

Exploring Civic Competence and Work Readiness among Vocational Students through the Lens of Civic Entrepreneurship

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Abstract

This study examines the exploration between Civic Education (Civics Education) and the development of employability skills, entrepreneurship, and civic entrepreneurship in SMK students. Using descriptive qualitative method, the study involved 60 students from SMKN 1 and SMKN 15 Bandung through purposive sampling technique. The results show that Civics contributes significantly in shaping employability skills such as critical thinking, collaboration, and professional ethics. In addition, Civics also fosters students' entrepreneurial spirit through the development of creativity, independence, and risk-taking courage. Another important finding is that Civics encourages the growth of civic entrepreneurship-social entrepreneurship that is oriented towards solving community problems and building community values. This research confirms that Civics has a strategic role in shaping young people who are competent, competitive, and have high social care. These results are expected to be the basis for the development of Civics learning in SMK which is more contextual and responsive to the challenges of the times.

Keywords: Civic Education, Employability Skills, Civic Competence, Civic Entrepreneurship, Job Readiness

Penelitian ini mengkaji eksplorasi antara Pendidikan Kewarganegaraan (PKn) dengan pengembangan employability skills, kewirausahaan, dan kewirausahaan kewarganegaraan pada siswa SMK. Dengan menggunakan metode pendekatan kualitatif dengan teknik purposive sampling, untuk memilih responden yang terdiri dari 60 siswa dari SMKN 1 dan SMKN 15 Bandung. Hasil penelitian menunjukkan bahwa PKn memberikan kontribusi yang signifikan dalam membentuk employability skills seperti berpikir kritis, kolaborasi, dan etika profesional. Selain itu, PKn juga menumbuhkan jiwa kewirausahaan siswa melalui pengembangan kreativitas, kemandirian, dan keberanian mengambil risiko. Temuan penting lainnya adalah PKn mendorong tumbuhnya civic entrepreneurship-kewirausahaan sosial yang berorientasi pada pemecahan masalah masyarakat dan pembangunan nilai-nilai masyarakat. Penelitian ini menegaskan bahwa PKn memiliki peran strategis dalam membentuk generasi muda yang kompeten, berdaya saing, dan memiliki kepedulian sosial yang tinggi. Hasil penelitian ini diharapkan dapat menjadi dasar pengembangan pembelajaran PKn di SMK yang lebih kontekstual dan responsif terhadap tantangan zaman.

Kata kunci: Pendidikan Kewarganegaraan, Employability Skills, Kompetensi Kewarganegaraan, Kewirausahaan Kewarganegaraan, Kesiapan Kerja

Introduction

Civic Education (PKn) is an essential foundation in the national education system that not only aims to form citizens who understand their rights and obligations, but also have a collective awareness of nation building. In the era of globalization marked by the dynamics of rapid change in various sectors, the relevance of civil society is increasingly crucial in preparing the younger generation to face complex future challenges. The paradigm shift from mere mastery of materials to holistic competency development requires PKn to focus not only on the normative-theoretical dimension, but also on the applicative and practical dimensions that are in accordance with the real needs of society and the world of work. The learning process at the vocational high school level is expected to be ready to work in the field and even be able to open jobs for the wider community. As stated in the Presidential Regulation of the Republic of Indonesia Number 102 of 2007 concerning the Ratification of the *Convention on Technical and Vocational Education* (Convention on Technical and Vocational Education) Article 1(a). With this convention, it is hoped that all countries will implement it and adjust to the regulations that apply in each country, from this it is very strengthening for graduates who will then take part in the wider community, both national and international, by always following the development of the times (Marrtini & Ardi, 2022).

Several studies that have been conducted on education at vocational schools, it is still found that there is a low level of entrepreneurial awareness among vocational school alumni, this is one of the challenges in the development of an independence-based economy (Rondli et al., 2024). Alumni still tend to be oriented towards formal work rather than opening their own business. Some of the research that has been conducted is the development of a 21st century skill-based PKn learning model through e-market place with PeKa application media to improve the citizenship competence of vocational school students, applied effectively in learning activities and in the aspect of PKn learning knowledge adding references in PKn teaching and having the novelty of the web/android-based e-marketplace model in improving citizenship competence (Marrtini & Ardi, 2022). Then, the role of civic education in increasing entrepreneurial awareness based on national values, from this study it is stated that civic education has a strategic role in shaping entrepreneurial character and awareness based on national values. However, there are still challenges in integrating civic education with the development of an entrepreneurial spirit oriented towards nationalism and patriotism. This is also seen in SMKN 1 and SMKN 13 Bandung, where the majority of students prefer formal work paths rather than exploring social and cultural-based business opportunities. Lack of understanding of the importance of national values in business is a major obstacle. Most students who are interested in entrepreneurship do not understand how to run a business that prioritizes social interests, mutual cooperation, and local wisdom values. This indicates that there is a gap between the civic education taught and its application in the business world, which has the potential to hinder the birth of entrepreneurs who have a national vision.

The purpose of this research is to strengthen *civic entrepreneurship* in civic education learning. Where data-based students and teachers can explore in the teaching process in strengthening *civic competence* to encourage the growth of social entrepreneurship civic entrepreneurship which is oriented towards solving community problems and building community values, Civic education has a strategic role in forming a young generation that is competent, competitive, and socially caring.

The novelty of novelty in this study includes two main competencies that are now in the spotlight in the context of preparing individuals to face the challenges of the 21st century, namely *employability, skills and civic entrepreneurship* in *civic entrepreneurship*. *Employability skills* refer to a set of skills that enable individuals to succeed in obtaining, maintaining, and advancing careers in the world of work, including critical thinking, effective communication, collaboration, problem-solving, adaptation, and work ethics. Meanwhile, *civic entrepreneurship* is a concept that refers to various economic activities carried out by citizens, especially in the context of civil society and involves *entrepreneurship* or entrepreneurial skills, which is the spirit, attitude, and ability to innovate, take risks, and create new value, both in the business

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and social context. This capability is not only crucial to creating jobs, but also to driving sustainable economic growth.

In a broader context, the relationship between PKn and the two competencies does not stop at the individual level. PKn, with its emphasis on Pancasila values, social responsibility, and awareness of fundamental rights, has great potential to foster a type of entrepreneurship based on civic principles, or known as *civic entrepreneurship*. The concept of *civic entrepreneurship* goes beyond mere profit orientation, focusing on solving social and environmental problems through innovative initiatives that empower communities and create shared value. It is the embodiment of *civic responsibility* integrated with the entrepreneurial spirit, resulting in proactive and responsible agents of change.

This research departs from the hypothesis that there is an exploration between Civic Education and the development of *employability skills*, entrepreneurial spirit, and *civic entrepreneurship*. Through effective civic learning, students are expected to not only become law-abiding citizens, but also individuals who are adaptive, innovative, independent, and have a high concern for the progress of the community and nation. Therefore, this study aims to examine in depth how PKn contributes to shaping these three important dimensions in the younger generation, as well as identify potential learning strategies that can optimize the role of PKn in the future.

RESEARCH METHODS

This research is to understand the role of Civic Education (PKn) in increasing students' entrepreneurial awareness with national values, this study uses a descriptive qualitative approach. This method allows researchers to investigate complex social phenomena (Wijayanto et al., 2025), discovering new patterns, and understanding how students, educators, and program managers of majors understand the relationship between civic education and entrepreneurship. According to (Creswell & Creswell, 2022), quoted in (Ardiansyah et al., 2023), the goal of qualitative research is to gain a deeper understanding of a phenomenon through descriptive interpretation and analysis based on individual or group experiences. This study was conducted at SMKN 15 and SMKN 1 Bandung because this location was chosen because of the potential of SMKN 15 and SMKN 1 Bandung students to instill nationality-based entrepreneurial values as part of their civic responsibilities in the future. This study involved 60 students who studied PKn and were interested in entrepreneurship, teachers who taught PKn subjects, teachers who taught entrepreneurship programs, and department managers who were responsible for curriculum design and implementation. In-depth interviews, observations, and literature research were used to collect data. Interviews are conducted in a semi-structured manner with students, teachers, and program managers. The purpose of this interview was to find out their understanding of the relationship between entrepreneurial learning (PKn) and entrepreneurship. They also discussed their perceptions of the community's ability to get jobs and entrepreneurship in civic learning associated with entrepreneurship. Observations are made in education and various academic and non-academic activities to see firsthand how entrepreneurship is taught and how much national values are integrated into the learning process. To conduct this research, curriculum, learning materials, and literature related to entrepreneurship were studied. Qualitative analysis methods are used to analyze the collected data. This method is based on the ideas of Miles and Huberman in (Adelia et al., 2024), which includes three main stages: data reduction, data presentation, and conclusion drawn. At the data reduction stage, data relevant to the research is selected and sorted. Furthermore, data were presented in a descriptive narrative to show the relationship between civic learning and the development of entrepreneurial spirit. The last stage is the drawing of conclusions; Here, new patterns are discovered and suggestions are made to improve the efficiency of PKn learning by instilling entrepreneurial values across the country.

As a complement to the qualitative approach, this study also integrates quantitative methods to measure the level of mastery of employability skills and the intensity of civic entrepreneurship interest in

respondents in a measurable manner. This quantitative approach aims to provide empirical validation of qualitative findings through generalizable numerical data. The quantitative data collection instrument is in the form of a structured questionnaire developed based on the employability skills indicator referring to the framework (Areisy & Sudira, 2022) which includes eight aspects of competence: communication skill, problem-solving skill, planning and organizing skill, initiative and enterprise skill, self-management skill, learning skill, using technology skill, and keeping occupational health and safety skill. The questionnaire was compiled using a 5-point Likert scale (1=strongly disagree to 5=strongly agree) which was tested for construct validity using the product-moment formula and reliability using the Alpha Cronbach coefficient with a minimum value of 0.70 to ensure the internal consistency of the instrument.

To measure the interest in civic entrepreneurship-based entrepreneurship, this study adapted an instrument that has been validated by (Falah & Marlana, 2023) with modifications to the dimensions of social orientation and national values according to the research context. The civic entrepreneurship interest questionnaire includes four main dimensions: (1) awareness of socio-economic opportunities, (2) entrepreneurial personality based on civic values, (3) cross-sectoral collaborative leadership, and (4) motivation for the long-term interests of the community. Quantitative data analysis used descriptive statistical techniques to describe respondent profiles and competency mastery levels, as well as multiple linear regression analysis to test the influence of civic learning on employability skills and civic entrepreneurship interests. The analysis prerequisite test includes a normality test using Kolmogorov-Smirnov, a linearity test, and a multicollinearity test to ensure that regression assumptions are met. The integration of qualitative and quantitative data is carried out through a triangulation convergence model technique that allows researchers to compare, confirm, and enrich the findings of both approaches simultaneously, resulting in a more holistic and in-depth understanding of the role of PKn in shaping the civic competence and work readiness of vocational school students.

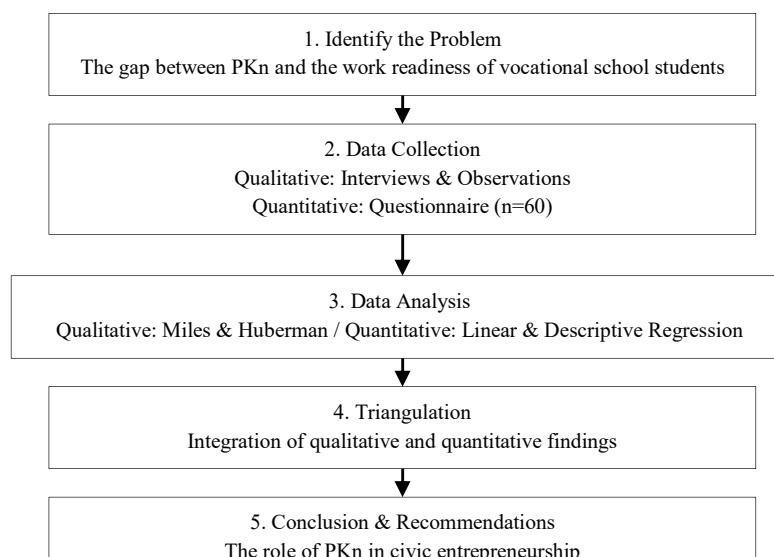


Figure 1. Mixed Method Research Flow Diagram

This research is designed through five systematic stages that are integrated in a mixed method approach. The first stage is the identification of research problems that focus on the gap between PKn learning and the work readiness and entrepreneurial spirit of vocational school students. The second stage is parallel data collection, where qualitative data is obtained through in-depth interviews and participatory observation, while quantitative data is collected through the distribution of structured questionnaires to 60 respondents who were selected by purposive sampling from SMKN 1 and SMKN 15 Bandung. The third stage is data analysis where qualitative data is analyzed using the Miles & Huberman technique which includes data reduction, data presentation, and conclusion drawn, while quantitative data is analyzed using descriptive statistics and multiple linear regression to test the causal relationships between variables. The fourth stage is the triangulation or integration of findings from the two approaches to mutually validate and enrich the interpretation of research results. The fifth stage is the drawing of conclusions and the preparation of policy recommendations related to optimizing the role of PKn in developing civic entrepreneurship in vocational education.

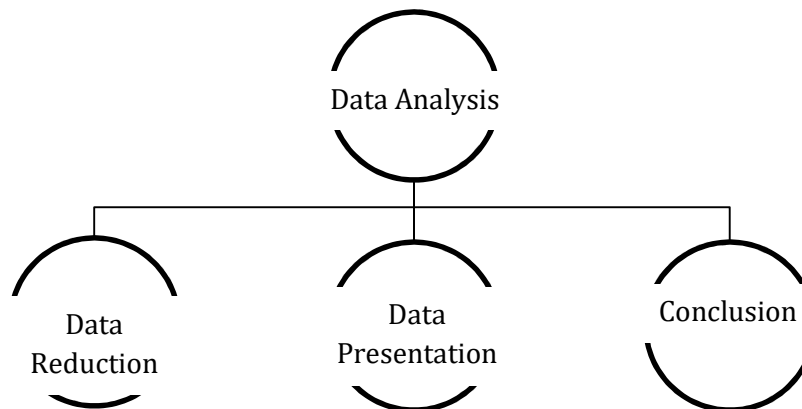


Figure 2. Data analysis by Miles & Huberman (Kurniawati et al., 2024)

This study applies triangulation techniques to ensure the validity of data based on the concept put forward by Denkin in (Susanto et al., 2023) which includes triangulation of sources, methods, and time. Source triangulation is carried out by comparing data from students, lecturers, and study program managers. Triangulation methods combine various data collection techniques, while time triangulation is done by collecting data on several different occasions to ensure the consistency of the information obtained.

Results and Discussion

1. Preparation and Manpower

The provision of labor in Indonesia is carried out through education, training, and development in the workplace. The educational path is taken through formal education (elementary, junior high, high school, vocational, pt), non-formal and informal education (early childhood education, childcare, play groups, kindergarten, community education). The training path is taken through job training centers, vocational skills courses, training by training institutions) (Slamet PH., 2011). Vocational education is closer to its harmony with the economy and especially with employment, the harmony between vocational

education and the world of work can be seen from vocational education graduates, by having a balance between the development of students and the economic development of the Indonesian society as a whole. So in the discussion of this research, it will highlight: maximizing the role of civic education for vocational education in economic development. According to (Slamet PH., 2011) that investment in the education sector contributes greatly to economic development in Indonesia. The Directorate of Vocational High School Development (2008) conducted a study whose conclusion included "there is a positive relationship between the ratio of vocational secondary school students (SMK) and gross regional domestic product (GDP) (Slamet PH., 2011). If we look at this from this, this is in line with the Prabowo-Gibran education work program in Strengthening the Human Resources Quality Cooling System at point 6. That is; Expanding educational programs both formal and non-formal and mentoring to workers and the art community on the importance of entrepreneurship in the fields of art, culture, and creativity to produce artists with an entrepreneurial spirit. It is undeniable that in the current era, the rapid flow of advances in artificial intelligence can compose the need for talent in almost all industries and force to increase the ability of the workforce and make the challenges of obtaining jobs even more stringent. The following is data from the central statistics agency regarding the percentage of the labor force to the working-age population.

Table 1. Percentage of the Labor Force to the Population Working Age

Percentage of Labor Force to Working Age Population (TPAK) by Age Group (Percent) in 2025			
Age Groups	February	August	Annual
15–19	26,00	–	–
20–24	73,11	–	–
25–29	78,62	–	–
30–34	78,55	–	–
35–39	80,88	–	–
40–44	82,91	–	–
45–49	84,16	–	–
50–54	81,95	–	–
55–59	78,31	–	–
60+	56,15	–	–
Total	70,60	–	–

Source: bps.go.id (2025)

It was found that labor force participation rates varied significantly between age groups. The 15-19 year old age group showed the lowest TPAK at 28%. This figure shows that most of the population in this age group is likely still in formal education or has not fully entered the job market. TPAK begins to increase substantially in older age groups. In the age group of 20-24 years, TPAK reached 73.11%, indicating a significant transition from education to the world of work. The peak of labor force participation was seen in the age group of 25-29 years with 78.62% and 30-34 years with 78.55%. This high percentage indicates that this age group is a major productive segment in Indonesia's workforce, where individuals have completed their education and are actively looking for or have a job. From this data, it can be seen that the percentage of the labor force to the working-age population in vulnerable age 15-19 years is still low, at that age there are alumni who graduated from vocational schools, this needs to be reviewed more deeply why the relationship between the absorption of the number of workers in vocational school is still low. One of them is by improving civic education learning in schools to reinforce values, attitudes, and skills that are essential for success in the world of work and entrepreneurship. The following is shown the open unemployment rate based on education level.

Table 2. Open Unemployment Rate Based on Education Level

Open Unemployment Rate Based on Education Level
Year 2024

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Education Level	Open Unemployment Rate (%)
No/Never Been to School/Haven't Graduated & Graduated from Elementary School	2,32
JUNIOR	4,11
Public High School	7,05
Vocational High School	9,01
Diploma I/II/III	4,83
University	5,25
Data Description :	

Source : bps.go.id (2024)

From this data, it can be seen that vocational school graduates have the highest Open Unemployment Rate, which is 9.01%. This is a significant number compared to other levels of education. Followed by high school graduates (7.05%) and universities (5.25%). The graduates with the lowest TPT are junior high school (4.11%) and D3 (4.83%). The high TPT of vocational school graduates is often in the spotlight, considering that vocational schools should be designed to prepare job-ready graduates with specific skills. This data shows that there is a gap between the availability of vocational school graduates and the needs of the job market, or the lack of alignment between the competencies taught and the needs of the industry. The high number of high school graduates is also reasonable, because generally they do not have specific skills for the world of work compared to vocational or college levels. The high unemployment rate of vocational school, high school, and university graduates is a real and urgent social problem. This condition creates social and economic instability, and can trigger frustration among the younger generation. In the context of civic entrepreneurship, this unemployment problem can be seen as an opportunity to take initiative and innovate. Instead of just waiting for the availability of jobs or relying on the government, graduates or other parties (academics, communities) can develop entrepreneurial solutions that aim to address this unemployment problem head-on. The role of civic education (PKn) in the formation of character and entrepreneurial actions among students includes: (1) Strong character formation; (2) High Social Awareness; (3) Strong National Spirit; (4) Stimulation of Interest and Entrepreneurial Ability; (5) Practical Implications (Yunita, 2024)

2. Capabilities for the 21st Century in *civic competence*

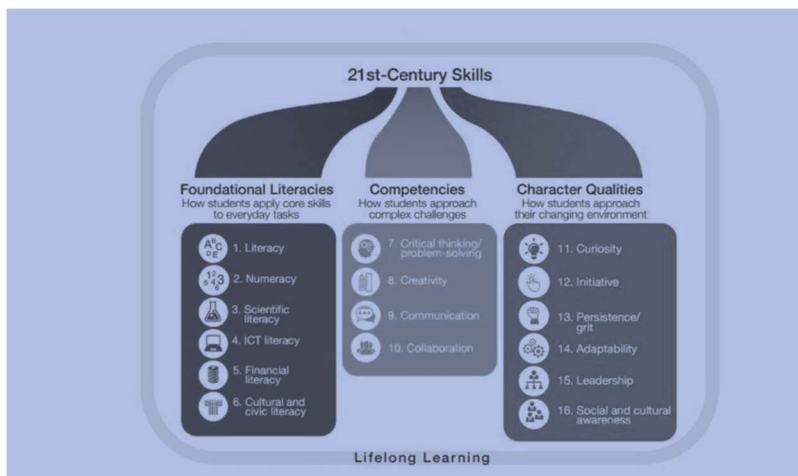


Figure 3. Capabilities for the 21st Century

Source: World Economic, Forum, 2016

Figure 3. It shows that the Industrial Revolution 4.0 and the idea of society 5.0 where various digital technology products and their variations have changed the social order of society. Similarly, the way humans live and work that has undergone changes both from interacting, communicating, and ultimately education and culture are also affected by the industrial revolution 4.0. In general, the Industrial Revolution 4.0 is characterized by internet optimization and automation supported by the development of artificial intelligence. From picture 3. above shows the ability *lifelong learning* for the 21st century. According to data from *World Economic Forum, 2016 Foundational literacies* shows how students can have daily skills from honing literacy, numeracy, scientific literacy, financial literacy and cultural literacy and civic literacy. Then there is also how students face complex challenges, namely through critical thinking and problem-solving thinking, creativity, communication, collaboration. As well as the character qualities that need to be possessed in approaching an ever-changing environment, namely curiosity, initiative, presence, adaptation, leadership, and social and cultural awareness. In relation to the research that is raised, learning focuses on integrating learning with abilities *Life Long Learning* and will be very useful for civic education learning leading to *Civic Entrepreneurship* in vocational schools (SMK) (Puspa et al., 2023). Civic competence is a multifaceted concept that is essential for active participation in a democratic society. It includes cognitive, evaluative, normative, and action-oriented competencies, which together enable individuals to engage effectively in public life. The development of civic competence is influenced by a variety of factors, including social interests, educational frameworks, and local community dynamics (LeCompte et al., 2020; Lundberg, 2024). Curriculum variations between countries, such as Switzerland and Germany, highlight the importance of structured civic education in vocational training (Schumann et al., 2017).

Vocational education demands economic-civic competence because it can manage the demands of modern democratic society, integrating knowledge of economic problems with civic responsibility (*civic responsibility*) (Schumann et al., 2017). Instead, some argue that the emphasis on competency-based education can mask the broader social and ethical dimensions of citizenship, potentially limiting students' holistic development in civic engagement (Evans, 1995).

Civic Competence in vocational education programs is developed through contextual and cooperative learning, emphasizing a project-based approach. It fosters critical thinking, creativity, and communication skills, equipping students with the knowledge and disposition necessary to engage effectively as responsible citizens (Pradana & Sundawa, 2022). Approach Deep learning improves civic competence in vocational education by increasing student engagement and understanding. The recognition system developed improved classroom activities, demonstrating the effectiveness of integrating digital intelligence in fostering learning behavior among students (Huang, 2024).

Citizenship competency refers to the combination of knowledge, skills, attitudes, and values that enable individuals to become effective and active citizens. These competencies are essential for the health and sustainability of democratic societies, as they equip citizens to engage in informed deliberation, collaborate on public issues, and take action to improve their communities (Cañiza et al., 2021). It goes beyond mere knowledge of the political system to include practical skills, a sense of responsibility, and a capacity for critical reflection and engagement (Lundberg, 2024). Educational programmes, especially those that use active learning methodologies such as 'action civics' or 'mock selection', are considered essential to develop these competencies in the younger generation (LeCompte et al., 2020).

An article highlights how the dizziness of civic education teachers' competencies significantly affects students' democratic intelligence, emphasizing the importance of integrating civic competencies in vocational education programs to foster active participation and democratic values in students, ultimately enhancing their role in society (Pradana & Sundawa, 2022). This is reinforced in articles that emphasize that civic competence is essential in education, including vocational programs, as it fosters social responsibility, active community participation, and critical thinking, preparing students to meaningfully engage in society and contribute positively to their environment (Cañiza et al., 2021).

3. Civic entrepreneurship study

Civic entrepreneurship refers to the practice of using an entrepreneurial approach to address social and societal needs. This study focuses on identifying opportunities to create value for society and increase the common good. It can usually be through innovative solutions and collaborative efforts. According to (Puspa et al., 2023), Civic Entrepreneurship helps communities collaborate to develop and manage their economic assets and to build productive and resilient relationships across the public, private, and civic sectors. They provide continuity to spell out difficult problems and keep working over time. Further (Puspa et al., 2023) Stating that there are five common characteristics of civic entrepreneurship, namely (1) seeing opportunities in the new economy, (2) having an entrepreneurial personality, (3) providing collaborative leadership to connect the economy and society, (4) being motivated by broad, enlightened, long-term interests, and (5) working in a team, Setra plays a complementary role.

(Areisy & Sudira, 2022) explains that civic entrepreneurship can come from the world of business or government, from being functioned to utilize entrepreneurial skills and mindsets to address public problems and improving people's welfare. This civic entrepreneurship embraces their regional economies, opportunities, and needs, as a first step in helping citizens make positive choices about their future, building relationships and utilizing local resources. From this view, the existence of civic entrepreneurs is very helpful for citizens or communities in developing productive and resilient entrepreneurship or economy in achieving success in the era of globalization which is all competitive.

Next (Areisy & Sudira, 2022) explaining that there are elements of Civic Entrepreneurship are as follows;

- a. Focus on *outcome not outputs*
- b. The *quality of senior management*
- c. Risk Management
- d. Building *legitimacy*
- e. Delivering *on the ground*
- f. Working *across boundaries*
- g. Building *capacity to create social capital*
- h. Seeing *change as an opportunity*
- i. Embedding *entrepreneurship*

In strengthening the character of these entrepreneurs, it can be strengthened through the teaching of civic education. The character possessed by a person who can produce a source of origin is located or spread in various parties, becomes a new thing that is useful through an innovation process where it can be accepted by the community, and becomes part of a new practice or behavior in society. This can be formed through a pattern in civic education learning (Andrian, 2021).

Civic entrepreneurship combines several elements of social entrepreneurship and entrepreneurship in business. Entrepreneurs who mostly consist of layers of society are people who dare to take risks, are creative and think laterally, the focus on civic entrepreneurship is the skills needed are typical skills because businessmen in the public sector are different from businessmen from voluntary bodies. They are required to have the ability to be responsible and willing to understand the law. These businessmen have a more formal governance structure.

"Civic entrepreneurship is the renegotiation of the mandate and sense of purpose of a public organisation, which allows it to find new ways of combining resources and people, both public and private, to deliver better social outcomes, higher social value and more social capital".(Leadbeater & Goss, 1998)

In the above quote, that we need a balance to make the public sector much healthier, so that a much stronger entrepreneurial capacity will expand and have good operational management, in relation to this, the following study is in line with the objectives of civic education,

4. A Study of the Role of Civic Education in the Development of *Civic Entrepreneurship*

Civic education is a universal concept that lays the foundations of knowledge about political society, about the preparation needed to participate in the political process as a whole, and generally explains how to be a good citizen. Squirt (Leadbeater & Goss, 1998) defines civic education as “..... *The foundational course work in school designed to prepare young citizens for an active role in their communities in their adult lives*”, a basic subject in schools designed to prepare young citizens, so that later after adulthood they can play an active role in their society. This is in line with the opinion (Leadbeater & Goss, 1998) stated that civic education is an educational program that is based on political democracy, which is expanded with other sources of knowledge, positive influence of school education, society, and parents, all of which are in the process of training students to think critically, analytically, behave and act democratically in preparing for a democratic life based on Pancasila and the 1945 Constitution. The great mandate of the role of civic education is to positively influence school and community education, this is in accordance with the learning of civic education in vocational education, playing an important role in forming graduates who not only have technical skills, but also have awareness as responsible citizens and actively participate in development. This education equips vocational students with an understanding of the rights and obligations of citizens, issues relevant to the context of work and social life.

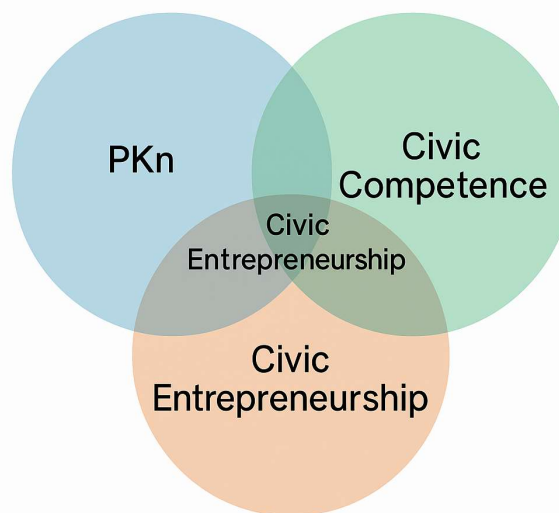


Figure 4. Conceptual Framework for the Integration of Civil Society, Civic Competence, and Civic Entrepreneurship

Source: processed researcher, 2025

So that the goal of vocational-based civil society education is really able to maximize its role in the development of students as a whole. The researcher conducted a questionnaire and interviews by purposive sampling, following the data that had been obtained;

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"I feel PKn fosters a responsible and proactive attitude in me"

54 responses

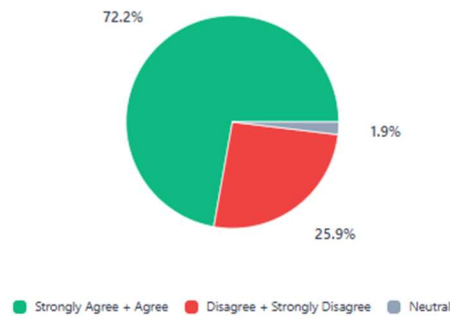


Figure 5. The Percentage of PKn Questionnaire Results Foster Responsible Attitude and Initiative

This 72.2% data is a strong indicator that PKn learning has a significant positive impact on shaping responsible attitudes and initiatives in individuals. These two attitudes are vital key competencies, not only to be a good citizen, but also to succeed in the world of work (*Employability Skills*), become a resilient entrepreneur (*Entrepreneurship*), and even become proactive initiators of social change (*Civic Entrepreneurship*). These results strengthen the argument that PKn is a relevant subject and contributes tangibly to the development of character and essential skills for the future. Students who have strong moral values are able to play the role of responsible citizens and make positive contributions to society (Yunita et al., 2024). From the learning of civic education, it is hoped that it will be able to instill in students the moral values that are needed, especially in strengthening themselves in the character of young entrepreneurs.

"I feel PKn fosters my desire to create businesses that also provide positive impact to society"

53 responses

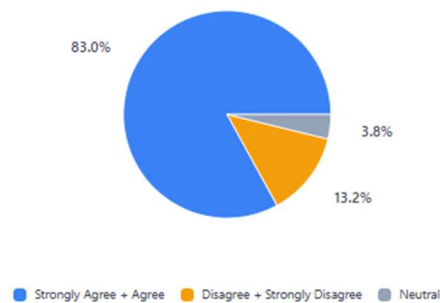


Figure 6. The Percentage of PKn Questionnaire Results Foster the Desire to Have Social Impact Entrepreneurship

The data of 83% stating that PKn learning fosters the desire to create a business that has a positive impact on society is strong evidence of PKn's success in shaping the soul *Civic Entrepreneurship*. This shows that PKn is not only a theoretical subject, but is able to instill motivation and aspirations to be socially responsible entrepreneurs. These results are very prospective for the development of human resources who are not only professionally competent, but also have the awareness and initiative to contribute to the development of society through the path of entrepreneurship. Citizenship education educates people from various religions, cultures, communities, languages, ages, and ethnicities to become intelligent, capable Indonesian citizens and equipped with skills and knowledge that are characteristic of Pancasila (Yunita et al., 2024). From studying civic education, it is able to develop students who are citizens and make them

graduates who become citizens who love the homeland and play an active role in building a peaceful life based on competitive Pancasila values.

"I believe the civic values taught by PKn are very important in running civic entrepreneurship"

53 responses

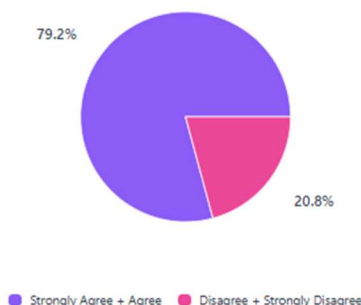


Figure 7. Percentage of Results of the Citizenship Values Questionnaire in Civic Entrepreneurship

Data showing that 88% of respondents believe that the civic values of PKn are very important to carry out *Civic Entrepreneurship* is definitive evidence of the respondents' recognition of the fundamental role of PKn in forming socially oriented and responsible entrepreneurs. It underlines that PKn is a key subject in instilling ethics, social responsibility, and community awareness that are essential to practice *Civic Entrepreneurship*, as well as its relevance in preparing the young generation as agents of change that are not only innovative but also moral. The role of civic education in the formation of entrepreneurial character and actions among students can form strong personal character, have high social awareness of relevant social issues in society, strong national spirit, the stimulation of interest and entrepreneurial ability, and practical implications (Yunita et al., 2024). This can be strengthened from the self-awareness of students to want to develop themselves in a better direction and interpret each learning experience. And through this data, it can also be used as a reference to be able to redevelop things that have not been researched by future researchers.

Table 3. The Relationship of PKn Learning with Employability Skills

Respondents	Data (Interview Results)	Keyword Elements
Q1	Yes, the relevance of civil society to the current world of work is very important because this subject fundamentally shapes character and equips individuals with the essential soft skills that many companies are looking for.	PKn with work skills
Q2	Yes, learning civil society is very relevant to the skills needed in today's world of work. PKn teaches us about values such as discipline, responsibility, and cooperation, which are very important in the workplace	
Q3	Yes, pkn is relevant to the world of work because it teaches cooperation, responsibility, and ethics. For example, when working in the office, we need mutual respect and discipline, as taught in pkn.	
Q4	Yes, this relevance lies in the development of character, for example, a worker in the public service.	
Q5	Yes, because in this PKn we are taught Ethics. For example, let's take the 4th precept in Pancasila. Where we must deliberate to make a mutual agreement, so that with this consensus, our goals will be achieved and will be resolved	

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	with family. If we are relevant to the current world of work, we will definitely be faced with a meeting or meeting. In this meeting we all know, that we will speak, hear, and express our opinions, well, this is where we can all give opinions, respect opinions, and even choose opinions. We all have the right to speak up and we also have an obligation to respect the voices of others.	
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Source: Processed Research, 2025

Based on the interview data in Table 3, which focuses on the topic of the relationship between civic education learning and job readiness, respondents were asked questions about their experience in learning civic education by being associated with the growth of affective aspects of job readiness. The majority of respondents stated that it is very relevant because PKN learning prioritizes the aspect of character formation. Not only does it function as a personal character strengthener, PKN learning also stimulates students' critical thinking to delve deeper into the surrounding situation that is possible to be studied and elaborated in independent business opportunities.

Entrepreneurial values that are integrated in civic learning focus more on developing the value of student independence in learning and training and students must be responsible in all their work. The value of cooperation is also integrated into *civic competence* Because it is one of the capital to be able to collaborate later in the business world (Hariyanti & Sari, 2022). Students who have a strong awareness of their personal protection will be able to form a creative citizenship in entrepreneurship, strengthened by the learning process of civic education that can be done at school.

Table 4. The Relationship of Civil Servant Learning with Professionalism or Work Ethic

Respondents	Data (Interview Results)	Keyword Elements
Q1	Yes, it forms a strong ethical and moral foundation	Civil servants with professionalism or work ethic
Q2	Yes, PKN equips with a strong moral and ethical framework, which is crucial for building a good professional reputation and consistent performance in the world of work.	
Q3	Yes, PKN learning fosters an attitude of professionalism and work ethic that is important for the world of work. In PKN, we are taught to be disciplined, responsible, and obey the rules. These attitudes are very important in the world of work so that we can be trusted and work well	
Q4	Yes, pkn fosters professionalism because it teaches responsibility, discipline, and ethics	
Q5	Yes, because by learning things related to PKN we can be more mature, and better understand, how we deal with the world of work. Because it is not only work, in the world of work, we must respect, respect, and prioritize the public interest over personal desires. We all have the right to speak up and we also have an obligation to respect the voices of others.	

Source: Processed Research, 2025

Based on the interview data in Table 4, which focuses on the topic of Civil Servant Learning with professionalism or work ethic, respondents were asked questions about their experience in learning civic education by being associated with the growth of affective aspects of job readiness. The majority of

respondents stated that it is very relevant because PKn learning prioritizes the aspect of character formation. Not only does it function as a personal character strengthener, PKn learning also arouses mutual respect, respect, and prioritizing the public interest over personal desires. We all have the right to speak and we also have an obligation to respect the voices of others who may be studied and elaborated in independent business opportunities.

The learning applied in vocational schools includes complete learning (*Mastery Learning*) to be able to master the attitude (*attitude*), Science (*knowledge*) and skills (*Skill*) in order to be able to work according to their profession. To be able to learn completely, learning principles are developed *Learning by doing* (learning through real activities/activities, which provide meaningful learning experiences), developed into production-based learning, and *Individualized Learning* (alignment by paying attention to the uniqueness of each individual) is carried out with each modular (Astutik & Harmanto, 2013). PKn learning at SMK develops learning based on *Learning by doing* and *Individualized*. This thorough learning needs to be interpreted in depth by teachers and students in carrying out civic education learning from the results of data students have felt the benefits of civic education learning from professionalism or work ethic, this learning can be sharpened again by fulfilling flexible teaching modules by adjusting field needs with classes that will strengthen *Civic Entrepreneurship* vocational school students.



Figure 8. Students' Perception of the Relevance of PKn to Civic Entrepreneurship

The data in Figure 8 shows that the majority of students (87-93%) have a positive perception of various aspects of skills relevant to civic entrepreneurship. These findings are reinforced by qualitative data from in-depth interviews as shown in Table 5, which explores students' understanding of social responsibility in the context of entrepreneurship.

Table 5. Students' Perception of the Relevance of PKn to Civic Entrepreneurship

Respondents	Interview Quotes	Main Themes
Q6	"Yes, PKn really encourages me to think that a business must have a positive impact on society or the environment, besides just looking for profit. A successful business is one that is able to balance profit goals with positive social and environmental impacts."	Social impact orientation in business
Q7	"Yes, I once thought of making the plastic waste recycling business into useful goods. PKn made me realize that I have a social responsibility as a citizen to care for the environment and can contribute through simple things."	Environmental solutions initiatives
Q8	"An entrepreneur should not only focus on profits, but also care about the environment and the surrounding community. Entrepreneurs need to have a high awareness of citizenship because they are not only responsible for their business, but also for the community."	Responsibilities of entrepreneur citizenship

Quantitative Analysis of the Influence of Civil Servants on Employability Skills and Civic Entrepreneurship

Based on descriptive statistical analysis of 60 respondents consisting of students of SMKN 1 and SMKN 13 Bandung, it was found that Civic Education learning has a significant contribution to the development of civic competence and job readiness. Demographic data shows that the majority of respondents are aged 16-18 years old (95%), with a gender composition of 58.3% male and 41.7% female, spread across various majors including Software Engineering (43.3%), Marketing (35%), Accounting (16.7%), and Network Computer Engineering (5%). Empirical findings revealed that respondents' approval rate for the statement "PKn teaches me to think critically about social issues" reached 88.3% (agree and strongly agree category), indicating that PKn learning effectively develops students' analytical abilities in identifying and responding to contemporary socio-political dynamics. These results are in line with the findings (Areisy & Sudira, 2022) which affirms that *Employability Skills* Vocational school students are in the high category with an average score of 168.61, exceeding the ideal score of 132.5, where critical thinking skills are an essential foundation in professional competency development.

The dimension of understanding citizenship rights and obligations showed the highest approval rate of 93.3%, reflecting the success of PKn in internalizing constitutional awareness in students. These findings were strengthened by respondents' perception of the importance of ethics and morals in the professional context which reached 86.7%, confirming that civic values serve as an ethical framework in preparing students to face the complexities of the world of work. (Falah & Marlana, 2023) In his research, it was proven that entrepreneurship education had a positive and significant effect on entrepreneurial interest with a T-Count value of 2.716 > T-table 1.663 ($P < 0.05$), with an effective contribution of 7.84%, underlining the relevance of value-based learning in fostering students' entrepreneurial orientation.

Analysis of constructs *Civic Entrepreneurship* produced interesting findings where 78.3% of respondents stated that PKn encourages them to find innovative solutions to social or environmental problems around them. This data indicates a transformation of the learning paradigm from just knowledge transfer to development *social problem-solving capacity*. Furthermore, 81.7% of respondents believe that entrepreneurship can be an instrument to realize common prosperity, showing the internalization of the concept *civic responsibility* in the context of productive economic activities. Multi-sector collaboration dimension in *Civic Entrepreneurship* 85% of respondents expressed their willingness to collaborate with various parties (government, community, private) to achieve social goals. These findings are relevant to the research (Husnita & Suparno, 2020) which revealed that character education and industrial work practices (prakerin) simultaneously contributed significantly by 77.4% to students' readiness to enter the world of work, where collaborative skills are a crucial predictor in professional adaptation.

The reliability test of the instrument using the Alpha Cronbach coefficient yielded a value of 0.892 for the construct *Employability Skills* and 0.876 for construct *Civic Entrepreneurship*, confirming high internal consistency. Pearson's correlation analysis showed a significant positive relationship between the understanding of PKn values and entrepreneurial interest ($r = 0.724$; $p < 0.01$), indicating that the higher the internalization of civic values, the stronger the entrepreneurial orientation of students with a focus on social impact. These results converge with the findings (Pesa & Mukhaiyar, 2021) which through multiple regression analysis proves a significant relationship between industrial work practices, discipline, and motivation to readiness to enter the world of work with an F-count value of 65.553 > F-table 2.731. A descriptive analysis of extracurricular experiences showed that only 23.3% of respondents had participated in entrepreneurship-related activities (seminars, workshops, business competitions), while 16.7% had internship or part-time work experience. These data reveal a gap between the potential of PKn learning and practical implementation in the context of entrepreneurship, indicating the need for a more systematic integration between theoretical learning of PKn and social project-based entrepreneurial practices.

Comparative findings showed that respondents from the Marketing department had the highest average score (4.32 out of a scale of 5) on the indicator of wanting to create a social impact business, followed by Software Engineering (4.18) and Accounting (4.05) majors. This difference can be explained through the characteristics of the curriculum which in the Marketing department emphasizes more aspects of consumer interaction and social awareness, in line with the findings (Saputra & Patrikha, 2024) which identifies that reference groups and entrepreneurship education have a direct and simultaneous effect on the entrepreneurial interest of students majoring in Online Business and Marketing. From a gender perspective, the analysis showed that there was no significant difference ($p > 0.05$) between male and female students in terms of perception of the relevance of PKn to *Civic Entrepreneurship*, indicates that learning of civic engagement has succeeded in creating an inclusive understanding that goes beyond traditional gender constructions in entrepreneurship. Integration of qualitative and quantitative findings through the *Triangulation Convergence* strengthening the validity of the research, where in-depth interview data confirmed the patterns identified in statistical analysis, especially related to the role of civil society in shaping ethical frameworks and social awareness as foundations *Civic Entrepreneurship*.

Conclusion

Based on the findings of the research that has been presented, it can be concluded that Civic Education (PKn) has a very strategic and fundamental role in the development of various key competencies in vocational school students. This study clearly shows that PKn significantly contributes to shaping students' *employability skills*. Through the education of the values and character in PKn, entrepreneurship values that are integrated in PKn emerge such as critical thinking skills, collaboration, and professional ethics, which are essential for their readiness in the world of work. Furthermore, this study confirms that PKn also succeeds in fostering an entrepreneurial spirit among students, through the development of creativity, independence, and the courage to take risks, preparing them not only as job seekers but also as opportunity creators. Most importantly, it was found that PKn effectively encourages the growth of *civic entrepreneurship*, which is a form of social entrepreneurship oriented towards community problem-solving and the development of shared values, reflecting strong civic responsibility. *Civic entrepreneurship* in PKn provides students with an understanding to have strong economic resilience in developing their potential. Thus, this study confirms that PKn does not only function as a normative subject, but also as a vital instrument in forming a young generation that is competent, competitive, and has high social awareness. The results of these findings are expected to be a strong foundation for the development and implementation of PKn learning in vocational schools to become more contextual and responsive to the dynamics and challenges of the times.

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