverance. The intervention involved direct eco-print activities using natural materials and integrated Islamic values such as gratitude, responsibility, honesty, patience, and environmental awareness.

Quantitative data were analyzed using descriptive statistics, the Shapiro Wilk normality test, and an independent-samples t-test at a 0.05 significance level. Qualitative data from observations, interviews, and documentation were analyzed descriptively and used to explain the quantitative findings.

Results and Discussion

The findings indicate that the implementation of the Islamic education-based eco-print learning activity module had a positive effect on improving early childhood entrepreneurship understanding at PAUD Kasih Bersama, Central Bengkulu. Before the intervention, most children had limited understanding of basic entrepreneurial concepts. They primarily associated buying and selling with purchasing food or toys and had not yet understood the process of producing a product, the value of creativity, or the importance of honesty, responsibility, and cooperation in entrepreneurship. Following several learning sessions using the module, the children demonstrated improvement in understanding the process of producing products, recognizing the value of their work, and displaying entrepreneurial attitudes appropriate to their developmental stage. This finding is consistent with the view that

entrepreneurship education in early childhood should focus on developing entrepreneurial character and attitudes rather than teaching children to conduct business activities in a formal sense (Dhewanto dkk., 2022; Ridwan, 2020). Recent research likewise emphasizes that entrepreneurship education for children can be directed toward developing competencies such as creativity, self efficacy, and initiative through age appropriate learning experiences.

The learning activities began with the introduction of plants available in the school environment. Children were encouraged to observe the shape, color, and texture of leaves while learning that plants are creations of Allah SWT that should be preserved and used responsibly. This activity provided concrete learning experiences while fostering gratitude and environmental awareness. The children then produced eco-print works using the pounding technique and naturally available leaves. They were directly involved in selecting materials, arranging patterns, pounding the leaves, and producing motifs on the selected medium. The use of natural materials made the learning process contextual and connected entrepreneurship learning with children's immediate environment. Previous studies have similarly reported that eco-print activities can support creativity, artistic expression, and fine motor development in early childhood (Anggraeni & Safitri, 2024; Khotimah dkk., 2024; Putri dkk., 2023).



Figure 1. Implementation of the Islamic education-based eco-print learning activities.

During the activities, the children demonstrated high enthusiasm and active participation. They remained focused, experimented with different leaf arrangements, and cooperated with peers when sharing tools and materials. The teacher also provided opportunities for children to present and describe their work, supporting the development of communication skills and self-confidence. These observations

are important because creativity and self-directed learning are closely related to children's social and emotional development, indicating the importance of learning environments that provide opportunities for children to explore, create, and participate actively. After completing their products, the children participated in a simple buying-and-selling simulation. Through this activity, they practiced offering their products politely, describing their work honestly, and understanding that a product has value because it is created through effort, creativity, and perseverance.

Observation results indicated improvement across nearly all indicators of entrepreneurial understanding. Children demonstrated greater independence in completing tasks, generated creative ideas for eco-print patterns, showed responsibility in using tools and materials, and became more confident in presenting their work. Honesty, discipline, patience in waiting for turns, and environmental awareness were also observed during the activities. These findings support the perspective that entrepreneurship education for young children should emphasize character formation, creativity, independence, responsibility, and other entrepreneurial dispositions through meaningful play-based activities (Dhewanto dkk., 2022; Ridwan, 2020; Rohmah dkk., 2021). This is also consistent with research indicating that experiential and active learning approaches can be particularly effective in developing entrepreneurial competencies such as creativity and innovativeness.

Quantitative Findings

Quantitative data were obtained through observations of the experimental and control groups. The assessment focused on creativity, independence, communication skills, understanding of simple money concepts, cooperation, responsibility, and perseverance. The assessment was conducted twice, before the intervention (pretest) and after the intervention (posttest). The experimental group consisted of 12 children who participated in learning activities using the Islamic education-based eco-print module, while the control group consisted of 12 children who participated in regular learning activities without the module.

Table 1. Comparison of Pretest and Posttest Scores between the Experimental and Control Groups

Group	n	Pretest Mean	Posttest Mean	Mean Increase
Experimental	12	36.08	39.42	3.34
Control	12	35,08	38,08	3,0

The results presented in Table 1 indicate an increase in the mean scores of both groups from the pretest to the posttest. In the experimental group, the mean score increased from 36.08 to 39.42, representing a mean increase of 3.34 points. Meanwhile, the control group showed an increase from 35.08 to 38.08, corresponding to a mean increase of 3.00 points. Although both groups demonstrated improvement, the experimental group showed a slightly greater increase than the control group. This finding suggests that participation in the Islamic education-based eco-print learning activities was associated with a positive change in children's understanding of entrepreneurship.

Before the intervention, children in both groups generally showed difficulties in connecting the process of producing a product with its potential economic value. They also required teacher guidance when completing product-related tasks and when responding to difficulties encountered during the learning process. Following the intervention, children in the experimental group demonstrated greater engagement in the eco-print activities and showed improvements in aspects related to creativity, independence, responsibility, and the ability to explain and present their products. These changes are consistent with the learning characteristics of eco-print activities, which involve direct experience,

product creation, problem-solving, and opportunities for children to recognize the value of their own products.

The normality test further indicated that the data met the assumption of normality. The Shapiro–Wilk significance values for the experimental group were 0.586 for the pretest and 0.224 for the posttest, while the control group obtained values of 0.158 and 0.575, respectively. All significance values were greater than 0.05, indicating that the score distributions did not significantly deviate from normality. Therefore, the data satisfied the normality assumption and were considered appropriate for subsequent parametric statistical analysis, as presented in Table 2.

Table 2. Normality and Hypothesis Testing Results

Analysis	Measurement/Group	Sig.	Interpretation
Shapiro–Wilk	Experimental – Pretest	0.586	Normal
Shapiro–Wilk	Experimental – Posttest	0.224	Normal
Shapiro–Wilk	Control – Pretest	0.158	Normal
Shapiro–Wilk	Control – Posttest	0.575	Normal
Independent-samples t-test	Experimental vs. Control	0.002	Significant

Note: The normality criterion was $p > 0.05$, while hypothesis testing used $\alpha = 0.05$.

The hypothesis test using an independent-samples t-test produced a significance value of 0.002, which was lower than 0.05. The calculated t value was 3.558, exceeding the t -table value of 2.179 (3.558 > 2.179). Therefore, the alternative hypothesis was accepted and the null hypothesis was rejected. These results demonstrate a statistically significant difference between the experimental and control groups and indicate that the Islamic education-based eco-print learning activity module was effective in improving early childhood entrepreneurship understanding.

Discussion

The improvement in children's entrepreneurship understanding can be explained by the concrete and experiential nature of the eco-print activities. Rather than receiving entrepreneurial concepts through verbal explanations alone, children directly experienced the process of selecting natural materials, designing patterns, creating products, and presenting their work. Through these experiences, children began to understand that a product can be created through effort and creativity and that completed work can have practical and economic value. This finding is consistent with the systematic review by (Motta & Galina, 2023), which identifies experiential learning as an important pedagogical approach in entrepreneurship education because learning by doing can contribute to the development of entrepreneurial skills and competencies.

The use of natural materials also created a contextual learning environment. Children interacted directly with plants in their surroundings while developing curiosity, creativity, and fine motor skills. Previous studies have reported that eco-print activities can contribute to children's creativity and fine motor development through direct manipulation of natural materials (Anggraeni & Safitri, 2024; Putri dkk., 2023). Recent evidence from a systematic literature review also indicates that nature-based learning provides meaningful opportunities for fostering creativity in early childhood through direct engagement with the natural environment (Ayu Riagandi dkk., 2026). Thus, the present findings strengthen previous evidence that eco print activities can function not only as artistic activities but also as contextual and experiential learning experiences.

The qualitative findings further supported the quantitative results. The teacher reported that the module facilitated learning because the activities were systematically organized and adapted to children's developmental characteristics. The eco-print activities also represented a new learning experience for the

children, increasing their motivation, creativity, and active participation. According to the teacher, integrating Islamic values into the learning stages extended the purpose of the activities beyond product-making skills to include gratitude, *amanah* (trustworthiness), patience, honesty, responsibility, and environmental awareness. This finding is consistent with the perspective of spiritual-based entrepreneurship education, which integrates entrepreneurial development with moral and spiritual values (Rohmah dkk., 2021). In this study, such integration allowed entrepreneurship education to be introduced not merely as an economic concept but as part of children's character development.

The findings also indicate that entrepreneurship education in early childhood should not be understood as teaching children to conduct business activities in a literal sense. Rather, it should emphasize the development of entrepreneurial dispositions such as creativity, independence, problem-solving, self confidence, responsibility, and perseverance. These competencies can be introduced through developmentally appropriate learning experiences that encourage children to explore, make decisions, create products, and communicate their ideas. The present study operationalized these competencies through concrete, playful, collaborative, and contextual eco-print activities. This approach is consistent with the broader entrepreneurship education literature, which emphasizes active participation and experiential approaches rather than passive transmission of entrepreneurial knowledge (Motta & Galina, 2023).

The improvement observed in this study can also be understood through the experiential learning perspective. In the eco-print activities, children learned by doing: they observed natural materials, selected leaves, arranged patterns, created products, and presented their work. Such direct engagement enabled children to connect abstract concepts of production, value, creativity, and effort with concrete experiences. Experiential learning is particularly relevant to entrepreneurship education because it allows learners to develop knowledge and competencies through active engagement, reflection, and practical experience rather than through theoretical instruction alone (Motta & Galina, 2023). In the context of early childhood education, this principle is reflected in the opportunity for children to learn entrepreneurial concepts through meaningful activities that are consistent with their developmental characteristics.

The integration of Islamic educational values represents another important contribution of this study. Each stage of the activity provided opportunities to introduce values relevant to children's everyday lives. When collecting leaves, children were encouraged to express gratitude for Allah's blessings and use natural resources responsibly. During the production process, children practiced patience, carefulness, and responsibility. After completing their products, children were introduced to basic Islamic principles of trading by practicing greetings, polite communication, honesty, and respect for others. Thus, entrepreneurship activities were not merely oriented toward economic aspects but also served as a medium for developing Islamic character from an early age (Daradjat, 2004; Rohmah dkk., 2021; Syahmuddin, 2016).

The findings are also in line with previous studies on eco-print learning in early childhood. Research has shown that eco-print activities can support children's creativity and artistic development (Khotimah dkk., 2024; Sari dkk., 2025), while other studies have emphasized their potential to integrate local environmental resources and innovative learning approaches in early childhood education (Susanti dkk., 2021). The present study extends these findings by demonstrating that eco-print activities can also be integrated with entrepreneurship education and Islamic values. In this sense, eco-print functions as a multidisciplinary learning medium connecting art, environmental awareness, fine motor development,

character education, and early entrepreneurial understanding. This multidisciplinary potential is consistent with research emphasizing that nature-based learning can create opportunities for exploration, creativity, social interaction, and child-led inquiry (Ayu Riagandi dkk., 2026; Johnstone dkk., 2022; Prins dkk., 2022).

An important implication of the findings is that entrepreneurship education at the early childhood level can be implemented without transforming the learning environment into a formal business setting. Instead, entrepreneurial concepts can be embedded in play based, creative, project-oriented, and contextual activities. Children can encounter entrepreneurial concepts through producing objects, making choices, cooperating with peers, communicating their ideas, and recognizing the value of their work. (Zaini, 2023) similarly highlights the importance of play-based approaches in developing children's entrepreneurship education modules. In the present study, the creation and presentation of eco-print products provided a developmentally appropriate context for children to experience creativity, production, responsibility, communication, and simple economic concepts.

The findings further suggest that the value of eco-print learning extends beyond the production of creative artwork. By using leaves and other natural materials, children were encouraged to observe and interact with their environment while engaging in creative expression. Nature-based early childhood education has been associated with opportunities for play, exploration, creativity, and social interaction (Johnstone dkk., 2022; Prins dkk., 2022). In the present study, this environmental dimension was strengthened by the integration of Islamic values concerning gratitude, responsibility, and responsible use of Allah's creation. Consequently, the activity simultaneously addressed entrepreneurial, creative, environmental, and character-development dimensions.

Overall, the findings demonstrate that the Islamic education-based eco print learning activity module can serve as an alternative approach to entrepreneurship education in early childhood. The module provided concrete and enjoyable learning experiences while supporting the development of creativity, independence, communication, fine motor skills, confidence, and entrepreneurial attitudes. At the same time, the integration of Islamic values made the learning experience more holistic by connecting entrepreneurial development with gratitude, honesty, responsibility, patience, and environmental awareness. Therefore, eco-print activities have potential as an innovative learning approach that not only supports children's skill development but also fosters entrepreneurial character grounded in Islamic values from an early age.

Conclusion

The implementation of the Islamic education-based eco-print learning activity module at PAUD Kasih Bersama demonstrated that entrepreneurship education can be introduced to young children through direct, creative, and developmentally appropriate learning experiences. The activities enabled children to understand basic entrepreneurial concepts, particularly the processes of creating and appreciating products, recognizing the value of their work, and experiencing simple buying-and-selling activities. At the same time, the learning process integrated Islamic values, including gratitude, responsibility, honesty, *amanah* (trustworthiness), independence, patience, and perseverance.

The quantitative findings demonstrated a significant difference between the experimental and control groups. The independent-samples *t*-test produced a significance value of $0.002 < 0.05$, with a calculated *t* value of 3.558, which was greater than the *t*-table value of 2.179. Thus, the null hypothesis was rejected and the alternative hypothesis was accepted, indicating that the Islamic education-based eco-print learning activity module was effective in improving children's entrepreneurship understanding.

The qualitative findings further showed that the implementation of the module was active, enjoyable, and contextual. Children demonstrated greater enthusiasm, creativity, independence, cooperation, communication, and confidence during the learning activities. The integration of Islamic values into each stage of the activity also enabled entrepreneurship learning to extend beyond economic concepts toward the development of positive character and moral behavior.

Overall, the integration of quantitative and qualitative findings indicates that the effectiveness of the module was evident not only statistically but also through the learning process experienced by the children. The Islamic education-based eco-print learning activity module therefore provides a meaningful alternative for introducing early entrepreneurship education through play based, experiential, and environmentally contextual learning while simultaneously fostering Islamic character.

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