



META-ANALYSIS: IMPROVING LIFE SKILLS THROUGH EDUPRENEURSHIP IN VOCATIONAL EDUCATION

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ABSTRACT

This meta-analysis synthesizes the mixed results of previous empirical studies to determine the magnitude and consistency of the edupreneurship impact on developmental life skills in vocational education. This study adopted a quantitative meta-analytical approach to review 20 national and international journal publications from 2013-2022. The results show that the overall impact of edupreneurship on the development of life skills is large and the average effect size is 0.27, which shows a considerable educational input. Of the life skills, social skills had the highest effect (ES = 0.34), followed by self-knowledge skills (ES = 0.31) and vocational skills (ES = 0.25). The results show how important edupreneurship is in the development of soft skills and work competencies. The findings give theoretical support to experiential learning and human capital perspectives suggesting that entrepreneurship oriented learning environments nurture adaptive, interpersonal and vocational skills needed for work preparation. In practice, the study highlights the importance of integrating edupreneurship through project-based learning, teaching factory models and industry-linked training as a way of providing evidence-based guidance for vocational curriculum development. Thus, there is a need to promote edupreneurship as a basic pedagogical strategy for employability, resilience and life skills in line with the demands of the labour market.

ABSTRAK

This meta-analysis synthesizes the mixed results of previous empirical studies to determine the magnitude and consistency of the edupreneurship impact on developmental life skills in vocational education. This study adopted a quantitative meta-analytical approach to review 20 national and international journal publications from 2013-2022. The results show that the overall impact of edupreneurship on the development of life skills is large and the average effect size is 0.27, which shows a considerable educational input. Of the life skills, social skills had the highest effect (ES = 0.34), followed by self-knowledge skills (ES = 0.31) and vocational skills (ES = 0.25). The results show how important edupreneurship is in the development of soft skills and work competencies. The findings give theoretical support to experiential learning and human capital perspectives suggesting that entrepreneurship oriented learning environments nurture adaptive, interpersonal and vocational skills needed for work preparation. In practice, the study highlights the importance of integrating edupreneurship through project-based learning, teaching factory models and industry-linked training as a way of providing evidence-based guidance for vocational curriculum development. Thus, there is a need to promote edupreneurship as a basic pedagogical strategy for employability, resilience and life skills in line with the demands of the labour market.

Kata kunci: meta-analysis; life skills; edupreneurship; vocational education; workforce readiness

PENDAHULUAN

The rapid transformation of the global economy toward innovation-driven and knowledge-based systems has significantly altered the competencies required of vocational education graduates. In contemporary labor markets, technical expertise alone is no longer sufficient; graduates are increasingly expected to demonstrate strong life skills, including adaptability, communication, problem-solving, self-awareness, and collaborative ability [14], [26]. Vocational education is normatively designed to prepare learners for direct entry into the workforce; however, empirical evidence suggests a persistent mismatch between the competencies developed through vocational curricula and the actual demands of the labor market, particularly with respect to non-technical life skills [10].

When entering the world of work in the industrial era, life skills are indispensable to face and live a real life after graduation. The abilities, skills and capabilities needed by a person to live a real life that he will be faced, it is called life skills [17]. Life skills are skills that a person must have to dare to face life and life problems reasonably without feeling depressed, then proactively, creatively seek and find solutions so that they are able to overcome them [17].

Life skills as skills or abilities to be able to adapt and behave positively, which allow a person to face various demands and challenges in life in a more effective way. Life skills include five types, namely self-knowledge skills, thinking skills, social skills, academic skills and vocational skills [17]. In fact, many higher education graduates have not been able to face various demands and challenges in life and do not have life skills in the world of work. As a result of not having this life skills, graduates of higher education Academy/Diploma do not get a job and do not take the initiative to open their own jobs.

According to records of the Central Bureau of Statistics the number of open unemployed according to the highest education completed in 2021 was 9.1 million people. At the Academy / Diploma level as of August 2021, it reached 216,024 people and at the university level it reached 848,657 people. Educated unemployment from year to year is increasing and this really needs to be followed up [19]. Efforts can be made to reduce the unemployment rate and increase quality graduates, one of which is by implementing a higher education curriculum (SN-Dikti) and determining graduate profiles that are in accordance with the study program, including entrepreneurship education or also known as edupreneurship [13].

Edupreneurship is an approach through learning scenarios that can bring students' entrepreneurial ideas to life. Edupreneurship-oriented learning approach is entrepreneurship education in the learning process that focuses on entrepreneurial activities both in theory and practice. Edupreneurship is an innovative learning approach that emphasizes teaching and learning process activities that are linked to objects (contextual), in addition to educating, this approach allows students to learn the process of processing a material into a product that is useful and of economic value.

Edupreneurship is an innovation in the field of education to be able to produce graduates who are qualified and have high competitiveness and are beneficial to the surrounding community [1]. Edupreneurship is expected to be able to minimize the unemployment rate in Indonesia, especially the unemployment rate at the university unit level. Edupreneurship is an alternative to apply the principles of entrepreneurship in the world of education. Edupreneurship is expected to foster students' creative attitudes in the field of education such as being active in writing books, articles, making props, conducting research and other activities that can support economic value for him [9]. The existence of

entrepreneurship education (edupreneurship) in vocational education is expected to be able to produce graduates who are able to produce professional graduates who have life skills to be able to compete in the world of work. Therefore, the purpose of this study is to analyze the influence of entrepreneurship education programs on the skills of graduates in vocational education.

This fragmentation points to a significant gap in the research literature: the lack of a comprehensive synthesis that systematically integrates empirical evidence on the effectiveness of edupreneurship in enhancing life skills within vocational education. Closing this gap is essential for strengthening the theoretical linkages among entrepreneurship education, experiential learning, and life skills development, and for providing robust, evidence-based guidance for vocational curriculum reform [12], [15]. Accordingly, this study endeavours to conduct a quantitative meta-analysis to determine the effect of edupreneurship on life skills development in vocational education graduates. By synthesising evidence from both national and international studies, this research aims to provide a more robust and generalizable understanding of the influence of edupreneurship. The findings are expected to contribute theoretically by strengthening the perspectives of experiential learning and human capital, and practically by assisting curriculum designers, educators, and policymakers in the creation of adaptive, pertinent, and future-proof vocational education systems. Entrepreneurship education, often referred to as edupreneurship, has emerged as a vital pedagogical strategy for preparing graduates to respond to the needs of a fast-changing industrial and economic environment. As economies increasingly shift towards innovation-driven and knowledge-based sectors, graduates are expected to have not only technical skills but also robust life skills, entrepreneurial competencies, and adaptive capabilities. Life skills are defined as the abilities that enable individuals to cope effectively with life's challenges through adaptive and positive behavior, and include self-knowledge skills, social skills, thinking skills, academic competencies, and vocational proficiency [17]. These competencies are vital for graduates to thrive in competitive labour markets and dynamic work environments. However, empirical data indicates that a substantial number of higher education and vocational graduates still lack adequate life skills, thus aggravating the growing problem of educated unemployment. The national level statistics consistently show the rising rate of unemployment among diploma and university graduates, which indicates the persistent gap between educational outcomes and labour market demands [19]. This situation underscores the need to adopt entrepreneurship-oriented curricula that will promote independence, creativity, resilience and employability among students.

Edupreneurship is a pedagogical innovation that integrates entrepreneurial values, skills and practices into formal learning environments, especially in vocational education. In contrast to traditional entrepreneurship education which is primarily based on theoretical education, edupreneurship emphasizes experiential and contextual learning that equips students to transform ideas into economically viable products or services [9]. This approach is highly consistent with the goals of vocational education that emphasize practical competence, workforce readiness and employability. Several studies have shown that edupreneurship significantly influences students' entrepreneurial attitudes, creativity, and work readiness [1]. By integrating entrepreneurial activities such as project-based learning, teaching factory models, and industrial practice into the curriculum, edupreneurship helps develop both technical and non-technical competencies that are critical in today's labor markets [18]. These learning environments encourage active engagement, collaboration and

problem solving that are the essence of entrepreneurial activity. Theoretically, the relation between edupreneurship and life skills development can be explained by using experiential learning theory which states that learning is more effective if people are actively involved in real-life tasks, reflect on experiences and apply knowledge to practical situations. The edupreneurship-oriented learning environment naturally fosters communication, teamwork, leadership, and problem-solving skills which in turn enhances students' social and interpersonal skills [24], [25]. In addition, human capital theory provides a strong explanatory mechanism to understand how entrepreneurship education affects life skills. This theory emphasizes the role of education in improving individual productivity through training hard skills and soft skills such as self-efficacy, adaptability, and risk management skills [23], [5]. Empirical studies have shown that students who have been exposed to entrepreneurship education have higher levels of vocational competence, entrepreneurial readiness and employability than their peers in traditional learning environments [3], [6]. A considerable amount of empirical research has quantitatively examined the effects of edupreneurship on different life skills domains. Meta-analytical and empirical studies repeatedly demonstrate that edupreneurship positively affects the development of life skills, particularly social skills, vocational skills, and self-knowledge skills [17], [11]. Social skills are frequently observed to have the strongest effects, emphasizing the vital importance of interpersonal competence for entrepreneurial success and integration into the labor market. Additionally, edupreneurship has been associated with better workforce readiness and reduced reliance on formal employment opportunities. Studies of industrial practice, teaching factory implementation, and entrepreneurship-based learning models have shown significant impacts on students' readiness to work and entrepreneurial intention [8]. These findings indicate that edupreneurship fosters individual life skills and contributes to broader socio-economic goals such as job creation and workforce competitiveness. Overall, the literature provides strong support for the integration of edupreneurship in vocational education as an effective and transformative approach for developing life skills, entrepreneurial competence, and employability of graduates. However, the variation of the results from different studies indicates the need for a meta-analytic synthesis that can offer a more comprehensive and generalized understanding of the effectiveness of edupreneurship. Filling this gap is the main rationale and foundation of the current meta-analysis.

METODE PENELITIAN

This study employed meta-analysis technique to synthesize empirical evidence on the effect of edupreneurship on the life skill development in vocational education. The publications were picked from national and international journals from 2013 to 2022 with material linked to edupreneurship and life skills with statistical data appropriate for effect size computation. The meta-analytical procedures comprised three operational phases; (1) retrieval of empirical articles from journals with ISSN and relevant indexing information, (2) coding of each article by author, year, research focus, sample size, test statistics, and domain of life skills, and (3) calculating the effect size using eta squared (η^2) to determine the effect size of edupreneurship. The effect size was calculated using the following formula:

$$\eta^2 = t^2 / (t^2 + df)$$

The value of eta squared was interpreted using the criteria in Table 1. These criteria provide a quantitative basis for classifying the magnitude of edupreneurship's effect on life skills development.

Table 1. Effect size interpretation

Effect Size	Value
Small Effect	$0.01 < \eta^2 \leq 0.09$
Medium Effect	$0.09 < \eta^2 \leq 0.25$
Large Effect	$\eta^2 > 0.25$

The present study was planned as quantitative meta-analysis to synthesis empirical evidence on the impact of edupreneurship on life skills development in the vocational education. The methodological solution to address the discrepancies between individual research was a meta-analysis which would offer a more inclusive and rigorous estimate of the influence of edupreneurship on life skills in different educational environments. The study process was performed systematically and in a well-organized way according to the PRISMA framework (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) to ensure transparency and methodological rigor. Meta-analysis process (flow diagram in the spirit of PRISMA). The meta-analysis comprised four main stages: Identification An extensive literature search was conducted by employing relevant keywords such as edupreneurship, entrepreneurship education, life skills, vocational education. Search: A systematic search of national and international journals with ISSN was performed for the years 2013-2022. Screening: The searches were performed and the titles and abstracts of all papers were screened for duplicate publications and studies not related to entrepreneurial education or vocational education settings. Eligibility Criteria: The full-text articles were evaluated for eligibility based on the pre-determined inclusion criteria including the quantitative study design, relevance to life skills outcomes, and the presence of statistics for the calculation of impact size. Inclusion: All inclusion criteria were met in this way, and the authors included twenty empirical publications in the meta-analysis. For the purpose of assuring transparency and methodological rigor, the selection of research was performed using a systematic PRISMA style methodology. Figure 1. Study selection and screening, eligibility and inclusion of identified studies. This resulted in 20 empirical papers, which met all inclusion criteria and were included in the meta-analysis. B. Methodological Approach The major research method employed in this study is quantitative meta-analysis. The paper provides a thorough synthesis of empirical evidence on the effect of edupreneurship on the development of life skills in vocational education. There are both theoretical and methodological reasons for a meta-analysis. Empirical research in the field is discontinuous and unsatisfactory . Some previous studies have shown variable effect sizes of edupreneurship on different components of life skills, educational backgrounds and sample characteristics, therefore making it impossible to generalize the findings of individual studies [12], [20]. Meta-analysis is an excellent method in study domains with conflicting results since it combines the impact sizes of several independent studies to produce a more precise and reliable estimate of the underlying effect [4]. This study seeks to overcome the limitations of individual studies, such as small sample size, context bias and methodological diversity, by statistically integrating the data of 20 empirical studies published from 2013 to 2022. In addition, the application of meta-analysis directly tackles the research deficit stated in the literature, namely the want of a consolidated, evidence-based assessment of the effectiveness of edupreneurship in fostering life skills in vocational education. While narrative reviews and single empirical studies are helpful for providing insights, they have limited power to quantify the overall impact and compare the magnitude of effects across life skill areas. The

meta-analysis enables a systematic examination of these variances by calculating standardized effect sizes and categorizing their magnitude, so providing a more holistic understanding of which life skills are more susceptible to edupreneurship-oriented learning [21]. Furthermore, the meta-analysis technique used is consistent with the international standards for evidence-based educational research, as shown in the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. The framework enhances transparency, replicability and scientific rigor of the research selection, data extraction and analysis techniques [16]. This technique integrates fragmented empirical evidence and offers a more robust theoretical relationship between edupreneurship, experiential learning and life skills development in vocational education. Hence, meta-analysis is a powerful methodological tool to support curriculum development, instructional design and policy making in sight of scientific accumulation of evidence and not isolated discoveries.

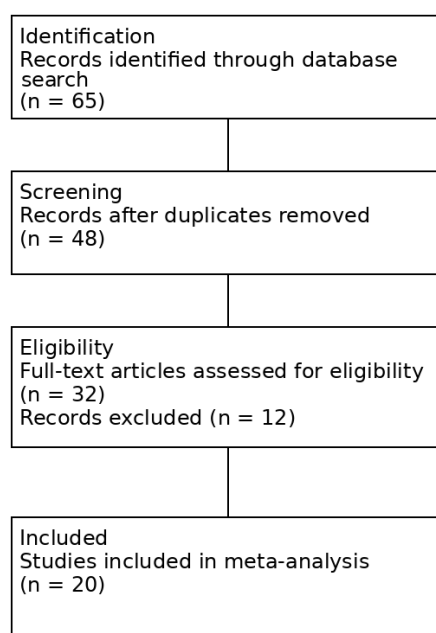


Figure 1. PRISMA Flow Diagram of Study Selection

Figure 2 illustrates the conceptual framework of this study, which positions edupreneurship as a pedagogical approach encompassing entrepreneurship education, experiential learning, teaching factory, project-based learning, and industrial practice. These components are hypothesized to contribute directly to life skills development, including social skills, vocational skills, and self-knowledge skills, which form the core outcomes analyzed in this meta-analysis.

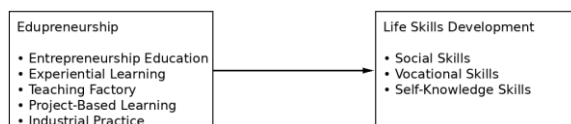


Figure 2. Conceptual Framework of Edupreneurship and Life Skills

HASIL DAN PEMBAHASAN

The results of this study obtained various data, which can be seen in Table 2. Based on Table 2, the increase in life skills can be categorized as having a large effect because the average value of the effect size obtained is 0.27. This shows that edupreneurship in vocational education can increase life skills.

TABLE 2. META-ANALYSIS RESULTS OF LIFE SKILLS IMPROVEMENT

Code	Title of the Article	Sample Size (N)	Test Statistic (t-value)	Eta Squared (η^2)	Effect Size
A1	The Influence of Edupreneurship and Work Practice on Students' Life Skills Ability	30	7.44	0.54	Large
A2	Entrepreneurship Learning to Improve Vocational Students at the Islamic University of Indonesia	100	3.85	0.13	Moderate
A3	The Influence of Entrepreneurship Education on the Entrepreneurial Skills of Students at 17 August 1945 University Jakarta	92	3.85	0.12	Moderate
A4	The Influence of Entrepreneurship Education, Locus of Control, and Need for Achievement on the Formation of Students' Entrepreneurial Attitudes	149	5.31	0.16	Moderate
A5	The Effect of Entrepreneurship Education on Students' Entrepreneurial Attitudes	35	6.47	0.55	Large
A6	The Influence of Entrepreneurship Education, Self-Efficacy, and Work Interest on Work Readiness	86	3.00	0.10	Moderate
A7	The Effect of Industrial Practice Experience on Student Work Readiness of Machinery Engineering	247	-	0.45	Large
A8	The Effect of Teaching Factory Implementation on the Competence and Readiness to Work of Students of the Catering Service Study Program at SMKN 2 Mojokerto	130	-	0.37	Large
A9	Analysis of Quality and Output Entrepreneurship in the Field of Refractionist Optician	54	-	0.55	Large
A10	The Influence of Edupreneurship and Work Practice on Students' Life Skills Ability	49	-	0.23	Moderate
A11	The Influence of Entrepreneurship Learning on Students' Entrepreneurial Skills and Interest	20	3.43	0.39	Large
A12	The Influence of Entrepreneurship Education and Entrepreneurial Motivation on Students' Entrepreneurial Skills	65	4.06	0.20	Moderate
A13	The Influence of Industrial Work Practice Experience, Skill Competence, and the Intensity of Entrepreneurship Education on Entrepreneurial Readiness	162	5.69	0.16	Moderate
A14	The Influence of Entrepreneurship Education on Students' Entrepreneurial Motivation and Entrepreneurial Skills	30	-	0.13	Moderate
A15	The Influence of Entrepreneurship Education and Entrepreneurial Creativity on Entrepreneurial Readiness among Economic Education Students	160	7.16	0.25	Moderate
A16	The Analysis of the Influence of Edupreneurship and Mentoring on Improving the Competitiveness of Higher Education Graduates	30	2.72	0.20	Moderate
A17	Effects of Family Background, Practicum Activities, and Implementation of Entrepreneurship Learning Toward Entrepreneurship Readiness of Vocational Students	205	-	0.35	Large
A18	The Influence of Entrepreneurship Education and Learning Models on Students' Entrepreneurial Competence	30	3.53	0.31	Large
A19	Entrepreneurship Education and Entrepreneurial Intention with Entrepreneurial Attitude as a Mediating Variable	72	4.74	0.24	Moderate
A20	Examining the Influence of Entrepreneurship Education on the Formation of Entrepreneurial Spirit among University Students	329	6.14	0.10	Moderate
Average				0.27	Large

Overall, the value of the effect size of edupreneurship in vocational education is in the medium category and the large category. Furthermore, based on the results of research, edupreneurship can improve life skillss including social skills, vocational skills and self-knowledge skills. Life skills improvement based on proficiency can be seen in Table 3 below.

Table 3. Results of edupreneurship meta-analysis

Life Skill	Number of Articles	Effect Size	Effect Size Category
Social Skills	4	0.34	Large
Vocational Skills	14	0.25	Moderate
Self-Knowledge Skills	2	0.31	Large

Based on Table 3, the amount of life skills improvement through edupreneurship may be reviewed based on numerous life skillss comprise of social skills, vocational skills and self-knowledge skills. The greatest effect and average effect size value was showed by the social skills. As a rule, the value of the effect size is in the medium category and the big category.

The meta-analytic results show that the overall effect of edupreneurship on the development of life skills in vocational education is large with a mean effect size of 0.27 which is a remarkable effect and practical meaningfulness. This shows that edupreneurship-oriented learning settings are pedagogically effective at the classroom level and have a wider educational and societal impact, notably in the preparation of vocational graduates for complicated and dynamic labour markets. The huge overall effect from an educational viewpoint underlines the teaching of entrepreneurial ideals and practices as contributing to the development of the holistic competence rather than a narrow concentration on technical skill. Edupreneurship advocates for experiential learning through collaborative projects,

industry-based methods and teaching factory activities that facilitate students in internalizing life skills through authentic social interaction and problem-solving. Such results are especially significant in vocational education because employability not only depends on professional expertise, but also increasingly on adaptability, team-work and communication skills [2]. One notable conclusion of this study is that social skills had the biggest effect size ($ES = 0.34$) in comparison to the other life skills dimensions. This can be explained by the nature of edupreneurship-based learning as being intrinsically social. Entrepreneurial learning settings are focused on team work, negotiation, leadership and engagement with peers, instructors and external stakeholders such as industry partners, and customers. Thus students are constantly involved in social situations that need communication, teamwork and conflict resolution, which promotes the development of social competence [7,12]. This finding is consistent with previous empirical and review research, which showed that social and interpersonal skills were among the most responsive outcomes of entrepreneurship education. For instance, [12] revealed that entrepreneurship education has a higher and more consistent influence on soft skills including social interaction and communication than strictly cognitive or technical outcomes.

In contrast, vocational skills have a moderate-to-large effect ($ES = 0.25$), which means edupreneurship helps technical competence, but its most beneficial contribution is to support vocational skills with social and behavioral abilities. This trend is consistent with the human capital theory that argues that the combination of hard skills and soft skills results in superior productivity and employability outcomes than technical skills only [23]. Self-knowledge skills also have a strong influence ($ES = 0.31$), implying that entrepreneurial learning activates self-awareness, confidence and self-regulation qualities that are crucial for career decision-making and lifelong learning. One key societal aspect of this study is that social skills are the most affected dimension. In a situation of increasing unemployment of educated persons and job market instability, graduates with strong social skills are better equipped to build professional networks, adapt to organizational cultures and engage in entrepreneurship or self-employment. Therefore, the data show that edupreneurship contributes to not just individual employability but also to broader socioeconomic goals such as workforce resilience and employment creation [15], [26]. In terms of novelty, the current study contributes to the existing literature by providing meta-analytic evidence to affirm and quantify the dominance of social skills as a primary edupreneurship result in vocational education. Previous research have identified similar findings but were confined to singular scenarios or small populations. This analysis synthesizes the data of 20 empirical studies, to arrive at a more generalizable and statistically powerful conclusion concerning the differential influence of edupreneurship across domains of life skills. This research adds to the empirical base for framing edupreneurship as a strategic curriculum component, which improves social competence besides professional skill.

The impact of edupreneurship is huge on life skills development. Entrepreneurship education programs have been fast growing and many studies have been conducted in this subject [20]. Education must be able to prepare the young generation of the 21st century who are better, highly competitive and able to work together to achieve prosperity for every country and the world. Vocational education contains the best education to face the difficulties of globalization, which are directed to the industrial world and the business world with an emphasis on a learning method with the help of an appropriate curriculum [22]. One of the types of education offered is entrepreneurial education.

The promotion of entrepreneurial education is not only applicable to self-employment,

so that students have the provision of particular skills after graduation. These measures can help to minimize the level of educated unemployment among the people [27]. Students will have various benefits that help them to success in global competitiveness by developing this skill. In this study, edupreneurship in general has a role in enhancing life skills. Life skills are the skills or abilities to be able to adapt and behave constructively and enable a person to confront varied demands and obstacles in life in a more effective way. There are five sorts of life skills, such as self-knowledge skills, thinking skills, social skills, academic skills and vocational skills [17]. In his research they said that a person can be said to be successful not only decided by the amount of knowledge and technical proficiency (hard skills) [23], but the ability (soft skills) in the form of strong self-management is also included in the criterion for success. Soft talents such as social skills and self-knowledge abilities are of great significance in edupreneurship in this study.

KESIMPULAN

This meta-analysis presents strong empirical evidence for a significant and relevant effect of edupreneurship on the development of life skills in vocational education, with a large overall effect size ($ES = 0.27$). The results show that edupreneurship is most effectively to improve social skills, followed by self-knowledge skills and vocational skills. It's a contributor to soft skills and work skills. These results support the importance of entrepreneurship-oriented learning settings to prepare vocational graduates to tackle the more complex and turbulent markets of labor. The findings show the necessity to re-conceptualize edupreneurship as a necessary pedagogical component in the vocational education system from the policy and curriculum perspective rather than an optional or supplementary topic. Entrepreneurial learning goals such as teamwork, communication, problem solving, initiative and adaptation should be embedded in national frameworks and institutional curricula for vocational competency standards in a purposeful manner. This can be achieved through the use of experiential learning approaches, such as project based learning, teaching factory procedures, industry linked assignments and business simulations, linking technical instruction with real world entrepreneurial activity.

In addition, education policy must aim at developing greater and closer links (particularly for small and medium enterprises) between vocational institutions and industry. These partnerships offer students real-world learning environments in which to develop life skills by acquiring firsthand experience with the challenges of the industry. This also reduces skill mismatches and eases transfers from education to job. Equally as vital is the professional development of educators. To deliver edupreneurship-oriented learning that integrates technical abilities with entrepreneurial and social skills, particular training of teachers and instructors is needed to build and deliver it. The slow inclusion of edupreneurship in vocational education over time has significant benefits for both the individual and the labour market. It promotes employability, flexibility and self-confidence of learners and prepares graduates to face unpredictable career trajectories and launch own companies. Edupreneurship for the labor market provides a resilient, flexible and socially adept workforce that drives productivity, innovation and sustainable economic growth. In conclusion, this study adds to the emerging body of evidence that recommends edupreneurship as a strategic instrument in vocational education policy and human capital development.

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