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Enhancing Entrepreneurship Literacy Among Students through Social Entrepreneurship-Based Social Studies Education

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Abstract

This study addresses the pressing issue of graduate unemployment and the limited entrepreneurial engagement within higher education institutions. A key strategy to combat graduate unemployment involves incorporating entrepreneurship education at the tertiary level. This research explores the efficacy of integrating social entrepreneurship education within the context of social Studies, focusing on nurturing business ventures aimed at social betterment while addressing societal challenges and market failures, thereby instilling social values. The research employs a Research and Development approach, utilizing data collection methods such as interviews, observations, documentary analysis, and questionnaires, involving students from Universitas Pendidikan Indonesia. Quantitative data analysis involves percentage data and gain score tests between the experimental and control groups. Findings reveal that the social entrepreneurship instructional model represents an innovative approach emphasizing students' comprehension of social issues, utilizing entrepreneurial skills through a combination of modelling and service learning. It is also found that notable improvement in entrepreneurship literacy is observed in the experimental group, categorized as very high, compared to the moderate improvement in the control group. In conclusion, social studies education incorporating social entrepreneurship contributes to enhancing entrepreneurship literacy among students, potentially addressing graduate unemployment and fostering entrepreneurial endeavours.

Keywords: Social entrepreneurship; Entrepreneurship literacy; Social science education; Students

Introduction

The advent of a new era does not discount the persistent social issues facing Indonesia. The current apprehension gripping the Indonesian nation revolves around addressing unemployment, poverty, and environmental degradation. Drawing from the National Labor Force Survey conducted by the Central Statistics Agency, Indonesia recorded an open unemployment count of 8.43 million individuals in August 2022. Despite a downward trend, the open unemployment figures among university graduates holding degrees ranging from diplomas to doctorates are still perceived as high. In the year 2020, the unemployment rate stood at 7.35%, which declined to 5.98% in 2021, and further receded to 4.80% in 2022. This condition underscores that at a minimum, approximately 20% of the yearly university graduate population remain without permanent employment opportunities.

The prevailing inclination depicts university graduates primarily as job-seekers rather than job creators. Moreover, the level of entrepreneurial activity remains relatively subdued across various higher education institutions. Entrepreneurial activity is defined as active involvement in commencing new business ventures, expressed as a percentage of the total active population. An elevated entrepreneurship activity index corresponds to a higher entrepreneurship level within a nation (Boulton & Turner, 2005). Consequently, fostering entrepreneurship through a robust educational system can be a solution to

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bridge societal welfare disparities and mitigate the escalating unemployment trend.

The success of community entrepreneurship education is determined by the ability to utilize the potential or resources possessed by the community, one of which is social capital, in addition to other essential resources such as human capital and cultural capital (Bourdieu, 1986). This implies that community entrepreneurship education needs to manage social capital effectively by fostering positive social relationships with relevant stakeholders in its implementation. Social capital, understood as a resource available to individuals through their social connections, should be harnessed by target groups to develop their business activities (Kim & Aldrich, 2005; Coleman, 1988).

Internalizing social capital development within entrepreneurship is achieved through the implementation of social entrepreneurship (Cukier, Wendy, Susan Trenholm, & Carl, 2011). Social entrepreneurship is defined as 'a mission-driven individual who employs a set of entrepreneurial behaviors to deliver social value to the less privileged, all through an entrepreneurially oriented entity that is financially independent, self-sufficient, or sustainable' (Samer-Abu Saifan, 2012). In a similar vein, a social enterprise is conceived for social purposes, aiming to address or alleviate social issues and market failures while upholding social values and adhering to sound financial practices and business strategies (Alter, 2006:3, cited in Youssry, 2007).

As an institution of higher education, the university undoubtedly plays a crucial role in nurturing competent social entrepreneurs. Positioned as a center of excellence with the support of skilled and professional personnel in terms of methodology and content, universities can serve as catalysts for the emergence of potential scholarly fields that create new and innovative job opportunities. This applies to efforts aimed at producing relatively new social entrepreneurial talents in the realm of higher education. Generally, universities in the country offer entrepreneurship courses, although the intensity and proportion may vary. However, Entrepreneurship courses are typically treated as standalone subjects without synergies with other courses.

In light of this, the integration of social entrepreneurship education emerges as an innovative approach within the context of social studies curricula, synergizing with other courses in higher education. This role is paramount in shaping entrepreneurship literacy among students. Effective and efficient pedagogy can encompass the complete spectrum of learning objectives encompassing knowledge (cognitive), attitude (affective), and skills (psychomotor). By employing various teaching methods, media, and learning resources aligned with entrepreneurship literacy competencies, it is envisaged that students will be equipped to master social entrepreneurship skills, thereby preparing them to confront the complexities of both the present and the increasingly intricate future.

The overarching objective of this study is to generally describe the social entrepreneurship instructional model for promoting entrepreneurship literacy among students. More specifically, the research objectives are as follows:

1. to delineate the implementation of social capital development through the social entrepreneurship instructional model; and
2. to analyze the impact of implementing the social entrepreneurship instructional model on students' entrepreneurship literacy.

2. Method

This study employs a research and development (R&D) design to investigate the integration of social

entrepreneurship education for the enhancement of entrepreneurship literacy. Drawing upon Borg and Gall's (1989) 10-step framework, this paper focuses on three key steps out of the 10: 1) Main field testing involves the creation of a social entrepreneurship instructional model and validation by experts in content, media, and pedagogy; 2) Operational product revision entails refining the model based on validation outcomes, transforming it into a well-defined instructional design; 3) Widespread testing of the digital social entrepreneurship model is conducted, involving students, along with an exploration of the impact of social entrepreneurship on entrepreneurship literacy.

Data collection techniques encompass various methodologies: 1) interviews, 2) observations, 3) documentary analysis, and 4) questionnaires. Interviews take the form of Focus Group Discussions, involving educators from social studies and entrepreneurship experts. Observations involve direct immersion in the social entrepreneurship learning process, assessing interactions between educators and students. Documentary analysis is utilized to gather data from relevant sources. Questionnaires are distributed to students to gauge their perceptions of implementing the social entrepreneurship instructional model for augmenting entrepreneurship literacy. Quantitative data analysis involves percentages and gain score tests between experimental and control groups (Creswell, 2008; Fraenkel & Wallen, 2006).

3. Results and Discussions

Results

The Concept of Planning in Social Entrepreneurship Learning Models

a. Social Entrepreneurship Material

The Social Entrepreneurship learning model is an innovative learning concept that emphasizes students' understanding of social issues and utilizes entrepreneurial skills to bring about social change, particularly in the areas of welfare, education, and healthcare. The goal of social entrepreneurship is not solely profit-driven but also aims to achieve a positive impact on society.

Initiatives to introduce social entrepreneurship in the Social Capital Studies class can take the form of integrating social entrepreneurship materials. To support this, Social Entrepreneurship is integrated using a modeling approach and Service Learning. Topics covered in the Social Capital Studies course based on Social Entrepreneurship include: 1) History, Definition, Elements, and Dimensions of Social Capital; 2) Sources, Parameters, and Indicators of Social Capital; 3) Typology of Social Capital (Bonding and Bridging); 4) Strengthening social capital through Social Entrepreneurship; 5) Identifying Social Issues (opportunity, innovation, scalability, resource); 6) The Role of Social Capital in Social Entrepreneurship in the Education, Economic, Religious, Cultural, Women's Studies, Agricultural Technology, and Environmental Energy sectors.

b. Integrating Social Entrepreneurship into Social Capital Studies Lectures

The Social Entrepreneurship learning model elaborates on the modeling approach combined with service learning. First, the concept of modeling involves a learning process by imitating the behavior of successful entrepreneurs who serve as models. The selected models are successful entrepreneurs who can inspire and motivate students. The vicarious experience of successful entrepreneurs becomes part of the learning process, enabling students to learn from the experiences of these models, including their failures, successes, and achievements. During the modeling session, one of the meetings is dedicated to a general discussion and lecture featuring a presentation on motivation by a successful 3D digital printing entrepreneur.

Second, Service Learning is a teaching method that emphasizes practical aspects, involving the application of knowledge gained in lectures within the community. It encourages interaction and provides solutions to community issues, highlighting the role of students and the university in community service. For students, Service Learning offers an active learning model that extends beyond classroom activities. It instills a sense of responsibility as part of the community, allowing students to contribute to community projects and understand how to apply their knowledge in real-world situations. For lecturers and staff, Service Learning provides an opportunity for students to reflect on their responsibilities to the community and helps shape their character through community service. Additionally, it allows lecturers to develop research and service projects, both for-profit and non-profit, within the community as a form of community service.

c. Media and Learning Resources for the Social Entrepreneurship Model

The media and learning resources utilized in the Social Capital Studies lectures with the Social Entrepreneurship model include various formats. Media such as audio, visual, and audio-visual elements are packaged in PowerPoint presentations covering the role of social capital in Social Entrepreneurship, incorporating images, photos, animations, and films. Learning resources encompass reference books, scholarly journal articles, news from digital newspapers, as well as the physical environments of the campus and the surrounding community.

d. Evaluation of the Social Entrepreneurship Model

The assessment of the learning process includes evaluating both the process and performance in discussions, assessing business plan products, self-assessment attitudes, and written tests (mid-term and final exams). Several assessment criteria related to the students' role in social capital include: 1) Trust: Evaluating honesty, fairness, egalitarian attitudes, tolerance, and generosity; 2) Social Networks: Assessing participation, reciprocity, solidarity, and collaboration in social networks. 3) Norms: Evaluating shared values, norms and sanctions, and adherence to rules. Individuals who are trustworthy, have a broad network, and exhibit positive behavior are likely to have high self-efficacy. In any situation, they will not encounter difficulties because the people around them are always ready to help. On the other hand, criteria for assessing entrepreneurship literacy developed by students in the Social Capital Studies course include:

1. **Integrity:** Entrepreneurs exhibit clear values and beliefs that underpin their creative and business decisions.
2. **Conceptual Thinking:** Entrepreneurs are prepared to adopt fresh approaches, generating new ideas that may lead to radical changes or significant improvements.
3. **Risk-Taking:** Entrepreneurs understand that taking risks means trying something new, potentially surpassing past achievements.
4. **Networking:** Entrepreneurs recognize that networking is a fundamental business activity providing access to information, expertise, collaboration, and sales.
5. **Strategic Thinking:** Entrepreneurs comprehend and appreciate the planning, thinking, and strategizing processes on a significant timescale. They recognize external trends and opportunities, understanding the complex implications for their business.
6. **Commercial Acumen:** Entrepreneurs stay abreast of developments in their sector, seek best practices, and identify and seize unclear opportunities that others may overlook.

7. **Decisiveness:** Entrepreneurs solve problems as they arise, avoiding getting stuck in analysis during decision-making, and responding flexibly to changing priorities.
8. **Optimism:** Entrepreneurs persistently pursue goals despite obstacles and setbacks, operating from a mindset of hope for success rather than fear of failure. They view setbacks as manageable outcomes of circumstances rather than personal flaws.
9. **Trustworthiness:** Entrepreneurs build trust and long-term relationships with customers, delivering high customer service expectations and regularly exceeding customer expectations.
10. **Focus on Vision and Values:** Entrepreneurs create shared goals with colleagues through a common vision and values.
11. **Persistence:** Entrepreneurs take repeated actions to overcome obstacles, demonstrating resilience and determination in the face of challenges.

The Implementation of the Social Entrepreneurship Instructional Model

The implementation of the model was carried out through a comprehensive 16-week curriculum designed to foster entrepreneurship literacy. This model's execution was structured across several phases, delineated as follows:

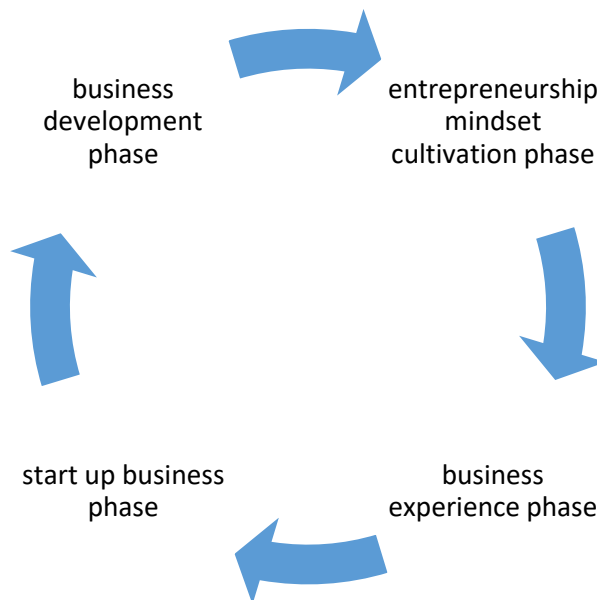


Figure 1. Phase of the Social Entrepreneurship Instructional Model

In more detail, further explanations of the model implementation are as follows:

a. **Entrepreneurial Mindset Cultivation Phase:**

This phase takes place in the initial semester with the objective of instilling an entrepreneurial spirit, altering mindsets, nurturing interest, and motivating students to embark on entrepreneurial endeavors.

b. **Business Experience Phase:**

In this stage, students begin translating entrepreneurship concepts into practical experiences. They draw

inspiration from real-life social entrepreneurship instances, serving as examples and models for developing social thinking through the modeling approach.

c. Start-up Business Phase:

This phase encompasses the creation of a conceptual framework or business plan that centers on social entrepreneurship grounded in social value rather than profit.

d. Business Development Phase:

In this concluding stage, students craft their final assignments in the form of business plans for the advancement of their initiated business ventures.

Moreover, the core method employed within the social entrepreneurship education is the utilization of modeling and service learning:

1) Delivery of Introductory Material via Inquiry:

Course activities are conducted through group discussions using the inquiry method, involving the following steps:

- a) Students attentively engage with materials covering the history, definition, sources, and typology of social capital through powerpoint presentations.
- b) Students undertake research on events aligning with the typology of social capital, based on the previously presented material.
- c) Divided into four groups, students analyze the material and values associated with the typology of social capital.
- d) Students present their findings and engage in mutual Q&A sessions.
- e) The instructor provides further clarification on the material.
- f) Both the instructor and students reflect upon the study of social capital.

2) Modeling, Guest Lecturers, and Motivation Provision:

- a) Guest lecturers, accomplished entrepreneurs in the field, are invited to share their experiences and insights.
- b) The instructor introduces and delivers initial motivational content concerning social entrepreneurship.
- c) Guest lecturers, equipped with experience in manufacturing and digital printing, employ varied lecture methods to inspire and motivate students.
- d) Students engage in interactive Q&A sessions with the guest lecturers, discussing the experiences shared.
- e) The instructor and students collectively reflect upon the values of social entrepreneurship.

3) Service Learning, Study Assignments, and Business Plan Creation:

- a) Students are organized into six groups, each focusing on a theme assigned by the instructor.
- b) Groups research and identify relevant case studies corresponding to the assigned themes.
- c) Field surveys, observations, and assessments of local issues are conducted, simultaneously

evaluating the region's assets and human resources.

d) **Problem Discovery/Asset Identification:** Issues identified collectively by the instructor, students, and community are then examined by students under the guidance of the instructor. Once assessed, these issues are categorized, analyzed, and conceptualized into social venture/enterprise proposals.

e) **Business plan creation:** Before initiating service learning, students and instructors collectively draft a proposal for the social venture/enterprise (business plan). Student training is crucial to ensure the goals of the proposal are successfully met. The conclusion of this phase involves classroom reflection on the experiences gained.

f) **Service-Learning Practice** begins as students are placed in community environments to interact. The practical application of the proposal's content must align with real issues that need addressing. Continuous consultation with the instructor is vital to adhere to the proposal's plan.

g) **Community Involvement:** While student activity is essential, the success of service learning also hinges on community engagement in plan execution. This involvement is gauged by the community's active participation in executing plans, and assessment metrics are captured in evaluation forms.

Enhancement of Entrepreneurship Literacy in Experimental and Control Groups

To obtain calculated averages within specific categories, it is first necessary to establish category criteria based on the interval of average values. Following the defined range (r) of 60.0 – 20.0 (highest average score subtracted by lowest average score) and the number of criteria (k) – 5, the class interval (p) is derived as $r/k = 40/5 = 8$. A clearer overview of the criteria for average score intervals is provided in Table 1. below.

Table 1: Criteria of Average Score of Entrepreneurship Improvement

Average Scores	Criteria
16.0 – 24.0	very low
25.0 – 33.0	low
34.0 – 42.0	moderate
43.0 – 51.0	high
52.0 – 60.0	very high

Data analysis results on entrepreneurship literacy enhancement in experimental and control groups based on pretest and posttest results are presented in the table below:

Table 2. Comparison of Pretest and Posttest Entrepreneurship Literacy Enhancement in Experimental and Control Groups

Indicator	Experiment				Control			
	Pretest		Posttest		Pretest		Posttest	
	Mean	Category	Mean	Category	Mean	Category	Mean	Category
Entrepreneurship literacy	43.21	high	54.97	very high	41.35	moderate	42.08	moderate

Based on the table above, it is evident that the average value obtained for the entrepreneurship literacy enhancement indicator in the experimental class during its pretest phase is 43.21, categorized as high. Subsequently, the average value for the posttest phase is 54.97, categorized as very high. In contrast, the average score obtained in the control class for the pretest phase is 41.35, categorized as moderate, and

the average score for the posttest phase is 42.08, also categorized as moderate.

Furthermore, the results of the comparative test for entrepreneurship literacy enhancement between the initial measurement (pretest) and the final measurement (posttest) are presented in the following table.

Table 3. Results of Pretest and Posttest Comparison of Entrepreneurship Literacy Improvement

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-11.912	3.679	.631	-13.196	-10.628	-18.878	33	.000

Based on the t-test, the obtained t-value is -18.878. Subsequently, this value will be compared to the critical t-value derived from the t-distribution table, which is -1.993. From these two values, it is evident that the calculated t-value (-18.878) is less than the critical t-value (-1.993). Therefore, it can be concluded that there is a significant difference between the initial measurement (pretest) and the final measurement (posttest) in terms of students' entrepreneurship literacy. The obtained significance value is 0.000, which is less than the conventional threshold of 0.05. Based on the data processing results using SPSS version 20.0, it is evident that there exists a significant difference in entrepreneurship literacy between the initial measurement (pretest) and the final measurement (posttest).

Discussions

The findings of this study, as presented above, reveal several research insights that warrant analysis through various theories and perspectives:

Firstly, the social entrepreneurship instructional model signifies an innovative pedagogical concept that emphasizes students' comprehension of societal issues and harnesses entrepreneurial abilities to facilitate social change, particularly in realms such as education and healthcare. The desired outcomes transcend mere profitability, aiming to create positive societal impacts. Social entrepreneurship cultivates interest, creativity, entrepreneurial capability, and transforms the mindset of students from job seekers to job creators (Ahmad & Khan, 2023; Fayolle & Gally, 2008; Nabi & Holden, 2008).

The concept of social entrepreneurship entails four key elements: a) Social Value: It entails generating tangible social benefits for both the community and the environment; b) Civil Society: Social entrepreneurship predominantly emerges from civil society initiatives, optimizing the existing social capital within the community; c) Innovation: Addressing societal issues through innovative approaches, often combining local wisdom and social innovation; and d) Economic Activity: Successful social entrepreneurship balances social activities with business endeavors (Palesangi, 2013; Hulgard, 2010).

Second, the social entrepreneurship instructional model intricately interweaves the principles of modeling with service learning. Modeling, as a learning process that involves emulating the successful behaviors of entrepreneurs (Hergenhahn, 2008; Bandura, 1977), plays a pivotal role. Within the modeling session, a designated meeting transforms into a platform for a collective discussion and lecture by a successful 3D digital printing entrepreneur. This entrepreneur serves as a role model, guiding students to learn from experiences, fostering a rich exchange of narratives between practitioners and learners. This exchange facilitates the analysis of failures and successes (Ratmaningsih et al., 2017).

Social entrepreneurship also plays a role in economic development as it is capable of creating value in both social and economic aspects, as outlined by Santosa (2007), including:

a. Creating employment opportunities

The economic benefits perceived from social entrepreneurship in various countries include the significant increase in the creation of new job opportunities.

b. Initiating new innovations and creations in the production of goods or services needed by society

Innovations and new creations in community services that have not been addressed by the government can be carried out by social entrepreneurship groups. Often, government service standards miss the mark because they are too rigid in adhering to predetermined standards.

c. Serving as social capital

Social capital, consisting of shared values, trust, and a culture of cooperation, is the most important form of capital that can be created by social entrepreneurs.

d. Promoting equality

One of the goals of economic development is the realization of equality and the equitable distribution of community welfare. Through social entrepreneurship, this goal can be achieved because business actors, who initially only thought about maximizing profits, will also be motivated to consider income distribution for sustainable economic development.

Third, the social entrepreneurship instructional model is integral to the enhancement of social capital within the citizenry. In consonance with Fukuyama's (1997:378) perspective, social capital encompasses shared informal norms and values within a community, enabling cooperation among its members. Social entrepreneurs rely on social capital to foster economic collaborations, necessitating shared values, trust, and cooperation. Social capital augments societal abilities for association and interaction, fostering vital economic and social existence (Suprijono, 2009; Doh, Soogwan & Zolnik, 2011).

Social capital is one of the supporting factors for the sustainability of SMEs. Social capital is a relational resource inherent in personal relationships across sectors, highly beneficial for individual development in social community organizations (Tsai & Ghoshal, 2007, p. 2). This social network will create social capital that is beneficial for entrepreneurs. From an entrepreneurial perspective, social capital, as mentioned by Davidsson and Honig (2003), provides a network that enables the discovery of opportunities and the identification, collection, and allocation of scarce resources.

Fourth, the data analysis reveals noteworthy average values for entrepreneurship literacy indicators. The experimental group's pretest score averaged at 43.21, indicating a high level of literacy improvement, whereas the posttest score averaged at 54.97, indicating a significantly high level. Conversely, the control group exhibited pretest and posttest scores of 41.35 (moderate category) and 42.08 (moderate category) respectively. This interrelates with financial literacy, defined as the activity of enhancing knowledge, mindset, and entrepreneurship interest. Many entrepreneurs recognize that business acumen often transcends formal business education, and an entrepreneurial mindset is valuable beyond mere business startup endeavors (Streeter & Jaquette, 2004; White et al., 2012).

Entrepreneurship literacy aims to cultivate attitudes and values such as honesty, creativity, sensitivity, adeptness at identifying opportunities, viewing problems as chances, discipline, continuous learning, risk-taking, responsibility, and focusing on others (clients). These business-oriented values are transferrable across professions, imbuing individuals with an extraordinary catalyst for change. Roijackers (1980), an education expert, associates literacy with an individual's career development. He contends that it is through adequate literacy activities that individuals can optimally develop themselves within

their respective domains, consistently staying abreast of new developments.

Aligned with several studies, entrepreneurial education engenders impacts on attitudes, intentions, and behaviors of entrepreneurs (Ratmaningsih, 2016). Entrepreneurial education's effects emanate from innovative learning programs that engage students in entrepreneurial activities. Campus support for entrepreneurial education is pivotal in fostering business start-ups and bolstering employability. This entrepreneurship model depicts an educational endeavor fostering a reduction in student consumption and an increase in their productivity, thus promoting sustainable lifestyles (Fretschner & Weber, 2013; Said & Amiruddin, 2016).

In tandem with Littunen's research (2000) on "entrepreneurship and characteristics of the entrepreneurial personality," empirical findings underscore that entrepreneurship's transformative process influences personality characteristics. Entrepreneurs evolve by addressing challenges and gradually taking control, contributing to alterations in their relationships with others. Empirical evidence also suggests a correlation between declining partner numbers, diminishing control by external forces, and an increase in personal relationships, leading to heightened mastery in the entrepreneurial realm (Sundawa et al., 2020; Tsai et al., 2007).

McClelland's theory (1961) introduces the concept of Need for Achievement (N-Ach), which is interpreted as a personality trait that drives individuals to do good and progress continually. It involves a constant desire to improve, maintain realistic goals, and take calculated risks. The characteristics of individuals with high N-Ach include: (1) Preferring jobs with realistic risks, (2) Working harder on tasks that require mental ability, (3) Not working harder solely for monetary rewards, (4) Desiring to work in situations where personal achievement can be obtained, (5) Demonstrating better performance in conditions with clear positive feedback, and (6) Tending to think about the future and having long-term perspectives.

Entrepreneurial personality traits are crucial for students in supporting their future careers. Students instilled with an entrepreneurial spirit exhibit the existence of a successful individual who contributes to the economic development of the nation. If unemployment rates are high, it reflects the decline of a nation's ability to advance its economy. The current emphasis on entrepreneurship is significant for all layers of society. Development will be more successful when supported by entrepreneurs who can create opportunities and job openings amid the limited capacity of the government.

4. Conclusion

To recapitulate, the social entrepreneurship instructional model represents an innovative pedagogical framework that underscores students' comprehension of societal issues and harnesses entrepreneurial prowess to drive social change. This framework is particularly pertinent within the domains of welfare, education, and healthcare, with the objective of achieving outcomes that extend beyond profitability. The model under study intricately intertwines modeling approaches with service learning. The concept of modeling is conceptualized as a learning process that involves emulation of successful entrepreneurial behaviors. Within the modeling sessions, select meetings are transformed into open discussions and lectures, featuring successful 3D digital printing entrepreneurs as motivational speakers. This modeling experience extends beyond individual growth, contributing to the enhancement of the social capital within the citizenry. This assertion finds validation in the observed improvements in entrepreneurship literacy, as evidenced by the notable disparities between the initial (pretest) and final (posttest) measurements.

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