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Examining the Role of Social Environment in the Relationship between Competence and Entrepreneurial Interest of Vocational Students: A Systematic Literature Review (SLR)

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Abstract

This study aims to examine the role of social environment in the relationship between competencies and entrepreneurial interest of Vocational High School (SMK) students. Entrepreneurial competencies, which include practical skills, business knowledge, and creativity, are identified as important factors influencing entrepreneurial interest. However, the social environment-including family, peers, teachers and the local community-has a significant influence in shaping students' attitudes and motivation towards entrepreneurship. This review uses the Systematic Literature Review (SLR) method to identify, evaluate and synthesize findings from previous research relevant to this topic. The results show that a supportive social environment, such as strong family support, entrepreneurial-oriented peers, and education supported by schools, can strengthen the influence of competencies on students' entrepreneurial interest. Conversely, an unsupportive social environment can inhibit entrepreneurial interest despite high competencies. This study concludes that the role of the social environment is crucial in facilitating and strengthening the relationship between competence and entrepreneurial interest, which can contribute to the increase of entrepreneurship among vocational students.

Key words: competencies, entrepreneurial interest, social environment, vocational school, systematic literature review

INTRODUCTION

In the era of creative economy and digital transformation that continues to grow rapidly, job creation through young entrepreneurs is one of the strategic solutions in

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overcoming unemployment and driving national economic growth (Boldureanu et al., 2020; Boubker et al., 2021; Zayadin et al., 2023). The Indonesian government places entrepreneurship as a priority for human resource development, especially through vocational education such as Vocational High Schools (SMK). SMK students have a comparative advantage because from the beginning they have been equipped with practical skills and an understanding of the world of work that is applicable (ARIEF et al., 2021; Elliott et al., 2020). With this capital, they are expected to be able to contribute directly as young business actors who are adaptive to technological developments and market needs (Fragoso et al., 2020; Morris et al., 2020; Ndofirepi, 2020; Tittel & Terzidis, 2020). However, the reality in the field shows that not all vocational students have a high interest in entering the business world despite having technical competence (Abbott & Snidal, 2021; Pulka et al., 2021; Ratten & Jones, 2021b). Entrepreneurial interest is an internal intention that is influenced by various factors, both internal and external (Lynch et al., 2021; Ratten & Jones, 2021a). One of the dominant internal factors is entrepreneurial competence, which includes the ability to think creatively and innovatively, the courage to take risks, business management skills, and resilience in facing business challenges (Kickul & Lyons, 2020; Mahfud et al., 2020; Miles & Morrison, 2020; NANDIWARDANA et al., 2023; Thomassen et al., 2020). These competencies are not only shaped by the formal curriculum, but also through experience, training and project-based learning approaches (Ghafar, 2020; Ratten & Jones, 2021b).

However, entrepreneurial competencies alone are not enough to maximize entrepreneurial interest (Bodolica et al., 2021; Tymoshuk et al., 2023). External factors such as the social environment play an important role as the context that shapes, reinforces or even weakens such intentions. The social environment includes the influence of family (e.g. supportive parents or role models), peer group, school community and the wider society. Positive social support can provide students with psychological encouragement, motivation, and stronger self-confidence in making the decision to start a business (Abbasianchavari & Moritz, 2021; Bratianu et al., 2020). Conversely, an unsupportive environment or full of social pressure can reduce the courage to try and bring up the fear of failure (Butkouskaya et al., 2020; Hendra et al., 2021; Mei et al., 2020; Ogundana et al., 2021; Rosca et al., 2020). Therefore, the emergence of entrepreneurial interest in vocational students cannot be seen as the result of a single factor, but rather the result of a dynamic interaction between personal competencies and the influence of the social environment. In this context, the social environment has the potential to be a mediating variable that bridges the relationship between entrepreneurial competence and entrepreneurial interest. That is, entrepreneurial competencies may not have a direct impact if they are not reinforced by a conducive social

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environment (Georgescu & Herman, 2020; Jardim, 2021; Popkova & Sergi, 2020; Salisu et al., 2020; Singh et al., 2024).

Through a Systematic Literature Review (SLR), a comprehensive and critical mapping of the literature is needed to evaluate the extent to which entrepreneurial competence affects the entrepreneurial interest of vocational students, and how the social environment acts as a mediating variable. This study is important as a basis for developing more effective and contextualized entrepreneurship education strategies, especially in regions such as Mojokerto, which has its own local potential and socio-economic characteristics. It is expected to make theoretical and practical contributions to the formulation of HR development policies through a competitive approach that has an impact on learning motivation and continuous improvement in work performance.

LITERATURE ANALYSIS AND METHODOLOGY

Literature Analysis

Entrepreneurial interest is a person's psychological tendency to be interested, willing, and have a strong intention to start and run a business. In the context of Vocational High School (SMK) students, this interest is an important indicator of their readiness to enter the world of work as independent business actors. According to Ajzen (1991) in the Theory of Planned Behavior (TPB), interest (intention) is influenced by three main factors, namely attitudes towards behavior, subjective norms, and perceptions of behavioral control, all of which can be directly linked to entrepreneurship education and the social environment around individuals. Entrepreneurial competence is defined as a set of knowledge, skills, and attitudes required to recognize opportunities, manage risks, organize resources, and create value through business activities (Man, Lau, & Chan, 2002).

These competencies include the ability to think creatively, innovatively, take measured risks, think critically, and have resilience in the face of failure. In various studies, entrepreneurial competencies have been shown to have a positive influence on the formation of interest and intention for entrepreneurship, especially in the context of vocational education that emphasizes practical skills. However, a number of studies show that high competence does not necessarily automatically result in strong entrepreneurial interest. This suggests that there are other factors that mediate the relationship, one of which is the social environment. The social environment includes family, peers, teachers, and the surrounding community who can provide moral support, information, motivation, and even resources to start a business (Krueger et al., 2000). In the entrepreneurial ecosystem, strong social support can strengthen an individual's belief in his or her abilities (self-efficacy) and increase a person's chances of turning interest into real action.

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Research by Farrukh et al. (2019) confirmed that the social environment plays an important role in shaping students' subjective norms towards entrepreneurial career choices. Similarly, Nurwahidah et al. (2022) in their study found that the effect of entrepreneurial competence on entrepreneurial interest becomes more significant when supported by a conducive environment. This suggests that the mediating role of the social environment may be key in understanding why some vocational students who have high competencies do not have a keen interest in entrepreneurship.Thus, it is important to understand the dynamics between entrepreneurial competencies, social environment and entrepreneurial interest in an integrative manner. A systematic review of the relevant literature can provide a deeper understanding of the relationship between these variables and offer more effective policy and educational implications for strengthening entrepreneurship at the Vocational School level.

This study focuses on two main variables, namely entrepreneurial competence and entrepreneurial interest, with the role of social environment as a moderating variable that links the two. Entrepreneurial competencies include the practical skills, business knowledge and attitudes needed to effectively carry out entrepreneurial activities. Without sufficient competence, an individual's entrepreneurial interest can be hampered by the uncertainties and challenges faced in the business world. Conversely, entrepreneurial interest is an individual's inclination or motivation to start and manage a business, which is highly dependent on attitude and confidence in the potential for success in entrepreneurship. This interest needs to be supported by relevant competencies so that individuals can face existing challenges with more confidence. In addition, the social environment, which includes family, peers, teachers and community, plays a significant role in shaping entrepreneurial attitudes and interests. A supportive social environment can strengthen entrepreneurial interest through emotional support, information, and access to business networks, while an unsupportive environment can hinder the development of such interest. An in-depth understanding of the interaction between entrepreneurial competence, entrepreneurial interest and social environment is crucial in this study. By understanding the relationship between these three variables, this study is expected to provide new insights into the factors that influence vocational students' readiness for entrepreneurship. Theoretically, the results of this study are expected to fill the gaps in the existing literature, especially related to the influence of external factors on the development of students' entrepreneurial competencies and interests, and contribute to the development of more effective entrepreneurship education policies at the Vocational School level.

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METHODOLOGY

This study used a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize relevant scientific evidence on the role of skill competition in improving learning motivation and work performance of employees in manufacturing companies. The review process was conducted systematically based on the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol, which includes four main stages: identification, screening, eligibility, and inclusion. In the identification stage, the authors conducted a search for scientific articles through trusted databases such as Scopus, with the keywords "(Entrepreneurial competence, AND (entrepreneurial interest) AND (social environment))". The inclusion criteria used include: articles published in the last five years (2019-2025), English or Indonesian language, and relevant to the context of HR development in the manufacturing industry.

In analyzing the data, this study applied a thematic analysis approach (Braun & Clarke, 2006) to identify the main patterns and themes that emerged from the various literatures reviewed. The data extracted included the identity of the study (author, year, journal source), the research method used (quantitative, qualitative, or mixed-methods), key findings, and the context of the study (industry, country, and type of organization). To ensure the quality and validity of the studies, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method was used in reporting the results of the literature selection (Moher et al., 2009). The analyzed studies were compared to identify patterns, research gaps, as well as recent trends in the literature. In addition, VOS viewers were used to support the discussion in strengthening the SLR findings

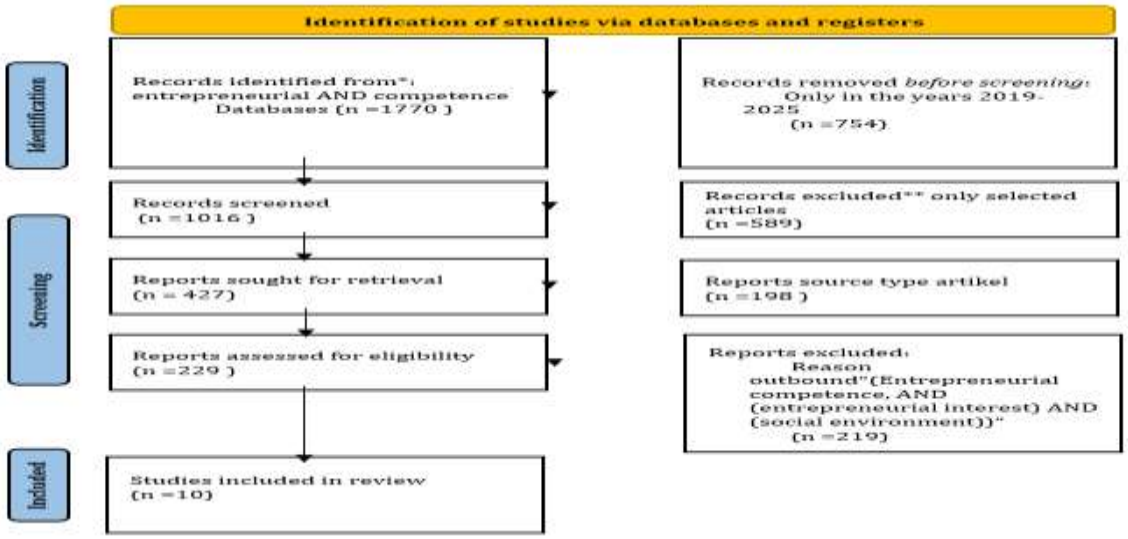


Figure 1. PRISMA path

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The PRISMA flowchart above illustrates the literature selection process in the Systematic Literature Review (SLR) Based on the study selection flowchart that follows the PRISMA format, the identification process began with a data search using the keywords "entrepreneurial AND competence" in various databases which resulted in 1,770 records. Of these, 754 records were deleted because they were outside the specified publication year range, which was only articles from 2019-2025. After the initial screening, 1,016 articles remained which were then screened by article type, resulting in only 427 reports being searched for further review. At this stage, 198 articles were eliminated because they did not meet the required article type source criteria. Next, 229 reports were evaluated to determine eligibility, but 219 reports were eliminated due to irrelevance to the focus of the study which included "entrepreneurial competence", "entrepreneurial interest", and "social environment". Finally, only 10 studies met the inclusion criteria and were included in the final review. This process demonstrates a rigorous and systematic selection in filtering out literature that is truly relevant to the research focus (Azqueta Díaz De Aldaå, 2019; Barkauskaitė & Karužaitė, 2015; Birkner & Aderemi, 2015; Bodolica et al, 2021; Caballero-García et al., 2019; Dobernig et al., 2016; Godinez & Dunlap, 2021; Gunartin et al., 2025; Nassif & Garçon, 2024; Tymoshuk et al., 2023).

Table 1. SLR article list

No	Authors	Years	Title	Source	Link	Summary
1	Dobernig, K., Veen, E., & Oosterveer, P.	2016	Growing urban food as an emerging social practice	*In Practice Theory and Research: Exploring the Dynamics of Social Life*, hlm. 153–178	link	This study explores urban gardening as a new form of social practice in urban communities, linking it to social practice theory.
2	Caballero-García, P., Jiménez Martínez, M. P., & Tortajada, E. G.	2019	Learning to undertake under the family-school binomial	*Revista Electronica Interuniversitaria de Formacion Del Profesorado*, 22(3), 139–154	link	This research discusses how family and school collaboration contributes to entrepreneurial learning in students.
3	Barkauskaitė, M., & Karužaitė, D.	2015	Problems of (self-)education substantiated by scientific research	*Pedagogika*, 118(2), 254–267	link	This article reviews issues in education and self-directed learning based on

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						data and scientific approaches.
4	Bodolica, V., Spraggon, M., & Badi, H.	2021	Extracurricular activities and social entrepreneurial leadership of graduating youth in universities from the Middle East	*International Journal of Management Education*, 19(2)	link	This study examines the relationship between extracurricular activities and social entrepreneurship leadership among Middle Eastern university students.
5	Nassif, V. M. J., & Garçon, M. M.	2024	The integrative approach in the study of resilience in female entrepreneurship	*European Journal of Training and Development*, 48(1–2), 162–178	link	It develops an integrative approach to understanding resilience in women's entrepreneurship, emphasizing the importance of training and development.
6	Tymoshuk, S. V., Pysarevska, S. V., Petryshyn, R. S., & Yaremko, Z. M.	2023	Social Responsibility for the Safety and Health of Employees At Work	*Naukovyi Visnyk Natsionalnoho Hirnychoho Universytetu*, 2, 113–117	link	This article highlights the importance of corporate social responsibility in maintaining worker safety and health.
7	Azqueta Díaz De Aldaå, A.	2019	Analysis of the 'entrepreneur' concept and its incorporation into education	*Teoria de La Educacion*, 31(1), 57–80	link	The author examines the concept of 'entrepreneur' and how it is integrated in the formal education system.
8	Birkner, S., & Aderemi, H.	2015	Culture and its effect on female entrepreneurship around the world: Convergence or an emerging trend?	*Proceedings of the European Conference on Innovation and Entrepreneurship, ECIE*	link	This article explores the cultural influences on women's entrepreneurship globally, and whether there is convergence or the

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						emergence of new trends.
9	Gunartin, Pratikto, H., Winarno, A., & Restuningdiah, N.	2025	Building entrepreneurial interest: Exploring entrepreneurial competency and self-efficacy strategies in entrepreneurship education	*Cakrawala Pendidikan*, 44(1), 38–48	link	The research examines strategies for developing competencies and self-efficacy in entrepreneurship education to build entrepreneurial interest among students.
10	Godinez, J., & Dunlap, D. R.	2021	Frontier markets and sustainable entrepreneurial competences: An exploratory study of the impact of a new industry in Guatemala	*Sustainability (Switzerland)*, 13(20)	link	This study identifies sustainable entrepreneurial competencies emerging from new industrial developments in Guatemala.

RESULTS AND DISCUSSION

Results

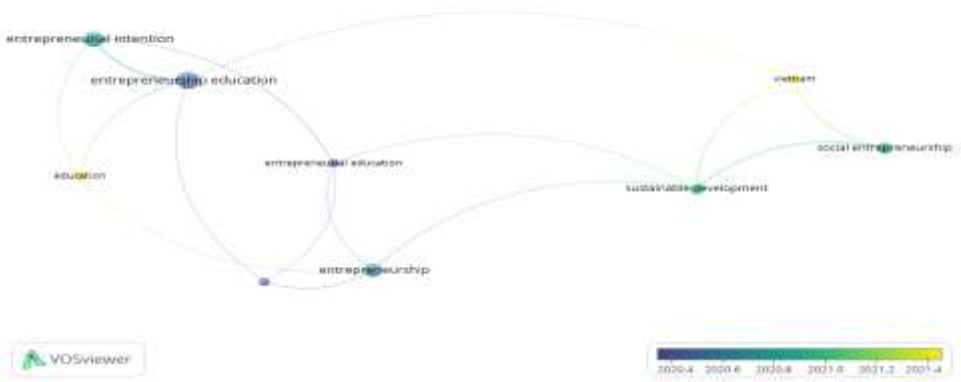


Figure 2. Bibliometric Visualization

This bibliometric visualization image generated using VOSviewer shows the inter-topic relationships in entrepreneurship research, with a color map representing the time progression of publications from 2020 to 2021.4. Blue to purple colors indicate older

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research, while green to yellow colors indicate more recent publications. From this visualization, it can be observed that "entrepreneurship education" is the center or main node that connects various other important topics such as "entrepreneurial intention," "entrepreneurial education," "entrepreneurship," and "education". These connections indicate that entrepreneurship education plays a central role in research around entrepreneurial intention and the development of related competencies. The topic of "entrepreneurial intention" appears strongly connected to "entrepreneurship education," reflecting the trend of research exploring the influence of education on entrepreneurial intention. Furthermore, "entrepreneurship" also forms an important node connected to several other topics, including "sustainable development" and "entrepreneurial education," indicating attention to the sustainability dimension of entrepreneurship. Topics such as "social entrepreneurship," "sustainable development," and "Vietnam" appear in yellow, which means these are relatively new areas in the scholarly discourse, and most likely indicate new directions in entrepreneurship research, such as a focus on a specific country context (Vietnam) and the role of social entrepreneurship in sustainable development. Overall, this analysis shows that the research landscape on entrepreneurship over time has been strongly influenced by the dimensions of education, entrepreneurial intentions, and is beginning to evolve towards issues of sustainability and social entrepreneurship, with a broadening geographical focus.

Publication progress

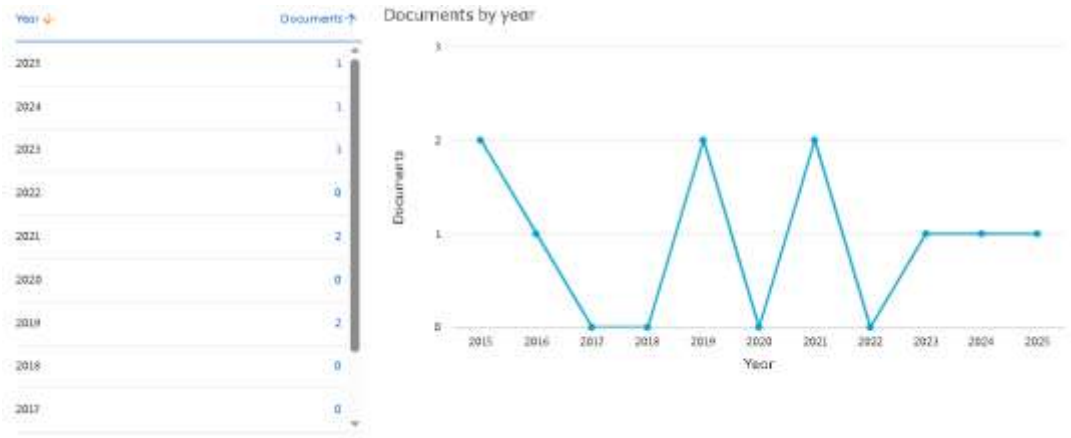


Figure 3. Document Chart by Year

The figure presents the distribution of documents or publications by year, ranging from 2015 to 2025. In general, it appears that the number of publications fluctuates from year to year. The years 2015, 2019 and 2021 were recorded as the years with the highest research activity, each producing two documents. Conversely, there were several years with

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no publications at all, such as 2017, 2018, 2020, and 2022, indicating a decline or pause in research activity during this period. Interestingly, the last three years 2023, 2024, and 2025 saw consistency with each year recording one document, indicating stability in research interest and activity, although not yet significant in terms of quantity. The overall curve pattern shows a sporadic trend, without exponential growth, with alternating periods of activity and inactivity. In conclusion, while research on this topic has had its ups and downs over the past decade, the consistency in recent years provides an opportunity to increase scientific contributions going forward by encouraging more sustained and relevant publications.

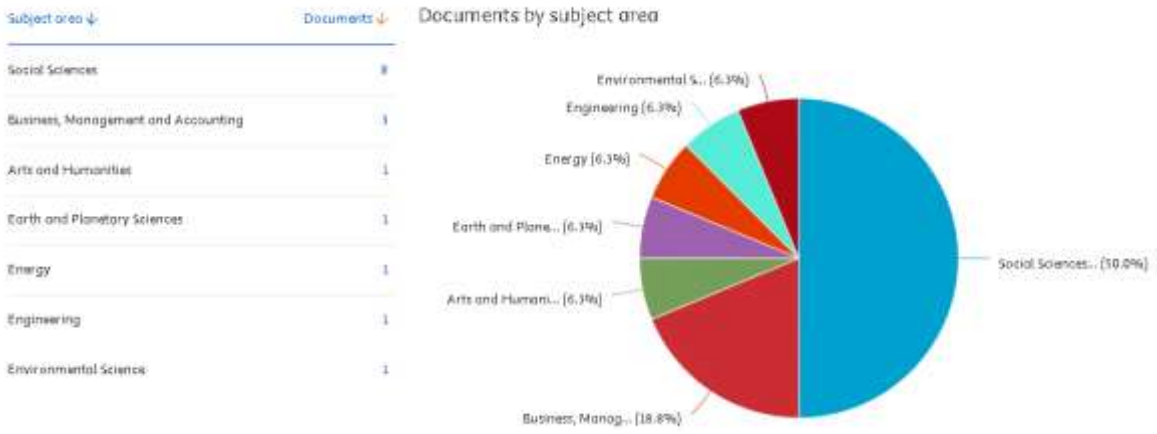


Figure 4.
Document Diagram by Subject Area

The figure shows the distribution of documents by subject area. Of the total documents analyzed, the Social Sciences field dominates with 8 documents or about 50% of the total, indicating that the topics covered have a strong connection to social aspects, such as education, community behavior, or public policy. In second place, the Business, Management, and Accounting field accounts for 3 documents (18.8%), indicating a significant relevance to the study of entrepreneurship, organizational management, or economics. Meanwhile, the other six fields - Arts and Humanities, Earth and Planetary Sciences, Energy, Engineering, and Environmental Sciences - contributed only 1 document each (6.3%). This indicates that although the research topics are multidisciplinary in nature, the main approach remains from a social and economic perspective. This distribution suggests that despite the potential for cross-field exploration, the main focus of research is still heavily concentrated on social and managerial issues.

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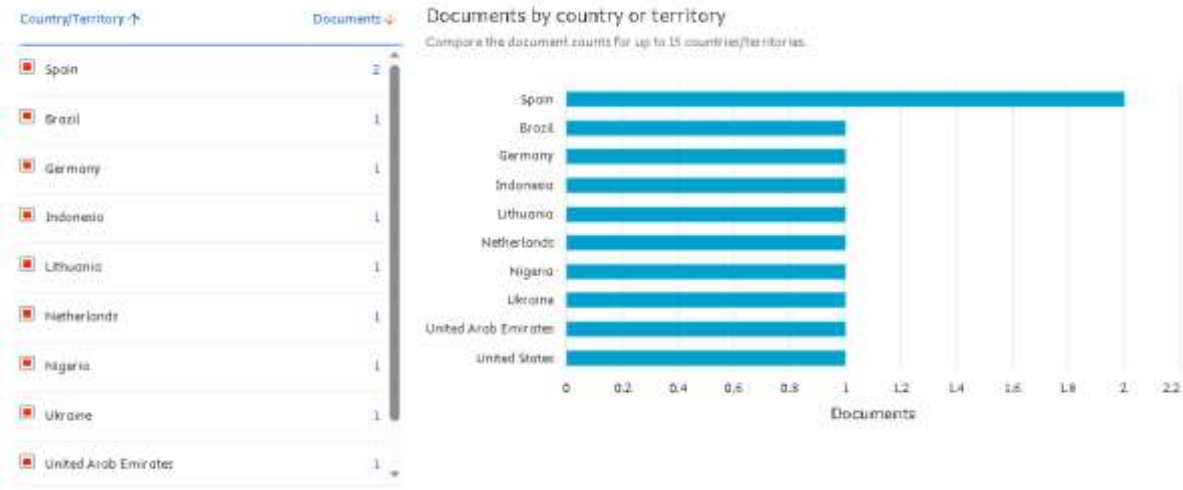


Figure 5. Diagram Documents by Country or Territory

The figure shows the distribution of the number of documents by country or region. From the data presented, it can be seen that Spain is the country with the highest number of publications, with two documents. Meanwhile, other countries such as Brazil, Germany, Indonesia, Lithuania, the Netherlands, Nigeria, Ukraine, the United Arab Emirates and the United States each contributed one document. This reflects the global nature of research contributions, with involvement from countries across Europe, Asia, the Americas and Africa. Although most countries have only one publication, this geographical diversity suggests that the research topic in question is attracting attention from the international academic community. Spain's dominance in the number of publications may indicate the presence of more active research centers or academic collaborations in the country in the field under study. Conversely, other countries that only contributed one document could be targeted for future research cooperation to broaden and deepen scientific contributions more equitably.

DISCUSSION

The results of a systematic review of the literature analyzed in this study indicate that entrepreneurial competence has a significant influence on the entrepreneurial interest of vocational students. However, this influence is not always direct, as its effectiveness is strongly influenced by the extent of support from the students' social environment. In some of the studies analyzed, it was found that even though students have strong technical abilities, innovative attitudes, and managerial skills, their interest in starting a business remains

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low if family, peers, and society do not provide sufficient encouragement or even show negative attitudes towards the choice of entrepreneurship.

The discussion from this systematic literature review highlights the importance of the role of social environment as a mediating variable in the relationship between entrepreneurial competencies and entrepreneurial interest of vocational students. Entrepreneurial competencies that include the ability to think creatively, innovatively, take risks, and manage businesses effectively are important foundations in shaping entrepreneurial interest. However, the success of these competencies is highly dependent on the social environment in which students find themselves. As stated by Gunartin et al. (2025), competency strengthening strategies need to be complemented by effective social support so that entrepreneurial interest can grow optimally. This result is in line with Godinez and Dunlap's (2021) research which found that the local social and economic context in developing countries such as Guatemala greatly influences the formation of sustainable entrepreneurial competencies.

Furthermore, Caballero-García et al. (2019) showed that the synergistic role of family and school in educating entrepreneurship is an important factor in increasing students' entrepreneurial interest. A supportive family environment gives students the confidence to start a business, while schools provide technical skills and access to practical knowledge. In an urban context, research by Dobernig et al. (2016) highlighted that social activities such as urban farming can also encourage entrepreneurial participation as part of collective social practices. This indicates that entrepreneurial competencies are more effective when applied in a supportive and collaborative social context.

In addition, Bodolica et al. (2021) emphasize that experiences in extracurricular activities have a significant contribution in shaping social leadership and entrepreneurial motivation in young people. It is important to note that learning outside the classroom also plays a big role in building vocational students' interest and confidence to enter the business world. In terms of education, Barkauskaitė and Karužaitė (2015) and Azqueta Díaz De Aldaå (2019) state the importance of building pedagogical approaches that integrate social and cultural values in the entrepreneurship education process. This reinforces the view that education is not enough to teach business techniques, but also needs to embed social and contextual values in the learning process.

Meanwhile, Nassif and Garçon's (2024) research adds a resilience dimension to entrepreneurship, where a supportive social environment plays an important role in building such resilience, especially in the context of women's entrepreneurship. This context is reinforced by Birkner and Aderemi (2015) who explain how local culture and social norms influence women's participation in entrepreneurship. Research by Tymoshuk et al. (2023)

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also highlights the importance of social responsibility in the world of work that reflects the moral and social dimensions of modern entrepreneurial practices.

The implications of these findings are quite broad, especially in the context of developing entrepreneurship education in vocational schools. The teaching approach should not only focus on strengthening students' cognitive aspects and technical skills, but also build social support networks through the involvement of parents, alumni, teachers, entrepreneurial communities, and the surrounding community. Programs such as community-based entrepreneurship guidance, joint family training, and strengthening the entrepreneurial ecosystem in the school and local environment can be an effective strategy in fostering students' entrepreneurial interest more thoroughly. Suggestions for future research include expanding the scope of the study by considering different social and cultural contexts, such as differences between urban and rural areas, or comparisons between public and private schools. The use of a mixed-method approach can also enrich the findings, as it is able to combine the strengths of quantitative and qualitative data. In addition, future researchers can examine other factors such as the role of personality, industrial experience, or digital support in strengthening the influence of competence on entrepreneurial interest through the mediation of the social environment.

CONCLUSION AND RECOMMENDATIONS

The social environment plays a crucial role in strengthening or even weakening the relationship between entrepreneurial competencies and students' interest in entrepreneurship. Therefore, strengthening entrepreneurship education in SMK should be done holistically by considering not only technical aspects and individual competencies, but also social support from family, school, community, and local culture. The implication is that schools and education policy makers need to design entrepreneurship learning strategies that are integrated with community and participatory approaches. Programs such as parental involvement, industrial visits, the establishment of school business communities, and cooperation with local businesses are important to create a supportive entrepreneurial ecosystem.

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