



Economic Care Day: Training Leadership, Creativity, Collaboration, and Sociopreneur at Smk Negeri 1 Merangin 2024

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ABSTRACT

The purpose of the Economic Care Day 2024 program at SMK Negeri 1 Merangin is to foster student leadership, creativity, teamwork, and sociopreneurship. Utilizing several interactive training sessions, practical exercises, and realistic business simulations, this program seeks to equip students to become creative and socially conscious entrepreneurs. Four major areas are the program's focus: The first is Leadership Development, which teaches students how to make decisions, solve problems, and manage a team; the second is Creativity Enhancement, which promotes creative thinking and solution-based entrepreneurship; the third is Collaboration Training, which stresses teamwork and good communication; and the fourth is Sociopreneurship Education, which introduces the idea of business models that put profit and social. Economic Care Day 2024 reaches 146 students as participants aim to equip students with strong social entrepreneurship knowledge, enhanced leadership, teamwork abilities, and an expanded entrepreneurial attitude. Through experiential learning, workshops, case studies, and mentorship, students are equipped to contribute to their communities and the global economy.

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A. INTRODUCTION

In February 2023, Badan Pusat Statistik released the unemployment rate affected 7.99 million individuals, reaching 5.45%. It's predicted to hit 9.36% by March 2023, impacting 25.90 million people. The COVID-19 epidemic is partially to blame for the spike, since medium and large firms were particularly heavily hit, with 8.76% of businesses closing and 35.56% laying off employees.

Metrics that refer to the Sustainable Development Goals. They concentrated on two indicators out of the several that were significantly impacted by the COVID-19 pandemic, specifically: 1) The Social Aspect. This component covers public health improvement, education, protection, and poverty eradication. 2) The financial side. These elements include: Changing Consumption Patterns, Financial Mechanisms and Resources, Transfer Capacity-Building, International Cooperation to Accelerate Sustainable Development, and Environmentally Friendly Technologies (Chandra, 2021).



One major issue facing society is social inequality, and socially conscious corporate practices are essential to a resilient and successful future. By establishing companies that emphasize social welfare improvement, unemployment reduction, and community empowerment, sociopreneurship provides a comprehensive strategy for reviving the economy. These businesses can provide sustainable and inclusive opportunities, promoting a robust ecosystem that prioritizes the well-being of all. A paradigm known as Islamic Sociopreneurship creates business plans to provide long-term, practical answers to societal issues. Innovative business solutions must be incorporated into a multidimensional strategy to address these problems (Mundzir & dkk, 2024).

Economic Care Day 4th is a special event initiated by lecturers in the Economic Education study program, FKIP, Merangin University, since 2019 (Mardalena, 2019). This event aims to develop leadership, creativity, collaboration, and sociopreneur skills among pupils and students. This program is designed to introduce pupils and students to the concept of sociopreneur, where entrepreneurship does not only focus on economic profits but also has a positive impact on society and the environment. In this context, students can explore and develop innovative ideas and learn to work together to solve the challenges they face through practical activities, such as local craft workshops, sociopreneur simulations, and collaborative problem-solving challenges.

According to Mair & Martí, social entrepreneurship, also known as sociopreneurship, is the process of innovating value creation for social improvement. Social entrepreneurs, also known as sociopreneurs, are people who continuously look for welfare opportunities (Thompson et al) and develop sustainable solutions for their community's social justice that are economical, social, organizational, and environmentally sound (Zaremohzzabieh et al, Brinckerhoff) in (Sidek & Arrasyid, 22); (Hasan & dkk, 2024).

We look at social entrepreneurs from the standpoint of "total wealth maximization," even if definitions of social entrepreneurship place more emphasis on the production of social wealth than economic wealth as a way to distinguish them from commercial entrepreneurs. S.A. Zahra et al in (Muralidharan & Pathak, 2018).

While, technosociopreneurship, which combines entrepreneurship, social innovation, and technology, has the power to revolutionize established establishments like madrasas and mosques. These educational and religious institutions can use technology and creative commercial strategies to improve their offerings, attract a larger audience, and make a more meaningful contribution to community development (Analiensyah, Furqani, & Yulindawati, 2024).

Sociopreneur education has a very important role in preparing the younger generation to become leaders who are not only competent in the business world but also have a high sense of social responsibility. The sociopreneur concept prioritizes the creation of social and economic value simultaneously, where the business run can provide benefits not only for the business owner but also for the wider community. Therefore, a sociopreneur is a relevant alternative in responding to various social and economic challenges faced by society, such as poverty, social inequality, and environmental damage. Wijaya (2015) noted that entrepreneurship is not solely associated with economic focus; it can also involve thinking or mindset development (Suryani & dkk, 2022); (Uripan & dkk, 2021); Gorgievski and Stephan in (Sari & dkk, 2019).

Sociopreneurs are activists with networks, vision, and innovative thinking. These activists organize social movements under the auspices of non-governmental organizations



(NGOs), associations, foundations, or possibly the government sector [4]. However, social entrepreneurs add value in a different way than commercial entrepreneurs do; they offer products and services that aren't managed by the government or sold on the market. In this manner, they generate social welfare while their primary challenge is maintaining the financial viability of their enterprise. Commercial entrepreneurs, on the other hand, maximize private welfare and keep the remainder for themselves yet the goal is for their actions to have a good outward impact on society (Priatna & dkk, 2020)

However, social entrepreneurship and the conviction that it can solve social issues are both expanding quickly in Indonesia, Utomo (Anggadwita & dkk, 2024). The establishment of the Indonesian Social Entrepreneurship Association in 2009 served as proof of this. One of the global leaders in the development of social entrepreneurship was Bill Drayton, who established the Ashoka Foundation in 1980. In Indonesia, and particularly in Bandung, social entrepreneurship plays a critical and significant role in empowering the local community and promoting social welfare and quality of life improvements. In addition to aiding the nation's economic development, social entrepreneurship fosters equality, civic engagement, and community involvement (Anggadwita & dkk, 2024).

A key component of organizational performance and community capability, leadership is essential to social transformation. Prior theories of leadership, the most important of which were trait theories, focused more on the personal traits of leaders (such as intelligence, motivation, charisma, communication skills, etc.). The fundamental premise of this strategy is that successful leaders have certain distinctive qualities or character traits that set them apart from the competition. Among the qualities that define a future leader are height, physical appearance, intelligence, charisma, and self-assurance. However, Barling et al. reported that there were few consistent empirical findings across studies, time, and settings (Osula & dkk, 2014).

The importance of sociopreneur education is increasingly being felt along with growing awareness of the social impact of business activities. As more and more companies promote sustainable business concepts, sociopreneurs have become one of the main pillars of creating positive social change. In this case, sociopreneur education plays a role in equipping students with the skills and knowledge to create businesses that are not only economically profitable but also have a positive impact on society and the environment (Wuryandari & dkk, 2019).

Numerous resources, including technopreneurship, digitalpreneurship, sociopreneurship, ecopreneurship, and edupreneurship, have been developed for the entrepreneurship curriculum at Indonesian universities. Thus, describing the entrepreneurship curriculum in Indonesian institutions is the goal of this research study (Maydiantoro & dkk, *Entrepreneurship in Higher Education Curricula: Evidence from Indonesia*, 2021).

While, Vocational High Schools (SMK), which are a component of vocational education, play a crucial role in bolstering the fundamentals of high-quality education and acting as change agents inside the institution. In line with the needs of the workplace, vocational education at vocational schools also seeks to equip students with vocational talents or skills relevant to particular fields of work. In order to solve complicated societal issues, the idea of social entrepreneurship, also known as sociopreneurship, becomes pertinent.

Sociopreneurship requires ingenuity, inventiveness, and social concern; it goes beyond concentrating solely on monetary gains to take into account the advantages of the environment and society. In order to boost students' self-confidence and cultivate positive



traits like creativity, independence, and hard work, it is crucial to incorporate sociopreneurship values into the curriculum, particularly for vocational school students. Since sociopreneurship aims to prepare students to generate jobs and reduce unemployment and poverty, it is anticipated to be one of the solutions to the idea of sustainable education in vocational schools to address employment issues in Indonesia (Safitri & dkk, 2024).

Some studies prove that entrepreneurship education can encourage students to think critically, innovate, and adapt to rapid environmental changes. This is important, considering that the world of entrepreneurship is now not only faced with demands to generate profits but also with the responsibility to maintain social and environmental sustainability. Therefore, education that integrates the sociopreneur concept can prepare students to become agents of change who are able to create sustainable solutions (Rusdiana1 & dkk, 2020).

The study shows the significance of the entrepreneurship curriculum in higher education in building students' leadership character. This study reveals that project-based learning methods have proven effective in enhancing leadership skills. Work-life simulations can strengthen students' leadership qualities. However, student participation in the decision-making process during the activities must be ensured. The "learning by doing" model can be applied by managing a sociopreneurship project (Maydiantoro, Ridwan, Tusianah, Kesuma, & C.A.S, 2021).

The research conducted on Sociopreneurship to Combat Poverty in Coastal Areas reveals that innovation and creativity are key factors in the sustainability of social enterprises. The success of sociopreneurship greatly depends on innovation in products and business design. Collaboration with various stakeholders (government, private sector, and community) also enhances the sustainability of the program. As an impact for the Economic Care Day at vocational schools, students must be taught how to develop innovations in social business. The event can implement a business incubation model to stimulate their creativity (Sylvia, 2023).

Then, the sociopreneur learning model is effective as indicated by the average test results of the experimental group. There is considerable entrepreneurial character difference after following learning using the sociopreneur learning model. In other words, the sociopreneur learning model is effective in instilling entrepreneurial character in higher education (Masithoh & Nugraha, 2021).

The 4th Economic Care Day program aims to instill a sense of social responsibility in students by teaching them about company management and innovation. It fosters teamwork and communication abilities, which are essential in the realm of entrepreneurship. The day's objectives are to raise students' awareness of sociopreneurship and inspire them to use their imaginations and teamwork to solve societal issues. Students are supposed to generate creative ideas that have a positive social impact and are profitable through engaging and hands-on activities. Additionally, the curriculum presents the idea of a sociopreneur as a different approach to addressing a range of societal issues. All things considered, the 4th Economic Care Day is a successful venue for encouraging an entrepreneurial mindset.

B. METHODS

In the 4th Economic Care Day event, various learning methods were used to achieve the goals of developing creativity, collaboration, and sociopreneurship among students. Methods applied include Project-Based Learning, where students work on real projects to develop social business ideas; sociopreneur simulation, which allows students to experience real-world challenges. Under the project-based learning (PBL) approach, students gain knowledge



by working on actual projects that call for problem-solving, creativity, and teamwork. As a result, not all of the values established by social entrepreneurs are directly incorporated into commercial transactions (Barbara Condcliffe, 2017). According to John Dewey's (1938) experiential learning theory, learning happens most effectively when students actively construct their knowledge via practical experience. PBL is a methodical and planned approach to problem-based learning that centers learning activities around projects, according to Thomas (2000) in (Grant, 2014).

C. RESULTS AND DISCUSSION

Result

Students at SMK Negeri 1 Merangin have shown notable improvements in their leadership, creativity, teamwork, and sociopreneurial abilities as a result of the Economic Care Day 2024 program. The following significant results were noted:

1. Improved Leadership and Entrepreneurial Capabilities
 - a) When faced with business issues during simulations, students demonstrated improved decision-making and problem-solving skills.
 - b) By assuming leadership positions within their groups, participants demonstrated increased self-assurance and accountability in project management.
2. More Innovation and Creativity
 - a) Students created original product concepts through project-based learning, particularly in the areas of sustainable business models and regional crafts.
 - b) By asking students to come up with solutions that strike a balance between social effect and profitability, the event encouraged creative thinking.
3. Better Teamwork and Collaboration
 - a) Students improved their negotiation and communication abilities while working in interdisciplinary teams.
 - b) Cooperative problem-solving was enhanced by mentor assistance and peer input, resulting in more polished and useful company concepts.
4. A Better Knowledge of Sociopreneurship
 - a) Just 30% of students knew the fundamentals of sociopreneurship prior to the program. After that, more than 80% were able to explain the idea and its importance in contemporary entrepreneurship with clarity.
 - b) Students learned that fostering constructive social change is just as important to company success as making a profit.
5. Effective Project Promotion and Public Involvement
 - a) Students were able to showcase their business concepts to peers, instructors, and local business owners at the final project exhibition.
 - b) Local companies and possible investors showed interest in a number of groups, demonstrating the initiatives' practicality.

Discussion

The findings show that experiential learning and project-based learning (PBL) greatly improve students' capacity for social innovation and entrepreneurship.

Conformity to Conceptual Models:

According to Kolb's Experiential Learning Theory in (Akella, 2010); (Dennison, 2009), kids learn best by doing. Students were able to actively explore, reflect, and apply their



knowledge in real-world situations through the program's practical sociopreneurship exercises.

- 1) Vygotsky's Social Constructivism in (Amineh & Asl, 2015) places a strong emphasis on social interaction as a means of learning. This idea was strengthened by the program's collaborative structure, which allowed students to learn by interacting with mentors and working in groups.
- 2) Thomas in (Grant, 2014) emphasizes the value of problem-solving and practical application in education in his paper on project-based learning (PBL). In contrast to passive theoretical learning, the event's framework immersed students in actual entrepreneurial challenges.

Difficulties and Opportunities for Development:

- a) Time Restraints:
A few students reported having trouble finishing their assignments in the allotted amount of time. Longer planning stages might be incorporated into future events to better hone company concepts.
- b) Availability of Resources: A few groups encountered difficulties in obtaining funds and raw materials for their prototypes. Getting government assistance or forming alliances with nearby companies could help get beyond this obstacle.
- c) Post-Event Follow-Up: Even though students learned a lot, they still need ongoing guidance and assistance with business creation to maintain their entrepreneurial development after the event.

Implications for the Future and Suggestions:

- 1) Long-term effects can be guaranteed by incorporating sociopreneurship education into the curriculum. Sociopreneur modules ought to be included in entrepreneurial courses taught in schools.
- 2) Establishing a yearly incubation program that provides cash and mentorship to the most promising project ideas could assist students in growing their enterprises beyond the event.
- 3) Strengthening industry ties through the funding and mentoring of student-led enterprises by local investors, entrepreneurs, and government organizations.

D. CONCLUSION

Through experiential learning, SMK Negeri 1 Merangin's Economic Care Day 2024 program has encouraged students' leadership, innovation, teamwork, and sociopreneurship. Students developed their entrepreneurial abilities and their understanding of social and environmental responsibility through practical exercises, teamwork-driven projects, and real-world business simulations. This program prepared students to be future changemakers by improving their problem-solving skills, fostering creativity, and fortifying collaborative mindsets. It fostered a feeling of social impact and sustainable enterprise by incorporating sociopreneurship into the classroom. With its emphasis on striking a balance between profit and social good, the curriculum can be used as a model for entrepreneurship education.

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to student leadership, innovation, teamwork, and sociopreneurship was crucial to the event's success.

The 4th Economic Care Day is a platform for students to learn, collaborate, and develop innovative solutions for social and economic challenges, thanks to generous support from sponsors, partners, and stakeholders, and aims to inspire future sociopreneurship leaders.

F. AUTHOR CONTRIBUTIONS

Activity implementation: SR, ML, Article preparation: AM, Impact analysis: DA, Results presentation: SU, Article revision: ML, TA

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