

# 21<sup>st</sup> century engagement: Building transferable skills in the civic economy

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**ABSTRACT:** *The acceleration of all systems is the main characteristic of life in the 21st century, including in the economic field. The emergence of digitalization which is often associated with neo-capitalism has made practitioners in the Civic Economy need to strengthen their existence. Especially in the field of engaging to solve economic issues in society by using national values. It requires comprehensive skills or commonly known as transferable skills. In this study, the scope used is the practice of the economy in Indonesia with the perspective of the emergence of social entrepreneurship trends that are promoted by youth to run a business and strengthen social relations simultaneously. Based on the analysis of literacy studies, it was found that the existence of social entrepreneurship in Indonesia in building transferable skills is: 1) becoming a non-formal education for youth in the economic and social fields; 2) encouraging the creation of a multitalented generation, and 3) have the opportunity to become a role model for the implementation of Economy based on Pancasila values. However, weaknesses in the regeneration process and organizational development management are still obstacles that must be addressed immediately so that existing opportunities can be optimally fulfilled.*

**KEYWORDS:** Transferable skills; social entrepreneurship; civic economy; pancasila economy.

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## 1. Introduction

The shift of world civilization from the 20th century to the 21st century brought about significant changes, especially the entry of technology in all aspects of life (Male, 2016). In the field of education, distance learning using the Learning Management System and learning content presented on platforms such as YouTube and targeting students as subjects are new things that have not previously been studied much (Howard et al., 2019). This educational process then gave birth to the term digital literacy with the main focus of efforts to introduce and increase understanding of the values and norms of digital life (Lankshear & Knobel, 2015). In the health sector, data uploaded and processed in an integrated manner through digital programs is one of the factors that greatly affect the effectiveness and efficiency of services (OECD, 2019). In the security sector, the term cybersecurity has emerged which is understood as

an effort to enforce the law in the digital realm (Sarfranz, 2019).

Some of these examples prove that the 21st century provides additional skill requirements that must be possessed by citizens to survive the challenges that exist. There are at least 6 common skills in the 21st century that a citizen must possess, namely: 1) Creativity and innovation; 2) Communication and collaboration; 3) Research and Information fluency; 4) Critical thinking, problem-solving, and decision-making; 5) Digital citizenship; and 6) Technology operations and concepts. Meanwhile, to face the competitive challenges that are also presented by the 21st century, there is the term Transferable Skills which is defined as the skills required for work which include: 1) Leadership; 2) Ability to work in a team; 3) Written communication skills; 4) Problem-solving skills; 5) Verbal communication skills; 6) Strong work ethic; 7) Initiative; 8) Analytical / quantitative skills; 9)

Flexibility/adaptability; and 10) Technical skills (Binghamton University, 2016). These two skills must be well prepared and trained so that young citizens are accustomed to being exposed to any conditions. The preparation process can be done through a structured program in the world of education or training conducted by the Ministry of Manpower and also the private sector.

In connection with these skills, the birth of technology and the process of digitization have an impact on the development of a “fast-paced” paradigm as well as a challenge for the 21st century that requires the serious implementation of Transferable Skills by citizens to deal with it. One of the most important is the acceleration of the economic sector. The owners of capital tend to be increasingly oriented towards the acceleration of the cycle of production and results so that practitioners call it the birth of neo-capitalism (Mandel, 1964). The impact is that the economy is only run solely to meet the needs and interests of capital, while the social elements created by the economic process are of little concern. Although in-state studies, neo-capitalism also has a positive impact, namely the opportunity to increase state income because the economic process is running rapidly (Archibugi, 2008). However, if examined from the perspective of the Civic Education discipline, this concept is contrary to the spirit of the Civic Economy which is one of the materials to encourage young citizens to be involved in economic activities for common welfare by referring to the values of civilization developed by the state (Dagger, 2006).

In a more specific scope, namely economic practices and the inculcation of citizenship values in Indonesia, the process that occurs as the embodiment of neo-capitalism is also clearly not suitable to be implemented because Indonesia has the principle of realizing Pancasila Economy. The essence of this principle is that businesses are run based on the principle of kinship (Mubyarto, 2004), so that the element of communication or even social empathy is very important to be considered in every economic process that is carried out, not only material

benefits. Based on existing studies, so far, the Pancasila Economy concept has often been articulated through the example of a business in the form of a cooperative run by citizens with the older age category (Saputra & Saoqillah, 2017). So that the process of learning about the implementation of national values in economic practice is understood narrowly and as if the youth have no interest in carrying out economic activities based on these national values.

Even though since the development of the term social entrepreneurship, citizens with the young age category have shown a lot of their existence in the entrepreneurial field (Suyatna & Nurhasanah, 2018). The spirit carried by this concept is to solve social problems through side-by-side economic and social activities (Agustina et al., 2020). Besides, activities carried out in social entrepreneurship are also understood to have a mission is purely to create social value; however, the drivers to get involved in the social-entrepreneur activities are diverse: personal values, religiosity, social norms (Rostiani et al., 2014). Indirectly, economic practices that require actors to think and act by balancing the economic and social portions of this concept are different requirements from the majority of other business organizations or institutions. In another sense, business actors of this type are also required to have capable Transferable Skills to be able to lead the organization to the noble mission it carries.

Another fact shows that the majority of those engaged in a social entrepreneurship in Indonesia are young citizens who have just completed their education program or commonly referred to as fresh graduates (Suyatna & Nurhasanah, 2018). This means that the possibility arises that Transferable Skills are not only formed when they take their previous formal education, but also when they play a role in this social-based economic organization. In the study of education, this phenomenon can be analyzed from two perspectives, namely Economic Education and Citizenship Education. In the field of Economic Education, efforts to strengthen Transferable Skills carried out by direct practice in the field

can have an impact on improving the job skills of business actors. Whereas in the field of Citizenship Education, this is also an effort to strengthen the realization of the Civic Economy concept, where the actors are at a wise level in being involved in carrying out economic practices (Dagger, 2006).

Meanwhile, studies on Transferable Skills so far only tend to be carried out in a structured manner in the formal education system. Meanwhile, the majority of studies on social entrepreneurship in Indonesia are about the success of economic activities in having an impact on social change. Meanwhile, studies on strengthening Transferable Skills which have been carried out through the formulation of principles, the implementation of economic activities, and the monitoring process in social entrepreneurship have never been carried out. This study can serve as an evaluation reference for the government in the fields of education and the creative economy in preparing young citizens to become “captains” of national development. Therefore, this study is packaged with a literature review method from statistical data and research results on the pattern of strengthening Transferable Skills in economic and social practices implemented in Indonesia.

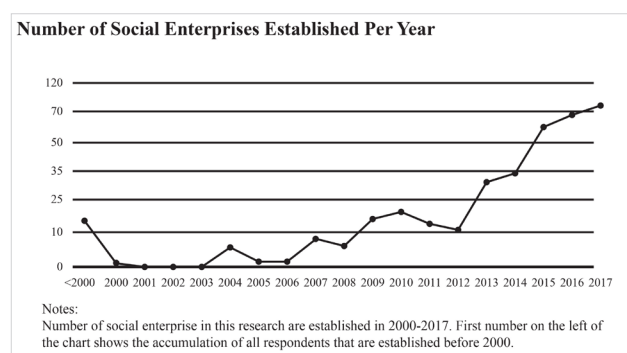
## 2. Overview of the history and context of transferable skills education in Indonesia

The social entrepreneurship is an alternative effort that can be taken to solve various social problems that may have not been touched by the government. This is supported by the statement put forward by Skoll (2009) that the social entrepreneurship movement is seen as a movement that is the antithesis of a political-based development program that tends to impose a top-down model on society. Therefore, social entrepreneurship can be said to be a movement that provides alternative methods of solving social problems through entrepreneurial practices (Peredo & McLean, 2006).

History related to the practice of social entrepreneurship shows that this activity has been practiced for a long time, although the term social entrepreneurship has only emerged

since 1980 by Bill Dryton as the originator and founder of Ashoka (İnci, 2016). From here, various forms of social entrepreneurship emerge which contribute to solving social problems. For example, the Greeman Bank, founded by Muhammad Yunus, is a bank that helps poor people in Bangladesh to escape from loan sharks, which worsens the economic situation of the community. Until Muhammad Yunus was awarded the Nobel Peace Prize because of the social entrepreneurship movement he initiated to help the people of Bangladesh by providing interest-free loans (Nurhayati, 2016). These two examples of the development of social entrepreneurship have inspired many around the world to do the same.

In Indonesia, the growth of social entrepreneurship from early 2000 until today has continued to increase (Wibowo & Nulhaqim, 2015). Based on the Social Entrepreneurship Report presented by the Social Business Platform (PLUS, 2018) shows that until 2018 it is estimated that the number of social entrepreneurs in Indonesia has reached around 342,000 business units. If we look at the graph of the growth of social entrepreneurship in Indonesia from 2000-2017, which is presented by PLUS, it shows an increasing trend. The data can be seen in the graph presented in Figure 1.



Source: Social Business Platform Data, 2018

Figure 1: Graph of social entrepreneurship growth per year in Indonesia 2000-2017

Although at the beginning of 2000-2012 there had been ups and downs in the number of new social entrepreneurs, the progress of the increase has continued to occur significantly in the following years. This shows an indication

that there has been a development in thinking patterns and entrepreneurial motives towards a social orientation among Indonesians (Rostiani et al., 2014).

In another source, the *Kumparan.com* news page accessed on (23/11/2020) with the title “67 percent of social entrepreneurs in Indonesia are young people” said that the leadership of social enterprises in Indonesia is currently dominated by young people with 67 percent of individuals aged 18-34 years. This has also resulted in a significant increase in social entrepreneurs over the past 5 (five) years, especially in the agriculture, education, health, and creative industry sectors. Youth initiatives in social entrepreneurs can provide tangible benefits to society and the environment. This nation needs a lot of youth initiatives capable of combining business activities and social activities (Palesangi, 2012).

About transferable skills, social entrepreneurship has the opportunity to become a medium of strengthening both for employees in the internal sphere and for people affected by the economic and social activities carried out by the social enterprise unit. For example, social entrepreneurship in Indonesia which was initiated by Goris Mutaqim under the name *Asgar Muda*, which consists of 700 Garut youths, focuses its activities on three areas including entrepreneurship, community development, and education (Palesangi, 2012). Efforts to strengthen transferable skills were seen when *Asgar Muda* held a Super Camp (tutoring) aimed at preparing SMA / SMK students to enter public tertiary institutions and providing scholarships for underprivileged students who successfully entered state universities.

In the fashion and handicraft sector, *Sukkacitta* and *Du Anyam* have a goal to improve the welfare of traditional craftsmen who are dominated by women by providing education about the entrepreneurial process, the production process of crafts, and bridging craftsmen with consumers (Gumulya, 2019). According to the data presented in the old *Sukkacitta.com* which was accessed on (19/12/2020), it shows that

*Sukkacitta* not only empowers the craftsmen by improving their welfare of life but also provides education to traditional textile craftsmen to protect the environment from textile chemical waste. post-production so that it can prevent as much as 1,000,000 liters of toxic waste left over from the textile dyeing process from polluting the environment, especially rivers, by advising craftsmen to use natural dyes.

Other data accessed through the *Duanyam.com* page accessed on (19/12/2020) explains the impact generated through social entrepreneurship in the handicraft sector, *Du Anyam* has a role in increasing the income of Flores women by 40%. So that it can reduce the problem of malnutrition and education in Flores, East Nusa Tenggara. In addition to the three social entrepreneurs that have been previously mentioned, there is another social entrepreneurship, namely *Kendal Agro Kastiri*, which is engaged in the agricultural sector, which also plays a role in the educational aspect by establishing *The Kendal Smart House* as an educational center for local children to access books and computers. These data show that the actions and practices of social entrepreneurship in Indonesia are packaged in many fields, both education and local endeavors.

The impact is given by the four social enterprise units also shows that social entrepreneurship cannot be separated from the element of education. In that sense, social entrepreneurs also play a role in creating transferable skills by providing facilities, access to parties who are in contact with social entrepreneurship to take various forms of education, both formal and informal. Even social entrepreneurship that has a concentration in the field of education provides experience and hones the individuals involved to create transferable skills, including the existence of a communication process that continues to be honed in the educational process, both verbal, writing, listening, and technological skills needed in the acceleration era current information (Howard et al., 2019).

Besides, education in social entrepreneurship will hone teamwork and leadership skills, creativity due to projects and targets in social

entrepreneurship activities to educate social entrepreneurship actors to hone these three skills. Not only that, through the educational process that is passed in social entrepreneurship activities, actors are required to continue to hone critical thinking patterns towards various phenomena, opportunities, and problems that are being faced. So that with various skills that are honed accountably through various forms of educational processes in social entrepreneurship activities will realize the multitasking ability of social entrepreneurial actors.

Multitasking ability is a person's ability to be able to do several things at once. Multitasking can also be interpreted as a person's ability to determine priorities and maximize or make good use of the time they have. Where this ability is needed in an era that requires someone to quickly adjust the changes that exist in advances in information, science, and technology that are fast and rapidly developing. From the description of the relationship between social entrepreneurship and transferable skills, it is known that the two are closely related to each other, to survive during increasingly rapid challenges and changes and be able to leave anyone unable to adapt to changes.

### 3. Challenge faced

Based on data and literature on the activities of the social entrepreneurship unit, several challenges were found related to efforts to strengthen transferable skills targeting youth, namely:

#### *a. The slow regeneration processes*

The emergence of various social entrepreneurship units has not been matched by the high interest of people of all ages, social levels, and levels of education to be actively involved in joining as part (Listyorini, 2012). The youth category who joined still tended to be divided into youth with the category of dropping out of school and graduating with a bachelor's degree, while youth who were still taking formal education still did not show a significant number. This is a challenge for the social entrepreneurship unit in terms of regeneration, both structurally

and functionally. Even so, young people who are currently studying will be better targets in the preparation process to have transferable skills in stepping into the world of work later.

#### *b. Lack of abilities and skills from human resources (HR)*

Ideally, each social entrepreneurship unit opens opportunities for youth who want to join their movement to train themselves to have capable transferable skills. However, in reality, not all young people who join the unit have a high desire to learn (Reindrawati, 2017). So that the process of achieving the goals of social entrepreneurship such as solving the problem of poverty in society runs less optimally.

#### *c. Unstable capital management*

Activists in this field, have their challenges to build their business to stay sustainable without having to rely on philanthropic capital. Various movements have grown in many cities and towns in Indonesia. Some succeed and become big, some die, some just survive, so the activists say that they "live reluctantly, but they don't want to die" (Purwani et al., 2018). This is related to the lack of material benefits obtained by social entrepreneurship units which can be turned into capital because the main orientation of the organization is social. Meanwhile, from a business perspective, this has greatly affected the survival of the organization.

These three points can be understood as a challenge if the social entrepreneurship unit in Indonesia has sufficient resources to face it. After that, the challenges will also become a bridge that makes the quality of the social entrepreneurship unit better to achieve its goals. However, these three points can also act as a threat if the social entrepreneurship unit in Indonesia is not competent enough to carry out its role. So that the study of social entrepreneurship will only stop at the availability of business alternatives in the 21<sup>st</sup> century that presents both economic and social activities. Meanwhile, the development and impact given in solving social problems cannot be widely felt.

#### 4. Expectations, Strategies, and Support

Building transferable skills through social entrepreneurship, of course, also requires a separate strategy. Especially when referring to the data that most of the young citizens who join are fresh graduates and some are even young people dropping out of school (Suyatna & Nurhasanah, 2018). The second type means that they have not received complete formal education provisions to prepare themselves as professionals at work. However, transferable skills or ideal skills as workers must still be fulfilled so that the noble mission of social entrepreneurship can be realized. Therefore, several strategies are taken, starting from related business organizations or institutions, educational institutions (for those who work part-time), and the government.

The strategies studied in this study are formulated based on entrepreneurial practices that have been carried out by Asgar Muda, Sukkachitta, Du Anyam, Kendal Agro Kastiri, as well as several literature studies of similar research results. The strategy is divided into 2 contexts, namely: 1) Strategies to strengthen transferable skills through social entrepreneurship, and 2) Strategies to solve problems in strengthening transferable skills through social entrepreneurship as described in the sub-chapter on challenges. The strategy patterns for the first context can be understood through the presentation of Figure 2.

In Figure 2, the process of strengthening the values of transferable skills can be seen starting from determining worker requirements

to evaluating work processes and results. For example, in conducting recruitment, Du Anyam (<https://duanyam.com/pages/careers/>) through his website conveyed the sentence:

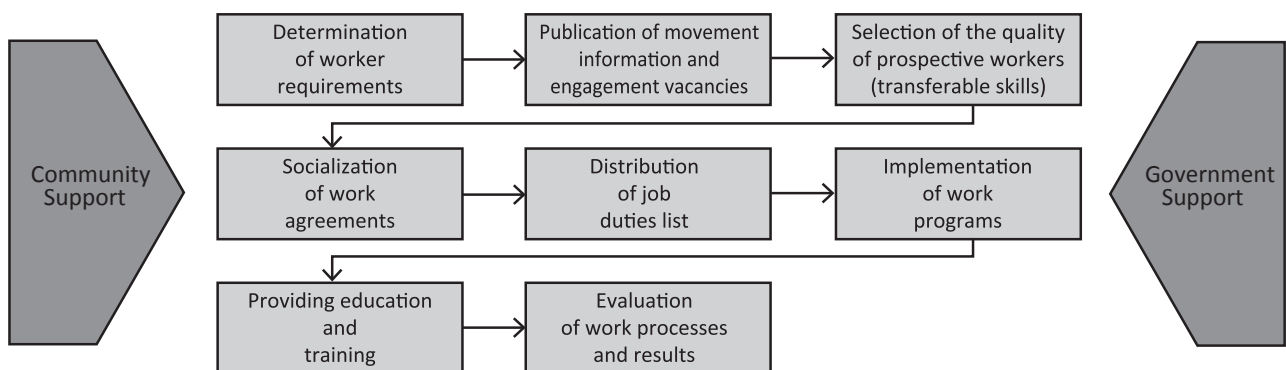
*“We are looking for people who are passionate about making a change in the community, entrepreneurship, and economic involvement. Find below various job positions we currently have openings for.”*

This expression indirectly also provides a prerequisite for prospective employees to have a strong commitment to organizational goals. In the concept of transferable skills, this requirement can be interpreted as an effort to educate prospective workers to have a leadership spirit for themselves and strong work ethics (Binghamton University, 2016). Besides, this explanation also strengthens the opportunity for the social entrepreneurship unit to become a medium for non-formal education in the social and economic fields which are in line with the spirit of the civic economy (Dagger, 2006).

The same is done by Sukkachitta (<https://www.sukkhacitta.com/pages/careers>) in promoting managerial positions, namely:

*“1-page motivation letter explaining why you’re perfect for this position. In it, please outline 3 ideas you think SukkhaCitta should do to reach more people. Be specific and concise. Try to stand out”.*

This provision contains the value of transferable skills, namely leadership, written communication skills, and initiative. Such prerequisites are also important to convey at



Source: Author's analysis (2020)

Figure 2: Strategy patterns for strengthening transferable skills through social entrepreneurship

the beginning as a foundation for prospective workers to be able to carry out their duties seriously according to what was conveyed at the beginning of the recruitment process (Ruususen et al., 2018). To minimize the misunderstanding of the meaning of work in this social and economic field.

At the program implementation stage, these social entrepreneurship units tend to have the same type of programs to strengthen transferable skills for their workers, namely through education funding or scholarships (Du Anyam), skills training (Asgar Muda), and participation in competitions (Kendal Agro Katsiri). These activities are continuously carried out to improve the quality of the human resources of the workers involved in them. So that it can also affect the improvement of the quality of services provided to the wider community. These programs then make the process of strengthening the values of transferable skills in youth to run more fully than if they only took formal education without direct practice in the field.

Besides, the strengthening of transferable skills is also provided by the social entrepreneurship unit for youth and the elderly who are the target of their work program. For example, Du Anyam consistently conducts weaving training for communities in remote villages to develop independence in entrepreneurship. Meanwhile, SukkhaCitta develops support for various professional backgrounds for women in Indonesia. Especially during this pandemic, support was provided not only in the form of meeting the needs for work facilities but also training to improve the quality of work. These two examples show that the social and economic activities carried out by the social entrepreneurship unit have a good impact on resolving social issues (Dagger, 2006). Such a concept is what is expected to be a real implementation of the Pancasila Economy (Mubyarto, 2004).

The evaluation stage is often carried out by inviting a monitoring team from domestic associations such as the Indonesian Social Entrepreneurship Association or social entrepreneurship partnerships from abroad.

Besides, every process carried out by the social entrepreneurship unit always requires full support from the surrounding community. For example, to create empowered and independent women, SukkhaCitta needs the participation of the community to jointly provide appreciation and eliminate discriminatory behaviors against female workers that have been ongoing in several regions in Indonesia.

Meanwhile, support from the government has been manifested in the form of policies and appreciation for the work of the social entrepreneurship unit managers for changes in the social, economic, and educational fields that have been made. For example, the Independent Campus policy initiated by the Minister of Education and Culture, Nadiem Makarim, one of which contains the right to study outside the study program. Students are allowed to develop their transferable skills through several activities, namely: 1) Student exchange; 2) Internships / Work Practices; 3) Teaching assistance in the education unit; 4) Research; 5) Humanitarian projects; 6) Entrepreneurial activities; 7) Independent studies/projects; and 8) Building a village / thematic real work lecture (Dirjen Dikti Kemendikbud, 2020). So that it opens opportunities for youth involvement with a background as students to be involved in socio-economic activities in social entrepreneurship.

Meanwhile, the second strategy adopted by the social entrepreneurship unit in solving the challenges faced in efforts to strengthen transferable skills in youth is: 1) Developing recruitment publication content and business unit activities that are by the characteristics of today's youth; 2) Expanding the reach of recruitment publications and business unit activities by utilizing the presence of social media such as YouTube, Twitter, and Instagram; 3) Increase workers' motivation to learn by giving appreciation in the form of financing participation in training or even participation in advanced education, and 4) Expanding cooperation networks with domestic and foreign partners to improve the quality of capital development management. Through

these strategies, the social entrepreneurship unit seeks to position itself as a dynamic business organization as the basic characteristics that differentiate it from organizations or business units in general (Peredo & McLean, 2006).

## 5. Conclusions

Globalization with various challenges that are presented requires people to be able to innovate to solve every problem they face. In the economic field, the problems of poverty and unemployment caused by the process of accelerating the system which tends not to consider social problems are the basis for the emergence of demands to restore all economic systems to the original spirit of the Indonesian nation, namely the Pancasila Economy. Therefore, the birth of various social entrepreneurs as an alternative solution to economic issues as well as social issues. In Indonesia, interest in this form of business continues to increase and needs to be taken seriously. This is because the activities carried out have a lot of impact on strengthening the

transferable skills of youth and the public, as well as significant social changes.

There are at least 3 main points about the existence of social entrepreneurship in strengthening transferable skills, namely: 1) becoming a medium for non-formal education for youth in the economic and social fields; 2) encouraging the creation of a multitalented generation, and 3) have the opportunity to become a role model for the implementation of Pancasila Economy. Although in practice in the field challenges such as the slow regeneration process, there are still some workers who have low learning interest, as well as capital development issues that must be faced by actors in this business sector. However, with a strong commitment strategy in improving human resources with the both internal and external scope and support from the community and government, it can be a force that perpetuates the existence of social entrepreneurship that makes a positive contribution to the development of the nation and state.

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