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## **The urgency of social-creativepreneurship competency in social studies learning during the Covid-19 pandemic: Teachers' perception**

**Anik Widiastuti<sup>1,2\*</sup>, Nana Supriatna<sup>1</sup>, Disman<sup>1</sup>, Siti Nurbayani<sup>1</sup>**

<sup>1</sup>Universitas Pendidikan Indonesia, Indonesia

<sup>2</sup>Universitas Negeri Yogyakarta, Indonesia

\*Corresponding Author: [anikwidiastuti@upi.edu](mailto:anikwidiastuti@upi.edu), [anikwidiastuti@uny.ac.id](mailto:anikwidiastuti@uny.ac.id)

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### **ABSTRACT**

Distance learning carried out in Indonesia during the Covid-19 pandemic allowed learning loss to occur due to the ineffectiveness of the implementation of learning. In this regard, students need to be provided with relevant competencies, one of which is social-creativepreneurship competency through Social Studies learning. This study is intended to investigate teachers' perception about the urgency of the integration of social-creativepreneurship competency in Social Studies learning during the Covid-19 pandemic as life skills for students. The method used is a descriptive survey using an open questionnaire in Google Form format. The research respondents obtained were 68 Social Studies teachers at Junior High Schools in Yogyakarta. The collected data were analyzed descriptively. The findings are as follows: 1) 81% of teachers stated that the social-creativepreneurship competency is "urgent" to be integrated into Social Studies learning, and 19% stated that it is "very urgent"; 2) 86% of teachers expressed interest in integrating social-creativepreneurship competencies into Social Studies learning, 10.29% were very interested, and 2.95% were quite interested; 3) social-creativepreneurship competency can be integrated into sub-themes such as economic activities, markets, inter-regional and inter-island trade, as well as creative economy and international trade. These integrations can be carried out using demonstrations, observations, selling projects, role-playing, interviews, and social problem-solving-based learning.

**Keywords:** social-creativepreneurship competency, Social Studies learning, Covid-19 pandemic

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## **INTRODUCTION**

The Covid-19 pandemic that has swept across the world for more than a year has caused various changes in life. There are also changes that have occurred in Indonesian education, where face-to-face learning must be stopped and replaced with a distance learning system to minimize the spread and transmission of Covid-19. Huong & Jatturas (2020) mention that there are three main problems as a result of schools not conducting face-to-face learning, namely: 1) reduction in the level of learning, as missing school hinders skill improvement, adds to gaps in learning, and therefore leads to a decline in student learning rates; 2) unequal levels of learning due to the digital divide, which magnifies "human capital growth inequality for affected groups" and exacerbates the learning gap between segments; and 3) dropouts due to prolonged absence from classes. Complementing the explanation above, Mahlangu (2018) describes the challenges of distance learning in the form of : 1) the lack of an appropriate educational model, making it difficult for students to follow the subject matter, thereby reducing their enthusiasm; 2) the lack of clear mechanisms and standards, resulting in poor quality of distance education; 3) the lack of related government support caused by a lack of adequate human capacity and infrastructure.

Similar to the explanation above, distance learning in Indonesia has encountered various obstacles and problems in its implementation. This is due to many factors, including the limitations of learning support equipment owned by teachers and students, the uneven distribution of the internet network as an online learning infrastructure, passive students in distance learning, the requirement of more internet data connections, inadequate teacher competencies such as low mastery of the material, and low ability to use online learning applications (Ferdianita & Mulianingsih, 2021). Difficulties studying at home during the pandemic include managing emotions (Sujarwo et al., 2022). Although students have resilience and readiness for change, so their interest in learning remains high despite having to face uncertain situation as stated by Nurtjahjanti, Prasetyo, & Ardhiani (2021), these problems cause learning to not run optimally, resulting in “learning loss”. Learning loss refer to “any specific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or discontinuities in a student’s education” (Huong & Jatturas, 2020). This, of course, greatly affects the mastery of the material and the completeness of student learning during the pandemic.

Given the various problems in implementing distance learning that occur in Indonesia, the Government, through the Letter of the Minister of Education and Culture No. 4 concerning the Implementation of Education in the Covid-19 Emergency Period, emphasizes that learning during the pandemic is directed toward encouraging meaningful learning activities and does not need to measure the completeness of curriculum achievements as a whole. Instead, learning should focus on life skills education (Indonesian Ministry of Education and Culture, 2020). Learning should be focused on providing students with life skills to be applied in the future era, with relevant competencies.

Hargreaves (2000) predicts that the education system and schools in the knowledge economy era should focus on developing meta-cognitive abilities and skills that can enable individuals to cope with multiple careers and learn how to adapt and position themselves in the job market. Competency is an important aspect to be taught to students so that they are ready to enter the job market in the knowledge economy era. What competencies must be instilled in learning in order to become life skills for students?

The Covid-19 pandemic has caused an economic downturn, leading to losses for many entrepreneurs, layoffs, and business closures. In light of this, instilling entrepreneurial competence in students becomes crucial so that they can develop resilient and entrepreneurial mindset from an early age, enabling them to rise from economic downturns through entrepreneurship education.

The urgency of entrepreneurship education is relevant to the skills needed in the 21st century. This is emphasized by the Indonesian Ministry of Education and Culture (2020), which states that having a strong, honest, creative, and disciplined entrepreneurial spirit is one of the main keys to student competence in preparing a generation that is ready to face the challenges of the 21st century. Fadel (2008) asserts that one of the 21st century themes is related to entrepreneurial literacy. By possessing good entrepreneurial literacy and entrepreneurial spirit, students, as the nation's next generation, will become individuals who are adaptive to change, as seen during the Covid-19 pandemic.

Unfortunately, there are not many subjects that focus on teaching entrepreneurship. Entrepreneurship is only taught at the high school level as an integrated subject with crafts, while at the lower education level, there are no entrepreneurship subjects. If there is any, they are often offered as extracurricular or self-development activities, which are not mandatory for all students. At the junior high school level, there is a subject that can serve as a strategic vehicle for integrating entrepreneurship, namely Social Studies. Social Studies subject discusses contents with the theme of entrepreneurship and creative economy. In addition, Social Studies subject also discusses various social issues that are highly relevant to the conditions of the covid-19 pandemic which can lead to the goal of Social Studies learning, that is to form good citizens, one of which is characterized by social problem-solving skills.

Various social problems that occurred during the Covid-19 pandemic need to be addressed with social skills and creativity. Unfortunately, the social skills and creativity of Indonesian students have not shown good conditions. The results of research on social skills conducted by

Amrotunnajah & Masruri (2015) in one of the junior high schools in Indonesia showed that the social skills of students were in the moderate category. The results of another study conducted by Mirani & Afriyati (2018) showed that the social skills of students were in the medium category. This, of course, needs to be a concern regarding how to improve social competence in students so that their social skills improve. The results of another study on creative thinking conducted by Fardah (2012) showed that 46.6% of students' creative thinking patterns were in the low category, while the results of Wulandari's (2014) research showed that students' creativity was only in the sufficient category. These two aspects, social skills and creativity, illustrate the concern for the younger generation of Indonesia to be able to master the relevant competencies required during the Covid-19 pandemic and to be able to compete in the 21st century.

In an article in the Times Magazine, Wallis & Steptoe (2006) stated, "This is a story about ... whether an entire generation of kids will fail to make the grade in the global economy because they can't think their way through abstract problems, work in teams, distinguish good information from bad, or speak a language other than (their own)." This emphasizes the need for educational adaptation to provide students with social skills and creativity.

Education must strengthen the involvement of students in social problems. Unfortunately, during the Covid-19 pandemic, distance learning conditions in Indonesia created an individualistic climate for students and were less able to provide students with necessary competencies. Similar to what Dhawan (2020) stated, the learning process cannot reach the full potential of students, as there is insufficient readiness to balance their social life with their learning life in the online learning environment, and students also lack readiness for several competencies.

The problems that arise during the Covid-19 pandemic, characterized by an economic downturn, should be addressed with relevant competencies in the form of social-creativepreneurship competencies, conceptualized from social entrepreneurship and creative entrepreneurship. Abu-saifan (2012: 22) put forward that social entrepreneurship is a field in which entrepreneurs adapt activities with the ultimate goal of creating social value. Social entrepreneurship has a core in the form of a social mission (Defourny & Nyssens, 2010; Wibowo & Nulhaqim, 2015), aims to make social change (Drayton, 2006) and also has social concern (Dusturiya, 2018) by solving social problems (Dhewanto et al., 2013). Social entrepreneurship will develop social competence in students.

Bujor & Avasilcai (2016: 21) stated that creative entrepreneurship refers to the activities of entrepreneurs in the creative industries. Entrepreneurship in the creative industry is a process of adding value to creative input/creativity' (De Bruin, 2005: 145). Creativepreneurship can be a way to cultivate the creative spirit of students in entrepreneurship so that graduates become independent entrepreneurs (Hurriyanti et al., 2019: 103). Bilton (2015) highlights the importance of considering creative entrepreneurship education as a consequence of the potential impact of future young entrepreneurs on local and regional development.

Social entrepreneurship, which focuses on community empowerment, has its specificity, namely social values and social mission. It provides relevant competencies for students to be sensitive to social problems. Creative entrepreneurship, which emphasizes on creativity and new ideas, also offers relevant competencies for students to develop high creativity, especially in solving social problems within their environment. These two types of entrepreneurships can be integrated into social-creative entrepreneurship or social-creativepreneurship, where social-creative entrepreneurship competencies, or what can be called social-creativepreneurship competencies, are expected to be life skills for students in living their lives during and after the pandemic, in the form of creativity.

Students need to be equipped with competencies that can increase social awareness, making them aware of their role in the community. This helps students develop high social sensitivity and social awareness. In addition, students are expected to have creative competence to contribute ideas in solving social problems based on entrepreneurial values, which can be referred to as social-creativepreneurship competence.

Various expert opinions on social entrepreneurship and creative entrepreneurship are conceptualized as social creative entrepreneurship or social-creativepreneurship. Social-

creativepreneurship is a field of entrepreneurship run by creative people (Draghici et al., 2018) with social missions (Gregory Dees cited by Pramesthi, 2018) to create social values (Abu Saifan, 2012) even with limited resources (Wibowo & Nulhaqim, 2015), societ—oriented (Dusturiya, 2018), and to benefit society (Tan, Williams, & Tan, 2005) (Martin & Osberg, 2007) by changing the behavior, understanding, or awareness of those around them through transformative power through new ideas (Rusli et al., 2012) to bring about social change (Martin & Osberg, 2007) by solving social problems (Dhewanto et al., 2013) collaboratively with people involved in social innovation (Hulgard, 2010) and empowering transformational progress (Gandhi & Raina, 2018) in the creative industry (Bujor & Avasilcai, 2016) by adding economic value to artistic, design, cultural inputs with new technologies (De Bruin & Noyes 2014) to provide cultural products, services, or experiences (Rae, 2005) in an innovative way (Hausmann & Heinze 2016) to nurture creative soul (Hurriyanti et al., 2019).

Actors of social-creativepreneurship are referred to as social-creativepreneurs. A social-creativepreneur is defined as a creative individual (Narpati & Meutia, 2018) who works in the creative field (Granger & Hamilton, 2010) or creative economy (Howkins, 2001) driven by a social mission (Dees, 1998 cited by Defourny & Nissens, 2010) to create social value (Martin & Osberg, 2007) (Mort & Weerawardena, 2003) for the less privileged (Abu-Saifan, 2012) as a change agent (Dees, 1998 cited by Defourny & Nissens, 2010), changing and improving social values in innovative ways (Mort & Weerawardena, 2003) or through new combinations (Defourny & Nissens, 2010). They possess adaptive skills and responses to changing circumstances (Gandhi & Raina, 2018), understanding social problems to find solutions (Dusturiya, 2018: 40) and promoting community empowerment (Utomo, 2014). Their motivation is not only motivated by altruism and injustice but also based on compassion (Orhei et al., 2015), focusing on the exploitation of creative and intellectual capital (Bujor & Avasilcai, 2016) and creative identities (Werthes, Mauer & Brettel, 2018).

Social-creativepreneurs possess a series of competencies called social-creativepreneurship competencies. These competencies encompass the ability, (Kuttim et al., 2011: 376), skill (Hanifati, 2017: 34), knowledge, experience (Kuttim et al., 2011: 376) to generate new ideas (Redhana, 2019: 2244) that are unique (Bujor & Avasilcai, 2016: 23), original (Winardi, 2003), inovative (Bujor & Avasilcai, 2016: 23), (Csikszentmihalyi, 1996: 31), and to develop new solutions (Leen et al., 2014), for everyday problem solving (Lin, 2014: 43) critical to social and economic change (Barajas, Frossard, & Trifonova, 2018), high flexibility in thought and action (Sya'roni & Sudirham, 2012) which is reflected by being able to cooperate with others, have self-management, self-confidence, perseverance, openness to change, (Orhei et al., 2015: 97), interest and ability to create unique social impact, understand moral obligation, build effective team, empathy (Miller et al., 2012), (Amini et al., 2018), exchange information, have fund raising skills, personal communication, achievement motivation, persistent, initiative, working in a team (Wongphuka, 2017: 145), influencing others, team leadership, helping and serving others (Guritno, Suyono, & Pandowo, 2019), building partnerships, presenting, seeking opportunities (Wongphuka, 2017: 145), have a sense of urgency in taking action (Suciu, 2008), and maintain high spirits (Purba, Holoho & Hasibuan, 2019: 34).

This study aims to investigate the teachers' perception of the urgency of social-creativepreneurship competency and its integration into Social Studies learning during the Covid-19 pandemic as life skills for students in the future. While other studies have extensively discussed the Covid-19 pandemic, entrepreneurship, entrepreneurial competency or Social Studies learning, none of them have addressed social-creativepreneurship competency. Furthermore, only a few studies have explored the integration of entrepreneurship competency in Social Studies learning during the Covid-19 pandemic. This article seeks to describe teachers' perception regarding the urgency social-creativepreneurship competency and its integration into Social Studies learning during the Covid-19 pandemic.

## **METHOD**

This study aims to determine the urgency of social-creativepreneurship competency in Social Studies learning in Junior High Schools during the Covid-19 pandemic based on teachers'

perception. The method used is a descriptive survey employing an open questionnaire. The questionnaire, in Google Form format, was distributed to Social Studies teachers at Junior High Schools in Yogyakarta through the Social Studies Teacher’s Forum WhatsApp group. The research respondents obtained were 68 Social Studies teachers at Junior High Schools in Yogyakarta. The primary data for the research were obtained directly from the respondents through twelve written questions. The collected data were analyzed descriptively. The qualitative data collected from the open questionnaire, consisting of teachers’ statements, were grouped, summarized, and analyzed to describe the teachers’ perceptions.

**FINDING AND DISCUSSION**

**Result**

In this chapter, the article discusses the urgency of integrating social-creativepreneurship competency into Social Studies learning in Junior High Schools during the Covid-19 pandemic. The discussion begins with presenting the teachers’ perception of the urgency of social-creativepreneurship competency and then continues with its integration into Social Studies learning during the pandemic.

**Table 1. Teachers’ perception of the urgency of social-creativepreneurship competency**

Urgency	Interest	Supporting capacity	Social Studies content	Method	School program
19% very urgent	10,29% very interested	Support from leaders and parents	Economic activities discussed in grade VII	Demonstrations	Managing school cooperatives
81% urgent	86,76% interested	Entrepreneurship practice facilities	Markets and inter-regional and inter-island trade discussed in grade VIII	Observations	Honesty canteen
	2, 95% quite interested	The environment around the school	Creative economy and international trade discussed in grade IX	Selling projects	Market days
		Internet network		Producing	Company visits
		Students’ creativity		Role-playing	Exhibitions/ bazaars
		Entrepreneurial competition		Interviews	Selling practices
				Social problem-solving-based learning	Entrepreneurship extracurricular

The majority of respondents are teachers who emphasize the urgency of teaching social-creativepreneurship competency to students. They provided various reasons, including it being important as students’ life skills, a provision for their future, an alternative career option, relevant to the 21<sup>st</sup>-century theme, preparation for individuals facing the challenges of 21st century competition, fostering independence with an entrepreneurial mentality, instilling creativity and the ability to identify opportunities, and preparing students to solve social problems. The teachers’ perception of the urgency of social-creativepreneurship competency aligns well with the demands of the Covid-19 pandemic, where creative individuals are needed to solve problems and seize opportunities.

The teachers responded very positively to the integration of social-creativepreneurship competencies into social studies learning. Among the respondents, 86.76% were interested in integrating social-creativepreneurship competencies in social studies learning in their schools, while 10.29% were very interested, and 2.95% were quite interested. Several supporting factors in schools contribute to the development of social-creativepreneurship competencies, including support from school leaders and parents, entrepreneurship practice facilities such as canteens and cooperatives, the entrepreneurial potential of the school’s surrounding environment, the

availability of internet network that facilitates the process of learning about entrepreneurship, the creativity of students, as well as entrepreneurial competitions with attractive prizes.

The social-creativepreneurship competency contained in social entrepreneurship and creative entrepreneurship have essences that can be provided through Social Studies learning in Junior High Schools. Respondents stated that there are five relevant sub themes to integrate social-creativepreneurship competency in Social Studies learning in Junior High School. Social-creativepreneurship competency can be integrated into sub-themes regarding “economic activities discussed in grade VII”, “markets and inter-regional and inter-island trade discussed in grade VIII”, as well as “creative economy and international trade discussed in grade IX”. “These materials are relevant for integrating social-creativepreneurship competency because the scopes of the discussions are related to the economy and entrepreneurship. The essence of social entrepreneurship and creative entrepreneurship can be integrated into these materials so that social-creativepreneurship competence can be effectively imparted to students.

The way teachers integrate social-creativepreneurship competency into Social Studies learning is by incorporating sub-themes in each grade. For example, they include activities such as demonstrations of economic activities, observing the production process, engaging in selling projects in cooperatives, practicing creative product production, role-playing activities related to supply and demand, conducting interviews with actors in the creative economy, as well as engaging in social problem-solving based learning. In these ways, it is hoped that students will have social-creative-preneurship competency by itself when they learn and do some activities.

The inculcation of social-creativepreneurship competency can be achieved through various school programs that are integrated with Social Studies subjects. The study results showed that schools have implemented programs such as managing school cooperatives, operating honesty canteens, organizing market days, arranging company visits, hosting exhibitions or bazaars, facilitating selling practices, and offering entrepreneurship extracurricular activities. These programs are carried out by linking Social Studies learning materials to appropriate sub-themes in grades seven, eight, and nine with the aim of instilling social-creativepreneurship competency. The implementation of these programs utilizes project-based learning and assignments that extend beyond the classroom setting.

## **Discussion**

The Covid-19 pandemic, with its uncertainty and social challenges, requires a creative approach for resolution. Social-creativepreneurship competency can be an alternative to be instilled in students as a provision of life skills during the Covid-19 pandemic. Mitchelmore & Rowley (2010) assert that entrepreneurship – in this case is social-creativepreneurship – is a key competence necessary for success in a knowledge-based economy. Entrepreneurial competence is an important competency to support the success of students' lives in the current economic era. The European Commission under the European Quality Framework quoted by Orhei (2015: 89) describes that competence, at the institutional level, can be defined as knowledge, skills, and attitudes. Competence is a behavior that can be observed (Barney, 2000; Mann et al, 2002).

The European Commission, as cited by Orhei et al. (2015: 85), supports the current perspective that entrepreneurship can be viewed either as a behavior or as a competency, as stated by Mitchelmore & Rowley (2010). This perspective acknowledges the inclusion of entrepreneurship as key competences that individuals must possess to achieve success in a knowledge-based economy since it is a key competency that determines one's success. Consequently, it is essential for individuals to acquire entrepreneurship as a life skill. Therefore, entrepreneurship should be taught at various levels of education to enable students to attain success. Mastering entrepreneurship as a student competency is crucial. These considerations underscore the urgency of integrating social-creativepreneurship competency in Social Studies learning in Junior High Schools which is stated in the research results that teachers can choose relevant sub-themes and present Social Studies learning with a variety of learning methods. This is because the teacher's teaching approach affects the level of student motivation (Nugraha, Suharyana, & Lumintuarso, 2022).

Entrepreneurship competence, in this case, social-creativepreneurship competency, needs to be provided to students to equip them with the skills necessary or successful living in the 21st century. This provision can be achieved through integration into learning at all levels of education or by organizing relevant programs aimed at developing entrepreneurial competencies. During the Covid-19 pandemic, teachers can organize relevant activities in Social Studies learning carried out in distance learning. These activities can include demonstrations of economic activities via virtual meetings, online-observation of production process via platforms like YouTube or company profiles, online selling projects, independent practice in producing creative products, role-playing exercises related to supply and demand materials via virtual classrooms, online interviews with actors in the creative economy, as well as learning activities focused on solving social problems. All of these activities are intended so that the students can seize entrepreneurial opportunities as a solution to the problems of the economic downturn during the Covid-19 pandemic.

Referring to Wou's opinion, as quoted by Amini, Arasti & Bagheri (2018), entrepreneurial competence determines business success. Entrepreneurial competence is a set of important characteristics of entrepreneurs including attitudes, values, beliefs, skills, abilities, knowledge, characteristics, experiences (social, technical and managerial) and psychological and behavioral tendencies. During the Covid-19 pandemic, society has undergone numerous socio-cultural changes characterized by uncertain circumstances, full of restrictions, and pressures that individuals must adapt in order to exist and survive in life. "It is not the strongest, the biggest, the smallest, the highest, the weakest, the brightest, and the most ignorant, who will survive! But ... who are creatures who are able to adapt to changes in the environment, and proactive thinking that will come out of the pressure of competition (Tyas & Naibaho, 2019: 4)." This statement implies that learning during the Covid-19 pandemic must provide students with life skills to be able to survive and to have a strong mentality like an entrepreneurial mentality. Teachers can provide new strategies in order to enhance student skills by challenging them, as this has been found to spur the development of their creative thinking skills (Ramdani, Artayasa, Yustiqvar, & Nisrina, 2021) within the school programs.

School programs that integrate social-creativepreneurship competency into Social Studies learning can take various forms, such as managing school cooperatives, operating honest canteens, organizing market days, arranging company visits, hosting exhibitions or bazaars, conducting selling practices, and offering entrepreneurship extracurricular. These programs can enhance social-creativepreneurship competency under the guidance and direction of teachers. However, in the context of distance learning during the Covid-19, these programs need to be adapted for implementation. Teachers must be able to connect the program with addressing the problems caused by the pandemic. For example, they can facilitate online selling practices, online company-observation, or online student expos to seize economic opportunities during the Covid-19 pandemic. Therefore, the integration of social-creativepreneurship competency into Social Studies learning is very crucial, as it prepares students for life during the pandemic and even foster their for the post Covid-19 era.

The essence of social entrepreneurship will be able to teach students to be skilled in analyzing and finding solutions to social problems, including those arising during the Covid-19 pandemic, thereby cultivating social awareness. This objective aligns with the Social Studies learning objectives outlined by the National Council for The Social Studies (2022): "The aim of Social Studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life." Social Studies, as a field, encompasses various societal dynamics and activities that are very relevant to the goal of social entrepreneurship—empowering the community through entrepreneurship to create social welfare. Social entrepreneurship is instrumental in instilling the attitude of social sensitivity of students to the socio-economic conditions around them. It is also crucial in instilling social skills, teaching collaboration skills so that students become responsive to social issues and appropriately address them.

Creative entrepreneurship, which has the essence of creativity, is highly relevant to be integrated into Social Studies learning. Creativity plays a crucial role in life, as it enhances students' creative entrepreneurship competencies, preparing them to face the challenges of post-Covid-19 pandemic life. In addition, creative entrepreneurship aligns with government programs aimed at promoting the creative economy in Indonesia. Creative entrepreneurship is also expected to be able to instill creativity in developing local potential that exists in every region in Indonesia which at the same time can be a medium for exploring the potential of students' creative ideas. In Social Studies learning during the Covid-19 pandemic, teachers are expected to be able to develop the imagination of students so that their desire to learn can be maintained as an effort to minimize learning loss. "... the necessity for teachers to develop students' imagination, desire for learning and doing, and democratic values" (Glaveanue, Sierra, & Tangaard, 2015: 3). Functional skills and meta-competence are also expected to be developed in Social Studies learning during the Covid-19 pandemic in the form of social-creativepreneurship competency to equip students with life skills that are relevant to the needs of the 21st century, namely developing functional skills in traditional subjects and meta-competencies such as creativity, innovation, and entrepreneurship. Entrepreneurship serves as an important tool for interpreting knowledge into action, contributing to economic development and social welfare, while creativity is vital to the development of local culture and the national economy (Glaveanue, Sierra, & Tangaard, 2015: 3).

The conditions during and post-Covid-19 pandemic present numerous challenges, uncertainties, and social problems that individuals must solve. Therefore, it is crucial to equip students with skills to solve problems creatively in their daily lives. The number of day-to-day challenges has increased at every stage of life, and equipping learners to be creative problem solvers is one solution to this issue (Chander, 2012). In this context, teachers play a significant role by facilitating positive discussions and collaborations to enhance students' competence and contribute to the learning change ecosystem (Herawati et al., 2022).

Based on various explanations regarding the relevance of social entrepreneurship and creative entrepreneurship with the underlying arguments, it can be concluded that integrating the relevant social-creativepreneurship competency into Social Studies learning in junior high school is essential. This competency is expected to provide students with life skills necessary for distance learning during the Covid-19 pandemic, mitigating the negative impact of learning loss.

Social-creativepreneurship competency has the essence of creativity which is important to equip students to thrive in the 21<sup>st</sup> century and also navigate the challenges of the Covid-19 pandemic. High creativity is useful in finding creative solutions so that they can revive the community's economic conditions during and after the pandemic, emphasizing the importance of instilling creativity competence in students. Creativity is essential for addressing social and economic changes in today's society, fostering personal development, social inclusion, active citizenship, and employment (Barajas, Frossard, & Trifonova, 2018). Cox (2005) defines "Creativity is the generation of new ideas – either new ways of looking at existing problems or seeing new opportunities..." Bialik & Fadel (2015) conclude that, "Today, creativity is becoming an integral part of a wide range of skills, including scientific thinking, entrepreneurship, design thinking, and mathematics." Sawyer (2004) categorizes creativity into two types: Big C and small c. Big C is described as something that is developed by an individual or group that is highly significant to the society, such as inventions or major discoveries, while small c is described as daily creative acts that may not have any significant societal value, like everyday problem-solving. "... creativity has been re-conceptualized as a basic capacity for daily problem solving as well as competence for success (Lin, 2014: 43). This opinion is also supported by Craft (2005), stating that "In recent years, Little c Creativity (LCC) is also regarded as a life capacity for future success." Lin (2011) asserts that fostering creativity through education is to support the development of individuals in creative qualities to deal with everyday problems, support their need for self-actualization, as well as increasing their capacity for success in the future. Daily problem-solving is a form of little c that is very relevant to be instilled in students, especially in the context of the pandemic. Learning in schools should serve as a medium for instilling creativity and social sensitivity in students to respond to the pandemic's conditions.



Social-creativepreneurship competency is relevant to the Covid-19 pandemic and very important to be provided to students in order to cultivate social skills and creativity in navigating life during and after the pandemic. Mastering this competency prepares students to be responsive to social problems, adaptable to various social changes, and capable of contributing to solving social issues.

## CONCLUSION

The integration of social-creativepreneurship competence in Social Studies learning is utmost importance for junior high school students in order to effectively navigate the challenges of life during and after the Covid-19 pandemic, while also achieving the objectives of Social Studies education. This finding is unique because social-creativepreneurship competencies are typically taught in entrepreneurship subjects at the high school or college level. However, by incorporating entrepreneurship elements into Social Studies, these competencies can be integrated through various teaching methods. It is crucial for teachers to carefully select relevant activities while ensuring they align with the curriculum's scope.

Based on the results of the research, it is recommended that school principals establish policies to implement entrepreneurship programs and provide facilities for entrepreneurial practices. This research is limited to assessing the urgency of social-creativepreneurship competence and its integration into Social Studies learning based on teachers' perpectives. Therefore, there are ample opportunities for further research to measure the social-creativepreneurship competence of junior high school students, explore strategies to enhance social-creativepreneurship competence, and develop learning models that foster its improvement.

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