

## Analysis of 21st Century Entrepreneurship Skills from the Perspective of Entrepreneurial Education and Training

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### ABSTRACT

*This study aims to describe the implementation of entrepreneurship education and training at the Young Entrepreneur School South Sulawesi (YESS) and to find out whether entrepreneurship education and training at YESS in the South Sulawesi Cooperatives and SMEs Office is in accordance with the desired skills in the 21st century. The data collection techniques used in this study were interviews, observation and documentation. The data analysis method used was descriptive qualitative analysis with an interactive analysis model from Miles and Huberman. The results showed that the implementation of YESS is structured and programmed. Learning for 3 months each with teaching materials tailored to the important points of learning each month. The suitability of YESS with the desired skills in the 21st century can be said to be appropriate. With a learning concept of 20% theory and 80% practice, it is able to provide knowledge and provision of communication skills, work together, think critically and solutively as well as create and innovate to students. Although the effects of learning have not been able to be fully felt, this is an investment to be better and more competent in the future.*

**Keywords:** Entrepreneurship education, entrepreneurship training, 21st century skills

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## 1. INTRODUCTION

In recent decades, the business paradigm has changed dramatically. The digital revolution and global connectivity have transformed the business landscape, allowing companies and entrepreneurs to create, develop and market products or services in ways that were previously unthinkable (Hansen, 2019). Amidst these changes, entrepreneurship has become increasingly important, not just as a way to start a business, but also as a way of thinking and acting that individuals should have in various aspects of life.

From an educational perspective, there is an urgent need to prepare young people with entrepreneurial skills relevant to today's world (Iivari et al., 2020; Isma et al., 2020). Traditional education focused on theoretical knowledge alone is no longer sufficient. Students and college students should be given the opportunity to develop practical skills that enable them to become successful entrepreneurs or innovators in organizations (Boldureanu et al., 2020). In addition, entrepreneurial training is also important in facilitating individuals' transition from education to work (Lackéus & Williams, 2015; Donald et al., 2018). In a changing economy, entrepreneurial skills, such as creativity, risk management, communication, and leadership, become essential elements in the search for exciting career opportunities (Kucuk et al., 2017; Sen & Kiray, 2018).

Furthermore, a global perspective must be considered. In the midst of globalization, opportunities and competition are not limited by geographical boundaries. Therefore, entrepreneurial education and training must prepare individuals to operate in an increasingly globally connected environment. The ability to collaborate with individuals from different

cultural backgrounds and communicate in a global marketplace are essential elements in 21st century entrepreneurial skills.

The review of entrepreneurial skills in the 21st century in the context of education and training is a very important and relevant aspect. Profound changes in the global economic world have led to an increase in the skills required by individuals to be competitive (Almeida et al., 2020). This era is characterized by rapid technological development, which is changing the way businesses operate (Aslam et al., 2020). Information technology and global connectivity have opened up new opportunities, forcing entrepreneurs and businesses to adapt quickly (Ross & Blumenstein, 2015).

The importance of entrepreneurial skills in education lies in the fact that traditional education that only focuses on theoretical knowledge is no longer sufficient (Zhang et al., 2014). Children and students must be equipped with practical skills that enable them to create business opportunities or innovate within organizations. The ability to think creatively, manage risk, communicate and lead are integral components of 21st century entrepreneurship (Van Laar et al., 2017; Mitsea et al., 2021).

In addition to education, entrepreneurial training is also becoming increasingly important as it can help individuals prepare for the transition from education to the often complex world of work. In a rapidly changing business environment, entrepreneurial skills are a valuable asset in the search for exciting career opportunities (Ozaralli & Rivenburgh, 2016). The ever-increasing level of globalization adds to the urgency of entrepreneurial skills. Businesses and opportunities are no longer confined to geographical boundaries. The ability to collaborate with individuals from different cultural backgrounds and communicate effectively in the global marketplace are essential elements of 21st century entrepreneurship (Kivunja, 2015). Moreover, entrepreneurship is not only relevant for business. Entrepreneurial skills can be applied in various life contexts, including in solving social problems, contributing to technological innovation, and advancing environmental sustainability (Zahra & Wright, 2016).

The analysis of 21st century entrepreneurial skills in education and training is essential to ensure that individuals are prepared for the inevitable changes in a globalized economic world. With a better understanding of these needs, education and training programs can be developed to produce entrepreneurs and innovators who are ready to face the challenges of the future. Through entrepreneurship education and training, it is expected to generate the spirit of entrepreneurship (Boldureanu et al., 2020), self-reliance (Lackéus, 2017), work (Barba & Atienza, 2018) and develop the national economy (Huber et al., 2014). Entrepreneurship education and training is also expected to be able to bring up creative entrepreneurs who can create jobs and can help reduce endless unemployment (Isma, 2022).

Seeing the condition of the low quality of human resources to the existing problems and considering the importance of entrepreneurship, therefore entering 2018, the Office of Cooperatives and SMEs of South Sulawesi made a breakthrough by presenting a young entrepreneurial school targeting students at the high school level. This school is named "Young Entrepreneur School South Sulawesi" or abbreviated as YESS which officially started on Saturday, February 3, 2018. The purpose and objective of YESS is to build an entrepreneurial mindset and skills to students by providing programmed and systematic entrepreneurship education and training. With learning 20% theory and 80% practice, YESS students are expected to be more productive and better in the future.

The young generation is the main target because it is the driving agent of the economy where the youth is recognized as gathering the greatest potential for change. Rokhman et al. (2014) in their article believe that one of Indonesia's greatest potentials is the large number of young human resources (HR) available. Unlike other countries in the ASEAN region that are experiencing a decline, Indonesia's productive age population will continue to increase.

YESS focuses on entrepreneurship development which is also part of human resource development which is oriented towards instilling an entrepreneurial spirit, creating new entrepreneurs and opening employment opportunities for others (Job Creator). With

entrepreneurship education and training packaged in the YESS program, it is expected to be able to face the opportunities and challenges of the future world of work. One of the opportunities that Indonesia has is a large population. The existence of more human resources in terms of quantity if good and proper management is carried out will have the opportunity to increase state and family income, create employment opportunities, be better prepared for job competition, and reduce unemployment. However, the quantity of human resources that is not proportional to the quality possessed, then its existence can be a challenge in itself as previously stated.

Talking about opportunities and challenges in the era of the industrial revolution 4.0 is now getting stronger and faster in every aspect of life. Information technology has become the basis of human life. So one of the important elements that must be considered to encourage economic growth and national competitiveness in this era is to prepare a more innovative learning system, and improve the competence of graduates who have 21st century skills (Learning and Innovations Skills).

21st century skills are known as the 4Cs, namely Critical Thinking and problem solving, Creativity and innovation, Communication, and Collaboration (Haryani et al., 2021; Erdoğan, 2019; Thornhill et al., 2023). Specifically, 21st century skills are defined by Malik (2018), including: 21st century skills are skills needed to survive in the face of a very complex global life, these skills have implications for the educational process which does not only focus on conventional cognitive learning activities such as reading, counting and writing, but education is directed at contemporary issues such as global awareness, economics or finance, health and environmental concerns. Through these 21st century skills, students are expected to be able to practice their knowledge to understand and provide solutions to challenges in the real world.

Therefore, seeing opportunities and challenges far ahead makes entrepreneurship something important to implement because basically an entrepreneur is a group that is good at utilizing opportunities and dares to take risks and face existing challenges. Of course, this starts from human resource development efforts, one of which is through entrepreneurship education and training, which begins with changing the entrepreneurial mindset first.

## 2. METHOD

This research focuses on the analysis of entrepreneurship education and training in the perspective of 21st century skills. The analysis of entrepreneurship education and training starts from the implementation of the YESS program including the method of publication of activities, curriculum, learning methods, teaching materials, training models, and analysis related to education and training in YESS with the desired skills in the 21st century. This research is qualitative descriptive research, which is research that aims to describe or describe the actual state of the object.

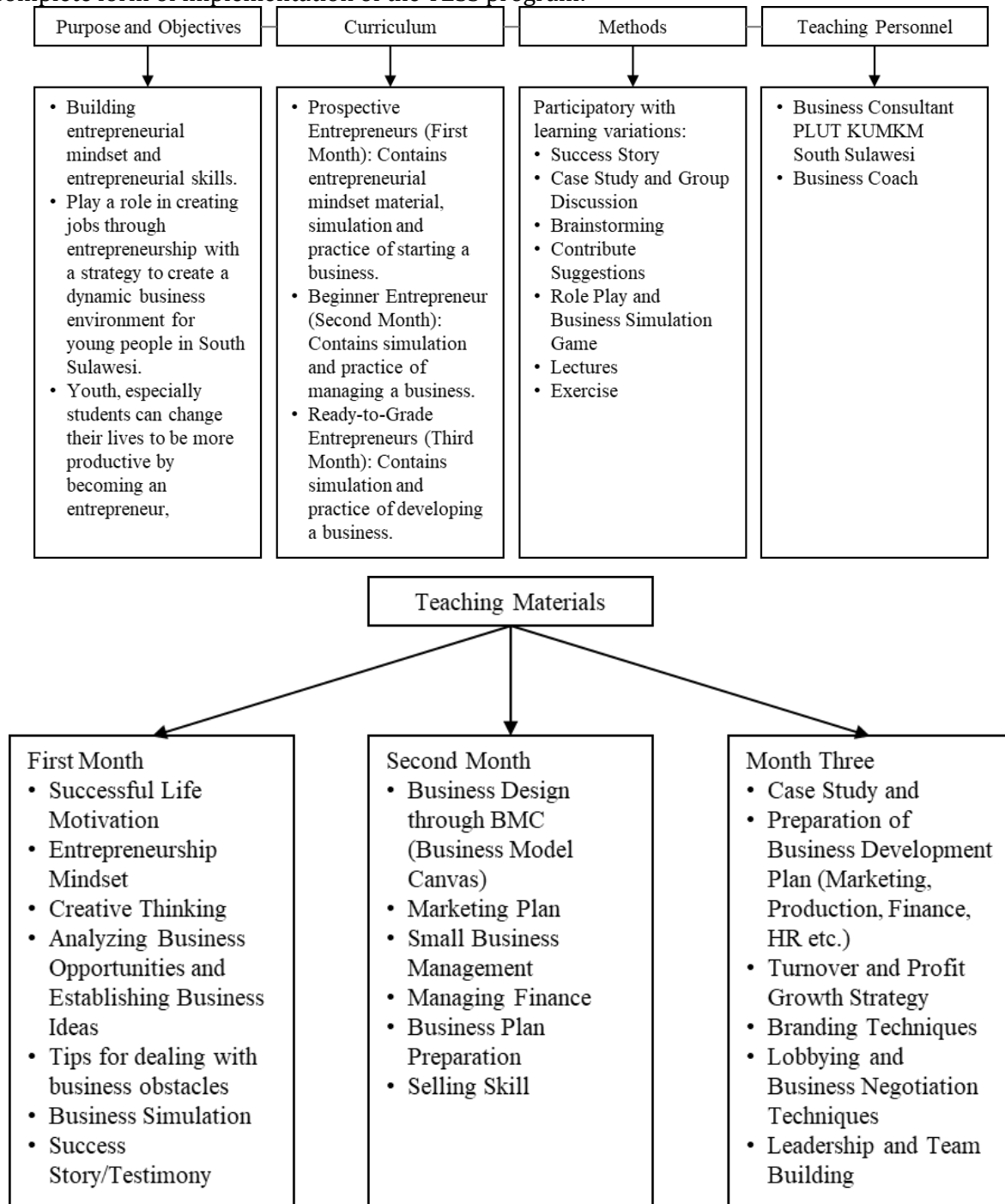
This research was conducted at the Young Entrepreneur School Sul-Sel (YESS) implemented by the South Sulawesi Cooperatives and SMEs Office, through data collection techniques including interviews, observation, and documentation. The population in this study were YESS implementers, coaches, and YESS alumni. Sampling in this study used purposive sampling method then continued to the Snowball Sampling method which will stop looking if there is no more variation in information. Data analysis is carried out through activities by collecting existing data, then processing, analyzing, then interpreting so that it can provide an overview of entrepreneurship education and training in the perspective of 21st century skills.

The data collection techniques in this research are interviews, observations, and documentation. The data analysis used in this research is qualitative descriptive analysis, namely by collecting existing data, then processing, analyzing, then interpreting so that it can provide an overview of entrepreneurship education and training in the perspective of 21st century skills. Researchers use descriptive analysis, thus this research report will contain data quotations to illustrate the presentation of the report. The data comes from observations, field

notes, interviews, photos, personal documentation, notes and other official documents. The data analysis model in this research is using the Interactive Analysis Model from Miles and Huberman by collecting data, reducing data, presenting data and drawing conclusions.

### 3. RESULTS AND DISCUSSION

Entrepreneurship education and training is a form of human resource development that is expected to improve quality in the future. This form of combination is packaged in one Young Entrepreneur School South Sulawesi program or abbreviated as YESS. The following is the complete form of implementation of the YESS program:



**Figure 1:** Implementation of the YESS Program

YESS provides education by providing education related to entrepreneurship, ranging from providing motivation and changing the entrepreneurial mindset to knowledge in business design, managing finances and knowledge in marketing. YESS training trains skills in selling, provides strategies in growing turnover and profits, and teaches branding and negotiation techniques in business. The learning process lasts for three months, where the first month focuses on changing the entrepreneurial mindset, the second month finding business ideas and then the third month marketing products from the results of previous business ideas.

The YESS learning concept is 20% theory and 80% practice. This is based on the theory of entrepreneurial behavior which states that how an entrepreneur must have skills in organizing a business (Cho & Lee, 2018), managing finances and related matters (Fatoki, 2014), building networks and marketing products (Shu et al., 2018), being outgoing and sociable to advance a business (Awwad & Al-Aseer, 2021). Therefore, skills are needed so that the desired goals can be achieved. Skills in the 21st century are now known as 4C (Communication, Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation). A learner is required to not only be smart in terms of theory but poor in application. Therefore, the portion of practice in YESS learning is given more so that the knowledge gained is able to be applied to be more productive in the future.

To be a productive person, one must strive to know how to communicate and cooperate well, think critically and creatively and be innovative. Therefore, entrepreneurship education and training at YESS when viewed from the perspective of the desired skills in the 21st century, can be said to be appropriate. This is because the learning process uses participatory methods that require them to be active (Milligan, 2016; Leask et al., 2019). Regarding communication skills in business, students dare to convey business ideas in class and practice good communication when marketing to the general public. The attitude of cooperation in this program is also applied in the form of group division to make and market products. Similar to fostering creative attitudes and critical thinking, in YESS learning students are trained to think creatively by utilizing the potential of the environment that has selling power and giving them a statement that can stimulate their willingness to think to find solutions. This is in accordance with research from Garbuio et al. (2018) that prospective entrepreneurs who are trained to think creatively will be able to find solutions to the problems they face. However, the real effect of entrepreneurship education and training at YESS is not entirely visible in a short time, it takes a year or the next few years to see the results.

#### **4. CONCLUSIONS AND SUGGESTION**

Based on the results of research and discussion that researchers conducted, it can be concluded that the implementation of entrepreneurship education and training at Young Entrepreneur School South Sulawesi (YESS) is structured and programmed. This is based on the curriculum that is 3 months of learning. The first month with learning that focuses on growing an entrepreneurial mindset, the second month how to find business ideas then the third month marketing products based on business ideas. Learning for 3 months each with teaching materials that are tailored to the important points of learning each month.

The suitability of Young Entrepreneur School South Sulawesi (YESS) with the desired skills in the 21st century can be said to be appropriate. With a learning concept of 20% theory and 80% practice, it is expected to be able to provide knowledge and provision of communication skills, work together, think critically and create and innovate to students even though the effects of learning have not been able to be fully felt. However, this is an investment in knowledge and skills to be better and more competent in the future.

Based on the research that has been done, the suggestions that researchers can give are The results of this study may be a reference for further research to be more perfect. The younger generation, especially students who have attended education and training at the Young Entrepreneur School South Sulawesi (YESS) can apply the knowledge that has been given so that

they can become an entrepreneur who is not only useful for themselves but also for others. The South Sulawesi Cooperatives and SMEs Office not only emphasizes changing mindsets, but adds another focal point of achievement by emphasizing skills, especially for future economic opportunities and challenges.

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