

Effectiveness of Career Education In Encouraging the Achievement of the SDGs: a Qualitative Descriptive Analysis

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ABSTRACT

Entrepreneurship education plays a strategic role in achieving the Sustainable Development Goals (SDGs) by developing students' entrepreneurial skills, knowledge, and mindset. This study analyzes its effectiveness in public high schools in Mojokerto using a descriptive qualitative approach through interviews, observations, and documentation. Findings show that entrepreneurship education functions as both an “agent of change” and an “agent of producing,” fostering independent, innovative, and sustainability-minded youth. It raises awareness, builds interest, and equips students with relevant skills. However, challenges include limited teacher training and curriculum-business alignment. Recommendations involve enhancing practical learning, curriculum adaptation, school-industry collaboration, and teacher capacity building.

INTRODUCTION

The global Sustainable Development Goals (SDGs) agenda planned by the United Nations (UN), is a blueprint for achieving peace and prosperity for people and planet earth for now and for the future (Munthe, 2021). The SDGs or sustainable development goals are a set of 17 global goals that have been set by the United Nations to overcome various kinds of challenges, namely in the urgent social, economic and environmental fields by 2030. Through the targets set for 2030, the SDGs require strong synergy and collaboration from various sectors, including government, business, academia and civil society (Harlin et al., 2024).

Entrepreneurship is emerging as a dynamic force that can drive innovation, create jobs and generate sustainable solutions to pressing challenges facing the world. Social and environmental impact-oriented entrepreneurship can be a catalyst in realizing the SDGs targets in areas ranging from poverty alleviation to the transition to clean energy and responsible production practices (Mas et al., 2024). Therefore, it is important to understand how entrepreneurship can be optimized to effectively contribute to the achievement of the SDGs.

The integration of SDGs principles into entrepreneurship education offers significant opportunities to improve the relevance, impact and effectiveness of entrepreneurship education programs (Nasila & Napu, 2024). By linking entrepreneurship learning to pressing global issues such as climate change, poverty and inequality, educational institutions can attract the interest and participation of students who are increasingly concerned about sustainability. Entrepreneurship education plays a pivotal role in equipping young people with the necessary knowledge, skills and mindset to become effective agents of change in the context of sustainable development. Relevant and effective entrepreneurship education not only teaches about the technical aspects of starting and managing a business, but also instills ethical values, social responsibility and concern for the environment (Apriani et al., 2023). Entrepreneurship Education can foster innovation, interdisciplinary collaboration and community engagement and contribute to various SDGs, including poverty alleviation and gender equality (Patricia, 2024). The entrepreneurship education curriculum should be conceptualized to encourage students to implement the SDGs in the business models they will later create, so that they can contribute to the 2030 global agenda.

Despite the widespread recognition of the importance of entrepreneurship education and its contribution to economic and social development, there is still a gap in research that specifically examines the effectiveness of entrepreneurship education in driving the achievement of the SDGs (Monalisa, 2023). Entrepreneurship education has great potential to equip young people with the necessary skills and mindset to become successful and socially and environmentally responsible entrepreneurs (Sari, 2023), yet this potential has not been fully realized due to a lack of understanding on how entrepreneurship education can be optimized to drive the achievement of the SDGs. Governments and educational institutions around the world are

increasingly recognizing the importance of integrating sustainable development principles into entrepreneurship education curricula (Nureine, 2022). However, they often lack clear and evidence-based guidance on how to do so effectively (Alfarizi, 2023). Therefore, this article will provide valuable insights and practical recommendations on how to design and implement entrepreneurship education programs that are effective in promoting the achievement of the SDGs.

One of the main challenges in integrating SDGs into entrepreneurship education is the lack of knowledge and skills about SDGs among educators. To overcome this challenge, this study will recommend some solutions through a literature review that will be conducted through previous studies and provide a conclusion of the results. This study can be used to develop policies and programs that support the integration of SDGs into entrepreneurship education, and can improve the effectiveness of entrepreneurship education in promoting the achievement of the sustainable development agenda through literature review in collecting patterns and keywords and case study examples.

LITERATURE REVIEW

Entrepreneurship Education

Education is important in shaping knowledge and behavior about sustainability; sustainability is emerging with new dimensions in learning programs, and the principles of sustainable education can be considered key in overcoming challenges (Rosario & Raimundo, 2024). This educational approach not only enhances individual entrepreneurial intentions but also contributes to broader economic development.

The concept of entrepreneurship education, such as ESD (education for sustainable development) is a new concept. The existing literature on education for sustainable entrepreneurship provides valuable insights into the relationship between education, sustainability and entrepreneurship. Previous research studies have shown that integrating entrepreneurship education in the curriculum will significantly enhance students' innovative thinking and adaptability, to navigate the dynamic job market (Wakhudin et al., 2024). The literature has explored various aspects of this multidimensional field, highlighting the integration of sustainable practices in entrepreneurship education. In a study by Oganisjana & Matlay, (2012) explained that entrepreneurship education includes formal and informal processes that foster the mindset, knowledge, skills and abilities needed to thrive in an entrepreneurial society.

Sustainable Development Goals

Sustainable Development Goals (SDGs) is a global agenda designed by the United Nations (UN) as an action plan to achieve peace, prosperity and sustainability for people and the planet by 2030. The SDGs consist of 17 main goals that aim to address pressing social, economic and environmental challenges. To realize these goals, synergy across sectors such as government, business, academia, and civil society is needed. One important strategy in

achieving the SDGs is through entrepreneurship education, which has a strategic role in shaping young people who are innovative, independent, and care about the principles of sustainable development.

Entrepreneurship education not only develops the technical skills of running a business, but also instills ethical values, social responsibility, and concern for the environment. Thus, this education can be an effective means to support several points in the SDGs, such as poverty alleviation (Goal 1), gender equality (Goal 5), inclusive economic growth (Goal 8), and sustainable innovation and infrastructure (Goal 9). However, there are still challenges in its implementation, such as the lack of teacher training and the mismatch of the curriculum with the needs of the business world. Therefore, curriculum adjustments, collaboration between schools and industries, and capacity building of educators are needed to make entrepreneurship education more effective in supporting the achievement of the SDGs.

METHODOLOGY

The method used in this research is descriptive qualitative method (Colorafi & Evans, 2016). The descriptive method aims to describe and analyze the effectiveness of entrepreneurship education in encouraging the achievement of Sustainable Development Goals (SDGs). The qualitative method was chosen because it is able to explore data more deeply about the experiences, views, and perceptions of the research subjects (Magilvy & Thomas, 2009). Data were collected through in-depth interviews, observations, and documentation studies (Turale, 2020). Interviews were conducted with entrepreneurship teachers and representatives of class XII students in 14 public high schools in the Mojekerto region. Observations are made in the school environment or institutions that implement entrepreneurship education. Documents can be obtained from program reports, curricula, and records of student entrepreneurship activities at school.

The data analysis technique was carried out by following the method of Miles and Huberman (Palazzolo, 2023). Data analysis can be done through three stages, namely data reduction, data presentation, and conclusion drawing or verification (Turale, 2020).

Data Reduction

Data reduction can be done by the process of selecting, focusing, simplifying, and transforming raw data from the field into a more organized form (Hall & Liebenberg, 2024). Data that are irrelevant to the research objectives are eliminated, while important data are categorized according to themes, such as the application of entrepreneurship education, the role of students in SDGs, and implementation challenges.

Data Presentation

The data that has been reduced is arranged in the form of narratives, tables, or charts to make it easy to draw conclusions (Down et al., 2024). Data presentation can help researchers see the pattern of the relationship between

entrepreneurship education and the achievement of SDGs, especially in the aspects of economic empowerment, quality education, and innovation.

Conclusion Drawing or Verification

Initial conclusions are drawn based on the findings that have been presented. Furthermore, researchers verify by comparing data from various sources (data triangulation) to ensure the validity of the results. The final conclusion provides an overview of the extent to which entrepreneurship education contributes to the achievement of the SDGs.

RESEARCH RESULT

Good entrepreneurship education outcomes are very important for the progress of a region in Mojokerto. Entrepreneurship education not only functions as an “agent of change” for high school students, but must also function as an “agent of producing”. Agent of producing is a very important emphasis in entrepreneurship education. Entrepreneurship education must produce students who have the competence to produce products and services. This is a serious concern in Mojokerto with many companies or industries that no longer need many employees. About 70% of large companies no longer need new employees in the company. With that, entrepreneurship is the right choice for students to make in order to achieve sustainable development goals.

The entrepreneurship education approach has great potential to improve the quality of education by developing skills, attitudes and knowledge relevant to future needs in Mojokerto. This not only prepares high school students for personal success, but also contributes to sustainable economic, social and environmental development. Entrepreneurship education is a key element for students to promote economic growth, entrepreneurial creativity and innovation (Boldureanu et al., 2020). Every high school in Mojokerto requires students to receive entrepreneurship education. The basic goal of implementing entrepreneurship education is to prepare students to become entrepreneurial actors who are able to manage their own businesses in the future (Banha et al., 2022). With that, entrepreneurship education is not just a theory, but also practical activities that can improve student competencies. The general standards of entrepreneurship education content for high schools in Mojokerto include the actualization of entrepreneurial attitudes and behaviors, application of skills, business planning, and business management.

Entrepreneurship education is one of the important elements in supporting the success of a business (Costin et al., 2022). Agus Mulia as one of the entrepreneurship teachers said that entrepreneurship is not only born but also made and formed through entrepreneurship education. Entrepreneurship education will provide the knowledge, attitudes, interests, and skills needed by students to run a business (Pertwi & Khafid, 2021). All of these things are given in education with an expectation that graduating high school students can become capable, skilled, innovative, and independent human beings in developing businesses. Emilia added that entrepreneurship education has a

strategic role to develop the knowledge, skills, attitudes, self-efficacy, mindset, interests, and talents of high school students in the field of entrepreneurship.

The results of the analysis conducted on the achievement of Sustainable Development Goals (SDGs) through entrepreneurship education can contribute to the development of a better economic future for students. The analysis of the Sustainable Development Goals approach in entrepreneurship education focuses on three basic goals. The three basic objectives consist of; (a) Creating new awareness for high school students in Mojokerto in forming entrepreneurial skills; (b) As an encouragement for high school students to become entrepreneurs; (c) Facilitating high school students with new knowledge about the basic objectives of entrepreneurship education. The three basic objectives of entrepreneurship education emphasize more on the awareness of sustainable development as a means to deliver high school students to have the intention to become entrepreneurs. With that, entrepreneurship education is expected to be a policy recommendation and best practice that can improve sustainability development goals, as well as a tool in curriculum improvement, teacher training, collaboration between schools and companies or industries.

DISCUSSION

Contribution of Entrepreneurship Education to Sustainable Development (SDGs)

Based on the results of descriptive analysis, entrepreneurship education has a strategic role in supporting SDGs. Entrepreneurship education can be an agent of producing. This means that entrepreneurship education not only makes students agents of change, but also as actors who are able to produce products and create their own jobs. Entrepreneurship education provides students with the motivation, knowledge and skills to launch a successful business. According to Setiawati, et al (2022) entrepreneurship education as a means to train students to acquire skills, ideas, and managerial abilities, as well as entrepreneurial capacity rather than being employed for a salary. Lin, et al (2024) added that entrepreneurship education as a means to help students consider business as a career by developing a positive attitude towards entrepreneurship.

Entrepreneurship education has received considerable attention for high school students in Mojokerto. Many regional programs have been implemented to promote entrepreneurship among high school students. The Mojokerto government built a technology training center to support the enhancement of entrepreneurial skills. The main focus of the training center emphasizes the creation of entrepreneurial awareness, knowledge facilitation, and inculcation of sustainability values. Zhang, et al (2022) added that facilities that support entrepreneurship can contribute to economic, social, and environmental development that can form creative and innovative entrepreneurs. Hassan, (2021) says that entrepreneurship education standards include attitude actualization, skill application, business planning, and business management. Akintola & Alao, (2015) explain that entrepreneurship education has an important role in creating young people who are independent, innovative, and

ready to face the challenges of the business world. Thus, entrepreneurship education is one part of the main objectives of the SDGs. The goal of SDGs is to overcome global challenges faced by the international community such as poverty (Shah et al., 2020).

A Practical and Contextual Approach

Entrepreneurship practice activities are an important part of entrepreneurship education in high schools in Mojokerto. Practical activities carried out can be in the form of direct application of entrepreneurial skills. Business planning and business management by students. Weng, et al (2022) explained that 15 years ago China implemented practical entrepreneurship education by involving industry, universities and mentoring for students. This practical approach has been found to improve the access, quality and relevance of entrepreneurship education in creating jobs and economic opportunities (Shao et al., 2024). Therefore, entrepreneurship education in Mojokerto for high school students is not only theory-based, but more experiential to improve students' entrepreneurial competencies. The focus of entrepreneurship education is more on real competencies, entrepreneurial attitudes and behaviors that are not just passive knowledge (Bernardus et al., 2023).

This research departs from local conditions in Mojokerto, where around 70% of large companies no longer need new employees. With that, entrepreneurship education is directed to produce economically independent graduates. The entrepreneurship curriculum is tailored to local needs and regional development challenges, including sustainable development goals (SDGs). Based on the local context, three entrepreneurship education goals that are in line with the sustainable development goals (SDGs) in Mojokerto are:

- a. Creating a new awareness for high school students about the importance of entrepreneurial skills
- b. Encouraging high school students to understand and master entrepreneurial knowledge
- c. Facilitating high school students with entrepreneurial knowledge and skills to support sustainable development

Based on the analysis of the interview sources, the researcher formulated some appropriate recommendations for entrepreneurship education to achieve sustainable development goals (SDGs).

1. Strengthen entrepreneurship education in high schools
Entrepreneurship education needs to be emphasized not only as theory, but also in the form of real practices that can improve students' competencies, including attitudes, skills, and business management (Zheng, 2024).
2. Adjust the curriculum to the needs of the business world
The curriculum should emphasize product creation, business planning, and innovation, as most companies in Mojokerto no longer need many employees, but instead need new entrepreneurs (Saputri et al., 2019).
3. Focus on achieving SDGs through entrepreneurship
Entrepreneurship education needs to be geared towards supporting the Sustainable Development Goals (SDGs) through:

- a. Creating student awareness of the importance of entrepreneurship,
- b. Encouraging students to master entrepreneurial skills,
- c. Facilitating students with in-depth knowledge.
4. Collaboration between schools and industry
Schools in Mojokerto should collaborate with businesses to support entrepreneurship training that is more applicable and relevant.
5. Improving the quality of entrepreneurship teachers
Entrepreneurship teachers must be trained to be able to teach entrepreneurship with an innovative approach and in accordance with the development of the world of work.

CONCLUSIONS AND RECOMMENDATIONS

Entrepreneurship education in high schools, especially in Mojokerto, has an important contribution to sustainable development (SDGs). This education not only provides entrepreneurial knowledge and skills, but also encourages students to become independent business actors, innovative and ready to face global challenges. Through practical and contextual approaches, such as training, mentoring, and hands-on business management, students gain real experience that is relevant to the business world. Thus, entrepreneurship education not only improves student competencies, but also supports the achievement of SDGs locally and globally.

FURTHER STUDY

Future research can explore the long-term impact of entrepreneurship education on students' post-graduation career paths, especially their success in starting and sustaining businesses aligned with SDG principles. Comparative studies between urban and rural schools could provide deeper insights into contextual challenges and best practices. Additionally, experimental or mixed-method research could be conducted to evaluate the effectiveness of specific entrepreneurship modules or interventions in fostering sustainability-oriented mindsets. It is also recommended to investigate the role of digital entrepreneurship education and its integration with technology-based learning platforms in enhancing students' innovation and global competitiveness.

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