

# FOSTERING SOCIAL AWARENESS AND RESPONSIBILITY THROUGH EDUCATIONAL ENTREPRENEURSHIP

Adilah Wina Fitria, Wahira  
Universitas Negeri Makassar, Indonesia  
Email: adilah\_fitria@yahoo.com, wahira@unm.ac.id

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## ABSTRAK

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### keywords:

social entrepreneurship, education, social awareness, social responsibility, experiential learning

*Social entrepreneurship has emerged as a strategic approach in education to address various social issues while fostering social awareness and responsibility among students. This study aims to analyze the role of social entrepreneurship in education as an effective learning tool to cultivate pro-social attitudes through a comprehensive theoretical approach. Drawing on Social Learning Theory and Experiential Learning, this paper examines how the integration of social entrepreneurship into educational curricula can develop critical awareness of social issues and encourage responsible actions among learners (Bandura, 1977; Kolb, 1984). The findings indicate that the implementation of social entrepreneurship in education not only equips students with entrepreneurial skills but also reinforces ethical values and social responsibility, contributing to character development in the younger generation. This is supported by literature showing increased social awareness and altruistic behavior resulting from participation in social entrepreneurship projects (Hockerts, 2018; Tracey & Phillips, 2007). Therefore, integrating social entrepreneurship into education holds significant potential to not only produce successful entrepreneurs but also leaders committed to creating positive social impact. This study recommends the development of a more holistic and collaborative curriculum to ensure that social entrepreneurship becomes an integral part of higher education.*

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## INTRODUCTION

Social entrepreneurship has developed into one of the main approaches in dealing with various complex social problems. In contrast to conventional entrepreneurship, which focuses on achieving financial returns, social entrepreneurship seeks to create sustainable social value to overcome challenges such as poverty, inequality, and environmental damage (Hulgard, 2010). This concept reflects a shift from the traditional business approach to a more holistic model, where social impact is the primary goal and not just a side effect of business activities.

In education, social entrepreneurship is recognized as an effective strategy to shape the character of students with high social awareness and responsibility. Formal and non-formal education is beginning to incorporate social entrepreneurship into the curriculum to develop skills that focus on economic aspects and social values that benefit the wider community (Irfan et al., 2024; Nuryazidi, 2024; Purwanti et al., 2024). Through this activity, students are allowed to directly understand the social problems that exist around them and are actively involved in efforts to solve them. This is in line with the research results showing that involvement in social entrepreneurship can strengthen students' understanding of the importance of social contribution and increase their motivation to participate in socio-economic activities (Rangkuty et al., 2021).

Social entrepreneurship education plays an important role in overcoming global challenges, such as the high unemployment rate among recent graduates (Rahdari et al., 2016). Based on data from the Central Statistics Agency (BPS), the open unemployment rate in Indonesia for vocational high school graduates reached 8.63% in 2019, which shows an urgent need to strengthen entrepreneurial skills among students so that they are ready to enter the world of work. The social entrepreneurship approach in education not only aims to reduce the unemployment rate but also to form a young generation that is self-reliant and able to create job opportunities for themselves and others.

Furthermore, social entrepreneurship offers a learning model that supports the development of critical thinking skills, creativity, and the ability to solve complex problems. By using challenge-based learning models, such as *Challenge-Based Learning* (CBL), students are involved in identifying and analyzing real problems in society and designing innovative solutions to overcome them (Franco et al., 2023; Yang et al., 2018). This model has proven effective in improving entrepreneurial skills and encouraging students to be more confident and independent in facing challenges.

However, despite the many potentials offered by social entrepreneurship education, its application still faces several obstacles. Some of the main obstacles include a lack of deep understanding of this concept among educators, limited resources, and the absence of integrated policies to support the development of social entrepreneurship in school curricula (Gupta et al., 2020). Therefore, a more holistic approach is needed to ensure that social entrepreneurship can be an integral part of the education system and significantly impact social and economic development.

This article analyzes how social entrepreneurship in education can be used as a tool to foster social awareness and responsibility among students. In addition, this study discusses the role of social learning theory and experiential learning as a basis for developing this approach. It is hoped that by integrating social entrepreneurship into education, the younger generation will not only have the necessary skills to become successful entrepreneurs but also become leaders who are committed to making a positive impact on society and the environment.

## RESEARCH METHODS

This study uses a descriptive qualitative approach that focuses on theoretical studies and literature analysis to explore the concept and application of social entrepreneurship in education. This study aims to synthesize various relevant theories, concepts, and research findings to understand the impacts, challenges, and solutions in the application of social entrepreneurship. Thus, this research does not involve the collection of empirical data directly, but relies on existing literature sources as the basis for analysis.

This approach was chosen because social entrepreneurship is a multidisciplinary field that requires a comprehensive understanding of various theories and practices from diverse contexts. Therefore, the method used in this study is designed to explore knowledge from various sources and provide an in-depth synthesis of the topics discussed.

### 1. Research Approach

Descriptive qualitative approach: this study uses a descriptive qualitative approach to explore information about social entrepreneurship and its implementation in education. The purpose of this approach is to analyze, explain, and synthesize existing theories and research results in order to understand the topic of social entrepreneurship in depth. This study does not collect field data directly but focuses on reviewing the literature to provide a comprehensive overview of the topic (Judijanto et al., 2024; Wolor et al., 2024).

### 2. Secondary Data Collection Process

Literature Review: data collection is carried out through literature studies that involve the review of various literature, such as journal articles, books, research reports, and other academic sources. The literature is selected from trusted sources, such as Google Scholar, ScienceDirect, and journals accredited at SINTA, with a primary focus on scientific work addressing social entrepreneurship, education, and community empowerment in the last 10 years. The purpose of this literature study is to gain a better understanding of the main concepts and recent developments in social entrepreneurship (Kurniadi et al., 2024).

Literature selection criteria: literature selection is based on relevance to the topic, the quality of the journal used, and publication in the latest time span to ensure that the data used is in accordance with the latest developments. Literature that has an important contribution to the understanding of social entrepreneurship or presents relevant case studies is given priority in this review.

### 3. Data Analysis Techniques

Content Analysis is a content analysis technique used to identify and categorize the main themes or concepts of the literature being studied. The data collected is grouped based on topics related to social entrepreneurship, such as basic principles, impacts, challenges, and solutions offered. Each category is then analyzed to explore the similarities, differences, and relationships between the findings of previous research, as well as to compile an informative synthesis on this topic.

Narrative synthesis approaches are carried out to integrate various findings from diverse literature into coherent arguments. With this method, researchers can describe trends in the literature, identify research gaps, and formulate recommendations based on the evidence found.

### 4. Data Validity and Reliability

Triangulation of data sources: To ensure validity and reliability, various data sources are used. This triangulation helps reduce bias and ensures that the resulting findings are consistent. By comparing results from

various sources, researchers can provide a more comprehensive and accurate view of social entrepreneurship in the context of education.

Evaluation of the quality of the literature, the quality of each literature used in this study is evaluated based on the credibility of the author, the publication journal, and the quality of the methodology used in the original research. This is done to ensure that this study is based on strong and reliable literature.

### **5. Research Limitations**

This study is limited to secondary literature because it is a theoretical study, and one of the main limitations is the absence of direct empirical data from the field. Thus, the findings of this study may be less representative of all aspects of social entrepreneurship, especially outside the context that has been discussed in the literature.

Limited in reaching all sources, not all relevant literature may be accessible or involved in the analysis, either due to limited access or due to limited scope of study. This could lead to some important perspectives or recent findings not being covered.

This method is designed to provide a deep understanding of social entrepreneurship by using a qualitative descriptive approach based on literature studies.

## **RESULTS AND DISCUSSION**

This section will discuss the main findings of the theoretical study of social entrepreneurship in education, including its principles, impacts, challenges, and solution strategies. The following are the results of the analysis and discussion in detail:

### **1. Principles of Social Entrepreneurship in Education**

**Collaboration:** one of the basic principles of social entrepreneurship is close collaboration between various stakeholders, such as educational institutions, governments, nonprofit organizations, and the private sector. In the context of education, this collaboration includes joint curriculum development, provision of financial support from the private sector, as well as partnerships with social organizations to provide practical experience to students. Effective collaboration allows students to learn directly from field practitioners and develop projects that have a real impact on society (Al-Bakry, 2024).

**Social innovation:** social entrepreneurship education encourages students to think creatively and come up with new solutions that can address social problems. This approach involves developing projects that prioritize the use of new technologies or methods to create positive change. Social innovation not only aims to produce new products or services but also creates sustainable business models to improve people's welfare.

**Social impact measurement,** in contrast to traditional entrepreneurship, focuses on financial benefits, while social entrepreneurship emphasizes measuring the social impact of the activities carried out. In education, this can be applied by assessing the extent to which a student's project has benefited the community, such as through poverty reduction or increased access to education. Measuring this impact is important to evaluate the success of the program and identify areas that need to be improved (Purwanti et al., 2024).

### **2. The Impact of Social Entrepreneurship on Poverty Reduction and Welfare Improvement**

Economic and social empowerment studies show that social entrepreneurship significantly contributes to empowering marginalized communities by creating new business opportunities and jobs. Through social entrepreneurship activities, vulnerable groups such as women, people with disabilities, and the poor can gain new skills and access to business capital. This not only reduces the unemployment rate but also improves their well-being through increased income and economic independence.

Improving the quality of life, innovations applied in social entrepreneurship projects often bring significant changes in people's lives, such as providing access to clean water, health services, or quality education. This activity directly improves the quality of life of the community and helps overcome existing social inequalities. For example, initiatives that focus on education for children from underprivileged families can provide better access to learning opportunities, thereby improving their standard of living in the long term.

### **3. Challenges and Obstacles in the Implementation of Social Entrepreneurship in Education**

**Limited policies and regulations:** one of the main obstacles to implementing social entrepreneurship is the limitation of supportive education policies. Many educational institutions are still tied to traditional and rigid curricula, making it difficult to integrate social entrepreneurship programs. More flexible policies and support for project-based learning are needed to facilitate the effective implementation of social entrepreneurship.

**Lack of resources and facilities:** another challenge faced is limited resources, such as funds, trained teaching staff, and support facilities. The implementation of social entrepreneurship requires a considerable initial investment to provide adequate infrastructure and support teacher training. In addition, the lack of facilities designed for practical learning also limits students' experience in running social entrepreneurship projects.

### **4. Solution Strategies to Overcome Challenges**

Improving training for educators, developing educator competencies in social entrepreneurship through comprehensive training is very important. This training should cover the practical aspects of social entrepreneurship and project-based learning methods. Through improving teacher skills, educational institutions can implement social entrepreneurship programs more effectively and have a greater impact on students (Fajrussalam et al., 2024; Fatmawati et al., 2024).

Flexible curriculum integration: to overcome regulatory constraints, the curriculum must be designed to be more flexible, allowing adjustments to local needs and social contexts. An interdisciplinary approach to learning can help integrate social entrepreneurship into a variety of subjects, such as economics, social sciences, and technology. That way, students can understand the application of social entrepreneurship from various perspectives.

Contributing to the growth of the local economy, by creating jobs and promoting sustainable business practices, social entrepreneurship not only helps individuals, but also contributes to the growth of the local economy. Programs that focus on the use of local resources, such as micro-enterprises and community cooperatives, play an important role in driving the local economy and reducing dependence on external assistance.

Support for inclusive social development, social entrepreneurship also contributes to social development by increasing the participation of marginalized groups in economic and social activities. Initiatives such as the empowerment of women and youth through social entrepreneurship education and training programs strengthen community capacity and increase social inclusion (Rafsanjani et al., 2024).

## CONCLUSION

This research has discussed social entrepreneurship in education by emphasizing the importance of integrating social values, economic empowerment, and cross-sector collaboration. Social entrepreneurship has a significant role in providing solutions to various social and economic problems, especially through education. This study produced several key findings: The principles of social entrepreneurship and social entrepreneurship in education are based on the principles of collaboration, social innovation, and impact measurement. Collaboration between educational institutions, the government, and the private sector allows for the creation of programs that have a wide impact. Social innovation encourages the creation of new, sustainable solutions to address social problems. Social impact measurement is necessary to evaluate the effectiveness and success of the program. Positive impact on social and economic development, social entrepreneurship can reduce poverty and improve welfare through community economic empowerment. By creating new jobs and providing skills training, social entrepreneurship is able to improve the quality of life of vulnerable groups. In addition, innovative social entrepreneurship initiatives play an important role in improving access to basic services such as education and health. Challenges and obstacles to implementation: despite having great potential, the application of social entrepreneurship in education faces various obstacles, including limited supportive policies, limited resources, and a rigid curriculum. The lack of training for educators is also an obstacle to delivering social entrepreneurship materials effectively to students. Solutions to overcome challenges, to overcome obstacles, strategies such as increasing educator training, integrating a more flexible curriculum, and increasing support from various stakeholders are needed. Education policy reforms that provide space for social entrepreneurship can increase program effectiveness and the resulting impact.

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