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IMPROVING STUDENTS' UNDERSTANDING OF BASIC ECONOMIC CONCEPTS AND ENTREPRENEURIAL SPIRIT THROUGH THE BUYING AND SELLING GAME SIMULATION METHOD AT CITRA KASIH SCHOOL

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Abstract: *One of the things that educational institutions, especially universities, can contribute is human resources. The human resources that need to be prepared are not only those who are ready to work but also those who are ready to create jobs and work by providing added value. Entrepreneurship education from an early age is an important foundation for building a generation that is creative, innovative, and financially independent. Although entrepreneurship education is very important, economics education at the school level is often theoretical and lacks practical experience. This is understandable because of the tasks and demands of the curriculum. This is precisely where universities have an important role to play as centers of knowledge distribution to spread the spirit of entrepreneurship. Community service activities are designed to provide practical understanding of basic economic concepts—such as capital, production, buying and selling, and competition—to students at Citra Kasih School. The activity was held on Thursday, September 19, 2025, from 9:00 to 10:00 a.m. The method used was a buying and selling simulation game with a role-playing approach. Students were divided into four roles: Seller, Buyer, Supplier, and Observer. The results of the activity showed high enthusiasm from all participants. Through the simulation, students directly experienced the challenges of managing capital, developing sales strategies, and facing market competition. It was found that not all sellers succeeded in selling their products, which was an important learning point about market dynamics. This activity succeeded in increasing students' understanding of economic transaction flows and fostering a healthy competitive spirit.*

PENDAHULUAN

Currently, unemployment in Indonesia has reached 83 million people, ironically dominated by young people of productive age. There are many variables that cause this high unemployment rate. One factor is related to human resources. One key to reducing unemployment is to increase entrepreneurship. Entrepreneurship is often narrowly viewed

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as trading or even small-scale trading in the food sector. This is an inaccurate general conception[1] . Entrepreneurship can be broadly defined as adding value in all fields. Added value makes everything a person does more valuable and, in turn, more valuable[2] . When the value of each individual's output is higher, the total output of a country is higher. Economic output is the accumulation of the output of each individual within it.

Entrepreneurial values need to be instilled from an early age. The purpose of instilling entrepreneurial values from an early age is to create an entrepreneurial mindset that always seeks to add value to everything one does[3] . This trains children to be competitive but with sportsmanship, or to create healthy competition.

Classroom learning often makes it difficult for students to understand abstract concepts such as capital, profit, loss, and marketing strategies. Therefore, this learning needs to be supported by an active, participatory, and enjoyable learning method[4] . *Experiential learning learning*[5] or learning through experience, one of which is through simulation games, has been proven effective in improving understanding and knowledge retention[6] .

Citra Kasih School is located in the Citra Garden residential area in West Jakarta. Most of the students are children of professional employees who live in the Citra Garden residential area. Based on observations at **Citra Kasih School,** students show an interest in business. However, students have never had direct experience in business simulation activities. Based on this, the community service team designed a buying and selling simulation game activity to provide a realistic picture of the world of entrepreneurship, presented on a simple scale that is easy for students to understand and accept[7] .

The objectives of this community service activity are as follows:

- To provide a basic understanding of the flow of economic activities, from raw material procurement, production, to sales.
- To train teamwork, communication, and strategy-building skills in groups.
- To foster an entrepreneurial spirit, creativity, and sportsmanship among students.

IMPLEMENTATION METHOD

This community service activity is conducted using a descriptive qualitative approach to describe the process and results of the simulation carried out.

- **Time and Place:** The activity was held on **Thursday, September 19**, **2025**, from **09.00**

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to 10.00 WIB at **Citra Kasih School**.

- **Participants:** Students of Citra Kasih School.
- **Tools and Materials:** Presentation materials, toy capital, simulation materials (bread and complementary ingredients), and prizes (chocolate).

The activity is divided into three main sessions:

1. Preparation and Material Delivery Phase (15 minutes)

The session begins with a brief presentation on key concepts in buying and selling, such as:

- **Capital:** The initial money used to start a business.
- **Product:** The goods to be sold (in this simulation, white bread).
- **Selling Price:** The price set to make a profit.
- **Marketing:** Ways to attract buyers.

After that, the facilitator explained the rules and flow of the buying and selling simulation game.

2. Buying and Selling Game Simulation Stage (35 minutes)

Students are divided into small groups (1-5 people) and given different roles:

1. **Seller:** The majority of students play the role of sellers who are tasked with managing capital to buy ingredients from suppliers, making products (bread), and selling them to buyers.
2. **Supplier (1 person):** Responsible for providing "raw materials" (plain bread) to sellers at a predetermined price.
3. **Buyers (10 people):** Given a certain amount of play money and specific instructions to buy the most attractive products according to their criteria (e.g., cheapest price, best presentation, or friendliest service).
4. **Observers (10 people):** Responsible for observing market dynamics, noting the strategies used by sellers, and identifying which group is the most innovative.

Simulation flow:

1. **Group Discussion (5-10 minutes):** Each group of sellers discusses their bread sales strategy.
2. **Transactions with Suppliers:** The seller groups use the capital provided to "shop" for bread from suppliers.
3. **Production Process:** Sellers "make" or prepare their bread to make it attractive (for example, by pretending to add fillings or creating imaginative packaging).
4. **Buying and Selling Activity:** A buying and selling session is opened, where buyers go around to buy bread from the sellers they want.

3. Discussion and Evaluation Stage (10 minutes)

After the buying and selling session ends, the facilitator leads a discussion. Observers are asked to share their notes. Successful and less successful seller groups are invited to share their experiences. At the end of the session, the most successful seller group (those who sold all their bread) is given a prize as a token of appreciation.

Figure 1. Presentation of Material before Business Simulation

Figure 2. Several students became examples for the simulation

Figure 3. Business Simulation Implementation

RESULT

From the moment the children gathered in the hall, the students were already enthusiastic. Previously, the teachers had informed them that this seminar would not only be a seminar where the children would sit and listen like in class, but there would also be a game that simulated business activities. After a brief explanation, especially regarding how the simulation would be carried out, the children were divided into groups to prepare for the real buying and selling activity. Each child was then assigned a role. The buying and selling simulation game ran smoothly and interactively. **The students' enthusiasm was very high** from the beginning to the end of the activity. The students were actively involved in their respective roles, creating a dynamic and competitive market atmosphere.

One interesting finding from the simulation results was **that only a few groups of sellers managed to sell all their bread**. This phenomenon became a very valuable topic of discussion. Based on reports from the observation team and the final discussion, several factors that influenced sales success included:

- **Marketing Strategy:** Successful groups generally used creative ways to attract buyers, such as creating unique slogans, arranging products attractively, or providing friendly service.
- **Pricing:** Some groups failed because they set prices too high, while others succeeded by offering competitive prices.
- **Teamwork:** Groups with good teamwork were able to divide tasks effectively, from serving customers to promoting products.

The failure of some groups to sell their products was not a negative outcome. On the contrary, it provided the most essential lesson: in the real business world, not all plans run smoothly, and competition is inevitable. Students learned that to be successful, they need innovation and well-thought-out strategies.

The discussion session at the end of the activity successfully crystallized the students' experiences into concrete knowledge. Students were able to articulate why some of their friends succeeded and why others did not. Giving *rewards* in the form of chocolate to successful sellers also provided positive motivation and instilled the understanding that effort and hard work will bear fruit.

DISCUSSION

The community service activity at Citra Kasih School is a form of scientific service from lecturers at Ciputra University who have a background in management science. Ciputra University itself is a university based on entrepreneurial values. Therefore, every activity carried out by Ciputra University lecturers is always based on the spirit of entrepreneurship and the dissemination of the spirit of entrepreneurship, especially to support the progress of the Indonesian nation and state. One concrete step is to carry out community service activities at Citra Kasih School. Although the scope of the activity is small, it is important to introduce entrepreneurial values from an early age. The earlier children learn about entrepreneurial values, the more their mindset will be focused on adding value to their activities or doing the extra mile, rather than doing things in a routine or minimalist manner[8]

This simulation activity provides students with experience on how the real market mechanism works[9] . One of the valuable lessons taught in this simulation is the idea that success in entrepreneurship is influenced by many factors, including strategy, innovation, and adaptability[10] . Thus, this activity has sought to instill the seeds of entrepreneurship and

[8] Fernando, A., & Raja, A. S. (2025). Factors deterring the progress of aspiring Women Entrepreneurs in North Chennai, India. *The Business & Management Review, 16(*1), 43-51.

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provide basic financial literacy that will be useful for the students' future.

CONCLUSION

This community service shows that students are highly enthusiastic about putting their knowledge into practice. If schools are tasked with providing practical training, it will increase their workload. This is where universities play a role as a means or living laboratory for disseminating knowledge. In the future, similar practices can be implemented in various other courses or even in other fields of study. Both universities and schools will benefit from this program. Students in schools can learn practical skills while lecturers at universities can apply their knowledge.

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