

ENTREPRENEURIAL LEARNING STRATEGIES WITH A TRANSFORMATIVE HOLISTIC APPROACH TO INCREASE STUDENT CREATIVITY IN THE 5.0 ERA

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ABSTRACT

An entrepreneurial spirit is very important for a student to have, especially in this 5.0 era. Entrepreneurship learning is the process of conveying insights about the process of creating, managing, and developing a business with the aim of making a profit. This article discusses entrepreneurial learning strategies with a holistic transformative approach to enhance student creativity. The research method uses *systematic literature review (SLR)* to analyze various literature related to entrepreneurship education. The transformative holistic approach emphasizes integration in the scope of cognitive, affective, and psychomotor aspects in learning. This allows students to not only understand theory but also develop practical skills relevant to the world of entrepreneurship. The results of the analysis show that strategies with a holistic transformative approach can increase student creativity and help foster entrepreneurial character. In addition, this study found that some of the problems in implementing the strategy are the need for training for educators and support from educational institutions. Therefore, this study recommends the development of a more adaptive and collaborative curriculum in the learning environment in order to support the improvement of student creativity.

Keywords: Strategy, Entrepreneur, transformative holistic approach, student creativity

INTRODUCTION

The era of society 5.0 presents challenges as well as opportunities for the world of education, especially in shaping a creative and innovative young generation through entrepreneurial learning (Zh et al., 2025). Entrepreneurship education is a training process for students/students to face an uncertain future by providing the ability to create a business (Kamilah & ZH, 2023; Ranto, 2016). Kourilsky & Walstad, (1998) said that education will teach aspiring entrepreneurs by improving business knowledge as well as psychological traits such as confidence, appreciation, and independence. The main focus in entrepreneurship education for these students is on educational materials that can encourage entrepreneurial attitudes, skill development, and provide managerial training.

The implementation of education in higher education certainly requires the right approach and strategy. A holistic transformative approach in the implementation of entrepreneurial learning strategies is increasingly important to increase student creativity (Nursanti et al., 2024). This can be used as the main key for students to face the rapid market dynamics and diverse societal needs in the world of work later. A holistic transformative approach is a learning approach where learning is carried out in a balanced manner including intellectual, emotional, physical, social, aesthetic, and spiritual (Pare & Sihotang, 2023). In other words, the education that is carried out not only provides academic knowledge, but can also build character and social life skills in society. The development of society 5.0 which is characterized by the integration of advanced

technologies such as AI, Internet of Things (IoT), and big data requires students to not only understand the basic theories of entrepreneurship, but also to be able to apply them in complex real-world situations.

In reality, there are main challenges faced by students in the implementation of entrepreneurial learning, according to (Hartatik et al., 2023), explaining that students today are faced with a lack of the skills and knowledge necessary to adapt to the rapid changes in the business environment triggered by technological advancements. This is in line with the findings that many students find it difficult to apply the entrepreneurial theories they have learned into real practice, thus hindering the development of their creativity. There is a gap between the entrepreneurship education provided in educational institutions and the current needs of the industry. In educational institutions, many educational programs do not fully integrate the latest technologies and innovative approaches necessary to equip students with relevant entrepreneurial skills. Educators or lecturers have not fully developed a learning model that is contextual with the current era and most still use conventional models. In addition, the low motivation of students to be entrepreneurial is also a problem, with many of them preferring to work in large companies rather than start their own businesses. These problems show the need for adjustments in entrepreneurial learning strategies to be more holistic and transformative, and to be able to increase students' creativity and readiness to face challenges in this digital era.

A holistic learning strategy is an essential component that can enable students to innovate and create solutions that are relevant to today's social and economic challenges. The right strategy can develop the practical skills needed to cope with technological changes to entrepreneurial development (Siregar et al., 2023). It is hoped that the existing strategies can improve students' character and soft skills such as leadership, communication, and the ability to work in a team so that they can lead students to become successful entrepreneurs.

This holistic transformative approach is applied to students not only to shape someone into a job seeker, but also to become a new job creator who is able to have a positive impact on others. Thus, entrepreneurship education in the era of society 5.0 can focus more on developing students' creativity and innovation in response to the growing global opposition. Therefore, the researcher will discuss the Entrepreneurial Learning Strategy with a Transformative Holistic Approach to Increase Student Creativity in the 5.0 Era by conducting a literature review of existing articles.

METHOD

The research method used in the preparation of this article is Systematic Literature Review (SLR). The SLR process includes steps to identify, evaluate, and synthesize relevant research on entrepreneurial learning strategies with a transformative holistic approach. The selection of this method aims to provide a systematic review of various entrepreneurial learning strategies with a holistic transformative approach so that it can motivate students to think creatively. The literature used was taken from a variety of sources, including books and journal articles related to this research topic.

The Systematic Literature Review (SLR) process in this study is carried out through systematic stages to reduce bias and increase the reliability of the results. Refers to (Scott, 2016) The SLR method consists of four main steps, starting with data collection.

In terms of inclusion criteria, literature searches were conducted using the Publish or Perish application with academic databases such as Scopus and Google Scholar. Keywords used include strategy, entrepreneurship, transformative holistic approach, and student creativity.

Based on the initial search results, a literature review obtained 95 articles relevant to the topic. Then the selection process is carried out, filtered, and refined with the following stages (Irfan et al., 2024).

1. Screening titles and abstracts. Used to eliminate articles that are irrelevant to the topic leaving 50 articles.
2. Full-text check of screened articles leaves 30 highly relevant articles.
3. The selection was based on inclusion criteria so that 20 final articles were obtained that were worthy of in-depth analysis.

The next step is literature selection (data reduction). The literature found will be selected based on the criteria that have been set. According to (Shull et al., 2008) The literature selection criteria include the articles used, namely scientific journals, books, conference proceedings that are relevant to the research topic. Publication in English or Indonesian from 2015-2025. The focus of the topic criteria is strategy, entrepreneurship, transformative holistic approach, and student creativity. Next, it is the presentation of data through brief descriptions, charts, regarding relevant topics. Data from the selected literature will be analysed in the form of a summary of findings. Finally, the drawing of conclusions. The data were interpreted to answer the research questions and formulate conclusions regarding learning strategies in holistic and transformative entrepreneurship education to increase student creativity.

RESULTS AND DISCUSSION

Strategy is one of the important things to do in learning. The existence of this strategy makes it easier for students and educators to understand and transfer and implement skills in real-life learning. Nowadays, it is hoped that the strategies implemented will not only focus on theory, but can also shape the character of successful prospective entrepreneurs in the future. This holistic transformative approach is considered effective in implementing in the era of society 5.0.

Based on the research method, the researcher identifies relevant articles to conduct a comprehensive study according to the topic. The results of the synthesis of the article were carried out as follows.

Source	Identification Results
(Al Idrus & MM, 2017)	Project-based learning is a holistic learning strategy that involves students in real entrepreneurial projects. This allows students to develop practical skills and creativity through hands-on experience
(Sukardi, 2023)	To achieve entrepreneurial competence, experiential learning such as experimental, constructive, and project learning should be used. Students urgently need to cultivate real competencies in their application as a provision for entrepreneurship in the future.

(Al Idrus et al., 2011)	The author reviews various learning strategies used in entrepreneurship courses, such as project-based learning, case studies, and business simulations. This strategy is designed to increase student engagement and encourage them to think creatively as well as innovatively.
(Herman Sunusi, 2017)	A holistic approach that includes cognitive, emotional, and social aspects. This involves developing a learning environment that supports active interaction between students, materials, and teachers
(Pratiwi & Meilani, 2018)	An actualized approach to entrepreneurship education has been demonstrated to improve students' business skills. Concepts that are applied correctly can instill students' skills in overcoming the challenges of the ever-changing business world.
(Sakinah et al., 2025)	Project-based learning strategies are considered very holistic in this article and have proven to be effective in increasing student motivation, student participation, and self-ability.
(Hesti Kusumaningrum et al., 2024)	Gregory G Dess said that an entrepreneurial strategy includes the selection of actions, goals, and resources that will help achieve the company's goals and generate value for it. One of the components of an entrepreneurial strategy is strategic control, clear goals, thinking, analysis, implementation and competitive advantage.
(Scott, 2023)	Lecturers use authoritative democratic type learning strategies where students are given guidance, direction, and coaching from lecturers while participating in entrepreneurial activities.
(Sono et al., 2023)	Through digital technology, students can be helped in preparing as entrepreneurs in the era of society 5.0. Marketplaces are now very widely used by the public to do effective entrepreneurship and are one of the product marketing strategies.
(Azzahra et al., 2024)	Problem-based learning in entrepreneurship education is one of the strategies used to motivate students to develop critical thinking and creativity. In addition, the character of students can be formed through this strategy.
(Maritz et al., 2010)	Blended learning is a combination of delivery modes and learning styles that are supported by transparent communication between the parties involved. In entrepreneurial learning, blended learning can encourage a better understanding of the material and the development of students' skills. They called for further exploration of how blended learning can be effectively

	implemented in entrepreneurship curricula to improve educational outcomes.
(Gibb & Price, 2014)	The development of entrepreneurial learning strategies requires an understanding of the bloom taxonomy by lecturers. After that, in the cultivation of theory, students need to have the confidence to understand the material. Lecturers show the factors that affect entrepreneurial success. Then, students are asked to explore existing entrepreneurs to be interpreted and their competencies taken.
(Repnikova et al., 2019)	A good and relevant entrepreneurial education strategy today is education that teaches students to be good at finding new opportunities and can maintain excellence. In this context, behavior, mindset, and leadership play a very important role in creating sustainable entrepreneurship.
(Hitt et al., 2017)	<i>Strategic Entrepreneurship</i> invites organizations to balance innovation (entrepreneurship) and strategic discipline (strategic management). Through this model, companies are not only able to create opportunities, but also maintain excellence in an uncertain and fast-changing environment.
(Asgarimehr et al., 2012)	Project-based and simulation-based learning that engages students in real projects or business simulations to hone practical skills. The business simulation can be done in real time with people around you or in gamification using replication of market dynamics.

Based on the literature selection, researchers can interpret that entrepreneurial learning strategies with a holistic approach have various ways. Of course, this learning strategy is used to make it easier for students to achieve learning goals and achieve their dreams of becoming entrepreneurs in the future. Strategies that educators can use in entrepreneurship learning are as follows.

1. Project-based learning

Learning with a strategy that emphasizes real context where students carry out entrepreneurial practices directly from production preparation to products to consumers (Kurniasih et al., 2025). Not only theory that students get, but students can implement their character as entrepreneurs in real life. In learning, students are accompanied by lecturers as facilitators to prepare entrepreneurial plans including goals, activities carried out. After the project is completed, lecturers evaluate the final product and the process that is passed during the implementation of the entrepreneurial project. Thus, the implementation of this strategy is very student-oriented and effectively applied to entrepreneurial learning.

2. Simulation-based learning

Simulation-based learning can be done directly with human contact or indirectly using gamification. Direct simulation learning requires students to try

to open a business equipped with the knowledge they have gained in the course. The simulation practice can be carried out through student activities organized by the Ministry of Education and Culture such as P2MW, Merdeka Campus, PKM-K, and so on.

Simulation-based learning using gamification can be carried out using digital technology. In the simulation, students seem to be buying and selling through a marketplace or buying and selling real but through a game of replication of market dynamics.

3. Eksperiential learning

Experiential learning focuses on students to be actively involved in the learning process by doing real practice. The practice can be in the form of opening a small business for a group of students to carry out entrepreneurial activities. This allows students to apply the theories that have been learned in class and the character of entrepreneurship. After that, students reflect on what has been done such as observing the success of their business. From this business experience, students can analyze the concept of entrepreneurship more deeply, including business strategies, risk management, and innovation. With sufficient knowledge provision, students can continue their business by collaborating with industry so that their creativity and social skills can increase.

4. Blended learning

The blended learning strategy in holistic entrepreneurial learning combines face-to-face learning and online learning methods to create a richer and more flexible learning experience (Zh, 2025; Zh et al., 2024). The integration of online and offline learning is very relevant to today's digital era. Students can use the online platform to have discussions with resources that can be accessed at any time. Discussions can be conducted with lecturers, industry practitioners, or during seminars. This online platform can train students' confidence in promoting or communicating with others. The offline platform is carried out by students for in-depth discussions about projects and practical activities that require direct interaction. Students' critical thinking skills can be honed in this strategy through many group discussions.

5. Learning that encourages new discoveries and sustains opportunities

Learning that encourages new discovery and sustains opportunities emphasizes the importance of creating learning experiences that not only generate innovative ideas, but also equip students with the ability to sustainably maintain and manage those opportunities. This approach reflects the integration between the exploration process, namely the search for and development of new ideas, and exploitation, which is the utilization and strengthening of ideas to remain relevant and valuable.

Students are encouraged to be actively involved through methods such as problem-based projects, entrepreneurial simulations, or reflective learning that foster creativity as well as managerial skills. In this context, learning not only generates knowledge, but also forms a strategic entrepreneurial mindset where students are able to see opportunities, act innovatively, and maintain the continuity of ideas in the midst of dynamic environmental changes.

By applying the holistic and transformative entrepreneurial learning strategies above, it is hoped that students can increase their creativity and be ready to face the challenges of the 5.0 era. A real, collaborative practice-oriented education will produce graduates who are not only academically competent but also ready to innovate in the business world.

CONCLUSION

The transformative holistic approach emphasizes integration in the scope of cognitive, affective, and psychomotor aspects in learning. This allows students to not only understand theory but also develop practical skills relevant to the world of entrepreneurship. The results of the analysis show that strategies with a holistic transformative approach can increase student creativity and help foster entrepreneurial character. Strategies that can be applied are project-based learning, simulation-based learning, experimental learning, blended learning, and learning that encourages new discoveries and maintains opportunities. This study found that some of the problems in implementing the strategy are the need for training for educators and support from educational institutions. Therefore, this study recommends the development of a more adaptive and collaborative curriculum in the learning environment in order to support the improvement of student creativity.

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