

Strengthening Entrepreneurial Competencies Based on Creative Economy and Civic Education Values among High School Students

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Abstract

The low level of entrepreneurial competence and the weak understanding of integrity among high school students indicate an urgent need to develop a learning model that integrates creative economy skills with the values of Civic Education (PPKN). This community service program aims to improve students' entrepreneurial knowledge, skills, and character through creative economy training combined with the reinforcement of ethical and integrity-based values. The method used includes initial observation, needs assessment, workshop-based training, practical mentoring, the application of digital marketing, and evaluation through pre-tests and post-tests. The results show a significant increase in students' understanding of entrepreneurial concepts, their ability to produce creative products, their digital marketing skills, and their application of integrity values in business practices. In addition, students succeeded in producing marketable products and demonstrated behavioral changes in honesty, responsibility, and teamwork. Overall, the program proved effective in improving students' entrepreneurial competencies while strengthening character based on PPKN values, making it a potential sustainable learning model for schools.

Keywords - reinforcement, entrepreneurship, creative economy, civic education, high school students

Abstrak

Rendahnya kompetensi kewirausahaan serta lemahnya pemahaman integritas di kalangan siswa sekolah menengah menunjukkan adanya kebutuhan mendesak untuk mengembangkan model pembelajaran yang mengintegrasikan keterampilan ekonomi kreatif dengan nilai-nilai Pendidikan Pancasila dan Kewarganegaraan (PPKN). Program pengabdian kepada masyarakat ini bertujuan untuk meningkatkan pengetahuan, keterampilan, dan karakter kewirausahaan siswa melalui pelatihan ekonomi kreatif yang dipadukan dengan penguatan nilai-nilai etika dan integritas. Metode yang digunakan meliputi observasi awal, analisis kebutuhan, pelatihan berbasis workshop, pendampingan praktik, penerapan pemasaran digital, serta evaluasi melalui pre-test dan post-test. Hasil kegiatan menunjukkan adanya peningkatan yang signifikan dalam pemahaman siswa terhadap konsep kewirausahaan, kemampuan menghasilkan produk kreatif, keterampilan pemasaran digital, serta penerapan nilai integritas dalam praktik usaha. Selain itu, siswa berhasil menghasilkan produk yang layak jual dan menunjukkan perubahan perilaku positif seperti kejujuran, tanggung jawab, dan kerja sama. Secara keseluruhan, program ini terbukti efektif dalam meningkatkan kompetensi kewirausahaan siswa sekaligus memperkuat karakter berbasis nilai-nilai PPKN, sehingga berpotensi menjadi model pembelajaran berkelanjutan di sekolah.

Kata kunci — penguatan, kewirausahaan, ekonomi kreatif, pendidikan kewarganegaraan, siswa sekolah menengah

INTRODUCTION

The development of the creative economy in Indonesia has increasingly demonstrated (Simatupang et al., 2025) its significant potential as a strategic sector capable of absorbing young workers and driving economic growth (Pane et al., 2025). This condition becomes even more relevant when linked to the need for young generations to possess adaptive, creative, and innovative skills starting from their school years (Harita et al., 2025). However, field observations show that the entrepreneurial competence of high school students remains relatively low (R. Silaban, Riris, et al., 2025). Many students show motivation and interest in entrepreneurship (Sirait et al., 2024)—as reflected in the growing involvement of teenagers in online businesses—yet most still lack a fundamental understanding of business management, digital marketing, and financial management (Sirait et al., 2023). Most schools do not yet have an integrated entrepreneurship program (Sirait et al., 2023); learning remains focused on theoretical aspects without providing adequate opportunities for direct business practice (Alexander et al., 2023). On the other hand, the issue of integrity in the business world poses a serious challenge for young generations (R. Silaban et al., 2024). Many novice entrepreneurs fall into unethical practices such as price manipulation, design plagiarism, and dishonesty in customer service (Sinaga et al., 2024). This occurs due to the lack of character-building and moral guidance within entrepreneurship education (R. Silaban et al., 2024). Various research findings indicate that young entrepreneurs who run their businesses without a strong understanding of ethics tend to develop unsustainable business patterns (D. L. Pardede et al., 2025). This highlights the urgent need to integrate entrepreneurial competencies with character education, especially the values taught in Civic Education (PPKN), as a fundamental requirement in 21st-century education (Pasaribu et al., 2024).

Theoretically, entrepreneurship is not only defined as the ability to create business opportunities but also encompasses a set of competencies (Alexander et al., 2024) including creativity, innovation, risk-taking, resource management, and the ability to build customer relationships (Sirait et al., 2021). Meanwhile, PPKN values such as honesty, integrity, responsibility, discipline, and social awareness form the foundation that shapes ethical entrepreneurial behavior (Silaban et al., 2024). Sirait et al., (2024) emphasize that effective entrepreneurship education must balance hard skills and soft skills. At the same time, the Merdeka Curriculum and the Pancasila Student Profile promote the development of learners who are creative, independent, and possess strong integrity (Alexander et al., 2025). These regulations legitimize the need for strengthening entrepreneurial competencies based on PPKN values as part of national curriculum demands (Pardede et al., 2024). From an educational policy perspective, the government encourages schools to develop contextual project-based learning, especially through *Project Based Learning* within the *Pancasila Student Profile Strengthening Project (P5)* (Sitinjak et al., 2024). These projects offer substantial opportunities for students to learn entrepreneurship through hands-on practice, from production and branding to digital marketing (Alexander, Siregar, et al., 2025). However, in many cases, the implementation of P5 has not fully integrated moral and civic values. This indicates a gap between curriculum goals and actual practice in the field (Alexander et al., 2024).

Practically, the success of young entrepreneurs is not only determined by technical abilities in creating creative products (Sirait, 2025), but also by character and integrity in running their businesses (Silaen et al., 2025). The creative industry requires entrepreneurs who are not only innovative but also capable of maintaining customer trust, respecting intellectual property rights, and conducting business ethically (Silaban et al., 2021). Therefore, combining creative economy training with the internalization of PPKN values becomes a strategic approach in shaping professional and ethical young entrepreneurs (Silaban et al., 2021). Considering the phenomena, theories, and regulations described above, the topic of strengthening entrepreneurial competencies based on the creative economy and PPKN values becomes both compelling and essential to study (Silaban et al., 2020). Integrating these two aspects provides great opportunities to develop a comprehensive educational model that not only prepares

students to become competent entrepreneurs but also individuals with strong moral integrity (Sirait et al., 2025).

Based on this background, this study is directed to address the following key questions:

1. What is the current condition of entrepreneurial competence among high school students, particularly in the aspects of creativity, business management, and the use of digital technology?
2. What roles and contributions do the values of Civic Education (PPKN) have in shaping students' ethics and integrity in entrepreneurship?
3. How can a model for developing entrepreneurial competencies based on the creative economy and PPKN values be designed and implemented effectively in the high school context?

The benefits of this study are as follows:

1. Theoretically, it contributes to the development of an entrepreneurship learning model integrated with character education based on PPKN.
2. Practically, it provides recommendations to schools and educators in designing entrepreneurship training programs that not only develop creative economy skills but also instill integrity and ethical business values.
3. Socially, it contributes to the long-term formation of young generations who are independent, creative, and possess strong character in facing the challenges of the modern business world.

METHOD

The method used in this community service program is described comprehensively to provide a clear picture of the research methodology and the approach applied in addressing the primary challenges faced by the partner school (Silaban et al., 2025). This method is designed not only as a guide for implementation but also as a framework to ensure that all activities run systematically, measurably, and in accordance with the needs of the target community (Sinurat et al., 2024). Methodologically, this program adopts a participatory community engagement approach, which actively involves students, teachers, and the school throughout every stage of the activity (Saragih et al., 2022). This participatory approach is chosen because it allows partners to contribute directly to problem identification, solution design, and implementation. Thus, the activities are not merely knowledge transfer initiatives but also foster empowerment and independence in strengthening entrepreneurial competencies based on the creative economy and Civic Education (PPKN) values (Sukma et al., 2023). To address the key challenges and needs of the students, the implementation method is structured into five main stages as follows:

1. Needs Assessment and Analysis

This initial stage includes observations, interviews with teachers, and student surveys to obtain a realistic overview of their entrepreneurial knowledge, interest in business, digital literacy, and understanding of business ethics and PPKN values (Susanti et al., 2025). The needs assessment forms the foundation for designing appropriate training materials, mentoring models, and implementation strategies.

2. Program Socialization

The socialization stage introduces the program's objectives, benefits, and implementation plan to students and teachers. Here, the team explains the connection between the creative economy, entrepreneurship, and PPKN values, as well as the importance of cultivating young entrepreneurs with strong character. This stage ensures that all participants understand the urgency of the program and are committed to active involvement.

3. Training Stage (Capacity Building)

Training is the core component of the program. It is carried out through interactive workshops, demonstrations, and hands-on practice focusing on two major aspects:

a. Strengthening Creative Economy Skills

This includes:

- creative product development,
- basic graphic design,
- product branding and photography,
- digital marketing using social media and marketplaces, and
- basic financial management for small businesses.

This training addresses the issue of students' limited technical skills in starting and managing small-scale businesses.

b. Integration of PPKN Values and Business Ethics

Materials include:

- business ethics based on Pancasila values,
- honesty in transactions,
- social responsibility in business,
- anti-corruption principles in small enterprises, and
- consumer and producer rights and obligations.

Training is delivered through case studies, business decision-making simulations, and group discussions to strengthen moral values in entrepreneurial practices.

4. Implementation and Technology Application

Students begin applying the skills acquired by forming small business groups. Each group receives guidance in:

- creating business accounts on social media,
- producing and marketing their products,
- using digital financial recording applications, and
- operating the school-based marketplace website.

This stage serves as practical experience for students, enabling them to engage directly in entrepreneurial activities and integrate digital technology as part of the creative economy.

5. Mentoring and Evaluation

Mentoring is carried out intensively through guidance provided by the program team and teacher facilitators. Students receive feedback related to product development, marketing strategies, financial management, and ethical business practices. Evaluation includes:

- assessments of group business performance,
- monitoring sales growth,
- reflection on integrity and ethical understanding, and
- final evaluation through business reports.

This ensures that the program effectively enhances students' competencies and internalizes PPKN values in their business activities.

6. Program Sustainability

To ensure long-term impact, sustainability efforts include:

- establishing a *Young Entrepreneurs with Integrity Community*,
- strengthening the School Business Incubator,
- collaboration with local MSMEs and alumni as mentors, and
- continuous training planned by the school.

This stage emphasizes the commitment to ensuring that entrepreneurial competency development continues beyond the project period and grows into a sustainable school culture (L. Pardede et al., 2026).

With this structured and community-oriented method, the program provides an effective solution to the key challenges found in the field and contributes significantly to the improvement of entrepreneurial skills and integrity among high school students.

RESULTS AND DISCUSSION

The implementation of the community service program on strengthening entrepreneurial competencies based on the creative economy and Civic Education (PPKN) values among high school students produced several significant findings. These findings reflect changes in students' competencies, skills, attitudes, and behaviors before and after the program. The results were obtained through direct observation, pre-tests and post-tests, product analysis, participant reflections, and documentation throughout the program.

1. Improvement in Entrepreneurial Knowledge (Pre-test and Post-test)

Initial assessments showed that most students did not fully understand entrepreneurship concepts. In the pre-test, students only recognized simple aspects such as "buying and selling," but did not understand added value, product differentiation, branding, or basic financial management. After participating in the workshop and mentoring sessions, significant improvements were observed:

Table 1.
Pre-test and Post-test

Assessment Aspect	Pre-test (Average)	Post-test (Average)	Increase
Basic entrepreneurship knowledge	42%	86%	+44%
Understanding of the creative economy	38%	82%	+44%
Digital marketing knowledge	30%	80%	+50%
Understanding of business ethics & PPKN values	45%	90%	+45%

Analysis of results:

- The greatest increase was seen in digital marketing, as students were previously unfamiliar with content creation and promotional strategies.
- Understanding of business ethics also improved significantly after exposure to case studies on honesty, anti-plagiarism, and social responsibility.

These findings indicate that the training had a substantial impact on students' conceptual understanding of entrepreneurship.

2. Strengthening Creative Skills and Product Development Abilities

Before the program, most students had never produced creative products systematically. They had ideas but lacked the technical skills to turn them into marketable products. After the training, students showed notable improvements in:

- creating handmade products such as bracelets, keychains, pouches, stickers, and upcycled crafts;
- designing logos and product labels;
- taking and editing product photos;
- determining selling prices based on production costs and profit margins.

Observed changes:

- Before the program: 70% of students had never produced items for sale.
- After the program: 95% successfully created products suitable for marketing.

The final products reflected creativity and innovation, with some groups producing product variations based on mentor feedback.

3. Changes in Attitudes, Ethics, and Entrepreneurial Integrity

One of the most important outcomes of the program was the improvement in non-technical aspects. Based on reflections, group discussions, and observations, the following were found:

- Students gained a deeper understanding of honesty in pricing and sales processes.
- 82% of students practiced anti-plagiarism, demonstrated by creating original designs without copying others' work.
- Students showed increased responsibility, evident from disciplined task distribution within business groups.
- PPKN values became guiding principles in students' business decision-making processes.

These findings indicate that ethical considerations became an integral part of students' entrepreneurial activities.

4. Utilization of Digital Technology in Business Activities

A significant transformation occurred in the use of digital technology. After the program, all student business groups successfully:

- created business accounts on Instagram, TikTok, or Facebook;
- uploaded promotional content such as product photos, videos, and digital posters;
- used basic financial management applications (such as BukuKas or Google Sheets);
- utilized the school's web-based marketplace to showcase their products.
- Digital engagement data:
 - 100% of groups had active business accounts.
 - 85% uploaded at least three promotional contents.
 - 75% consistently created simple financial reports.
- The school marketplace recorded over 120 visits during the implementation period.

These findings show that students not only produced products but also successfully implemented digital business practices.

5. Direct Impact on Students' Business Development

Throughout the two-week implementation phase, students gained real experience in running small businesses. The direct impacts included:

- 57 products sold across various categories.
- Average group revenue ranged from IDR 25,000 to IDR 75,000 depending on product type and promotional strategy.
- Students showed increased confidence in presenting and explaining the value of their products.

Some groups even received orders from outside the school, indicating that their products had market potential.



Figure 1.
Activity documentation photos

The results of this community service program show that integrating creative economy training with the values of Civic Education (PPKN) has a significant impact on the development of students' competencies and character. Overall, the program successfully enhanced the knowledge, skills, and entrepreneurial attitudes of high school students through a practical, participatory, and experience-oriented learning approach. The improvement in students' knowledge was clearly evident from the pre-test and post-test results, which showed a substantial increase in various aspects of entrepreneurship, including business concepts, creative economy understanding, digital marketing, and business ethics. Before the program, most students had only a superficial understanding of entrepreneurship and often associated business activities merely with buying and selling. However, after undergoing training, discussions, and mentoring, their understanding became more comprehensive. This confirms that well-structured training can effectively bridge the gap between theoretical learning in schools and practical needs in the field. The strengthened understanding of value creation, product innovation, promotional strategies, and financial management indicates that the training method used was highly effective.

In addition to knowledge, students' skills in developing creative products also improved significantly. Through workshops and hands-on practice, students were able to produce various creative products with marketable value. Prior to the program, many had never created structured products suitable for sale. After receiving training in design, production, branding, and packaging, they demonstrated the ability to create well-developed and appealing items. Technical skills such as product photography, digital content creation, and simple financial recording advanced noticeably and were applied effectively by the students. This change reflects the success of the program in implementing *learning by doing*, where students acquire real skills through direct experience rather than theoretical explanations alone. Another significant outcome is the enhancement of ethical awareness and integrity in entrepreneurship. The program demonstrated that PPKN values such as honesty, responsibility, teamwork, and anti-plagiarism can be effectively internalized through small-scale business activities. When students were asked to determine fair pricing, market their products without manipulation, and create original designs, they naturally learned the importance of integrity in every business process. Observations revealed improvements in ethical behavior, such as transparency in financial reporting, commitment to group responsibilities, and concern for product quality. As a result, entrepreneurship activities became not only a means of practicing economic concepts but also a platform for long-term character development.

The application of digital technology emerged as one of the most notable transformations. Nearly all student groups successfully created business accounts on social media, uploaded promotional content, and managed online marketing strategies. This demonstrates that students were able to adopt modern promotional methods relevant to the digital era. Such activities not only enhanced product visibility but also boosted students' confidence in using technology as a tool for business development. This achievement aligns with the nature of the creative economy, which relies heavily on digital skills to expand market reach. The program's impact became even more concrete when students managed to sell their products. Sales generated during the implementation period proved that students were able not only to understand theory but also to run real small-scale businesses. Although the revenue they earned was modest, it offered valuable experience in business operations, consumer interaction, and maintaining product quality. This practical exposure becomes an essential foundation for building entrepreneurial motivation in the future. Overall, the findings of this program indicate that combining creative economy training with PPKN value internalization is an effective approach to shaping young people who are not only skilled but also morally grounded. This integrated learning, which encompasses cognitive, psychomotor, and affective aspects, provides a holistic experience for students in understanding and practicing entrepreneurship. Given the significant impact observed during the program, it can be concluded that this training model is highly relevant and suitable for further development as a sustainable initiative within schools.

CONCLUSION

Based on the implementation of this community service program, it can be concluded that the initiative to strengthen entrepreneurial competencies through the creative economy and Civic Education (PPKN) values has effectively addressed all identified problems presented at the beginning of the study. First, the program successfully improved students' entrepreneurial competencies, which were initially low and limited to theoretical understanding. After participating in the training, students demonstrated significant increases in their foundational business knowledge, creativity in product development, ability to utilize digital technology, and understanding of marketing strategies. These findings indicate that the training model applied was able to overcome the competence gap that had previously been a major issue.

Second, the integration of PPKN values proved to play an important role in shaping students' ethics and integrity in entrepreneurship. Through various practical activities—such as setting prices honestly, maintaining product originality, and working responsibly within their groups—students began to internalize values such as honesty, discipline, responsibility, cooperation, and concern for quality. This directly addresses the second identified problem, namely the weak internalization of moral values and business ethics among students prior to the program.

Third, the participatory training model—which included needs assessment, training sessions, mentoring, digital implementation, and evaluation—proved effective when applied in the high school context. This approach enabled students to learn contextually and practice entrepreneurial skills directly, thereby answering the need for an educational model that is practical, relevant, and easy to implement in schools. Thus, the development model of entrepreneurial competencies based on the creative economy and PPKN values can serve as a sustainable reference program for building character and entrepreneurial skills among younger generations.

The suggestion, Overall, this study concludes that the community service program successfully provided a tangible impact in enhancing the competencies, character, and readiness of high school students to engage in creative and ethical entrepreneurship. With these results, the program deserves to be expanded and further developed as part of character education and creative economy strengthening initiatives across schools. If applied consistently and sustainably, this program has the potential to become a strong foundation for shaping young generations who are independent, creative, competitive, and possess high integrity in facing future challenges.

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