



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

APRIL 2023, VOLUME 11, ISSUE 2, 1 - 17
E-ISSN NO: 2289 – 4489

DEVELOPMENT OF LEARNING MODELS TO INCREASE ENTREPRENEURSHIP COMPETENCY

Anik Widiastuti^{1,2*}, Nana Supriatna¹, Disman¹ & Siti Nurbayani K¹

[1]

Social Studies Education Department,
Post Graduate School,
Faculty of Social Science Education,
Indonesian Education University,
Bandung, Indonesia

[2]

Social Studies Education Department,
Faculty of Social Sciences,
Yogyakarta State University,
Yogyakarta, Indonesia

Corresponding Author:

Social Studies Education Department,
Indonesian Education University Bandung
/ Yogyakarta State University,
Indonesia

E-mail:

*anikwidiastuti@upi.edu/
anikwidiastuti@uny.ac.id*

ABSTRACT

Entrepreneurship education in Indonesia solely emphasizes on the achievement of entrepreneurial knowledge and does not pay attention to the development of entrepreneurial attitudes nor skills for students. The research aimed to develop a learning model to increase entrepreneurship competency. Two research questions were set, namely, how to develop a learning model to improve entrepreneurial competence and how to validate it. Developing learning models to improve entrepreneurial competence in Indonesia is very important to support the 21st-century education policy. This research utilised a Borg and Gall model of research and development using a validation sheet as a data collection instrument. A total of 1 learning model expert, 1 entrepreneurship learning expert, and 33 junior high school teachers in Indonesia as practitioners participated in this study. Collected data were analyzed with SPSS version 26 using descriptive statistical analysis. This research resulted in a learning model named "Social Action Project Based on Creative Pedagogy". The model can be used to increase entrepreneurship competency. The syntaxes of the "Social Action Project Based on Creative Pedagogy" learning model are as follows: (1) problem, (2) networking, (3) action, (4) guiding, and (5) share. Overall, the "Social Action Based on Creative Pedagogy" model is at a "very good" category and "feasible" to be implemented. Therefore, the researcher suggests that the "Social Action Based on Creative Pedagogy" model should be applied in learning and focuses on increasing student entrepreneurial competence as one of the results of this study.

Keywords: Creative Pedagogy, Entrepreneurship Competency, Learning Model, Social Action Project



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

INTRODUCTION

Entrepreneurship is developing massively in Indonesia in line with the inclusion of entrepreneurial literacy in Indonesia's 21st century national education paradigm. Entrepreneurship education is delivered on the basis of 21st century skills, both in educational institutions and as a key element of lifelong learning which is needed to encourage innovation (Musrifah, 2017). Several individual abilities to overcome real social problems in the 21st century are related to financial, economic, business, and entrepreneurial literacy, which includes expertise in managing various resources to raise business independently (Indonesian National Education Standards Institute, 2010). It is hoped that students can help themselves and others to live prosperously as the citizens of the 21st century. Therefore, literacy in the field of entrepreneurship needs to be instilled in students to seize the opportunities that exist in the complexity of the 21st century and this era of industrial revolution 4.0.

An entrepreneurial attitude is one critical effort to face the industrial revolution 4.0 (Susilo et al., 2019). Currently, education must develop new skills including problem-solving, empathy skills, social activities, and entrepreneurial skills (Viinikka et al., 2019) as learning outcomes. However, Indonesian education is less focused on developing student's competencies, including entrepreneurial competencies. Entrepreneurship is a driver of economic growth and social welfare, while creativity is perceived as the centre of local culture and national economic development (Glaveanue et al., 2015: 3). Creativity and entrepreneurship are two important things that must be developed to encourage economic growth.

Education in the 21st century is oriented not only to the cognitive domain but also to the soft skill training needed to compete in the future (Abidin, et al., 2021). Current job environment demands multi-tasking and skills (Ahmad et al., 2017) as well as competencies. In Europe, the European Higher Education Area (EHEA) places the concept of competence at the centre of the learning process so that the new educational paradigm places greater emphasis on competence over content and more than just the transmission of knowledge (Ferrerias-Garcia, et al., 2021)

The criticism addressed to Indonesian graduates is that they are burdened with heavy tasks such as pursuing cognitive competencies but far from being independent and productive (Musahadi, 2015). Likewise, entrepreneurship education in Indonesia emphasizes the aspects of knowledge mastery. As a result, students only understand the concepts and theories of entrepreneurship but do not master entrepreneurial skills and attitudes. Entrepreneurship education will be more meaningful if it can develop the student's competence, attitudes, and skills in seizing economic opportunities. Not only oriented to the economic aspect, but entrepreneurship education should also be directed to the social aspect, especially to overcome social problems that occur in everyday life so that students have an independent and productive mentality. Entrepreneurship involves developing both personal attributes and social values (Valenciano et al., 2019).

Musahadi (2015) states that if education does not develop competence, independence, and productivity, there will be 16 years less of productivity from the average lifetime of Indonesians so the productive age only begins after 25 years old. This situation has been exacerbated by the unpredictable Coronavirus disease of the 2019 (Covid-19) pandemic. Various problems that arise are followed up with the policy of limiting social activities by the Indonesian government which has an impact on decreasing individual productivity and increasing individualism. People are becoming less aware of social conditions, creativity is increasingly limited, and entrepreneurial activity is decreasing due to various concerns about individuals. If this continues, it will worsen the condition of Indonesia's human resources. Efforts must be taken to solve the weakening of social awareness, lower creativity, and declining entrepreneurial activities. Entrepreneurship needs to be emphasized in 21st Indonesian education because entrepreneurship makes an important contribution to new ventures, helping to create fields of employment, wealth, and economic growth in a country (Mulyani et al., 2019).



STATEMENT OF PROBLEM

What should we do to overcome the above problem? To address this problem, students should be taught on demand and universally applicable skills, schools should prioritize these skills, and teachers must teach them effectively (Abla, 2017). One way to do this is through education, mainly through the development of creative pedagogy in the form of learning models directed at achieving competence relevant to 21st century needs.

Many students do not develop 21st century skills when they study at school because the learning model used by teachers is teacher oriented (Ridayani et al., 2021). Even though the learning model is an important thing that needs to be considered by the teacher in learning activities as an effort to organize learning that is in accordance with the challenges and needs of the 21st century, especially in the mastery of entrepreneurial competency. Innovative learning models are very important to maximize the learning outcomes obtained by students, so the teacher must choose appropriate learning models (Ridayani et al., (2021).

The teacher must be able to choose a learning model that can activate students and encourage the mastery of entrepreneurial competence. Several studies have been conducted with various models in efforts to improve entrepreneurship competency, for example, Kusmintarti et al. (2022) undertook a teaching factory learning model at State Polytechnic; Nevalainen et al. (2021) proposed team learning model to facilitate entrepreneurial competences in higher education; while Erdisna et al. (2022) developed digital entrepreneurship learning model based on 4-D competencies in Higher Education.

The development of learning models to improve entrepreneurial competency is mostly carried out in higher education level and very rarely for lower levels of education. Despite this entrepreneurship education is very important to be applied from early childhood to develop student's ability (Musrifah, 2017). The cultivation of entrepreneurial competence should be started as early as possible as the Indonesian government adopts the urgency of entrepreneurship as a competency that is relevant to the 21st century formulated by the Indonesian National Education Standards Institution into the 21st century national education paradigm.

However, this is still difficult to do in Indonesia because entrepreneurship subjects are not given at the junior high school level. The junior high school curriculum in Indonesia does not explicitly include entrepreneurship as a subject. To overcome this gap, one way that can be done is to integrate it into subjects in junior high schools which curriculum include entrepreneurial content, namely Social Studies subjects. In this case, what types of entrepreneurial competencies are suitable to be integrated in social studies learning? The preliminary study shows that social entrepreneurship and creative entrepreneurship competencies (which in this study are called social-creativepreneurship competencies) are relevant to social studies learning objectives.

From this thought, this study aimed to develop a learning model to increase entrepreneurial competency (social-creativepreneurship competency) that is designed to be integrated through Social Studies subjects at the Junior High School level namely "Social Action Project Based on Creative Pedagogy". This learning model is a project-based instructional treatment. Project based learning is one of the student-centred learning models that can train student's 21st century skills (Mayasari et al., 2016). The social action project requires students to conduct field studies to observe the real environment. Field-based education programs or problems are one of the learning models that can improve the ability to provide opportunities for students (Kinslow, et al., 2019), to improve entrepreneurial competence, as well as social action projects.

Research Questions

Based on these objectives, the research questions are as follows: 1) How to develop a learning model to increase entrepreneurship competence (social-creativepreneurship competency) integrated in Social Studies learning? 2) How to validate the learning model to increase entrepreneurship competence (social-creativepreneurship



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

competency) through Social Studies learning?

LITERATURE REVIEW

Social-creativepreneurship Competency

In this study, social-creativepreneurship competence is formulated from entrepreneurial competence, social entrepreneurial competence, creative entrepreneurial competence, social competence, and creativity. Based on the various experts opinions, social-creativepreneurship competence is the ability (Kuttim et al., 2011), skill (Hanifati, 2017), knowledge, experience (Kuttim, et al., 2011) to find new ideas (Redhana, 2019), uniqueness (Bujor & Avasilcai, 2016), innovation (Bujor & Avasilcai, 2016), develop new solutions (Leen, et al., 2014), for everyday problem solving (Lin, 2014), critical to social and economic change (Barajas et al., 2018), high flexibility in thoughts and actions (Syaro'ni & Sudirham, 2012) which is reflected by being able to cooperate with others, have self-management, self-confidence, perseverance, openness to change, (Orhei et al., 2015), interest and ability to create unique social impact, understand moral obligation, build an effective team, empathy (Miller et al., 2012; Amini, et al., 2018), exchange information, have fund raising skills, personal communication, achievement motivation, persistent, initiative, working in a team (Wongphuka, 2017), influencing others, team leadership, helping and serving others (Guritno et al., 2019), building partnerships, presenting, seeking opportunities (Wongphuka, 2017), and high spirits (Purba et al., 2019).

Social Action Project Based on Creative Pedagogy

Social Action is based on the theory of Max Weber. Social Action theory examines small groups in society and sees society as a product of human activity. Weber stated that a 'social action' is an action carried out by an individual to which an individual attaches a meaning (Trueman, 2015). Weber's theory of social action shows that social action refers to actions in which individuals attach meaning to the actions taken, have a specific purpose for an action, and are planned. Oyedokun (2016) states that social action involves a meaningful understanding of the social actions of others so that it is limited to a situation in which one person's behaviour is related to another behaviour. Social action is about people coming together to help improve lives and solve problems in their community – from volunteering and community-owned services to community organizations or simple neighborly actions (The new economic foundation, 2017). Social is an inseparable part of economic phenomena. Understanding and learning economics without understanding existing social phenomena will make it useless, therefore the concept of social action can be integrated into economic strategy (Dardak, 2019). This shows relevance to the concept of social entrepreneurship.

The "Social Action Project Based on Creative Pedagogy" learning model involves students' understanding of the meaning of social action related to individual behaviour so that students have a responsive and creative attitude to seize opportunities based on the problems that occur. All human action, according to Weber, is directed by meaning (Trueman, 2015), so social action as a learning output has a high social meaning. The social actions carried out can develop the creative energy of students when combined using a creative pedagogical approach. A discussion of creative pedagogy usually includes elements of creative teaching, teaching for creativity, and creative learning (Selkrig & Keamy, 2017). Dezuanni and Jetnikoff (2011: 264) stated that "creative pedagogy is an imaginative and innovative curriculum structure and teaching strategy in the school classroom and the development of student's creative energy". The development of student's creativity in the "Social Action Project Based on Creative Pedagogy" learning model appears during the learning process. "Social Action Project Based on Creative Pedagogy" is directed at developing daily creativity, especially as a form of solving social problems. The conceptual framework of creative pedagogy is generated from various approaches that integrate many factors of developing creativity, so that creative pedagogy offers a more holistic view of the principles of pedagogy for developing everyday creativity (Lin, 2014).



Conceptual Framework

The conceptual framework of this study constructed in Figure 1 is as follows.

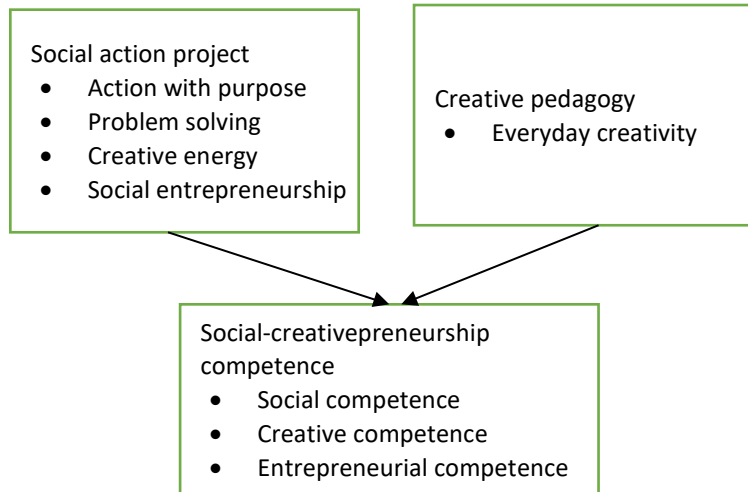


Figure 1. Conceptual framework

METHODOLOGY

Design and Procedures

This is a research and development (R & D) using the Borg and Gall (2010) model to develop and validate a product in the form of a “Social Action Project Based on Creative Pedagogy” learning model. The Borg and Gall development model is modified according to the ability of the researcher and for this article, it focuses only to describe the development and validation process.

Subjects

This research develops a learning model of increasing entrepreneurial competence, namely social-creativepreneurship competence which is integrated in Social Studies subject in Junior High School. The trial subject of the product design validation of the social-creativepreneurship competence improvement model by experts and practitioners. At the validation stage, it was carried out by 2 validators, experts (consisting of 1 Social Studies learning model expert and 1 entrepreneurship education expert), whereas practitioners (33 Junior High School Social Studies teachers). Experts were selected using a purposive sampling technique according to their area of expertise, and practitioners were randomly selected.

Instruments

The instruments in the study used a validation sheet which made by the researchers themselves. The instruments in the study included a validation sheet for experts and practitioners. The validation sheet was used to determine the feasibility of the product developed in the form of a “Social Action Project Based on Creative Pedagogy” learning model and the feasibility of applying the model to Social Studies learning. The data obtained are qualitative and quantitative data. Qualitative data in the form of criticisms and suggestions by learning model experts and entrepreneurship education experts were concluded to formulate models for increasing entrepreneurship competency. Quantitative data obtained from the questionnaires were analysed by quantitative data analysis techniques using descriptive statistics. The research instrument used a validation sheet with a rating scale of 1 to 5, which is shown in Table 1:



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Table 1

Grid of research instruments

Instrument Goal	Instrument Function	Aspect	Indicator	Item Number and Number
Social Studies learning model and entrepreneurship experts	The feasibility of a creative pedagogy-based social action learning model	Supporting theory	Conformity with Lev Vygotsky's theory of social constructivism (I1)	6 (1,2,3,4,5,6)
			Conformity with Albert Bandura's theory of social learning (I2)	4 (7,8,9,10)
		Learning syntax	Conformity with creative pedagogy (I3)	4 (1,2,3,4)
			Conformity with social-creativepreneurship competence (I4)	2 (5,6)
Social Studies learning model expert, entrepreneurship expert, and learning practitioner (Junior High School Social Studies teacher)	The feasibility of applying the social action learning model	Characteristics of students	The suitability of the model with the development of junior high school students (I5)	3 (3,7,8)
		Characteristics of Social studies	The suitability of the model with social studies learning (I6)	3 (1,2,6)
		Characteristics of creative pedagogy and social-creativepreneurship competence	The suitability of the model with creative pedagogy and social-creativepreneurship competence (I7)	3 (4,5,9)

Instrument validity and reliability

The instrument was validated through expert judgment to obtain a valid and reliable data collection tool. The validity of the instrument used is content validity. The expert examines the instrument, especially its suitability with the research objectives and the questions. Instruments that have been validated by experts are tested using Pearson's correlation. The statistical test results showed that the score obtained at the 5% significance level was more than 0.361 so the instrument was declared "valid". The reliability of the instrument was tested using Cronbach's alpha with a result of 0.932 which is included in the "very high" category and the instrument is declared "reliable".

Data Analysis Technique

Qualitative data from the validator's comments were analyzed with a qualitative approach, whereas quantitative



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

data is in the form of an assessment score from the validator were scored, analyzed, and categorized. Quantitative data were processed using descriptive statistical analysis using SPSS Statistics version 26. The instruments were declared feasible if the score belongs to the "good" category. The criteria used are as follows:

Table 2

Criteria of practicality

Interval of Mean Score	Category
$(M + 1,5s) < X$	Very good
$(M + 0,5s) < X \leq (M + 1,5s)$	Good
$(M - 0,5s) < X \leq (M + 0,5s)$	Fair
$(M - 1,5s) < X \leq (M - 0,5s)$	Poor
$X \leq (M - 1,5s)$	Very poor

Note:

M = Mean of excellent score

= $1/2$ (excellent maximum score + excellent minimum score)

S = Standard deviation of excellent score

= $1/6$ (excellent maximum score – excellent minimum score)

X = Mean of the total score

Excellent maximum rating = \sum criteria item x the highest score

Excellent minimum rating = \sum criteria item x the lowest score

RESULTS

Model Development Result

The product of this research and development is a learning model called "Social Action Project Based on Creative Pedagogy". This learning model was developed to increase the entrepreneurship competence of students in Social Studies learning at Junior High School which in this study is called social-creativepreneurship competency. The "Social Action Project Based on Creative Pedagogy" learning model consist of 5 syntaxes as described in Figure 2 below.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

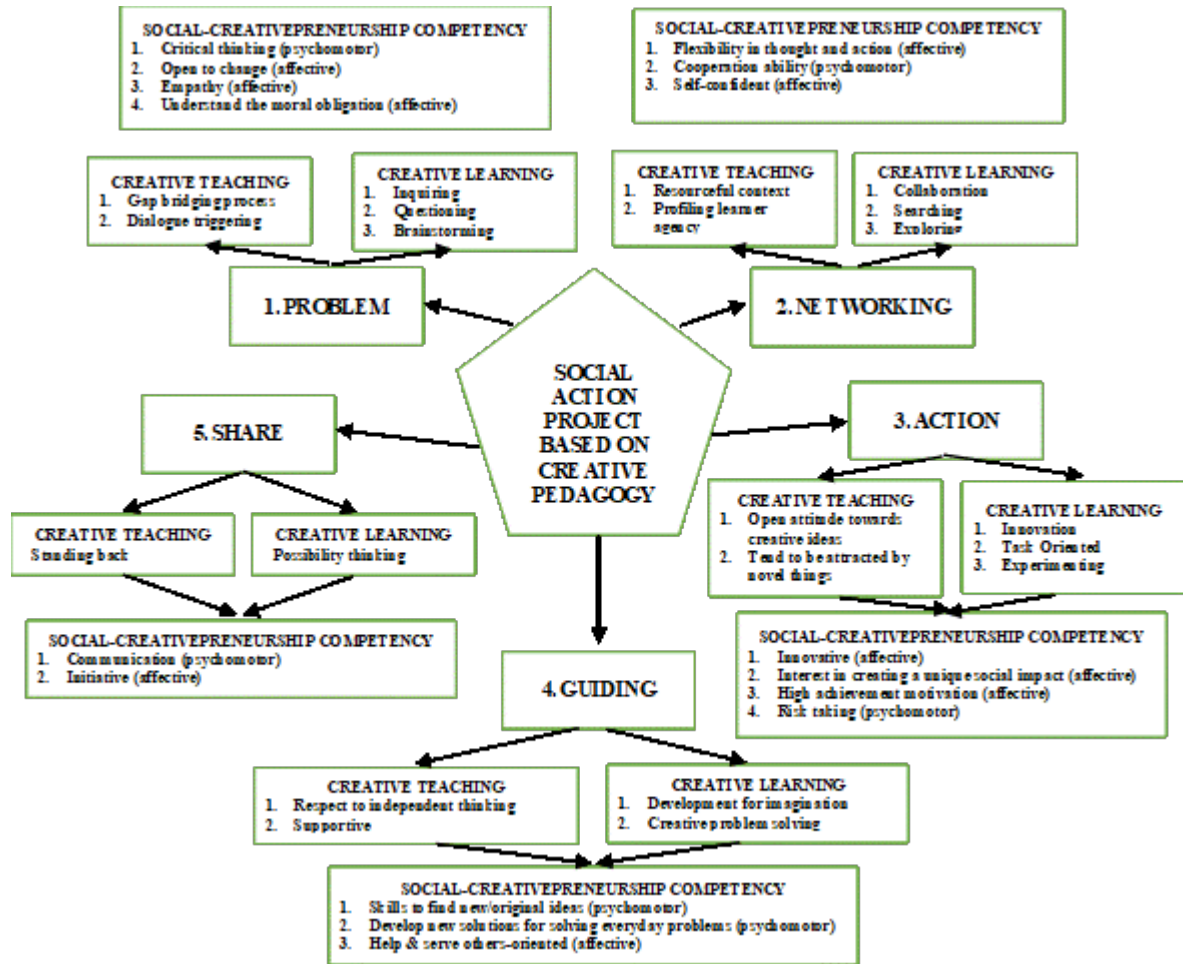


Figure 2. "Social Action Project Based on Creative Pedagogy" learning model to increase social-creativepreneurship competency

Based on Figure 2, the "Social Action Project Based on Creative Pedagogy" learning model has five syntaxes consisting of: 1) Problem; 2) Networking; 3) Actions; 4) Guiding; 5) Share. Each stage in the syntax contains aspects of creative pedagogy (creative teaching and creative learning) that facilitate students to learn actively and use a student-centred learning approach. Each syntax also shows aspects of the increased social-creativepreneurship competencies.

The first syntax is "Problem". At this stage, students identify problems that occur in the environment around the student's residence that is interesting to find a solution. The second syntax is "Networking". Students collaborate to find sources related to the problems they are interested in solving, namely by observing social media owned by relevant organizations or institutions so the modelling process occurs and then students can imitate. The third syntax is "Action". Students design actions that will be taken as a solution to problems that occur in the environment around where they live and then do the social action in groups. The fourth syntax is "Guiding". Students are guided to complete social actions and are directed to focus on the usefulness of community empowerment. The last syntax is "Share". Students socialize the results of social actions by utilizing social media so that they can become "models"



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

and provide social impact for the community.

Product Validation and the Feasibility of “Social Action Project Based on Creative Pedagogy” Learning Model

The developed “Social Action Project Based on Creative Pedagogy” learning model for increasing entrepreneurship competency was validated by 2 experts and 33 practitioners. The experts, consist of 1 lecturer from the Social Studies Education Department, Faculty of Social Science Education, Indonesian Education University, Indonesia and 1 lecturer from the Economics Education Department, Faculty of Social Sciences, Yogyakarta State University, Indonesia. Whereas the practitioners are Social Studies teachers in Junior High Schools in Yogyakarta Province, Indonesia.

First, experts validate the feasibility of the product from the aspects of supporting theory and learning syntax. Then, the learning model was re-validated by experts and practitioners regarding the feasibility of its application in Social Studies learning in Junior High School. The aspects that were validated included compatibility with the characteristics of junior high school students, Social Studies learning, creative pedagogy, and social-creativepreneurship competence.

At the validation stage, apart from assessing the material, experts and practitioners were also asked to provide comments as suggestions for improving the learning model being developed. Experts and practitioners comments are used by researchers as a basis for revising learning model products.

Identification of the trend of high and low validation scores of experts and practitioners is determined based on ideal criteria with lowest score is 1 and highest score is 5. To determine the ideal mean (M) and ideal standard deviation (S), the following criteria were calculated and then the score trend categorization is referred from the following table:

Table 3
Guidelines for Determining Scoring Categories

Average Score Interval	Categor y
$4.005 < X$	Very good
$3.335 < X \leq 4.005$	Good
$2.665 < X \leq 3.335$	Fair
$1.995 < X \leq 2.665$	Poor
$X \leq 1.995$	Very Poor

Table 3 can be used as a reference to determine the score criteria for the validation results. The learning model developed is declared feasible if it gets a score in the "good" category, with a score ranging from 3.335 to 4.005.



The comparison of experts validation scores is presented in the following bar chart:

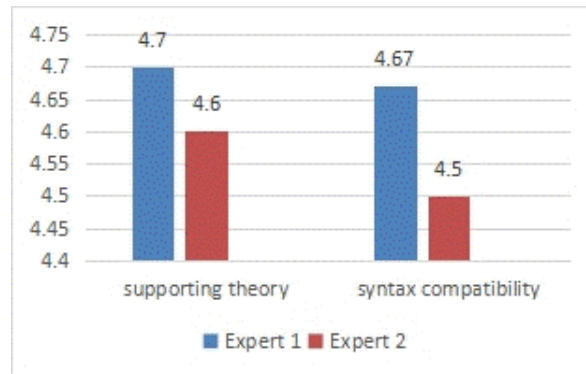


Figure 3. Expert validation results on the feasibility of the "Social Action Project Based on Creative Pedagogy" learning model

Figure 3 shows that the feasibility of both supporting theory and syntax compatibility is in the "very good" category so that the creative pedagogy-based social action learning model is declared "feasible". To facilitate the comparison of validation score from both experts based on the indicators that consist of four indicators (as listed in Table 1), it can be presented in the bar chart below:



Figure 4. Comparison of the validation scores of experts 1 and 2 based on the research indicators

The highest score for each indicator is on the indicator 1 namely conformity the learning syntax with Lev Vygotsky's Theory of social constructivism with the average score of 4.67 including in the "very good" category, while the lowest score is on the indicator 4 namely conformity the learning syntax with social-creativepreneurship competency with a score of 4.5 included in the "very good" category. These results indicate that the learning model developed has support from Lev Vygotsky's theory of social constructivism where the learner constructs meaning based on direct interaction (Qin & Nor, 2018). Students will be able to construct their own knowledge through social interaction during social action project so as to achieve social-creativepreneurship competence. The diagram above shows that the acquisition scores for each indicator are in the "very good" category so, the learning model is declared "feasible".

The validation results shown in Figure 3 and 4 are followed up by the second validation by the experts and practitioners. For the results of expert and practitioner validation, the average score for all aspects is calculated, which is then known as the comparison between each expert and practitioner. The comparison of the learning model application feasibility based on the expert and practitioner validations is shown in Figure 5 below:



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

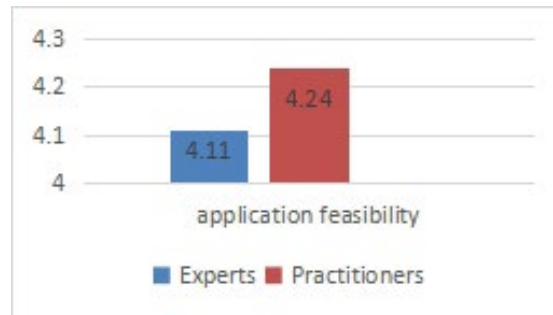


Figure 5. Comparison of the “Social Action Project Based on Creative Pedagogy” learning model application feasibility

Figure 5 shows that the feasibility of applying the model is in the "very good" category. The results obtained indicate that the developed model is "feasible" because the experts validation results have a score of 4.11, whereas the practitioners have a score 4.24 and are included in the "very good" category.

The comparison of validation score from both, experts and practitioners based on the indicators that consist of three indicators (as listed in Table 1), it can be presented in the bar chart below:

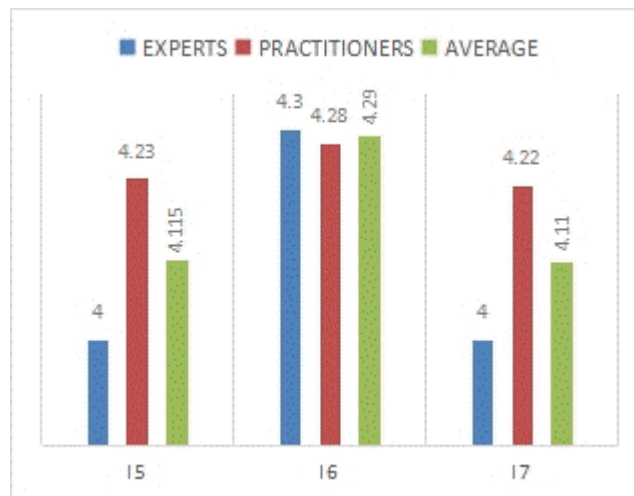


Figure 6. Comparison of the validation scores of experts and practitioners based on research indicators

The highest score for each indicator is on the indicator 6 namely the suitability of the model with Social Studies learning with the average score of 4.29 including in the "very good" category, while the lowest score is on the indicator 7 namely the suitability of the model with creative pedagogy and social creativepreneurship competence with a score of 4.11 included in the "very good" category. This shows that the learning model developed is relevant to the scope of the material and Social Studies learning objectives. So, the “Social Action Project Based on Creative Pedagogy” learning model "can be applied" in Social Studies learning as an effort to improve social-creativepreneurship competence by integrating it in Social Studies learning. This can be an alternative in an effort to increase social-creativepreneurship competence of students at the junior high school level so it does not have to go through a stand-alone entrepreneurship subject because there is no such subject in the junior high school curriculum in Indonesia. The diagram above shows that the acquisition scores for each indicator are in the “very good” category so, the learning model is declared “feasible”.

The results of the research presented in the diagrams above were carried out by processing the validation results of social studies learning model experts and entrepreneurship education experts. The results of expert validation



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

calculated the average score of all indicators which is then referred to as comparisons between each expert and comparisons between experts and practitioners. Based on Figures 3 to 6, the “Social Action Project Based on Creative Pedagogy” learning model is “feasible” to be applied in Social Studies learning at Junior High School as an effort to increase social-creativepreneurship competencies.

DISCUSSION

The development of a model for increasing social-creativepreneurship competence by following the development steps of Borg & Gall has resulted in a Social Action Project Based on Creative Pedagogy learning model. The development process is carried out through various stages and revisions to obtain an appropriate and feasible learning model. Social-creativepreneurship competence as an important competency that must be mastered by students to face the challenges of the 21st century is expected to be increased at the junior high school level. Although in the junior high school curriculum there is no stand-alone entrepreneurship subject, increasing entrepreneurial competence for students can be pursued by integrating it into learning which contains entrepreneurial material, namely social studies subjects. “Social Action Project Based on Creative Pedagogy” is a learning model for increasing entrepreneurial competence, which in this study specifically is called social-creativepreneurship competence through various creative teaching and creative learning. At the validation stage, several comments and suggestions were obtained for increasing the model that had been successfully developed. After receiving responses from experts and practitioners, researchers revised the learning model developed and perfected the syntax so that it was clearer and more complete to apply. The results obtained indicate that the developed model is suitable for use as a model for increasing social-creativepreneurship competencies that are integrated in the Social Studies learning process.

As the theory of social action was put forward by Weber (Trueman, 2015), this model requires students to design social actions, then implement them with specific goals, namely solving social problems. Social action projects are carried out in groups to solve social problems that occur in their communities by volunteering or simple neighborly actions (The new economic foundation, 2017). The problem-solving process will encourage students to think critically and creatively to bring out social sensitivity, critical to social, and economic change (Barajas et al., 2018). This process opens wide opportunities for students to seek opportunities (Wongphuka, 2016), find new ideas (Redhana, 2019), develop new solutions (Leen, et al., 2014), create social impact for everyday problem-solving (Lin, 2014) through adopting the principles of social entrepreneurship. Social action projects will work well if students can cooperate with others, and have self-management, self-confidence, perseverance, and openness to change (Orhei et al., 2015). It is carried out by students to reflect the ability to work with others (Orhei et al., 2015), influence others, and team leadership (Guritno et al., 2019) carried out by students reflects the ability to work with others (Orhei et al., 2015), influence others, and team leadership (Guritno et al., 2019). Social action projects as problem-solving are directed at producing products that have economic value as stated by Dardak (2019) that social aspects are always inseparable from “economic” aspects. This is where social-creativepreneurship competence will be formed.

Social-creativepreneurship competence includes three competencies, namely social competence, creative competence, and entrepreneurial competence. Social competence as stated by Orpinas (2010) refers to getting along well with others, being able to form and maintaining close relationships, and responding in adaptive ways in social settings and is the product of a variety of cognitive abilities, emotional processes, behavioural skills, social awareness, and personal and cultural values related to interpersonal relationships. The syntax for the “Social Action Project Based on Creative Pedagogy” learning model will direct students to empathize with social problems according to their situation and environment critically and creatively so that they have openness to change and understand their moral obligations as members of society (Miller et al., 2012). Students reflect on the results of observations obtained to be realized in social action according to the existing cultural context.

Social competence is positively correlated with success in school because it allows children to interact with and



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

maintain positive relationships with peers and adults, which is critical for success in school and beyond (Kennedy, 2018). The better the social competencies possessed by students, of course, the better the ability to adapt to the socio-cultural context in social life. The presentation of contextual social problems in a creative pedagogy-based social action learning model forces students to think critically and creatively to find the root causes of problems, thus raising social awareness which is one indicator of the development of social competence.

To carry out social actions that are relevant to the cultural context, environment, and existing situations, high creativity is required. Creativity is the skill to find new things that have not existed before, are original, develop new solutions for each problem, and involve the ability to generate new, varied, and unique ideas (Leen et al., 2014), new ways, to see problems and look for new opportunities. With high creativity, individuals have the competence to succeed (Lin, 2014) because creativity is related to everyday problem-solving abilities (Lin 2014). Fostering creativity through education supports the development of individual creative qualities in dealing with daily problems, supports self-actualization needs, and widens the capacity for success in the future (Lin, 2011). The "Social Action Project Based on Creative Pedagogy" learning model encourages the emergence of new ideas or actions that have a social impact. Creativity is built in students which involves interaction between thinking and socio-cultural context while participating in Social Studies learning with a creative pedagogy-based social action learning model. The students should be active in class and have opportunities to increase and demonstrate their creativity in the learning process. By being active in learning, students will interact with learning elements so that creativity will be developed.

Creativity is considered critical for facing the social and economic changes of today's society, as well as for attaining personal development, social inclusion, active citizenship, and employment (Barajas et al., 2018). In a dynamic society that is closely related to social change, creativity has an important role as a person's provision for personal development.

The "Social Action Project Based on Creative Pedagogy" learning model which is presented through problem-solving has the potential to be a way of teaching creativity as stated by Hu et al. (2017), creative problem-solving teaching emphasizes creative thinking, focusing on the creative learning process. Creative thinking is an important skill needed to find work in a non-academic setting (Mehroliya & Alagarsamy, 2020). The development of a "Social Action Project Based on Creative Pedagogy" learning model is carried out with the premise of the approach to creativity in education proposed by Lin (2011) that, creativity can be developed and that all individuals have the potential to be creative. Students have the potential to develop their creativity in problem syntax, networking, action, guiding, and share because creativity can be developed with relevant strategies. The creativity that appears in students when designing and implementing social actions is also related to entrepreneurial values. Students look for economic opportunities that can be carried out as social actions so that they have a social impact on society. Entrepreneurship education facilitates students to use their creativity (Susilaningsih et al., 2022). A long time ago, the education system focuses on memorizing facts and ignore creativity and novelty of thought, even though creativity and innovation in today's globalized modern world are increasingly becoming the essence success in the 21st century (Aabla, 2017). The "Social Action Project Based on Creative Pedagogy" learning model is expected to be an option for teachers to develop students' creativity as part of social-creativepreneurship competencies that can equip students to face the challenges of the 21st century.

The learning model carried out with the "problem" syntax encourages problem-solving as a combination of entrepreneurship competencies as stated by OECD (2018), social-creativepreneurship competencies combine creativity, a sense of initiative, problem-solving, the ability to organize resources, and financial and technological knowledge that can be developed through entrepreneurship education and training that focuses on promoting entrepreneurial mindset and behavior. A "Social Action Project Based on Creative Pedagogy" learning model that is feasible to improve social-creativepreneurship competency can be one way to advance entrepreneurship through learning. Students look for solutions to social problems by doing entrepreneurship activities as social action project, where it takes courage to try new things and take the risk of failure. Entrepreneurship attitudes and skills which are reflected in social creativepreneurship competencies in each syntax are indirectly internalized in students.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

From all the exposures of the three competencies as part of the social-creativepreneurship competencies above, social-creativepreneurship competence can be realized through the application of a “Social Action Project Based on Creative Pedagogy” learning model. In the end, the application of this model is expected to help the success of the Indonesian government’s policies in promoting entrepreneurship through education.

CONCLUSION

Entrepreneurship which is one of the development priorities in Indonesian education must develop the student’s competence, not only knowledge but also attitudes and skills. The number of social problems that exist in Indonesia during the Covid-19 pandemic becomes an interesting learning material in Social Studies to form social knowledge, social attitudes, and creative skills by adapting entrepreneurial values. In line with the learning objectives to produce outputs that have functional skills and meta-competencies, the “Social Action Project Based on Creative Pedagogy” learning model is developed as an alternative to developing social-creativepreneurship competencies which include social competence, creativity, and entrepreneurship. Through "problem" syntax, "networking", "action", "guiding", and "share", students are encouraged to critically and creatively analyze social problems so that they understand their moral obligations, can establish extensive networks to find solutions to problems, are oriented to help others by solving everyday problems, and have an interest in doing innovative social action to create social impact as a form of social-creativepreneurship competency.

Limitations and Recommendations

The results of this study allow further research to be followed up, especially those that intend to develop learning that has the characteristics of discussing actual contextual social problems. The study should aim to instill social sensitivity and creativity, as well as the courage to apply entrepreneurial values, which can be used as a reference for developing a “Social Action Project Based on Creative Pedagogy” learning model. The results of the research contribute to the development of learning designs to improve social-creativepreneurship competencies. Further research can investigate a “Social Action Project Based on Creative Pedagogy” learning model in other subjects that have a goal of achieving student competence.

ACKNOWLEDGEMENT

The authors would like to thank the respondents in this research and the reviewers of this article for their constructive comments.

REFERENCES

- Aabla, B. (2017). A review on 21st century learning models. *International Interdisciplinary Journal of Education*, 6(1), 254-263. doi:10.12816/0036081
- Abidin, N.R., Purnomo, E.A., & Mawarsari, V.D. (2021). RADEC learning design model to train the 21st century skills in elementary school. *The 12th International Conference on Lesson Study (ICLS-XII)* September 2, 2021 – Semarang, Indonesia. 205-211.
- Ahmad, N.A., Kenayathulla, H.B., & Idris, A.R. (2017). Employability skills for hospitality students in Malaysia. *Malaysian Online Journal of Educational Management (MOJEM)*, 5(4), 63-86. <https://doi.org/10.22452/mojem.vol5no4.5>
- Amini, Z., Arasti, Z., & Bagheri, A. (2018). Identifying social entrepreneurship competencies of managers in social entrepreneurship organizations in healthcare sector. *Journal of Global Entrepreneurship Research*, 8(19). <https://doi.org/10.1186/s40497-018-0102-x>
- Barajas, M., Frossard, F., & Trifonova, A. (2018). Strategies for Digital Creative Pedagogies in Today’s Education. In (Ed.), *Active Learning - Beyond the Future*. IntechOpen. <https://doi.org/10.5772/intechopen.80695>
- Borg, W. R., & Gall, M D. (2010). *Educational Research: An Introduction (7 ed)*. New York: Logman Inc.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

- Bujor, A. & Avasilcai, S. (2016). The creative entrepreneur: a framework of analysis. *Procedia-Social and Behavioral Sciences*, 221, 21-28. <https://doi.org/10.1016/j.sbspro.2016.05.086>
- Dardak, E. E. (2019). *Social Action Is An Inseparable Part of the Economy* <https://news.unair.ac.id/2019/10/22>
- Dezuanni, M., & Jetnikoff, A. (2011). Creative pedagogies and the contemporary school classroom. In Jones, K, Thomson, P, Bresler, L, & Sefton-Green, J (Eds.), 264-271 *The Routledge International Handbook of Creative Learning*. Routledge, United Kingdom.
- Erdisna, E., Ridwan, M., & Syahputra, H. (2022). Developing digital entrepreneurship learning model: 4-D competencies-based for millennial generation in higher education. *Utamax: Journal of Ultimate Research and Trends in Education*, 4(2), 84-100. <https://doi.org/10.31849/utamax.v4i2.10081>
- Ferreras-Garcia, R., Sales-Zaguirre, J. & Serradell-López, E. (2021), Developing entrepreneurial competencies in higher education: a structural model approach, *Education + Training*, 63(5), 20-743. <https://doi.org/10.1108/ET-09-2020-0257>
- Glaveanu, V.P., Sierra, Z., & Tanggaard, L. (2015). Widening our understanding of creative pedagogy: A north-south dialogue. *Education: International Journal of Primary, Elementary, and Early Years Education*, 3(13), 1-11. doi:10.1080/03004279.2015.1020634.
- Guritno, P.D., Suyono, H., & Pandowo, M.H.C. (2019). Competency model of social entrepreneurs: learning from successful Indonesian social entrepreneurs. *International Journal of Research in Business and Social Sciences*, 8(30), 94-110. doi.org/10.20525/ijrbs.v8i3.256.
- Hanifati, K., & Pradhanawati, A. (2017). Pengaruh pengetahuan kewirausahaan, kompetensi sosial, dan lingkungan bisnis terhadap pertumbuhan usaha: Studi pada rumah makan di Kecamatan Tembalang, Semarang. *Jurnal Ilmu Administrasi Bisnis*, 6(3), 629-644. retrieved from <https://ejournal3.undip.ac.id/index.php/jiab/article/view/16802>.
- Hu, R., Xiaohui, S., & Shieh, C.J. (2017). A Study on The Application of Creative Problem Solving Teaching to Statistic Teaching. *Eurasia Journal of Mathematics Science and Technology Education*, 13(7), 3139-3149. doi:10.12973/eurasia.2017.00708a
- Indonesian National Education Standards Institution. (2010). *XXI Century National Education Paradigm*. Jakarta: Indonesian National Education Standards Institution.
- Kennedy, A.S. (2018). Promoting the social competence of each and every child in inclusive early childhood classrooms in Smith, D.F. (Ed.) *Early Childhood Education*. doi: 10.5772/intechopen.80858
- Kinslow, A. T., Sadler, T. D., & Nguyen, H. T. (2019). Socio-scientific reasoning and environmental literacy in a field-based ecology class. *Environmental Education Research*, 25(3), 388-410. doi: 10.1080/13504622.2018.1442418
- Kusmintarti, A., Ismanu, S., Sulasari, A., & Evelina, T.Y. (2022). Teaching factory learning model to improve student's entrepreneurship competencies. *Academy of Entrepreneurship Journal*, 28(S1), 1-19.
- Kuttim, M., Arvola, K., & Venesaar, U. (2011). Development of creative entrepreneurship: Opinion on managers from Estonia, Latvia, Finland, and Sweden. *Verslas: Teorija Ir Praktika (Business: Theory and Practices)*, 12(4), 369-378. doi: 10.3846/btp.2011.38
- Leen, C.C., Hong, K.F.F.H., & Ying, T.W. (2014). *Creative and Critical Thinking in Singapore Schools*. Singapore: Nanyang Technological University.
- Lin, Y.S. (2011). Fostering creativity through education — a conceptual framework of creative pedagogy. *Creative Education*, 2(3), 149–155. doi: 10.4236/ce.2011.23021
- Lin, Y.S. (2014). A third space for the dialogues on creative pedagogy: Where hybridity becomes possible. *Thinking Skills and Creativity*, 13, 43-56. <http://dx.doi.org/10.1016/j.tsc.2014.03.001>
- Mayasari, T., Kadarohman, A., Rusdiana, D., & Kaniawati, I. (2016). Apakah model pembelajaran problem based learning dan project based learning mampu melatih keterampilan abad 21? *Jurnal Pendidikan Fisika Dan Keilmuan (JPFK)*, 2(1), 48-55. <http://doi.org/10.25273/jpfk.v2i1.24>
- Mehroliya, S., & Alagarsamy, S. (2020). Perceptual gap among corporate world, academics, and students: personal qualities and employability competencies for student. *Malaysian Online Journal of Educational Management (MOJEM)*, 8(1), 1-17. Retrieved from <https://ejournal.um.edu.my/index.php/MOJEM/article/view/21360/10901>



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

- Miller, T.L., Wesley, C.L., & Williams, D.E. (2012). Educating the minds of caring hearts: Comparing the views of practitioners and educators on the importance of social entrepreneurship competencies. *Academy of Management Learning & Education*, *11*(4), 349–352. doi: 10.5465/amle.2011.0017
- Mulyani, E., Widiastuti, A., & Supriyanto. (2019). Developing a model for evaluating learning outcomes of an entrepreneurship course. *International Journal of Learning, Teaching and Educational Research*, *18*(11), 53-69. <https://doi.org/10.26803/ijlter.18.11.4>
- Musahadi. (2015). Challenges of Education and Entrepreneurship for the Semarang City. [Tantangan Pendidikan dan Kewirausahaan untuk Kota Semarang]. *Paper presented at "Entrepreneurship and Education Conference: 10 Years of Colruyt Group Project in Semarang, Novotel Hotel Semarang, 15 August 2015.* <https://eprints.walisongo.ac.id/id/eprint/12162/1/Kewirausahaan%20dan%20Pendidikan%20for%20Colruyt.pdf>
- Musrifah, S. (2017). Entrepreneurship learning model in improving student's spiritual intelligence. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, volume 125 1st International Conference on Intellectuals' Global Responsibility (ICIGR 2017), 219-222. Atlantis Press.
- Nevalainen, T., Seikkula-Leino, J., & Salomaa, M. (2021). Team Learning as a Model for Facilitating Entrepreneurial Competences in Higher Education: The Case of Proakatemia. *Sustainability*, *13*(13), 7373. <https://doi.org/10.3390/su13137373>
- OECD. (2018). *Developing Entrepreneurship Competencies*. SME Ministerial Conference. Mexico City. Retrieved from <https://www.oecd.org/cfe/smes/ministerial/documents/2018-SME-Ministerial-Conference-Parallel-Session-3.pdf>
- Orhei, L. E., Nandram, S., & Vinke, J. (2015). Social entrepreneurship competency, evidence from founders of social enterprise in Rumania. *International Journal on Entrepreneurship and Small Business*, *25*(1), 80-105. doi: 10.1504/IJESB.2015.068780
- Orpinas, P. (2010). Social competence in Weiner, I.B. & Craighead, W.E. (Ed.) *The Corsini Encyclopedia of Psychology*. John Wiley & Sons, Inc. DOI: 10.1002/9780470479216.corpsy0887
- Oyedokun, G. E. (2016). Management thoughts: The review of social action theory. *SSRN Electronic Journal*, January 2016. doi: 10.2139/ssrn.2912274
- Purba, M.L., Haloho, E., & Hasibuan, R. (2019). Seminar creativepreneurship dan workshop dasar digital marketing produk UMKM di era milenial. *Journal of Community Service*, *1*(1), 33-37. Retrieved from <https://idm.or.id/JCS/index.php/JCS/article/view/5>
- Qin, T.Y., & Nor, M.M. (2018). Exploring issues on teaching & learning Malaysian private preschools. *Malaysian Online Journal of Educational Management (MOJEM)*, *6*(2), 67-82. <https://doi.org/10.22452/mojem.vol6no2.4>
- Redhana, I. W. (2019). Mengembangkan keterampilan abad ke-21 dalam pembelajaran kimia. *Jurnal Inovasi Pendidikan Kimia*, *13* (1), 2239-2253. doi.org/10.15294/jipk.v13i1.17824
- Ridayani, Fajri, I., & Yusuf, R. (2021). Application of project citizen learning model: descriptive analysis of 21st century skills of high school students. *Jurnal Pendidikan Kewarganegaraan Undiksha* *9*(3), 789-800. <https://doi.org/10.23887/jpku.v9i3.38548>
- Selkrig, M. & Keamy, R.K. (2017). Creative Pedagogy: A Case for Teachers' Creative Learning Being at The Centre. *Teaching Education Journal*, *28*(3), 317-332. <https://doi.org/10.1080/10476210.2017.1296829>
- Susilaningih, Siswandadi, & Suyanto, M. (2022). Exploring the factors determining the success of entrepreneurship education program: case of Indonesia. *Malaysian Online Journal of Educational Management (MOJEM)*, *10*(3), 1-17. Retrieved from <https://ejournal.um.edu.my/index.php/MOJEM/article/view/37793>
- Susilo, A., Djatmiko, E. T., Mintarti, S.U., & Wahyono, H. (2019). The entrepreneurial learning of generation Z students in industrial revolution era 4.0 (A case study in tertiary education of Yogyakarta and Surakarta, Indonesia). *International Journal of Learning, Teaching, and Educational Reserch*, *18*(9), 96-113. <https://doi.org/10.26803/ijlter.18.9.5>
- Sya'roni, D.A.W., & Sudirham, J.J. (2012). Kreativitas dan inovasi penentu kompetensi pelaku usaha kecil. *Jurnal Manajemen Teknologi*, *11*(1), 42-59. retrieved from <https://elib.unikom.ac.id/files/disk1/631/jbptunikompp-gdl-dedenawaha-31522-3-jurnal-.pdf>



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

- The New Economic Foundation. (2017). *Enabling Social Action Guidance Section A: A Description of Social Action*. Department for Digital, Culture, Media & Sport, Office for Civil Society and Rob Wilson. <https://www.gov.uk/government/publications/enabling-social-action-guidance>. Retrieved October 26, 2022.
- Trueman, C.N. (2015). *Social Action Theory*. The History Learning Site, 25 May 2015. 19 Nov 2021. <https://www.historylearningsite.co.uk/sociology/theories-in-sociology/social-action-theory/>
- Valenciano, J.P., Toril, J.U., & Real, J.L.R. (2019). Entrepreneurship and education in the 21st century: Analysis and trends in research. *Journal of Entrepreneurship Education, Journal of Entrepreneurship Education*. Vol. 22(4), 1-20. Retrieved from <https://www.abacademies.org/articles/Entrepreneurship-and-education-in-the-21st-1528-2651-22-4-402.pdf>
- Viinikka, K., Ubani, M., Lipiainen, T., & Kallioniemi. (2019). 21st century skills and Finnish student teachers' perception about the ideal RE Teacher Today and in the future. *International Journal of Teaching, Learning, and Educational Research*, Vol. 18(8), 75-97. <https://doi.org/10.26803/ijlter.18.8.5>
- Wongphuka, K., Chai-Aroon, T., Phainoi, S., & Boon-Long, P. (2017). Social entrepreneur competencies of social activists involved with children and youths: A case study of Nan Province, Thailand. *Kasetsart Journal of Social Sciences*, 38, 143-149. <http://dx.doi.org/10.1016/j.kjss.2016.02.002>