



# Strengthening Civic Entrepreneurs for Socio-Economic Empowerment in Civic Education in Indonesia

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**Abstract.** This study explores the role of civic education in fostering socio-economic empowerment through strengthening civic entrepreneurs in Indonesia. As Indonesia navigates complex socio-economic challenges, the integration of civic education into the curriculum is increasingly recognized as a vital component in cultivating active, engaged citizens capable of driving economic and social change. This research examines how civic education can be leveraged to enhance the skills and capacities of civic entrepreneurs-individuals who harness innovative approaches to address community issues and promote socio-economic development. The method used is a literature review. By doing so, educational programs can better prepare students to engage in entrepreneurial activities that address local challenges and drive sustainable development. The paper argues for a more integrated approach that combines civic knowledge with entrepreneurial training, emphasizing the need for curriculum reforms and targeted support for emerging civic entrepreneurs. Recommendations include enhancing teacher training, developing partnerships with local businesses and organizations, and fostering experiential learning opportunities. Ultimately, this research underscores the potential of civic education to not only promote democratic values but also empower individuals with the skills necessary to contribute to socio-economic advancement in Indonesia

**Keywords:** Community, Enzim Bakti, Ecological Awareness, Citizenship

## 1 Introduction

Civic education plays a significant role in promoting socio-economic empowerment in Indonesia, particularly by fostering and strengthening civic entrepreneurs. However, it is essential to provide a clear foundation for this notion by citing relevant studies or theories that link civic entrepreneurship to civic education (CE). Incorporating this perspective into CE programs can create opportunities for learners to develop critical skills, such as problem-solving, leadership, and social responsibility, which are fundamental for socio-economic empowerment.

To substantiate this idea, the foundational theories behind civic entrepreneurship should be integrated, such as Dewey's theory of experiential learning, which highlights the importance of real-world engagement in education, or Bandura's social cognitive theory, which emphasizes self-efficacy and collective agency. These theories provide a robust framework for understanding how CE can empower individuals to become civic entrepreneurs, capable of driving change and innovation within their communities. Therefore, it is necessary to identify and

reference scholarly works that explicitly connect civic entrepreneurship to CE, ensuring the argument is theoretically grounded and supported by evidence.

In this context, civic education goes beyond teaching democratic principles and citizens' rights by also equipping students with the skills and knowledge necessary to actively contribute to society. The integration of entrepreneurial aspects into civic education is particularly significant for Indonesia, where socio-economic challenges such as inequality, unemployment, and limited access to resources require innovative solutions. By incorporating entrepreneurial elements, students are encouraged to identify and understand the pressing issues facing their communities while developing the critical thinking and problem-solving skills needed to address them. This approach not only fosters individual empowerment but also promotes socio-economic growth by preparing students to become proactive civic entrepreneurs capable of driving meaningful change within their local and national contexts.

One of the ways for education could be to strengthen civic entrepreneurs is by facilitating a deep understanding of local needs and potential [1]. A curriculum relevant to entrepreneurs could enable students to analyze social and economic issues [2]. The students could learn about unemployment, poverty, or environmental issues [3] with civic education serving as the basis for developing a proactive attitude in creating positive change in society [4]. Civic education encourages communities to create enterprises that can address the strengthened needs of civic entrepreneurs [5].

Civic education integrated with entrepreneurship training can equip students with practical skills that address specific challenges in the Indonesian context, such as unemployment, economic disparity, and limited access to education and resources in rural areas. Programs involving project-based learning, where students design and implement entrepreneurial initiatives tailored to local issues, can effectively build management, marketing, and innovation skills. For example, students could develop projects to support sustainable agriculture in rural communities or create digital platforms to improve access to small business markets. These experiences not only boost their confidence and entrepreneurial mindset but also provide them with a deeper understanding of how the business world operates within the broader social and economic challenges faced by Indonesia. By fostering such skills, civic education helps prepare students to become agents of change, capable of contributing innovative solutions to pressing national issues. The essential supports in encouraging the empowerment of civic entrepreneurs were supported by various stakeholders [6]. Empowerment of civic entrepreneurs through education focused not only on economic aspects but also on strengthening social and human values [7]. Students were taught to be entrepreneurial by considering social impacts [8] students became more aware of their responsibilities as members of society [9]. Civic education acted as an important pillar in building a more just, prosperous, and sustainable society [10].

This study aims to analyze how civic education can be integrated with civic entrepreneurship to strengthen individuals' capacity to address social and economic challenges. To guide this analysis, the research questions include: How can civic education effectively incorporate elements of civic entrepreneurship? What key skills and competencies are required to empower individuals in tackling socio-economic challenges through this integration? What contextual challenges and opportunities exist for implementing such integration in Indonesia? By articulating these questions, the study not only defines its purpose but also situates its inquiry within the broader discourse on education and socio-economic empowerment. The study also aimed to identify factors that support or hinder the development of entrepreneurship in educational contexts, as well as evaluate its impact on community empowerment. By considering these objectives, it was hoped that the research results could provide concrete policy and practice recommendations to improve the effectiveness of civic education in Indonesia, thereby creating a more independent and empowered society.

This study offered novelty by examining the role of civic entrepreneurship in social and economic empowerment through citizenship education in Indonesia. Even though there are many studies on civic education, this study focused on the integration of the concept of entrepreneurship as a tool to empower communities, especially in disadvantaged areas. By exploring best and innovative practices from successful communities, this study sought to provide a new model that could be adopted by educational institutions and community organizations to enhance entrepreneurial skills while building social awareness.

## **2 Methods**

The method used was a qualitative literature study, where the study was conducted by collecting and analyzing various relevant sources, including journal articles, books, policy reports, and previous research documents relating to civic education, civic entrepreneurship, and socio-economic empowerment. The process began with the identification of relevant keywords and phrases for the literature search, followed by searching academic databases such as Google Scholar, JSTOR, and national research portals after collecting relevant sources, the researcher critically evaluated the quality and validity of the information and extracted findings and concepts related to the role of citizenship education in entrepreneurship development. In addition, the researcher also considered the Indonesian social and cultural context to ensure that the analysis is locally appropriate. The results of this literature study were expected to provide a strong theoretical foundation and support the arguments in this research regarding the importance of entrepreneurship integration in citizenship education for community empowerment.

### 3 Results and Discussions

The main findings of the study showed that current civic education initiatives had been successful in providing a basic understanding of democratic principles and the importance of community engagement. By conducting these programs, students were taught about their rights and responsibilities as citizens, as well as the values that underpin participation in democratic processes. However, this basic finding was important, the study indicated that there was still a gap in terms of the practical skills needed to address the social and economic challenges faced by communities. Therefore, the integration of entrepreneurial skills in the civic education curriculum was highly relevant.

Incorporating entrepreneurial skills in education could better prepare students to face and overcome local challenges [11]. The lessons on business management, helped students understand how to identify opportunities in their community and create sustainable solutions [12]. Entrepreneurship not only provide economic opportunities but also encourages creativity and problem-solving skills that are essential in a changing world [13]. Education incorporated elements of entrepreneurship that could produce individuals who were not only socially conscious [14]. Actively contributed community development was what was expected in entrepreneurial skills in education [15].

The Findings in the study also revealed that the application of entrepreneurial skills in civic education could encourage the development of leadership attitudes among students. By involving them in entrepreneurial projects focused on community issues, students could learn to work in teams, communicate effectively, and take initiative. The hands-on experience of planning and executing these projects did not only enhanced their practical skills but also built a sense of responsibility and ownership towards problems facing the community. This study could ultimately create a generation of leaders who are more caring and proactive in finding solutions to existing challenges.

The importance of curriculum reform that studies integrated entrepreneurship into civic education [16]. Training for teachers to teach entrepreneurial skills effectively [17]. If education was able to combine democratic knowledge with entrepreneurial skills, it would form individuals who would not only understand democratic values [18]. Sustainable development and empowering people to face future challenges required skills [19] combining civic knowledge with entrepreneurship training was a strategic step that could improve the relevance of education in various countries.

Understanding the principles of democracy and social responsibility, students were not only taught about their rights as citizens, but also how to apply that knowledge in an entrepreneurial context. Curriculum reforms that integrated these two elements could create a more holistic and applicable learning experience, where students were taught to think critically and creatively in the face of challenges that exist in their communities.

Curriculum reform in entrepreneurship education requires targeted support from various stakeholders, including the government, educational institutions, and the private sector [21]. The government needs to develop policies that support entrepreneurship integration [22]. The institutions had to

adapt to current labor market trends and needs [23] ready-to-use practical skills [24] collaboration with the private sector could open up opportunities for students to learn directly from real experiences in the business world [25].

By considering a focus on supporting emerging civic entrepreneurs, this initiative could create an ecosystem that encourages innovation and sustainability. Mentoring programs, access to capital, and business skills training could help individuals who wanted to start their own ventures while contributing to community development. Thus, the merging of civic knowledge and entrepreneurship did not only empowered individuals but also strengthened the community as a whole. This had the potential to produce a new generation that was not only engaged in the democratic process, but also active in creating solutions that drive social and economic growth in Indonesia.

## 4 Conclusion

This study underscored the importance of civic education in promoting social and economic empowerment through strengthening civic entrepreneurship in Indonesia. Amidst complex social and economic challenges, the integration of civic education in the curriculum was considered vital to creating active and engaged citizens. The findings suggested that while current civic education initiatives had built a basic understanding of democratic principles and community engagement, there was a significant opportunity to integrate practical entrepreneurial skills in the curriculum. By investigating this approach, education programs could better prepare students to engage in entrepreneurial activities that could address local challenges and promote sustainable development.

Based on the research findings, several recommendations could be put forward. First, there was a need to improve training for teachers to ensure they could teach entrepreneurial skills effectively in the context of citizenship education. Second, the development of partnerships by local businesses and community organizations would help to create real learning opportunities for students, connecting them directly to the world of entrepreneurship. Finally, encouraging practice-based learning experiences, such as community projects involving developing entrepreneurial solutions, would strengthen students' skills and increase their positive impact on society. By implementing these recommendations, citizenship education could become a stronger tool to empower individuals and contribute to socio-economic progress in Indonesia.

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The authors declare that there are no conflicts of interest related to the publication of this study. There was no financial support or incentives received from any organization that could influence the results or interpretation of the study. All findings and conclusions in this study are based on data collected and analyzed objectively during the research process.

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