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Narrative Literature Review: Implications of the Role of School Cooperatives in Fostering Entrepreneurial Spirit

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A B S T R A C T

Poverty remains a major challenge faced by many countries, particularly in developing nations where economic inequality and limited employment opportunities persist. To address this issue, governments have implemented various strategies aimed at strengthening economic capacity and fostering entrepreneurial mindsets within society. One such strategy is the development of cooperatives, which are economic institutions based on the principles of kinship, mutual cooperation, and economic democracy. The purpose of this study is to examine the role of school cooperatives in fostering the entrepreneurial spirit among students. Specifically, this study explores how involvement in school cooperative activities contributes to the development of students' entrepreneurial attitudes, skills, and values. This study employs a narrative literature review with a structured search and screening process. Relevant articles were identified through academic databases using keywords related to school cooperatives and student entrepreneurship. The selection process involved reviewing titles, abstracts, and full texts to ensure their relevance to the research objective. A total of twenty articles that met the inclusion criteria were selected and analyzed. The findings from these studies were then synthesized to identify patterns and key themes related to the contribution of school cooperatives to entrepreneurial development. The findings indicate that school cooperatives can foster students' entrepreneurial spirit through several mechanisms. These include experiential learning opportunities, the development of responsibility and leadership through cooperative management activities, and the improvement of financial literacy through basic financial management practices. In addition, participation in cooperative activities helps cultivate a strong work ethic and collaborative skills among students. The study implies that strengthening school cooperatives can be an effective strategy for integrating entrepreneurship education with practical learning experiences in schools.

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1. INTRODUCTION

Poverty is a major problem for countries in the world, especially in developing countries (Priseptian & Primandhana, 2022). Education is one of the ways that can be implemented to reduce poverty (Suparmi, Suwena, & Meitriana, 2020). In Indonesia, education is divided into three main paths, namely formal, nonformal, and informal (Al-Qodry & Fadil, 2023). There are several levels of formal education that can be taken by every citizen, such as primary education, secondary education, and higher education (Widati & Herawati, 2020). The educational teaching system in Indonesia is divided into several categories, one of which is a system that adheres to the concept of open education. In this context, students are expected to develop their mindset in order to become innovative and creative students. Therefore, non-formal education, such as experience and learning outside of school hours, is also indispensable for students. Through national education to improve quality human resources will contribute to the nation's economy (Suparmi et al., 2020). Developing countries such as Indonesia are more focused on entrepreneurship because this can encourage innovation, create new jobs and improve economic and social well-being in the country (Shabnaz & Islam, 2021). Knowledge and implementation of entrepreneurship can be obtained through entrepreneurship education (Ratumbuysang, 2018). The need to change entrepreneurship education that used to focus on the orientation of functional control such as finance, marketing, and human resources to focus more on developing the entrepreneurial spirit of students (Ratumbuysang & Rasyid, 2015). Along with the development of the globalization era, education in Indonesia has undergone changes marked by increasingly fierce labor competition. Globalization has had a double impact, on the one hand opening up the widest possible opportunities for cooperation between countries, but on the other hand it turns out to bring very tight competition (Isrososiawan, 2013). The concurrency of human resource quality encompasses all aspects of life, including the education and industrial sectors, both of which are responsible for producing competitive goods and services in markets that require a productive and skilled workforce in their fields.

The government has implemented various programs to overcome the problem of poverty, one of which is by forming an economic institution that is based on the principles of kinship and democracy which is also called cooperatives (Yekti, 2016). One of the forums that can contribute to the economy in schools is school cooperatives. School cooperatives are a good opportunity to develop students' interest in entrepreneurship by being directly involved in cooperative management (Fadilah & Iswahyudi, 2019) in (Nuriyanti et al., 2023). School cooperatives provide real lessons that can not only be found in the classroom, but are also able to lead students to become entrepreneurs (Azzara & Perkasa, 2023). Through practical activities, students can obtain significant benefits, both in terms of theoretical and practical skills. This activity provides knowledge that can be applied by students with real results. In addition, entrepreneurial activities in school cooperatives are implemented to introduce students to the world of entrepreneurship and provide a practical understanding of entrepreneurial activities (Hermansyah et al., 2023) in (Azzara & Perkasa, 2023). According to Sigain (2010) in (Mawarzani & Adipta, 2019) it is stated that with the existence of student cooperatives, it is hoped that students can improve entrepreneurial behavior, cooperate and become young entrepreneurs which are channeled through student cooperatives as a forum to support student entrepreneurial potential. Students become the main figures in cooperatives, both as managers, owners, and users of cooperative products (Handayani, Anuraga, & Rachman, 2019).

Education plays an important role in fostering an entrepreneurial spirit from an early age through structured learning and practical experiences that support the development of innovative mindsets and managerial skills of students (Kurniawan et al., 2021; SUTINI, 2021; Hasanah & Perkasa, 2023; Widati & Herawati, 2020). In this context, school cooperatives are an effective learning medium because they provide opportunities for students to directly

practice economic and entrepreneurial concepts, so that they can improve their entrepreneurial interests and skills (SUTINI, 2021; Hasanah & Perkasa, 2023; Azzara & Perkasa, 2023; Junedi et al., 2022). Therefore, the integration of school cooperatives into the entrepreneurship curriculum needs to be carried out in a sustainable manner with the support of professional educators, adequate facilities, and structured program evaluations (Hasanah & Perkasa, 2023; Haq et al., 2024; Ummah et al., 2023; Maarif et al., 2023).

Introducing the entrepreneurial spirit from an early age to the younger generation is a very good thing to do, the younger generation will get wider opportunities in developing entrepreneurial skills (Hutagalung, Fitri, & Ritonga, 2019). One of the things that students can develop is the entrepreneurial spirit. In the entrepreneurial spirit, students will be required to think critically, innovative and creative. The entrepreneurial spirit will later make students will grow directly with the process that students go through. This entrepreneurial spirit will encourage students to be successful because with this entrepreneurial spirit makes students active to think and develop the business. From here, the important role of schools is also very important in developing students' entrepreneurial spirit. (Al-Qodry & Fadil, 2023). Previous research also said that student cooperatives are a place to foster students' entrepreneurial spirit by providing several advantages such as discipline, dividing time and setting goals (Trihastuti, Abdulkarim, Danial, & Supriadi, 2020). Student (or university) cooperatives require members to balance academic responsibilities with cooperative activities, which strengthens discipline and effective time management, including task prioritization (Trihastuti et al., 2020; Raharjo et al., 2014). This cooperative setting also builds accountability for assigned roles, encouraging a more disciplined approach to both study and entrepreneurial activities (Raharjo et al., 2014). By engaging in cooperative business goals, students learn strategic thinking, realistic goal-setting, and how to take calculated risks in a relatively safe environment (Trihastuti et al., 2020). Business incubation and mentoring programs within cooperatives further develop practical entrepreneurial skills such as business management, marketing strategies, and product development (Khoir et al., 2025). Team-based, interdisciplinary collaboration and structured training enhance students' soft skills and, in turn, strengthen their entrepreneurial intention (Lane & Farris, 2006; Raharjo et al., 2014). Therefore, to foster and shape an entrepreneurial spirit, students are expected to form a forum for them to devote their creativity or innovation from the theories they get or programs offered by the government (Mulyadi, Rahman, & Niode, 2022). Through school cooperatives, the potential for entrepreneurial skills will increase because they can apply them, directly in entrepreneurship such as doing business and interacting (Kurniawan, 2014).

According to Law Number 25 of 1992, a cooperative is a legal entity established by an individual or a cooperative legal entity, with the separation of the wealth of its members as capital to run a business, which meets the common aspirations and needs in the economic, social, and cultural fields in accordance with the values and principles of cooperatives. A cooperative is an organization established by one or several people to achieve common goals and benefits that are familial and voluntary (Yuniarti, Maulid, & Pangestika, 2022). According to the Joint Decree between the Minister of Industry, the Minister of Cooperatives, the Minister of Education and Culture, and the Minister of Home Affairs No.331/M/SK/10/198; No.126/M/KPTS/X/SK/10/1984; No.0477/M/1984 and No.72/1984, school cooperatives are cooperatives whose members are students, both elementary schools, junior high schools, high school schools, and private and public educational institutions outside the mentioned schools (Eliza, Mulya, & Pratiwi, 2019). Every graduate who has a cooperative education gets a permanent job faster, feels more satisfied with their job, receives higher wages, receives better assessments for their performance, and has a positive attitude towards entrepreneurial activities in their school (Mawarzani & Adipta, 2019).

Building on the legal foundation and the reported benefits of cooperative education, this article applies a structured, transparent literature review process to strengthen the credibility of its synthesis. Although the review is narrative in its mode of synthesis, the search and screening stages are reported explicitly (databases/sources, search strings, inclusion–exclusion criteria, and staged title/abstract and full-text screening), in line with widely used reporting and review-method guidance. The research question guiding this review is: How, and through what mechanisms, do school cooperatives contribute to fostering students' entrepreneurial spirit and entrepreneurship-related outcomes? The findings are then integrated using narrative synthesis principles to group consistent patterns across studies and to highlight remaining gaps for future research.

2. METHOD

This study adopts a narrative literature review design to synthesize existing evidence on the role of school cooperatives in fostering students' entrepreneurial spirit. A literature review is recognized as a valid research methodology when it is conducted through a clear, transparent, and replicable process rather than as an ad hoc summary of prior studies (Snyder, 2019). Although the present study applies a narrative mode of synthesis, the review was carried out using a structured procedure adapted from narrative synthesis guidance, namely: (1) defining the review focus and scope; (2) conducting a literature search using predefined keywords; (3) screening and selecting studies based on explicit eligibility criteria; and (4) synthesizing the included studies into thematic categories (Popay et al., 2006). To enhance methodological rigor, the identification and selection of articles were documented transparently by specifying the sources searched, search terms, inclusion–exclusion criteria, and staged screening process, in line with current expectations for transparent review reporting (Page et al., 2021). This approach was chosen because the reviewed studies vary in context, design, and reported outcomes, making narrative synthesis more appropriate for integrating patterns, explaining recurring mechanisms, and identifying research gaps than a narrowly standardized review format (Snyder, 2019; Popay et al., 2006).

The literature search was conducted using online academic search engines and journal portals, including Google Scholar and national journal repositories (e.g., SINTA/Garuda) as well as other accessible academic databases. The search used combinations of keywords and Boolean operators, for example: ('school cooperative' OR 'student cooperative' OR *'koperasi sekolah'* OR *"koperasi siswa"*) AND ('entrepreneurship' OR 'entrepreneurial spirit' OR 'entrepreneurial intention' OR 'kewirausahaan'). Studies were included if they: (1) discussed school/student cooperatives in primary or secondary education contexts; (2) examined entrepreneurship learning or entrepreneurship-related outcomes (e.g., entrepreneurial spirit, attitudes, intentions, or skills); and (3) provided empirical results or substantial conceptual explanations relevant to the research focus. Studies were excluded if they: (1) focused solely on university cooperatives without relevance to school cooperatives; (2) discussed cooperatives without entrepreneurship-related outcomes; (3) were duplicates; or (4) were not accessible in full text.

Titles and abstracts were screened for relevance, followed by full-text screening for eligibility. From the screening process, 20 articles were identified as relevant and included in the narrative synthesis. Key information extracted included study context, participants, cooperative programs/activities, entrepreneurship-related outcomes, and reported mechanisms. Data synthesis. The included studies were synthesized narratively by grouping findings into themes explaining how school cooperatives may foster entrepreneurial spirit (e.g., experiential learning and practice opportunities, responsibility and leadership training, financial literacy and

work ethic, and collaborative skills). Because this review is narrative, the synthesis emphasizes interpretive integration of evidence, and the selection and thematic interpretation may involve researcher judgement.

3. RESULTS AND DISCUSSION

3.1. Result

The results of the research data included in this literature review are an analysis and summary of articles related to the Role of School Cooperatives in Fostering Entrepreneurial Spirit. The 20 included studies mapped in Table 1 were compiled from the 'Relevant Research' and 'School Cooperative–Entrepreneurial Spirit' sections, which summarize empirical and conceptual findings on how school cooperatives foster entrepreneurial values and skills.

Table 1. Result mapping of included studies (n = 20)

No.	Study	Context / Focus	Main results relevant to entrepreneurial spirit
1	Nuriyanti et al. (2023)	Entrepreneurship learning via school cooperative	Training/mentoring; students as administrators; supervised by teachers/principal/parents
2	Sukidjo (2016)	Cooperative activities & character values	Fosters kinship, independence, responsibility, democracy
3	Suparmi et al. (2020)	Dimensions of cooperative role	Five dimensions; very strong role (≈81.0%–86.1%) in practice, management/trading, democracy, cooperation, leadership
4	Mawarzani & Adipta (2019)	Student cooperative programs	Builds entrepreneurial character; students trusted to manage activities; positive changes reported
5	Al-Qodry & Fadil (2023)	Need to strengthen entrepreneurial spirit	Emphasizes creativity/innovation; school role in fostering spirit
6	Rohani (2019)	Contribution magnitude	School cooperative affects entrepreneurial spirit by 44.4%; remaining influenced by other factors
7	Nurbudiyani (2013)	Alternative to improve entrepreneurial attitudes	Cooperative activities improve entrepreneurial attitudes and provisions
8	Fuad & Surahmat (2019)	Cooperative as educational tool	Fosters discipline, responsibility, confidence, leadership, creativity; recommends training for teachers/students
9	Oktaviana (2020)	Empowerment of Kopsis	Most active entrepreneurship education occurs through Kopsis; needs serious management
10	Riza (2023)	Values & skills outcomes	Values: leadership, confidence, communication, responsibility, honesty, diligence, cooperation, risk-taking; Skills: service, time management, leadership, opportunity recognition
11	Armiati (2011)	Vocational school cooperative	Trains independence and creativity; supports entrepreneurship-based vocational education
12	Junedi et al. (2022)	Decision-making & market opportunities	Builds courage and wise decision-making; reading market opportunities; adaptability
13	Kurniawan (2014)	Attitudes/knowledge/behavior	Improves attitudes, knowledge, behavior, abilities; provides practice experience
14	Nirmayani & Suastika (2023)	Entrepreneurial spirit → behavior	Entrepreneurial spirit positively and significantly affects entrepreneurial behavior

No.	Study	Context / Focus	Main results relevant to entrepreneurial spirit
15	Sudarmanto (2022)	Practical entrepreneurial skills	Bookkeeping, inventory, computer operation, serving buyers; independence and responsibility
16	Minullah (2020)	Social values & motivation	Encourages caring, mutual cooperation, honesty, responsibility for future
17	Sari et al. (2022)	Responsibility & cooperative skills	Trains responsibility and cooperative skills useful in society
18	Azzara & Perkasa (2023)	Cooperative service function	Provides school supplies/snacks; convenient access within school
19	Sunarmintyastuti et al. (2022) in Nuriyanti et al. (2023)	Cooperative awareness & welfare	Builds cooperative awareness, responsibility, discipline, knowledge/skills; supports welfare and entrepreneurial spirit
20	Arnawa (2014)	Entrepreneurship spirit for cooperative movement	Entrepreneurial spirit in administrators/members is an initial effort toward cooperative success

3.2. Discussion

Table 1 shows that the reviewed literature consistently positions school cooperatives as an experiential learning space where entrepreneurial spirit is built through participation in real cooperative operations. Several studies describe a learning pathway that starts from training and mentoring, continues with students being assigned as cooperative administrators, and is strengthened by supervision from teachers, principals, and parents. This pattern indicates that school cooperatives function not merely as economic units, but as structured practice environments that connect entrepreneurship concepts with daily school-based business routines. Across the included studies, entrepreneurial spirit is most frequently discussed as a combination of values (character) and skills. On the values side, cooperative participation is repeatedly linked with responsibility, discipline, leadership, cooperation, and democratic attitudes. The strongest quantitative evidence in the mapped studies comes from Suparmi et al. (2020), which reports five dimensions of cooperative contribution with “very strong” categories (approximately 81.0%–86.1%) across practice of independence, management and trading techniques, democratic elements, mutual cooperation, and leadership cultivation.

Complementing this, Rohani (2019) reports that school cooperatives explain 44.4% of the variance in students’ entrepreneurial spirit, suggesting that the cooperative environment has a meaningful contribution while leaving room for other determinants. On the skills side, the findings show that cooperatives build entrepreneurship-relevant competencies through repeated, practical tasks. Practice-based learning plays an important role in improving students' technical skills, such as bookkeeping, inventory keeping, and basic computer operation, because these competencies are more effectively built through real-world work simulations than theoretical learning alone (Mardiana et al., 2024; Krisdiyawati et al., 2024). The use of accounting software, digital bookkeeping systems, and information technology support also helps strengthen students' analytical skills, financial literacy, and customer service, so that they are better prepared to face the world of work and entrepreneurship in the digital era (Krisdiyawati et al., 2024; Fauziyyah, 2022; Putri et al., 2023). This is in line with the direction of digital transformation in education which emphasizes the use of digital tools, AI, and automation to improve learning efficiency and work readiness of students (Mardiana et al., 2024; Fauziyyah, 2022; Kurniawan & Pudjiarti, 2024).

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Taken together, these results support the idea that entrepreneurial spirit develops when students repeatedly practice decision-making, service, responsibility, and teamwork within a supervised but authentic micro-business setting. The discussion also reveals enabling conditions that shape whether school cooperatives truly foster entrepreneurial spirit. Multiple sources emphasize the importance of empowerment and proper management: entrepreneurship education is most active when Kopsis is genuinely managed as a training forum rather than treated as an administrative formality. This aligns with recommendations to strengthen cooperative and entrepreneurship training programs for both teachers and students, so that cooperative activities translate into consistent learning outcomes.

In practice, this means that schools need clear operational roles, supervision routines, and learning integration (e.g., linking cooperative tasks with entrepreneurship lessons and reflection activities), rather than leaving cooperatives to run as a simple school shop. Finally, several gaps are visible from the mapped results. First, the presence of “unexplained variance” reported in the literature (e.g., 55.6% influenced by other variables) indicates that cooperative participation alone does not fully determine entrepreneurial spirit, and future studies need to clarify which complementary factors (school climate, family support, prior interest, curriculum exposure) interact with cooperative activities. Second, the review notes a recurring implementation issue: school cooperatives are often perceived only as a place to buy supplies, which limits their educational role and suggests a gap between the intended function and real practice in schools. This gap strengthens the practical implication of the review: schools should reposition cooperatives as learning laboratories, supported by structured mentoring and targeted training, to ensure that cooperative participation consistently produces entrepreneurial values and skills documented in Table 1.

4. CONCLUSION

This study is a narrative literature review; therefore, it does not apply a formal systematic review protocol or a standardized quality appraisal tool. The findings should be interpreted as an integrative overview of how school cooperatives may foster entrepreneurial spirit, and future research may apply a full systematic review or meta-analysis to evaluate study quality more rigorously. Based on this narrative literature review, school cooperatives have the potential to foster entrepreneurial spirit among students by providing experiential learning through cooperative buying-selling activities, strengthening responsibility and leadership, developing financial literacy and work ethic, and encouraging collaboration. Therefore, schools and education stakeholders should strengthen the management of school cooperatives and integrate cooperative activities into entrepreneurship learning so that the cooperative functions as a practical entrepreneurship laboratory.

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