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### Entrepreneurship-Based Economic Education: Enhancing the Young Generation's Ability to Deal with Job Market Uncertainty in the Digital Era

Muammar Revnu Ohara<sup>1</sup>, Yeni<sup>2</sup>, Ni Nyoman Suarniki<sup>3</sup>, Dewi Setiawati<sup>4</sup>Universitas Lancang Kuning, Indonesia<sup>1</sup>, Universitas Muhammadiyah Pontianak, Indonesia<sup>2</sup>, STIE Nasional Banjarmasin, Indonesia<sup>3</sup>, AKPARNAS Banjarmasin, Indonesia<sup>4</sup>

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Corresponding Author:

Author Name\*: Muammar

Revnu Ohara

Email\*: [ohara@unilak.ac.id](mailto:ohara@unilak.ac.id)

**Abstrak:** The rapid development of digital technology has changed the structure of the economy and labor market patterns, requiring the younger generation to have adaptive and innovative skills. The uncertainty of the labor market in the digital era requires the integration of economic education with an entrepreneurial approach to strengthen competitiveness. This study aims to analyze the role of entrepreneurship-based economic education in enhancing the ability of the younger generation to cope with labor market dynamics. The method used is a literature review with a systematic search of journal articles, academic books, conference proceedings, research reports, and education policy documents. Literature sources were obtained from Google Scholar, Scopus, and ScienceDirect using the keywords entrepreneurship-based economic education, youth skills, labor market uncertainty, and digital era. The findings indicate that entrepreneurship-based economic education positively contributes to developing adaptive skills, creativity, and self-confidence among the younger generation, enabling them to respond to rapid changes in the digital labor market. The conclusion emphasizes that integrating entrepreneurship into economic education should be a priority in the curriculum to prepare graduates not only as job seekers but also as job creators. The implications of this research encourage the design of higher education programs that are responsive to the challenges of the digital economy and technological disruption.

**Keywords:** Economic Education, Entrepreneurship, Young Generation, Digital Job Market, Entrepreneurial Mindset

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## INTRODUCTION

The massive digital transformation that has taken place over the past two decades has revolutionized almost every sector of life, including production systems, information distribution, social communication, and especially the world of work (Wati, 2025; Asrul, 2024; Sudiantini, 2023). These changes have not only created efficiency and accelerated work processes but have also given rise to various new technology-based jobs such as data analysts, app developers, digital marketers, and content creators. On the other hand, work systems have become increasingly flexible, open, and project-based, requiring individuals to be able to work across spaces and times, often without clear geographical boundaries. The direct impact of this situation is increased uncertainty in the global labor market structure, more volatile jobs, heightened competition, and an uncertain future for certain professions.

For the younger generation, this situation presents complex and multidimensional challenges. They are not only required to master basic economic knowledge but must also possess digital skills, critical thinking abilities, creativity, and the capacity to take initiative in creating job opportunities independently. The need for adaptive and innovative individuals is growing, especially amid the shift from a conventional economy toward a knowledge-based and digital entrepreneurship economy. Ironically, the economic education system in place across various levels of education remains largely conventional and theoretical. Learning focuses more on mastering concepts and preparing students to become workers in the static formal sector, without accommodating the need for contextual learning that can foster an entrepreneurial mindset and the ability to navigate the ever-changing job market. This creates a gap between educational outcomes and labor market needs, which, if not addressed promptly, could increase the number of educated unemployed and weaken the

competitiveness of the younger generation at both the national and global levels.

Previous studies have highlighted the importance of entrepreneurship education in shaping creative attitudes and mindsets among young people (Mahmudin, 2023; Iddris, 2025). However, these studies tend to separate entrepreneurship education from economic education, or only emphasize motivational and affective aspects without directly linking them to the context of uncertainty in the digital job market. This gap serves as the primary foundation for this study: the need for an approach that integrates economic education and entrepreneurship education into a more applied, contextual, and relevant strategic framework aligned with the challenges of the times. The novelty of this study lies in the integration of economic content and entrepreneurial practices into a holistic, project-based learning model that leverages digital technology as a tool for enhancing competencies. This model aims not only to enhance students' conceptual understanding of economic dynamics but also to develop an entrepreneurial mindset capable of addressing the needs for flexibility, innovation, and independence in navigating an uncertain job market. Thus, this research is expected to contribute both theoretically and practically to the design of a more adaptive and empowering educational system for the younger generation in the digital age.

## METHOD

This study uses a literature review as the main approach to thoroughly examine the concept of Entrepreneurship-Based Economic Education and its relevance in improving the ability of the younger generation to face the uncertainty of the job market in the digital era. A literature review was chosen because it provides a comprehensive conceptual understanding by exploring various relevant academic sources, including scientific journals, textbooks, education policy reports, previous research findings, and official documents from educational institutions and international



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organizations that address similar themes. Data collection techniques were conducted by searching literature from various scientific databases such as Google Scholar, ScienceDirect, ProQuest, and national publication portals such as Garuda and SINTA, using key terms such as “economic education,” “entrepreneurship,” “entrepreneurial mindset,” “digital job market,” and “21st-century education.”

The literature reviewed was selected purposively based on the following criteria: relevance to the topic, recency (published within the last five to ten years), and theoretical or empirical contributions to the development of an integrated economic education model with entrepreneurship. All literature was analyzed using a descriptive qualitative approach, which involved identifying, grouping, and synthesizing the main ideas emerging from various sources to identify patterns, relationships, and research gaps. Additionally, the analysis was conducted to explore new concepts and approaches that could be used as a basis for developing an entrepreneurship-based economic education model that meets the needs of the younger generation in the digital age. Through this literature review approach, this study aims to establish a strong theoretical foundation and provide constructive recommendations for the development of a more adaptive, contextual, and future-oriented economic curriculum and learning strategy

### RESULTS AND DISCUSSION

The integration of economic education and entrepreneurship education is of high urgency in responding to fundamental changes in the structure of the labor market in the digital era (Ausat, 2025; Sudalyo, 2024; Satriya, 2024). Disruptive technological developments such as automation, artificial intelligence (AI), big data, and the Internet of Things (IoT) not only create efficiency in various industrial sectors but also significantly replace human roles in routine and repetitive jobs (Suryadi, 2023). As a result, there has been a major shift in labor demand, from procedural-based jobs toward those requiring creativity, critical thinking skills, and context-based decision-making. This

uncertainty is further exacerbated by the dynamics of globalization and changes in consumer patterns, which are driving companies to become more agile and innovative in responding to market changes. In this context, economic education integrated with entrepreneurship education is an important foundation for equipping the younger generation with adaptive, innovative, and solution-oriented skills (Rahmah, 2024; Hasanah, 2025; Amyus, 2025). Education is no longer sufficient if it merely teaches conventional economic theory; it must also foster an entrepreneurial mindset that is proactive in addressing challenges and capitalizing on opportunities. A curriculum that combines economic analysis, market understanding, and business skill development can encourage the emergence of individuals who are not only ready to face labor market transformations but also capable of creating new job opportunities through innovation. This integration ultimately plays a strategic role in creating an inclusive, competitive, and resilient economic ecosystem capable of withstanding disruption, while strengthening national economic resilience amid global uncertainty.

In this context, economic education is no longer sufficient if it only focuses on theoretical aspects or the normative presentation of economic concepts. A new approach is needed that systematically integrates entrepreneurial values and practices into the learning process. Entrepreneurship-based economic education is one of the most relevant alternatives, as it not only provides an applied understanding of economic mechanisms but also equips students with practical skills to identify opportunities, manage risks, design business models, and create economic value through innovation (Hidayat, 2018; Rustya, 2023; Hasan, 202). This approach positions students as active participants in the economic process, not merely as passive consumers of knowledge, but as value creators capable of responding to and even leading change amid the dynamics of the global market. Economics education integrated with entrepreneurship holds great potential in shaping an adaptive and relevant learning ecosystem for the challenges of the 21st century.



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Through project-based learning methods, case studies, business simulations, and interdisciplinary collaboration, students not only acquire technical skills but also develop soft skills such as leadership, communication, teamwork, and problem-solving. In today's fast-paced digital environment, such education can produce graduates who are intellectually agile and mentally resilient. They are not only ready to compete in the job market but also capable of creating innovative solutions to various social and economic issues in their communities. Thus, the integration of economic and entrepreneurship education is not merely a pedagogical strategy but also a strategic effort in shaping a future generation that is independent, productive, and contributes to inclusive and sustainable economic development.

Some literature emphasizes that an entrepreneurial mindset, which includes critical thinking, initiative, calculated risk-taking, and creative problem-solving, is an important foundation in preparing young people to face economic uncertainty in the digital age (Singh, 2024). These skills do not emerge instantly, but can be effectively cultivated through learning strategies that are oriented toward real-world experiences, such as project-based learning, experiential learning, and contextual case studies. In this approach, students are not merely passive recipients of knowledge, but also active participants who directly confront challenges that resemble real-world situations. Through direct interaction with real-world issues, they learn to design innovative solutions, make strategic decisions, and evaluate their impact in complex contexts. Beyond building technical skills, such learning processes also strengthen character traits such as mental resilience, adaptability, and a sense of social responsibility. Students are trained to view failure as part of the learning process, not as the end of their efforts, thereby fostering a growth mindset. Additionally, a collaborative learning environment that embraces diverse ideas provides fertile ground for developing essential communication and teamwork skills required in the modern workplace. By becoming accustomed to facing dynamics and ambiguities

in the learning process, students will be better prepared to innovate, respond to rapid changes, and take on the role of agents of transformation in society and the economy. Therefore, developing an entrepreneurial mindset through a contextual and experience-based approach is not only relevant but an urgent necessity in an educational system aiming to equip the younger generation for an uncertain yet opportunity-rich future.

Project-based and case study approaches enable strong integration between theory and practice in economics education, making it more contextual, applicable, and relevant to real-life situations (Adri, 2025; Suyuthi, 2024; Syamsu, 2022). Fundamental economic concepts such as production, consumption, distribution, price, and market interactions are no longer understood abstractly through definitions or formulas alone but are brought to life through simulated activities that reflect the dynamics of everyday economic life. For example, students can design prototypes of small businesses based on local potential, such as processed food products or regional crafts, conduct business feasibility analyses based on field research, and use digital platforms like e-commerce, marketplaces, and social media to market products in real-world scenarios. This process not only sharpens analytical thinking skills in an economic context but also fosters innovative spirit and sensitivity to social and environmental issues. These hands-on learning activities simultaneously strengthen 21st-century competencies, such as digital skills, cross-functional teamwork, and effective communication. Students are challenged to work in teams, present their ideas persuasively, and respond to feedback constructively. Their involvement in the entire cycle of entrepreneurial activities from ideation, validation, planning, implementation, to evaluation provides a deep and reflective learning experience. In this process, they learn that failure is not the end point but part of an iterative process that enriches their understanding and enhances their resilience. Thus, economic education that actively applies an entrepreneurial approach not only serves as a means of knowledge transfer but also as a



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medium for character development, strengthening adaptive competencies, and instilling visionary and resilient thinking patterns all of which are crucial for navigating the complexities of the workplace and socio-economic life in the ever-changing digital age.

The results of the literature review indicate that the success of implementing Entrepreneurship-Based Economic Education is greatly influenced by the synergy of three key factors that are interrelated and mutually reinforcing (Shao, 2024). First, an integrative and responsive curriculum design that adapts to technological changes is a primary prerequisite. A good curriculum must be able to combine economic material with entrepreneurial skills in an integrated and contextual manner, and have the flexibility to adapt to developments in the digital world. This includes project-based learning, integration of digital literacy, and the development of competencies that lead to the formation of innovative thinking and the ability to create value. The curriculum also needs to adopt a transdisciplinary approach that enables students to connect economic theory with other fields such as technology, the environment, and socio-culture, thereby producing a holistic understanding relevant to today's challenges.

The competencies and roles of educators are key elements in bringing this curriculum to life in the classroom. Teachers or facilitators no longer merely act as content deliverers but also as mentors, facilitators of creative processes, and catalysts for fostering entrepreneurial spirit among students (Anwar, 2023). Therefore, continuous training is needed for educators in innovative pedagogy, the use of learning technology, and an understanding of current entrepreneurial practices. Third, a conducive and collaborative learning environment, both inside and outside of school, is essential for fostering a sustainable entrepreneurial ecosystem. This includes active involvement from the community, the business world, and government agencies in providing hands-on experiences, mentoring, and business development opportunities for students. These three factors—curriculum, educators, and supportive environment when integrated synergistically, will create an economic

education system that is not only adaptive to change but also transformative in shaping a young generation that is independent, innovative, and capable of making tangible contributions to the nation's economic development.

The capacity of educators is a determining factor in the success of this approach. Teachers or lecturers are not only required to master economic and entrepreneurship concepts but must also be able to act as active, creative, and digitally friendly facilitators of learning (Indriyani, 2019; Dirgayana, 2015; Rimadani, 2019). Teachers must be able to create a participatory and motivating classroom environment where students are given space to experiment, innovate, and develop entrepreneurial ideas independently or collaboratively. This ability includes mastering collaborative learning strategies such as project-based learning, design thinking, and problem-based learning that encourage active participation and critical thinking. Educators also need to have strong digital literacy, including the ability to use Learning Management Systems (LMS), online business simulations, market analysis software, and digital platforms such as e-commerce and social media as contextual and relevant learning tools. Educators are also expected to have the capacity to serve as mentors and guides who can provide personal guidance, build intrinsic motivation, and help students overcome obstacles in the learning process and business development. To achieve this role, professional development for teachers through continuous training, learning communities, and collaboration with industry practitioners is very important. Without systematic and continuous improvement of educators' competencies, the Entrepreneurship-Based Economic Education approach risks being trapped in symbolic or formal practices alone, which have minimal impact on the development of students' skills and character. Therefore, investment in improving the quality of educators must be a top priority in the education reform agenda that aims to nurture an innovative, adaptive generation ready to face future economic challenges.



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Support from technological infrastructure and industry involvement also plays a crucial role in the successful implementation of Entrepreneurship-Based Economic Education (Lubis, 2024; Hakim, 2025; Misrah, 2023). Supporting facilities such as stable internet access, adequate digital devices, entrepreneurship laboratories, innovation spaces, and technology-based learning platforms form the essential foundation for creating an interactive, modern, and practical learning process. This infrastructure not only facilitates the delivery of digital content but also enables students to engage in business simulations, entrepreneurship experiments, and data-driven activities that reflect the dynamics of the real economy. The presence of entrepreneurship laboratories, for example, allows students to design, test, and refine their business ideas in a safe and controlled environment before actually entering the market. The involvement of the industrial world is not merely complementary but a strategic partner actively contributing to the educational process. Collaboration with businesses, startups, cooperatives, and state-owned enterprises (SOEs) can take the form of internships, mentoring programs, the provision of real-world case studies, and funding for student entrepreneurship projects. As a result, students gain direct access to best practices, workplace challenges, and the actual needs of the market. This involvement also facilitates the transfer of industrial knowledge to educational institutions, ensuring that teaching materials and methods remain relevant and up-to-date. Additionally, this cross-sector collaboration helps create an educational ecosystem that is more open, dynamic, and adaptive to global economic developments and digital transformation. Therefore, strengthening infrastructure and industry partnerships must be a key pillar in the strategy for developing an entrepreneurship-based economic education system, so that it can produce graduates who are not only academically competent but also ready to contribute meaningfully to innovation-driven economic development.

Interestingly, literature studies also show that countries that have successfully developed

a systematic entrepreneurship-based economic education model have a collaborative and inclusive education ecosystem, where the relationship between schools, business actors, local communities, and policy makers works synergistically. The entrepreneurial approach in education is not merely an additional program or local content, but has become an integral and strategic part of the national education system (Mico, 2023). The national curriculum is designed with high flexibility to allow schools to adapt the material to the local context while keeping up with global developments. This approach ensures that education not only transfers theoretical economic knowledge but also encourages the development of entrepreneurial skills from an early age, including initiative, innovation, and social responsibility.

The government plays an active role as a facilitator and key driver through progressive policies. Support is provided in the form of adaptive regulations, funding for entrepreneurship-based programs, incentives for innovative institutions, and ongoing teacher training to ensure their competencies align with current educational needs. The business world also does not merely act as a passive partner but is directly involved in curriculum development, internship and mentoring programs, and the provision of business incubation facilities that encourage students to develop real business projects. In some cases, local communities and social institutions are also involved to strengthen the social context of entrepreneurship education, ensuring that students are not only encouraged to create economic value but also social value relevant to the needs of the surrounding community. Such a collaborative model demonstrates that the success of entrepreneurship-based economic education depends on strong cross-sectoral integration, harmoniously and sustainably combining the strengths of education, policy, and real-world practice.

The success of entrepreneurship-based economic education does not only depend on the curriculum content or individual motivation alone, but is closely related to the existence of an ecosystem that supports comprehensive



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Vol. 2. No. 4, August 2025

educational transformation (Aji, 2023; Hariyono, 2025; Mansah, 2021). This ecosystem encompasses progressive education policies, digital infrastructure readiness, competent educator capacity, business sector involvement, and the active role of local communities and society. Without systemic, holistic, and sustainable reforms involving various stakeholders from the public, private, and civil sectors, the entrepreneurial approach in education risks becoming a sporadic movement that cannot sustain itself in the long term. The desired transformation of economic education requires synergy, integration, and coordination among actors to create learning spaces that are relevant, contextual, and future-oriented. The formation of cross-sectoral collaboration is the key to building economic education that is not only academically relevant but also has a tangible impact on preparing the younger generation to face the challenges of the digital workplace. This collaboration bridges the gap between the world of education and the world of industry, between theory and practice, and between individual learning and the collective needs of society. For example, partnerships between schools and industry players can provide direct access to real entrepreneurial experiences, professional mentoring, and business incubation opportunities. Meanwhile, government support in the form of regulations, funding, and incentives will strengthen the institutional foundation for the widespread implementation of the program. With this ecosystemic approach, entrepreneurship-based economic education is not only a response to change but also a driving force for more inclusive, sustainable, and highly competitive socio-economic transformation.

Entrepreneurship-oriented economic education not only enhances students' conceptual understanding but also significantly fosters the development of soft skills and entrepreneurial spirit, which are highly sought after in the era of disruption (Sungkawati, 2025; Pritandhari, 2025; Sianturi, 2023). This approach has proven effective in increasing students' motivation to learn because the material presented is more contextual, relevant,

and oriented toward the real world. By integrating digital technology, such as social media, e-commerce, fintech, and digital analytics, into learning activities, students feel more connected to the dynamics of the modern market and are more challenged to think creatively and find innovative solutions to various economic problems around them. More than just a transfer of knowledge, this learning model has also been proven to strengthen students' self-confidence because they are directly involved in the value creation process. Through business simulations, entrepreneurship competitions, and the development of technology-based business projects, students not only learn to design business ideas but also practice making decisions, facing risks, and evaluating results reflectively. This process fosters a sense of ownership over learning and encourages students to adopt proactive, collaborative, and visionary attitudes in identifying opportunities amid global uncertainty.

Interestingly, in a number of case studies, this digital entrepreneurship approach has even succeeded in giving birth to start-up business initiatives from among students and university students. These initiatives not only serve as a platform for creativity, but also make a real contribution to the local economy, such as empowering MSMEs, optimizing village potential, or creating locally-based digital products. Indirectly, this demonstrates that digital entrepreneurship-based economic education has great potential to cultivate a young generation that is not only job-ready but also capable of creating jobs. As such, such learning serves as a strategic bridge between the world of education and the realities of the job market, and is a crucial foundation in building a resilient, inclusive, and sustainable economic society.

It can be concluded that entrepreneurship-based economic education is no longer merely an alternative, but rather a strategic and urgent necessity in the contemporary education system. In the context of digital transformation and increasing uncertainty in the job market, this approach addresses various structural challenges that



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have long been inherent in the conventional education system, particularly its excessive focus on creating formal labor without considering the flexible and competitive dynamics of the market. Economic education integrated with entrepreneurial values and practices can shape a younger generation that not only possesses theoretical economic knowledge but is also equipped with practical skills, adaptive thinking, and innovative attitudes—all of which are highly sought after in the digital economy era. This learning model contributes significantly to preparing students to become agents of change, value creators, and active economic actors who are able to identify opportunities, take initiative, and develop technology-based solutions tailored to local needs. The ability to independently create jobs, innovate products and services, and contribute to community economic empowerment are indicators of the success of this approach. Additionally, the implementation of entrepreneurship-based economic education aligns with the Sustainable Development Goals (SDGs), particularly in terms of improving education quality, fostering inclusive economic growth, and reducing inequality. Curriculum reforms and learning strategies that prioritize the integration of economics and entrepreneurship must be a top priority in national education policy. This requires strengthening teacher capacity, providing digital learning infrastructure, and fostering close partnerships between schools, the business world, and the government. Only through strong collaboration among stakeholders can entrepreneurship-based economic education be implemented effectively and sustainably, becoming a key pillar in cultivating a resilient, productive, and highly competitive younger generation amid global disruption.

### CONCLUSIONS

Based on the results of the literature review that has been conducted, it can be concluded that Entrepreneurship-Based Economic Education is a strategic and relevant approach in addressing the challenges of labor market uncertainty in the digital era. This

approach not only enriches students' understanding of economic concepts but also fosters the entrepreneurial mindset needed to navigate the rapid changes in an increasingly flexible, competitive, and digitized workplace. Through the integration of economic theory and entrepreneurial practice, students are equipped with the ability to think critically, innovatively, adaptively, and boldly take risks in designing and managing practical economic solutions.

Project-based, contextual learning models supported by digital technology have been proven to increase student motivation, confidence, and job readiness. In many cases, this approach encourages the creation of business initiatives and young entrepreneurship that not only contribute to the local economy but also strengthen the nation's global competitiveness. However, the success of implementing entrepreneurship-based economic education is greatly influenced by supporting factors such as teacher capacity, curriculum flexibility, technological infrastructure, and partnerships between educational institutions and the business world. Considering the existing potential and challenges, progressive and collaborative educational policies are needed to ensure this model can be implemented effectively and sustainably. Therefore, Entrepreneurship-Based Economic Education is not only worthy of development as part of national curriculum reform but also as a long-term solution to cultivate a resilient, independent, and job-creating generation amid the uncertainties of the times.

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Vol. 2. No. 4, August 2025

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