



The Social Dimensions of Creativepreneurship Education: Unleashing Youth's Creative Potentials through Teamwork and Collaborative Creativity

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Abstract— *Young people are the hope of community. They are frequently expected to be dynamic, creative, innovative, positive and kind. As agents of change, they are expected to be generation who can empower community and make positive changes. Positive and healthy youth can be human investment. Thus, considerable concern on youth development needs to be heightened. One of many competencies which may empower both the youth and their communities is creativepreneurship skill. Numerous existing studies discuss how to teach business and individual development. Less concern is arisen to voice social learning needs of youth creativepreneurship. This study aims to fill the gap by bridging business-individual development approaches in creativepreneurship education to social learning. It intends to provide education for increasing youth competencies of Karang Taruna Karang Rejo Sawah, Wonokromo, Surabaya. The study adopts qualitative method by utilizing direct observation and authors' natural role in observation as mentors. The study shows that youth creativepreneurship education can be enhanced by social learning through social observation-modelling and teamwork creativity. Through observation-modelling, the youth can learn how to start business, tackle challenges from the expert models. They also can sense the happy and desperating emotion from the models' stories, resiliencing and implementing effective strategies. Meanwhile, the teamwork creativity activities enable the youth to work and learn in teams, interpersonal communication, emotional and cognitive sharing, internal or self-emotion management and individual-team alignment.*

Keywords: *Creativepreneurship education, social modelling, social learning, team learning, collaborative creativity*

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Article History. Received January 2022, Received in revised April 2022, Accepted June 2022

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A. INTRODUCTION

Young people are the hope of community. Youth's enormous energy, ideals, passion, fresh thinking, openness to new experiences and digital capacity are several expected potentials which can be enforced to improve the life quality of today's community and future livelihood. This indicates that preparing youth for social transformations, economic improvement and community succession is significant for assuring community sustainability. One of feasible approach is through youth education.

Entrepreneurial education can be a vehicle to empower youth. It provides tools

for youth to make changes in today's community. Moreover, globalization and advanced digital technology have been creating new atmosphere for youth to learn, innovate and create new things stimulating new job creation. These new job openings may potentially absorb human workers and reduce unemployment rate. The blooming of today's creative industries also provides new chances for youth to build their own new creative business or enterprises or join available business and inject their creative ideas. The emergence of numerous creative industries can be stimulating factors for youth to learn and rehearse their creative entrepreneurial (creativepreneurial) skills.

Indonesia's cultural uniqueness and social diversities can be inspirational assets for youth to develop various creative works. However, many Indonesia's youth perceive creativepreneurship as undesired career opportunities since it is unpredictable and is not a safe job for their future life. Creativepreneurship is less attractive profession as it is unpredictable, situational and over challenging (Susilawardhani, 2020). Moreover, they are not confidence or lack of confidence to start their own business or career. Thus, creativepreneurship education needs to address youth mindset issues to prepare their mental. As mentioned by Wijaya (2015), entrepreneurship is not always relating to economic orientation, but also thinking or mindset building.

The study aims to present several approaches for transforming youth's creativepreneurial mindset from social perspective. Numerous existing studies focus on examining entrepreneurial mindset from individual-personality dimensions. Less discussion addresses youth's creativepreneurial skills through social domains. Thus, the study intends to bridge the gap (individual-social gap) by analyzing youth's teamwork process and social learning in acquiring creativepreneurial mindset.

Creativepreneurship and Creativity

The social, economic and information-communication technology dynamics and changes demand today's people to not only master basic literacy (reading, writing and numeracy) and digital to survive, but also creativity to follow the up-dated changes for life improvement. As stated by Pranata (2013), entrepreneurship skills are needed for adapting self or society to globalized or changing world and becoming parts of world community. Entrepreneurial skills are significant for adding values of certain things, even not valuable thing, such as waste, increase self-capacity to get more income and open new employment for other people or community (Pertiwi, 2019).

Today's business and job competitiveness require more than common entrepreneurs. They are forced to be more creative and innovative. Today's anti-

mainstream world tends to shift its attention from ordinary products and services to extreme different ones. This anti-mainstreamness is frequently calling for new shape of products, challenging the old established products or services and re-packaging or representing them into new shapes. Thus, creativepreneurship (as the confluence of creativity and entrepreneurship) flourishes and brings new trends (particularly in Indonesia). Creativepreneurship highlights creative and innovative ideas for produce out-of-the box products, which can appeal many consumers (Ma'aruf et al., 2021) and encourage the prosperous development of creative industries which significantly contribute to rapid and massive economic growth (Pranata, 2013). Creativepreneurship emphasizes on people's creative and innovative competences to add selling value of certain products and contribute to nation's economic development through creative society building (Pujiyanto et al., 2017). It addresses entrepreneurial activities relating to creative business activities or creative industries (Pranata, 2013). Creativepreneurship is also grounded on digital capacity to produce and launch creative ideas and products (Pranata, 2013).

Despite the importance of creativepreneurship skills and promising creativepreneur career, creativepreneurship still remains the secondary priority. Different from Singapore schools which have been introducing entrepreneurship, Indonesian schools are still starting and struggling to attract youth awareness on entrepreneurship sector as mostly they are more interested for being employees (Pranata, 2013), instead of becoming creativepreneurs (entrepreneurs) (Ma'aruf et al., 2021). Thus, it is urgent to change people's mindset and preference for being employee to founders or owners (Alifuddin & Razak, 2015). Extensive studies observe and identify main mental characters of entrepreneurs, such as exhibiting high level of self-efficacy, welcoming changes, thinking positively, taking on challenge, reaching quick decision making (Pertiwi, 2019), possessing high enthusiasm (Alifuddin & Razak, 2015), developing

productive thinking and expanding network or building good relationship and shaping out-of-the box thinking (Wijaya, 2015), identifying opportunities (Wijaya, 2015), willing to take risks, developing leadership and future orientation (Sunarto, 2019). The other mindset or internal barriers are it is difficult to change and move from comfort zone (Alifuddin & Razak, 2015), less understanding on self-potency and lack of creativity (Alifuddin & Razak, 2015). Meanwhile, entrepreneurship development process can also be inhibited by several external factors, such as less accurate market analysis and unsupportive social-cultural environment (Alifuddin & Razak, 2015). Moreover, lack development of entrepreneurship curriculum at college level obstructs youth creativepreneur preparation process (Pujiyanto et al., 2017). Thus, to respond those challenges, entrepreneurship education in Indonesia needs to be rejoiced (Pranata, 2013; Pujiyanto et al., 2017).

Creativepreneurs: Born or Made?

Extensive earlier studies suggest that entrepreneurial (creativepreneurial) skills are acquired through learning process. Everyone can be creative (Okpara, 2007). Although everyone has entrepreneurship spirit inside, only certain people work hard to implement their creative thinking (Bujur & Avasilcai, 2016). Besides hard workers, successful entrepreneurs are enthusiastic learners. Entrepreneurship can be learnt through specific or special education or training and socio-cultural environment (Sunarto, 2019). Afidah (2018) also believes that creativepreneurs can be created through enculturation of entrepreneurship culture. Thus, entrepreneurship can be learnt (Ardianti, 2009).

Young generation can be creative capital who can improve community livelihood. Youth has big potential to be creativepreneurs as they are familiar with the latest digital technology (Ma'aruf et al., 2021). Youth is the agent of change who can improve community economic capacity (Ma'aruf et al., 2021). Creativepreneurship education for youth can be the front gate for untapping young generation's creative

talents, energy and passion. Creativepreneurship education enables learners to create and innovate to advance economic growth and reduce unemployment (Pranata, 2013).

Youth creativepreneurship education is one of today youth's necessity to survive. Entrepreneurship education is vital for youth for preparing them to face more competitive labor market by exploring their entrepreneurship potentials (Lucaci & Sarafescu, 2020). Entrepreneurship education empower youth by equipping them capacity for self-employment, to overcome barriers, to know the right attitude, leadership, enthusiasm, hard work competence, time management skill, discipline, financial management, technology application, learn to decide appropriate choice, manage potentials, prepare useful living and alleviate poverty (Oluwafemi et al., 2014). Entrepreneurship can also generate income for youth (Schoof, 2006).

Existing studies highlights several points which need to be revisited for educating today's youthpreneurs. As argued by Amuda et al. (2019), entrepreneurship education needs to revisit the old or traditional job seeking paradigm which believes that to get a job, an individual should know and build good relationship with people in power, do not believe that entrepreneurship can be a promising alternative job, elaborate diverse learning methods in entrepreneurship curriculum content, such as more entrepreneurship training and hands-on business, equipping necessary entrepreneurial facilities. Besides changing the old paradigm, entrepreneurship education needs to address its teaching approaches. As mentioned by Ardianti (2009), the success of entrepreneurship education is not only depending on finance, but also effective teaching method. The success is also determined by capacity to tackle entrepreneurship education barriers. As mentioned by Brixiová et al. (2014), youth entrepreneurship is obstructed by low youth participation, lack of incubators and training.

Numerous existing studies recommend various learning approaches. Entrepreneurial skills can be educated through several

learning activities, for instance simulations, conducting field study to local enterprises, inviting entrepreneurs or founders, running students' business activities, designing entrepreneurship business plan competition (Ardianti, 2009), telling successful stories (Oluwafemi et al., 2014), enhancing curriculum and extra-curriculum learning activities (Korzhev & Pasko, 2020), integrating project-based, problem and theoretical learning and running business in groups (Korzhev & Pasko, 2020).

Creativepreneurship education involves integrative learning system and process involving cognition, affection and motoric elements. Haftendorn and Salzano (2003) find that many entrepreneurship education share similarities in terms of encouraging learners to cognitively imagine products or services and develop their own business. Entrepreneurship education for youth can be delivered informally and formally, both in an unstructured or structured way, by concentrating on psychomotor, cognitive and affective learning domains (Aheto et al., 2013). Entrepreneurship education needs more than just preparing business, learners' business capacity needs to be supplemented with activities for releasing creativity and innovation, learning from real life experiences, implementing entrepreneurship skills and reaching wider community (Mohammed & Yakubu, 2020). This shows that entrepreneurship learning also needs to address non-business factors (such as entrepreneurial motivation and awareness). Schoof (2006) mentions that successful young start up is begun with self-awareness that entrepreneurship can be an alternative career path and they are backed up with encouraging environment. Similarly, ILO and UNESCO (2006) report that the founding of small enterprise needs career options awareness and enabling environment. Youthpreneurship education can be strengthened by developing supportive ecosystem, partnership, educating entrepreneurship skills, developing mindset to help others, creating innovative programs, building digital literacy program and learning from and

connecting with each other (Darisi & Watson, 2017).

B. METHOD

The study aims to explore youth creativepreneurship education which is concentrated on learning approaches and analyzed from social perspectives. The study is extracted from a community service program which is executed by the authors (who administer, facilitate and deliver the learning materials). The community service program aims to increase youth working and social capacities and enable them to prepare themselves to be agents of change in their community and motivate them to participate in community problem solving. The participants of the study are Karang Taruna (youth organization at community level) of Karangrejo Sawah, Wonokromo, Surabaya.



Figure 1. The program opening of youth creativepreneurship education

To unleash the participants' potentials, several materials are delivered or provided. The materials are presented to broaden participants' social and business insights, awareness and capacity. The materials include material 1 (Youth community role in new era), material 2 (smartphone-based business), material 3 (Youth creativepreneurship) and material 4 (Communication and branding skills). By understanding those materials, it is expected that the participants can be empowering community agents, who aids community social and economic development.

The study is focused on youth creativepreneurship (session). The study adopts qualitative research design. As mentioned by Creswell (2007), qualitative researchers collect data in natural setting and become key instruments in data gathering. Data of the study is collected during real learning activities (which represents the naturalistic characteristic of the qualitative

inquiry). The data are collected through direct observation during the creativepreneurship group creativity, materials, materials delivery and activities or program recording. Those data are classified into main and supplementary data, which are presented in the following table. Table 1 shows the structure of data.

Table 1. Data classification

Data	Classification
Creative-preneurship-material/Main data	Content/materials presented during the youth creativepreneurship session
Creativepreneurs hip-group creativity/Main data	Participants' groupwork in styling food: styling together, collaborating, presenting, sharing emotion
Supporting materials/Supplementary data	Other materials presented before and after creativepreneurship session: Material 1 (Youth community role in new era), material 2 (Smartphone-based business), material 4 (Communication and branding skills)
Participants' activities/Supplementary data	Youth participants' social interaction

Program recording/Supplementary data	All materials, all participants' social interaction
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The collected data are analyzed by using inductive data analysis. Inductive data analysis is performed by reading and understanding all the collected data, categorizing data from bottom-up and interpreting data (Creswell, 2007). The main data (creativepreneurship-material and creativepreneurship-group activity data) are clustered, interpreted, analyzed and presented. Meanwhile the supplementary data (supporting materials, participants' activities and program recording) are used to support the main data analysis and are elaborated in discussion.

C. RESULTS AND DISCUSSION

Youth and Social Learning

The study (which is based on community service program for increasing youth at Karang Taruna, Karang Rejo Sawah Surabaya presents several theoretical-cognitive materials for broadening creativepreneurship horizon of the participants. The following table (Table 2) shows the details of materials.

Table 2. Outlines of materials

Materials	Learning Objectives
Title: Creative-preneurship as the confluence of art and business-M1	Showing the interaction between art and business-M1
Some examples of creative products-M2, M3, M4	Providing real example of product in creative package-M2, creative way to style product image-M3, creative product photograph-M4
Defining creativepreneurs-M5, M6	Characteristics of creativepreneurs: creativity and business mindset-M5; The popularity and the trends: the emergence of new economy industries and its impetus-M6
Defining creativity and ways to be creative-M7	Listing several ways to emerge creative ideas or thinking (such as imagining, thinking differently, being discipline, watching YouTube or browsing to get more new knowledge or ideas)-M7
Examples of some creative products-M8, M9, M10, M11	Food presented in creative package (kue clotot and dodol of Namaz Dining)-M8; creative advertisement of Dear Me Beauty foundation-M9; creative transgender make up tutorial

	of Ini Vindy-M10; creative floating food photograph of Marta Suherman-M11
The importance of creativepreneur in today age-M12	Presenting quotes and expectations from popular creativepreneurs-entrepreneurs (David Ogilvy, Fenessa Adikoesoemo, Sandiaga Uno)
Why youth creative-preneurship?-M13	Informing impetus, benefits for youth, raising motivation and ensuring young age as strength and opportunities
Advantages of becoming creative-preneurs viewed from various lenses-M14, M15, M1, M17, M18, M19, M20	Benefits of creativepreneurship from economic-M14, M15, social (sharing, empowering others)-M16, M17, M18, M19 and humanistic (opening job for vulnerable)-M20 aspects
Creative-preneurs as sociopreneurs-M21	The social meaningfulness of creativepreneurs (creativepreneurs contribution to community)-M21
Why youth can be potential creative-preneurs-M22	Presenting several youth's strengths (age, energy, personal, social functions), personal and social strengths-M22
Lessons from prominent successful creative-preneurs and entrepreneurs-M23, M24, M25	Jack Ma's motivational parts of speech for youth entrepreneurs-M23, friendship, networking and collaborative experiences of some successful young creativepreneurs: Inda & Friska (The Bride Dept.), Cynthia, Edward, James (Kopi Kenangan)-M24, Naya, Sarah, Novianti, Dinar Roll Over Reaction), Kezia and Cindy (Esqa)-M25
Creative-preneurs' mindset-M26	Characteristics or elements of creative mindset-M26
Examples of falling moments-M27, M28	Falling/bitter experiences of some successful creativepreneurs, resiliencing and thriving: Edward Tirtanata (Kopi Kenangan), Hendy Setiono (Kebab Baba Rafi)-M27, Nurhayati Subakat (Wardah-PT Paragon), Nissa Nuraini (Naturacraft)-M28
Creative-preneurship basic knowledge-M29	Several knowledge, including business, digital media, technology, ethics, financial management, critical thinking, human resource management, collaborative or networking skills-M29
Examples of collaborative products-M30, M31, M32, M33, M34, M35, M36	Collaboration between creativepreneurs: beautypreneur X foodpreneur, (Dear Me Beauty collaborates with Nissin, Sasa, Yupi)-M30, beautypreneur X foodpreneur (Mizzu collaborates with Khong Guan, Regal biscuit)-M31, beautypreneur X healthpreneur (Upmost Beaute X Tolak Angin)-M32, beautypreneur X foodpreneur (Janji Jiwa X Maybelline, Etude House X KitKat, Innisfree X Menthos, Face Shop X Coca Cola)-M33, Foodpreneur X Food Containerpreneurs (Janji Jiwa X LocknLock)-M34, Culinary small and medium-sized enterprises X Torch-M35, artists and content creators (Soimah X Dodit Mulyanto)-M36.
Fields of creativepreneurship-M37	List of several creativepreneurship fields (including architecture, interior design, visual communication, product design, film/animation, product design, craft art, photography, culinary, music, fashion, game and application, printing, advertisement, television & radio, performing arts, art)-M37
Sources of creative ideas-M38	Listing some ways to get creative ideas-M38

Examples of creative ideas and how they are emerging-M39, M40, M41, M42, M43, M44, M45, M46, M47	Creative ideas stories of red brick cookies (Susah waaras)-M39, Soap cookies (Namaz Dining)-M40, Soap cookies from white chocolate (Namaz Dining)-M41, markisa soda cake (Namaz Dining)-M42, Moodbooster Coffee-M43, Kopi Kenangan-M44, Cincau Station-M45, The Bride Dept-M46, Warung Goceng-M47
Creative-preneurship as professions-M48	Providing some examples of creativepreneur professions-M48
Creative-preneurship challenges-M49	Internal and external challenges-M49
Stories from successful creativepreneurs-M50, M51	How some successful creativepreneurs perceive challenges that they encounter and how they overcome the challenges: Jack Ma-M50, Inda and Friska (The Bride Dept.)-M51
Starting creativepreneurship business-M52, M53	Some steps for starting ceativepreneurship business-M52, M53
Stories from some successful creativepreneurs-M54	Stories from several successful creativepreneurs of their strong passion to start business: BLP cosmetic brand-M54, Chick & Darling-M55, Warunk up normal-M56
Examples of some creative products-M57	Some food products: Montago, Bolbi-M57
Video of real-life experience of a successful creativepreneur-M58	Resiliencing and growing experience of a young successful foodpreneur-M58

M=material

The data show that creativepreneurship education for youth, as beginners, needs web of learning, in which one types of learning may not sufficient. Instead, it needs hybrid knowledge. One of those insights is basic cognitive knowledge, which may include insights on definition and scope or domain of creativepreneurship (M5, M6, M37), definition of creativity and ways to be creative (M7), creativepreneurs' mindset (M26), business-technology/digital media-human resource development skills (M29), sources of creative ideas (M38), creativepreneurship challenges or barriers of creativepreneurship (M49) and how to start business (M49). Understand the theory before the actual practice may enhance the participants learning process. As confirmed by (Wrenn & Wrenn, 2009), active learning process can be enhanced by enabling learners to know the theory before actual practice (experience). Active learning can be best executed by allowing learners to implement, reflect, share and observe Wrenn and Wrenn (Wrenn & Wrenn, 2009). However, knowing the theoretical cognitive knowledge may not

enough since being creativepreneurs needs energy, ideals and strong enthusiasm to move or act. Thus, the participants may need reasons and motivational forces to learn for moving.

The data demonstrate that the participants need to know and feel the sense of worthiness to be entrepreneurs. This may lead them to not only passively receive the transferred information, but also grow intrinsic passion to be creativepreneurs. Some of those are materials for emerging their pride and sense of worthiness to be creativepreneurs (M12), why the community needs them or young people (M13), some benefits of being creativepreneurs, which range from economical, educational, social advantages (M14-M20), creativepreneurs as person who have strong social sense (M21), meaningfulness of youth creativepreneurs as community agent of change (M22) and creativepreneurs as promising future career (M48). By understanding their potential talents for their self-development, roles, contributions for community development and meaningfulness for other people, it is

expected that the youth participants begin to grow internal motivation. Youth tends to learn differently from children. Youth needs to know why they need to learn creativepreneurship and be creativepreneurs, what the reasons are. This learning characteristic is consistent with (El-Amin, 2020), who argues that to learn, adult wants to understand why they must learn, learn experientially, learn critically and learn better when they are confident.

The other knowledge is social insight. The data show that most of the materials stimulate participants' social learning. The materials encourage the young participants to perform indirect social observation and analysis. They are encouraged to learn from examples of creative products (M2-M7; M57), product with creative packages, promotions or advertisements (M8-M11), lessons from successful creativepreneurs' experiences (M23-M25), falling moments stories of several successful young creativepreneurs (M27-M28), creative collaborative products (M30-36), how successful creativepreneurs find their creative ideas (M3-M47), perceive challenges (M50-M51) and real life experience stories (from falling to successful moments) (M58).

The study shows that many examples are provided to stimulate social learning through modelling and observation. The participants are expected to learn how creative ideas emerge, how creative products are produced as the outcomes of creative thinking, creative collaboration and creative promotions. As mentioned by Hebert (2018), modelling can enhance skill acquisition. Through examples of how successful young creativepreneurs start their business, explore and find creative ideas, perceive and tackle challenges, falling, resiliencing and growing, the participants can observe real practices and be inspired. The participants may also involve their feeling to understand sadness of the expert models when they are falling or feeling happy, courageous or energetic when the expert models survive and prosperous. Through observation, learners can get information, prepare their mental, gain motivation and increase self-confidence

(Hebert, 2018). Observation enables learners to get new skills and information (Rafiee et al., 2019).

The materials highlight diverse experiences from different Indonesian young creativepreneurs. The presenting experiences range from their stories of starting business, face challenges, falling, resiliencing and growing. Through these experiences they share how they tackle barriers, how they feel and what skills demanded to overcome issues or the way out. Observation enhances learning process for increasing motor skills (Andrieux & Proteau, 2016) and learn successful strategies (Friedman & Korman, 2019). The failure and falling moments shared by creativepreneurs expert model may evoke participants' emotion and aid their emotional preparedness to start their own business. As noted by Glück et al. (2018), life experiences and challenges can be catalyst of wisdom by evoking sense of empathy, emotion control, openness, reflectivity and mastery. By presenting creativepreneurs' models, the participants can be inspired by not only their creative products, but also the models' spirit, struggle and strategies. Youth development for expanding youth possibilities can be facilitated by inspiring youth, widening their horizons on new things, new ideas, enabling new experiences and expanding their relationships (Roehlkepartain et al., 2017). Presenting or telling experiences of successful and popular young creativepreneurs. Some of them are Inda & Friska (The Bride Dept.), Cynthia, Edward, James (Kopi Kenangan), Naya, Sarah, Novianti, Dinar Roll Over Reaction), Kezia and Cindy (Esqa) may increase participants motivation as they understand the quality of the models. As mentioned by Andrieux and Proteau (2016) quality of the model can aid the potential performance of the learners through quality information. However, the creativepreneurship learning process can be facilitated by not only presenting famous model, but also novice model. As suggested by Friedman and Korman (2019), expert model can impact the learners through the process of imagination, while novice model can trigger learners to detect error and engage in fixing mechanism.

Learning from models also stimulates participants to scan and understand their own self or perform self-analysis. Learning from experiences of other people needs learners' capacity to link other people's experiences with their own experiences (Moskaliuk et al., 2016).

Teamwork and Creativity

Besides creativepreneurship materials (which emphasizing on conceptual understanding), the study shows that the participants are guided to practice by collaboratively creating creative ideas in teams, imagine their potential creative business, attract the potential consumers through their creative ideas and express their collaborative creativity. In today's competitive business environment, more creative products and services as the outcomes of creative thinking or skills are required to satisfy today's consumers' need (Ocon, 2008). Moreover, the participants can learn how to work in teams. All people will be part of teams, at their work career or at any informal or formal organizations (Hoerl & Snee, 2012).



Figure 2. The male and female teams are practicing food styling

The teamwork creativity activity in this program is designed to encourage the participants to work together in teams to style food (practicing food styling). The participants are divided by two teams: The male and female teams. Teamwork creativity approach can be best used to educate creative problem solving (Ocon, 2008). Moreover, working in team is perceived as the most effective approach to finish business projects (Hoerl & Snee, 2012).

Both teams seem enthusiastic and energetic to work together in their team. Each of the team works together, selecting food outside the meeting room, bring it inside, share ideas before selecting food, and during

the styling process. At the end of the activity, each team presents their product, promote and express ideas behind their food styling products. Each of the team selects a leader who is responsible to promote and communicate the ideas behind the products. Subsequently, the rest participants are encouraged to select which food styling they prefer. More people love Female Team's work better than the Male Team, which means The Female Team wins the competition.

The team collaborative activity allows the youth participants several skills which are relevant to creativepreneurship learning. Those are teamwork skill (including cooperation, sharing, trust), leadership, communication, creative thinking. They also share emotion of excitement, solving problem, laughing, working under time pressure, satisfaction as they can finish the task. It shows the shared emotion dimension of creativepreneurship. As mentioned by Paulus et al. (2012), team creativity is more than just producing creative products, but it is the sum of cognitive, affective and motivational process in team. The participants learn to practice team process: sharing, delegating, being responsible and helping each other. Internally they learn how to manage their emotion and conform to their team's social emotion. This shared emotion can be creative emotion capital for strengthening team's spirit. Teamwork is benefited from members' trust, social cohesion and complementary skills (Paulus et al., 2012), enriched by members' diverse personality and cognitive style (Reiter-Palmon et al., 2012). Through interdisciplinary teamwork, learners can enhance their communication skills, broaden their views, develop their critical and analytical thinking skills and learn to link various subjects when they interact with people from different areas (Burrack, 2020). Moreover, sharing can strengthen their creativity (Ng et al., 2012).

The participants' collaborative creativity runs smoothly. All team members are actively joining the process of co-creation. Sometimes they are silent thinking together, while at the other time they are

enthusiastic in visualizing their ideas, happy and laughing together to see their first attempt to style, then modify and re-change their first style. This indicates that they can work together and suppress their individual feeling and ego, which may cause internal barrier. Teamwork collaboration can be impeded by potential threats of internal conflict and insecure feeling to participate (which may be due to others' rejection) or psychological participative safety (Paulus et al., 2012).

From direct observation, each team selects one member to be team leader. These team leaders tend to emerge from very active member who has ideas, communicate the ideas, convince and move their friends to visualize the ideas. The team leaders also bravely present the team working outcome and communicate ideas behind their food styling. The team leaders join their friends at all stages of food styling. Shared leadership is needed to direct team, manage team process (Paulus et al., 2012). They manage team processes, both task execution and relations (Paulus et al., 2012). Moreover, team leaders need to synergize creative ideas of all members and manage different natural characteristics of each member (Ng et al., 2012).

Youth Creativepreneurship as A Social Education and Quest

The study indicates that creativepreneurship education for youth needs to address the social dimensions. Business, digital and psychological education in creativepreneurship can be enhanced by social learning to boost youth creativity skills and teamwork skills (communication, networking, leadership, collaboration, emotion management). Creativity in team is potentially equipping them to face work demands today and in the future. As mentioned by Tripathy (2018), today's business organization demand human resource who is not only capable of working independently, but also working collaboratively with others. Nowadays, business environment requires more small teamworks which can boost organizations' or companies' creativity (Monaco & Guimarães, 2007). Equipping youth

teamwork skills is vital since developing and working in teams is today's business challenge (Alghamdi & Bach, 2018). Creativepreneurial teamwork content can be added to prepare youth for their next career. As stated by Burrack (2020), creativity development can be enhanced by expanding creativity curricula to respond the need of today's employment. This employment demand can also be external factor for motivating young people to learn. Youth can be driven to participate when the activities relate to their personal goals, such as learning for the future, developing competence and pursuing goals (Dawes & Larson, 2011).

Social quest in creativepreneurship education can be provided by enabling external social learning and internal social learning. Externally, young people are encouraged to observe some creativepreneurs models. They can be highly successful or novice models. Through external social observation, the young learners may get inspired, learn the models' strategy, prepare their mentality for falling and in desperation moments, empathize for the models' success and being motivated through imagining their own success as future creativepreneurs. This is inherent with Nabavi (2011) who mentions that people learn through three main ways: through observation (through which learners learn through real model, instructional model and symbolic model), reinforcement (internal rewards, feeling of pride or satisfaction) and modelling.

The social learning of the young creativepreneurs can also be expanded by raising and increasing their social care to other people. This can ground young people social motivation to help others and to empower the community. This social motivation can bring self-satisfaction and sense of self-meaningfulness.

Internally, youth may practice how to emerge and visualize collaborative creativity. In the future, they will become part of teams (it can be teams at working place or their own business). Creativity in teamwork enables and prepares them to learn cognitively (combining cognitive ideas, solving problems, selecting which ideas are visible), socially (doing the task together,

communicating effectively, developing tolerance, leading, delegating) and emotionally (sharing feeling, conforming to team social emotion, managing individual emotion). People's learning is resulted from social interaction with other people, observe other people behavior and imitate their behavior (Nabavi, 2011).

The social learning of the young creativepreneurs can also be expanded by raising and increasing their social care to other people. This can ground young people social motivation, to help others and to empower the community. Creativepreneurship goals are inherent with social functions of learning, particularly learning to live together and learning to be (Pranata, 2013), increase community welfare through the created products or services and find ways to assist others (Wijaya, 2015).

D. CONCLUSION

Young people are community's capital. With their ideals, energy, enthusiasm and thinking, youth is potential agents of change and development. Thus, it is vital for providing adequate concern for today's youth's competencies development. One of vital competencies is creativepreneurship competencies. Youth creativepreneurs are big assets of community as they can open new job which can reduce unemployment and poverty. Creativepreneurship education is one of many approaches to grow youth's creativepreneurial skills and intention to be creativepreneurs. Many existing studies address creativepreneurs from business and individual development skills. Less attention is given to equip youth with social capacities to learn how to be successful entrepreneurs. This study aims to fill the gap by presenting social approaches to strengthen youth's creativepreneurship competencies. The study proposes the use of creativepreneurship modelling and teamwork co-creativity. Through creativepreneurship modelling, youth can learn how expert models start their business, how they get creative ideas, tackle barriers, manage their emotions during adversity, resiliencing, building networks or partnerships and develop strategies. Teamwork co-creativity enables youth to

develop create together, share emotion, communicate in teams, lead and manage internal emotion to reach collective goals.

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