

Socio-Economic Awareness:

Social Entrepreneur, Competence, and Critical Thinking Ability

Endah Andayani*, Lilik Sri Hariani, Suprehatin Ningtyas

Master of Social Science Education Study Program
Universitas PGRI Kanjuruhan Malang
Malang, Indonesia

*endahandayani@unikama.ac.id, liliksrihariani@unikama.ac.id, suprehatinningtyas@gmail.com

Abstract—Students socio-economic awareness is students' knowledge as dignified social beings. Students' understanding of the realities of life will shape students' awareness of how students see, consider, and determine the activities to be carried out. The level of awareness of students can be seen from how their view of the object is perceived whether it leads to positive or negative things. Education in vocational high school is required to produce graduates who are ready to work and have a clear orientation and contribute to society later. This study aims to analyse influence students' perceptions of social entrepreneurs, competence, and the ability to think critically towards socio-economic awareness. This research was conducted at NU Sunan Ampel Poncokusumo Malang vocational high school. The population in this study were students of the Agribusiness Department of Agricultural Product Processing, with a total of 104 students determined using proportional random sampling technique and obtained 64 students. This research is a descriptive quantitative research with analysis method using multiple regression analysis method. The results showed that students' perceptions of social entrepreneurs, competence and critical thinking skills had a significant influence on the socio-economic awareness of students of NU Sunan Ampel Poncokusumo vocational high school, and critical thinking skills towards socio-economic awareness.

Keywords—socio-economic awareness, social entrepreneur, competence, critical thinking

I. INTRODUCTION

Socio-economic awareness is an understanding of what is felt by other people or the surrounding environment which is shown in individual behaviour and is able to make individuals take the required attitude based on their learning outcomes [1]. Meanwhile, it is known that the role of education is not just reproducing inequality in society, so that the socio-economic role needs to be studied more deeply so that students have the ability to live life [2]. The presence of visionaries in the field of entrepreneurship and having a spirit of caring for others is expected to be able to empower the potential of the community both in cities and villages on a socio-economic scale, this can also be taught in schools, so that school graduates do not become a burden to the state but can have a way out in order to describe and reduce poverty that is currently facing Indonesian

society [3]. The phenomenon of social entrepreneurship has grown rapidly along with efforts to solve various social problems, such as economic improvements [4].

Social entrepreneurship is a form of amalgamation of entrepreneurial concepts that prioritize economic activities that characterize an entrepreneur, but the goals achieved are not only profit oriented, but also social value. Sociopreneurship has the aim of providing benefits for business actors and social impact on society. This is a challenge in itself for sociopreneurs to actualize entrepreneurial social ideals to empower all levels of society in the context of an independent and sustainable life welfare. Social entrepreneurship has been recognized as having a large social impact, especially in alleviating poverty, in this case it requires innovation and ideas that are outside the boundaries of general thought (out of the box) to become the main instrument [5]. Based on the results of the study, it shows that critical thinking skills have become one of the main pillars of the new knowledge-based economy, so the quality needs to be improved. Students who master the ability to think critically and with insight will perform better, be able to solve any problem creatively, and offer unique insights to potential solutions [2].

On The world of education is important, presumably to foster social awareness from an early age and realistic perceptions are important factors that students must have [6], one of the efforts through the introduction of social entrepreneurship for students, with sociopreneurship because by applying sociopreneurship values, social and economic problems can slowly unravel [7]. Social entrepreneurship can be one of the media in learning to shape the character of students to create a sociopreneur, for that it is necessary to have an innovative learning method so that critical thinking skills can be grown by including elements of planting moral values which include knowledge, skills, and values. -values of understanding social entrepreneurship to increase self-competence and promote socio-economic awareness [8].

In the 2013 curriculum, one of the skills that students must master is the ability to think critically [9]. The ability to think critically is a very important skill to have, because we can use it to solve problems and as a consideration in decision making. Developing critical thinking skills is an essential element of

modern educational approaches and models. Critical thinking skills are generally accepted as a very vital stage in every field of learning, this is supported by the results of research which found that there is significance that critical thinking skills are undoubtedly indispensable in every area of life [10]. With the above problems, this study aims to analyse the influence of students' perceptions about sociopreneurs, competence, and critical thinking skills on the socioeconomic awareness of students of NU Sunan Ampel Poncokusumo vocational high school.

II. METHODS

This research is a type of research with a quantitative approach in the form of numbers and analysis using statistics. The research design chosen is very important and serves as a strategy for managing data. The independent variable in this study is students' perceptions of sociopreneurs, competence, and critical thinking skills, while the dependent variable is the students' socio-economic awareness. The data needed in this research is verificative, which is basically to test the truth of a hypothesis which is carried out through data collection in the field. This type of research is *ex-post-facto*, because the researcher deals with the variables that have occurred and they do not need to treat the variables under study.

The population in this study were 104 students of NU Sunan Ampel Poncokusumo Malang vocational high school, majoring in Agribusiness Processing of Agricultural Products with a sample of 63 students. The sampling technique was carried out by means of proportional random sampling. The data collection technique used a questionnaire that had previously been tested for validity and reliability. This is to determine the effect of social entrepreneurship, competence, and critical thinking skills on socio-economic awareness. Seeing the problems that exist in this study, the method used is multiple linear regression method, the influence of the variables studied and described. Multiple linear regression is a common statistical method used to examine the influence between the dependent variable and the independent variable.

III. RESULTS AND DISCUSSION

The results of data collection explained that the socioeconomic awareness of the students of NU Sunan Ampel Poncokusumo vocational high school was in a fairly good category with an average score of 60 out of a maximum score of 70. This means that students have embedded empathy, respect diversity, are satisfied with what they have received from the results. own business, happy to help parents in work, save and save, enjoy being able to buy things with their own money, happy to give success to others by doing business together, and respect for others. The results of the classical assumption test can be concluded that all variables in the study have met the requirements for normality, multicollinearity, autocorrelation, and heteroscedasticity, so the data in this study qualify for multiple linear regression analysis. Table 1 shows the result of multiple linear regression analysis.

TABLE I. RESULTS OF MULTIPLE LINEAR REGRESSION ANALYSIS

Variable	Coef. Regression	Sig.	Result
Constant	2,877	0,006	
Sociopreneur	4,210	0,000	Ha2 Received
Competence	0,853	0,397	Ha3 Denied
Think critically	0,389	0,698	Ha4 Denied

R = 0.593

R Square = 0.351

Adjust R Square = 0.319

F = 10,824

Sig.F = 0,000

Based on the results of the F test presented in Table 1, it was obtained a value of 10.824 which could be said that simultaneously the variable students' perceptions about *sociopreneur*, competence, and critical thinking skills have a positive and significant effect on the socio-economic awareness of students of NU Sunan Ampel Poncokusumo vocational high school Malang with a Sig. F = 0,000. Self-awareness of socio-economic problems is constant attention to one's inner state and economic life. When a person becomes aware of his important role in this life, it is sufficient for him to have a goal in life and strive hard to achieve that goal. Self-awareness is the first and foremost thing to be someone who is proactive. When a person has become self-aware of his duties and roles in this world, then all thoughts and actions will be focused on achieving the goal of life.

The results of the multiple linear regression analysis obtained a positive and significant value between the variables of students' perceptions of sociopreneurs, competence and critical thinking skills have a joint effect on socioeconomic awareness. The three independent variables studied, namely students' perceptions of sociopreneurs, competence and critical thinking skills, had a strong enough relationship with the dependent variable of socio-economic awareness which was 0.593 or had a relationship of 59.3%. The magnitude of this relationship indicates that students' perceptions of sociopreneurs, competence and critical thinking skills will support the creation of students' socio-economic awareness. The amount of influence simultaneously between the independent variables studied, has an influence on the dependent variable in the fairly low category, namely 35.1%. This means that if the three variables of students' perceptions about sociopreneurs, competence, and critical thinking skills are shared, it will affect socio-economic awareness. Because the influence of the three new variables is 35.1%, of course there are other factors that affect socio-economic awareness. Other factors include the approach model [11], Education [12], gender and school type [13], learning model [14], Motivation [15] and others.

Partially students' perceptions of sociopreneurs have an effect on socioeconomic awareness significantly with a value of 0.0000 but competence and critical thinking skills have no effect on students' socioeconomic awareness, so the alternative hypothesis is rejected. The results of the partial analysis of the student's perception variable about sociopreneurs have a significant effect on social awareness, this is in line with

several previous studies [16-18] which states that by implementing a contextual strategy of the REACT principle (Relative, Experiencing, Implementing, Cooperating, and Transferring) based on environment and Socipreuneration can improve the quality of social education in schools. Social business activity socialopreneurship is an alternative in creating economic opportunities. This provides space for youth (vocational high school graduates) to be creative in various fields while reducing economic inequality between communities is a serious challenge that can be realized [7]. *Sociopreneushipas* an economic driver, providing business opportunities, business views and practical aspects in solving these social and economic problems. new jobs will emerge with increased creativity and social entrepreneurship or sociopreneurship actors [19].

The results of the partial analysis of competency variables do not have a significant effect on socio-economic awareness, this is not in accordance with the opinion which states that students should have sufficient competence, which includes knowledge, skills, and values for provisions in work preparation [8] This contradicts the results of research conducted in Galesong Utara District, Takalar Regency, that there is a positive and significant influence between entrepreneurial competence and personal independence on the success of micro-businesses. The availability of facilities and infrastructure that is far below industrial standards is used as an excuse for the reason why vocational high school graduates are less competent and unable to meet industry demands, even though with the number of vocational high school students graduating each year they should be absorbed directly into the industry according to their competence or create their own fields if that does not happen, it will certainly create higher unemployment. Therefore, vocational high school must be able to find solutions to overcome these problems and one of them is by preparing students to become independent individuals so that graduates do not only work with existing industries but can create their own fields or become entrepreneurs [20,21]. There is no reason for someone to be able to progress and develop because it all depends on the intention, desire and motivation to make it happen [15].

The results of the partial analysis of the critical thinking ability variable do not significantly influence social awareness, this is contrary to a finding which states that developing critical thinking skills is an important element for modern educational approaches and models. Critical thinking skills are generally accepted as a very vital stage in every field of learning, the results of this study found that the significance of critical thinking skills is undoubtedly indispensable in every area of life [10,22]. The results of the descriptive calculation of each competency variable and the ability to think critically are equally good, but statistically the competency variable and the ability to think critically have no effect on students' socioeconomic awareness. It can be explained that the socio-economic awareness variable is influenced by other variables which are not currently studied. The ability to think critically must be possessed by students in order to be able to face various personal and social problems in their life. Critical

thinking ability is the ability to think reflective and reasoned in making decisions. Thinking skills are an indispensable ability in facing life's challenges [23]. Likewise, the high or low social awareness orientation of administrative service employees is unable to strengthen the effect of the credibility of the feedback provider and the delivery of feedback in predicting the feedback reactions of administrative service employees [24].

IV. CONCLUSION

The results of the analysis carried out both descriptively and statistically with the method of multiple linear regression analysis through the help of SPSS 22.0 software, it can be concluded that students' perceptions of sociopreneurs, competence, and critical thinking skills affect the socioeconomic awareness of students of NU Sunan Ampel Poncokusumo vocational high school, this means students already understand the sociopreneur concept that already exists within students well, the competence of students is also good, and students have high critical thinking skills so that it can affect their socio-economic awareness in making decisions in their daily life. Partially students' perceptions of sociopreneurs have a positive and significant effect on socioeconomic awareness, however competence and students' critical thinking skills have no effect on students' social awareness. In this study there are several limitations. The limitations of this study are as follows: some of the questions in the questionnaire may not be understood so that it raises multiple interpretations from the respondents; therefore, it is recommended in the next research to reduce the questionnaire used, especially the questionnaire related to the competence and ability of students to think critically.

ACKNOWLEDGMENT

Gratitude goes to the Chancellor, Director of Postgraduate Program and Head of Social Studies Education Study Program, Kanjuruhan University of Malang for contributing publication funds and the ANCOSH Committee for providing the opportunity and a forum to present research results in the form of proceedings.

REFERENCES

- [1] E. La Abute, "Konsep Kesadaran Sosial Dalam Pendidikan," *J. Pendidik. Glas.*, vol. 3, no. 2, p. 186, 2019.
- [2] K. Changwong, A. Sukkamart, and B. Sisan, "Critical thinking skill development: Analysis of a new learning management model for Thai high schools," *J. Int. Stud.*, vol. 11, no. 2, pp. 37–48, 2018.
- [3] L.I. Putri, "Reduksi Kemiskinan Melalui Sociopreneurship," *Islam. Rev. J. Ris. dan Kaji. Keislam.*, vol. VI, no. 1, p. 58, 2017.
- [4] H.S. Enok Maryani, "Pengembangan Program Pembelajaran Ips Keterampilan Sosial," *J. Penelit. Vol.*, vol. 9 Nomor 1, no. 1, pp. 1–111, 2009.
- [5] F. Nur, "Poverty Alleviation Through Social Entrepreneurship," *J. Ekon. dan Pembang.*, vol. 22, no. 1, p. 55, 2014.
- [6] D. K. Mah and D. Ifenthaler, "Students' perceptions toward academic competencies: The case of German first-year students," *Issues Educ. Res.*, vol. 28, no. 1, pp. 120–137, 2018.

- [7] H. Suyatna and Y. Nurhasanah, "Sociopreneurship Sebagai Tren Karir Anak Muda," *J. Stud. Pemuda*, vol. 6, no. 1, p. 527, 2018.
- [8] A. Editor, "Turkish Online Journal of Educational Technology," vol. 13, no. 2, 2014.
- [9] A. Hidayat, S. Rahayu, and I. Rahmawati, "Analisis Keterampilan Berpikir Kritis Siswa SMP Pada Materi Gaya dan Penerapannya," *Pros. Semnas Pend. IPA Pascasarjana UM*, vol. 1, pp. 1112–1119, 2016.
- [10] M. Karakoc, "The Significance of Critical Thinking Ability in Terms of Education," *Int. J. Humanit. Soc. Sci.*, vol. 6, no. 7, pp. 81–84, 2016.
- [11] P. Andriani, W. Sukartiningsih, and W. T. Subroto, "Masyarakat (STM) Untuk," vol. 1, pp. 288–295, 2017.
- [12] Sumitro and Imam Yuliadi, "Peran Pendidikan dalam Membangun Kesadaran Sosial Masyarakat Bima," *J. Pendidik. Ips*, vol. 9, no. 2, pp. 149–154, 2019.
- [13] J. Magister, P. Uma, S.M.A. Sederajat, and J. Kelamin, "Perbedaan Antara Kecerdasan Moral dan Kesadaran Moral Siswa SMA Sederajat ditinjau dari Jenis Kelamin dan Jenis Sekolah The Differences between Moral Intelligence and Moral Awareness among High School Students in Terms of Gender and School Type," vol. 11, no. 2, pp. 72–81, 2019.
- [14] A.S. Isyra, "Implementasi Problem Based Learning Menggunakan Media Gambar Untuk Meningkatkan Kesadaran Sosial Siswa Kelas Xi Ips 1 Sma Negeri 1 Alalak," *J. Socius*, vol. 6, no. 1, 2017.
- [15] V.R. Wulan and A. Hermanto, "Sociopreneurship Business Incubator Design Based On Information Technology As an Innovative Solution for Enhancing Community Welfare," *IJEED (International J. Entrep. Bus. Dev.)*, vol. 2, no. 2, pp. 240–254, 2019.
- [16] A.R. Reginald and I. Mawardi, "Kewirausahaan Sosial Pada Pondok Pesantren Sidogiri Pasuruan," *J. Ekon. Syariah Teor. dan Terap.*, vol. 1, no. 5, p. 333, 2015.
- [17] E.L. Bonauli and E. Yuliana, "Analisis Penerapan Teknologi Informasi Dan Komunikasi Untuk Pengembangan Kewirausahaan Sosial (Studi Pada Saung Angklung Udjo Bandung Jawa Barat 2014)," *eProceedings of Management*, vol. 1, no. 3, 2014.
- [18] S. Asmahasanah, I. Ibdalsyah, and M. Sa'diyah, "Social Studies Education in Elementary Schools Through Contextual REACT-Based on Environment and Sociopreneur," *Int. J. Multicult. Multireligious Underst.*, vol. 5, no. 6, p. 52, 2018.
- [19] D.A. Utami, N. Noviyanti, G.G. Putra, and A. Prasetyawan, "Sociopreneurship sebagai Alternatif Pemberdayaan Masyarakat dan Pengentasan Kemiskinan," *J. Ilmu Adm. Negara ASIAN (Asosiasi Ilmuwan Adm. Negara)*, vol. 5, no. 2, pp. 31–46, 2018.
- [20] T. Sukardi, "Faktor-Faktor Yang Mempengaruhi Kemandirian Factors Influence the Autonomy for Entrepreneure in Student ' S Smk," *J. Pendidik. Vokasi*, vol. 3, no. November, pp. 334–346, 2013.
- [21] D. Masturina, "Pengaruh Kompetensi Diri Dan Kepercayaan Diri Terhadap Perencanaan Karir Mahasiswa Program Studi Peternakan Universitas Mulawarman," *Psikoborneo*, vol. 6, no. 2, pp. 340–350, 2018.
- [22] L.S. Behar-Horenstein and L. Niu, "Teaching Critical Thinking Skills In Higher Education: A Review Of The Literature," *J. Coll. Teach. Learn.*, vol. 8, no. 2, pp. 25–42, 2011.
- [23] L. Nuryanti, S. Zubaidah, and M. Diantoro, "Analisis Kemampuan Berpikir Kritis Siswa SMP," *J. Pendidik. Teor. Penelitian, dan Pengemb.*, vol. 3, no. 2, pp. 155–158, 2018.
- [24] S. Zumria, P.T.Y.S. Suyasa, and B. Hutapea, "Peran Orientasi Kesadaran Sosial Terhadap Karakteristik Dan Reaksi Umpan Balik," *J. Muara Ilmu Sos. Humaniora, dan Seni*, vol. 3, no. 2, p. 348, 2019.