

Social Action Project to Enhance Entrepreneurial Competencies

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ABSTRAK

Kompetensi kewirausahaan sosial-kreatif penting dimiliki peserta didik sebagai lifeskill. Kompetensi kewirausahaan sosial-kreatif dapat dipromosikan melalui proyek. Penelitian ini bertujuan untuk menganalisis efektivitas proyek aksi sosial dalam meningkatkan kompetensi kewirausahaan sosial-kreatif peserta didik. Penelitian ini merupakan penelitian quasi-experimental posttest-pretest non-equivalent control group design yang melibatkan 57 peserta didik di sebuah Sekolah Menengah Pertama. Data kompetensi kewirausahaan sosial-kreatif dibagi menjadi tiga aspek yaitu kognitif, afektif, dan psikomotor. Data aspek kognitif dikumpulkan dengan teknik tes menggunakan instrumen berupa lembar tes esai, sedangkan aspek afektif dan psikomotorik menggunakan teknik survei dengan menggunakan instrumen berupa lembar angket. Hasil penelitian dianalisis menggunakan statistik deskriptif inferensial dan uji Mann-Whitney U. Skor pre-test, post-test, dan N-gain dibandingkan. Hasil analisis statistik menunjukkan bahwa proyek aksi sosial berpengaruh terhadap kompetensi kewirausahaan sosial-kreatif. Nilai yang diraih peserta didik pada kelas yang menggunakan model proyek aksi sosial lebih tinggi. Oleh karena itu, model proyek aksi sosial dinyatakan "efektif" dan dapat diterapkan dalam pembelajaran peningkatan kompetensi kewirausahaan sosial-kreatif. Kompetensi kewirausahaan sosial-kreatif peserta didik meningkat seiring dengan suasana proyek aksi sosial yang menantang dalam pembelajaran IPS. Model proyek aksi sosial direkomendasikan agar digunakan guru untuk meningkatkan kompetensi kewirausahaan peserta didik sebagai bekal menghadapi abad 21. Guru harus cermat menyesuaikan proyek aksi sosial dengan topik materi agar lebih kontekstual dengan kehidupan.

ABSTRACT

Socio-creative entrepreneurship competencies are essential for learners to have as life skills. Socio-creative entrepreneurship competence can be promoted through projects. This study aims to analyze the effectiveness of social action projects in improving learners' social-creative entrepreneurship competencies. This research is a quasi-experimental posttest-pretest non-equivalent control group design involving 57 learners in a junior high school. Data on socio-creative entrepreneurship competencies were divided into three aspects: cognitive, affective, and psychomotor. Data on cognitive aspects were collected using test techniques and instruments in the form of essay test sheets. In contrast, affective and psychomotor aspects were collected using survey techniques and instruments in the form of questionnaire sheets. The results were analyzed using inferential descriptive statistics and the Mann-Whitney U test. The pre-test, post-test, and N-gain scores were compared. The statistical analysis results showed that social action projects affect socio-creative entrepreneurship competencies. The scores achieved by students in the class that used the social action project model were higher. Therefore, the social action project model is declared "effective" and can be applied in learning to improve social-creative entrepreneurship competencies. The learners' socio-creative entrepreneurship competence increased with the challenging atmosphere of social action projects in social studies learning. It is recommended that teachers use the social action project model to improve learners' entrepreneurial competencies as a preparation for the 21st century. Teachers should carefully adjust the social action project to the topic of the material to make it more contextual to life.

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1. INTRODUCTION

Living in the 21st century must be adaptive and have excellence. The 21st century is full of change and uncertainty and presents the greatest challenge to humanity. One thing that is urgently prepared is competence. The competence needed to meet the demands of society in the future highly ranges (Fenanlampir et al., 2023; Hambali et al., 2020). Education has an important role in preparing a country's human resources by equipping students with a set of competencies. Indonesia focuses on developing 21st-century learning skills for students at all levels to be able to compete with other nations in the world and overcome the challenges of teacher competencies. In the future, students need to apply their knowledge in unknown circumstances. Furthermore, students need to acquire various skills. Therefore, schools must incorporate 21st-century interdisciplinary themes into their main subjects, one of which is "Financial Literacy, Economics, Business, and Entrepreneurship" with the hope that students can use entrepreneurial skills to increase work productivity and career choices. The 21st-century which is full of changes creates uncertainty about what types of work are still needed in the future. A gap exists between schools as providers of graduates and the labor market as users of graduates so entrepreneurial competencies are needed to prepare students to live independently in society. Entrepreneurial competence is an individual's ability to use innovative skills to start a business for the benefit of himself and the wider community. Without entrepreneurial competencies, students will find it difficult to perform entrepreneurial activities effectively. The results of research by other researchers confirm that entrepreneurial skill is a very important competence in professions in various types of industries (Alvarez & Cammazo, 2023; Nagai et al., 2019).

Entrepreneurial competencies interact with the individual, personality, environment, and behavior (Bauman & Lucy, 2021; Botha & Taljaard, 2021; González-López et al., 2021). Previous research stated that entrepreneurial competence is urgent for self-reliance (Binta, 2023; Onoshakpoke, 2021). Several studies are relevant to the research conducted. The first research shows that students' entrepreneurial competence is only in the good enough category. One of the causes of the low entrepreneurial competence of Indonesian students is the lack of reinforcement in learning. Teachers are essential in developing student entrepreneurship. Teachers should model entrepreneurship for students. Meanwhile, the results of researchers' observations conducted in junior high schools, especially in the Special Region of Yogyakarta Province, show that very few teachers have mastered the field of entrepreneurship and do not have an entrepreneurial background. This condition is not good because teachers must have entrepreneurial competence to improve entrepreneurship learning among students. Teachers' entrepreneurial competence can be seen as the readiness to initiate, guide, and sustain students' entrepreneurial learning process. Educators and policymakers should encourage an entrepreneurial culture to stimulate entrepreneurial behaviour among students (Joensuu-Salo et al., 2020; Juhari et al., 2023).

Some previous research has developed ways to improve students' entrepreneurial competencies, including through international fieldwork practices in traditional classroom settings. Both of these methods have drawbacks when applied in Indonesia. International fieldwork requires very high costs, but if conducted in traditional classrooms, adequate teacher competencies do not support it. An alternative that can be done is through group learning projects. Project-based learning helps students build knowledge through a systematically organized project (Glackin & Phelan, 2020; Sukaesih et al., 2023). Furthermore, research conducted by the second researcher found that project-based learning increases student engagement by enabling knowledge and information sharing and discussion (Binta, 2023; Kalle Juuti Jari Lavonen & Krajcik, 2021). Projects end with a product that is very relevant to the essence of entrepreneurship: producing products for profit. Active techniques in entrepreneurship teaching methods are more action-based. Other studies have also found that entrepreneurship is related to creative problem-solving (Pratomo et al., 2021; Shu et al., 2020). So, combining these concepts is in a social action project, project-based learning, where students collaborate on projects to solve social problems through innovative problem-solving. Students are actively involved in doing social action with challenging project experiences in the form of creative problem-solving.

Based on several existing studies, the novelty of this research lies in developing a social action project-based learning model that focuses explicitly on improving social-creative entrepreneurship competencies. In various previous studies, entrepreneurship is often emphasized in traditional aspects, such as producing and selling goods for profit. However, in this study, entrepreneurship is integrated with social and creative elements, which have not been widely researched, mainly in Indonesia's education context. This research also makes a new contribution in terms of learning methods. The social action project approach allows students to collaborate to solve real environmental problems. These projects are designed to provide in-depth learning experiences through hands-on engagement and creative problem-solving relevant to future entrepreneurial needs. In other words, this research not only offers a way to enhance entrepreneurial competencies but also provides a means for students to simultaneously develop social and creative skills. The entrepreneurship that is the focus of this research is specialized in social entrepreneurship and creative entrepreneurship called

social-creativepreneurship. According to the preliminary research results, these two types of entrepreneurship are most relevant to the needs of the future. Social entrepreneurship focuses on social skills, and creative entrepreneurship focuses on creativity. In addition, it is conducted with entrepreneurial values. Therefore, this study aims to analyze whether social action projects can improve entrepreneurial competencies or the so-called social-creativepreneurship competencies. It is recommended that teachers use the social action project model to enhance learners' entrepreneurial competence as a preparation for the 21st century. Teachers must carefully adjust the social action project to the material topic to make it more contextual to life.

2. METHOD

The research was a quasi-experiment with the pretest-posttest nonequivalent control group design involving 57 Grade IX students at a public junior high school in Yogyakarta, Indonesia. The research was conducted in two classes, one class as an experimental group with 29 students, and one class as a control group with 28 students. Before the learning activities, a pre-test was held for students in both groups to find out the previous students' social-creativepreneurship competencies. The test was carried out using an online test. The pre-test scores collected from students' answers were analyzed and it was found that the two groups were equal. Students in the control group were taught using project-based learning while students in the experimental group were taught using social action projects. Both classes were given projects related to the creative economy. The difference in the projects carried out by the two groups was that for the experimental group, the project was determined based on social problems that occurred in the environment around where students live, and then chooses an entrepreneurial-charged social action model from an organization that pays attention to social issues by observing its social media, so the resulting product is not only worth selling but also can solve social problems and have an impact on community empowerment. In contrast to the control group, the project was focused on producing a product with sales value only, without considering the significance for the community.

Students in the experimental group were divided into several small groups according to their interest in the problems related to creative economy to be solved through social action projects, while students in the control group were randomly divided by the teacher. Social action projects require students to be able to solve everyday social problems through social action. The teacher explained the terms of project implementation, distributed group worksheets as student guides, and gave freedom to students to design social action projects in the format of business plans, proposals, mind maps, diagrams, or videos. Learning using social action projects took place in 4 meetings in a week with each meeting lasting 80 minutes. The posttest was carried out at the end of the fourth meeting for the analysis. For this study, the researchers designed experimental group worksheets to direct social action projects to solve social problems and create social value in the form of community empowerment, namely involving the community to implement social actions. Students in the experimental group were directed to wisely and carefully choose social media in finding models of social action from relevant organizations.

This quasi-experimental method of pretest-posttest nonequivalent control group design will compare the effectiveness of the social action project and project-based learning models to improve social-creative entrepreneurship competence of cognitive, affective, and psychomotor aspects. The research instrument was a test sheet used to measure social-creativepreneurship competencies in cognitive aspects and closed questionnaires to measure social-creativepreneurship competencies in affective and psychomotor aspects. The essay test was given to students with 5 questions, while the psychomotor aspect questionnaire consisted of 11 statement items, and the affective aspect questionnaire consisted of 20 statements. The questionnaire used a 5-Likert scale, including strongly agree, agree, fairly agree, disagree, and strongly disagree. The questionnaire framework used in measuring psychomotor aspects of social-creativepreneurship competence included critical thinking, collaboration, communication, finding new ideas/original ideas, developing new solutions for solving everyday problems, and taking risks. Meanwhile, to measure the affective aspect, the questionnaire indicators included being open to change, empathy, understanding moral obligations, having flexibility in thought and action, self-confidence, initiative, being oriented to helping and serving others, being innovative, creating a unique social impact, and achievement motivation. At the implementation stage, tests were used to measure students' cognitive aspects of social-creativepreneurship competencies, in the form of 5 essay test items related to the creative economy (the concept of the creative economy and its subsectors, the potential of natural resource areas and their influence on the creative economy and creativity, the influence of the creative economy on the Indonesian economy, the Indonesian government's strategy in developing the creative economy, creating products as an effort to develop the creative economy in each economic region to improve community welfare).

The instrument was developed by the researcher and then validated by an expert (expert judgment). The validated instrument was tested on 30 students. Before data collection, the instrument was confirmed valid with a validity value of 0.421-0.791 and reliable with a value of 0.941. Windows SPSS 26 software was used as a data processing tool. The data were analyzed using inferential statistics. The normality test and homogeneity test are prerequisite tests for analysis using parametric statistics, namely the independent sample t-test. the normality test using one sample Kolmogorov-Smirnov and the homogeneity test using Levene's test of equality of error variances. Because if one of the conditions of the independent sample t-test is not met, then the hypothesis test uses the Mann-Whitney U test to determine whether there is a difference in the means of unpaired sample data. The criteria for decision making on data is if the significance value (sig) is > 0.05 then the data is normally distributed and homogeneous. Conversely, if $\text{sig} < 0.05$ then the data is not normally distributed and is not homogeneous. The results of the normality and homogeneity tests are shown in [Table 1](#).

Table 1. Normality and Homogeneity Test Results

Aspect	Normality		Homogeneity	
	Sig	Category	Sig	Category
Cognitive	0.000	Not Normal	0.000	Not Homogen
Affective	0.200	Normal	0.000	Not Homogen
Psychomotor	0.043	Not Normal	0.000	Not Homogen

Because the prerequisites for normality and homogeneity of the data were not met, the hypothesis test was carried out using the Mann-Whitney U test which was used to assess variations in pretest and posttest results. The pre-test was used to measure students' prior social-creative entrepreneurship competencies before learning, while the post-test was conducted at the end of learning. Pre-test and post-test were given to the experimental and control groups to determine the effectiveness of the model in social studies learning. The researchers applied a significance test with a significance level of 0.05. If the significance value is less than 5%, there is a significant influence of the use of social action projects on students' social-creativepreneurship competencies. The N-gain score is a test used to determine the effectiveness of using a particular method or treatment in one-group pre-test post-test design studies and research using a control group (quasi-experimental) ([Sangadah et al., 2020](#); [Sari, 2022](#)).

3. RESULT AND DISCUSSION

Result

This research aimed to test whether learning using social action projects can improve students' social-creativepreneurship competencies. The hypothesis is "Is the social action project model effective in increasing entrepreneurial (social-creativepreneurship) competence in cognitive, affective and psychomotor aspects?" The hypothesis was tested using the Mann-Whitney U test. The results of the Mann-Whitney U test are shown in [Table 3](#).

Table 3. Hypothesis Testing With Mann-Whitney U Test On Cognitive Aspects

	Cognitive	Affective	Psychomotor
Mann-Whitney U	270.000	166.000	129.000
Wilcoxon W	676.000	572.000	535.000
Z	-2.261	-3.843	-4.439
Asymp. Sig. (2-tailed)	0.024	0.000	0.000

According to [Table 3](#), the significant Asym sig 2-tailed value is less than 0.05; indicating that there is substantial variation between control and experimental group students. It is concluded that hypotheses are accepted. This is reinforced by the average score posttest which is higher than the pretest's, known by the N-gain score. Therefore, social action projects can improve social-creativepreneurship competencies. The average score of students' social-creativepreneurship competencies in four meetings shows different results. The results of the comparison of N-gain results in the experimental and control groups are presented in [Table 4](#). [Table 4](#) shows that the social-creativepreneurship competence scores for each aspect have increased in both research groups. Enhancement of the highest social-creativepreneurship competence in the experimental group occurred in the psychomotor aspect with a score of 77.32%; while the lowest score is on the cognitive aspect with a score of 68.79%. On the other hand, the highest social-

creativepreneurship competency score for the control group occurred in cognitive aspects with a score of 61.19% and the lowest score occurred in psychomotor aspects with a score of 39.64%.

Table 4. Comparison of N-Gain Results in the Experimental and Control Groups

Aspect	N-gain% experimental group	Category	N-gain% control group	Category
Cognitive	68.79	Fairly Effective	61.19	Fairly Effective
Affective	76.52	Effective	43.59	Less Effective
Psychomotor	77.32	Effective	39.64	Not effective

Based on [Table 4](#), after the treatment in the experimental group, there was an improvement in social-creativepreneurship competence which was included in the "effective" category, namely in the affective and psychomotor aspects, while in the control group, there were no aspects included in the effective category. The results above show that the experimental group is more effective in enhancing social-creativepreneurship competencies than the control group because the increase after treatment is higher.

Discussion

The research results show that the social action project model can increase entrepreneurial competence (which in this case is social-creativepreneurship competence). The pre-test and post-test scores of the experimental group showed that social action projects significantly improve students' social-creativepreneurship competencies in cognitive, affective, and psychomotor aspects. A significant difference test was conducted to determine whether the results of the student competency test increased after carrying out a social action project. The post-test scores of students in the experimental group were higher than the students in the control group. The results showed that the social action project model can improve entrepreneurial competence (in this case, social-creativepreneurship competence). The pretest and posttest scores of the experimental group showed that the social action project significantly enhanced students' social-creativepreneurship competencies in cognitive, affective, and psychomotor aspects. A significant difference test was conducted to determine whether students' competency test results increased after implementing the social action project. The posttest scores of students in the experimental group were higher than students in the control group. The results revealed that, first, from the point of view of social action project learning, there was a considerable variation in mean scores between the pretest and posttest scores of the control and experimental groups. Finally, students in the experimental group had higher N-gain results in cognitive, affective, and psychomotor aspects than the control group.

The aspect most influenced by the social action project model treatment is the psychomotor aspect. This is because the steps of the social action project model require many skills. There are five steps in the social action project in shaping students' social-creativepreneurship competencies during the learning process, namely problem (analyzing the problem), networking (finding problem solutions), action (designing and implementing social action projects), guiding (assisting social action projects), and sharing (communicating the results of social action projects using social media). Social media students support the five steps observed to model social action and communicate the results of social action projects. In the problem analysis step, the teacher provided a bridge with challenging questions related to the problems of everyday life, especially within the scope of creative economy issues. Learning that begins with creative economic problems can educate students to behave entrepreneurially. In the learning process, connecting problems with everyday life are very effective in shaping student awareness. The problem analysis process indirectly forms students' awareness of social problems and efforts to find creative solutions. Students can solve real problems because knowledge construction is carried out in an authentic context. Learning that presents contextual problems and relates them to the environment can stimulate students' cognitive development in understanding the material ([Perusso & Baaken, 2020](#); [Sukaesih et al., 2023](#); [Waite et al., 2020](#)).

The networking step is an important process in fostering social competencies because students collaborate with organizations that are relevant to the problem under study through direct visits and observations on their social media. Action learning to aid social renewal and improvement requires the collaboration of several institutions. The process of networking carried out by students collaboratively can develop social skills. Social skills are needed by students to live in society. During the Covid-19 pandemic, students' social skills were not optimally developed, nor were they formed suddenly so efforts were needed ([Mareta et al., 2021](#); [Pedler, 2020](#)). The networking in the social action project is expected to improve social skills. The next step is action which is the most important process in generating creativity and

entrepreneurial competence. Previous research conducted by other researchers emphasized that there is a positive relationship between entrepreneurial competence and action, especially entrepreneurial action in the form of social action projects in the creative economy. Creativity is one of the metacognitive skills that needs to be developed so that students can apply it in a future full of uncertainty. Social action projects can affect student creativity because task complexity was directly associated with individual creativity. With high creativity, children are able to compete and be able to answer national challenges. While designing and completing social action projects, students devote creative ideas to problem-solving and create them into creative economic products that have entrepreneurial potential, namely selling value. Research by other researchers states that entrepreneurship competency is related to creative problem-solving. Students can complete creative socio-economic problems while creating creative products as a solution to social problems. It means that students' experience in social action projects can develop entrepreneurial competencies. This is in line with other studies that confirm that experience variables contribute to entrepreneurial competence (Ferreras-Garcia et al., 2021; Munastiwi, 2023).

In the guiding and share steps, students complete a social action project under the guidance of the teacher and share the results via social media. The guiding step teaches students to be open to receiving criticism from others and carefully choose suggestions from others for the sake of the perfection of social action projects. The share step teaches students to be skilled and wise in using social media to communicate the results of social action projects. Several studies have shown the advantages of using social media in learning therefore, the use of social media in social action projects is expected to have a positive impact on the learning outcomes. The two steps above, guiding and sharing, develop students' social competencies in the form of communication (Ansari & Khan, 2020; Geubrina, 2021; Hapsari, 2020; Purvis et al., 2020). Previous research concluded (Almulla, 2020; Odell et al., 2019; Omar et al., 2021; Rupavijetra et al., 2023; Sukaesih et al., 2023) that adolescents who have a habit of social action will participate in social action more often. Of course, it has a good impact, so researchers suggest that teachers must be trained to use social action projects in learning. Social action project is an action learning. Action learning encourages themselves and their fellow members to act; participants learn with and from each other and act outside the set with others in their organizations and communities, thus, all action is social action. The essence of understanding social action is that it can be beneficial for the young people who participate and the community (Cohen et al., 2018; Pedler, 2020).

Based on research findings, teachers must dare to implement social action projects in learning to improve social-creativepreneurship competencies which are useful as a provision for students to face the challenges of the 21st century. To face the challenges of the 21st century, many countries are changing pedagogical practices because of the large number of children leaving school without mastering at least a set of skills. 21st-century skills including collaboration, critical thinking, and problem-solving. A lot of research on the application of project-based learning show success in the teaching and learning process (Almulla, 2020; Odell et al., 2019; Omar et al., 2021; Rupavijetra et al., 2023; Sukaesih et al., 2023). Project-based learning is characterized by reflection in real-world practice (Hasan et al., 2023). Social action projects as project-based learning are expected to be alternative pedagogical innovations chosen by teachers to promote 21st-century skills. Teachers should improve pedagogical mastery as a learning innovation following the demands of the 21st century, and teachers' competence needs to be improved (Apriliyanti, 2020; Hasan et al., 2023).

The importance of social action projects in improving social-entrepreneurial competencies as a provision for 21st-century life skills is increasingly evident; students will work hard to analyze challenging social problems and find solutions according to their interests and creativity. Students will collaborate, support each other, and devote their abilities to each other with the guidance of teachers and others as models who know better than others and act like scaffolding (Pedler, 2020; Suardipa, 2020). Learning using social action projects changes individual learning patterns in online learning during the COVID-19 pandemic. Social action projects are designed not only for educational purposes but also for the development of contextual social competencies, creative competencies, and entrepreneurial competencies. Clarifying the social impact of action learning on social action projects becomes difficult when individuals are involved in invisible changes or because action learning occurs in the context of organizations, communities, and other social entities. What is important is how this becomes one of the efforts to bring students closer to the social context.

Social action projects are innovative solutions for learning by doing and creating that provide benefits through increased social, creative, and entrepreneurial competencies. We recommend that educational institutions develop entrepreneurial competencies to prepare students to face the challenges of the 21st century. We also support the statements of other researchers who concluded that teachers and policymakers must choose an appropriate curriculum to improve entrepreneurial competencies and evaluate the effectiveness of various pedagogical techniques. It should also be noted that the curriculum

needs to be reconstructed to have an impact on entrepreneurial intentions (Georgescu & Herman, 2020; Jing, 2022). Entrepreneurial literacy, creativity and social skills are stated in the 21st-century learning framework.

In this study, there were limitations that affected the results and implementation of the social action project model. The limitation is that this research was only conducted on one group of students with a focus on a particular subject, namely social studies and creative economy. The solution is to expand the scope of the research to other subjects and education levels to see if the social action project model is effective in various learning contexts. The implication is that teachers should integrate them into the pedagogical context. This research focused on social studies learning for creative economy teaching. In the future, researchers can create social action projects for various other topics in social studies learning and for different subjects by creating challenging learning to activate students' creativity, improve entrepreneurial competencies, and develop social skills. Adapting the results of research conducted by other researchers on project-based inquiry learning, the social action project model can also be tested to differentiate the socio-creative entrepreneurial competencies of students with different cognitive levels Vony et al. During the COVID-19 pandemic, learning strategies must be implemented so that students do not become individualistic, aware of moral obligations, and act as good citizens in the 21st century. This is in line with social studies learning objectives. The findings of this study suggest that teachers can implement social action projects to fulfil students' interests and provide opportunities to develop their creativity with exciting and challenging action projects.

4. CONCLUSION

Based on the findings and results of the current research social action projects in social studies (creative economy) learning for ninth-grade students were very effective to improve entrepreneurial (social-creativepreneurship) competencies. Learning that use social action projects model helps develop knowledge, attitudes, and skills. The social action project model can encourage student-centered learning because it generates motivation and engagement in learning. Therefore, it is strongly found that students' social-creativepreneurship competencies increase with a challenging social action projects atmosphere for social studies learning (creative economy) and are proven very effective or successful to equip students with 21st-century competencies. With social action projects, students can study social studies (creative economy) collaboratively, based on their interests, modeling by utilizing social media, building cooperation, training communication, training awareness of social problems, improving social responsibility, developing entrepreneurial skills, and applying creative problem-solving.

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