BUSINESS CHANGE ADAPTATION: ENHANCING STUDENTS' ENTREPRENEURIAL ACTION THROUGH DYNAMIC ENTREPRENEURSHIP EDUCATION: A SYSTEMATIC LITERATURE REVIEW

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Abstract: This systematic literature review article aims to identify appropriate entrepreneurship education so that students can act entrepreneurially in a dynamic business environment. The method used in writing systematic literature review (SLR) articles is the library research method. Bibliographic sources come from Scopus, ProQuest, and Springer Link databases. Of the 1206 articles that were identified according to the research title, researchers found 8 articles that were relevant based on the research results. The results of the analysis of 8 articles found that entrepreneurship education is very important as a road map for students for entrepreneurial action during a dynamic business environment. The roadmap includes communication skills to market products and services as well as collaboration skills in groups. This becomes the strength of students to face risks in entrepreneurial actions during a dynamic business environment.

Keywords: Dynamic Entrepreneurship Education, Entrepreneurial Action, SLR

INTRODUCTION
Changes in the business environment from time to time encourage entrepreneurship education to continue to innovate (Naomi Haefnera, 2021). Students are taught in educational institutions to have special abilities in accordance with current developments. Students must have skills, creativity, attitudes and a good understanding of changes in the business environment (Maziriri, 2023). With that, entrepreneurship education is taught to students not only conceptually but also empirically. Conceptual strategies enable students to have a clear understanding of the business process leading to success. Students have vision, skills, knowledge and abilities in
business (Andreas, 2022). Meanwhile, empirical strategies can show problem solving techniques related to how students work towards a successful business (Steeg, 2022). Many developed countries such as America, Spain, China and Japan provide more empirical education to students. Students are given around 70 percent of their time during study to do real practical work in the company (Eugine, 2023).

Changes in entrepreneurship include shifts in industry trends, new technologies that enable innovation, changes in government policy, and changes in consumer behavior (2021). Shifting trends in industry and technological innovation are the first changes that students need to understand. Students need to receive education that is able to adapt to the latest digital technology in order to accelerate the promotion of products and services, and wide market reach (Porfirio, 2023). The United States, China, Spain, Japan and other developed countries are experiencing rapid economic growth and digital innovation because they quickly respond to changes in the business environment. In 2019, Spain experienced an economic increase of 53.4 percent from digital technology innovation (Enrique, 2021).

Indonesian students are the nation's young generation who can compete innovatively and economically with other developed countries. However, facilities that support the skills of students in Indonesia are very limited. Many students complain about the means they should have to improve their skills. According to data from the Central Statistics Agency (BPS) through CEIC, it was recorded that 58.4 percent of facilities were poor for vocational schools in Papua in 2022 (Ashin, 2024). According to Ahmad Yahya Alchilma (2023), educational facilities such as buildings, laboratories, libraries, technological equipment and other educational facilities are greatly reduced in vocational schools in Indonesia. Inadequate facilities certainly hinder the learning process and will affect students' academic and skill development. In the end, Indonesian students will be the same as South African women who have difficulty adapting to changes in business (Eugine, 2023).

Educators have a very important role in educating entrepreneurship for students in Indonesia (Hasan, 2020). Educators need to understand needs and potential, provide motivation, and be able to create an inclusive environment that allows students to develop entrepreneurial skills (Welsha, 2019). Educators must be able to increase the resources, physical limitations and shortcomings of students at school (Aidil, 2020). However, many educators do not have the special skills obtained from various training (Alchilma, 2023). The government does not provide accessibility and facilities for educators to develop their skills. The expertise of educators is actually very useful in overcoming student learning problems in improving entrepreneurial skills in line with current developments (Welsha, 2019).

The novelty offered in this research is the role of entrepreneurship education to increase students' entrepreneurial action in the midst of a dynamic business environment. Entrepreneurship education will encourage students to make changes in entrepreneurial ways that are in line with developments in the business era. Students need to utilize technology and digital innovation to enable access to a broad range of business skills and flexibility in entrepreneurial learning. In addition, students must be able to create businesses through the skills taught at school, how to promote products and services, and the ability to compete innovatively with developed countries. This will shape students' beliefs, behavior and mindset in running a business.

Entrepreneurship education is a very important lesson especially for students in improving their skills in business (Aidil, 2020). Entrepreneurship education will help students develop businesses based on their respective potential while in educational institutions. With that, writing
this article has the following objectives; (a) identifying the need for adaptation in entrepreneurship education, (b) presenting a dynamic model of entrepreneurship education, (c) developing students' entrepreneurial actions in the midst of a dynamic business environment.

Entrepreneurship education is a training process for students starting at educational institutions to increase their insight and competence about business (Hasan, 2020). Entrepreneurship education teaches students the right steps to face a dynamic business future. According to Antonio Ghezzi and Angelo Cavalla (2018) there are two innovation methods that students need to develop in facing dynamic business, namely Business Model Innovation (BMI) and Lean Startup Approaches (LSA). Business Model Innovation (BMI) emphasizes the importance of developing value in a product to be offered to customers (Guldmann, 2020). Meanwhile, the Lean Startup Approaches (LSA) method is used to answer customer needs which are developing towards higher value and increasingly diverse business offerings (2018). Both models are able to help students increase flexibility, learning speed, skills and responsiveness to a dynamic business environment.

In addition, students are taught in entrepreneurship education not only the theory, but also the practice of opening a business. The integration of theory and practice in entrepreneurship education is able to encourage entrepreneurial attitudes, increase business skills and have managerial abilities in business from students (Welsha, 2019). According to Timmons (2019), the most important aspect in entrepreneurship education is not only creating new markets, but also the ability for innovation, creativity and new breakthroughs. This not only has an impact on economic growth, but also the growth of human quality in line with current developments. With that, Indonesian entrepreneurship education needs to innovate with learning systems and facilities that suit current business demands.

Entrepreneurship education aims to shape students' attitudes, behavior, 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 the critical theory of Paulo Freire (2005) in increasing students' entrepreneurial spirit. Paulo Freire's Critical Theory teaches that entrepreneurship education has the aim of challenging all forms of oppression, domination and encouraging emancipation (Walmsley, 2022). Paulo Freire taught students to dare to take entrepreneurial action.

Entrepreneurial actions lead to students' entrepreneurial abilities in creating new businesses in a dynamic environment (Maziriri, 2023). Entrepreneurial actions are very important for students to have an awareness of the opportunities and threats in modern business. Students are formed to have initiative and be able to make changes according to the demands of the business environment. Therefore, entrepreneurial action is included in entrepreneurship education to improve student behavior from intention to entrepreneurial action (2023). According to research results from Marzanna Katarzyna Witek-Hajduk, et al (2022) in Poland, MSMEs are able to return capital quickly, namely one-three years because they have a spirit of entrepreneurial action that is in accordance with the modern business environment. The products and services promoted are able to attract the interest of customers internationally because they are appropriate to the times.

METHOD
This research uses a systematic literature review (SLR) to understand students' entrepreneurial actions in dynamic entrepreneurship education (Welsha, 2019). A systematic literature review (SLR) review is very useful in combining findings from several studies that are relevant to the research topic (Cipto Wardoyo, 2023). The integration of relevant findings occurs 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 the latest research results (2023). In addition, this research will determine objectives, always relevant literature, use appropriate literature, synthesize and analyze results, and present discussions.

The first stage carried out by researchers is determining the aspects to be observed or analyzed based on the research topic. Then the researcher will conduct a separate review of relevant literature on the aspects that will be observed or analyzed in the research. Relevant literature was collected from the most reputable and comprehensive databases, such as Scopus, Emerald Publishing, and Sage Journal. The following is relevant literature collected from a comprehensive database, namely "Entrepreneurship Education; Entrepreneurial Action; Business Change.” Relevant literature collected in English in the field of Entrepreneurship Education; Entrepreneurial Action; Business Change.

Table I: Search strings in Scopus, Emerald Publishing, and Sage Journal

<table>
<thead>
<tr>
<th>Databases</th>
<th>Keywords</th>
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<tbody>
<tr>
<td>Scopus</td>
<td>TITLE-ABS-KEY “Entrepreneurship Education” OR “Entrepreneurial Action” AND “Business Changes”</td>
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Researchers use inclusion and exclusion criteria in selecting literature that will be a source for writing. Literature that meets the inclusion criteria is as follows, (1) literature related to proactiveness, (2) literature related to entrepreneurship education, and (3) literature written in English. Meanwhile, literature that meets the exclusion criteria, such as (1) literature from books, (2) literature that is not written in English, (3) literature that is not accessible, 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 conclusions.

RESULTS AND DISCUSSION

Researchers collected articles published from 2019 to April 2024 as relevant literature to include in the analysis. A search of the Scopus database produced 314 articles, the Emerald Publishing database produced 567 articles, and the Springer Link database produced 325 articles. The total number of search results from the 3 databases was 1206, but after identification that matched the research articles there were 395 articles. 395 articles were screened based on 4 criteria in the inclusion process, there were 81 research articles. The 81 research articles will be selected again based on the title and abstract and only 8 research articles will remain. The results of this selection contained 8 research articles that were very relevant to the researcher’s objectives.
Table 1. Resume of Research Articles Appropriate to This Research

<table>
<thead>
<tr>
<th>Year</th>
<th>Author(s)</th>
<th>Objective</th>
</tr>
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<tbody>
<tr>
<td>2024</td>
<td>Maria Ripollés, &amp; Andreu Blesa</td>
<td>This research advances the scholarship on entrepreneurship education and provides suggestions for best practice models in entrepreneurship education.</td>
</tr>
<tr>
<td>2023</td>
<td>Shahzada Adeel, dkk</td>
<td>Entrepreneurship education impacts the development of skills and behaviors related to the promotion of new ventures that can be predicted by certain individual characteristics.</td>
</tr>
<tr>
<td>2022</td>
<td>Jackson Ver Steeg Jr</td>
<td>Content analysis of US social entrepreneurship (SE) to find intersections between key social entrepreneurship competencies and entrepreneurial practices that generate pathways of accessibility for students.</td>
</tr>
<tr>
<td>2020</td>
<td>Nilanjan Raghunath, dkk</td>
<td>To gain a better understanding of design creativity, innovation and entrepreneurial motivation while receiving entrepreneurship education at the institution.</td>
</tr>
<tr>
<td>2023</td>
<td>Jos´e Ant´onio Porfírio, dkk</td>
<td>Entrepreneurial intentions are very dependent on the cultural context of the country and the entrepreneurial context which will form various types to define an entrepreneur.</td>
</tr>
<tr>
<td>2022</td>
<td>David Leong</td>
<td>Entrepreneurs prioritize actions based on efforts aimed at carrying out entrepreneurial actions based on a vision of profits and benefits in perceived opportunities.</td>
</tr>
<tr>
<td>2023</td>
<td>Maria Ripoll &amp; Andreu Blesa</td>
<td>To investigate the logic of different types of entrepreneurship education and the influence of learning characteristics in encouraging entrepreneurial action among entrepreneurial students in educational institutions.</td>
</tr>
</tbody>
</table>
Of the 8 that have been identified as worthy and relevant to research, 5 articles talk about the importance of entrepreneurship education for students. The 5 articles are (Ndofirepi, 2020) (Steeg, 2022), (Shahzada Adeela, 2023) (Nilanjan Raghunath, 2020), and (Jos´e Ant´onio Porfírio, 2023). All of these articles talk about the role of entrepreneurship education for students in forming entrepreneurial actions. 3 articles namely (Steeg, 2022), (Shahzada Adeela, 2023), and (Nilanjan Raghunath, 2020) explain that students who have received entrepreneurship education tend to take business action. Entrepreneurial actions are the steps that need to be taken to create a business, such as creating capital, making plans, goods and services and how to market them. 2 articles from (Ndofirepi, 2020) and (Jos´e Ant´onio Porfírio, 2023) articles from which explain the road map for students in creating effective entrepreneurship.

Two articles from (Ndofirepi, 2020) and (Jos´e Ant´onio Porfírio, 2023) say that students need to get entrepreneurship education to develop entrepreneurial actions. Entrepreneurial actions according to (Ndofirepi, 2020) direct students to take risks in order to be able to compete with the global market. From these risks, students can learn how to develop a business correctly. Therefore, entrepreneurship education needs to teach the risks that students need to take to develop a business. Education needs to develop students' character to have self-confidence and dare to take the risk of failure.

Of the 8 research articles that have been analyzed, 3 articles spoke specifically about entrepreneurial action. The 3 articles that talk about entrepreneurialism are (Ripoll´es, 2024), (Leong, 2022), and (Andreu Blesa, 2023). 2 articles such as (Ripoll´es, 2024), and (Leong, 2022) found that entrepreneurial actions are very important for students to know issues such as uncertainty, instability and imbalance in business. By understanding these issues, students continue to learn to innovate in developing business. Students who are able to innovate are students who can compete with various competitors from various other developed countries (Ripoll´es, 2024). Meanwhile, an article from (Andreu Blesa, 2023) found that entrepreneurial actions are very important to know that students are able to show in-depth learning results with business practices. Entrepreneurial action becomes an applicable form of all the knowledge students gain during entrepreneurship lessons in class.

From the 8 research articles that have been analyzed, researchers found that entrepreneurship education is very important for students to find a road map for entrepreneurial action. This roadmap becomes a strong benchmark for students in creating business plans, managing capital, and how to market products and services to attract the attention of customers (Nilanjan Raghunath, 2020). The intended roadmap is soft skills such as strong communication, negotiation and collaboration skills (Jos´e Ant´onio Porfírio, 2023). This becomes the basic capital for students to start a successful business in the future. Apart from that, the results of the analysis also explain the importance of entrepreneurial actions for students starting at educational institutions. The act of entrepreneurship will teach students that business is not easy and goes through a process that is not easy (Bernardus B., 2022). Students will be faced with all kinds of risks whose problems are difficult to solve. Challenges faced in business include an uncertain and always dynamic environment (Andreas Walmsley, 2022). However, the challenges of entrepreneurial action will teach students a deep and successful business learning outcome.

The research results above are in line with the concept of growth mindset from Carol S. Dweck (Dweck, 2006). Carol S. Dweck explains 4 main components that show that students have
a growth mindset. These 4 components include awareness of opportunities, tendency to accept risk, tolerance for ambiguity, and dispositional optimism (Bernardus B., 2022). One of the 4 components that is in line with the results of this research is students' ability to accept risks in business. According to Dweck, the ability to accept risks will shape students into individuals who are able to identify opportunities in a dynamic business environment (Hasan, 2020). Therefore, entrepreneurship education teaches students to be able to act entrepreneurially since they are in educational institutions. Entrepreneurial actions shape students' attitudes to accept the risks experienced in dynamic business situations.

With that, this research provides the implication that entrepreneurship education is a very important lesson specifically for entrepreneurship students. Entrepreneurship education will help students to act entrepreneurially in a dynamic environment (Rettena, 2020). Therefore, educational institutions need to realize that entrepreneurship education is an important factor to support the country's economic growth. Educational institutions need to prepare adequate facilities to support students' entrepreneurial learning process. Apart from that, entrepreneurship education does not only make it easier for students to understand the concepts and practices of entrepreneurship. Students will also increase their ability to create new businesses with high value and promote businesses at low costs (Bernardus, 2022).

CONCLUSION
This research aims to increase students' entrepreneurial actions through entrepreneurship education. Entrepreneurship education is very important to prepare students in the increasingly dynamic changing business environment. With that, students need to be taught from educational institutions about creating the right actions in entrepreneurship by facing dynamic business risks. This is important to teach in entrepreneurship education to improve student learning outcomes that are appropriate to the current business environment.

This research certainly has limitations because it only finds competencies that need to be taught to students in entrepreneurship education to increase entrepreneurial action. Students are trained from educational institutions to accept all the risks faced in business. Apart from that, the researcher did not explain further the risks faced by entrepreneurs today in the midst of a dynamic business environment.

REFERENCES


