

## CREATIVEPRENEURSHIP IN HIGH SCHOOL STUDENTS

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### ABSTRACT

This study investigate the effect of financial literacy towards investment decision among high school students in Jabodetabek. Students were provided with workshop of financial investment. This study address the following questions : are young people are financially literate? How can we enhance their financial literacy? We did pre test and post test for them. From pre test analysis, we found that most young peoples are not familiar with financial literacy. Because, only 39% from sample are familiar with concept of inflation. We use “interest rate” and “inflation” questions to be tested whether respondents were knowledgeable about those two criteria. This paper uses randomized experience to explore how financial literacy changes investment decision among young peoples. The effect of financial literacy program are strong. After having workshop, students are more knowledgeable about financial literacy that might be useful for their financial decision.

**Keywords : Investment, Financial Literacy**

### 1. Introduction

Creativepreneurship, a concept that combines creativity and entrepreneurship, is an integral component in the development of vocational high school students, particularly in the arts and creative industries. This approach aims to equip students with the skills and competencies necessary to succeed in creative industries by fostering innovation, creativity, and entrepreneurship. The creativepreneur model consists of three key components: competence, creativity, and effectiveness. These components are interconnected and essential for students to develop professionally and be prepared for the challenges of the 21st century (Pracihara et al., 2019). The development of creativepreneurship in high school students is crucial for several reasons. Firstly, it enhances their creative thinking and problem-solving skills, which are valuable in various aspects of life. Secondly, it encourages students to be more innovative and entrepreneurial, which is essential for success in competitive creative industries. Finally, it helps students develop a sense of professionalism and self-expression, which is critical for their future careers (Pracihara et al., 2019). To effectively implement creativepreneurship in high school education, several strategies can be employed. These include providing students with opportunities to engage in creative product development, offering training and mentorship programs, and integrating technology into the learning process. Additionally, involving industry partners and artists in the educational process can provide students with real-world experiences and exposure to creative industries (Pracihara et al., 2019). Involving students in

community service activities focused on creativepreneurship can also be beneficial. For example, a mentoring program that emphasizes creativepreneurship can help students develop their skills and competencies while also giving back to their community (Astuti et al., 2023). Overall, incorporating creativepreneurship into high school education can have a significant impact on students' personal and professional development, preparing them for success in the creative industries and beyond (Pracihara et al., (2019), Astuti et al., (2023)).

## 2. Literature Review

Social-creativepreneurship, also known as social-creative entrepreneurship, is a field that involves individuals, referred to as social-creativepreneurs, who run entrepreneurial ventures with a creative focus and a social mission to create value for society. These social-creativepreneurs possess a specific set of competencies known as social-creativepreneurship competencies, which include the ability, skills, knowledge, and experience to generate unique and original ideas. During the Covid-19 pandemic, the importance of integrating social-creativepreneurship competency into education has been highlighted. This competency equips students with life skills, fosters creativity, and enhances problem-solving abilities. It is emphasized that creativity is crucial for addressing social and economic challenges, promoting personal development, social inclusion, active citizenship, and employment opportunities. Moreover, the development of entrepreneurial competence, including attitudes, values, skills, and knowledge, is seen as essential for success in a knowledge-based economy. Teachers play a significant role in fostering creative thinking skills and enhancing students' competence through positive discussions and collaborations (Widiastuti et al., 2023). It is crucial to equip students with the skills to creatively solve problems in their daily lives, especially considering the increased challenges faced at every stage of life. By instilling creativity competence in students, they can contribute to reviving economic conditions within their communities during and after crises like the Covid-19 pandemic (Widiastuti et al., 2023). Creative entrepreneurship is the process of building or pivoting into a business or social enterprise based on a creative talent or skill. It involves using innovative thinking to manage and grow the business, often in industries such as advertising, marketing, design, music, arts, writing, and entertainment (Bujor & Avasilcai, 2016).

To develop creativepreneurship skills in high school, several strategies can be employed. These include (Pracihara et al., (2019), Suryani et al., (2022)):

1. Providing Opportunities for Creative Product Development: Offer students opportunities to engage in creative product development, such as designing and producing artistic works, writing, or creating digital content. This helps them develop their creative thinking and problem-solving skills.
2. Training and Mentorship Programs: Provide training and mentorship programs that focus on creativepreneurship. This can include workshops, seminars, and one-on-one guidance from industry professionals or artists. This helps students develop their skills and competencies while also giving them exposure to the creative industries.
3. Integration of Technology: Incorporate technology into the learning process to enhance creativepreneurship skills. This can include using digital tools for creative expression,

such as graphic design software or video editing software, or leveraging social media platforms for marketing and promotion.

4. **Community Service and Industry Partnerships:** Involve students in community service activities focused on creativepreneurship, such as mentoring programs that emphasize creativepreneurship. Additionally, partner with industry professionals and artists to provide students with real-world experiences and exposure to the creative industries.
5. **Competency-Based Curriculum:** Implement a competency-based curriculum that focuses on the acquisition of specific skills and competencies related to creativepreneurship. This can include training in entrepreneurship, marketing, and financial management, as well as creative skills such as writing, design, or performance.
6. **Encouraging Entrepreneurial Spirit:** Foster an entrepreneurial spirit in students by encouraging them to take calculated risks, be open to new ideas, and develop a growth mindset. This can be achieved through activities such as business plan competitions, entrepreneurial challenges, or entrepreneurial clubs.
7. **Social Learning and Teamwork:** Encourage social learning through social observation-modelling and teamwork creativity. This can involve group projects that require students to work together to develop creative solutions or products, fostering collaboration and teamwork skills.
8. **Non-Formal Education:** Utilize non-formal education methods, such as workshops or seminars, to release students' creativity and entrepreneurial potential. This can include activities that promote community responsibility, initiative action, and the development of unique talents.
9. **Establishing Entrepreneurship Ecosystems:** Establish firm entrepreneurship ecosystems that support youth entrepreneurial activity. This can include providing resources such as funding, mentorship, and networking opportunities to help students develop their entrepreneurial ventures.
10. **Holistic Approach:** Cultivate students' creative potentials by considering creativity psychologically and socially. This can involve a holistic approach that includes individualized guidance, team learning, and experiential learning

The underpinning theory for creative entrepreneurship is the Theory of Reasoned Action (TRA). This theory is used to understand how individuals make decisions about adopting new technologies or behaviors, which is particularly relevant in the context of creative entrepreneurship where innovative ideas and technologies are often at the forefront (Beng et al., 2021).

### **3. Research Method**

Data collection method was done through primary sources. We distribute the questionnaires to respondents to be answered. The questionnaires is true/false type questions based on basic financial literacy. A sample from this study is high school students from SMA Cita hati who visited UPH. There were 19 high school students who participated in this workshop. We chose high school students because they represent young entrepreneurship criteria that match with our topic.

At the beginning of our session, we did a pretest before the workshop to measure respondent’s knowledge of creativepreneurship. After the workshop, we did a post test. This is conducted to know the effect of the workshop toward understanding of entrepreneurship among high school students. Table 3.1 shows pretest study toward a sample.

Table 3.1 pretest study

Assessment Activities	Pre-Test Score Average
Understanding of the importance of creativepreneurship	7%
Understanding of the types of entrepreneurship-based creative activities	10%
Understanding of the digital marketing process supporting creative businesses	7%
Understanding of the content preparation process	15%
Understanding of the importance of using social media	10%

Source: Data Processing (2023)

#### 4. Results and Discussion

Workshop had been conducted on Tuesday, January 16, 2024, from 10.00 am until 12.00 pm. After respondents filled in the pre-test questionnaires, we deliver workshop materials about the concept of creativepreneurship. Some materials about marketing and entrepreneurship have been delivered to them to enhance their knowledge about creativepreneurship. Some material for this workshop is as follow:

1. Product Innovation
2. Marketing and promotion
3. Entrepreneurship

At the end of workshop, we also spread a questionnaire to obtain information on the percentage of students' understanding of the importance of creativepreneurship. Respondents must know types of entrepreneurship-based creative activities, marketing and promotion, and the importance of product innovation because this is a crucial factor to knowing what kind of entrepreneur that most suitable for each of them. We want to emphasize that every individual is unique and never follows other people’s step for doing entrepreneurship. The result for the post test are as follow:

Table 4.1

Assessment Activities	Pre-Test Score Average
Understanding of the importance of creativepreneurship	95%
Understanding of the types of entrepreneurship-based creative activities	96%
Understanding of the digital marketing process supporting creative businesses	90%
Understanding of the content preparation process	93%
Understanding of the importance of using social media	96%

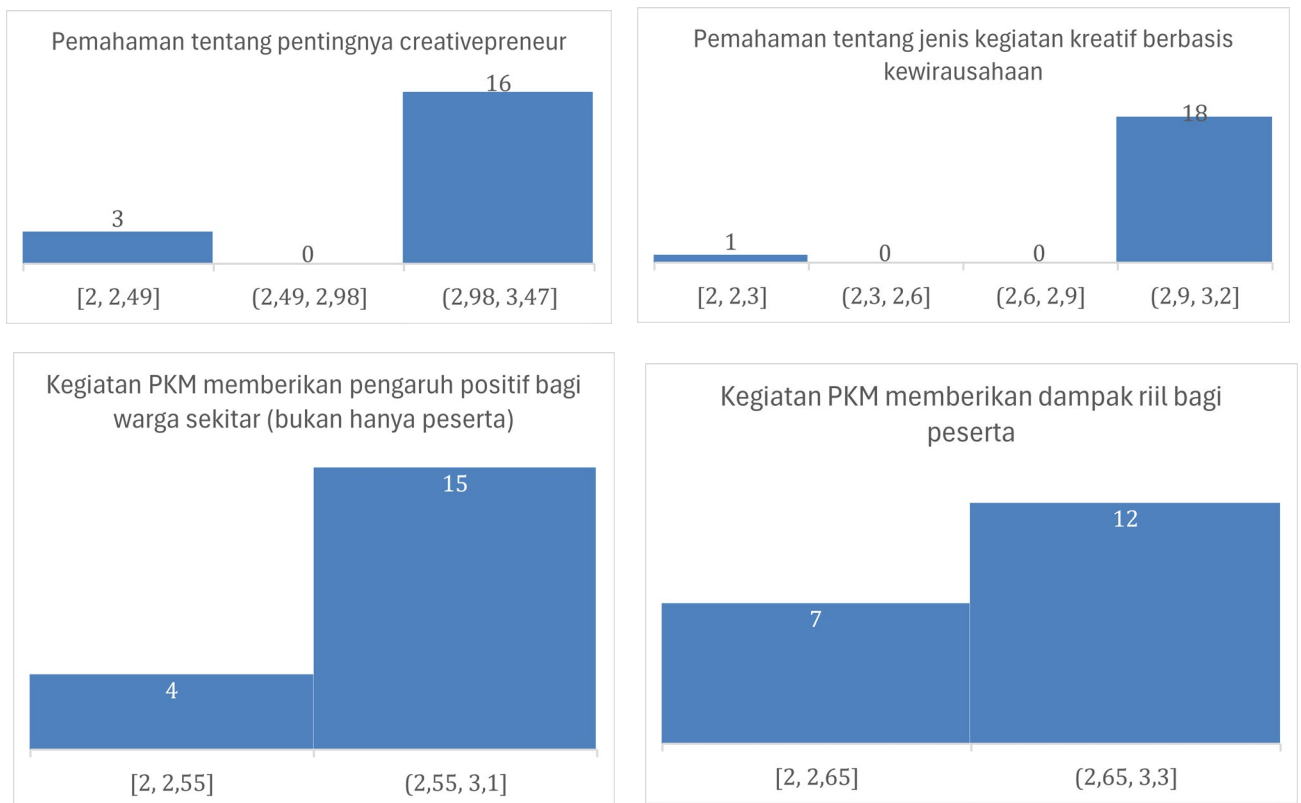
Source: Data Processing (2023)

The result is increase significantly because most of them abundance of knowledge about creativepreneurship, no wonder 95% from total respondents is understand about the topic. These results are supported by (Pracihara et al., (2019); dan Astuti et al., (2023) which

stated that incorporating creativepreneurship into high school education can have a significant impact on students' personal and professional development, preparing them for success in the creative industries and beyond. This is because they are at a critical stage in their development where they are learning to navigate the intersection of creativity, entrepreneurship, and technology. At this age, they are developing their skills in various subjects, including art, design, music, and business, which are essential for success in the creative industries. Additionally, high school students are beginning to think about their future careers and are looking for ways to apply their skills in meaningful and innovative ways. Incorporating creativepreneurship into their education can help them develop the skills and mindset necessary to succeed in the creative industries and beyond.

We also did survey questionnaires to know whether this workshop can bring a real impact for each of them. Type of questionnaires is likert scale (1 = Strongly Disagree, 5 = Storgly Agree).

Figure 3. Survey Results from Respondents



Source: Survey Data (2023)

## 5. Conclusion

Workshop about creativepreneurship to encourage entrepreneurs among high school students ran smoothly. The aim is to gain an in-depth understanding of the preparation and development required to become a successful young entrepreneur, incorporating creative and innovative elements as a key foundation. Secondly, gain training insights into the key actions that need to be taken in starting a business, with a deeper knowledge of creativepreneurship strategies. Third, to gain an in-depth understanding of the essential skills and attitudes to be developed to become a young entrepreneur, including creative skills, adaptability, and creative

leadership in the context of creativepreneurship. It can be concluded that through the material presented by the resource person in the workshop, it has provided new views and new understanding to high school students regarding new knowledge and understanding related to Creativepreneurship. However, this workshop activity is not perfect due to various obstacles and limitations. From the evaluation given by the participants, observation and evaluation conducted by the PKM team, it is hoped that there will be a continuation of seminars like this in the future.

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