

## Increasing Student Proactivity Through Entrepreneurship Education (A Studi Systematic Literature Review)

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### ARTICLE INFO

*Keywords:* Proactive, Entrepreneurship Education, Students

*Received:* 23, March

*Revised:* 24, April

*Accepted:* 25, May

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### ABSTRACT

The systematic literature review article on increasing student proactivity through entrepreneurship education aims to highlight the importance of entrepreneurship education in developing students' proactive attitudes. Entrepreneurship education can improve students' skills and interest in starting and managing a business in the future. The method used in writing systematic literature review (SLR) articles is a library research method. Bibliographic sources come from Scopus, ProQuest, and Springer Link databases. The results of the analysis of relevant articles found that proactivity developed in entrepreneurship education helps students increase entrepreneurial intentions, entrepreneurial actions, and innovation in entrepreneurship. These three competencies shape students to create new markets with high value and promote products and services at low costs.

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## INTRODUCTION

The system in entrepreneurship changes from time to time according to the times and customer needs (Naomi Haefnera, 2021). These changes need to be responded to by business actors so that products and services are still accepted by customers. Changes in entrepreneurship include shifting industry trends, new technologies that enable innovation, changes in government policies, and changes in consumer behavior (2021). Shifting trends in industry and technological innovation are the first changes that businesses need to understand. Entrepreneurs must adapt to the latest digital technology to accelerate the promotion of products and services and broaden market reach. Countries such as China, the United States, Spain, Japan and other developed countries experience rapid economic growth because they quickly respond to changes in the entrepreneurial environment. Spain experienced a 53.4 percent economic increase in 2019 from digital technology innovation (Enrique, 2021).

According to research from Denny Bernardus, et al. (2022), there are several characteristics of students who have good entrepreneurial skills such as having the courage to take on difficult tasks, changing business strategies if they are not what they want, and always having the motivation to learn in improving entrepreneurship skills (Bernardus, 2022). However, many students do not develop and fail in business due to various factors such as lack of business capital management, lack of learning or already feeling that they have a lot of knowledge, simple technological tools, lack of relationships or marketing, lack of adaptation to changing times, and lack of entrepreneurship skills in maintaining business (Vanessa, 2020). Adaptation to changing times is actually a very important factor so that products and services remain exposed to customers. But, many students do not have enough awareness and knowledge to read the dynamic entrepreneurial environment.

According to Naufan (2023) as the driving force of ITS MSMEs, the attitude of student initiative in developing a business is very slow and inconsistent. Students do not have a strong proactive entrepreneurial attitude within themselves to develop a business since they were in educational institutions. The lack of proactive entrepreneurial attitude of students results in businesses not getting exposure to customers (Itsgan, 2023). Student businesses fail to compete with other businesses that are better at networking and promoting products and services to customers (Anatoliy, 2023). Such attitudes cause students' skills in entrepreneurship to not grow. According to research by Skeldon, (2019) found that more than 90 percent of online business start-ups fail within the first 120 days due to suboptimal marketing knowledge and skills and not being able to read changes in the market environment (Tseng, 2022).

The novelty offered in this research is the role of entrepreneurship education to increase students' proactive attitude in entrepreneurship since in educational institutions. Entrepreneurship education will encourage students to make changes in creating business ideas, how to promote products and services, and keep motivating themselves in facing risks in business. This will shape students' beliefs, behaviors and mindsets proactively to run a business.

The main objectives of this study consist of; (a) the role of entrepreneurship education in improving students' proactive attitude in business, (b) entrepreneurship education is a driving force for students to take initiative and act independently in the face of changes in the dynamic business environment.

## **LITERATURE REVIEW**

### ***Entrepreneurship Education***

Entrepreneurship education is a training process for students since they are in educational institutions to face an uncertain future by providing the ability to create new businesses (Hasan, 2020). Students are taught in entrepreneurship education not only in theory, but also in practice to open a business. The integration of theory and practice in entrepreneurship education can encourage entrepreneurial attitudes, improve business skills and have managerial abilities in the business of students (Welsha, 2019). According to Timmons (2019), the most important aspect of entrepreneurship education is not just creating new markets, but the ability for innovation, creativity and new breakthroughs. This not only has an impact on economic growth, but also on the growth of human quality in accordance with the times.

Entrepreneurship education has the aim of shaping students' attitudes, behaviours, values and intentions in realizing business (2020). Students are taught in entrepreneurship education to become individuals who are able to manage businesses independently. According to Daniel H. B. Welsh (2019), through entrepreneurship education, flexibility, adaptability, resilience in facing risks, proactive attitudes need to be applied to achieve student success. This is also supported by Paulo Freire's (2005) critical theory in increasing the entrepreneurial spirit of students. Paulo Freire's Critical Theory teaches that entrepreneurship education aims to challenge all forms of oppression, domination, and emancipation (Andreas Walmsley, 2022).

### ***Proactiveness in Entrepreneurship***

Proactivity leads to entrepreneurial intentions to start a new business for students who do not yet have a business and encouragement for students who have started a business (Maziriri, 2023). A proactive attitude is important for students to have an awareness of opportunities and threats to the business. Students are formed to have initiative power and be able to make changes according to the demands of customers. Therefore, proactivity is included in entrepreneurship education to improve student behavior from instability in business (2023). According to Thompson (2023), students with proactive personalities perform well because they are able to take initiatives and engage in business development. Students have the initiative to market products and services according to the needs of customers around (Marzanna, 2022).

Proactivity in entrepreneurship is very useful for creating a brand of products and services that are so fast for customers. Proactivity will shape students to create products and services according to industry trends and specific products and services (Marzanna, 2022). According to the results of

research from Marzanna Katarzyna Witek-Hajduk, et al (2022) in Poland, MSMEs can return capital quickly, namely one-three years because they have proactive motives in entrepreneurship. Products and services promoted with proactive motives can attract customers internationally. The results of research from Eugene Tafadzwa Maziriri, et al (2023) on the results of proactive entrepreneurship from women in South Africa who grew net income from 3.5 million to 15 million every month.

## METHODOLOGY

### *Research Design*

This research uses a systematic literature review (SLR) to understand the role of digital marketing education in improving students' innovation and entrepreneurial intention. A systematic literature review (SLR) is very useful in integrating findings from several studies relevant to the research topic (Cipto Wardoyo, 2023). The combination of relevant findings occurs by using the prism method in a systematic literature review (SLR). The prism method will provide a methodological framework for searching, assessing, and synthesizing relevant literature to comprehensively understand current research results (2023). In addition, this study will determine the objectives, always relevant literature, use appropriate literature, synthesize and analyze the results, and present the discussion.

### *Data and Literature Search*

The first stage carried out by the researcher is determining the aspects observed or analyzed based on the research topic. Then the researcher will conduct a review of the relevant literature separately on the aspects to be observed or analyzed in the study. The relevant literature was collected from the most reputable and comprehensive databases, such as Scopus, ProQuest, and Springer Link. The following relevant literature was collected from comprehensive databases, namely "proactivity" and "entrepreneurship education." Relevant literature collected in English in digital, economics, business, management, and social fields

Table 1. Search strings in Scopus, ProQuest, and Springer Link

<b>Databases</b>	<b>Keywords</b>
Scopus	TITLE-ABS-KEY “proactivity” OR “entrepreneurship education” AND “student”
ProQuest	“proactivity” OR “entrepreneurship education” AND “student”
Springer Link	“proactivity” OR “entrepreneurship education” AND “student”

### *Literature Screening Criteria*

The researcher used inclusion and exclusion criteria in selecting the literature that would be used as sources. Literature that met the inclusion criteria were as follows, (1) literature related to proactivity, (2) literature related to entrepreneurship education, and (3) literature written in English. The literature meets the exclusion criteria, such as (1) literature from books, (2)

literature that is not written in English, (3) literature that cannot be accessed, and (4), literature that is not part of the research topic. All literature will be reviewed by researchers starting from the title, abstract, content and conclusion.

## RESEARCH RESULT

### *Literature Identification*

We collected articles published from 2019 to April 2024 as relevant literature for inclusion in the analysis. Searching the Scopus database resulted in 211 articles, the ProQuest database resulted in 724 articles, and the Springer Link database resulted in 134 articles. The total number of search results from the 3 databases amounted to 1069, but after identification that matches the research article, there are 225 articles. 225 articles were filtered based on 4 criteria in the inclusion process, there were 17 research articles. The 17 research articles will be selected again based on the title and abstract and only 13 research articles remain. In the last stage, 13 research articles will be selected based on relevant research objectives following the title. The results of this selection are 8 research articles that are very relevant to the researcher's objectives.

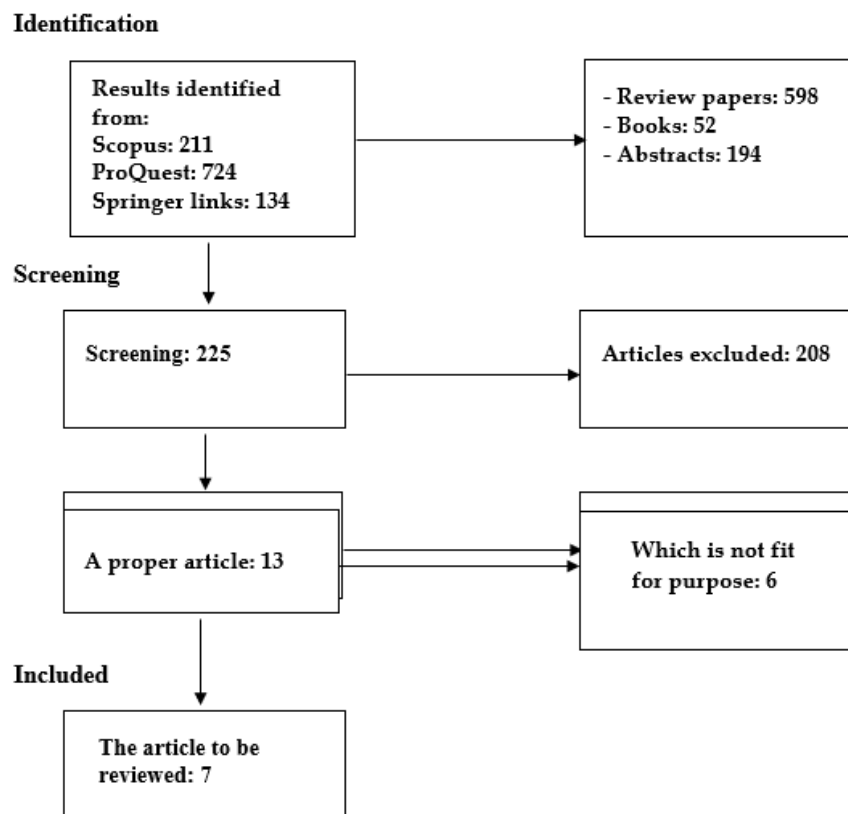


Figure 1. Literature Identification through Scopus, ProQuest, and Springer Link Databases

Table 2. Resume of Research Articles Relevant to This Study

Years	Author (s)	Objectives
2024	Ute Stephan, et.al	Improving our understanding of work and well-being in an entrepreneurial society
2023	Shahzada Adeel, dkk	Entrepreneurship education impacts the development of skills and behaviors associated with the promotion of new ventures that can be predicted by specific individual characteristics
2022	Jackson Ver Steeg Jr	Content analysis of US social entrepreneurship (SE) to find the intersection between the core competencies of social entrepreneurship and entrepreneurial practices resulting in avenues of accessibility for students
2020	Nilanjan Raghunath, dkk	To gain a better understanding of how to design creativity, innovation, and entrepreneurial motivation during entrepreneurship education in the institution
2023	Jos´e Ant´onio Porfirio, dkk	Entrepreneurial intentions are highly dependent on the country's cultural context and the entrepreneurial context which will shape the different types define an entrepreneur
2021	Marzanna Katarzyna Hajduk, dkk	To identify the ways and motives for proactive reaction to international markets for fashion brand extension of small and medium-sized enterprises (SMEs) of women in South Africa.
2023	Eugine Tafadzwa Maziriri	To determine the influence of innovation beliefs, an innovation mindset

### Entrepreneurship Education

Of the 7 that have been identified as worthy and relevant to the research, 5 articles speak to the importance of entrepreneurship education for students. The 5 articles are (Steeg, 2022), (Andreas Walmsley & B., 2022), (Shahzada Adeela, 2023) (Nilanjan Raghunath, 2020), and (Jos´e Ant´onio Porfirio, 2023). All these articles talk about the role of entrepreneurship education for students in shaping entrepreneurial intentions and actions. 4 articles namely (Steeg, 2022), (Andreas Walmsley & B., 2022), (Shahzada Adeela, 2023), and (Nilanjan Raghunath, 2020) explain that students who have received entrepreneurship education tend to take business actions. Entrepreneurial action is the steps that need to be taken to realize a business, such as making capital, making plans, goods and services, and how to market them. One article (Steeg, 2022) describes a roadmap for students to create effective entrepreneurs.

One article from (Jos´e Ant´onio Porfirio, 2023) says that students need to get an entrepreneurship education to develop entrepreneurial intentions.

Entrepreneurial intention according to (Jos'e Ant'onio Porf'rio, 2023) needs to be developed since adolescence. Jos'e Ant'onio Porf'rio in his article has not encouraged students to dare to start entrepreneurial actions. Entrepreneurial intention is a very strong starting point to influence students' nerves toward entrepreneurial action.

### **Proactive in Entrepreneurship**

Of the 7 articles that are relevant to the research objectives, 2 articles have relevant objectives to this research, namely (Marzanna, 2022), and (Eugine, 2023). The 2 articles discuss the role of proactivity in increasing entrepreneurship. One article (Marzanna, 2022) found that proactives can create international brands of products and services according to customer needs. They have an attraction for customers to buy products and services. One article, namely (Eugine, 2023) found that proactivity encourages students to have an innovative mindset and ability to develop business. Innovation is a skill that needs to be developed by students in modifying and adapting businesses following the times.

### **DISCUSSION**

From the 7 research articles analyzed, researchers found 3 main competencies of students in improving proactivity through entrepreneurship education; (a) students have entrepreneurial intentions. (b) students can create businesses, and (c) students can innovate. Entrepreneurial intention is a state of the conscious mind of students who direct attention to a business. Entrepreneurial intention runs for students to have vision, skills, knowledge, and abilities in business (Denny, 2020). Meanwhile, entrepreneurial action refers to problem-solving techniques related to how students work toward a successful business (Rattena, 2020). Entrepreneurial intentions and actions are also inseparable from the ability to innovate that students have had since they were in educational institutions. Innovation is a skill that needs to be developed by students in modifying and adapting products according to the times (Evan, 2019). Innovation helps students solve problems and identify business opportunities according to customer needs.

This is in line with the theory of planned behavior from Moriano (2012) which explains the relationship between entrepreneurial intention and entrepreneurial action. In the theory of planned behavior, it is explained that the stronger the entrepreneurial intention will encourage students to have higher entrepreneurial behavior (Bayer, 2021). Students' internal locus of control will form a positive attitude towards entrepreneurship education. Students will know that entrepreneurship education will shape them into successful entrepreneurs. Locus of control also shapes students to dare to innovate in entrepreneurship following the times (Jacopo Ballerini, 2023).

With that, this research implies that entrepreneurship education is a very important subject specifically for entrepreneurship students. Entrepreneurship education will help students develop their businesses proactively in a dynamic environment (Rattena, 2020). Therefore, educational institutions need to realize

that entrepreneurship education is an important factor in supporting the country's economic growth. Educational institutions need to prepare adequate facilities to support the entrepreneurial learning process of students. In addition, entrepreneurship education not only makes students easy to understand the concept and practice of entrepreneurship. Students will also increase their ability to create new businesses with high value and promote businesses at low cost (Bernardus, 2022).

## CONCLUSIONS AND RECOMMENDATIONS

This research aims to increase student proactivity through entrepreneurship education. Entrepreneurship education is very important to prepare students for increasingly dynamic changes in the business environment. With that, students need to be taught in educational institutions about creating new markets with high value and low marketing costs. These things are important to teach in entrepreneurship education to increase the proactive spirit of students in educational institutions.

This research certainly has limitations because it only finds 3 competencies that need to be taught to students in entrepreneurship education to improve proactive attitudes. The three competencies are entrepreneurial intention, entrepreneurial action, and student innovation in creating new markets with high value and marketing products and services at low cost. Researchers did not further explain the reasons for these three competencies in improving proactive attitudes through entrepreneurship education.

## ADVANCED RESEARCH

This research still has limitations so it is necessary to carry out further research related to the topic "Increasing Student Proactivity Through Entrepreneurship Education (A Studi Systematic Literature Review)" to perfect this research, as well as increase insight for readers.

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