

EXPLORING ENTREPRENEURSHIP VALUES IN SOCIAL STUDIES LEARNING

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Abstract

This article aims to explain and analyze the exploration of entrepreneurial values in the context of Social studies (IPS) learning and how this can help build students' independent spirit in the digital era. Using qualitative research methods and types of library research, this article conducts a literature review to identify the concept of entrepreneurship, highlight the importance of entrepreneurship education in the social studies curriculum, and detail its impact on the development of students' independent spirit amidst digital transformation. The findings from this research indicate that the insertion of entrepreneurial values in the social studies curriculum is a significant first step in exploring these values. The government's response to the need for the concept of entrepreneurship does not only include the introduction of the concept, but also efforts to embrace entrepreneurial values in all aspects of learning. This involves the teacher's role as a facilitator who inspires and guides students in developing their entrepreneurial potential, as well as creating an innovative and collaborative learning environment.

Keywords: Entrepreneurship, social studies, innovation, teacher

INTRODUCTION

Education is a deliberate and planned effort to guide and teach individuals so that they can grow and develop into individuals who are independent, responsible, creative, knowledgeable, healthy and have high morals (character). In Pasal 3 Undang-Undang No. 20 Tahun 2003 about "Sistem Pendidikan Nasional, dijelaskan bahwa fungsi pendidikan nasional adalah untuk mengembangkan kemampuan dan membentuk karakter serta peradaban bangsa yang memiliki martabat, dengan tujuan untuk memberdayakan kehidupan bangsa melalui peningkatan pengetahuan". This education also aims to optimize the potential of students so that they can become individuals who believe, have faith in God Almighty, have good morals, are healthy, knowledgeable, skilled, creative, independent, and able to become responsible democratic citizens.¹

In facing the upheaval of change and technological revolution in this digital era, education is no longer just a forum for transferring knowledge, but also a foundation for the formation of character and skills that are in line with the demands of the times. One crucial aspect that is increasingly receiving attention is entrepreneurship. Not just skills for running a business, entrepreneurship also includes a series of critical values that have an important role in forming an independent and innovative spirit in each person.

In exploring the complexity of an ever-evolving era, the concept of entrepreneurship emerges as an important foundation in forming individuals who are able to adapt and develop amidst dynamic change. Entrepreneurship is not just limited to establishing a business, but also includes a series of values and attitudes such as creativity, innovation, perseverance and responsibility. In other words, entrepreneurship becomes a living paradigm that creates space for personal growth and positive contributions to society.

¹ Sri Soeprapto, "LANDASAN AKSIOLOGIS SISTEM PENDIDIKAN NASIONAL INDONESIA DALAM PERSPEKTIF FILSAFAT PENDIDIKAN," *Cakrawala Pendidikan*, no. 2 (28 Oktober 2013): 56, <https://doi.org/10.21831/cp.v0i2.1485>.

The importance of the concept of entrepreneurship encourages the government to include entrepreneurship education in the curriculum, and this is no exception in Social Sciences (IPS). The entrepreneurship education program is a government initiative implemented at every level of education. The application of entrepreneurial principles in elementary school learning is a strategic step in promoting the concept of entrepreneurship in society. This aims to provide opportunities for community members to develop their skills and potential, so that they can become competent individuals in fulfilling their independence and as a generation that has the capacity to create new job opportunities.²

Entrepreneurship education in the social studies context does not only focus on transferring knowledge of history and social sciences, but also aims to form mental attitudes and practical skills that are relevant to life in the digital era. The integration of entrepreneurship in social studies learning is a way to give birth to a generation that is not only academically intelligent but also able to think critically, creatively, and able to face various challenges with a proactive attitude.

The importance of entrepreneurship education in social studies learning is also closely related to efforts to increase the independent spirit of each individual. Through entrepreneurship-oriented social studies learning, students are invited to develop the ability to think independently, identify opportunities, and overcome challenges in innovative ways. Increasing this independent spirit provides a strong foundation for preparing the younger generation to face the complex demands of the future.³

In the context of the digital era, the role of technology is an important aspect that cannot be ignored. Technology is not only a tool, but also a medium that facilitates the application of entrepreneurial concepts. The integration of technology in social studies learning can open access to global resources, enable cross-border collaboration, and stimulate creativity in problem solving. Therefore, technological skills become a catalyst that supports the development of entrepreneurial concepts in education.

However, behind the great opportunities presented by the integration of entrepreneurship in social studies learning, there are also challenges that need to be overcome. Starting from resistance to change to the need to involve external parties such as the industrial world, the integration of entrepreneurship in social studies learning requires a mature strategy. Therefore, in this journey of exploring entrepreneurial values, we will look carefully at the challenges and opportunities that arise along with the integration of entrepreneurial concepts in social studies learning. In this way, we can design a learning framework that is not only relevant but also responsive to the dynamics of society's needs and the job market in the ever-changing digital era.

METHOD

The research method used in this research is a qualitative approach, with a library research type of research. A qualitative approach was chosen to gain an in-depth understanding of the concept of entrepreneurship in social studies learning. Library research is the main method of data collection, where researchers carry out exploration and analysis of various library sources that are relevant to the research topic.⁴

This research design focused on collecting data from literature related to the concept of entrepreneurship and social studies education. The data collection technique used is library analysis, where researchers identify, read and analyze various references to obtain relevant

² Lutma Ranta, "Analisa Pembelajaran IPS Bermuatan Nilai-Nilai Kewirausahaan di Sekolah Dasar: Studi Kasus Pada Pembelajaran IPS Kelas IV SDPN Pajagalan 58 Bandung," *Jurnal Keguruan dan Ilmu Pendidikan* 2, no. 3 (2013): 294.

³ Muzakir Muzakir, Sutajaya I. Made, dan I. Gst Putu Sudiarta, "Peran Pendidikan IPS Dalam Membangun Karakter Dan Kewirausahaan Siswa Untuk Menghadapi Tantangan Di Era Society 5.0," *TIRAI EDUKASI: Jurnal Pendidikan* 6, no. 1 (30 Juni 2023): 176, <https://doi.org/10.37824/tirai.v6i1.2023.493>.

⁴ Muhammad Rizal Pahleviannur dkk., *Metodologi Penelitian Kualitatif* (Pradina Pustaka, 2022), 81.

information. The data analysis procedure involves synthesizing information from various sources to understand the concept of entrepreneurship and its impact in social studies learning. By using this method, it is hoped that it can produce a comprehensive understanding regarding the integration of entrepreneurial values in the context of social studies learning.

RESULTS AND DISCUSSION

In the journey to explore entrepreneurial values in Social studies (IPS) learning, implementing these values in the curriculum is a crucial first step. The government has responded to the importance of the concept of entrepreneurship by inserting these elements into the social studies curriculum. This is not just an introduction to concepts, but also an effort to embrace entrepreneurial values in every aspect of learning. For example, in teaching history, students not only understand historical facts but also learn to analyze historical events from an entrepreneurial perspective. Thus, the implementation of entrepreneurial values in the Social Sciences curriculum becomes the basis for building a solid foundation for the development of an independent spirit and creativity in each individual.⁵

Not only does it involve students in relevant learning experiences, the implementation of entrepreneurial values in the social studies curriculum also includes teacher involvement. Teachers are expected not only to be transmitters of information, but also to be facilitators who are able to inspire and accompany students in developing their entrepreneurial potential. By creating a learning environment that encourages innovation, collaboration and perseverance, the implementation of entrepreneurial values in the Social Sciences curriculum forms an educational ecosystem that is dynamic and relevant to the demands of the times.

Implementation of entrepreneurship education is carried out through various methods, including integration into subjects, extracurricular activities, and establishing an entrepreneurial culture in the school environment. The process of integrating entrepreneurial values into subjects involves steps where the teacher identifies material in the syllabus that can be embedded with entrepreneurial values. However, often this integration is limited to a few specific subjects.⁶

Another approach to implementing entrepreneurship education is through extracurricular activities. Activities such as market days, home skills, and visits to industrial sites are part of efforts to provide practical experience to students. Market day, for example, gives students the opportunity to develop entrepreneurial skills by creating and selling their products. Home skills, on the other hand, introduce household skills that can be used as a basis for a future business. In addition, industrial site visits provide students with direct insight into real-world business operations and dynamics.

Thus, entrepreneurship education is not only focused on learning in the classroom, but involves a series of activities that cover various aspects of learning, both inside and outside the classroom. This aims to ensure that entrepreneurial values are not only instilled theoretically, but can also be applied in the context of everyday life and potential student career development in the future.

In exploring entrepreneurial values, the role of technology as a catalyst that can bring this concept to life cannot be ignored. Technology is not only a supporting tool, but also an effective medium for supporting entrepreneurial learning in the social studies context. The use of online platforms, business simulations, and other online resources can help provide a more interactive and relevant learning experience.⁷

⁵ Muzakir, Made, dan Sudiarta, "Peran Pendidikan IPS Dalam Membangun Karakter Dan Kewirausahaan Siswa Untuk Menghadapi Tantangan Di Era Society 5.0," 178.

⁶ Hananta, "Studi Eksplorasi Pendidikan Kewirausahaan di Sekolah Dasar Unggulan Aisyah Bantul," 10.

⁷ Nila Maylani dan Muhyani Muhyani, "PENGARUH PENERAPAN HIGHER ORDER THINKING SKILLS (HOTS) TERHADAP PRESTASI BELAJAR DAN JIWA KEWIRAUSAHAAN SISWA PADA MATA PELAJARAN IPS KELAS 3 MI PLUS AL-IHSAN KOTA BOGOR," *Attadib: Journal of Elementary Education* 4, no. 2 (5 Desember 2020): 34, <https://doi.org/10.32507/attadib.v4i2.825>.

In addition, technology also facilitates access to various global resources. With real-time information and business opportunities available, students can develop a deeper understanding of global markets and industry trends. The use of technology also enables cross-border collaboration, where students can interact with learning partners from different countries, broadening their view of existing challenges and opportunities.

However, the role of technology is not only limited to facilitating learning. In the context of entrepreneurship, technology is also a tool for testing innovative ideas. Students can use technology to design product prototypes, develop business models, and even market their products or services online. In this way, technology is not only a supporter, but also an active medium in honing students' entrepreneurial skills.⁸

To measure the true impact of implementing entrepreneurial values in social studies learning, it is necessary to involve case studies that concretely illustrate how this concept influences the development of students' independent spirit. An in-depth research can be carried out by selecting schools or groups of students who have undergone an entrepreneurship curriculum in social studies learning.

Through exploring entrepreneurial values in social studies learning, we not only explore the basic concepts of entrepreneurship but also build the foundation for educational transformation in the digital era. The implementation of entrepreneurial values in the Social Sciences curriculum provides a solid foundation, while the role of technology provides a dynamic new dimension to learning.

Although the integration of entrepreneurship in the social studies curriculum brings various benefits, it is not without a number of challenges that need to be overcome. One of them is the challenge in teaching entrepreneurship in the digital era. Rapid changes in technology require dynamic adaptation in teaching methods. Teachers need to continue to develop their understanding of the latest technology trends and how to effectively integrate them into entrepreneurship learning. This challenge also includes the need to mitigate the digital divide among students, so that all can access equal opportunities in entrepreneurial learning.

In addition, the lack of resources and limited access to technology in some schools can be an obstacle to implementing technology-based entrepreneurship. Therefore, the challenges of teaching entrepreneurship in the digital era require mature strategies, collaboration between schools and other stakeholders, as well as a commitment to continuously updating learning methods in accordance with technological developments.⁹

In the midst of existing challenges, opportunities for collaboration between schools and industry emerge as a promising solution. This collaboration not only ensures that the curriculum taught in schools is in line with industry demands, but also provides more real practical experience for students. Industry can act as a partner in providing insight into job market needs, facilitating industry visits, or even providing real-world projects that students can solve.

This collaboration also opens up opportunities for teachers to update their knowledge about the latest developments in the industry. Additionally, students can build networks and direct connections with professionals in the field. Opportunities for school-industry collaboration provide an open window towards learning that is more contextual, relevant and in line with the needs of the world of work.

One of the main challenges in integrating entrepreneurship in the social studies curriculum is how to measure and evaluate learning outcomes effectively. The evaluation process must not only take into account academic aspects, but also soft skills aspects such as creativity, critical thinking abilities, and entrepreneurial initiative. Traditional evaluation systems may not adequately describe students' holistic progress in developing an entrepreneurial spirit.

⁸ Isrososiawan, 25.

⁹ Novita Delima Putri, "PENDIDIKAN KEWIRAUSAHAAN SEBAGAI TANTANGAN PENDIDIKAN UNTUK PENGEMBANGAN MASYARAT INDONESIA," *Sustainable Competitive Advantage (SCA)* 3, no. 1 (2013): 5, <http://jpp.feb.unsoed.ac.id/index.php/sca-1/article/view/247>.

Opportunities in evaluating entrepreneurial learning involve developing holistic and inclusive assessment methods. This may include entrepreneurship-based project assessments, presentations, and portfolios that reflect the student's entrepreneurial skills and attitudes. In addition, an evaluation approach that involves input from industry and the community can provide a broader view of the extent to which students have successfully applied entrepreneurial concepts in practical contexts.

In exploring the challenges and opportunities in entrepreneurial integration, it becomes clear that concrete steps are needed to bridge the gap between concept and implementation. The challenges of teaching entrepreneurship in the digital era require adaptive strategies, while school-industry collaboration opportunities can be the main foundation for providing contextual learning. Learning evaluation, on the other hand, requires innovation in assessment methods to accurately reflect student progress in developing an entrepreneurial spirit.

Developing entrepreneurial skills through learning Social studies (IPS) is the key to forming individuals who are not only academically skilled, but also ready to face the challenges of the dynamic world of work. Learning social studies not only provides insight into the history and structure of society, but also provides a platform for honing a number of essential entrepreneurial skills.¹⁰

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¹⁰ Muzakir, Made, dan Sudiarta, "Peran Pendidikan IPS Dalam Membangun Karakter Dan Kewirausahaan Siswa Untuk Menghadapi Tantangan Di Era Society 5.0," 181.

CONCLUSION

Implementing entrepreneurial values in the social studies curriculum is an important first step in exploring these values. The government responds to the need for entrepreneurial concepts by inserting entrepreneurial elements in the curriculum, not only as an introduction to the concept, but also as an effort to embrace entrepreneurial values in all aspects of learning. This includes the teacher's role as a facilitator who inspires and accompanies students in developing entrepreneurial potential, as well as creating an innovative and collaborative learning environment. Apart from that, entrepreneurship education is also realized through extracurricular activities, such as market days, home skills, and industrial visits, providing students with practical experience in understanding and applying entrepreneurial concepts.

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