



The Strategic Role of Civic Education in Preparing the Young Generation to Face Digital Transformation in the Business World

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Abstract. Civic Education serves as a foundational pillar in preparing young individuals to navigate the evolving complexities of digital transformation in the business sector, emphasizing technical competence, ethical leadership, and social responsibility. As digital technologies increasingly shape business operations, the integration of civic values with digital literacy and entrepreneurial skills becomes imperative in fostering future business leaders who are both innovative and socially conscious. This study employed a qualitative methodology with a case study approach, analyzing how leading educational institutions in Indonesia implement Civic Education within entrepreneurship and information technology curricula. Through in-depth interviews, observational research, and document analysis, findings reveal that a well-structured Civic Education program enhances critical thinking, creativity, and collaborative problem-solving while deepening students' understanding of corporate social responsibility and ethical decision-making. The study highlights the necessity for educational institutions to design a curriculum that holistically integrates Civic Education with entrepreneurship and digital skills, ensuring that graduates are prepared for economic success and committed to ethical business practices and social justice. By positioning Civic Education as a strategic catalyst for fostering responsible leadership, this research underscores its vital role in shaping a new generation of business leaders prioritizing sustainable development, innovation, and societal well-being in an era dominated by digital advancements.

Keywords: Civic Education, Digital Transformation, Entrepreneurship, Business Ethics, Young Generation, First Section.

1 Introduction

The global business landscape is experiencing profound transformations in the rapidly evolving digital era. Information and communication technologies (ICTs) have redefined business operations, presenting unprecedented challenges and opportunities. As future entrepreneurial ecosystem leaders, the younger generation must have the requisite competencies and ethical values to navigate these dynamic shifts. Civic education plays a pivotal role in fostering an entrepreneurial mindset among students. By

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engaging in discourses on rights, responsibilities, active civic participation, and the fundamentals of economic systems, students can cultivate a proactive, innovative, and socially responsive approach to addressing socio-economic challenges—critical attributes in entrepreneurship [1].

Historically, Civic Education has centered on character development and understanding citizenship rights and obligations. However, it must undergo a paradigm shift to incorporate digital competencies alongside civic values in response to contemporary demands. This integration is essential in shaping business leaders who are adept in technical domains and uphold social responsibility and ethical business practices. An effective educational framework should seamlessly blend critical thinking, creativity, and collaborative skills with a deep-rooted understanding of social responsibility and business ethics. Moreover, internalizing Pancasila values is imperative to preserve Indonesia's national identity amidst the growing influence of digitalization and globalization. As Indonesia confronts external socio-cultural shifts, the rapid expansion of ICTs, and digitalization trends, it becomes increasingly crucial to reinforce and uphold its cultural heritage and moral foundations, ensuring the nation's long-standing values remain resilient against external disruptions [2]. This study aims to explore the strategic role of Civic Education in equipping young individuals with the necessary competencies to navigate the challenges and opportunities of digital transformation in the business sector. Employing a qualitative research approach with a case study methodology, this research investigates the implementation of Civic Education across several prestigious educational institutions in Indonesia.

The findings reveal that integrating Civic Education with entrepreneurship and information technology curricula significantly enhances students' critical thinking, creativity, and collaboration skills. Participants exposed to this interdisciplinary approach demonstrated a heightened awareness of social responsibility and business ethics, underscoring educational institutions need to adopt a holistic and integrative curriculum framework. By embedding such an approach, civic education can catalyze the cultivation of future business leaders who achieve economic success and uphold human values and social justice. The effective implementation of this educational model is instrumental in fostering a more just, inclusive, and sustainable society that is well-equipped to navigate the complexities and capitalize on the opportunities presented by the digital era.

Furthermore, the integration of entrepreneurial values within Civic Education catalyzes cultivating an opportunity-oriented mindset among students, equipping them with the ability to navigate challenges effectively. This educational framework encourages students to develop creative problem-solving skills, embrace innovative thinking, take proactive initiatives, and demonstrate measured risk-taking behaviors. These competencies are vital in today's dynamic and competitive business environment, where adaptability, ingenuity, and strategic foresight are essential for sustainable success. Cultivating this entrepreneurial disposition is expected to foster the emergence of a new generation of entrepreneurs and contribute meaningfully to economic and social progress in the broader community. Moreover, this holistic pedagogical model underscores the pivotal role of character education in an era dominated by digital transformation. By embedding core ethical values such as integrity, honesty, and empathy within Civic

Education curricula, educational institutions can ensure that students evolve into morally upright and socially responsible individuals. Beyond technical proficiency, ethical acumen is crucial in shaping principled business leaders capable of making equitable, moral, and sustainability-conscious decisions. These attributes are indispensable for fostering a business landscape where corporate responsibility and ethical governance are prioritized. Ultimately, this synergistic approach yields profound benefits extending beyond individual learners to society. Civic Education can serve as a cornerstone for a more inclusive and sustainable business ecosystem by cultivating a digitally literate, ethically guided, and entrepreneurially driven generation. Integrating entrepreneurship and information technology within Civic Education presents a transformative opportunity to establish a progressive and equitable future where technological and economic advancements align harmoniously with social welfare and an enhanced quality of life.

2 Methods

Research methodology is a systematic, rational, and empirical approach employed within a discipline to conduct scientific inquiry in a structured and methodical manner [3]. This study adopts a qualitative research design, utilizing a case study method to investigate the strategic role of Civic Education in equipping young individuals for digital transformation within the business sector. The case study method enables an in-depth examination of a specific case, resulting in a comprehensive and well-structured analysis of the phenomenon under investigation. Case studies may encompass an entity's entire lifecycle or focus on particular aspects that influence key variables within a specific context [2].

A qualitative approach was selected as it allows for a deeper exploration of the subject matter, facilitating a rich and context-sensitive understanding of the dynamics at play. This methodological choice enables researchers to engage with the phenomenon in its natural setting, capturing intricate details that may be overlooked in quantitative investigations.

The study was conducted across several distinguished educational institutions in Indonesia, recognized for their innovative integration of Civic Education, entrepreneurship, and information technology within their curricula. These institutions were deliberately chosen due to their strong reputation for educational innovation and their commitment to fostering entrepreneurial competencies and ethical business practices among students. The research involved multiple stakeholders, including Civic Education instructors, students, and business professionals actively participating in these educational initiatives.

To ensure comprehensive and robust data collection, the study employed three primary data-gathering techniques designed to capture diverse perspectives and nuanced insights on the subject matter:

1. In-depth Interview: In-depth interviews are two-way conversations in an atmosphere of equality, familiarity, and informality[4]. Interviews were conducted with Civics teachers, students, and business practitioners to gain insights into the implementation and impact of the integration of Civics with entrepreneurship and information

technology. These semi-structured interviews allowed the researcher to explore relevant topics in depth.

2. **Observation:** In general, observation is a way or method of collecting information or data by systematically observing and recording the phenomena being observed[5]. Researchers make direct observations in Civics classes with integrated entrepreneurship and information technology. This observation aims to understand learning dynamics, the interaction between teachers and students, and the teaching approaches used.
3. **Document Analysis:** Documents analyzed include journals, books, teaching materials, and program evaluation reports. This document analysis helps researchers understand the theoretical and practical framework of implementing Civics integration with entrepreneurship and information technology.

To ensure the validity and reliability of the study, the researcher employed data triangulation, integrating multiple data collection methods, including interviews, observations, and document analysis. This triangulated approach enhances the credibility and robustness of the findings by cross-verifying data from different sources. Additionally, member checking was conducted, wherein selected respondents validated interim findings to ensure data accuracy, coherence, and consistency.

This study adheres to strict ethical research principles, ensuring that moral considerations are rigorously addressed throughout the research process. Voluntary participation was a fundamental ethical requirement, ensuring respondents provided information without coercion, deception, or undue influence. Participants made their decisions autonomously after being informed about the study's objectives, methodology, and procedures. Furthermore, they were required to be in a mentally sound state and of sufficient maturity to provide informed consent independently [6].

Beyond the primary data collection techniques, the researcher also conducted contextual analysis to gain a deeper understanding of the educational and business landscapes within the study. This analysis examined national education policies, prevailing economic trends, and technological advancements pertinent to the research subject. The researcher could critically evaluate the effectiveness and relevance of integrating Civic Education with entrepreneurship and information technology across diverse educational settings by situating the findings within a broader contextual framework.

The researcher employed a purposive sampling technique to select research subjects that were highly relevant to the study's objectives. Purposive sampling is a criterion-based selection method where participants are chosen based on their direct involvement and expertise in implementing and developing the integrative curriculum, ensuring that the data collected is rich, nuanced, and contextually relevant. Sugiyono (2019) noted that purposive sampling involves selecting participants based on predetermined criteria, allowing for a more targeted and insightful investigation [7].

To further enhance the credibility and validity of the research findings, the study incorporated focus group discussions (FGDs) with selected respondents. This methodological approach facilitated a rigorous validation of interim findings by allowing researchers to gather diverse perspectives and critical insights. FGDs also helped identify overlooked aspects that might not have surfaced through individual interviews and direct observations, thus enriching the depth and comprehensiveness of the analysis.

Through this comprehensive methodological framework, the study aims to provide a clear, in-depth, and evidence-based understanding of the strategic role of Civic Education in equipping young people for digital transformation in the business sector. The findings are expected to serve as a valuable reference for shaping educational policies that are more adaptive, responsive, and aligned with the dynamic demands of the digital era.

3 Results and Discussion

Research findings represent the processed and interpreted data obtained through the research process, forming the basis for drawing conclusions and validating hypotheses [8]. These findings may be presented in various formats, including numerical data, tables, graphs, or diagrams, which visually represent the collected information [9]. Moreover, research results not only test hypotheses and establish connections with prior studies but also identify research limitations and provide recommendations for future investigations [10].

The study's findings demonstrate that integrating Civic Education (Civics Education) with entrepreneurship and information technology significantly positively impacts multiple aspects of students' competencies. Notably, students exhibited enhanced critical thinking and creativity, enabling them to analyze complex problems and develop innovative solutions—an essential capability in the ever-evolving business landscape. Their collaboration and teamwork improved, indicating a greater capacity to work effectively in groups and appreciate diverse perspectives. Furthermore, the research highlights a notable enhancement in students' social awareness and business ethics, reflecting a deeper understanding of corporate social responsibility and the ethical foundations of business practices.

The integration of digital technology into learning also yielded positive outcomes, with students reporting increased readiness and confidence in utilizing digital tools and platforms, which are indispensable in today's digital economy. These findings underscore the critical need for a holistic educational framework combining Civic Education, entrepreneurship, and information technology. Such an approach is essential for preparing the younger generation for the digital transformation of the business world, equipping them with the necessary technical expertise, problem-solving capabilities, and a strong ethical foundation to navigate future challenges successfully.

Table 1. Research Results on Integration of Civic Education with Entrepreneurship and Information Technology

Researched Aspects	Indicator	Findings	Example
Critical Thinking Ability and Creativity	Ability to solve problems and develop innovative solutions	Students showed significant improvement in critical thinking skills and creativity	Digital-based business projects that demonstrate an understanding of the market and the latest technology
Collaboration and Teamwork	Ability to work in a team and respect different opinions	Students are better able to work in teams, build social networks, and respect different opinions	Development of a group social business plan that combines digital technology and Sustainability
Social Awareness and Business Ethics	Understanding of social responsibility and ethics in business	Students are more aware of the social impact of business decisions and the importance of integrity in business	Social initiatives such as environmental awareness campaigns and community empowerment programs
Integration of Digital Technology in Learning	Use of digital tools and platforms in the learning process	Using digital technology in learning improves students' technical skills	Participation in virtual collaboration projects using online learning Platforms

Table 2. Student Assessment of the Integrative Program

Number	Assessed Aspect	Description
1	Critical Thinking Ability	Students feel more able to analyze problems and develop innovative solutions.
2	Creativity	Students feel more creative when developing new ideas and business solutions.
3	Collaboration and Teamwork	Students can work in teams, respect differences, and build good working relationships.
4	Social Awareness and Business Ethics	Students are more aware of the importance of social responsibility and business ethics.
5	Integration of Digital Technology in Learning	Students feel more familiar and comfortable using digital tools and platforms in the learning process.

4 Conclusions

This study highlights the pivotal role of Civic Education (Civics) in equipping young individuals to navigate digital transformations in the business sector. The integration of Civics Education with entrepreneurship and information technology has been found to significantly positively influence various dimensions of students' competencies and conceptual understanding. Empirical findings indicate substantial improvements in critical thinking, creativity, collaboration, social awareness, and business ethics among students engaged in this integrative educational model.

Through this interdisciplinary approach, students who received Civic Education demonstrated a heightened capacity to analyze complex problems and devise innovative solutions, a critical competency in the rapidly evolving business environment. Moreover, these students exhibited stronger teamwork capabilities, enhanced social engagement, and a greater ability to appreciate diverse perspectives, fundamental skills in contemporary collaborative workspaces. Furthermore, their awareness of social responsibility and ethical business practices significantly improved, indicating a more profound recognition of the broader societal impact of business decisions and the imperative of conducting business with integrity.

The integration of digital technology in learning also yielded noteworthy benefits, as students reported greater readiness and confidence in utilizing digital tools and platforms. This skill set is indispensable in today's digital-driven business landscape. These findings underscore the necessity of a comprehensive and interdisciplinary educational framework that integrates Civics, entrepreneurship, and information technology seamlessly. By fostering both technical proficiency and ethical consciousness, such an approach is crucial in preparing future generations for the challenges and opportunities of digital transformation in the business world.

Furthermore, this integrative approach significantly enhances students' interpersonal competencies, which are essential for success in the business world. Through Civic Education, students develop effective communication skills, time management abilities, and negotiation techniques, which are crucial for navigating complex professional environments. Additionally, the entrepreneurial mindset fostered through this educational model encourages students to think creatively, take initiative, and embrace calculated risks—key attributes for thriving in modern business's dynamic and competitive landscape.

Beyond individual benefits, integrating Civic Education with entrepreneurship and information technology has far-reaching societal implications. This interdisciplinary approach promotes the development of a more sustainable and inclusive business ecosystem, where technological and economic advancements align with broader social well-being and quality of life improvements. Civic Education thus catalyzes cultivating future business leaders who are economically successful and deeply committed to ethical values, human dignity, and social justice.

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