

A Comprehensive Evaluation of Entrepreneurship Education in Preparing the Young Generation to Enter the Modern Job Market

¹Reza Ahmad Zahid, ²Didit Darmawan, ³Jeje Abdul Rojak

¹Universitas Islam Tribakti Lirboyo Kediri, Indonesia

²Universitas Sunan Giri Surabaya, Indonesia

³Universitas Islam Negeri Sunan Ampel Surabaya

ARTICLE INFO

Article history:

Received 8 March 2023

Revised 11 May 2023

Accepted 21 June 2023

Key words:

Entrepreneurship education,
Job preparation,
Young generation,
Job market,
Applied learning,
Educational institutions,
Literature study.

ABSTRACT

This research examines the effectiveness of entrepreneurship education in improving young generation's job preparation through a systematic literature study approach and based on academic sources. Entrepreneurship education has developed into one of the promising learning mechanisms in responding to job market challenges that demand innovative and adaptive skills. Through a review of literature from various regions and institutions, this research highlights that the success of entrepreneurship education depends not only on the structure of the curriculum, but also on the learning methods used, the quality of facilitators, and the linkages between educational institutions and the business world. The analysis shows that participation in entrepreneurship programs increases self-awareness, self-confidence, and relevant soft and technical skills for the world of work. Structural challenges, such as the gap between intention and action, and the influence of culture on perceptions of entrepreneurship were also identified. This research contributes to the development of an educational framework that is more responsive to the social realities and economic needs of today's young people.

INTRODUCTION

In an era of globalization marked by rapid technological change and job market dynamics, the younger generation faces great challenges in entering the job market. The need for more complex and adaptive skills requires the education system to provide relevant and applicable provision. Entrepreneurship education is emerging as an approach that is considered capable of equipping youth with such skills, providing them with the tools to create their own job opportunities and face complex economic challenges (Kuzin, 2018).

The implementation of entrepreneurship education does not always go smoothly. Challenges such as lack of resources, irrelevant curriculum and lack of training for educators often hinder the effectiveness of these programs. Society's perception that still prioritizes formal jobs as an indicator of success is also an obstacle in encouraging entrepreneurial spirit among young people (Kaur, 2018). A comprehensive approach and support from various parties are needed to optimize the role of entrepreneurship education in preparing young people for the world of work.

A literature study on the impact of entrepreneurship education on young generation's preparation for the job market is important to understand the extent to which this approach is effective. By analyzing the various studies and programs that have been conducted, we can identify best practices, challenges faced, and strategies that can be applied to improve the effectiveness of entrepreneurship education (Naong, 2011). This will provide valuable insights for policymakers, educators and other stakeholders in designing programs that are more responsive to youth needs and job market dynamics.

Although entrepreneurship education has been widely adopted as a strategy to improve young job preparation, its effectiveness is still a matter of debate. Some research suggests that entrepreneurship programs do not always result in significant increases in young people's job rates or earnings. For example, according to a study by Oosterbeek et al. (2010), entrepreneurship programs in the Netherlands did not show a significant positive impact on participants' entrepreneurial intentions or business skills. This raises questions regarding the design and implementation of the program.

* Corresponding author, email address: dr.diditdarmawan@gmail.com

There is a gap between the entrepreneurship education curriculum and the real needs in the job market. According to Gibb (1993), many entrepreneurship programs focus too much on theory and not enough on providing participants with practical experience. As a result, young people do not gain the skills needed to start and manage a business effectively. Lack of practical training and adequate mentorship are also factors that hinder the success of these programs. According to Syed et al. (2024) explained that an entrepreneurship educator also plays an important role in shaping the effectiveness of entrepreneurship education. In addition to the curriculum, entrepreneurial success is highly dependent on the competence, motivation and institutional support of educators, and also requires continuous training for educators to be able to provide learning experiences that are applicable and relevant to the business world (Sajjapong et al., 2022).

Another factor that affects the effectiveness of entrepreneurship education is the social and cultural environment. In some societies, entrepreneurs are still considered a less prestigious career choice than formal jobs. According to research by Shapero and Sokol (1982), social norms and society's perceptions play an important role in influencing individual entrepreneurship intentions. If the environment is not supportive, young people may be reluctant to take risks and start their own business, despite having received entrepreneurship education. The results of research from Morales & Velilla (2021) explain that cultural environmental factors have a positive and significant relationship with a person's choice to carry out entrepreneurship activities and show that cultural values, such as individualism and collectivism, influence entrepreneurship intentions and decisions.

Observing and evaluating entrepreneurship education is important to ensure that the programs designed are truly effective in equipping youth with the skills needed in the job market. By understanding the factors that influence program success, policymakers and educators can design interventions that are more targeted and responsive to youth needs. A comprehensive evaluation can help identify best practices that can be replicated in different settings.

With young people's unemployment on the rise in many countries, entrepreneurship education can be a strategic tool to promote economic growth and innovation (Mardikaningsih et al., 2021). Without an understanding of how these programs function in practice, efforts to integrate them into the education system may not achieve the expected results.

Systematic and evidence-based research is urgently needed to inform the development and implementation of effective entrepreneurship education programs.

This research aims to evaluate the effectiveness of entrepreneurship education in improving young people's job preparation by analyzing various studies and programs that have been conducted. The research will identify factors that influence the success of entrepreneurship education programs and provide recommendations for the development of more effective programs. The results of this research are expected to contribute in designing education policies and programs that are more responsive to the needs of young people and the dynamics of the job market.

RESEARCH METHOD

This research uses a systematic literature study approach to evaluate the effectiveness of entrepreneurship education in improving young job preparation. This approach involves the identification, critical appraisal and synthesis of relevant studies to answer the formulated research questions. The process begins with the formulation of a clear research question, followed by the development of a review protocol that includes inclusion and exclusion criteria, literature search strategy, and methods to assess the quality of the selected studies. According to Petticrew and Roberts (2006), this approach allows researchers to collect and analyze evidence systematically, resulting in more reliable conclusions.

In conducting this systematic literature study, researchers will access various academic databases such as Scopus, Web of Science, and ProQuest to identify relevant studies. Each study found will be evaluated for methodological quality using appropriate assessment tools, such as the Critical Appraisal Skills Program (CASP) for qualitative studies and criteria from the Cochrane Collaboration for quantitative studies. The data extracted from the studies will be thematically analyzed to identify common patterns, differences, and gaps in the existing literature. This process aims to provide a comprehensive understanding of the effectiveness of entrepreneurship education in young job preparation.

RESULT AND DISCUSSION

Today's job market is being transformed by technological advancements, demographic changes, and global economic dynamics. Automation, Artificial Intelligence (AI) and digitalization have shifted traditional work patterns towards a more

decentralized and technology-driven system (Arifin & Darmawan, 2021). Many jobs that previously relied on manual skills are being replaced by machines and algorithms, while the demand for digital, analytical and interpersonal skills is increasing (Vasyltsiv & Levytska, 2022). This marks a major shift from the industrial sector to the service sector based on knowledge and information technology.

In addition to structural changes, the job market is also characterized by the rise of flexible forms of work such as freelance, short-term contracts, and remote work. These work models offer flexibility in time and place for workers, but are often accompanied by income insecurity, minimum social protection, and limited access to training. Companies across sectors have begun to adopt hybrid work models and the gig economy to respond to the need for cost efficiency and increased productivity in a competitive work ecosystem (Polozhyentsyeva & Stepanova, 2021).

The skills gap is a crucial issue that affects the balance between employment demand and supply. Many higher education graduates are unable to acquire the practical and adaptive skills required by industry, leading to high unemployment among young people although their education levels are increasing. Companies are looking for a workforce that is not only technically competent, but also has strong communication, teamwork and critical thinking skills (Budzinskaya & Teregulova, 2021).

Demographic changes, particularly the aging of populations in developed countries and the boom in working-age demographics in developing countries, are also affecting job market dynamics. Countries with aging populations face the problem of employment shortages and increased social security burdens, while countries with abundant young populations face the challenge of creating sufficient and decent jobs. Globalization expands the scope of job competition, with talents from different countries competing in one increasingly open market.

Under these conditions, efforts to equip the employment with relevant skills are more important than ever. Education and vocational training are required to be more responsive to changing industry needs. Employment policies should be directed at improving the quality of the unemployment force, empowering the informal sector, and expanding access to competency-based training. In the face of a dynamic and volatile job market, adaptability and lifelong learning are key to survival and development.

Entrepreneurship development among young generation is currently showing an increasingly positive trend, although it is still faced with various structural and cultural challenges. Young generation's interest in entrepreneurship is increasing along with limited formal job opportunities and increased access to information and technology. Many young people are beginning to see entrepreneurship as an alternative career path that provides autonomy, flexibility and potential for economic growth. The growing digital ecosystem also allows them to start businesses with lower capital and reach a wider market (Iarmosh & Lototskaya, 2019).

Various initiatives have been launched by the government, private sector, and international organizations to encourage entrepreneurship among the younger generation. Business incubation programs, entrepreneurship skills training, and access to microfinance are important parts of these efforts. At the educational level, more and more institutions are incorporating entrepreneurship into their curriculum as part of their efforts to shape an innovative and independent mentality (Andreeva & Sukhoveeva, 2020). These efforts demonstrate the recognition that entrepreneurship is not just an economic activity, but also a strategy for social development and empowerment.

Great challenges remain, particularly related to limited access to venture capital, business networks and technical guidance. Many young entrepreneurs, especially from non-urban areas, do not have sufficient information or mentoring to develop business ideas into sustainable activities. Economic instability and regulations that do not fully support small businesses can hinder the growth process of a young business (Lez'er et al., 2019).

Cultural and social factors also play an important role in influencing young entrepreneurs' decision to pursue entrepreneurship. In some environments, entrepreneurship is still considered a secondary option to more established formal jobs. This leads to a lack of emotional and moral support from the surrounding environment when a young person chooses the entrepreneurship path. In fact, social support has been shown to have a positive correlation with business resilience and success, especially in the early stages of business formation.

Entrepreneurship development among youth requires a more holistic and adaptive approach. Not only should education and training be strengthened, but also access to capital, business networks, and regulations that favor budding entrepreneurs. A public campaign is needed to build a positive image

of entrepreneurship as a respectable and promising career path. In the long term, young people empowerment through entrepreneurship can be the key to inclusive and sustainable economic transformation.

Entrepreneurship education is very important in facing the structural challenges of an increasingly complex and volatile world of work. Big changes in the global employment landscape, characterized by technological disruption, reduction of routine-based jobs, and increasing demands for creativity and innovation, put the younger generation in a vulnerable position if they are not equipped with adaptive skills. In this situation, entrepreneurship education is no longer an optional extra, but a fundamental necessity to ensure the readiness of young entrepreneurs to actively participate in economic development.

An entrepreneurship curriculum enables learners to understand business logic, manage risks, and develop applicable problem-solving skills. It encourages a productive, independent and value-creation-oriented mindset. When learning is focused on idea exploration, resource management, and opportunity utilization, students have the real provision to create job opportunities for themselves and others. This is an important key in reducing unemployment and expanding the economic base of the society.

It is also important to emphasize that entrepreneurship education is not only relevant for those who want to become entrepreneurs, but also for all economic actors who will work in modern organizations. Employees with an entrepreneurial spirit tend to be more innovative, independent and capable of making strategic decisions. Entrepreneurship education also supports the formation of a more competent and competitive workforce. Its application should not be limited to economics or business faculties, but rather integrated across disciplines.

The need for sustainability in entrepreneurship education becomes clearer when looking at its long-term impact (Djazilan & Darmawan, 2022). Sporadic and inconsistent programs will only yield superficial and unmeasurable results. In contrast, a systemic and sustainable approach will shape character and skills progressively, from primary to tertiary levels. This requires policy support, educational resources, and intensive training for teachers so that the program can be implemented in an effective and structured manner.

Overall, the urgency of entrepreneurship education cannot be ignored in the framework of

long-term economic and social development. In the face of job challenges and the productivity crisis, this education offers transformative solutions (Rojak & Khayru, 2022). Investing in strengthening entrepreneurship education today will determine the economic resilience of tomorrow's young generation. The implementation of entrepreneurship education should be made a national priority with consistent and sustainable cross-sector support.

Entrepreneurship education has become a main focus in efforts to improve youth job readiness in various countries. Various studies have been conducted to evaluate the effectiveness of this program in equipping young entrepreneurs with skills that are relevant to the needs of the job market.

One significant study was conducted by Alharbi et al. (2012) who evaluated the impact of an entrepreneurship education program on the entrepreneurship intention of university students in Saudi Arabia. The results showed that there was a significant increase in entrepreneurship intention, attitude towards entrepreneurship, subjective norm, and perceived behavioral control after attending the program. No significant relationship was found between entrepreneurial intention and actual activity in starting a business, indicating a gap between intention and actual action.

Another study by Gibb (2002) highlighted the importance of experiential learning approach in entrepreneurship education. He emphasized that an overly theoretical curriculum without providing practical experience can hinder the development of effective entrepreneurial skills. Integration between theory and practice is key in designing successful programs.

Research by Oosterbeek et al. (2010) in the Netherlands found that entrepreneurship education programs did not have a significant impact on participants' entrepreneurship intentions or business skills. This suggests that program design and implementation strongly influence their effectiveness, and that not all programs deliver the expected results.

Social and cultural environmental factors also play an important role in the success of entrepreneurship education. Shapero and Sokol (1982) suggest that social norms and society's perception of entrepreneurship can influence an individual's intention to start a business. If the environment is not supportive, young entrepreneurs may be reluctant to take risks and start their own business, although they have received entrepreneurship education (Hariani & Mardikaningsih, 2022).

The study by Gibb (2002) also emphasizes the importance of training for educators in entrepreneurship programs. Without adequate training, educators may struggle to deliver relevant and engaging material to learners, which may ultimately affect the overall effectiveness of the program (Masnawati, 2021).

In developing countries, entrepreneurship education is often faced with additional challenges such as limited resources and infrastructure. Studies by Shapero and Sokol (1982) show that with the right support, entrepreneurship programs can have a significant positive impact on young job preparation.

Overall, the findings from various studies suggest that entrepreneurship education has great potential in improving young job preparation, but its effectiveness is highly dependent on program design, teaching methods, educator training, and social environmental support. A comprehensive and contextual approach is needed to optimize the benefits of these programs.

CONCLUSION

Entrepreneurship education has become an important part of modern educational discourse as a response to the dynamics of the job market that demands adaptive, innovative, and proactive competencies from graduates. This research concludes that the effectiveness of entrepreneurship education in improving the work readiness of the younger generation is highly dependent on the quality of the curriculum, learning approaches, and the readiness of educational institutions to accommodate contextualized and real experience-based learning. The active involvement of learners in the learning process that is based on problems, collaboration, and real business simulation, is proven to contribute more to improving job preparation.

The results of this research provide implications for the need to renew the approach to entrepreneurship education so that it does not stop at the cognitive or theoretical level alone. Educational institutions need to develop internal policies that encourage the birth of real project-based entrepreneurship practices accompanied by competent facilitators. The existence of networks between educational institutions and the industrial and business sectors is an important prerequisite in producing learning experiences that are relevant to the needs of the labor market. Thus, entrepreneurship education will function more than just delivering material, but rather as a strategic learning system that prepares young generations thoroughly to enter the world of work.

As a follow-up step, strengthening cooperation between the government, university, and private sector needs to be enhanced to create an effective and sustainable entrepreneurship education ecosystem. Educational institutions should be more open to the use of innovative learning methods that are responsive to socio-economic changes. Supporting policies that encourage the integration of entrepreneurship as a cross-disciplinary approach to learning are also needed. This research opens an important space for more empirical follow-up research to measure the effect of entrepreneurship education in the long term on the social mobility and economic resilience of young generation.

REFERENCES

- Alharbi, J., Almahdi, H., & Mosbah, A. (2018). The Impact of Entrepreneurship Education Programs (EEPs) on the Entrepreneurial Attitudes among Higher Education Students. *Online Submission*, 7(3), 245-271.
- Andreeva, O. V., & Sukhoveeva, A. A. (2020). Youth Entrepreneurship and Effective Tools for Its Development. *Journal of Computing and Information Technology*, 24(2).
- Arifin, S., & D. Darmawan. (2021). Technology Access and Digital Skills: Bridging the Gaps in Education and Employment Opportunities in the Age of Technology 4.0, *Journal of Social Science Studies*, 1(1), 163 - 168.
- Budzinskaya, O. V., & Teregulova, N. F. (2021). Labour Market Trends in the Transition to the Digital Economy. In *Sustainable Development of Modern Digital Economy: Perspectives from Russian Experiences* (pp. 253-261). Cham: Springer International Publishing.
- Djazilan, M.S. & D. Darmawan. (2022). Entrepreneurship Education and Family Support: The Determinants that Appear Entrepreneurship Interest for Students, *International Journal of Service Science, Management, Engineering, and Technology*, 1(2), 26-30.
- Gibb, A. A. (1993). The Enterprise Culture and Education: Understanding Enterprise Education and Its Links with Small Business, Entrepreneurship and Wider Educational Goals. *International Small Business Journal*, 11(3), 11-34.
- Gibb, A. A. (2002). In Pursuit of a New 'Enterprise' and 'Entrepreneurship' Paradigm for Learning: Creative Destruction, New Values, New Ways of Doing Things and New Combinations of Knowledge. *International Journal of Management Reviews*, 4(3), 233-269.

- Hariani, M. & R. Mardikaningsih. (2022). The Social Education Role in Shaping Students' Global Awareness in Higher Education, *Journal of Social Science Studies*, 2(1), 55 - 60.
- Iarmosh, O. V., & Lototskaya, E. M. (2019). New Opportunities for Youth Entrepreneurship Development and Youth Self-Employment Increase. *Адаптивне управління: теорія i практика. Серія Економіка*, 6(12), 1-18.
- Kaur, T. (2018). Barriers to Entrepreneurial Aspirations of Students of Professional Courses. *Journal of Emerging Technologies and Innovative Research*.
- Kuzin, D. V. (2018). Global Competences and Challenges for Entrepreneurship Educators. *Journal of Entrepreneurship Education*, 21, 1-11.
- Lez'er, V., Semerianova, N., Kopytova, A., & Truntsevsky, Y. (2019). Youth Entrepreneurship as a Basis for Sustainable Urban Development: Social and Legal Aspect. In *E3S Web of Conferences* (Vol. 110, p. 02093). EDP Sciences.
- Mardikaningsih, R & S. Arifin. (2021). Study on Education Level and Consequences of Licensing and Interest in Making Small Business Licensing, *Journal of Social Science Studies*, 1(1), 19-24.
- Mardikaningsih, R., E. Masnawati, & N. Aisyah. (2021). Fostering Competence for Sustainability through Education and Adaptive Global Citizenship, *Journal of Social Science Studies*, 1(2), 267 - 272.
- Masnawati, E. (2021). The Education Role in Reducing Social Inequality, *Journal of Social Science Studies*, 1(1), 87 - 92.
- Morales, M., & Velilla, J. (2021). The Effect of Cultural Environment on Entrepreneurial Decisions. *International Journal of Social Economics*, 48(9), 1309-1330.
- Naong, M. N. (2011). Promotion of Entrepreneurship Education-A Remedy to Graduates and Youth Unemployment-A Theoretical Perspective. *Journal of Social Sciences*, 28(3), 181-189.
- Neuman, W. L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6th Ed.). Boston, MA: Pearson Education.
- Oosterbeek, H., van Praag, M., & Ijsselstein, A. (2010). The Impact of Entrepreneurship Education on Entrepreneurship Skills and Motivation. *European Economic Review*, 54(3), 442-454.
- Petticrew, M., & Roberts, H. (2006). *Systematic Reviews in the Social Sciences: A Practical Guide*. Malden, MA: Blackwell Publishing.
- Polozhyentsyeva, Yu., & Stepanova, A. (2021). Transformation of Labor Relations Based on Gig-Economy in Conditions of Digitalization of Economic Systems.
- Ramle, N. L. B. (2021). Developing Creativity and Critical Thinking Skills Through Art Education, *Journal of Social Science Studies*, 1(1), 169 - 172.
- Rojak, J. A. (2021). The Importance of Civic Education to Increase Community Legal Awareness, *Journal of Social Science Studies*, 1(1), 44 - 50.
- Rojak, J. A. & R. K. Khayru. (2022). Disparities in Access to Education in Developing Countries: Determinants, Impacts, and Solution Strategies, *Journal of Social Science Studies*, 1(2), 31 - 38.
- Sajjapong, T., D. Darmawan, & A. P. Marsal. (2022). The Role of Social Stereotypes in Shaping Opportunities and Inequalities in Society: Their Impact on Education, Employment, and Intergroup Interactions. *Bulletin of Science, Technology and Society*, 1(1), 44-49.
- Shapero, A., & Sokol, L. (1982). The Social Dimensions of Entrepreneurship. In C. A. Kent, D. L. Sexton, & K. H. Vesper (Eds.), *The Encyclopedia of Entrepreneurship* (pp. 72-90). Englewood Cliffs, NJ: Prentice-Hall.
- Syed, R. T., Tariq, U., & Arnaut, M. (2024). Entrepreneurship Educator: A Vital Cog in the Wheel of Entrepreneurship Education and Development in Universities. *Journal of Innovation and Entrepreneurship*, 13(66), 1-21.
- Vasyltsiv, T., & Levytska, O. (2022, March 20). Modern transformations in the labor and employment sector: opportunities and challenges for social welfare. In *Proceedings of The Third International Scientific Conference "Happiness and Contemporary Society"*. The Ukrainian Institute for Happiness Research.

* Zahid, R.A., D. Darmawan, & J. A. Rojak. (2023). A Comprehensive Evaluation of Entrepreneurship Education in Preparing the Young Generation to Enter the Modern Job Market, *Journal of Social Science Studies*, 3(2), 55 - 60.