



The role of "Market Day" in developing entrepreneurial habitus at MTS Zia Salsabila School

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ABSTRACT

The development of entrepreneurial spirit in secondary education has become an important focus in preparing adaptive and innovative generations. "Market Day", as an experience-based learning strategy, has been implemented in various institutions. However, no research has analyzed the formation of students' entrepreneurial habitus through this activity within Pierre Bourdieu's theoretical framework. This research aims to analyze the role of "Market Day" in developing students' entrepreneurial habitus at MTs Zia Salsabila, specifically by identifying the implementation of activities and evaluating its contribution to forming habitus through the internalization of entrepreneurial mindset, attitudes, and habits. The research used a descriptive qualitative approach with a purposive sampling technique involving the principal, two teachers, and five students. Data collection was conducted through semi-structured interviews, participatory observation, and a documentation study, then analyzed using the Miles-Huberman-Saldana interactive model. "Market Day" successfully developed entrepreneurial habitus through three dimensions: cognitive (ability to manage capital and marketing strategies), affective (independence, self-confidence, risk-taking, courage), and behavioral (honesty, responsibility, cooperation). Students demonstrated a transformation from a job seeker to a job creator mindset. "Market Day" proved effective as an arena for forming permanent entrepreneurial habitus through repeated experiences and systematic internalization of entrepreneurial values.

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ABSTRAK

Pengembangan jiwa kewirausahaan dalam pendidikan menengah menjadi fokus penting dalam mempersiapkan generasi yang adaptif dan inovatif. "Market Day" sebagai strategi pembelajaran berbasis pengalaman telah diterapkan di berbagai institusi, namun belum ada penelitian yang menganalisis pembentukan habitus kewirausahaan murid melalui kegiatan ini dalam kerangka teori Pierre Bourdieu. Penelitian ini bertujuan menganalisis peran "Market Day" dalam mengembangkan habitus kewirausahaan murid di MTs Zia Salsabila, khususnya mengidentifikasi implementasi kegiatan dan mengevaluasi kontribusinya dalam membentuk habitus melalui internalisasi pola pikir, sikap, dan kebiasaan wirausaha. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik purposive sampling terhadap kepala sekolah, dua guru, dan lima murid. Pengumpulan data dilakukan melalui wawancara semi-terstruktur, observasi partisipatif, dan studi dokumentasi, kemudian dianalisis dengan model interaktif Miles-Huberman-Saldana. "Market Day" berhasil mengembangkan habitus kewirausahaan melalui tiga dimensi: kognitif (kemampuan mengelola modal dan strategi pemasaran), afektif (kemandirian, kepercayaan diri, keberanian mengambil risiko), dan behavioral (kejujuran, tanggung jawab, kerja sama). Murid menunjukkan transformasi pola pikir dari job seeker menjadi job creator. "Market Day" terbukti efektif sebagai arena pembentukan habitus kewirausahaan yang permanen melalui pengalaman berulang dan internalisasi sistematis nilai-nilai kewirausahaan.

Kata Kunci: habitus, kewirausahaan; Market Day; pendidikan karakter; Pierre Bourdieu

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INTRODUCTION

The development of an entrepreneurial spirit in education has become a primary focus in preparing the younger generation to face future challenges. Entrepreneurship is not only about creating new businesses or businesspeople, but also about developing a strong self-identity, a resilient mindset, and adaptive abilities to face life dynamics (Avianti & Pitaloka, 2024; Sucipto, 2025). In this context, entrepreneurial education plays an important role in shaping students' character to be independent, creative, innovative, and problem-solving oriented (Nuraeni, 2022). "Market Day," as one of the experiential learning strategies, has been implemented in various educational institutions as an effective way to provide students with direct experience in entrepreneurship. (Marlina et al., 2025).

This activity provides students with the opportunity to engage in all aspects of business, from business planning and production to marketing and evaluation. Through this practical experience, students not only acquire business technical skills but also develop essential soft skills for their future lives (Hanama et al., 2024; Rosyida et al., 2025). The concept of habitus, as put forward by Pierre Bourdieu, is relevant in this context, where it refers to the patterns of thought and habits formed by a person's experiences and social environment (Kristiani et al., 2025). In "Market Day," entrepreneurial habitus develops through repeated business experiences, allowing students to gradually internalize an entrepreneurial mindset. Providing entrepreneurial competence through productive activities makes students more effective in life (Aulia et al., 2025).

Furthermore, "Market Day" is one of the entrepreneurship programs aimed at fostering values of independence, creativity, risk-taking, courage, leadership, action, and hard work within students' spirit (Setiawati et al., 2022). Several previous studies have explored the effectiveness of "Market Day" in entrepreneurship development. The research indicates that "Market Day" activities can enhance students' attitudes of independence, creativity, risk-taking, courage, leadership, and action orientation (Muslikhah et al., 2023). "Market Day" also provides students with direct experience in running a small business, from designing products to managing finances to interacting with customers.

Students are expected to be proficient in various entrepreneurial skills through this activity, with a broader scope that extends beyond entrepreneurial aspects (Sari et al., 2024). Moreover, a study at SMP PGRI 400 Tangerang found that "Market Day" is effective in enhancing students' entrepreneurial skills, including creativity, innovation, and business acumen (Hutahaean & Kusumasari, 2024). The focus of this research is on learning practical business skills, including business planning, capital management, and marketing strategies. Although these studies have made significant contributions, there remains a gap in understanding how "Market Day" specifically shapes students' entrepreneurial habitus within the context of Bourdieu's theory.

This research offers scientific novelty by integrating Pierre Bourdieu's concept of habitus into the analysis of the impact of "Market Day" on students' entrepreneurial character development. Unlike previous studies that focused more on skills and attitudes, this research explores how repeated experiences in "Market Day" shape students' enduring mental dispositions and behavioral patterns. Another novelty lies in the holistic approach that

analyzes not only skill outputs but also the process of internalizing entrepreneurial values that shape students' habitus. This study also fills a literature gap by providing an in-depth analysis of the mechanism by which an entrepreneurial mindset is formed through "Market Day" activities in the context of secondary education in Indonesia.

Although "Market Day" has been widely implemented in schools that apply the *Kurikulum Merdeka*, no research has specifically analyzed this activity in developing students' entrepreneurial habitus. The main problem is how the "Market Day" activity can effectively shift students' mindset from an orientation toward becoming employees to one toward becoming entrepreneurs (from job seekers to job creators). The development of students' entrepreneurial habitus through "Market Day" is expected to change students' mindset toward entrepreneurship, encouraging them to recognize and open businesses or become entrepreneurs. The "Market Day" activity has been widely implemented in schools that adopt the *Kurikulum Merdeka*; however, the buying and selling activities during "Market Day" have not been specifically studied in terms of developing students' entrepreneurial spirit.

Based on this reality, this study examines how the implementation of the "Market Day" activity at MTs Zia Salsabila develops students' entrepreneurial habitus, as well as how "Market Day" contributes to shaping students' permanent mental disposition and entrepreneurial behavior patterns. This study aims to analyze the role of "Market Day" in developing students' entrepreneurial habitus at MTs Zia Salsabila. Specifically, this study aims to identify and analyze the implementation of the "Market Day" activity as a strategy for developing students' entrepreneurial skills in school, as well as to evaluate the contribution of "Market Day" in shaping students' entrepreneurial habitus through internalization of entrepreneurial mindsets, attitudes, and habits.

This research is expected to make a theoretical contribution by developing an understanding of the concept of habitus in the context of entrepreneurship education, as well as serving as a reference for other researchers studying the development of entrepreneurial spirit through the "Market Day" program. Practically, the results of this research are expected to provide valuable information to education stakeholders about the effectiveness of "Market Day" as a medium for developing entrepreneurial spirit, provide information to parents that the activities of the "Market Day" program can develop entrepreneurial spirit with guidance from teachers and parents, and serve as a basis for developing more effective educational strategies and policies in preparing students to become successful entrepreneurs in the future.

LITERATURE REVIEW

"Market Day" as an Entrepreneurship Learning Media

"Market Day" is a practice-based educational activity designed to provide students with direct experience of the business world (Setiawati et al., 2022). In the context of education, "Market Day" is a buying-and-selling simulation activity conducted at a designated time at school, with students serving as sellers and buyers. Through this activity, students learn to manage products, set prices, carry out promotions, and interact with consumers in real life (Azzahra et al., 2023; Nurhayati et al., 2025). The implementation of "Market Day" generally involves five main stages: 1) Business idea exploration; 2) Product planning; 3) Product

production; 4) Sales; and 5) Experience reflection. The exploration stage helps students identify market opportunities through discussion and information gathering. Planning emphasizes preparing business strategies, from product design to pricing. The production stage requires students' creativity in creating or modifying products, while the sales stage offers an opportunity to practice direct business interaction.

In the reflection stage, students are invited to evaluate the experiences they gained, including successful strategies and challenges faced (Dewi et al., 2024; Putri & Pratiwi, 2023). "Market Day" serves as an effective experiential learning model for developing students' cognitive, social, emotional, and motor skills. Beyond the cognitive aspect, "Market Day" also contributes to students' character development. This activity encourages the growth of self-confidence, independence, risk-taking, courage, and communication skills. The values of honesty, responsibility, and cooperation are also instilled through ethical buying and selling practices (Aliyah et al., 2025; Rosyida et al., 2025). "Market Day" is not merely a venue for transactions but serves as a comprehensive learning tool that prepares students to face real-life and future challenges. This activity supports the improvement of students' communication and collaboration skills in accordance with the outcomes of the *Kurikulum Merdeka*. (Zarkasyi et al., 2023).

The Concept of Entrepreneurial Habitus

The concept of habitus originates from philosophical and sociological studies and was later developed in depth by Pierre Bourdieu. Habitus is understood as a pattern of habits, dispositions, or mental structures formed through social experiences, and unconsciously guides individuals in their actions (Mustikasari et al., 2023; Mohulaingo et al., 2025). Habitus does not appear instantly, but is the result of the internalization of social structures, education, and long historical experiences. In the context of entrepreneurship, habitus is reflected in creative thinking patterns, a willingness to take risks, perseverance, and adaptive abilities in facing business challenges (Anindhita & Fatimah, 2025). Entrepreneurial habitus is closely related to various forms of capital, including economic, social, cultural, and symbolic. For example, social experiences at school shape students' habits of cooperation, respect for norms, and creativity. All of this becomes internalized preparation that influences their actions in entrepreneurial practices. Entrepreneurial habitus is also dynamic. A person may persist for a long time due to habituation, but can also transform with changes in the social environment (Kudubun & Singgalen, 2020; Hong et al., 2023; Tan & Liu, 2022). Within this framework, the "Market Day" activity can be seen as a field in which students interact and practice an entrepreneurial habitus through repeated practical experiences.

The Role of Teachers in Fostering an Entrepreneurial Spirit

Teachers play a fundamental role in the entrepreneurship learning process at school by providing enjoyable learning experiences for students (Rostiana & Wahyudin, 2025). As facilitators, teachers function to guide students from the stage of exploring ideas to post-"Market Day" reflection activities (Dewi et al., 2024). Teachers can encourage students to think critically, explore innovative ideas, and hone problem-solving skills through case studies and business simulations (Subro & Fawaid, 2025). This approach helps students learn

by connecting it with real experiences, not just theory alone. In addition to being facilitators, teachers also act as role models; the creative, honest, and risk-taking attitudes they demonstrate can inspire students to emulate these entrepreneurial values. Teachers act as motivators by offering appreciation and support for students' efforts, encouraging them to dare to try even when facing failure (Nordian, 2024). Special programs such as "Market Day," business competitions, and visits to the industrial world further strengthen the role of teachers in instilling an entrepreneurial spirit in schools (Dewi et al., 2024; Farwati & Santosa, 2023). Teachers' involvement extends beyond the academic aspect to shaping students' entrepreneurial mentality and character.

"Market Day" and the Development of Entrepreneurial Habitus

"Market Day" becomes a strategic means in fostering an entrepreneurial habitus because this activity directly involves students in entrepreneurial practice. First, this activity encourages the formation of an entrepreneurial mindset. Students learn to think creatively and adaptively in creating products, determining marketing strategies, and facing competition. Second, "Market Day" strengthens entrepreneurial mindsets through real-world experiences with consumers and market competition. Confidence, perseverance, and the courage to make decisions are among the dispositions students develop (Hanama et al., 2024; Dewi et al., 2024; Rosyida et al., 2025). Third, "Market Day" functions as a means of internalizing business values and ethics.

The practice of buying and selling in schools not only emphasizes material profit but also teaches honesty, responsibility, and cooperation. These values then become part of the habitus carried into the students' daily lives. Fourth, this activity trains practical skills, including basic financial management, negotiation strategies, and communication skills. Repeated experiences will shape a sustainable entrepreneurial habitus (Dewi et al., 2024; Taufiq et al., 2024). 'Market Day' is not just a temporary activity, but a process of forming an entrepreneurial habitus that occurs systematically and deeply. Through teacher support, hands-on experience, and value internalization, students are expected to develop mindsets and habits that will help them become resilient entrepreneurs in the future.

METHODS

This study uses a qualitative, descriptive approach to understand the meanings, processes, and social experiences of the research subjects. This approach was chosen so that the researcher could explore in depth the role of "Market Day" in shaping students' entrepreneurial habitus. The research was conducted at MTs Zia Salsabila Medan because this school has implemented *Kurikulum Merdeka* with the "Market Day" program as a practice of contextual learning. The population of this study includes all school members involved in the "Market Day" activities, comprising the principal, teachers, and students. From this population, a research sample of key informants was selected using purposive sampling techniques. The research sample consists of the principal as the policymaker, two teachers as activity facilitators, and five students as the main actors in entrepreneurial practice. This number is considered sufficient because qualitative research emphasizes the depth of data rather than the number of informants. (Korstjens & Moser, 2021).

The research data sources consist of primary and secondary data. Primary data were obtained through in-depth interviews and direct observations of principals, teachers, and students regarding the implementation of "Market Day." Meanwhile, secondary data include school documents, activity reports, and photos. Data collection was carried out in three main ways. First, semi-structured interviews allow the researcher to explore information flexibly according to the research needs. Second, participatory observation provides the researcher with an opportunity to directly observe students' behavior and interactions in entrepreneurial activities. Third, documentation studies in the form of school archives and reports that support data validity.

The collected data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which includes the processes of data reduction, data presentation, and concluding, occurring in cycles until the data reach saturation, as explained in their book "Qualitative Data Analysis: A Methods Sourcebook." Reduction was carried out by filtering relevant data; presentation was in the form of descriptive narratives to identify patterns; and conclusions were drawn through repeated verification to make the research findings more credible. This study used source and method triangulation to ensure data validity. Source triangulation was conducted by comparing data from the principal, teachers, and students, while method triangulation was carried out by combining interviews, observations, and documentation.

RESULTS AND DISCUSSION

Implementation of 'Market Day'

The implementation of 'Market Day' at MTs Zia Salsabila is a routine program designed to provide students with real entrepreneurial experience. This activity is usually held once a month on Saturday from 09.00 to 12.00 WIB. The activity is centered in the school yard, arranged to resemble a mini-market with simple stalls decorated by students and teachers. The atmosphere is designed to closely resemble actual market conditions so students can learn firsthand how to manage a business in a real environment. The principal emphasized that the main goal of 'Market Day' is not merely to seek profit, but to provide students with the opportunity to learn through experience.

"Market Day" adalah kegiatan pembelajaran praktik jual beli, di mana murid berperan sebagai pedagang maupun pembeli. Tujuannya agar murid bisa belajar langsung bagaimana mengelola usaha kecil, mulai dari modal hingga pelayanan," (Interview, initial SS, 6/8/2025).

The social studies teacher added that this activity began with a teacher's meeting to determine the theme. Then students were directed to form small groups to better structure the division of work.

"Tahapannya dimulai dari perencanaan produk, pembagian modal, pengaturan tempat, sampai evaluasi setelah kegiatan selesai. Semua proses diarahkan agar murid terlibat penuh, bukan hanya melihat," (Interview, social studies teacher, 6/8/2025).

Field observations showed that since morning, students have been busy preparing their respective booths. They arranged tables with tablecloths, put up promotional posters, and decorated them with balloons or colored paper. Some groups added simple banners with

their names and the products they sell. The products offered varied, ranging from fresh drinks and snacks to homemade cakes and simple handicrafts. Prices were set fairly affordably, ranging from Rp2,000 to Rp7,000 per item, so they could be purchased by both fellow students and teachers. In an interview, a ninth-grade student described how their group prepared the products for sale.

"Kami rapat dulu menentukan mau jualan apa. Akhirnya pilih roti bakar karena gampang dibuat. Modal kami kumpulkan Rp10.000 per orang, terus belanja bahan di warung. Sebelum hari H, kami coba bikin di rumah biar pas jualan tidak gagal," (Interview, initial A, 6/8/2025).

This story describes students' involvement from the initial planning stage through hands-on practice. In addition to technical preparation, teachers provide guidance on sales strategies. Observations show that some teachers walk around checking the readiness of the booths while giving simple directions, such as how to arrange items attractively or how to serve customers politely. Photo documentation shows teachers accompanying students while occasionally noting important points for evaluation after the activity ends. Some obstacles also arise during implementation. The principal mentioned that the limited availability of materials is often a challenge.

"Kadang ada murid yang kehabisan stok lebih cepat karena tidak memperhitungkan jumlah pembeli. Ada juga yang kebingungan menentukan harga sehingga keuntungan jadi sangat kecil," (Interview, initial SS, 6/8/2025).

Observations support this, as some booths ran out of products before the event ended, while others were still trying to sell leftover items by offering discounts. Overall, the implementation of "Market Day" proceeded with high enthusiasm from the students. The mini-market atmosphere at the school was lively, with interactions between sellers and buyers and creative promotions from each group. Visual documentation shows the crowd around the sales booths, where students competed to draw buyers' attention. This demonstrates that the "Market Day" activity successfully created a contextual learning experience that provides students with the opportunity to learn, try, and practice entrepreneurial skills in a real setting.

Students' Experiences in "Market Day"

Students' experiences in "Market Day" at MTs Zia Salsabila show active involvement and high enthusiasm at every stage of the activity. Students not only act as sellers but also participate in planning products, dividing tasks, and determining promotional strategies so that the items they sell run out quickly. This activity creates a fun yet challenging learning atmosphere, where students feel as if they are truly managing a small business. An eighth-grade student shared their memorable experience while selling.

"Yang paling berkesan waktu saya dan kelompok saya jualan minuman. Kita harus atur strategi supaya cepat habis. Ada yang jadi kasir, ada yang bagian promosi, saya kebagian melayani pembeli. Rasanya seperti benar-benar punya toko sendiri," (Interview, initial N, 6/8/2025).

Another student added that the experience of selling trains courage to interact with buyers.

"Awalnya agak malu-malu untuk menawarkan, tapi lama-lama jadi terbiasa. Kalau kita diam saja, barang tidak akan laku, jadi harus berani menyapa pembeli," (Interview, initial A, 6/8/2025).

Field observations showed interesting dynamics. Some groups were very creative, using cheers and colorful posters to promote products, while others chose a simpler approach, greeting potential buyers directly. Photo documentation showed both male and female students trying to attract attention by holding up products and waving them at buyers while shouting prices or offering small discounts. This atmosphere created a lively market environment in the school yard. Besides being an enjoyable experience, students also faced valuable challenges as part of the learning process.

"Ada kalanya produk kami tidak cepat laku. Akhirnya kami harus keliling menawarkan ke teman-teman atau guru. Dari situ kami belajar tidak boleh malu, kalau mau usaha harus berani" (Interview, initial A, 6/8/2025).

Another challenge arose in task division, as some groups experienced confusion due to less active members. The supervising teacher reminded them that each student should participate according to their role so that just one person does not carry the burden. Observation notes showed a variation in experiences among groups. Some groups sold all their products before the activity ended, while others still had items left until the last minute. This situation trains students to think quickly, for example, by lowering prices or offering additional bonuses to sell products faster. The documentation shows that, despite obstacles, the students continued to demonstrate enthusiasm and worked together to complete the activities. The students' experience on "Market Day" was not limited to practicing buying and selling transactions; it also provided opportunities for social, emotional, and mental learning. They learned to work in teams, communicate with others, overcome shyness, and find strategies to face real challenges in small businesses. This process provided valuable skills that cannot be gained solely through classroom theory, but through direct, dynamic experience.

Values and Habits Formed

The "Market Day" activity at MTs Zia Salsabila not only provides the experience of selling but also instills important values that shape positive habits in students. These values include honesty, responsibility, discipline, cooperation, and the courage to take risks. Through this real experience, students learn that entrepreneurship is not only about financial profit, but also about attitude and ethics in running a business. The principal emphasizes that character education is the primary focus in every "Market Day" implementation.

"Kami lebih menekankan pada sikap kerja sama, kejujuran, dan tanggung jawab. Walaupun ada yang rugi, itu tetap dianggap pembelajaran berharga," (Interview, initial SS, 6/8/2025).

This statement shows that the school prioritizes values, enabling students to understand the meaning of success from a broader perspective. A student revealed one concrete experience related to honesty.

"Waktu "Market Day" terakhir, aku jualan kue dan minuman. Ada pembeli yang ngasih uang Rp20.000, seharusnya kembalian Rp10.000, tapi aku hampir salah

kasih Rp5.000. Untung aku cek dulu dan aku kasih yang benar. Dari situ aku sadar kalau jujur bikin pelanggan percaya,” (Interview, initial N, 6/8/2025).

This experience shows that students learn, through real situations, how an honest attitude becomes the basis for consumer trust. In addition to honesty, students learn responsibility as an important value.

"Kami selalu menilai bagaimana murid membagi tugas, apakah mereka bekerja sama dengan baik, dan bagaimana mereka menyelesaikan kegiatan sampai akhir. Bagi kami, sikap bertanggung jawab itu lebih penting daripada besar kecilnya keuntungan," (Interview, social studies teacher, 6/8/2025).

Observations support this, as some groups continue to maintain the cleanliness of their booths and tidy up leftover items after the event, even though they are tired from selling. Students' discipline also increases through 'Market Day'.

"Saya jadi belajar bangun lebih pagi supaya bisa menyiapkan barang. Kalau terlambat, kelompok jadi repot karena semua sudah sibuk," (Interview, initial DP, 6/8/2025).

The documentation shows the atmosphere in the morning when students arrived early to arrange the products, indicating a new habit formed from time discipline. Field observations show that cooperation is a value continuously emphasized throughout the activities. Students appear to help each other carry items, organize tables, and take turns serving customers. The teacher notes that although there are differences of opinion among group members, they eventually learn to solve problems together. Photo documentation shows students laughing together as they serve customers, indicating the spirit of togetherness that has developed. In addition to these values, students' courage to take risks is also growing. One student expressed a desire to try a business outside of school after participating in "Market Day."

"Setelah ikut "Market Day", saya semakin tertarik mencoba usaha online. Saya melihat peluang di media sosial untuk berjualan makanan ringan, karena menurut saya itu bisa menjangkau lebih banyak orang," (Interview, inisial DP, 6/8/2025).

This shows how simple experiences at school can motivate students to dare to take new steps in the real world. "Market Day" not only shapes habits within the context of school activities but also instills entrepreneurial values that will carry over into students' daily lives. The values of honesty, responsibility, discipline, cooperation, and the courage to take risks naturally emerge from real interactions and experiences. These habits become an important foundation in building a sustainable entrepreneurial habitus.

Parental and Community Involvement

The "Market Day" activity at MTs Zia Salsabila involves students, teachers, parents, and the surrounding community as an important part of the learning process. The presence of parents and school residents enriches students' experiences by allowing them to interact directly with real consumers outside their peer groups. This involvement broadens students' learning spaces so that the "Market Day" activity is not only internal in nature but also becomes part of social interaction with the surrounding community. The principal emphasized that parents' role is primarily moral and material support, not technical implementation. He stated:

"Orang tua biasanya membantu menyediakan bahan atau modal, tapi kami tekankan agar proses jual beli tetap dilakukan murid," (Interview, initial SS, 6/8/2025).

This statement indicates that the school maintains the essence of student independence, so activities remain a means of direct learning for students. From the parents' side, support for these activities has a positive impact on the child's development.

"Anak saya jadi lebih percaya diri ketika berbicara dengan orang lain, lebih disiplin dalam mengatur waktu, dan mulai berani mencoba hal baru," (Interview, initial SH, 6/8/2025).

This statement shows that 'Market Day' not only provides academic benefits but also shapes students' character at home. Field observations show many parents present in the schoolyard to buy products sold by their children. Photo documentation shows direct interaction between parents and students, where children appear proud to serve their parents as buyers at their stalls. Some students even admit feeling more motivated when their parents come to buy products they made themselves. In addition to parental involvement, the surrounding community also participates as consumers.

Some residents also came to buy food and drinks from the students, making the atmosphere increasingly like a real market. The teacher noted that this community involvement is important for training students to build the courage to face buyers they do not know. This atmosphere is documented in photos showing students interacting with residents while promoting their products. The involvement of parents and the community serves as a supporting factor that broadens the dimensions of the "Market Day" learning. Parents provide moral encouragement and confidence to the children, while the surrounding community creates a more realistic selling experience. However, the entire core process is still carried out by the students, so the essence of independence in entrepreneurial practice remains preserved.

Discussion

The results of this study confirm that the implementation of 'Market Day' at MTs Zia Salsabila functions not only as a trading simulation but also as an educational arena where students actively shape their entrepreneurial habitus. This process occurs through repeated experiences, ranging from product preparation and task distribution to consumer interactions and post-activity evaluations. Within Bourdieu's theoretical framework, the school arena becomes a space for social interaction that allows the internalization of entrepreneurial dispositions. This demonstrates that entrepreneurial habitus is formed through systematic, concrete experiences, in line with the view that habitus results from habituation and continuous social experience. (Mustikasari et al., 2023).

The findings indicate three clearly visible dimensions of habitus. First, the cognitive aspect, in which students learn to manage capital, set prices, and arrange simple marketing strategies. This experience affirms research findings that activities such as 'Market Day' encourage the development of creative and adaptive thinking skills in the context of small-scale economics (Azzahra et al., 2023). Second, the affective aspect, reflected in increased self-confidence, independence, and the courage to take risks, is consistent with research

showing that 'Market Day' is effective in fostering an entrepreneurial mindset among students (Muslikhah et al., 2022). Third, the behavioral aspect, manifested in the habits of honesty, cooperation, and polite service to customers. This aligns with research emphasizing the role of 'Market Day' in the internalization of business ethics and social cooperation values. (Aliyah et al., 2025; Rosyida et al., 2025).

In addition, the teacher's role as a facilitator, motivator, and role model has been proven to be an important factor in maintaining the quality of "Market Day" learning. Teachers not only supervise but also actively guide students so that they become accustomed to being disciplined, honest, and willing to try new strategies. Teachers encourage students to dare to try entrepreneurial tasks through entrepreneurial learning (Al Munawar et al., 2025). This supports findings that emphasize the teacher's role in experience-based entrepreneurial learning (Robandi & Setiawardani, 2025; Subro & Fawaid, 2025). The involvement of parents and the surrounding community as consumers also enriches the arena of habitus formation. This support can be understood within Bourdieu's framework of social capital, in which the social environment reinforces the habitus. The fact that students began to show interest in starting online businesses after participating in "Market Day" indicates a transfer of habitus from the school arena to other social realms, in line with habitus's dynamic nature, which adapts to change. (Hong et al., 2023; Tan & Liu, 2022).

Compared to previous studies, these results are consistent with findings that affirm that the experiential learning cycle is effective in building entrepreneurial skills (Dewi et al., 2024; Putri & Pratiwi, 2023). However, this study provides further contribution by showing how entrepreneurial habitus can be formed through structured routine school activities. Other studies also emphasize the effectiveness of 'Market Day' in enhancing practical business skills, while this research adds depth to the understanding of the internalization of entrepreneurial values and dispositions (Hutahaean & Kusumasari, 2024). This study fills a gap in the literature by emphasizing the dimension of entrepreneurial habitus rather than focusing solely on technical business skills.

The theoretical contribution of this research is to strengthen the relevance of Bourdieu's concept of habitus in entrepreneurship education. The study results show that habitus is not only formed within the family or broader community, but can also be systematically initiated in the school arena through practice-based programs such as "Market Day." In practice, this research provides a model for implementing entrepreneurship activities that can be replicated in other schools by emphasizing three aspects: teacher involvement, parental support as a support system, and repeated experiences that facilitate the internalization of entrepreneurial values and skills. The implications of this study underscore the importance of integrating practice-based entrepreneurship education into the formal curriculum. "Market Day" can be an effective strategy to prepare students to face 21st-century challenges by developing character, social skills, and entrepreneurial dispositions from an early age.

For schools, the results of this research provide concrete guidance on the stages of effectively implementing 'Market Day,' including strategies to involve stakeholders in fostering an entrepreneurial habitus. This study still has limitations that need to be considered. First, the research scope is limited to a single school, so generalization to broader contexts requires further study. Second, the observation period is relatively short, so it cannot yet assess the long-term impact of the habitus formed. Third, the instruments used are still descriptive-

qualitative, so they cannot yet measure habitus quantitatively. Fourth, external factors such as family socio-economic conditions, media influences, and peer groups have not been explored in detail. Fifth, differences in student characteristics, such as gender and family background, have also not been studied in depth, even though this can affect variations in the formation of an entrepreneurial habitus.

Based on the research limitations identified, future studies are recommended to address several aspects that were not optimally covered in this study. Longitudinal research with a longer observation period (at least 2-3 years) needs to be conducted to measure the sustainability and long-term impact of the formed entrepreneurial habitus, as well as multi-site comparative research involving various types of schools with different socio-economic, cultural, and geographic characteristics to test the generalizability of the findings. The development of a standardized, psychometrically validated instrument to measure entrepreneurial habitus is an urgent need, ideally in the form of a Likert scale assessing cognitive, affective, and behavioral dimensions to enable more precise, quantifiable assessment.

CONCLUSION

Based on research results, the implementation of 'Market Day' at MTs Zia Salsabila has been proven to contribute significantly to shaping students' entrepreneurial habitus. This monthly activity serves as an effective arena for students to internalize entrepreneurial mindsets and behaviors through a systematic process. 'Market Day' runs through structured stages such as product planning, capital preparation, transaction execution, and evaluation, thereby creating a learning experience that resembles a real market. The support of teachers as facilitators and parents as a support system enhances the activity's effectiveness without reducing students' independence in managing their businesses. "Market Day" also shapes students' entrepreneurial habitus in three main dimensions: cognitive (the ability to think creatively, innovatively, and strategically), affective (independence, willingness to take risks, and self-confidence), and behavioral (business ethics, responsibility, cooperation, and effective communication). The transformation of mindset from job seeker to job creator is beginning to be seen in students' interest in starting businesses outside of school, including through digital platforms. This indicates that "Market Day" not only impacts the school context but also has the potential to be sustainable in students' lives, preparing them to become resilient entrepreneurial generations in the future. Further research is recommended to integrate the analysis of external factors such as family socio-economic conditions, exposure to media and technology, peer group influence, as well as local community support in the process of habitus formation, while also conducting differential analysis based on individual student characteristics such as gender, academic achievement level, and family background to identify different patterns of habitus formation. Finally, action research involving teachers as practitioner-researchers and follow-up studies on alumni who have participated in the 'Market Day' program can be conducted to optimize the implementation model and measure the long-term impact on their career choices as well as their entrepreneurial achievements in the real world.

AUTHOR'S NOTE

The author states that there are no conflicts of interest related to the publication of this article. The author affirms that the article's data and content are free of plagiarism.

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