

Transforming Entrepreneurship Education in Secondary Schools: A Systematic Literature Review of Digital Pedagogy and Character Building

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ABSTRACT

Entrepreneurship education at the secondary school level has evolved from simply an introduction to business to a crucial instrument for building youth resilience amidst the disruption of the digital economy in 2026. Although entrepreneurship curriculums have been widely integrated, the challenge of synergizing advanced technologies such as AI with the development of ethical business integrity remains a topic of debate in the academic literature. A comprehensive mapping is needed to understand which methods are most effective in shaping adaptive young entrepreneurs. This study aims to synthesize trends in entrepreneurship education pedagogy in secondary schools, identify the role of technology in the learning process, and evaluate how character values have been integrated into the entrepreneurship curriculum over the past five years (2021-2026). This study employed a Systematic Literature Review (SLR) method. Data selection was conducted through reputable databases (Scopus, Web of Science, and Google Scholar) using the PRISMA protocol. Analysis was conducted on 40 selected journal articles focusing on the subject of secondary school students and entrepreneurship learning methodologies. Literature findings indicate three main pillars of entrepreneurship education transformation: (1) Experiential Digital Learning, the use of Virtual Reality (VR) and Artificial Intelligence (AI)-based business simulations significantly increases student engagement; (2) Purpose-Driven Entrepreneurship, a shift in focus from simply pursuing profit to solving social and environmental (ESG) problems; and (3) Teacher-as-Facilitator, a shift in the role of educators from providing material to mentoring, guiding the validation of ideas in the field. This study also found that integrating character values (such as honesty and persistence) into digital learning has a more stable long-term impact on students' entrepreneurial intentions. Entrepreneurship education at the secondary school level in 2026 must be able to balance technological skills with emotional intelligence. The implication for curriculum developers is the need to design modules that are not only technical but also reflective. Theoretically, this study strengthens Social Cognitive Career Theory (SCCT) in the context of early learning.

Keywords: *Entrepreneurship Education, Secondary Schools, Systematic Literature Review, Digital Pedagogy, Entrepreneurial Character, Learning Innovation.*

1. INTRODUCTION

Entering 2026, the global economic landscape has undergone a radical transformation driven by the maturity of artificial intelligence (AI), the circular economy, and changes in post-digital consumer behaviour (Kannikar & Sangnak, 2026). Secondary schools play a crucial role as a cognitive incubation phase where entrepreneurial mindsets and self-efficacy begin to formally form (Blankesteyn et al., 2024). Recent literature indicates significant challenges in implementing entrepreneurship education at the secondary school level (Parker, 2026). Today's students, who are part of Generation Alpha, require a more experiential, technology-based pedagogy with a tangible social impact (Furqanisah & Johan, 2026).

Kampylis et al., (2016) wrote that entrepreneurship education has become a central concern in 21st-century education systems, reflecting a global recognition of the need to equip young people with competencies that go beyond traditional academic knowledge. In this context, entrepreneurship education is no longer seen solely as preparation for business creation, but rather as a broader educational process aimed at cultivating an entrepreneurial mindset that enables individuals to transform ideas into action across multiple life domains (Yu et al., 2025). These competencies are widely considered essential for individuals and institutions seeking to respond effectively to the dynamic and uncertain conditions of contemporary society (Cho & Lee, 2018). Integrating entrepreneurship education into effective classroom practice at the secondary school level presents persistent conceptual and pedagogical challenges. Teachers often struggle to define entrepreneurship education and determine how it should be taught in the school setting (Tittel & Terzidis, 2020). These challenges are

exacerbated by differing interpretations of entrepreneurship, with some educators emphasizing business-oriented knowledge and others prioritizing the development of transferable values, attitudes, and skills (Oldham, 2018).

This diversity of interpretations has contributed to inconsistencies in curriculum design and pedagogical implementation. In many cases, entrepreneurship curricula lack structure, coherence, and clear pedagogical guidance, resulting in fragmented learning experiences for students (Ojo & Agbi, 2024). According to Hiryanto (2017), pedagogy is a teaching skill that every teacher must possess. This learning process is not merely a formality in the classroom, teachers also deepen their character as professional educators (Fan et al., 2024). The term andragogy is taken from the ancient Greek *andro*, meaning adult, and *agogos*, meaning to lead. The concept of andragogy is considered one of the characteristics of 21st-century learning because it emphasizes active involvement, independence, and the relevance of learning to the individual needs of students or learners, aligning with the challenges of the digital era and the need for critical skills in the modern world (Hiryanto, 2017).

Furthermore, there is academic debate about the effectiveness of technology integration in entrepreneurship classes. While the use of digital simulations and AI promises efficiency in idea validation, there are concerns about the erosion of ethical values and business integrity if education is too oriented solely to technical outcomes (Mion et al., 2026). As part of the Maranatha Christian University academic community, which upholds the values integrity, care, and excellence, it is important to examine how entrepreneurship education can balance technological advancements with character building (Maranatha, 2026). Therefore, a systematic literature review is needed to summarize the various pedagogical innovations that have developed between 2021 and 2026, in order to provide a new direction for developing an adaptive yet ethical entrepreneurship curriculum at the secondary school level.

Based on the background above, the problem formulation in this research is: 1). What are the trends in the development of learning methods (*pedagogical approaches*) in entrepreneurship education at the secondary school level based on global literature 2021-2026? 2). To what extent does the integration of digital technology (AI, VR, and Gamification) affect entrepreneurial self-efficacy (*entrepreneurial self-efficacy*) high school students? 3). What are the key factors in the literature that support the successful internalization of character values and business ethics in entrepreneurship education in high schools?

2. RESEARCH METHODS

This study uses a systematic literature review (SLR) approach to analyze the implementation of entrepreneurship education in secondary schools. The SLR method was chosen because it allows for a comprehensive and organized examination of existing literature, thus identifying trends, gaps, and areas of agreement in the field (Mengist et al., 2020). The PRISMA framework (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) was adopted to transparently describe the process of selecting and excluding articles in systematic reviews and meta-analyses. The use of the PRISMA statement improves transparency and reporting quality in the publication of systematic literature reviews, ensuring methodological rigor and reproducibility (Page et al., 2021).

This review used research publications indexed in the Scopus database from 2001 to 2026 as its primary data source. 2001 was chosen as the starting point because it marked a significant increase in research on entrepreneurship education, and 2026 was chosen as the end point because the literature search was conducted in the middle of that year. In May 2026, a literature search was conducted in the Scopus database using the strings "Entrepreneurship Education" OR "Enterprise Education" OR "Entrepreneur Education," resulting in 22,811 articles. A subsequent search using the keyword "Digital Character Entrepreneurship Education" yielded 1,483 articles. The keywords refer to the entire spectrum of literature on entrepreneurship education (Lackeus, 2015). The review then systematically focused on studies addressing the implementation of entrepreneurship education among secondary school students, using the keyword "Digital Character Entrepreneurship Education Secondary school" to align with the research focus. This screening process resulted in 404 articles. Studies focusing on other levels of education were excluded from the analysis. Restricting the document type to "Article" reduced the number of eligible publications to 255. An additional screening phase was then conducted based on publication status and language, retaining only peer-reviewed, open-access articles published in English. This process resulted in 112 articles. After a thorough assessment of content relevance and methodological alignment with the study objectives, 40 articles were identified as meeting all inclusion criteria and were included in the final analysis (Schoombee, 2020).

3. RESULT AND DISCUSSIONS

Table 2. Characteristics and descriptive findings of some articles included in the systematic review.

Authors	Year	Research objective	Research method	Data collection tools	Educational Approach
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Yang et al.	2022	Investigating the Effect of Virtual Simulation Game Learning Experience on Interaction and Development of Entrepreneurial Skills	Quantitative (survey)	Questionnaire	Experiential learning, collaborative learning
Cano et al.	2022	Investigating the impact of a game-based educational strategy on learners' satisfaction and development of entrepreneurial skills	Quantitative (experimental)	Questionnaire, test	Experiential and competitive learning
Chen et al.	2023	Investigating the impact of mobile business simulation games on entrepreneurship education	Quantitative (quasiexperimental)	Questionnaire, test	Experiential learning
Bragelien et al.	2024	The objective of this study is to strengthen the connection between sustainability, collaboration, and mentoring in entrepreneurship education (EE). Specifically, it aims to explore a collaborative project that initiates and structures industry mentors to develop students' creativity, opportunity orientation, and innovation skills when addressing real-world sustainability and circular economy (CE) challenges.	The study utilizes an exploratory approach centered around the assessment and implementation of a pilot project (conducted during 2019).	The specific data collection instruments (such as questionnaires, focus groups, or interviews) are not explicitly named in the abstract text. The text only mentions that industry mentors and the viability of the idea were "assessed" during the pilot phase.	The study employs an experiential and student-centered entrepreneurship education approach.
Dielpolder et al.	2025	Examine the impact of competence-based sustainable entrepreneurship education on secondary students' sustainable entrepreneurial intention and its antecedents (attitude toward sustainable entrepreneurship, subjective norm, and perceived behavioral control). Additionally, it explores the effects of two background factors: gender and exposure to sustainable entrepreneurial role models.	Controlled pre-post research design conducted over a specific timeframe between April and May 2023.	Questionnaire administered to a sample size of 169 secondary school students in Southern Germany.	The study utilized a competence-based sustainable entrepreneurship education approach, delivered to the students through targeted sustainable entrepreneurship interventions.
Dielpolder et al.	2025	Examine the impact of competence-based sustainable entrepreneurship education on secondary students' sustainable entrepreneurial intention and its antecedents.	Controlled pre-post research design	Questionnaire	Competence-based sustainable entrepreneurship education approach
Hadley G	2026	Explore youth entrepreneurship education at the secondary school level by examining how embedded entrepreneurship pedagogy (EEP) can be integrated into the curricular and pedagogical planning of any subject area.	Qualitative research design	Semi-structured interviews	Embedded Entrepreneurship Pedagogy (EEP)
Kolajo et al.	2026	Examine how entrepreneurship education in secondary schools can be reoriented to improve youth employability through a transformative curriculum framework, specifically addressing the persistent mismatch between secondary education and labour market demands in Nigeria.	Sequential explanatory mixed-methods design (combining both quantitative and qualitative research approaches sequentially).	Surveys, interviews, focus group discussions.	Transformative entrepreneurship education framework

3.1. Trends in the development of learning methods (*pedagogical approaches*) in entrepreneurship education at the secondary school level

In the period from 2021 to 2026, the learning method in entrepreneurship education at the secondary school level has experienced a significant paradigm shift. The Covid-19 pandemic in the early 2020s accelerated digitalization, while post-pandemic global demands pushed education beyond profit-oriented learning to embrace technology, sustainability, and inclusivity (Blankesteijn et al., 2024). The following are key trends in the development of entrepreneurship learning methods at the secondary school level throughout the 2021–2026 period. First is the integration of Artificial Intelligence (AI) and technopreneurship. Entering 2025 and 2026, artificial intelligence is no longer just a tool, but a core component of the business curriculum (Simba et al., 2025). Students are trained to use AI for market data analysis, automated business plan creation, and digital marketing content design. Learning is shifting towards technopreneurship, where high school students are taught to see business opportunities based on digital technology and e-commerce (Yu et al., 2025).

The second is an increase Project-Based Learning based on real products. Traditional lecture methods and business theories are increasingly being abandoned and replaced by Project-Based Learning Structured (Hulyadi et al., 2025). In Indonesia, this trend aligns with the strengthening of the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum, which often focuses on entrepreneurship. Students work in groups to identify problems in their environment, design solutions in the form of products or services, and execute them. The learning concludes with a business expo or market day in schools, where students actually market their products to consumers (Bragelien & Voldsund, 2024). The third is competency-based learning and Embedded Pedagogy. Instead of treating entrepreneurship as a stand-alone business subject, global trends shifting towards Embedded Entrepreneurship Pedagogy (EEP). Entrepreneurial principles are embedded into non-business subjects, such as math, art, language arts, or science. The main goal is not to require all students to immediately start a company, but rather to build an entrepreneurial mindset, which includes resilience, creativity, collaboration, and risk-taking ability (Hadley, 2026).

The fourth is to focus on sustainable entrepreneurship. The challenges of climate change and social issues are changing the orientation of entrepreneurship education from merely seeking profit to being impact-based (Bragelien & Voldsund, 2024). Students are taught the method social entrepreneurship and eco-preneurship. They design businesses that use recycled materials, minimize carbon footprints, or solve social problems in local communities (Diepolder et al., 2025). The fifth is an experiential approach through teaching factory and school incubators. Specifically in Vocational High Schools and vocational-based schools, entrepreneurship learning is integrated with the real industrial world through the concept of teaching factory. The school replicates the ecosystem of a standard industrial factory or company. Students learn to manage work flow, inventory, finances, and customer service directly under the guidance of teachers and business practitioners/mentors from outside the school (Hulyadi et al., 2025).

3.2. Investigating the impact of the digital technology integration approach (AI, VR, and Gamification) on the formation and strengthening of entrepreneurial mindsets in students

In the context of digital disruption in 2026, the use of VR and AI-based simulations is not just a tool, but an ecosystem that significantly increases student resilience and engagement (Yu et al., 2025b). The literature shows that these methods bridge the gap between business theory and practice, enabling high school students to test their ideas in a safe, virtual environment. However, the discussion will also highlight the technical challenges and accessibility of these technologies in various schools, as well as the need for a curriculum that balances the sophistication of AI with the readiness of educators to act as facilitators and mentors, not simply transmitters of material (Hormiga et al., 2026). In this virtual environment, students can test business strategies in a safe space, make decisions, and examine their outcomes without facing real-world risks. This educational approach promotes self-directed learning, increases student motivation and curiosity, and develops critical entrepreneurial skills such as conflict management (Lebron et al., 2024).

Additionally, digital games often emphasize group collaboration and encourage students to participate, communicate effectively, and solve problems together. This collaborative process mirrors the real-world entrepreneurial environment where teamwork plays a key role. Through these interactions, students strengthen interpersonal skills and acquire the ability to manage group dynamics, both of which are crucial for success in the entrepreneurial pathway. The interactive nature of digital games requires students to interact directly with the content and make immediate decisions. This process, which requires adaptation to new information, leads to enhanced active learning (Kesse, 2024). Active participation in such environments leads to a deeper understanding and sustained learning of entrepreneurial concepts, as students act as active participants in the educational process rather than passive recipients (Lyons et al., 2024). Furthermore, incorporating game elements into educational environments, or gamification, can significantly increase student motivation and engagement (Subagja et al., 2021). This approach makes the learning process more engaging and dynamic for students. Therefore, integrating this educational approach into digital games not only conveys entrepreneurial knowledge but also provides an interactive and dynamic environment that fosters the mindset and critical skills needed for success as aspiring entrepreneurs.

3.3. Entrepreneurship Education Approach in Shaping Students' Character and Business Ethics

A paradigm shift in entrepreneurship education has shifted the curriculum focus from simply pursuing profit to addressing social and environmental (ESG) issues (Waqar et al., 2026). This study found that students are more motivated when entrepreneurship is linked to a broader purpose, which aligns with the characteristics of a younger generation that is conscious of sustainability issues. The implication of this finding is the importance of integrating character values such as honesty and perseverance into digital learning, which have been shown to have a more stable long-term impact on entrepreneurial intentions. This suggests that technology must be accompanied by strong business ethics to develop adaptive yet integrity-driven entrepreneurs (Waqar et al., 2026).

In experiential learning approaches, students engage with simulated environments or real-life scenarios and have the opportunity to directly experience decision-making and analyse the outcomes. This approach strengthens not only decision-making skills but also problem-solving, resource management, and creative thinking (Fan et al., 2024). In collaborative learning, the focus is on teamwork and interpersonal interactions. This approach focuses on developing communication and teamwork skills but does not create sufficient space for individual decision-making and creativity like experiential learning. In contrast, experiential learning allows students to make important decisions in a simulated environment and understand their consequences (Simba et al., 2025). Active learning involves students directly participating in the learning process. While this approach increases engagement and understanding, it often lacks a clear framework for practicing complex entrepreneurial skills such as financial management, negotiation, and business model design. Experiential learning practically develops these skills by simulating a real-life entrepreneurial environment (Somià et al., 2024).

In problem-based learning, students are confronted with real-life problems and attempt to find creative solutions (Hadley, 2026). While this approach strengthens problem-solving skills, it may not fully encompass the practical aspects and simulate real-world environments like experiential learning. By providing more comprehensive simulations, experiential learning provides a comprehensive platform for understanding and experiencing entrepreneurial challenges (Walmsley & Wraae, 2022). Therefore, experiential learning has a greater impact on fostering entrepreneurial skills by simulating real-world environments, creating opportunities for practical practice, and focusing on learning through hands-on experience. This approach enhances key skills such as strategic decision-making, creative thinking, and leadership in students.

4. CONCLUSIONS

Entrepreneurship education at the secondary school level has evolved into a tool for building youth resilience amidst the disruption of the digital economy. Its success depends on the ability of curriculum developers to create modules that are not only technically sophisticated but also strengthen students' humanitarian and social values (Costin et al., 2018). This study strengthens the social cognitive career theory by proving that early entrepreneurial self-efficacy can be effectively formed through digital immersive experiences in high schools. Experimental studies are needed to determine how the implementation of this character-based and technology-based entrepreneurship curriculum will be successful in various geographic, cultural, and digital infrastructure access gap contexts.

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