




The Urgency of Economic Education in Growing Entrepreneurial Awareness in Social Studies Education Students

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Abstract. Social Studies Education serves as a consolidation of various social science disciplines, encompassing economics as one of the key components. In the context of social studies education, economics is studied in an integrated fashion, both as an independent scientific field and in a specialized framework tailored to economics education. This research centers on the exploration of economic education, specifically as it is developed within the curriculum of the Social Sciences Education Study Program. The research methodology employed is descriptive and qualitative. The study participants consist of students enrolled in the social studies education study program. Data collection techniques comprise observations, document analysis, and interviews. The findings underscore the vital role played by economics education. It not only contributes to the depth and breadth of knowledge in various social sciences but also functions as a conduit for nurturing an entrepreneurial mindset among students. Through economics education, students can enhance their entrepreneurial acumen, a crucial asset for navigating the challenges of the globalized era.

Keywords: Economic Education, Entrepreneurial Awareness, Social Studies Education Students

1 INTRODUCTION

Fundamentally, education plays a pivotal role in fostering the holistic development of individuals, encompassing the cultivation of qualities that align them with the societal context, cultivating good citizenship, and nurturing a sense of unity. Within the realm of education, entrepreneurship education significantly contributes to shaping mindsets and instilling entrepreneurial attitudes. It serves as a catalyst for enhancing skills, cultivating entrepreneurial mindsets, and shaping attitudes essential in preparing students to identify, create, and capitalize on opportunities in the future.

Education functions as an institution that actively engages in the management and execution of various activities related to social, cultural, religious, intellectual, and skill-related domains. It provides a structured platform for individuals to work collaboratively in a rational, systematic, planned, organized, guided, and controlled manner.

By effectively harnessing human resources, data, facilities, infrastructure, and other resources, education strives to attain predefined educational objectives. Given the constraints of time and parents' abilities to educate their children, the mantle of educating young minds is often entrusted to formal educational institutions [1].

Notably, secondary education is grappling with the issue of limited interest and aptitude among students to embark on entrepreneurial ventures or initiate their businesses. This is evident in their strong inclination toward pursuing careers as Civil Servants (PNS). Frequent issues observed within classrooms include students' lack of inspiration, a dearth of entrepreneurial drive, limited commitment to academic pursuits, indifference, low academic performance, and various individual challenges [2]. This resonates with the realities within the field, underlining that economic education constitutes a vital component in supporting the intrinsic entrepreneurial potential within each individual. This becomes particularly crucial in light of the challenges posed by the 21st century, which require students to possess entrepreneurial skills as part of their non-academic potential development.

Entrepreneurial values are inextricably linked to the educational system and interactions within the community. Furthermore, entrepreneurial intentions are kindled through internal processes within individuals, manifesting as personal and social awareness, characterized by an understanding of one's abilities, self-confidence, self-motivation, and the resilience to face life's challenges. Therefore, educational institutions, including universities, bear the responsibility of nurturing and guiding the abilities and interests of their graduates to instigate and cultivate entrepreneurship. This approach is essential in addressing the prevailing issue of unemployment among students in the current era [3].

It is essential to understand that a nation's economic development hinges on initiating entrepreneurship from an early stage, encompassing secondary education. Entrepreneurship education is paramount in nurturing innovative and imaginative human resources, in addition to its broader impact on various social facets. Establishing entrepreneurship education from a young age not only cultivates innovative human resources but also reduces the nation's reliance on conventional resources, subsequently contributing to job creation [4].

Hence, enhancing the understanding of economic education's role in bolstering entrepreneurial abilities in students from an early age is a realization of the aspiration for engaging, imaginative, innovative, secure, and effective learning experiences within the education system. A supportive and captivating learning environment fosters an enthusiastic atmosphere that provides students with multiple avenues to attain their predefined learning objectives.

1.1 The Urgency of Economic Education

Entrepreneurship within an educational institution primarily aims to cultivate and harness the economic potential specific to the institution, with broader implications for the economic and social welfare of the surrounding community. Entrepreneurs within educational institutions have a crucial role to play in actively contributing to the enhancement of the well-being of individuals and society, particularly the com-

munities associated with these educational establishments. One effective avenue for pursuing entrepreneurship within educational institutions is through the establishment of school cooperatives. These cooperatives, while pursuing general objectives, should also translate their operational goals into tangible business-oriented outcomes. This strategic clarity in operational goals simplifies the management of cooperatives and enables efficient resource utilization [5].

In alignment with this perspective, Puspitasari's research underscores the utility of entrepreneurship in addressing the financial needs of educational institutions. These needs encompass various aspects such as funding administrative tasks, organizing competitions and activities, procuring logistics, and acquiring facilities and infrastructure. Entrepreneurship plays a significant role in driving economic development, given its capacity to harness natural resources for the production of goods and services [7]. It is important to emphasize that entrepreneurship is not merely a discipline suited for generating business enterprises; instead, it can serve as an empowering tool for individuals. Through entrepreneurship education, a pipeline of potential new entrepreneurs can be nurtured, ensuring a steady stream of entrepreneurial talent in the future [8].

1.2 Entrepreneurship Learning in IPS

The establishment and growth of school-based businesses driven by creativity and innovation offer students invaluable opportunities for experiential learning. Cooperatives can serve as a practical arena for students to actively refine their skills and expertise. The management of school cooperatives, apart from being an educational medium, also contributes to augmenting school revenue, thereby bolstering the economic well-being of members and the broader community. The implementation of an entrepreneurial framework, embraced collectively by all villagers in the form of an entrepreneurial village, represents a proactive movement. Entrepreneurship, when employed as a strategy for the growth and development of the welfare and prosperity of a village community, hinges upon the availability of resources and access to adequate facilities and infrastructure provided by the village community to effect positive socio-economic transformations [9].

The role of entrepreneurship is intrinsically intertwined with a nation's progress. It is a well-documented fact that a developed nation is one that stands independently, a feat achieved through the cultivation of innovative, creative, intelligent, daring, and tenacious entrepreneurs. Realizing the objectives of the government necessitates the involvement of universities in preparing the next generation of citizens equipped to confront the global competition, particularly in the context of the Fourth Industrial Revolution (Revolution 4.0). In the realm of tertiary education, especially in entrepreneurship courses, it is observed that students predominantly focus on formulating business plans. However, the conceptualized business plans, conceived in the classroom setting, often fail to materialize in practical application [10].

2 METHOD

A descriptive qualitative approach was employed in this study. The data collection methods encompassed case studies, in-depth interviews, observation, and documentation studies. The case study technique served as a means to uncover and comprehend the significance of economic education in entrepreneurship learning. Data and information for the research were gathered through literature review and in-depth interviews to explore the empowerment of the economic system using creative products. Data and information management occurred in three stages. Initially, data reduction was undertaken to select and simplify the collected data and information, recognizing the abundance of data provided by research instruments such as case studies, documentation, and observations. Subsequently, the data were presented in various formats, including charts and narratives, during the second stage. Finally, the study culminated in drawing conclusions. Consequently, the utilization of the descriptive qualitative research method facilitated the acquisition of data and information for this study [11].

3 RESULT AND DISCUSSION

3.1 Result

The findings from the research concerning the analysis of the importance of economic education, particularly in enhancing students' comprehension of social entrepreneurship within the context of social studies, reveal that the analysis results across various contexts are predominantly information-centric. The endeavors to fulfill these essential life requirements encompass knowledge-based education, knowledge-driven economic advancement, knowledge-driven social empowerment and development, and knowledge-oriented industrial development. The implications of the research results can be elucidated as shown in Figure 1:



Fig. 1. Mind Map Project Classification of Urgency Economic Education

The surge in economic growth can be attributed to the substantial population of internet users engaged in online transactions. In the digital age, businesses no longer focus solely on what products they offer, but instead, they emphasize how to effec-

tively sell and market them. The digital era presents extensive opportunities, particularly within the creative industry. Fostering an entrepreneurial mindset that nurtures a variety of creative concepts and innovations is crucial. Furthermore, understanding how to harness and adapt to the rapidly evolving digital technology landscape is essential for generating new employment opportunities and reducing unemployment rates. Conclusively, an analysis of the significance of economic education in promoting productive entrepreneurship unveils its potential to invigorate economic development and expansion. Therefore, it can be interpreted through data analysis as shown in Figure 2:



Fig. 2. Project Map Cases Study Classification of Urgency Economic Education

The interpretation of the analysis results indicates the emergence of a new generation of entrepreneurs characterized by their proficiency in technology and a deep interest in social, economic, and political development. This generation possesses the capability to enhance their social standing within society. As a result, these identified elements are interrelated, collectively contributing to the determination of the significance of economic education, particularly within the realm of social studies.

3.2 Discussion

In the context of the school's strategy, it serves as the overarching framework for managing resources and human assets to collectively attain entrepreneurial objectives. The educational institution's leader formulates practical entrepreneurial plans by harnessing available resources, primarily educators and educational staff, who are subsequently empowered to administer entrepreneurship initiatives under the purview of the institution. Entrepreneurship education encompasses the holistic development of cognitive, affective, and psychomotor aspects, beginning in youth and progressing into adulthood. These three facets play a pivotal role in the learning process and impact learning outcomes, including cognitive (comprising knowledge, memory, and understanding), affective (related to interests, sentiments, feelings, and characteris-

tics), and psychomotor (involving actionable capacities gained from valuable learning experiences) perspectives [12].

Entrepreneurship education is initiated early, even at the secondary school level, with schools and teachers undertaking the responsibility of fostering students' cognitive, affective, and psychomotor development in entrepreneurship. Learning is structured to encourage students to comprehend and appreciate the quality of innovations integrated into the learning process and subjects taught in schools. This approach encourages students to learn through thinking, action, and practical application, fostering entrepreneurial skills. In the current era of globalization and intense global competition, new dimensions in teaching are demanded, particularly in the realm of business education. It is essential to adapt to the mentality of students in the learning process [13] [14].

Under the entrepreneurship education paradigm, it is crucial to consistently impart competency training in entrepreneurship throughout students' educational journey. This ensures that college graduates not only possess strong personalities and vocational skills but also entrepreneurial abilities. They should be capable of becoming digital entrepreneurs, individuals who engage in information and communication technology. Entrepreneurship education necessitates the development of students' social media skills to identify business opportunities. Effective learning activities are those where all intended goals are met, such as cultivating stages of accomplishment, building high capacities, and fostering a strong sense of responsibility among students [15] [16].

4 CONCLUSION

The research findings highlight the incorporation of entrepreneurship education from an early age, extending to secondary school levels. It underscores the pivotal roles that schools and teachers should play in facilitating and fostering students' cognitive, affective, and psychomotor development within the realm of entrepreneurship. The learning approach is designed to equip students with the capacity to comprehend and appreciate the quality of innovations integrated into the educational process and the subjects taught in schools. Guided by these principles, students engage in learning through cognitive reflection, practical application, and hands-on experiences. The close correlation between entrepreneurship and a nation's progress is evident. Numerous empirical facts emphasize that a developed nation is one that can sustain itself, a feat achievable through the cultivation of innovative, creative, intelligent, daring, and resilient entrepreneurs. To meet the goals set by the government, universities must fulfill their vital role in shaping the forthcoming generation of individuals who are prepared to confront global competition, particularly in the context of the Fourth Industrial Revolution (Revolution 4.0)

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