



## Santripreneurship development for motor skill optimization through handicrafts at tpq hidayatul mubtadiin, temanggung

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### ARTICLE INFO

#### Article history

Received:

28-10-2024

Revised:

26-11-2024

Accepted:

21-12-2024

#### Keywords

Skill Education;

Early Childhood or TPQ;

Santripreneurship

Development.

### ABSTRACT

This service offers a new approach in the development of early childhood entrepreneurship in rural areas through the utilization of fine motor skills to produce feathered keychain handicrafts. The program aims to build entrepreneurial awareness from an early age through a combination of education, creativity, and economic independence. In Ploso Hamlet, Temanggung, many children have free time that has not been utilized productively. This program will introduce the basic techniques of making woven keychains and basic entrepreneurship training. Based on a survey, 75% of children in this hamlet do not have additional activities after school, and only 15% of families have micro businesses. This program is expected to optimize local potential, improve children's skills, and encourage entrepreneurial spirit. Through this activity, it is expected that children in Ploso Hamlet can utilize leisure time productively, develop new skills, and contribute to the economic independence of their families.

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### Introduction

Entrepreneurship among children remains an area that is rarely addressed in the development of informal education in Indonesia, particularly in rural areas. Most existing entrepreneurship programs tend to focus on teenagers or adults, often neglecting children, who are a younger generation with significant potential. This community service initiative offers a new approach by utilizing children's fine motor skills to create creative products in the form of handicrafts, such as fluffy wire-woven keychains. This approach is a breakthrough in fostering entrepreneurial awareness from an early age by integrating elements of education, creativity, and economic independence. (Yusuf & Eka, 2017)

Handicrafts represent a form of creativity that holds artistic value and practical functions in daily life. These crafts can be made from various natural and synthetic materials, such as bamboo, rattan, wood, fabric, and wire. In addition to serving as a means of cultural expression, handicrafts also have economic value that can improve the welfare of local communities. (Sanubari, 2014). In various regions, handicrafts have developed based on the availability of raw materials and traditions passed down through generations. One example is the fluffy wire weaving technique, which is often used for household and educational purposes (Hadisi et al., 2023). Crafting these products requires precision and specific skills to produce strong, aesthetic, and functional items. (Cuffaro, 2020). In the educational context,

handicrafts also serve as a learning medium that enhances motor skills, perseverance, and creativity. Therefore, the introduction and training of handicrafts, particularly among TPQ students (Islamic elementary learners), can serve as a beneficial effort to improve skills and instill values of independence from an early age. (Suyanto, 2019)

In Dusun Ploso, Temanggung, many children have unutilized free time outside of school hours. The lack of access to creative educational activities leads children to spend time on less productive habits, such as using gadgets excessively or doing nothing at all. This issue can hinder the development of their motor skills, creativity (Nurul Umah Fijanati, Hafidz, Sukadi, 2023), and economic awareness. Therefore, this program is urgently needed, as early development of entrepreneurial skills can help children grow into creative, independent, and productive individuals (Jatmiko Wibisono, Hafidz, Iffat Abdul Ghalib, 2023). Dusun Ploso was chosen as the location for this initiative due to its natural resources that can be used for crafting, such as natural fibers and other easily sourced materials. Moreover, based on a preliminary survey conducted by the community service team, most residents in Dusun Ploso have limited access to formal education (Muchamad Chairudin, 2023). As a result, children in this area require additional skill development outside of school to help support their families' economic future.

This program focuses on introducing basic techniques for making fluffy wire-woven keychains as a type of handicraft that is simple for children to learn (Husna Nashihin & Yenny Aulia Rachman, 2024). In addition, the program includes basic entrepreneurship training, such as how to market products in simple ways and how to calculate profits. This innovation not only enhances children's creativity but also instills an understanding of the value of hard work and the economic opportunities that can emerge from small-scale businesses.

According to survey data, around 75% of children in Dusun Ploso do not engage in any additional activities after school. Furthermore, only 15% of families in the village operate micro-businesses, indicating a lack of awareness about creative business opportunities. These findings highlight the need for intervention in the form of creative programs that can optimize local potential, enhance children's skills, and foster entrepreneurial spirit among the younger generation. Through this initiative, it is expected that the children of Dusun Ploso will be able to use their free time productively, develop new skills, and make long-term contributions to their families' economic independence.

## Method

The methodology that is utilized in this study is Asset-Based Community Development (ABCD), which focuses on developing local potential through five stages (Syaiful Anam, 2023). The first stage, Discovery, involves identifying strengths through observation and interviews to understand the social and economic conditions of Dusun Ploso. Next, in the Dream stage, the concept of *"Hands are Money"* is introduced to instill a creative and productive mindset in children. Following this, the Design stage focuses on formulating strategies based on children's creativity in handicraft-making. Then, during the Define stage, community leaders and TPQ administrators are engaged to support the continuity of the program. Finally, the Destiny stage aims to ensure the program's sustainability by monitoring the outcomes of the crafted products.

The implementation of the ABCD approach in this context proves to be a transformative process, particularly in shifting the community's perspective from dependency to empowerment. By centering the program on the assets that already exist within the community—namely the creativity of children, the support of local leaders, and the cultural value of handicrafts—the initiative fosters a sense of ownership and pride among participants. This approach also nurtures intergenerational collaboration, as adults become facilitators and motivators for the younger generation's creative expression and economic potential. Moreover, the emphasis on sustainability through the Destiny stage encourages long-term thinking, where the outcomes are not merely seen as short-term economic gains

but as ongoing contributions to the village's identity and self-reliance. Through this process, the community is not only economically uplifted but also socially strengthened, as relationships, trust, and collective purpose are deepened.

## Results and Discussion

### Discovery

At this stage, began the program by immersing themselves in the daily life of Dusun Ploso, Gesing Village, aiming to uncover the existing strengths and potentials within the community. Through a series of observations and structured interviews with key figures—such as the Village Head, the Hamlet Head, and various local residents—they gathered valuable insights into the socio-economic conditions of the village. Particular attention was given to understanding the community's familiarity with and perspectives on Islamic finance, which served as a foundation for designing relevant and empowering initiatives. Rather than focusing solely on what the community lacked, this phase emphasized identifying local assets—both tangible, such as available materials and infrastructure, and intangible, such as skills, traditions, and social cohesion—that could be leveraged in the next stages of the program. This asset-based approach ensured that the solutions developed would be rooted in the community's own strengths, fostering greater ownership and sustainability.



**Figure 1. Interview with the Village Head**

### Dream

In this stage, the goal is to collaboratively envision a future where children's creativity is not only nurtured but also transformed into a meaningful and sustainable economic asset. The central idea introduced during this phase is the concept of “Hands are Money”, a powerful message aimed at shifting children's mindset toward recognizing the value of their own abilities and efforts. By internalizing this concept, children are encouraged to see their hands not just as tools for play, but as instruments for productivity, creativity, and self-reliance. Through interactive sessions, discussions, and storytelling, the team introduces the principles of entrepreneurship in a way that is accessible and exciting for children. Handicrafts are used as the entry point—not only because they are fun and familiar, but also because they activate fine motor skills that are essential for physical and cognitive development (Nashihin et al., 2025). The program emphasizes that each child has the potential to create something unique and valuable, and that these creations can evolve into products with real market value. This vision empowers children to take pride in their work and sparks their imagination to see everyday materials as resources for innovation. By embedding this entrepreneurial spirit early on, the initiative aims to plant the seeds of long-term economic independence and community growth.

### Design

At Design, begin translating the collective vision into actionable strategies by identifying tangible steps to transform children's creativity into potential economic ventures. Recognizing the importance of aligning the program with the local context, they actively involved students of TPQ Hidayatul Mubtadiin in focused discussions to uncover their individual interests, talents, and aspirations related to handicrafts—particularly the technique of wire feather weaving, a unique and promising form of creative expression in the area. Beyond just engaging with the children, the students extended their mapping efforts to include local residents, documenting the array of skills, traditional knowledge, and artisanal techniques that already existed within the community. This inclusive approach ensured that the design of the program did not rely solely on external input, but was built upon the authentic strengths of the people of Dusun Ploso.

In parallel, a comprehensive inventory was conducted to map out all the tools and materials available locally. Items such as feather wire, cutting tools, adhesives, and basic crafting supplies were catalogued to ensure that production could proceed efficiently without requiring excessive external resources. This resource mapping also highlighted opportunities for utilizing recycled or repurposed materials, aligning the program with environmentally friendly practices. By grounding the planning process in both the creative potential of the children and the material realities of the community, this stage laid a solid foundation for a sustainable, community-driven entrepreneurial initiative. The strategies developed here were not only practical, but also deeply rooted in the spirit of empowerment and self-sufficiency that defines this approach.

#### **Define**

In this phase, took deliberate steps to strengthen the foundation of the program by fostering active collaboration with key community stakeholders. They invited the Hamlet Head, TPQ leaders, and local religious educators (Husna Nashihin & Yenny Aulia Rachman, 2024) (*Ustadz and Ustadzah*) to participate directly in supporting and nurturing the initiative. These figures played vital roles not only as facilitators of community trust, but also as mentors in the creative and technical processes involved in producing feather wire crafts. This stage emphasized the mobilization of existing strengths within Dusun Ploso. Rather than imposing external solutions, the students recognized and elevated the resources that were already present—such as local leadership, communal knowledge, and the enthusiasm of TPQ students. By involving respected community members, the program gained credibility, sustainability, and a strong sense of ownership among the local population.

Workshops and mentoring sessions were carried out collaboratively, where adults and children worked side by side, exchanging ideas and improving techniques together. The spirit of *gotong royong* was visible throughout the process, strengthening community bonds and encouraging a shared responsibility for the program's success. This phase was crucial in transforming individual contributions into a collective movement, ensuring that the skill of feather wire weaving could grow into a real business potential, driven and sustained by the people of Dusun Ploso themselves.

This collaborative environment not only facilitated technical skill-building but also served as a platform for mutual learning and value transmission between generations. Adults brought their life experience and cultural wisdom, while children contributed fresh perspectives and innovative ideas, creating a dynamic exchange that enriched both sides. The workshops became more than just training sessions—they evolved into communal spaces of creativity, reflection, and empowerment. As participants began to see their work appreciated and recognized, a sense of purpose and motivation grew stronger. This nurturing atmosphere further embedded the practice of *gotong royong* as a daily reality, not just a cultural value. The shared experiences during these sessions also cultivated emotional connections among community members, making the weaving craft not only a means of economic growth but also a symbol of collective identity and resilience.



**Figure 2. Collaborating with the community and students to develop skills**

### **Destiny (Ensuring Sustainability)**

In this Destiny, focused on ensuring the long-term sustainability and growth of the feather wire handicraft program. Staying true to the principles of this approach, they worked to solidify the active engagement of TPQ administrators, students, and the wider Dusun Ploso community. The goal was to cultivate a sense of ownership and shared responsibility (Muthoifin et al., 2024), allowing the initiative to thrive even after the team program concluded. The TPQ administrators served as key facilitators in this process. They took on the responsibility of mentoring the children, consistently monitoring their craft-making progress, and providing constructive feedback to improve the quality and marketability of the products. Their involvement helped embed the program into the daily rhythm of the TPQ, transforming the crafting activity into a regular, meaningful part of the students' development. To track the program's progress, the team implemented routine evaluations, examining both the technical skills acquired by the children and the potential scalability of the crafts into viable micro-businesses. These evaluations allowed for ongoing adjustments, such as refining techniques, introducing new design ideas, and exploring local or digital marketplaces to sell the products. Community feedback was also gathered to measure the social and economic impact of the initiative. By the end of this stage, a foundational ecosystem had been established: one in which creativity, local resources, and communal support converged to empower the younger generation with entrepreneurial skills. The hope was that this small but impactful program would spark a broader movement toward community-driven economic empowerment in Dusun Ploso.

### **Conclusion**

Developing entrepreneurship in children through handicrafts is a highly effective effort to optimize their motor skills. At TPQ Hidayatul Mubtadiin, the introduction of feather wire weaving as part of the team offers an innovative solution for empowering both the TPQ students and the surrounding community. Through feather wire weaving, children can enhance their fine motor skills, such as precision, patience, and hand-eye coordination. These skills are not only beneficial in crafting but also in their daily lives. This activity teaches them entrepreneurial values from an early age, fosters self-confidence, and provides an understanding of the importance of skills as economic assets. Moreover, feather wire handicrafts can open up opportunities for students to earn additional income. By forming craft groups, they learn about the production process, marketing strategies, and business management. This approach promotes local economic empowerment, as the crafted products can be marketed to the local community, thus creating a sustainable economic impact. Overall, entrepreneurship development through handicrafts—particularly feather wire



crafts—offers dual benefits: sharpening children's motor skills while opening up new economic potentials that can support community well-being.

In addition, TPQ Hidayatul Muftadiin, a long-established educational institution in the area, has played a vital role. This program has had several positive impacts on the children at TPQ Hidayatul Muftadiin. First, it improved their motor skills, making them more skilled in weaving feather wire, and enhancing their hand-eye coordination, attention to detail, and patience. Second, it instilled an entrepreneurial spirit, helping students understand basic entrepreneurial concepts—from the production process to marketing their crafts. Third, it promoted local economic empowerment, as the fluffy keychains they made showed potential as a source of additional income for students and the surrounding community. Finally, it encouraged strong community support and involvement, evidenced by the active participation of TPQ administrators, religious teachers (*ustadz/ustadzah*), and local residents in sustaining the program's continuity.

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