ASHA PUBLISHING

Volume 1, Issue 2, 2024



JOURNAL OF EDUCATIONAL DEVELOPMENT AND LEARNING

E-ISSN: 3063-8844
Journal of Educational Development and Learning
https://journal.ashapublishing.co.id/index.php/jedal/index

Guiding Students to Become Young Entrepreneurs Through School Entrepreneurship Education

Alim Ikmal Jamal[1], Wahira[2]
[1,2]Universitas Negeri Makassar
Email: alimikmal8@gmail.com

ABSTRACT

Entrepreneurship education in schools has a very important role in preparing the young generation to become independent and innovative entrepreneurs. By introducing entrepreneurial concepts from an early age, students can be taught to recognize opportunities, manage risks, and build the skills needed to create their own businesses. This research aims to explore the ways in which entrepreneurship education in schools can guide students to become successful young entrepreneurs. The method used in this study is a literature study that includes various theories and practices of entrepreneurship applied in schools in Indonesia. The results show that effective entrepreneurship education can encourage students to develop business ideas, increase their confidence, and prepare them to face the challenges of the business world.

Keywords: entrepreneurship education, young entrepreneurs, schools

INTRODUCTION

Entrepreneurship education in schools not only aims to foster students' interest in the business world, but also to prepare them for future economic challenges. In this era of globalization, the ability to be entrepreneurial is one of the most important skills. Many countries, including Indonesia, began to introduce entrepreneurship education early to encourage students to innovate and create new jobs. Entrepreneurship in schools involves not only theoretical knowledge of business, but also how to develop practical skills such as creativity, innovation, and managerial abilities (Mahmud et al., 2021; Okeke & Kacharakkal, 2024; Revko, 2023). Therefore, entrepreneurship education in schools can be a very useful provision for students to develop their potential. Entrepreneurship education in schools is now increasingly the main focus in preparing the younger generation to face global economic challenges. In Indonesia, as one of the countries with the largest population in the world, many students graduate from formal education but do not have enough skills to face competition in the world of work. Therefore, entrepreneurship education is important to introduce students to the business world, provide them with practical skills, and form a positive attitude towards the opportunities that exist around them. Through entrepreneurship education, students not only learn about how to run a business, but also about how to think creatively, manage time and resources, and learn from failure (Bisanz et al., 2019; Corona et al., 2019; Nasr, 2022). This approach is especially relevant considering that the world of work is increasingly unstable, with many changes occurring due to technology, globalization, and market dynamics that continue to evolve. Entrepreneurship is not just about creating new business, but also developing an adaptive and solution-oriented mindset (Montes-Martínez, 2020; Sharifi, 2024).

Therefore, schools play a big role in instilling entrepreneurial thinking in students from an early age. By providing relevant knowledge and skills through entrepreneurship

Volume 1, Issue 2, December 2024
DOI: https://doi.org/10.70188/0snzz447

education, students will be better prepared to face a future that not only depends on finding a job, but also creating opportunities and becoming successful entrepreneurs. Entrepreneurship education in schools can also reduce the unemployment rate, as students who are encouraged to become entrepreneurs have the opportunity to open up new jobs for themselves and others (Cruz-Sandoval, 2023; Karlidag-Dennis, 2020; Roslan et al., 2022).

Entrepreneurship education in schools should not be limited to formal subjects only, but should also permeate the entire life of students. Entrepreneurship education can be carried out through the integration of entrepreneurial activities in various subjects, school projects, and through practical experiences that directly involve students in the business world (Junaedi, 2024; Khaerani & Handayanti, 2022; Mohammad et al., 2022). Through this kind of educational model, students not only become better prepared to face the business world, but also trained to have the ability to identify business opportunities, innovate, and overcome the challenges they encounter. One of the important components in entrepreneurship education is the development of a positive entrepreneurial attitude. These attitudes include self-confidence, willingness to take risks, willingness to keep learning, and ability to adapt to change. This attitude can be instilled through a variety of challenging activities and allows students to interact directly with the business world. In this way, students not only gain theoretical knowledge, but also experience hands-on experiences that enrich their learning.

METHOD

This study uses a qualitative approach with a literature study method. The data used was obtained from various secondary sources, such as books, journal articles, research reports, and other related documents that discuss entrepreneurship education in schools. This method was chosen to gain a deeper understanding of the concepts, theories, and practices of entrepreneurship education that have been applied in various schools. The data analysis process is carried out by identifying important concepts in entrepreneurship education, such as learning objectives, teaching models, and skills that must be possessed by students to become young entrepreneurs. In addition, this study also maps the application of entrepreneurship education in schools in Indonesia, as well as the challenges faced in the implementation of entrepreneurship programs at the primary and secondary education levels.

The literature study method allows researchers to explore various theories and frameworks related to entrepreneurship applied in school education. The researcher examines various perspectives and approaches in the literature, as well as analyzes how these concepts can be applied in the context of education in Indonesia. In this analysis, the researcher also paid attention to the relevance and sustainability of entrepreneurship programs in Indonesian schools, by looking at the comparison of implementation results in other countries that have been successful in integrating entrepreneurship into their curricula. In addition, the researcher also identified challenges faced in the implementation of entrepreneurship education in Indonesia, such as limited resources, lack of training for teachers, and low student interest in entrepreneurship programs. This study also examines factors that can increase the effectiveness of entrepreneurship programs, such as strengthening cooperation between schools and the business world, parental involvement, and government support in providing adequate facilities and training for teachers.

With this literature study approach, the research aims to provide a comprehensive overview of the application of entrepreneurship education in schools and provide recommendations for the development of a more effective entrepreneurship curriculum. It is hoped that the results of this research can make a meaningful contribution to the development of entrepreneurship education policies in Indonesia, as well as encourage the creation of more innovative young entrepreneurs who are ready to face global economic challenges.

Volume 1, Issue 2, December 2024
DOI: https://doi.org/10.70188/0snzz447

RESULT AND DISCUSSION

The Role of Entrepreneurship Education in Forming Young Entrepreneurs

Entrepreneurship education has a very significant role in shaping resilient and innovative young entrepreneurs. Entrepreneurship is a process that involves the creation of new ideas, resource management, and risk-taking to create added value (Mahajan et al., 2022; Mandadwika, 2022; Nadalipoor et al., 2019). In the context of education, this means teaching students to think creatively, see business opportunities, and be able to face the risks that exist in the business world. In schools, entrepreneurship education not only teaches theory about the business world, but also provides practical skills that will be very useful for students in the future. Entrepreneurship education teaches students about various important aspects of running a business, such as an understanding of time management, marketing, as well as financial management. A good understanding of financial management and marketing is an important foundation for an entrepreneur, as these two elements determine the continuity and growth of the business (Keyang, 2020; Nguyen Duong et al., 2020; Surenggono & Djamilah, 2022). In addition, entrepreneurship education also teaches ways to solve problems that often arise in the business world, as well as how to manage and reduce existing risks. These skills are essential to form young entrepreneurs who are not only innovative, but also able to survive and thrive in a competitive business environment. Furthermore, entrepreneurship education can foster creativity and courage to take the initiative in developing a business. Entrepreneurship is about creating something new and different. Therefore, project-based learning or hands-on practice is very important, so that students can hone their skills in developing ideas and running a real business. Thus, entrepreneurship education does not only teach theory, but also provides opportunities for students to practice and experience firsthand the challenges in the business world. In the end, entrepreneurship education has the potential to encourage the birth of a young generation who are creative, independent, and ready to face challenges in the business world. By providing the right knowledge and skills, as well as relevant practical experience, entrepreneurship education can help students to start their own ventures or even innovate within existing companies. Therefore, it is important for entrepreneurship education to continue to develop and adapt to the development of the business world, in order to produce successful and highly competitive young entrepreneurs.

Factors Affecting the Success of Entrepreneurship Programs

The success of entrepreneurship programs in schools not only depends on the provision of relevant materials, but is also influenced by a number of factors that support the effective implementation of the program. Factors such as the relevant curriculum, the quality of facilities and resources, and the support of teachers and mentors have a great influence on the achievement of entrepreneurship education goals. (Kasikci, 2024) The success of entrepreneurship programs in schools not only depends on the provision of relevant materials, but is also influenced by a number of factors that support the effective implementation of the program. Factors such as the relevant curriculum, the quality of facilities and resources, and the support of teachers and mentors have a great influence on the achievement of entrepreneurship education goals (Hosseini et al., 2022; Wang & Horta, 2024b). Students are not only taught theory about business, but are also given the opportunity to learn through real experiences, be it through simulations, internships, or entrepreneurial projects implemented in school. With this approach, students can better understand the dynamics of the business world and be ready to face the challenges they will face in the future. Adequate facilities and sufficient resources also play an important role in the success of

DOI: https://doi.org/10.70188/0snzz447

entrepreneurship programs. Facilities such as business laboratory spaces, access to modern technology, and connected business networks can increase the effectiveness of the teaching and learning process. Access to technology, such as computer tools and software for financial management or digital marketing, can assist students in understanding and implementing various important aspects of running a business. In addition, facilities that allow students to collaborate and share business ideas will also strengthen their experience in developing a business. The role of teachers and mentors in entrepreneurship education is vital. Experienced mentors can assist students in developing business ideas and provide guidance on the steps that need to be taken to run a successful business (Paterson-Young et al., 2023; Ramwarungkura, 2023). Teachers who are competent in the field of entrepreneurship can provide the guidance students need to overcome various problems that arise during the entrepreneurial learning process. With strong support from teachers and mentors, students will feel more confident and motivated to develop their business.

In addition, the relationship between the school and entrepreneurs or mentors who are experienced in the business world can also open up opportunities for students to learn directly from practitioners. Connections with the industrial world are essential to provide practical insights to students, so that they not only learn from theory but also from direct experience provided by entrepreneurs or mentors who are competent in their field (Fernando & Nishantha, 2019; Khaerani & Handayanti, 2022).

In addition to internal factors in schools, the involvement of parents and the community also greatly affects the success of entrepreneurship programs. The support provided by parents in encouraging children's interest in entrepreneurship, as well as the presence of a business community that can be a learning partner for students, will strengthen the entrepreneurship program in schools. Synergy between the world of education, family, and society can create an ecosystem that supports the development of entrepreneurship among the younger generation (Afrianti et al., 2024; Wang & Horta, 2024a).

Strategies for Improving Entrepreneurship Education in Schools

To improve the quality of entrepreneurship education in schools, various strategies are needed that can optimize the learning process and maximize student potential. Entrepreneurship education should involve an approach based on the development of practical skills, and the strategies applied should be oriented towards the creation of hands-on experiences for students. Therefore, some strategies that can be applied in schools to improve entrepreneurship education include collaboration with the business world, business incubator programs, and practical skills training. The first strategy that can be applied is to collaborate with the business world. Cooperation between schools and local companies, as well as experienced entrepreneurs, is essential to provide practical experience to students. Collaboration allows students to gain deeper insights into how the business world works and what it takes to run a successful business(Myyryläinen, 2022). Collaborations can be internships, field studies, or company visits, where students can learn directly from practitioners. Thus, they not only learn from textbooks, but also feel the real challenges of running a business. In addition, the involvement of entrepreneurs in the entrepreneurship curriculum will enrich the learning experience of students. They can share experiences, provide practical advice, as well as provide mentorship for students interested in starting their own businesses. Interaction with entrepreneurs provides students with the opportunity to expand their network, which is very beneficial for the future development of the business.

The second strategy that can improve entrepreneurship education is the establishment of business incubators in schools. Business incubators can provide a supportive space for students to develop their business ideas, from the planning stage to execution. Business

DOI: https://doi.org/10.70188/0snzz447

incubators provide students with the opportunity to learn about business management first-hand, assist them in planning and managing their businesses, and offer a variety of supporting facilities, such as mentorship, access to an entrepreneur network, and practical skills learning. In a business incubator, students can work in teams to develop a business plan and launch their entrepreneurial projects. This incubator not only provides a very useful experience, but it can also encourage creativity and innovation among students. Business incubators in schools can be an effective way to encourage students to develop entrepreneurial skills and execute their creative ideas with the full support of the school.

The third strategy that is very important to improve the quality of entrepreneurship education is to provide practical skills training to students. This training can cover various aspects of entrepreneurship, from digital marketing, financial management, to business plan creation and development. Sswa must be trained to apply these skills in real-world conditions, so that they can be better prepared for challenges in the field (Michel & Förster, 2024; Tunstall & Neergaard, 2022). This training can be carried out by involving experts or practitioners in the fields of digital marketing, financial management, and others, which will provide practical knowledge that is urgently needed by prospective entrepreneurs. The importance of technical and non-technical skills training should be noted, because in addition to basic business skills, students also need communication, negotiation, and team management skills (Waghid, 2019). With these skills, students will find it easier to adapt to the challenging business world. Another strategy is to assign project assignments or business simulations that allow students to learn directly in the management of a business. A project-based approach will provide a more concrete experience of how a business is run. In this project assignment, students can be given the opportunity to plan and run a small business in the school environment, both individually and in groups. In this way, they can feel the challenges of managing resources, marketing products, and managing finances. Overall, these strategies have great potential to improve the quality of entrepreneurship education in schools and prepare students to become successful young entrepreneurs. Integrating collaboration with the business world, establishing a business incubator, providing practical skills training, as well as providing hands-on experience through business projects are strategic steps that can bring positive change in entrepreneurship education.

CONCLUSION

Entrepreneurship education in schools has a very important role in shaping the young generation who are creative, innovative, and ready to face the challenges of the business world. By providing knowledge about the business cycle, time management, marketing, and financial management, entrepreneurship education helps students to understand and manage risks that exist in the business world. In addition, entrepreneurship education also teaches practical skills that are very useful in the world of work and in creating your own business. Some of the factors that affect the success of entrepreneurship education include a relevant curriculum, adequate facilities and resources, and support from competent teachers and mentors. A curriculum that integrates theory with practice will provide students with a more real experience, so that they can apply the knowledge gained in real business situations. Supportive facilities, such as business labs and access to technology, are also crucial in enriching the student learning experience. To improve the quality of entrepreneurship education in schools, several strategies can be implemented, such as collaborating with the business world, establishing a business incubator program, and providing practical skills training to students. Cooperation with local entrepreneurs and professionals can provide students with practical experience and open up opportunities for them to develop business networks. Business incubator programs at schools can also be a forum that supports students

DOI: https://doi.org/10.70188/0snzz447

in developing their business ideas. Meanwhile, practical skills training such as digital marketing, business plan making, and financial management can equip students with skills that can be directly applied in the business world.

REFERENCES

Afrianti, N. L., Kurjono, K., & Acheampong, K. (2024). The Effect of Entrepreneurship Education on Social Entrepreneurship Intentions, Mediating the Need for Achievement, On Mosque Youth in the City of Bandung. *Islamic Research*. http://www.jkpis.com/index.php/jkpis/article/view/225

Bisanz, A., Hueber, S., Lindner, J., & Jambor, E. (2019). Social Entrepreneurship Education in Primary School: Empowering Each Child with the YouStart Entrepreneurial Challenges Programme. In *… for Sustainable Education*. sciendo.com. https://doi.org/10.2478/dcse-2019-0024

Corona, G., Mayorga, I., Pischetola, M., & Dias, M. (2019). *Social Innovation and Entrepreneurship in Higher Education Institutions: Students4Change*. European Commission Erasmus+.

Cruz-Sandoval, M. (2023). Perceived Achievement of Social Entrepreneurship Competency: The Influence of Age, Discipline, and Gender among Women in Higher Education. *Sustainability (Switzerland)*, *15*(13). https://doi.org/10.3390/su15139956

Fernando, M. S. J., & Nishantha, B. (2019). Impact of social learning on entrepreneurial behavior: Case of entrepreneurship education at state sector universities in Sri Lanka. *Entrepreneurship Education*. https://doi.org/10.1007/s41959-019-00016-1

Hosseini, S., Aliasgari, M., Gholtash, A., & ... (2022). Designing a social entrepreneurship curriculum model in higher education based on the Acker Pattern. In *Research in Curriculum …*. journals.iau.ir. https://journals.iau.ir/article_691633_4b6a56537dc691afde7d77100f4120c1.pdf

Junaedi, A. (2024). Entrepreneurship Education and Social Media Usage in Indonesia: Cultivating Entrepreneurial Interest through Entrepreneurial Motivation among Students. *Pinisi Journal of Entrepreneurship Review*. https://journal.unm.ac.id/index.php/PJER/article/view/2468

Karlidag-Dennis, E. (2020). Is education for all? The experiences of ethnic minority students and teachers in North-western Vietnam engaging with social entrepreneurship. *International Journal of Educational Development*, *77*. https://doi.org/10.1016/j.ijedudev.2020.102224

Kasikci, G. (2024). *Equity and Social Justice in Entrepreneurship Education: Incorporating Critical Consciousness in the Curriculum*. scholarworks.calstate.edu. https://scholarworks.calstate.edu/downloads/vq27zw07m

Keyang, Z. (2020). Financial Logic to Social Logic: Curriculum Reform of Entrepreneurship Education in Colleges Provides Talents for Charity Education in China. *Advances in Social Science, Education and …*. https://research.manchester.ac.uk/en/publications/financial-logic-to-social-logic-curriculum-reform-of-entrepreneur

Khaerani, S. N., & Handayanti, P. (2022). The Influence of Entrepreneurship Education, Social Environment and Motivation on Interest in Entrepreneurship. In *INOVASI: Jurnal Ekonomi, Keuangan Dan Manajemen*.

Mahajan, L., Terzieva, L., & Kaosol, W. (2022). Shaping entrepreneurial attitudes-the cases of Social Entrepreneurship HUBs within higher education in Thailand and Myanmar. In *ENTRE*. pure.buas.nl. https://pure.buas.nl/en/publications/shaping-entrepreneurial-attitudes-the-cases-of-social-entrepreneu-2

Mahmud, A., Ibrahim, A., & Ismaila, H. (2021). Assessment of Undergraduate Business Education Students' Usage of Social Networking as a Platform For Entrepreneurship Activities In North-West, Nigeria. *… of Vocational Education …*. http://journal2.uad.ac.id/index.php/joves/article/view/5043

Mandadwika, R. R. (2022). The Effect of Using Social Media, Entrepreneurship Education in Increasing Student Entrepreneurial Intentions. *MAR-Ekonomi: Jurnal Manajemen …*. https://jurnal.seaninstitute.or.id/index.php/marekonomi/article/view/242

Michel, S., & Förster, M. (2024). Challenge-based Learning for Social Entrepreneurship Education in Vocational Schools. In *… for Research on Learning and Instruction …*. mediatum.ub.tum.de. https://mediatum.ub.tum.de/1749123

Mohammad, N., Asnawi, N. H., Ghazali, N., & ... (2022). Social entrepreneurship in higher education institutions in malaysia: conceptual framework. In *Journal of …*. jcis.uitm.edu.my. https://jcis.uitm.edu.my/journal/volume8/issue3si/10_Social_Entrepreneurship_in_Higher_Education_Institutions_in_Malaysia_Conceptual_Framework.pdf

Montes-Martínez, R. (2020). Educational and Social Entrepreneurship of Future Teachers in the Framework of Open Education and Sustainable Development. In *ACM International Conference Proceeding Series* (pp. 1020–1025). https://doi.org/10.1145/3434780.3436622

Myyryläinen, H. (2022). *Educating social entrepreneurship competences in the higher education: Towards collaborative methods and ecosystem learning*. theseus.fi. https://www.theseus.fi/handle/10024/744127

Nadalipoor, H., Karimi, F., & Nadi, M. A. (2019). Explaining the background conditions for the development of social entrepreneurship in Iranian universities and higher education institutions. In *Educational Leadership &administration*.

Nasr, D. N. A. (2022). Entrepreneurial education in Egyptian universities: An approach to developing social Entrepreneurship To achieve a sustainable competitive advantage. *Journal of Scientific Research in Education*. https://jsre.journals.ekb.eg/article_229552_en.html?lang=en

Nguyen Duong, T. T., Phan, H. T., Hoang, T. N., & Thi Vo, T. T. (2020). The effect of financial restructuring on the overall financial performance of the commercial banks in Vietnam. *Journal of Asian Finance, Economics and Business*, *7*(9), 75–84. https://doi.org/10.13106/JAFEB.2020.VOL7.NO9.075

Okeke, E., & Kacharakkal, A. (2024). *Fostering Social Change Through Sustainable Entrepreneurship Education: A Case Study of Linnaeus University in Sweden*. diva-portal.org. https://www.diva-portal.org/smash/record.jsf?pid=diva2:1893135

Paterson-Young, C., Hazenberg, R., Margiono, M. A., & ... (2023). *Social Innovation, Social Entrepreneurship and Entrepreneurship Curriculum in the Hybrid Education Environment in Indonesia-Final Report*. pure.northampton.ac.uk. https://pure.northampton.ac.uk/en/publications/social-innovation-social-entrepreneurship-and-entrepreneurship-cu-2

Ramwarungkura, A. (2023). The Approaches of Developing Based on the Concept of Competency Based Curriculum for Social Entrepreneurship of Vocational Education Programs in Thailand. *Thammasat Review*, *26*(2), 102–140. https://doi.org/10.14456/tureview.2023.15

Revko, A. (2023). The Role of Education in the Social Entrepreneurship Ecosystem Development in Poland and Ukraine. *Studia Regionalne i Lokalne*. https://www.ceeol.com/search/article-detail?id=1133869

Roslan, M. H. H., Hamid, S., Ijab, M. T., Yusop, F. D., & Norman, A. A. (2022). Social entrepreneurship in higher education: challenges and opportunities. *Asia Pacific Journal of Education*, *42*(3), 588–604. https://doi.org/10.1080/02188791.2020.1859354

DOI: https://doi.org/10.70188/0snzz447

Sharifi, S. (2024). Social entrepreneurship: recognition of sociocultural competencies in the higher education future. *Journal of Applied Research in Higher Education*. https://doi.org/10.1108/JARHE-02-2024-0096

Surenggono, S., & Djamilah, S. (2022). The effect of financial attitude and financial knowledge on the financial performance of small and medium enterprises (SMEs) with the application of management accounting as a mediator. *Jurnal Administrare: Jurnal Pemikiran Ilmiah Dan Pendidikan Administrasi Perkantoran*, *9*(2), 441–456.

Tunstall, R., & Neergaard, H. (2022). Flashmob: a heutagogical tool for social learning in entrepreneurship education. *Entrepreneurship Education and …*. https://doi.org/10.1177/25151274211017547

Waghid, Z. (2019). Examining the business education curricula in South Africa: Towards integrating social entrepreneurship. *Education+ Training*. https://doi.org/10.1108/ET-05-2018-0115

Wang, Y., & Horta, H. (2024a). Teaching and Learning Social Innovation and Entrepreneurship in Higher Education: A Scoping Review. *Journal of Social Entrepreneurship*. https://doi.org/10.1080/19420676.2024.2370837

Wang, Y., & Horta, H. (2024b). University-based social innovation and entrepreneurship education in Hong Kong: a curriculum analysis. *Studies in Higher Education*. https://doi.org/10.1080/03075079.2024.2369202