




# Implementation of Social Economy Project-Based Learning As Sociopreneur Skills In The 21st Century

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**Abstract.** Economic development is of utmost importance in a country, particularly in regards to increasing income and enhancing the welfare of its people. Interpersonal skills, or social competence, are crucial for individuals to adapt to their environment, solve personal and social problems, appreciate differences among individuals, and establish effective communication. The social skills and competence of students in social studies learning are crucial in preparing them for functional and meaningful living in the 21st century era of global awareness, interpersonal skills, cooperative or collaborative skills, and interactive communication. The objective of this study is to identify the realization of economic projects for students as part of sociopreneur skills. The research method employed is a quantitative method with a quasi-experimental approach, utilizing analytical techniques such as pretests and posttests, and non-tests through documentation studies, interviews, and observations. The results indicate a pattern of marked improvement in sociopreneur skills among students following the implementation of project-based learning, with an increase of approximately 80%. As such, it can be concluded that project-based economics learning has the potential to enhance sociopreneur skills in students.

**Keywords:** Social Economic Project, Sociopreneur Skills in the 21st Century.

## 1 INTRODUCTION

The potential of project-based entrepreneurship learning to enhance the interest and meaning of learning experiences for adult learners lies in its focus on the fundamental concepts and principles of a field, its collaboration with relevant parties, its multiple interpretations, its opportunity for autonomous learning, and its practical output. Project-Based Learning centers on questions or problems that prompt students to apply the core concepts and principles of the discipline, which is a subtle and challenging aspect to address. To develop a broader and deeper relationship between the activity and the underlying knowledge, the project-based learning approach for students must be designed to establish a connection between the activity and the expected conceptual development.

Based on empirical evidence, it has been observed that the economic status of the parents of students has a significant impact on their academic performance. During

the pandemic, many families experienced a decline in their financial situation while expenses continued to rise, leading to potential disruptions in the smooth learning process of students. As we move forward into the 21st century, the world is undergoing rapid changes characterized by the advent of the industrial revolution 4.0. These transformations are sweeping across every facet of human life. The continuous development of the internet and digital technology has resulted in unlimited access [1]. In order to enhance the entrepreneurial acumen of students in the 21st century, it is vital to impart economic empowerment, given the inadequate comprehension of students pertaining to entrepreneurial skills, particularly in the 21st century, where project-based learning in entrepreneurship has not been fully optimized.

Educational institutions have an important role to be able to provide encouragement for creativity and provision of adequate knowledge about entrepreneurship, so that it will increase the interest of the younger generation to choose entrepreneurial careers, entrepreneurship education is needed and is considered effective to grow and increase motivation, competence, and an entrepreneurial spirit equipped with with high interest and confidence to start a business [2] . In an effort to improve the ability of students in the 21st century in understanding social entrepreneurship skills through government efforts, namely strengthening entrepreneurial activities in the Free Learning-Free Campus Curriculum (MBKM) which aims to increase student entrepreneurial interest in developing businesses from an early age [3] . The concept of social economy in the realization of students' or students' entrepreneurial intentions can be formed and enhanced with a learning process that provides adequate knowledge, personal experience, and related activities to motivate them. Based on the implementation of the independent curriculum where the emphasis is on project-based learning, one of which is a social economic project, as part of the independent entrepreneur program which is designed to combine education and development with the aim of increasing the competence, skills and practical experience of students [4] .

The integration of social economy principles in the MBKM curriculum is achieved through the implementation of digital marketplaces that aim to provide students with more accessible and efficient options for purchasing products via smartphone applications and websites. This approach encourages the development of sustainable business models by leveraging the power of digital means to establish a community that facilitates collaboration between businesses and consumers in pursuit of shared objectives [5]. This can take advantage of socio-environmental values through digital technology co-creation activities supporting the linkages between environmental, social and commercial logic. Empowerment strategy through collaboration between the government with the concept of developing the quality of human resources in the economic field.

Basically, people who are skilled at taking advantage of opportunities in developing their business with the aim of improving their lives [6] . In essence, everyone is an entrepreneur in the sense of being able to stand alone in carrying out his business and work in order to achieve his personal, family, community, nation and country goals, but many of us do not work and have the initiative to achieve better achievements for the future. The concept of social entrepreneurship is that an entrepreneur is one who creates a new business in the face of risk and uncertainty for the purpose of achieving

profit and growth by identifying opportunities and assembling the necessary resources to capitalize on those opportunities [7]. Entrepreneurs are individuals who possess the acumen to identify and evaluate business prospects, and the ability to acquire the necessary resources to take appropriate action. The development of an understanding of social economics among students can be fostered through a learning process that provides a comprehensive knowledge base, practical experience, and related activities to motivate and encourage them. This can be achieved through the implementation of an independent curriculum that places a strong emphasis on project-based learning, including a social economic project as part of the independent entrepreneur program, which aims to enhance the competence, skills, and practical experience of students [4].

The application of social economy in the MBKM curriculum is realized through marketplaces that aim to provide better and more convenient alternatives in buying products through digital markets in the form of smartphone applications and websites that are efficient in inspiring them to develop sustainable business models. For example, they can take advantage of the importance of digital means for establishing a community that distributes many contributions between business actors and consumers to achieve common goals [5]. This can take advantage of socio-environmental values through digital technology co-creation activities supporting the linkages between environmental, social and commercial logic. Empowerment strategy through collaboration between the government with the concept of developing the quality of human resources in the economic field.

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## 2 METHOD

In this study, a descriptive qualitative approach was utilized to gather data and information. This involved the use of various techniques, including case studies, in-depth interviews, observation, and documentation studies. The case study technique was employed to explore the development of an economic project in the 21st century, while literature studies and in-depth interviews were used to explore empowerment

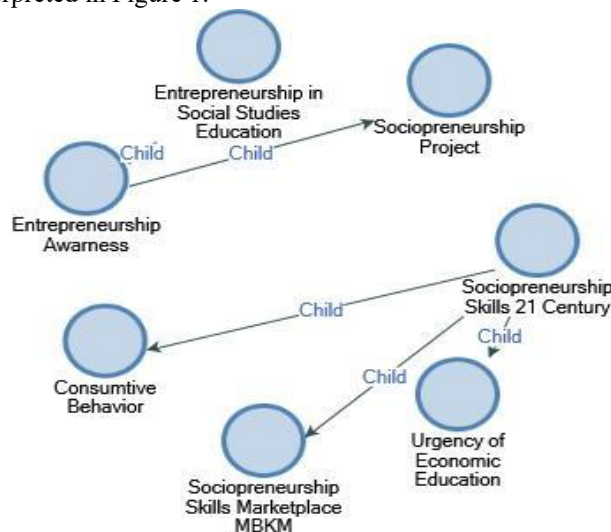
within the economic system through the creation of innovative products. Data and information management was conducted in three stages. Initially, the collected data and information was reduced through data analysis. This involved selecting and simplifying the information, taking into account the research instruments used. The second stage involved the presentation of data in various forms, such as charts or narratives. Finally, conclusions were drawn based on the analyzed data and information. Overall, the descriptive qualitative research methods employed in this study allowed for the collection of valuable data and information [10].

### 3 RESULT AND DISCUSSION

#### 3.1 Results

Based on the findings of research on the role of social economy in enhancing social entrepreneurship, which emphasizes individual interests, attitudes, and abilities in utilizing digital technology and communication tools to access, manage, integrate, analyze, and evaluate information, and create and communicate with others in order to participate effectively in society. The analysis of problems related to the social economy in the context of an economic learning project to improve social entrepreneurship skills has determined that the role of social entrepreneurship plays a significant part in helping business actors move towards digitalization. As a result, social entrepreneurship that focuses on helping business actors can have a positive impact on improving the economic conditions of the community and creating a healthy business climate.

The independent entrepreneur project can be carried out as an effort to increase the effectiveness of learning, namely in creating students' entrepreneurial intentions. discoveries that are truly new from the results of individual creativity that did not exist before, while innovation or innovation is in the form of ideas, ideas, products, methods produced by someone from the process of observation or adoption so that they are referred to as new discoveries by a group of people (society). The results of data analysis can be interpreted in Figure 1.



**Fig. 1.** Project map results of data analysis

Based on the results of the data analysis, it was identified that social economics and social skills in the 21st century have an interrelationship especially related to entrepreneurship in the MBKM concept, especially in the marketplace concept. The participants' understanding of the market place was increasing. At first, many participants did not understand the use of social media as an online business tool. After receiving marketplace material, participants can identify and understand applications that can be used for online business. So that social media is not only used as a medium for communicating in cyberspace, but can be used to increase income through online business. Practical experience which is one of the goals of independent entrepreneurial activities will influence the entrepreneurial intentions that are formed later. Learning must also be adapted to the development of existing science and technology, where technology has become the basis of all human activities. So that the position of technology is considered so important to support human life.

Based on the results of research on the concept of social entrepreneurship in improving mentoring entrepreneurial skills and having a significant impact on business continuity in the digital era. The benefits of this research are as reference material in developing patterns of coaching both through formal, non-formal and informal education in designing curricula according to the needs of digital economy development.

### **3.2 Discussion**

Entrepreneurship education must be adaptive to changes in both the social and economic fields. This adaptability will provide an overview of students who ultimately have the ability to deal with uncertainty and also navigate the possibilities that exist in the business environment. Entrepreneurship education occupies a major position in developing students' knowledge and skills, which in the end is to increase students' intention to start a business. Entrepreneurs, especially female students, may consider the platform and bypass various start-up costs [11]. Entrepreneurship education has an important role in preparing students who have entrepreneurial intentions. Entrepreneurial development rests on two elements, namely invention and technological innovation.

Efforts to provide information to increase digital literacy for business actors. Various marketplaces used by business actors to promote their sales. The role of social entrepreneurship contributes to helping business actors move towards digitalization. There are several empowerment programs and strategies that can be adopted to be implemented by various regions that involve the participation of business actors as a solution to the problems faced. Good economic behavior in terms of producing, distributing and consuming goods, if it is based on adequate knowledge, can make individuals make decisions or actions effectively and efficiently. Conversely, all decisions or actions taken without adequate knowledge of economics will only result in inefficiencies and ineffectiveness of the resources that have been sacrificed to obtain or produce goods or services [12].

Increasing the ability of entrepreneurship as a skill in the 21st century, where it is in entrepreneurship that involves people who are skilled and have optimal entrepreneurial abilities. So that in improving the economic conditions of the community and can create a healthy business climate. Each student can develop optimally, optimize the development of subject groups and computer information technology, and apply the use of English in communication between school members intensively in order to face competition in the era of globalization. Then as an effort to help motivate and assist students to recognize and develop their potential through entrepreneurial activities as part of the integration of social economic capabilities in the 21st century [13]. One of the channels in cultivating and providing an orientation about entrepreneurship is through education, the contribution of entrepreneurship education is not only for individuals but has an impact on economic progress both locally, regionally and nationally [14] [15].

This the project-based social economy in improving skills in social entrepreneurship in the 21st century certainly has an impact on increasing students' understanding in developing entrepreneurial abilities as potential and skills in the 21st century, especially in technology-based social entrepreneurship, which has an important role. significantly to the interrelation of students in education according to the MBKM curriculum.

#### **4 CONCLUSION**

Based on the findings of the study, it can be inferred that the Independent Entrepreneurial Project can be implemented as a means to enhance the effectiveness of learning, particularly in regards to fostering entrepreneurial intent among students. The project involves discovering truly novel findings through individual creativity, which did not previously exist, as well as innovation or innovative ideas, products, or methods that are developed through observation or adoption and are subsequently recognized as new discoveries by society. Additionally, the project helps to develop knowledge and information about economics, or economic literacy, and the utilization of money to engage in activities such as investing, protecting, and managing finances. Furthermore, the study suggests that social skills in the 21st century are closely related to entrepreneurship, particularly in the context of the MBKM concept, and the marketplace concept. The participants demonstrated an increased understanding of the marketplace throughout the project.

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