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Strengthening TVET through Entrepreneurship-Based Teaching Factory for SDG 4 and SDG 8: A Systematic Review and Field Needs Analysis

Indra Wahyu Suliswanto*, Ekohariadi, Ratna Suhartini

State University of Surabaya, Surabaya, Indonesia



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ABSTRACT

Objective: TVET systems face persistent challenges in producing graduates with both technical and entrepreneurial competencies demanded by contemporary labor markets. This study examined the integration of entrepreneurship education within Teaching Factory learning as a strategy for strengthening vocational competency development and workforce readiness, aligned with SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth). **Method:** A mixed exploratory design was employed, combining a Systematic Literature Review conducted in accordance with PRISMA 2020 guidelines and a field-based needs analysis. The SLR retrieved 1,247 records from Scopus, Web of Science, ScienceDirect, ERIC, with 75 articles meeting the inclusion criteria for thematic synthesis. The field needs analysis engaged 48 participants across three vocational high schools in East Java, Indonesia, including teachers, industry practitioners, students, curriculum coordinators, and school administrators, using semi-structured interviews, structured observation, and a validated needs analysis questionnaire. **Results:** SLR findings revealed that TeFa implementation and entrepreneurship education have been examined predominantly as separate research domains, with no integrated instructional framework validated through convergent evidence. Field data identified the largest competency gaps in entrepreneurial mindset (gap = 2.32), self-employment orientation (gap = 2.24), adaptability (gap = 2.19), and innovation capability (gap = 2.19) relative to industry expectations. Curriculum structural constraints and insufficient entrepreneurship integration were consistently identified as primary barriers. **Novelty:** A five-dimensional entrepreneurship-based TeFa framework organized around a four-phase iterative instructional cycle is proposed, contributing an empirically grounded foundation for curriculum innovation, vocational policy reform, and the realization of SDG 4 Target 4.4 and SDG 8 through TVET transformation.

INTRODUCTION

The global transformation of labor markets driven by technological advancement, automation, and the imperatives of Industry 4.0 has placed Technical and Vocational Education and Training (TVET) systems under considerable pressure to produce graduates who are not merely technically proficient but demonstrably workforce-ready. Across developing and developed economies alike, youth unemployment remains a structural challenge that persists despite rising enrollment rates in vocational programs (International Labour Organization, 2023). The World Economic Forum (2023) has identified critical mismatches between the competencies produced by formal vocational education and those demanded by contemporary industries, attributing this gap partly to instructional approaches that have not kept pace with the rapid evolution of occupational profiles. Disruptive technologies, including artificial intelligence, the Internet of Things, and advanced manufacturing systems, have redefined the nature of technical work, rendering traditional skill-transmission models increasingly inadequate for preparing vocational learners for dynamic employment contexts (Marope et al., 2020; UNESCO-UNEVOC, 2022). In this context, TVET institutions are called upon to reconceptualize their pedagogical frameworks not merely updating curriculum content,