

# **Social Entrepreneurship-Based Education to Prepare Students as Agents of Change**

**Rosmaria**

Universitas Islam Sulthan Thaha Saifuddin Jambi

## **Abstract**

This study aims to analyze the implementation of social entrepreneurship-based education in schools and its impact on students' readiness to become agents of change. The background of this research is driven by the need for the younger generation to have social competence, creativity, and concern for social and environmental issues. The research method used is qualitative with a case study approach, involving in-depth interviews with teachers and students, participatory observation, and documentation of social entrepreneurship projects conducted by students. Data analysis was done thematically to identify patterns, categories, and inter-thematic relationships. The results showed that the integration of social entrepreneurship in learning improved students' social awareness, empathy, collaboration skills, communication, creativity, critical thinking, and problem solving abilities. Students are actively involved in every stage of the project, from problem identification to impact evaluation, making the learning experience more contextual and meaningful. The findings also show that despite technical, pedagogical and environmental challenges, teacher support, adequate resources and community involvement can maximize learning effectiveness. This research implies that social entrepreneurship-based education can be a long-term strategy to shape a creative, socially-conscious and adaptive generation, aligned with 21st century competencies and the Pancasila Learner Profile.

**Keywords:** social entrepreneurship, agent of change, 21st century education

## **Introduction**

The era of globalization is characterized by economic, social, and technological dynamics, as well as the challenges of achieving the Sustainable Development Goals (SDGs) (Mishra et al., 2023). It requires the younger generation to not only have academic intelligence, but also social competence, innovation, and concern for environmental and humanitarian issues. The next generation of the nation is expected to be able to act as agents of change who can provide solutions to the complex problems of society (Napriadi & Emiyati, 2024). However, education in Indonesia has not been able to fully prepare students to face socio-economic challenges creatively and solutively, because the orientation of learning still tends to focus on cognitive aspects rather than character development and social skills (Sukamto et al., 2025). This is becoming increasingly urgent amidst the transformation of Education 4.0, which emphasizes the importance of 21st century skills, namely critical thinking, creativity, collaboration, and communication (4C) (Azmi et al., 2024), as the main foundation to form an adaptive, innovative, and visionary generation in responding to the needs of the times.

Social entrepreneurship is emerging as a new paradigm in education and development (Aditya Imam Wibisono, 2024), for being able to present innovative solutions to social problems by combining sustainable business principles and public benefit orientation. In contrast to conventional entrepreneurship that focuses on profit alone, social entrepreneurship emphasizes business sustainability as well as positive impact on society (Cai & Leikin, 2020). Global trends show that various countries, such as the United States, United Kingdom, and

Singapore, have incorporated social entrepreneurship into school and college curricula to foster social awareness and transformative leadership in the younger generation (Roslan et al., 2022). This effort marks the realization that education does not only function as a space for knowledge transfer, but also as a vehicle for character building and real action for the community (Sakti et al., 2024). In the Indonesian context, the implementation of social entrepreneurship-based education has great potential to equip students with relevant life skills while instilling a spirit of empathy, collaboration and sustainability (Hasanah, 2025). Through this approach, students are not only directed to become productive individuals, but also agents of change who play an active role in creating social innovations and making real contributions to nation building.

Although the urgency of social entrepreneurship-based education is getting stronger, the reality on the ground shows that there are still many problems faced. The education curriculum in Indonesia until now tends to emphasize the achievement of academic aspects, while the development of social competence, transformative leadership, and social empathy still receives less attention (Hunaepi & Suharta, 2024). This condition makes students tend to be passive in responding to social issues in the surrounding environment, because they do not have enough real experiences that can hone social sensitivity and problem solving skills. In addition, learning platforms that are able to integrate entrepreneurship with social care are still very limited, so students' opportunities to practice becoming creative individuals who care about socio-economic sustainability are not optimal (Rauf et al., 2021). As a result, the great potential of the younger generation to become agents of change in facing the challenges of society has not been fully developed.

The integration of social entrepreneurship-based education is very important because it is able to instill the values of empathy, creativity, and social leadership from an early age, so that students not only develop intellectually but also emotionally and morally (Sujatmiko et al., 2025). Through this approach, students have the opportunity to develop practical skills relevant to the world of work while strengthening their social sensitivity to real problems in society. This urgency is even more relevant when linked to the direction of national education policy that emphasizes the Pancasila Student Profile (Tonich et al., 2024), namely faith, independence, mutual cooperation, critical reasoning, creativity, and global diversity, as a large framework in shaping a competitive Indonesian generation as well as character. Thus, social entrepreneurship-based education not only supports the achievement of academic goals, but also serves as a transformative strategy to produce students as agents of change who are ready to face global and local challenges (Reimers, 2024).

So far, research on entrepreneurship in schools has largely focused on developing general entrepreneurship that is oriented towards achieving profit (Anggadwita et al., 2021), while studies on the integration of social entrepreneurship in student education are relatively limited, especially in the Indonesian context. This suggests a research gap that needs to be filled to understand how social entrepreneurship approaches can be effectively implemented in education. In addition, there is not much empirical evidence that explicitly assesses the impact of social entrepreneurship-based education on student character building as agents of change. This condition emphasizes the importance of more in-depth research to explore the contribution of social entrepreneurship-based education in preparing young people who are not only academically intelligent, but also have social awareness, innovative abilities, and a transformative leadership spirit.

The purpose of this research is to analyze the implementation of social entrepreneurship-based education in schools as an alternative approach in responding to the challenges of 21st century education. This research also aims to identify the extent to which social entrepreneurship-based learning has an impact on students' readiness to become agents of change who are able to make a real contribution to society through innovative ideas and actions. In addition, this research is expected to provide strategic recommendations for the development and integration of social entrepreneurship in the education system, so that schools can become a vehicle for the formation of a generation that is not only academically superior, but also adaptive, caring, and visionary in facing social change and global challenges.

## **Method**

This research uses a qualitative approach with a case study method to understand the implementation of social entrepreneurship-based education in schools and its impact on students' readiness to become agents of change. Data were collected through in-depth interviews with teachers and students, participatory observation of learning activities, and documentation of students' social entrepreneurship projects. Data were analyzed thematically by identifying patterns, categories, and inter-thematic relationships that emerged from participants' experiences. This approach allows the research to capture holistically how social entrepreneurship is applied, how students are engaged and motivated, and the factors that support and hinder the learning process, so that the research findings can provide a rich and relevant picture for the development of social entrepreneurship-based education strategies.

## **Result and Discussion**

### **Implementation of Social Entrepreneurship-Based Education**

The results show that teachers design learning activities that systematically integrate social entrepreneurship projects, such as processing waste into economically valuable products and providing social services in the school environment. Each project is designed in such a way that students are actively involved in all stages, from identifying relevant social problems, planning strategies, implementing activities, to evaluating results and reflecting on the resulting social impact. This approach emphasizes collaboration among students, creativity in designing solutions, and independent decision-making, so that students not only learn entrepreneurial concepts, but also experience real practices that foster social responsibility and care.

Further discussion shows that this learning model is in line with the principles of project-based learning and experiential learning, which emphasize the effectiveness of learning through direct involvement in real practices. With this method, students learn from experiences and challenges that arise in the field, not just theory in the classroom, so that problem-solving skills and creativity develop more optimally. This approach also differentiates itself from conventional entrepreneurship learning that tends to focus on achieving profit, as the integration of social aspects makes students understand the importance of sustainability and social impact of every business activity. The novelty of this research finding lies in the detailed mapping of how the social entrepreneurship project not only improves students' economic competence, but also fosters transformative leadership character and deep social awareness, making them better prepared to act as agents of change in local and global contexts.

### **Impact on Student Readiness as Agents of Change**

This study found that students' involvement in social entrepreneurship activities had a significant impact on their readiness to become agents of change. Students showed a marked

increase in social awareness; they began to understand environmental issues, poverty, and community needs more critically, and were able to identify opportunities to provide innovative and sustainable solutions. Interaction in group projects not only improves technical ability, but also fosters leadership, communication and collaboration skills, as students have to work in teams, share responsibilities and solve problems collectively. Student motivation is increased in two ways: intrinsically through the satisfaction and curiosity of seeing the tangible results of a project that benefits the community, and extrinsically through recognition from teachers, peers and the community who receive positive impacts from the project.

Further discussion shows that this hands-on experience confirms the concept of agent of change, where students do not simply receive knowledge but are actively involved in creating concrete social change. The integration of social entrepreneurship in learning allows students to learn through real contexts, so they develop critical thinking, creativity and problem solving skills while fostering empathy and social responsibility. This finding is consistent with the social entrepreneurship education literature, which emphasizes the effectiveness of practice-based education in shaping individuals who are innovative, socially concerned, and adaptive to real-world challenges. Furthermore, the results of this study are relevant to the development of the Pancasila Learner Profile and 21st century competencies; students are shown to demonstrate independence, collaboration, creativity, critical thinking, and concern for sustainability and society, so that they are better prepared to face local and global challenges and play a role as agents of change who are able to lead social transformation innovatively and ethically.

### **Challenges and Barriers to Implementation**

This research identified some significant challenges in the implementation of social entrepreneurship-based education in schools. Technically, limited resources such as funds, project support facilities and access to adequate materials or equipment are the main obstacles that affect the quality of project implementation. Pedagogically, the uneven readiness of teachers in designing, guiding and facilitating social entrepreneurship projects is also an obstacle, as some teachers are still accustomed to conventional learning approaches that emphasize theory and academic aspects. In addition, environmental factors such as the support of parents, communities, and schools also vary, so that some projects run optimally while others are constrained by the lack of external involvement.

The discussion of these findings shows that these barriers have the potential to reduce the effectiveness of learning, especially in shaping students' social competence and ability to become agents of change. Comparison with previous studies indicates that similar challenges are also found in the implementation of entrepreneurship education in various schools, both in Indonesia and in other countries, including issues of limited resources, teacher readiness, and environmental support. Some solutions that can be applied include: increasing teachers' capacity through training and workshops, providing adequate facilities and funding, and building partnerships with the community and private sector to support student projects. This approach allows technical, pedagogical and environmental barriers to be minimized, so that students can more fully develop their creativity, social awareness and collaborative skills through social entrepreneurship projects.

### **Student Competency Development**

The results show that students' involvement in social entrepreneurship projects significantly develops a range of practical competencies relevant to 21st century needs. Students not only learn to design and implement projects, but also hone their creativity, critical thinking, and problem solving skills through real field experiences. In addition to cognitive aspects, social values such as empathy, responsibility towards society, and the ability to work together are significantly improved, as each project requires students to understand the social impact of their actions and collaborate effectively with peers and communities.

The discussion of these findings reinforces the relevance of 21st century skills theory and experiential learning literature, which emphasizes that learning based on real practice is able to form more comprehensive skills than conventional approaches based on theory alone. The implementation of social entrepreneurship-based education shows that students not only master technical skills, but also build adaptive, creative and socially caring characters. This marks educational innovation as an effective long-term strategy to prepare a generation that is able to face the complexity of the real world, become proactive, responsible individuals, and ready to contribute as agents of change in society.

### **Conclusion**

This research concludes that social entrepreneurship-based education effectively improves students' readiness to become agents of change through the development of practical competencies, creativity, critical thinking, and problem solving skills, while fostering the values of empathy, social responsibility, and collaboration. The structured implementation of real projects allows students to be actively involved in every stage of learning, from identification of social problems to impact evaluation, so that the learning experience becomes more contextual and meaningful. Despite technical, pedagogical and environmental challenges, social entrepreneurship integration strategies supported by teacher facilitation, adequate resources and community involvement can maximize learning effectiveness. These findings confirm the relevance of social entrepreneurship-based education as a long-term pedagogical innovation that is in line with 21st century competencies and the Pancasila Student Profile, while preparing a young generation that is creative, socially aware and adaptive to global and local changes.

### **References**

- Aditya Imam Wibisono. (2024). Social Entrepreneurship sebagai Alternatif dalam Mengatasi Masalah Sosial yang Bernilai SDGs. *Jurnal Penelitian Rumpun Ilmu Teknik*, 3(3), 44–53. <https://doi.org/10.55606/juprit.v3i3.4203>
- Anggadwita, G., Dana, L.-P., Ramadani, V., & Ramadan, R. Y. (2021). Empowering Islamic boarding schools by applying the humane entrepreneurship approach: The case of Indonesia. *International Journal of Entrepreneurial Behavior & Research*, 27(6), 1580–1604. <https://doi.org/10.1108/IJEER-11-2020-0797>
- Azmi, U., Safrijal, & Rahmi, M. (2024). Analysis of 4C Skills (Critical Thinking, Creativity and Innovation, Collaboration, and Communication) of Physics Education Students In Facing the Industrial Revolution 4.0. *Jurnal Penelitian Pendidikan IPA*, 10(2), 695–703. <https://doi.org/10.29303/jppipa.v10i2.5584>
- Cai, J., & Leikin, R. (2020). Affect in mathematical problem posing: Conceptualization, advances, and future directions for research. *Educational Studies in Mathematics*, 105(3), 287–301. <https://doi.org/10.1007/s10649-020-10008-x>

- Hasanah, U. (2025). PEMBENTUKAN KARAKTER BERBASIS POLA ASUH KEARIFAN LOKAL UNTUK MENINGKATKAN RESILIENSI KEWIRAUSAHAAN MAHASISWA. *EduImpact: Jurnal Pengabdian Dan Inovasi Masyarakat*, 2(1), 61–70. <https://doi.org/10.63324/eipm.2v.1i.78>
- Hunaepi, H., & Suharta, I. G. P. (2024). Transforming Education in Indonesia: The Impact and Challenges of the Merdeka Belajar Curriculum. *Path of Science*, 10(6), 5026–5039. <https://doi.org/10.22178/pos.105-31>
- Mishra, M., Desul, S., Santos, C. A. G., Mishra, S. K., Kamal, A. H. M., Goswami, S., Kalumba, A. M., Biswal, R., Da Silva, R. M., Dos Santos, C. A. C., & Baral, K. (2023). A bibliometric analysis of sustainable development goals (SDGs): A review of progress, challenges, and opportunities. *Environment, Development and Sustainability*, 26(5), 11101–11143. <https://doi.org/10.1007/s10668-023-03225-w>
- Napriadi, N., & Emiyati, A. (2024). Menggali Pontensi Generasi Z Sebagai Agen Perubahan Di Masyarakat Multikultural. *Proceeding National Conference of Christian Education and Theology*, 2(2), 133–142. <https://doi.org/10.46445/nccet.v2i2.965>
- Rauf, R., Wijaya, H., & Tari, E. (2021). Entrepreneurship education based on environmental insight: Opportunities and challenges in the new normal era. *Cogent Arts & Humanities*, 8(1), 1945756. <https://doi.org/10.1080/23311983.2021.1945756>
- Reimers, F. M. (2024). Entrepreneurship education to improve the world: The role of the sustainable development goals to stimulate innovation in higher education. *Entrepreneurship Education*, 7(3), 203–217. <https://doi.org/10.1007/s41959-024-00127-4>
- Roslan, M. H. H., Hamid, S., Ijab, M. T., Yusop, F. D., & Norman, A. A. (2022). Social entrepreneurship in higher education: Challenges and opportunities. *Asia Pacific Journal of Education*, 42(3), 588–604. <https://doi.org/10.1080/02188791.2020.1859354>
- Sakti, S. A., Endraswara, S., & Rohman, A. (2024). Revitalizing local wisdom within character education through ethnopedagogy approach: A case study on a preschool in Yogyakarta. *Heliyon*, 10(10), e31370. <https://doi.org/10.1016/j.heliyon.2024.e31370>
- Sujatmiko, H., Nasution, I., Wiyono, G., Lestari, A. S., & Suharto, F. N. (2025). Exploring social entrepreneurship literacy: Perspectives from students and teachers in an Indonesian vocational boarding school. *Qualitative Research Journal*. <https://doi.org/10.1108/QRJ-07-2024-0158>
- Sukamto, Sarwi, Muttaqin, M. F., Ahsani, E. L. F., & Bayu Wijayama. (2025). *PROBLEMATIKA PENDIDIKAN DI INDONESIA: TANTANGAN DAN SOLUSI (Mengupas Aspek Sosial, Ekonomi, dan Karakter dalam Pendidikan)*. [https://books.google.co.id/books?hl=en&lr=&id=tg9MEQAAQBAJ&oi=fnd&pg=PR3&dq=pendidikan+di+Indonesia+belum+sepenuhnya+mampu+menyiapkan+siswa+menghadapi+tantangan+sosial-ekonomi+secara+kreatif+dan+solutif,+karena+orientasi+pembelajaran+masih+cenderung+berfokus+pada+aspek+kognitif+dibandingkan+pengembangan+karakter+dan+ke+terampilan+sosial&ots=DhzmNC7mar&sig=RKqnYgawNwQ04ESbBIeIe2GEuXc&redir\\_esc=y#v=onepage&q&f=false](https://books.google.co.id/books?hl=en&lr=&id=tg9MEQAAQBAJ&oi=fnd&pg=PR3&dq=pendidikan+di+Indonesia+belum+sepenuhnya+mampu+menyiapkan+siswa+menghadapi+tantangan+sosial-ekonomi+secara+kreatif+dan+solutif,+karena+orientasi+pembelajaran+masih+cenderung+berfokus+pada+aspek+kognitif+dibandingkan+pengembangan+karakter+dan+ke+terampilan+sosial&ots=DhzmNC7mar&sig=RKqnYgawNwQ04ESbBIeIe2GEuXc&redir_esc=y#v=onepage&q&f=false)
- Tonich, Sundari, Sri Rohaetin, & Eriawaty. (2024). Independent Learning Curriculum in Creative Products and Entrepreneurship Subjects in Vocational High Schools. *Jurnal Imiah Pendidikan Dan Pembelajaran*, 8(3), 578–585. <https://doi.org/10.23887/jipp.v8i3.92681>