

Youth as Creative Development Resource: How does Social Environment Unlock Youth's Creativity and Creativepreneurial Intention?

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Subject Area : Creativepreneurship

Abstract

Youth can be invaluable creativepreneurs who bring about positive community changes. Their young age, dynamics and high enthusiasm can potentially boost their capacity to encourage community development. Moreover, recent digital technology and globalization provide fertile environment for youth to unleash their creative ideas and choose creativepreneurs as promising career. The study aims to examine social aspects which may facilitate youth potential creativity and develop entrepreneurial passion. The study is extracted from a community service program aimed at increasing competencies of Karang Taruna Karang Rejo Sawah, Surabaya. The data are collected through direct observation during the workshop session. The study finds that social environment can stimulate youth's creativity through several ways. The first way is through youth social organization from which young people learn how to be creative, build social interaction, engage in non-formal education. The second way is through social inspiration from which youth can obtain or get motivation to start their own business by acknowledging successful and inspiring creativepreneurs' sagas, creative products and inspiring messages or experiences. Successful creativepreneurs' painful and rewarding experiences may strengthen youth's creativepreneurship mentality. The third way is through partnership from which young people relate themselves with outside world and explore their development opportunities.

Keywords: social environment, youth creativity, creativepreneurship, entrepreneurial intention

INTRODUCTION/BACKGROUND

Youth are the future members of the community. If they are given the right care, nurturing, and education, they can be significant community capital. They may use their limitless energy, intense passion, creative ideas, and innovative thinking as a tremendous resource to

develop and realize their grand goal in the future. Today, many highly motivated and active young people are beginning to assume leadership roles in a variety of fields, including education, politics, entertainment, business, and economics. They gradually take on leading and commanding

positions to carry forward development initiatives or plans. Therefore, the community must work together to encourage young development and quality education. It is not only for fostering a healthy environment for young people to develop, but also for building a community that cares and is open to learning. The community has a duty to nurture and support the next generation. Thus, the community has a duty to nurture and support the next generation by giving them the tools to make informed, cooperative decisions.

LITERATURE REVIEW

A. Why Youth?

Current world is a creative earth. Numerous creative sectors are expanding and helping the local economy. Creative industries spring up to be the fastest growing economic sector which is hunted by global market (Ye & Nurse, 2013). This growth is enabled by changes in digitalization, technology and globalization which flourish creative society class (Tepper, 2002). Those creative societies run creative industries which operate in a specific creative field, such as fashion, computer animation, software design, radio and television (Tepper, 2002).

Young people can cultivate their innovative thoughts in this newly emerging creative environment. Today, creativity is the key force of human development (Ye & Nurse, 2013). Youth can be potential creators. Ye and Nurse (2013) points out that youth culture has close interface with creativity and creative sector. Youth is potential community resource and learning partner (Montgomery, 2017), the future hope and agent of social change (Ye & Nurse, 2013). Youth is development asset who can accelerate community empowerment through their youth identity, strong

commitment, skills and values (The Search Institute Survey, 2013). Youth's locked potentials need to be untapped. As mentioned by Ye and Nurse (2013), youth's imaginations are productive capital which needs to be released for enhancing entrepreneurship. Therefore, it is the entire community's duty to foster youth's potential.

Numerous research suggests various or distinct methods for fostering young people's creativepreneurship. Bamber (2014) believes that non-formal education can release young people's creativity, accept community responsibility, encourage initiative action and cultivate their unique talents by acquiring relevant knowledge, internalizing expected values and taking positive attitude. Furthermore, non-formal education can be a major vehicle for reducing youth unemployment (Bamber, 2014). The other approach is mentoring for strengthening youth identity and developing leadership (Arshad et al., 2011). Increasing more knowledge and training are also some of key ways to intervene creativepreneurship (Ye & Nurse, 2013). Establishing partnership across different sector to educate youth can also be alternative approach (Bamber, 2014). Meanwhile, other studies focus on roles of environment in supporting youth, such as transforming environment into inspiring, supportive spaces and reinforcing arts ad artistic values (Montgomery, et al., 2013, cited in Dunning, 2020, p. 24), developing supportive relationship and appreciating youth's works (Dunning, 2020, p. 24). Youth entrepreneurial activity also can be tailored by establishing firm entrepreneurship ecosystem (United Nations, 2020).

B. Education for creativity and creativepreneurial intention growth

Creativity is a key component of creativepreneurship. Learner's creativity is students' ability to create, invent new products, ways and models (Ie & Tunjungsari, 2020). Creativepreneurship or creative entrepreneurship also links to the exploration of intellectual or creative capital or creation process (Bujor & Avasilcai, 2016). Creativepreneurship resides on both individuals and group to create values or novelties (Matthews, 2009). Creativepreneurship relates with creativepreneurs' activities to express their ideas through creative arts and performances (Bujor & Avasilcai, 2016). Creativity is characterized with something unique, new, original and innovative (Bujor & Avasilcai, 2016). It is the foundation or pre-requisite of innovation (Okpara, 2007). Furthermore, Okpara (2007) envisions the substantive of creativity by covering both the attitude to accept newness and capacity to play with possibilities and ideas. It is a process which needs continual refinement (Okpara, 2007). Creative thinking relates to creative problem solving and promotes divergent thinking (Matthews, 2009). Creativity is developed on the basis of task motivation, creativity skills and domain knowledge (Amabile, 1983, cited in Gemmell, 2012, pp. 31-32). It is resulted from confluence of knowledge, creative thinking and motivation (Amabile, cited in Adams, 2005). However, creativity cannot function on its own. Additionally, it can't operate in a vacuum. Instead, it must be developed in cooperation with other elements to provide unique goods, processes, or services.

For creativepreneurship education to be effective, other types of learning must be blended

with creativity learning. Suryani et al. (2021) argue that it is not sufficient to acquire creativity skill only, but it needs to be supported with innovation to put creative ideas into real business. Similarly, Zampetakis et al.(2011) state that creativity, innovation and entrepreneurship are inseparable. They are supported by technology as entrepreneurship tool (Juliana et al., 2021).

Creativity and entrepreneurial activities also require strong entrepreneurial leadership (Wibowo & Saptono, 2018), team learning, metacognitive learning and experiential learning (Gemmell, 2012), competences on scanning market opportunities, organizational skills, analyzing competitive environment, acquiring technical knowledge and courage to face the process (Hamidi et al., 2008). Besides identifying some supporting learning elements, numerous existing studies concentrate on improving the quality of creativepreneurship education. As suggested by Yalumo, (2020), entrepreneurship activities can be stimulated with adding educational facilities and diversification in small scale business. The other approach to educate entrepreneurship is by encouraging students to make handicraft products and exhibit them in school events, such as exhibition day (Ie & Tunjungsari, 2020). To increase creativity diversity or creativity style, entrepreneurship education needs to be extended by including team working, interpersonal communication and divergent thinking (Hamidi et al., 2008). Cropley (cited in Adams, 2005, p. 14) recommends a holistic approach by cultivating individual's creative potentials, considering creativity psychological aspects and thinking process (for instance divergent thinking), considering certain environment characteristics.

Numerous studies stress the critical significance of cultivating an entrepreneurial intention. This demonstrates the importance of trying to be, rather than merely knowing and comprehending. They entail the significant of arising learners' vitality to grow their creativepreneurial intention. As mentioned by Fillis & Rentschler (2010), entrepreneurship is grounded on three major factors: innovation, risk taking and proactiveness. Zhou et al (2020) highlight the mediating function of entrepreneurship education to forge entrepreneurial identity, willingness to explore creative personality to run business venture. One of entrepreneurship goals is to enriching learners' understanding and entrepreneurial awareness on entrepreneurship as feasible career or promising profession (Hamidi et al., 2008). This awareness needs to be heightened and built into entrepreneurial intention. Hamidi et al. (2008) suggest learners to join entrepreneurial program to increase their intention to open their own business. Furthermore, Matthews (2009) states that entrepreneurship as a process which is started with a wish for starting business and searching ideas.

METHODOLOGY

The research method used in this study is qualitative. It tries to investigate how youth's social environment may influence their creativity and likelihood of becoming creativepreneurs in the future. The study is an outgrowth of a community service project carried out by the authors in their capacity as the community service team, with assistance from a number of students. The data are gathered while performing community service (particularly the workshop session). As a result, the

investigation is conducted under natural conditions. As mentioned by Cropley (2021), a qualitative inquiry focuses on emerging contents (themes) and is run in natural setting which is based on real context or situation.

The participants of the program are the members of *Karang Taruna Karang Rejo Sawah, Surabaya*. Building young competence as community change agents is the aim of the community service program. To achieve the goal, four primary learning resources have been developed: digital technology to support youthpreneurship, community self-awareness and Covid-19 prevention skills, creativepreneurship competences and awareness, and interpersonal communication.

The focus of the study is youth creativepreneurship. During the creativepreneurship for youth session, participants are invited to take part in three primary activities. These include understanding the creativepreneurship materials, seeing videos of creativepreneurs sharing their tales, and engaging in group creativity activities where participants collaborate to design or style food. The material delivery session is depicted in Figure 1. The young participants in this workshop gain a fundamental understanding of creative entrepreneurship, including the creativepreneur's perspective, traits, areas of expertise, potential careers, creativity, launching a firm, and examples of successful young creativepreneurs. Several data points were gathered during the program by direct observation in the field. Exploring participant learning behaviors, participant characteristics, participant learning during the material delivery session, team co-creation, and program recording are the main objectives of the observation.

Qualitative researchers show interest in people's thinking, beliefs, behaviors and systems of meaning (Mohajan, 2018). Qualitative inquiry focuses on how people make sense and understand their experience (Mohajan, 2018). Direct observation is the main data collection method used in the study. Direct observation allows the researchers to have first-hand witness on real life situation from the field, instead of from other people analysis or interpretation (Palmer & Bolderston, 2006).

The emerging connected aspects from data are clustered into emergent themes. Emergent themes are formed by grouping the linked characteristics that emerged from the data. By looking at the data's meaning and comparing it to the meanings of previous research, each theme is examined and assessed. By incorporating each theme into a single general study, thematic data analysis and comprehensive data investigation are merged.



Figure 1. The workshop session
Thematic and inductive data analysis is used to analyze the collected data.

RESULT AND DISCUSSION

The data show that youth's social environment can help them reach their maximum potential. The study discovers that the social environment aids in young people's growth in several ways, including partnerships, social inspiration, and youth organization in the neighborhood.

A. Youth organization

The study demonstrates that the young participants are constituents of *Surabaya's Karang Taruna Karang Rejo Sawah*. The members of this

Karang Taruna are senior high school students, higher education students or young workers. Through this youth organization, the members learn how to prepare themselves for their future life, how to be productive and contributive community members. As mentioned by Anderson-Butcher et al (2004), youth organization can create healthy young generation. Young people are not only objects of empowerment, but also the active executors. As illuminated by Edberg (2008, cited in Development Services Group, Inc, 2014, p. 1), youth has potency to grow and significantly

contribute to community. *Karang Taruna Karang Rejo* is frequently involved in the management of social-community programs or actions, such as commemorating Indonesia Independence Day (the local celebration of August 17th, the Indonesia Independence Day), and ceremonial cultural activities, such as weddings and funerals. Teenagers in *Karang Taruna Karang Rejo* participate in initiatives initiated by the city administration *Karang Rejo* neighborhood. Thus, young people can have the opportunity to work alongside adults in Karang Taruna.

Taruna Karang Karang Rejo becomes a place where young people from Karang Rejo community can prepare themselves to participate and empower community. Additionally, it filters harmful influences like radicalism and terrorism, stops or lessens youth violence, and addresses drug and alcohol problems. Youth organization in community can be an effective place for young people to mature their mentality and modify their disruptive behaviors (Valeeva & Rybakova, 2014). Youth association is a learning place for youth, which cannot be replaced by any other education institutions, such as formal schools and families (Valeeva & Rybakova, 2014). It fosters youth development. Youth development embraces increasing youth's capacity to work, learn, connect, thrive and lead (Edelman et al., 2004).

The data also show that *Karang Taruna Karang Rejo* can be a venue where its young members can realize their potential as creative entrepreneurs. Youth organization can enhance youth development through youth involvement, educational activities and experiences (non-formal or informal learning), chances to do things or new experiences and provides supportive and safe

places for liberating themselves for social pressure of family and school works (Holtom et al., 2016).

Youth organization can encourage young people's creative growth in a number of ways. Firstly, it enables the young member to acquire non-formal education in creativepreneurship. By serving as a liaison between youth and outside organizations, it can provide opportunities for adolescents to develop their potential and assist in managing or facilitating the learning process of its members. As stated by USAID (2014), organization coordinates youth engagement. Youth organization gives chances for its members to do activities together and build social relationship (Development Services Group, Inc, 2014). Second, by joining *Karang Taruna*, its members could meet new people with whom they might study. They can interact with their peer by exchanging thoughts and feelings and working together to solve problems. Together, they might learn, and they might be looking for business partners to help them put their imaginative ideas into practice. Thus, youth organization provides a platform for them to meet and share experiences which may contribute to their well-being and build trusting relationship with the friends (Holtom et al., 2016). Thirdly, by becoming a member of Karang Taruna, young people can benefit from the mentoring program offered by the official community leaders, unofficial community leaders, and senior members. These more experienced community members might help, mentor, and work with younger members to complete certain community projects. Active mentors can serve as role models, supporters, partners, and motivators for young people. Mentoring links youth to adult mentors, allows youth to get support and guidance, learns to develop interpersonal skills and connects to older

people (Edelman et al., 2004, p. 10). Fourthly, youth organizations can act as a conduit for young people to forge connections with the outside world (outside partners). As illuminated by Youth Leadership Institute (2009, p. 13, cited in USAID, 2014, p. 4), youth engagement in youth organization allows them to build active and committed partnership with outside partners, learn to solve problems and practice to be agents of change. Youth association can be a place for developing youth's potential and enables them to gain valuable experiences on interpersonal interaction, initiating social actions, enhancing their cognition, social adjustment, social communication and voicing rights (Valeeva & Rybakova, 2014).

B. Inspiration

Social inspiration might also come from the outside world. Inspiration from role models or other people can encourage young people to follow. It is the affective state of individuals or creators which triggers them to actualize their creative ideas (Oleynick et al., 2014). Similarly, Buheji et al. (2014) perceive inspiration as a motivator which evokes individuals' intention, actualizing what an individual wants into a creation (Buheji et al., 2014). Inspiration can be a mediator to create (Oleynick et al., 2014). Creativity needs to be preceded by inspirational support, such as providing learners examples or media for brainstorming (Rahimi & Shute, 2021). Learners' creativity is also moderated by educators' encouraging behaviors and intrinsic motivation (Yuan et al., 2017).

The role models of successful creative entrepreneurs can serve as sources of inspiration in

a variety of ways. The innovative things they made could serve as product models that inspire young people to be creative. Creativity is a central element in creativepreneurship and innovation (Le et al., 2017). Young people should also prepare their minds and take lessons from the models' pricey experiences by studying how successful creativepreneurs got where they are. They should also learn from how difficult their times were. As mentioned by Oleynick et al. (2014), inspiring person can lead the inspired people to do the similar virtues. From their journey, youth can learn to formulate strategies to start their own business and learn their positive values. Stories, books, figures such as leaders, mentors, coaches or being members of a team are also several sources of inspiration (Buheji et al., 2014). Young entrepreneurs might also benefit from models' innovative goods or services in addition to the intangible assets (experiences, values, emotions, method) of successful creativepreneurs. Inspiration can be moved by simple things, such as food, bonding (Oleynick et al., 2014).

It may be quite beneficial to learn from great creativepreneurs about how they come up with ideas, the motivations behind their work, their creativity habit culture, how they market and showcase their products, and the methods they employ to draw in customers. Creativity is enabled through the process of discovering, innovating, acquiring knowledge and imagining (Devaux, 2017). Inspiring models enable the youth to gain knowledge. Inspired people share several similar characteristics, such as having clear vision, honest, integrity, self-confidence and self-motivated (Buheji et al., 2014). Inspiring models are different individuals if the models are compared with usual

people as they have capacity to discover (Buheji et al., 2014).



Figure 2. The group creativity session

Figure 2 depicts a cooperative effort in which the participants style hotel's food to create a unique final product. They may gain knowledge on how to collaborate and share ideas to innovate.

The young participants may also find inspiration in the expert models' experiences and actions, as well as in their own experiences gained through participation in the community service workshop. Together, they can try out new things like styling hotel cuisine, which can provide as another source of inspiration. Knowing new people or participating in seminars can be an inspiring chance (Buheji et al., 2014). Additionally, participating in non-formal education, meeting new people, and trying new activities helps broaden the understanding of the young participants. As mentioned by Mumford (2000, cited in Devaux, 2017), knowledge is gained through experience on certain subjects.

CONCLUSION

The conclusions describe the answers to the hypotheses and/or research objectives or findings obtained. The conclusion does not contain a repeat of the results and discussion, but rather a summary of the findings as expected in the objectives or

hypotheses. Suggestions present things that will be done related to further ideas from the research.

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