

Entrepreneurship Learning Strategies and the Contribution of Teacher Behavior in Shaping Vocational High School Students' Entrepreneurial Intentions: A Literature Review

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Abstract: Global phenomena highlight the increasing attention to entrepreneurship as a solution to reduce unemployment and promote sustainable economic growth (SDG 8: Decent Work and Economic Growth). On a local level, vocational high school (SMK) graduates in Indonesia face the challenge of low entrepreneurial intention, which has the potential to exacerbate youth unemployment rates. This study aims to explore entrepreneurship learning strategies and the contribution of teacher behavior in shaping the entrepreneurial intentions of SMK students through a Systematic Literature Review (SLR) approach. The novelty of this research lies in integrating two key elements—innovative learning strategies and teacher behavior as role models—which have been minimally discussed in previous literature. The urgency of this research stems from its contribution to SDG 4 (Quality Education), by strengthening entrepreneurship education as a foundation for developing a competitive workforce. The method employed in this study is a Systematic Literature Review (SLR), which involves collecting and analyzing relevant journal articles using VOSviewer software based on selected keywords. The findings indicate that project-based and collaborative learning approaches enable students to directly experience real-world business challenges, such as developing business ideas and working in teams to solve practical problems. Teacher behavior, serving as both facilitator and motivator, plays a crucial role in encouraging students to dream big, believe in their abilities, and view entrepreneurship as an attractive career path. The implications of this research provide practical insights for educators and policymakers in designing effective entrepreneurship curricula while supporting the SDG agenda, particularly in promoting quality education, decent work, and inclusive economic growth. This study contributes to the reinforcement of sustainable entrepreneurship education in Indonesia.

Keywords: Entrepreneurship Learning; Teacher Behavior; Entrepreneurial Intention; Sustainable Development Goals.

1. INTRODUCTION

Entrepreneurship is increasingly becoming a strategic priority in global economic development (Islamiah et al., 2022; Maula et al., 2023; Rahma et al., 2022). According to the report *Global Entrepreneurship Monitor (GEM) 2022/2023*, almost 60% of countries in the world have shown an increase in the participation rate of young entrepreneurs in the last five years. This not only contributes to job creation, but also strengthens innovation and sustainable economic growth, in line with the SDG 8: Decent Work and Economic Growth (Sulistyowati et al., 2024). In developed countries such as the United States and Germany, entrepreneurship has become an integral element in the education system. For example, programs such as *Junior Achievement* in the United States successfully reaches

more than 12 million students each year, teaching entrepreneurial skills and encouraging the development of innovative mindsets from an early age.

In addition, entrepreneurship education is also directly correlated with SDG 4: Quality Education, which targets inclusive and equitable access to education. According to a UNESCO report (2023), countries such as Finland and South Korea have integrated entrepreneurship curricula into formal education, involving more than 70% of high schools. This strategy proves that structured entrepreneurship learning not only improves students' ability to understand the job market, but also builds a spirit of leadership and independence (Amelia Setyawati et al., 2023; Maula et al., 2019; Wicaksono Ardiansyah et al., 2023). This phenomenon shows that entrepreneurship education has a central role in shaping a young generation that is adaptive, creative, and ready to compete at the global level.

In Indonesia, entrepreneurship is one of the main focuses in supporting national economic growth, especially through vocational education (Juwairia Juwairia et al., 2023; Maula et al., 2019; Wardana et al., 2024). Based on data from the Central Statistics Agency (BPS) in 2023, the open unemployment rate (TPT) of vocational school graduates reached 9.32%, which is the highest figure compared to other levels of education. This shows the need to strengthen entrepreneurship education as an integral part of the Vocational High School (SMK) curriculum. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has launched an entrepreneurship program at vocational schools to encourage students to become independent business actors who are able to create new jobs. Until 2023, more than 13,000 vocational schools throughout Indonesia have adopted entrepreneurship-based learning programs, such as *Teaching Factory* and independent business projects. This step is in line with efforts to achieve SDG 8: Decent Work and Economic Growth and SDG 4: Quality Education, by creating an innovative and competitive young generation.

Ideally, Vocational High School (SMK) students, especially those who focus on entrepreneurship and Micro, Small, and Medium Enterprises (MSMEs), have a high interest in becoming entrepreneurs. Entrepreneurial intentions for vocational school students are an important element that not only prepares them to face the challenges of the world of work but also opens up opportunities to create new jobs (Machali et al., 2021; Shepherd et al., 2020). Education at vocational schools is designed to produce a ready-to-use workforce and young entrepreneurs who are innovative, independent, and competitive (Cho & Lee, 2018; Wardana, Narmaditya, et al., 2020). By building entrepreneurial intentions, students are not only

oriented towards becoming workers, but also have a vision to create a business that is able to make a real contribution to national economic growth.

Teachers as the main actors in the learning process play a crucial role in building students' passion and entrepreneurial spirit (Fiore et al., 2019; Li et al., 2020; Tajpour et al., 2018). Through inspirational and experiential learning strategies, teachers are able to instill entrepreneurial values such as risk-taking, creativity, and resilience. Ideally, teachers not only play the role of teachers but also as motivators and facilitators who are able to encourage students to see entrepreneurship as an interesting and meaningful career path (Abdesselam et al., 2018; Dalibozhko et al., 2018; Gurău, C., & Dana, L. P. (2018)). With the right approach, teachers can connect theory with real practice so that students have a clear picture of opportunities and challenges in the business world.

The importance of entrepreneurial intentions for vocational school students is also directly correlated with the grand vision of Golden Indonesia 2045, which targets Indonesia to become a developed country with a highly competitive economy. With strong MSME growth, Indonesia has a great opportunity to reduce the unemployment rate, increase per capita income, and create a more prosperous society. MSMEs have been the backbone of Indonesia's economy, contributing more than 60% of the Gross Domestic Product (GDP) and absorbing more than 97% of the workforce in Indonesia, according to data from the Ministry of Cooperatives and SMEs (2023). If vocational school students can be directed to entrepreneurship, they will become a new force in strengthening the MSME sector, supporting inclusive economic development, and encouraging innovation in various fields.

In addition, entrepreneurs who develop among vocational school students can directly support the achievement of the Sustainable Development Goals (SDGs), especially SDG 4: Quality Education and SDG 8: Decent Work and Economic Growth. Entrepreneurship education not only provides technical skills but also builds the innovative mindset necessary to create decent jobs and sustainable economic growth. By creating young entrepreneurs, vocational schools can also contribute to SDG 10: Reduced Inequalities, because entrepreneurs are able to empower people at various levels and create a positive social impact (Vyas & Vyas, 2019). Ideally, vocational school students with high entrepreneurial intentions will be change actors who are able to bring Indonesia towards a brighter and more sustainable future.

Although entrepreneurship education has become the main focus in the curriculum in many vocational schools in Indonesia, the reality is that many students are still not interested in entrepreneurship. According to a survey conducted by the Ministry of Education and

Culture (2022), only about 20% of vocational school students show interest in starting a business after graduation, while most prefer to find a job in a company or government agency (Hassan et al., 2020; Soomro et al., 2021). This shows that there is a gap between the expected goals of entrepreneurship education and the real entrepreneurial intention among students (Agarwal et al., 2020; Anwar et al., 2021). One of the factors is the lack of motivation and interesting entrepreneurial learning, as well as the lack of relevant hands-on experience in running a business. Thus, although entrepreneurship curricula already exist, its implementation is often insufficient to arouse a strong entrepreneurial spirit in students.

Teacher behavior plays an important role in shaping students' interest and entrepreneurial intentions, but the reality is that not all teachers have behaviors that support this. According to research by Braun et al., (2020); and Chang, (2020) only about 35% of teachers in vocational schools apply entrepreneurship-based learning methods effectively, with most still using conventional approaches that are less able to stimulate students' creativity and innovation. Teachers' behavior that is less inspiring or does not provide concrete examples in entrepreneurship can also hinder the formation of entrepreneurial character in students. This is in line with the findings MacIntyre et al., (2020) which shows that teachers who do not have direct experience in the world of business or entrepreneurship tend to have difficulty inspiring students. Therefore, a paradigm shift is needed in the way entrepreneurship is taught, where teachers not only convey theories but also invite students to be directly involved in the entrepreneurial process, both through real business practices and collaboration with business actors.

To overcome the low interest of vocational school students in entrepreneurship, the main strategy that can be done is through improving the quality of entrepreneurship learning (Hägg & Gabrielsson, 2020; Lynch et al., 2021; Wardana, Narmaditya, et al., 2020). Project-based learning (*Project-based learning*) and direct collaboration with the industrial world can be an effective solution. According to (Gianiodis & Meek, 2020) Learning methods that involve students in real business simulations are proven to be able to improve entrepreneurial skills and foster their interest in entrepreneurship. With this approach, students not only learn theory, but also understand real practices in managing a business, from planning, producing, to marketing products or services. This step is in line with the vision of vocational education which aims to create a skilled workforce as well as competitive young entrepreneurs (Gairola, 2019; Hernández-Sánchez et al., 2019).

The importance of entrepreneurship learning for vocational school students not only serves to build technical skills, but also forms an entrepreneurial mindset (*Entrepreneurial*

Mindset). This mindset includes the courage to take risks, the ability to identify opportunities, and the ability to solve problems creatively. Research Galvão et al., (2020) shows that students who are exposed to intensive entrepreneurial learning are more likely to have a high intention to start a business compared to students who do not get the learning. Therefore, entrepreneurship learning must be a priority with a more innovative and adaptive approach to market needs.

In addition to learning methods, teacher behavior is a crucial factor in shaping students' entrepreneurial intentions (Alhebaishi, 2019; Moreira-Fontán et al., 2019). Teachers who are able to provide real examples in the world of entrepreneurship can be an inspiration for students. For example, research Salaxiddinovna, (2022) found that students are more motivated to be entrepreneurial if their teachers actively share personal experiences about running a business or provide real case studies of business success. Teachers who have hands-on experience in the business world also tend to better understand relevant challenges and opportunities, so they are able to guide students in a more practical and applicable way (Corbin et al., 2019; Greenier et al., 2021; Jones & Tinubu, 2021).

The benefits of inspirational teacher behavior not only increase student motivation but also help build a strong entrepreneurial character. Teachers who demonstrate a proactive, innovative, and solution-oriented attitude will encourage students to imitate such behavior. Study by (Moreira-Fontán et al., 2019; Salaxiddinovna, 2022) revealed that inspirational teacher behavior is positively correlated with increased creativity and students' confidence in running small businesses. Teachers can be role models that show that entrepreneurship is a profession that not only provides economic benefits but also significant social contributions (Corbin et al., 2019).

The implementation of this strategy not only has an impact on increasing students' entrepreneurial intentions, but also supports the achievement of SDG 4: Quality Education and SDG 8: Decent Work and Economic Growth. With effective entrepreneurship learning and inspirational teachers, vocational school students can be prepared to become independent and highly competitive young entrepreneurs. This will contribute to strengthening the MSME sector which is the backbone of the Indonesian economy, as well as creating a more productive and innovative society (Aldrup et al., 2020; Greenier et al., 2021; Martínez-Montegudo et al., 2019). This strategy requires continuous support from various parties, including governments, educational institutions, and the industrial world, to create a comprehensive entrepreneurship education ecosystem.

Research related to entrepreneurial learning strategies and teacher behavior has been carried out a lot, especially in the context of developing entrepreneurial intentions in the educational environment. One of the main theories underlying this study is Theory of Planned Behavior (TPB) by (Krueger, 2003) which explains that an individual's intention to behave in a certain way is influenced by attitudes towards behavior, subjective norms, and perceptions of behavioral control. In the context of entrepreneurship education, TPB is used to understand how teacher learning and behavior can form positive attitudes, strengthen entrepreneurial norms, and increase students' confidence to start a business. Previous research such as by (Krueger et al., 2000) It shows that entrepreneurship-based learning significantly increases student intention, but is still limited to a theoretical approach without involving contextual project-based practices.

Although there have been many studies that support the relationship between learning strategies and entrepreneurial intentions, this study finds a gap related to the integration of teacher behavior as an important factor in the model of student intention formation, especially at the vocational school level. Most of the research still focuses on aspects of curriculum and learning design, without further exploring how teachers can be *role models* that have a direct impact on the formation of students' entrepreneurial mindsets. In addition, the TPB approach is often partially implemented, without examining the interaction between the components of the learning strategy and teacher behavior. This research offers a new contribution by integrating these two factors in the framework of SDGs, as well as correlating findings with the goals of the SDGs, especially SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth). The novelty of this research is the identification of the role of teacher behavior as a key element in the formation of entrepreneurial intentions, which has not been studied in depth in the context of vocational education.

This research presents *novelty* by integrating two key aspects in entrepreneurship education, namely entrepreneurial learning strategies and teachers' behavioral contributions, in shaping the entrepreneurial intentions of vocational school students. This approach is based on the Theory of Planned Behavior (TPB) which connects intentions with attitudes, subjective norms, and perceptions of behavior control. However, previous studies tended to separate the teacher's learning role and behavior without looking at the interaction between the two. This research also provides a new perspective by highlighting the importance of teachers as *role models* in building students' *entrepreneurial mindset*. In the context of vocational schools, which are designed to produce graduates who are ready to work as well as entrepreneurs, this integration is a relevant and significant update.

The urgency of this research lies in the urgent need to increase the entrepreneurial interest of vocational school students as one of the pillars towards Golden Indonesia 2045. Based on data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), only about 7% of vocational school graduates choose the entrepreneurial path, a figure that is still far from ideal. In fact, the entrepreneurship sector is one of the main drivers of the national economy, especially in supporting SDG 8: Decent Work and Economic Growth. Teachers as the driving force of entrepreneurial learning play a strategic role in creating an educational ecosystem that is able to foster entrepreneurial intentions. Without improvements in this aspect, the target of creating millions of productive young entrepreneurs is difficult to achieve.

The implications of this study are very broad and significant. The findings of this study are expected to provide new insights for education policymakers, especially in designing more innovative and practical entrepreneurship learning strategies. Teachers can be involved in training to improve their competence as facilitators as well as entrepreneurial inspirers. In addition, the results of this research can also be a reference for vocational education institutions to design a curriculum that is not only oriented to vocational techniques, but also builds students' entrepreneurial character. These implications are in line with SDG 4: Quality Education, which promotes inclusive and quality education for all.

With the implementation of effective learning strategies and teacher behavior, vocational school students can become the younger generation who are not only ready to enter the job market but also able to create jobs. This research contributes to efforts to increase the competitiveness of Indonesia's young generation at the global level, especially in facing the challenges of the digital era and the industrial revolution 4.0. By producing vocational school graduates who have a strong intention to be entrepreneurial, not only the SDGs can be achieved, but also the creation of a sustainable and inclusive entrepreneurial ecosystem for the future of the nation.

2. LITERATURE REVIEW

Entrepreneurship Learning

Entrepreneurship learning is an educational process designed to improve students' understanding, skills, and attitudes towards entrepreneurship through theoretical and practical approaches. According to Shepherd et al., (2020), this learning involves methods as diverse as case studies, problem-based projects, business simulations, and internships, with the aim of forming an entrepreneurial mindset (*Entrepreneurial*

Mindset). In the context of vocational schools, entrepreneurship learning not only aims to instill basic business concepts, but also develops creativity, innovation, and risk-taking abilities that are relevant to the world of work and business. With a relevant and contextual approach, entrepreneurship learning contributes to the achievement of SDG 4 (Quality Education) by providing skills-based education that supports sustainable economic development.

Teacher Behavior

Teacher behavior in the context of entrepreneurship education refers to the actions, attitudes, and approaches shown by teachers in motivating, directing, and assisting students to understand and apply the concept of entrepreneurship. According to Bandura (1986) in *social learning theory*, teachers play the role of role models who provide real examples through actions, communication, and attitudes that reflect entrepreneurial values. Behaviors such as providing motivation, sharing experiences, and providing hands-on practical guidance are essential in building students' enthusiasm and confidence to start a business. In vocational education, inspirational and supportive teacher behavior not only increases students' understanding of entrepreneurship but also encourages the formation of character values that are relevant to the business world.

Entrepreneurial Intention

Entrepreneurial intention is a person's mental commitment to start and manage a business that is based on belief, positive attitude, and motivation to create new value. In the *Theory of Planned Behavior (TPB)* theory put forward by Ajzen (1991), entrepreneurial intention is influenced by three main factors: attitudes towards entrepreneurship, subjective norms, and the perception of behavioral control. In vocational school students, entrepreneurial intentions reflect awareness and willingness to utilize the skills that have been learned in entrepreneurship education as capital to be economically independent. This intention is also an important indicator to encourage the growth of the micro, small, and medium enterprises (MSMEs) sector, which is in line with SDG 8 (Decent Work and Economic Growth), through the creation of innovative and inclusive jobs.

Sustainable Development Goals

The operational definition of *the Sustainable Development Goals (SDGs)* is a series of 17 global goals adopted by all members of the United Nations (UN) in 2015 to address the various social, economic, and environmental challenges facing the world, with a target of achievement by 2030. The SDGs aim to achieve inclusive and equitable sustainable development, including aspects of poverty alleviation, gender equality, access to quality education, and environmental protection. Indicators used to measure the achievement of the SDGs include: 1) *Reduction in Poverty Rate*, which shows a decrease in the percentage of the population living below the poverty line; 2) *Access to Quality Education*, which is the proportion of children who complete primary and secondary education; 3) *Gender Equality*, which is measured through women's participation in leadership positions; 4) *Environmental Sustainability*, which includes reducing greenhouse gas emissions and sustainable use of natural resources; and 5) *Economic Growth*, which is expressed through the growth of gross domestic product (GDP) per capita. These indicators provide a comprehensive picture of progress towards achieving the SDGs as a whole.

3. METHODS

In this study, a systematic literature *review* (SLR) was used which discussed the problem of Entrepreneurship Learning Strategies and Contribution of Teacher Behavior in the Formation of Entrepreneurial Intentions of Vocational High School Students. A research approach that aims to collect, evaluate, and synthesize existing evidence from previous research systematically. SLRs are conducted to provide a deeper understanding of a topic and identify existing research gaps. In the context of this research, SLR will be used to explore the relationship between Entrepreneurship Learning; Teacher Behavior; Entrepreneurial Intention and their contribution to the achievement of the SDGs

Secondary data sources obtained are in the form of articles from reputable journals with a predetermined theme. The literature search in this literature study uses Springer, Elsevier, and MDPI databases. The search for publication articles on the search engine (Search Engine) above uses keywords, namely: " Entrepreneurship Learning; Teacher Behavior; Entrepreneurial Intention". The search process or search process is used to obtain relevant sources to answer the problem formulation / Research Question (RQ) and other related references using Search Engine Dimensions (<https://www.emerald.com/insight/>).

After determining the research question, the next step is to establish the inclusion and exclusion criteria for the research to be included in the SLR. These criteria include:

Inclusion Criteria:

- The study was published in a peer-reviewed journal.
- The study focuses on Entrepreneurship Learning, Teacher Behavior, and Entrepreneurial Intention.
- Publications published in the period from 2018 to 2024.

Exclusion Criteria:

- Articles that are not relevant to the research topic.
- Non-empirical research.
- Documents that are not available in English or the specified language.

After getting a list of relevant articles, make a selection by:

- Read the title and abstract of each article to determine relevance.
- Checking the full content of articles that meet the inclusion criteria.
- Noting the reasons for excluding irrelevant articles.

Once the relevant articles are selected, the next step is data collection. The data collected includes:

- Information about the purpose of the research.
- Methods used in the research.
- The main findings are related to Entrepreneurship Learning, Teacher Behavior, and Entrepreneurial Intention.
- The conclusion drawn by the author.

The last step is to perform Data Analysis and Synthesis by:

- Group findings based on emerging themes or categories.
- Identify patterns, similarities, and differences between existing research.
- Noting research gaps that can be used as a basis for further research

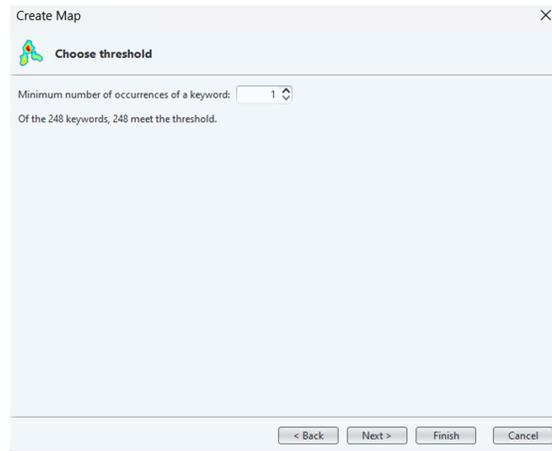


Figure 3. Article Filtering Flow Chart

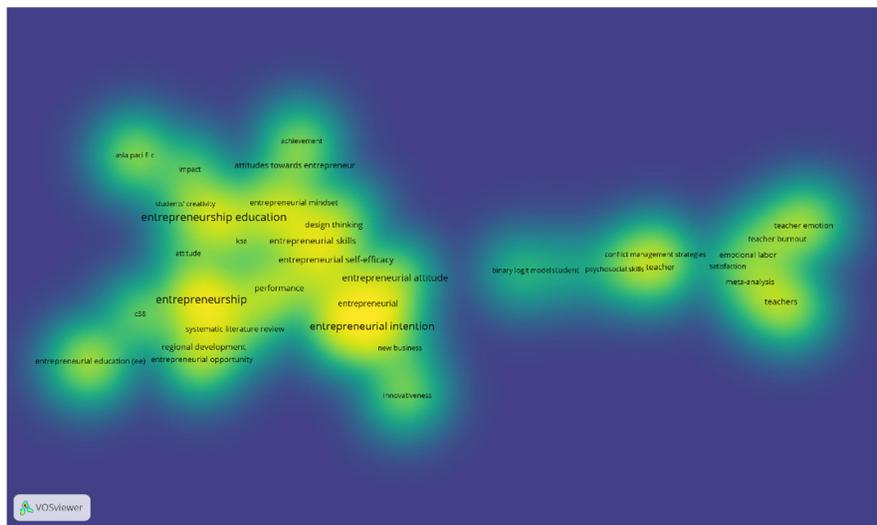


Figure 4. 7 references retrieved and reviewed

The results of bibliometric analysis through VOSviewer show that there are three main clusters that are interrelated in the context of entrepreneurship education and entrepreneurial intention. The first cluster focuses on entrepreneurial intention, entrepreneurial attitude, and entrepreneurial self-efficacy, which illustrates the importance of psychological factors in shaping a person's intention to be entrepreneurial. The second cluster emphasizes entrepreneurship education, including elements such as entrepreneurial mindset, skills, and creativity of students. Meanwhile, the third cluster highlights the role of teacher behavior, teacher behavior, and teachers' emotional strategies that support learning. These three clusters are interconnected, showing a strong relationship between entrepreneurship education, teacher behavior, and the formation of entrepreneurial intentions.

The correlation of these bibliometric results with the research entitled "Entrepreneurial Learning Strategies and Contribution of Teacher Behavior in the Formation of Entrepreneurial Intentions of Vocational School Students" is very relevant. Clusters related to entrepreneurship education support the focus of research on effective learning strategies in vocational schools, especially in developing students' entrepreneurial mindset and skills. The cluster that highlights teacher behavior shows the importance of the role of teachers as role models and drivers of student motivation for entrepreneurship. In addition, clusters that focus on entrepreneurial intention reinforce the importance of internal factors such as attitudes, motivation, and self-efficacy formed through entrepreneurial learning and interaction with teachers.

This research fills the literature gap by integrating entrepreneurial learning strategies and the contribution of teacher behavior in shaping the entrepreneurial intention of vocational school students. Most previous studies have tended to address aspects of entrepreneurship education or teacher behavior separately, without linking the two in one whole framework. Therefore, this study offers a comprehensive approach, especially in the context of vocational education in Indonesia, with important implications for the development of more adaptive education policies and supporting students' readiness to face the challenges of the world of work.

The review of selected articles addresses the research question regarding the distribution of journals discussing Entrepreneurship Learning; Teacher Behavior; Entrepreneurial Intention, as follows:

Table 1. Distribution of related journals on Entrepreneurship Learning; Teacher Behavior; Entrepreneurial Intention

No	Journal Name	Journal Link	Indexation	Total
1	The International Journal of Management Education Elsevier	The International Journal of Management Education Elsevier	Elsevier	3
2	International Journal of Educational Development	International Journal of Educational Development Elsevier	Elsevier	2
3	Sustainability	Sustainability MDPI	MDPI	2

Source : processed by researchers, 2024

5. DISCUSSION

Effective Entrepreneurship Learning Strategies Can Increase The Entrepreneurial Intention of Vocational School Students

Entrepreneurship learning strategies play a key role in shaping the entrepreneurial intentions of vocational school students. Through a well-designed approach, entrepreneurship learning focuses not only on theory, but also on practice and skill development to encourage students to think creatively and innovatively. Research by Wardana et al., (2024) shows that experiential entrepreneurship learning is able to increase students' interest in becoming entrepreneurs through a deep understanding of the challenges and opportunities of the business world. Thus, an effectively designed learning strategy can be the main catalyst in increasing students' motivation to be entrepreneurial.

One of the effective entrepreneurial learning strategies is a project-based approach or *Project-based learning* (PBL). This approach encourages students to learn through real projects that are relevant to the world of entrepreneurship (Juwairia Juwairia et al., 2023; Setiawan et al., 2022; Wicaksono Ardiansyah et al., 2023). Through PBL, students are invited to identify problems, design solutions, and carry out business projects independently or in groups. According to research by Wardana, Purnama, et al., (2020) PBL has a positive impact in improving students' critical and creative thinking skills, which is an important element in building entrepreneurial intentions. In addition, students who are involved in PBL feel more confident because they can directly apply the knowledge gained in a real context.

In addition, learning strategies based on business simulations and games have proven to be effective in building students' interest in entrepreneurship. This method allows students to simulate business activities, such as financial management, decision-making, and risk management. A study Sulistyowati et al., (2024) found that business simulations can increase student engagement and provide an in-depth understanding of the complexities of entrepreneurship. By presenting situations that resemble the real world, these strategies help students develop analytical and problem-solving skills, which ultimately form a strong intention to be entrepreneurial.

In the digital era, the use of technology in entrepreneurship learning has become very relevant. E-learning platforms, business simulation applications, and social media can be used to enhance the student learning experience. For example, research by Khare, (2023); Purnama et al., (2021); Ritz et al., (2019) demonstrate that technology-based

learning can increase student interest and engagement by providing access to global resources, professional networks, and cross-border collaboration opportunities. With the integration of technology, vocational school students can better understand the opportunities of the digital market and create business innovations that are relevant to the needs of the times.

Collaboration with Industry and Business Practitioners
Collaboration between schools, industry, and business practitioners is also an important strategy in entrepreneurship learning. Internship programs, company visits, and seminars with successful entrepreneurs can provide students with practical insights into how businesses are run. Research by Radovanović et al., (2020) demonstrate that hands-on experience and role models *role model* can strengthen students' confidence in their ability to be entrepreneurial. Thus, the involvement of industry and practitioners in the learning process can increase students' motivation to start their own businesses.

Synergy of Approaches to Increase Entrepreneurial Intention
An effective entrepreneurial learning strategy must integrate various approaches, such as PBL, business simulation, use of technology, and collaboration with industry. This combination not only provides a well-rounded learning experience but also ensures that students have the technical skills, confidence, and motivation to become entrepreneurs. Research by Prabhu, (2020) shows that holistic entrepreneurship learning has a significant impact on students' entrepreneurial intentions. Therefore, entrepreneurship learning in vocational schools must be designed comprehensively to ensure that students not only understand the theory but also have the practical skills to succeed in the business world.

To What Extent Does Teacher Behavior Affect The Entrepreneurial Intention of Vocational School Students

Teacher behavior has a significant influence in shaping the entrepreneurial intention of vocational school students. Teachers not only play the role of educators, but also as facilitators, motivators, and role models who can influence students' mindset towards entrepreneurship. Research by Alzahrani et al., (2019) shows that students are more motivated to become entrepreneurs when teachers show a proactive, supportive, and inspirational attitude in learning. Teacher behavior that is able to build a positive learning atmosphere can foster students' confidence to develop their potential as entrepreneurs.

Teachers who act as entrepreneurial role models have a big impact on students' entrepreneurial intentions. Teachers' exemplary attitude in demonstrating a creative, innovative, and solution-oriented attitude can inspire students to adopt a similar mindset. Research Valente et al., (2019) states that individuals tend to imitate the behavior they see in authority figures. In the context of vocational schools, teachers who provide real-life examples of how entrepreneurship can be an exciting and sustainable career will encourage students to visualize themselves as entrepreneurs in the future. Teacher behavior that supports student independence and creativity also has a significant influence on entrepreneurial intentions. Teachers who give students the freedom to explore business ideas, make decisions, and learn from failures help build entrepreneurial character (Atmaca et al., 2020; Chen, 2019; Jennings et al., 2019). According to research (Smell & Lay, 2020) Students who are given the opportunity to take the initiative tend to have higher entrepreneurial intentions. This approach encourages students to think critically and dare to take risks, which are important characteristics of an entrepreneur.

The interaction between teachers and students in the entrepreneurial learning process also plays an important role in shaping entrepreneurial intentions. Teachers who interact intensively and provide constructive feedback to students can increase their motivation to be entrepreneurial. A study by Nopembri & Sugiyama, (2021) found that quality interaction between teachers and students creates a sense of comfort in learning, so students are more motivated to develop their interests and entrepreneurial skills. This emphasizes the importance of effective communication and supportive relationships between teachers and students. Teachers who are able to instill a positive attitude towards risk have a significant role in building students' entrepreneurial intentions (Aldrup et al., 2020; Greenier et al., 2021; Martínez-Monteaudo et al., 2019). Students are often afraid of facing the risks inherent in the business world, but teachers can overcome this fear by showing that risk is part of the learning process. According to research by Corbin et al., (2019) Teachers who encourage students to take risks with the right strategies can help them develop the courage to start a business. This positive attitude towards risk then translates into a stronger entrepreneurial intention.

Teachers' behavior will be more effective if it is supported by a conducive school environment. Teachers who show a supportive attitude, provide clear direction, and motivate students need to be supported by adequate school facilities, such as entrepreneurship laboratories and entrepreneurship training programs. Research Jones & Tinubu, (2021) said that the combination of inspirational teacher behavior and a

supportive learning environment creates a synergistic effect in increasing students' entrepreneurial intentions. Therefore, proactive teacher behavior must be balanced with school policies that support holistic entrepreneurship learning.

6. CONCLUSION

The results of this literature review show that effective entrepreneurial learning strategies and inspirational teacher behavior have a significant influence on the formation of entrepreneurial intentions of vocational school students. Learning strategies that emphasize practical approaches, such as *project-based learning* and business simulations, have been shown to be able to increase students' interest and entrepreneurial skills. In addition, learning that utilizes technology and collaboration with the business world also has a positive impact on students' readiness to face the challenges of the world of work and business.

Teacher behavior that is supportive, innovative, and provides a real example in entrepreneurship can build students' motivation and confidence to be entrepreneurial. Teachers who create a positive learning atmosphere and encourage student independence play a key role in building an entrepreneurial mindset. The combination of structured learning strategies and proactive teacher behavior results in a synergistic impact in shaping students' entrepreneurial intentions, which can ultimately increase the success of entrepreneurship education programs at the vocational school level.

LIMITATION

This research has several limitations that need to be considered. First, the scope of the literature reviewed may not be fully representative of all entrepreneurial education contexts, especially in terms of cultural variations and educational policies in different countries. Second, this study focuses on theoretical and empirical literature without involving primary data, so that the results are more generalized. Third, the relationship between learning strategies, teacher behavior, and students' entrepreneurial intentions has not been quantitatively analyzed, which allows for limitations in understanding the level of influence of each variable. These limitations provide opportunities for further research with more in-depth and thorough methods.

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