

ENTREPRENEURIAL MINDSET AND STRATEGIC PLANNING WORKSHOPS FOR YOUTH STARTUPS

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Abstract

Youth empowerment through entrepreneurial activities is a crucial strategy for addressing unemployment and increasing community economic independence. This study aims to examine in-depth the contribution of entrepreneurial mindset and strategic planning training to supporting the growth and sustainability of startups initiated by the younger generation. Using a literature review method, this research explores various scientific studies, community service reports, and best practices in implementing entrepreneurship training in various regions. The results indicate that training focused on strengthening an entrepreneurial mindset can foster proactive attitudes, risk tolerance, and an innovative spirit in young participants. Meanwhile, strategic planning training equips them with essential skills in setting business goals, managing resources, and developing competitive strategies. In the context of community service, these findings underscore the importance of participatory, contextual, and sustainable training program design to have a long-term impact on developing youth entrepreneurial capacity and improving the welfare of local communities.

Keywords: entrepreneurial mindset, strategic planning, youth entrepreneurship, community service, startup training

INTRODUCTION

In today's era of rapid globalization and digital transformation, young people face complex challenges navigating the world of work and economic life. Changes in the labor structure, characterized by increasing automation, labor market flexibility, and shifting competency requirements, have trapped many young people in economic uncertainty, unemployment, or informal employment that offers no long-term prospects (Hanidah et al., 2024a). On the other hand, young people possess enormous potential as agents of change,

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creative, innovative, and adaptable to technology. This potential makes developing youth entrepreneurship a key strategy for increasing the economic participation of young people and strengthening the nation's competitiveness in the future.

Entrepreneurship is not merely understood as a profit-oriented economic activity, but also as a creative process that creates value and solutions to various social, environmental, and economic challenges (N et al., 2021). In the context of youth, becoming an entrepreneur offers a concrete alternative for achieving economic independence and building a more inclusive and sustainable future. However, to become a successful entrepreneur, young people need more than just passion or desire. They need the right mindset and strategic skills to face the challenges and uncertainties inherent in the business world. This is where a structured, educational and participatory approach is crucial, one of which is through training or workshops specifically designed to develop an entrepreneurial mindset and strategic planning skills.

An entrepreneurial mindset is a mental foundation that enables someone to think visionarily, dare to take risks, be resilient in the face of failure, and continue to seek opportunities despite limitations (Rahman et al., 2025). This mindset is crucial to instill from an early age because it is key to navigating the complexities of business and the demands of a rapidly changing era. Many studies show that the long-term success of a startup is greatly influenced by the mindset of its founder. Without an understanding of the importance of innovation, resilience, and continuous learning, startups tend to stagnate or fail in their early stages (Prof. Ehtesham & Aaisha, 2024). Therefore, strengthening an entrepreneurial mindset among young people is not simply an additional soft skill, but an essential element in building a business foundation that can withstand the pressures and dynamics of the business ecosystem.

However, possessing an entrepreneurial mindset alone is insufficient without being balanced with mature and systematic planning skills. Strategic planning serves as a guide for business development, from market identification and competitive advantage mapping to resource allocation and decision-making based on risk and opportunity analysis (Lusha, 2025). Unfortunately, in many cases, young people starting businesses often proceed without a clear plan, relying on intuition or copying trends without considering long-term sustainability and competitiveness. As a result, many startups fail to survive for more than one or two years. Weak strategic planning also impacts the inability to access funding, minimal collaboration, and difficulty responding to market dynamics.

Therefore, the need for community-based training programs focused on developing an entrepreneurial mindset and strategic planning is increasingly pressing. Workshops are an effective intervention because they provide an interactive space for participants to learn from experience, conduct business simulations, and develop realistic and applicable business plans. Workshops, designed with a participatory approach, case studies, and personal mentoring, can enhance participants' understanding of the real challenges of entrepreneurship while also fostering the support networks necessary for building and sustaining businesses. Through these activities, young people gain not only theoretical knowledge but also practical skills that can be directly applied in developing their businesses.

In addition to serving as a medium for transferring knowledge and skills, workshops also serve as an empowerment platform that fosters self-confidence, motivation, and leadership in participants. In a society that often marginalizes youth potential or views them as a burden, such training programs provide an opportunity to demonstrate that youth are subjects of development capable of creating positive change in their communities. These activities not only impact individual capacity but also encourage the growth of a more vibrant, collaborative, and sustainable local entrepreneurial ecosystem (Lusha, 2025). In the long term, this contributes to strengthening the people's economy and achieving sustainable development goals at the community level.

Based on the above explanation, this research aims to in-depth examine how workshops on entrepreneurial mindset and strategic planning can have a tangible impact on young people who want to start or develop start-up businesses. This research also aims to evaluate the effectiveness of the training approach used, understand changes in participants' attitudes and behaviors after the training, and identify supporting and inhibiting factors in program implementation at the community level. The results of this study are expected to provide theoretical and practical contributions to the development of entrepreneurship-based youth empowerment programs, serving as a reference for training institutions, communities, and the government in designing interventions that are more responsive to the needs of the younger generation. Thus, investing in shaping youth mindsets and entrepreneurial strategies will be a crucial foundation for building a more inclusive, resilient, and highly competitive economic future.

RESEARCH METHOD

This research uses a literature review method as the primary approach to data collection and analysis. The literature sources reviewed include scientific journals, academic books, international organization reports, and publications from relevant entrepreneurship training institutions. The selected literature focuses on training that integrates entrepreneurial mindset development and strategic planning skills in the context of youth startups.

The review process involved identifying key topics, systematically reviewing successful training practices, and conducting a thematic analysis of factors influencing training effectiveness. This research also took into account the diverse geographic and socioeconomic contexts of the programs studied to gain a more comprehensive understanding of the dynamics of youth entrepreneurship training globally.

The validity of the study was maintained through the selection of reliable sources and critical analysis of the methodology and results reported in each study. This descriptive-analytical study aims to summarize key findings and offer insights that can be used as a basis for developing more effective and sustainable entrepreneurship training programs for youth.

RESULT AND DISCUSSION

Integrating Entrepreneurial Mindset and Strategic Planning in Training Programs

The integration of entrepreneurial mindset and strategic planning in a training program requires a comprehensive, systematic approach based on a deep understanding of the entrepreneurial characteristics of the younger generation and the dynamics of the ever-evolving business environment. These two elements, although often discussed separately, are essentially complementary, forming a solid foundation for individual readiness not only to create business opportunities but also to manage them sustainably and competitively. In the context of community training, particularly for young startup entrepreneurs, it is crucial to design programs that not only teach technical or procedural skills but also instill an integrated mindset and strategic thinking skills (Hanidah et al., 2024b).

An entrepreneurial mindset refers to a set of mental attitudes, values, and habits that encourage an individual to view challenges as opportunities, take initiative, innovate, and take calculated risks. This mindset encompasses a growth orientation, adaptability, persistence, and a willingness to continuously learn from failure (Daspit et al., 2023). On the other hand, strategic planning

emphasizes the ability to formulate long-term goals, analyze internal and external strengths and weaknesses, and design tactical steps to achieve a predetermined business vision. If an entrepreneurial mindset is the driving force and source of inspiration, then strategic planning serves as a roadmap that directs every decision and action toward sustainable success. The two are interconnected in a dynamic entrepreneurial cycle.

Designing a workshop that synergistically integrates these two components requires a theoretical approach based on an active, constructivist, and experiential learning model. One relevant model in this context is Kolb's Experiential Learning Cycle, which outlines learning as an iterative process consisting of four stages: concrete experience, reflection, abstract conceptualization, and active experimentation (Larsen, 2022). With this model, training can be designed through simulation experiences or real-life case studies that require participants to directly apply entrepreneurial thinking, reflect on the process, formulate strategic principles based on these experiences, and experiment with new approaches in group or individual projects. Through this approach, participants not only cognitively understand the theory but also develop a relevant and contextualized practical understanding.

In workshops, integration can begin at the material planning stage, by developing training modules that don't strictly differentiate between sessions on developing an entrepreneurial mindset and strategic planning. Instead, both aspects are integrated into each training session. For example, a session on identifying market opportunities could begin with stimulating creative and innovative thinking to foster an entrepreneurial mindset, followed by a SWOT analysis or other strategic tools to deepen the plan for exploiting those opportunities. In this approach, the facilitator acts as a learning facilitator rather than simply an instructor, helping participants construct meaning independently through discussion, reflection, and collaboration (Baggen et al., 2021).

It is also important to consider the local context and participant characteristics. Young people from different socio-economic backgrounds bring diverse perceptions, motivations, and aspirations to entrepreneurship. Therefore, training programs should be designed with principles of inclusivity and contextual relevance (Colombelli et al., 2022). A needs-based approach can be used to explore the challenges and potential faced by participants before designing training sessions. This will enable facilitators to frame the material more meaningfully, linking the formation of an entrepreneurial mindset to

participants' life goals, and making strategic planning a tool for realizing their aspirations in a real-world context.

Furthermore, training should adopt a transdisciplinary approach that combines elements of entrepreneurship, strategic management, motivational psychology, and self-development. Learning about business vision and mission, for example, should be discussed not only as a managerial framework but also as a means of personal reflection to help participants articulate their values and life goals. Thus, participants are encouraged not only to create a technical business plan but also to internalize the strategic process as part of a meaningful entrepreneurial journey. This approach encourages emotional engagement, strengthens intrinsic motivation, and fosters a sense of ownership in the projects they design. Evaluation of this training program must also be designed to reflect the integration of both components. Assessment should not be solely based on final outputs such as business proposals or business plan presentations, but should also assess participants' learning processes, critical and reflective thinking skills, and changes in attitudes and mindsets (Colombelli et al., 2022). Evaluation rubrics can be developed to measure indicators such as creativity in problem-solving, acuity in situational analysis, alignment between personal values and business goals, and the ability to formulate realistic strategic steps. Formative assessments through reflective journals, group discussions, and peer feedback also need to be developed to ensure a holistic learning process (Winborg & Hägg, 2023).

Ultimately, integrating entrepreneurial mindset and strategic planning into training is not simply about integrating the two components into one curriculum, but about creating a learning ecosystem that supports the growth of visionary, reflective, and resilient young entrepreneurs. By designing training that is experience-based, process-oriented, and rooted in the needs of participants, the workshop will not only produce strong business plans but also produce a generation of young people with the courage to dream big and the ability to realize them strategically and sustainably.

Literature Review on the Effectiveness of Entrepreneurship Workshops for Youth

Literature review on the effectiveness of entrepreneurship workshops for youth is crucial in understanding how specifically designed training can shape an entrepreneurial mindset, improve business skills, and build readiness for establishing and managing startups (Fubah et al., 2025). In recent years, the issue of youth unemployment and the need for innovation in job creation have

prompted many institutions, both government and private, to organize entrepreneurship training. Such workshops are typically designed not only to transfer technical knowledge but also to instill an entrepreneurial mindset that is risk-tolerant, proactive, and able to identify and exploit business opportunities amidst rapid social and economic change.

Previous studies have shown that entrepreneurship training plays a significant role in shifting the mindset of youth from being job seekers to being job creators. A study by Kim et al., 2020, for example, highlighted how entrepreneurship education interventions at the university level can influence students' long-term entrepreneurial aspirations. This aligns with other research findings, which show that experientially designed training through case studies, business simulations, and collaborative projects is more successful in driving attitudinal and behavioral changes than passive lecture-based training. Furthermore, mentor involvement, group dynamics, and the relevance of the training material to the local context also determine the success of training in fostering an authentic entrepreneurial spirit.

Training effectiveness can also be measured by the development of technical and managerial skills acquired by participants. Several studies, such as those conducted by (Brüne & Lutz, 2020; Jardim et al., 2021), using cross-country studies, underscore the importance of training that balances basic business theory with practical skills such as business plan development, market analysis, financial management, and business communication. For young people, especially those from low-income backgrounds, entrepreneurship training provides a crucial bridge to accessing knowledge previously unavailable through formal education. Workshops that provide participants with hands-on opportunities to develop their business ideas, receive feedback, and test small-scale business models have proven more successful in building confidence and operational readiness for starting a business.

Furthermore, the effectiveness of the workshop was also evident in the participants' increased readiness to establish a startup, both in terms of planning and implementation. A study by (Brüne & Lutz, 2020) found that entrepreneurship training has a long-term impact on the probability of starting a business, especially when complemented by components of network development, business incubation, and support for access to seed capital. A similar study by (Agarwal et al., n.d.) found that young people who participated in an intensive, multi-week workshop with an interactive, project-based approach showed significant improvements in business readiness indicators, such as the ability to create a pitch deck, determine market segmentation, and

understand the dynamics of small business legality. However, several studies also note that the success of training is highly dependent on the continuity of post-training support, such as follow-up coaching, entrepreneurial community development, and opportunities to participate in relevant competitions or business exhibitions.

In the Indonesian context, literature studies conducted by several research institutions and universities indicate that the effectiveness of entrepreneurship workshops increases when the training is tailored to local characteristics and participant needs. Programs that simply adopt international curricula without adaptation often fail to address the real challenges faced by youth in the local business ecosystem, such as limited digital infrastructure, regulatory barriers, or limited market access. On the other hand, training designed based on a participatory approach, involving local case studies, and leveraging regional economic potential has been proven to create a more sustainable impact. A study by the National Research and Innovation Agency showed that training delivered through a community approach, particularly in rural and semi-urban areas, can increase economic inclusion and reduce dependence on the informal sector (Ataei et al., 2020).

Overall, the literature study indicates that holistically designed entrepreneurship workshops that combine mindset change, skill development, and business readiness development have significant potential to empower youth as agents of economic transformation. Their effectiveness is strongly influenced by the quality of the training design, the relevance of the content, active learning methods, and the support of the accompanying ecosystem. Therefore, when designing entrepreneurship training interventions, it is important to focus not only on the content and duration of the training, but also on the sustainability and connectedness of participants to the real world of entrepreneurship. Recommendations from various studies also suggest long-term impact evaluation and the development of evidence-based training models to ensure that any investment in entrepreneurship programs truly produces resilient and innovative young entrepreneurs.

A Literature Review-Based Community Service Program Model

A literature review-based community service program model is an approach that integrates scientific findings as the primary basis for designing concrete activities aimed at empowering communities (Kalantari et al., 2021). This approach ensures that the designed program is not only theoretically relevant but also practically effective because it is rooted in experience and

evidence from various previous studies. In this context, community service activities are no longer speculative or based solely on assumptions, but rather become structured, targeted interventions with a higher potential for success because they are based on proven empirical evidence.

The first step in developing a literature review-based community service program model is to identify the main problems faced by the target community. The literature review is used to map issues that have been extensively studied by previous researchers, as well as the approaches used to address them. From the results of this review, program designers can gain a deep understanding of the causal factors, effective intervention strategies, and mistakes to avoid. The literature reviewed also includes case studies illustrating the successes and failures of similar programs, thus serving as a guide to avoid repeating mistakes and emulating proven best practices (Riza et al., 2020).

After defining the problem and approach based on literature findings, the next step is to develop a workshop curriculum to be used in community service activities (Garvin et al., 2021). This curriculum not only reflects local needs but also synthesizes the theories and best practices found in the literature. For example, if literature findings indicate that developing entrepreneurial skills for youth is most effective through experiential learning methods, the curriculum is designed to facilitate hands-on, experiential learning, such as business simulations, case studies, and group projects. Training modules are systematically structured, starting with understanding basic concepts, exploring case studies, practicing in the field, and reflecting on experiences. The entire curriculum structure is geared toward fostering knowledge, skills, and positive attitudes relevant to the community service objectives.

In terms of facilitation methods, the literature review-based model emphasizes the importance of a participatory and contextual approach. Literature shows that active participant involvement in the learning process encourages deeper internalization of values and skills compared to one-way lecture methods. Therefore, the facilitation methods used in the program include group discussions, problem-based facilitation, individual mentoring, and the use of interactive media. Facilitators in this program serve not only as presenters of material but also as learning catalysts, helping participants explore their potential, formulate solutions, and build understanding through social interaction. Findings in the literature also underscore the importance of understanding participants' sociocultural backgrounds as a basis for determining communication styles and materials used, to make the program more inclusive and relevant.

Evaluation in this model has two main aspects: formative and summative. Formative evaluation is conducted periodically throughout the training process, with the aim of assessing the effectiveness of the approach used and making adjustments if necessary. The literature review suggests the use of participatory reflection and direct feedback from participants as effective formative evaluation tools. Meanwhile, summative evaluation is conducted at the end of the program to assess the overall impact of the community service activities, both in terms of increased knowledge, skills, attitude changes, and the likelihood of continued adoption by participants. The evaluation instrument is based on indicators validated in previous studies, such as pre- and post-tests, field observations, and in-depth interviews. By referring to an evidence-based evaluation model, program organizers can objectively assess the extent to which the program has achieved its objectives and obtain useful data for future program quality improvement.

The main advantage of the community service program model based on literature reviews is its ability to combine theoretical strengths and practical contexts in a single activity design. Such programs not only address actual community needs but also enrich the development of science by creating space for testing theories in real-world contexts. This makes community service a two-way process: the community benefits directly from evidence-based interventions, while academics gain new learnings from program implementation that can be further processed into scientific contributions. Thus, this model offers long-term potential for creating sustainable social innovations firmly rooted in scientifically sound knowledge.

In conclusion, developing a literature-based community service program is a strategic step in strengthening the role of academics as agents of change in society. By utilizing existing research findings, this program not only minimizes the risk of implementation failure but also increases its effectiveness and efficiency. The curriculum, facilitation methods, and evaluation system are all built on a solid foundation of scientific knowledge. This approach also paves the way for interdisciplinary and multi-stakeholder collaboration, as the literature used often spans diverse scientific fields. Ultimately, this model emphasizes that community service is not merely an additional activity, but a concrete manifestation of intellectual responsibility to ground knowledge for the common good.

Implementation Challenges and Mitigation Strategies

The implementation of entrepreneurship training for youth often faces complex and multi-layered challenges, reflecting the social, economic, and cultural realities of various regions. Entrepreneurship training goes beyond simply transferring technical knowledge or skills; it also fosters a mindset and the courage to take risks in establishing a business (Nunes, 2023). However, various structural and non-structural barriers have been consistently documented in the literature as factors hindering the effectiveness of these training programs. One major challenge is limited resources, including financial resources, competent facilitators, and the availability of materials relevant and contextualized to local needs. Many training programs are conducted sporadically, without sustainability, or simply adopt a generic curriculum that does not align with the potential, interests, and real-world challenges faced by youth in specific regions.

Another challenge relates to a lack of internal motivation among young participants, often stemming from difficult socioeconomic conditions, negative perceptions of business risks, or minimal support from family and the surrounding community (Balasubramanian, 2024). In some cases, entrepreneurship training is viewed as a supplementary activity, rather than a primary pathway to building a stable future. This is exacerbated by the lack of role models of successful entrepreneurs who can serve as a source of inspiration. The literature also notes that many training programs tend to focus too much on theoretical aspects and provide little space for hands-on practice that allows participants to experience the dynamics of the real business world. Yet, experiential learning is key to fostering a resilient and adaptive entrepreneurial mindset.

Other structural obstacles include complex bureaucracy in managing training programs, weak collaboration between government, private, and civil society institutions, and the absence of a systematic and sustainable evaluation system. Many training programs lack a clear monitoring framework, making it difficult to measure their long-term impact. Furthermore, access to technology and information is also a crucial issue, particularly in regions with inadequate digital infrastructure. Yet, in today's digital era, mastery of information technology is a key foundation for developing competitive businesses, particularly in digital-based and creative economy sectors. This digital divide prevents most young people from accessing online training, open learning platforms, or even utilizing social media and e-commerce to develop their businesses (Ahmadi, 2024).

To address these challenges, the literature suggests a number of adaptive and contextual mitigation strategies. One frequently proposed solution is a community-based approach, involving community organizations, local leaders, and senior entrepreneurs in designing and implementing training programs. This not only increases the relevance of training content to local needs but also strengthens social networks and moral support for young participants. Another strategy is the integration of experiential learning methods into training, such as business simulations, internships at MSMEs, or group business projects. These methods have proven more effective in building self-confidence, problem-solving skills, and action orientation than purely instructional learning. Furthermore, it is crucial to develop an inclusive entrepreneurship curriculum that takes into account the diversity of participants' backgrounds, including gender, education, and economic access (Awuni et al., 2023).

The literature also emphasizes the need for entrepreneurship training complemented by a long-term mentoring component. The mentor's role is not only to provide technical advice but also as a psychological guide and motivator who can help participants navigate critical phases in their entrepreneurial journey. This approach is especially important for young people just starting out and still facing uncertainty. Furthermore, integrating digital technology into training is also a potential mitigation strategy, particularly through the use of online platforms, interactive educational apps, and social media as alternative learning channels. However, these efforts must be accompanied by strengthening digital infrastructure and technological literacy training to prevent widening the digital divide.

Finally, it is important to emphasize that entrepreneurship training cannot stand alone but must be integrated with other supporting ecosystems, such as access to capital, youth-friendly regulations, and synchronized education and employment policies. This systemic approach is crucial so that the training's impact extends beyond simply enhancing individual capacity and also creates a conducive environment for the growth of an entrepreneurial culture among young people. Without such structural support, existing training initiatives risk becoming short-term, unsustainable projects. Therefore, the best mitigation strategy is one that combines interventions at the micro (participants), meso (communities and institutions), and macro (policy and ecosystem) levels. This cross-level integration is key to addressing the complex challenges of implementing entrepreneurship training for youth.

CONCLUSION

The conclusion of this study indicates that strengthening an entrepreneurial mindset and strategic planning skills are essential components in supporting the growth and sustainability of startups founded by the younger generation. A literature review found that young people with a strong entrepreneurial mindset tend to be better able to adapt to change, face uncertainty, and seize opportunities amidst competitive economic challenges. This mindset is not only related to the courage to take risks but also involves creative, innovative, and solution-oriented thinking.

Furthermore, strategic planning has been shown to play a crucial role in mapping out business direction and objectives from the early stages of startup establishment. Workshops designed in an applicable and collaborative manner can provide a space for young people to develop a deep understanding of strategic aspects, such as market analysis, vision and mission formulation, resource management, and risk evaluation. Experiential learning and actual case studies within the workshops significantly impact participants' mental and technical readiness to enter the business world in a more focused manner. Therefore, this study emphasizes the importance of implementing thematically and contextually integrated entrepreneurship workshops as part of community service programs. An approach that combines entrepreneurial mindset development and strategic planning skills is believed to be able to create an ecosystem that supports the emergence of competitive young startups. This study also recommends collaboration between academics, practitioners, and policy makers in designing training curricula that are relevant to local needs and global developments.

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