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Implementation of Entrepreneurship Education to Foster University Students' Entrepreneurial Interest

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Abstract

Although entrepreneurship education has received considerable scholarly attention, research examining how its learning processes are implemented to foster university students' entrepreneurial interest remains limited. This study aims to analyze the implementation of entrepreneurship education in fostering students' entrepreneurial interest and identify the factors that support or hinder this process. A qualitative approach with a library research design was employed. Data were obtained through a documentary review of scholarly articles, books, official reports, and other publications relevant to entrepreneurship education. The data were analyzed using content analysis involving data reduction, thematic categorization, data presentation, and conclusion drawing. The findings indicate that entrepreneurship education integrated with practical activities, such as business-plan development, business-idea presentations, and entrepreneurship exhibitions, enhances students' business understanding, strengthens their self-confidence, and encourages them to initiate entrepreneurial ventures. Entrepreneurial interest is further supported by personal motivation, lecturer support, a conducive campus environment, and advances in digital technology. Conversely, limited experience, insufficient financial capital, and fear of failure

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remain major barriers. The study concludes that practice-oriented entrepreneurship education is essential for cultivating university students' entrepreneurial interest and preparing independent, innovative graduates capable of creating employment opportunities. These findings contribute to the development of entrepreneurship education in higher education and provide a foundation for designing learning models that are more responsive to evolving business environments and digital transformation.

Keywords: Digital Transformation; Entrepreneurial Interest; Entrepreneurship Education; Higher Education; Practice-Oriented Learning

INTRODUCTION

The number of university graduates continues to increase each year, but the labor market's capacity to absorb new workers has not expanded at the same rate. This condition has contributed to rising educated unemployment, which remains a major challenge for human-resource development in Indonesia. Data from Statistics Indonesia in recent years indicate that higher-education graduates continue to account for a proportion of open unemployment despite having higher educational attainment than other groups. This phenomenon suggests that possessing a degree does not guarantee employment that matches an individual's competencies. At the same time, the expansion of the digital economy, technological advances, and changing consumer behavior have created new business opportunities that young people can pursue. Universities are therefore expected not only to produce graduates who are ready to enter the labor market, but also to prepare individuals who can create employment through entrepreneurship. Entrepreneurship education consequently plays an important role in developing students' courage, creativity, opportunity-recognition skills, and readiness to face an increasingly dynamic business environment.

The Indonesian government also continues to strengthen an entrepreneurial culture through higher-education policies that place innovation, creativity, and entrepreneurial competence among the core capabilities expected of graduates. Entrepreneurship courses at universities are intended to cultivate a more independent mindset so that students are not oriented solely toward becoming job seekers, but are also interested in developing sustainable businesses. Nevertheless, entrepreneurship courses do not always produce optimal outcomes. At some universities, students still regard these courses merely as curriculum supplements, causing instruction to emphasize conceptual delivery rather than authentic

experience in developing a business. Consequently, students' interest in starting a business after completing the course remains varied and has not shown a substantial increase (Farelga et al., 2026).

The successful implementation of entrepreneurship education is determined not only by the material taught, but also by learning strategies, practical methods, the academic environment, lecturer support, and opportunities for students to experience business processes directly. Learning that integrates business projects, case studies, collaboration with business practitioners, and the use of digital platforms is considered more effective in building students' self-confidence than approaches that are exclusively theoretical. Through these experiences, students can identify their potential, develop managerial skills, practice decision making, and learn to manage the risks involved in operating a business. The learning process therefore produces not only an understanding of entrepreneurship concepts, but also the entrepreneurial character that serves as essential capital for creating new ventures (Martini Martini et al., 2023).

Previous research by Saleh et al. (2022) found a positive relationship between entrepreneurship education and increased entrepreneurial interest among university students. Several studies have explained that practice-based learning methods can improve students' motivation, creativity, and courage to start a business. Other research has found that participation in business-incubation programs, entrepreneurship training, and course-based business projects influences students' readiness to become entrepreneurs (Martini Martini et al., 2023). Nevertheless, most studies have examined the effect of entrepreneurship courses on entrepreneurial interest through quantitative approaches that emphasize relationships among variables. Relatively limited attention has been given to how the learning process is implemented in the classroom, how lecturers apply instructional strategies, and how these learning experiences shape students' entrepreneurial character. In addition, changes in the business ecosystem driven by digitalization, social-media marketing, and the creative economy have not been sufficiently incorporated into analyses of entrepreneurship-education implementation.

In response to these conditions, this study focuses on the implementation of entrepreneurship education as a process that encompasses planning, delivery, learning experience, and its effects on the formation of students' entrepreneurial interest. The study applies a concept of entrepreneurship education that positions learning as an integrated

means of developing knowledge, skills, attitudes, and the courage to pursue business opportunities. Entrepreneurial interest is understood as an individual's tendency to choose business activity as a career option, shaped by learning experiences, confidence in personal capability, and a supportive environment. From this perspective, the study considers not only the final level of entrepreneurial interest, but also how the learning process shapes students' mindset and character as prospective entrepreneurs.

Accordingly, this study focuses on the implementation of entrepreneurship education in encouraging the growth of entrepreneurial interest among university students. It aims to examine the effectiveness of the entrepreneurship-learning process in developing entrepreneurial character while increasing students' interest in entering the business world. The findings are expected to provide an overview of learning practices that are more relevant to current business needs and to inform universities in developing entrepreneurship-education models capable of producing graduates who are oriented toward becoming job creators.

METHODS

This study employed a qualitative approach using library research to examine a range of scholarly sources and obtain an in-depth understanding of how entrepreneurship education can increase university students' entrepreneurial interest. This approach was selected because it enables a comprehensive examination of concepts, policies, previous research findings, and other scientific evidence related to entrepreneurship education. The research design comprised problem identification, literature searching, source selection, information grouping, content analysis, and synthesis. These stages generated an integrated account of the entrepreneurship-learning process and its influence on students' character development and interest in business.

The study used secondary data obtained from scholarly journal articles, academic books, conference proceedings, government policy documents, official institutional reports, and other publications relevant to the research topic. Priority was given to literature published within the preceding five to ten years to reflect current developments in higher education and entrepreneurship. Data were collected by searching multiple academic databases, after which each source was selected according to thematic relevance, publisher credibility, and alignment with the research focus. Data were analyzed through content

analysis, beginning with data reduction, followed by thematic classification, narrative presentation of the findings, and conclusion drawing through the interpretation and integration of evidence. This procedure produced a systematic understanding of the implementation of entrepreneurship education in increasing university students' entrepreneurial interest.

RESULTS

The review indicates that the implementation of entrepreneurship education in higher education is not limited to delivering classroom material. It also emphasizes learning experiences that allow students to recognize business opportunities, develop business ideas, and practice decision-making skills (Qomala Sari et al., 2024). The reviewed literature shows that learning processes combining conceptual explanation with practical activities provide more meaningful experiences than instruction based primarily on lectures. Students not only understand fundamental entrepreneurship concepts, but also gain an overview of the stages involved in developing a business, from opportunity identification to the preparation of marketing strategies.

As shown in Table 1, entrepreneurship education is implemented through several complementary activities. These activities provide opportunities for students to develop creative-thinking skills, collaborate in teams, and prepare business plans systematically.

Table 1. Forms of Entrepreneurship Education Implementation

Form of Learning	Implementation	Observed Outcomes
Delivery of basic material	Concepts of business opportunities, marketing, and business management	Students understand the fundamentals of entrepreneurship
Business-plan preparation	Students prepare business proposals individually or in groups	Business-planning skills improve
Business-idea presentation	Proposals are presented before the lecturer and other students	Self-confidence and communication skills develop
Entrepreneurship practice or exhibition	Students market products directly during campus activities	Students gain direct experience in operating a business
Learning evaluation	Reflection on challenges and achievements during practice	Students are able to improve subsequent business plans

The review also shows that successful implementation is influenced by factors originating both within and outside the student. The motivation to earn additional income,

the desire to become independent, and an interest in developing creativity are internal factors that often encourage active participation in learning. External factors include lecturer support, a campus environment that provides entrepreneurship activities, the involvement of business practitioners as resource persons, and the growth of digital-business opportunities, all of which strengthen student motivation (Wibowo, 2017).

Several obstacles nevertheless remain in the implementation of entrepreneurship education. Some students lack confidence when starting a business because of limited experience, insufficient capital, or an inadequate ability to manage risk. In addition, limited practice time and unequal access to supporting facilities across universities mean that students do not always receive equivalent learning experiences.

Table 2. Supporting and Inhibiting Factors in Entrepreneurship Education Implementation

Aspect	Findings
Internal supporting factors	Motivation to be independent, desire to earn income, creativity, and courage to pursue new opportunities
External supporting factors	Lecturer support, campus programs, digital-business development, and collaboration with business practitioners
Inhibiting factors	Lack of experience, limited capital, fear of failure, and limited practice time
Measures undertaken	Lecturer mentoring, project-based learning, business practice, and periodic evaluation

Further analysis shows that the implementation of entrepreneurship education has a positive effect on the development of students' entrepreneurial interest. After completing learning activities involving business-plan preparation, business-idea presentations, and marketing practice through entrepreneurship exhibitions, students demonstrate a change in how they view the business world. They no longer regard business as an inaccessible option, but as a career opportunity that can be prepared for while they are still at university. Greater understanding of business planning, marketing strategy, basic financial management, and consumer-needs analysis is also accompanied by increased courage to start a small-scale enterprise (Martini Martini et al., 2023).

Nevertheless, the review identifies differences in the level of interest among students. Some demonstrate strong enthusiasm for developing a business after participating in entrepreneurship education, whereas others continue to regard entrepreneurship as an alternative option after graduation. These differences indicate that the effects of implementation vary according to each student's experience, motivation, and readiness.

Entrepreneurship education therefore contributes positively to increased entrepreneurial interest, although the outcomes are not uniform across all participants.

DISCUSSION

The Implementation of Entrepreneurship Education in Shaping Students' Learning Experiences

Entrepreneurship education in higher education is no longer understood merely as the delivery of material on how to operate a business. Rather, it is a process of shaping students' mindsets, attitudes, and ability to identify and utilize economic opportunities. The findings indicate that implementation combining conceptual explanation with practical activities provides a more comprehensive learning experience than instruction oriented only toward completing course content. Students are able to connect knowledge acquired in the classroom with the actual conditions faced by business practitioners, making the learning process more contextual (Putri et al., 2025).

Preparing business plans, presenting business ideas, conducting marketing simulations, and participating in entrepreneurship exhibitions are important components of this experience. Through these activities, students learn not only to prepare a business plan, but also to analyze consumer needs, determine a product's added value, calculate production costs, and formulate marketing strategies suited to market characteristics. These activities encourage students to think more critically when making business decisions and strengthen their ability to work in teams.

The review also indicates that active student involvement during the learning process strengthens the successful implementation of entrepreneurship courses. Students who are given opportunities to discuss, express ideas, receive feedback, and evaluate the outcomes of practical activities demonstrate a stronger understanding of the business-development process than those who receive only one-way explanations. This condition indicates that learning is more effective when students are positioned as active participants at every stage of the activity (Ezra Mariani Br. Sianipar & Mujiono, 2026).

Digital technological development has also expanded the forms through which entrepreneurship education can be implemented. Students are introduced to social-media marketing, marketplace utilization, promotional-content creation, and digital-payment

applications. These experiences demonstrate that contemporary business no longer depends exclusively on physical stores, but can also develop through digital platforms that reach broader consumer markets. Entrepreneurship education is consequently more relevant to a continually changing business environment (Farelga et al., 2026).

These findings show that successful implementation is determined not only by the quality of the material, but also by the lecturer's ability to create learning experiences that enable students to interact directly with entrepreneurial activities. The more opportunities students receive for practice, the greater their opportunity to understand business processes comprehensively and build readiness to enter the business world.

Factors Supporting and Inhibiting the Growth of Students' Entrepreneurial Interest

Students' entrepreneurial interest does not emerge spontaneously, but develops through interactions among learning experiences, individual characteristics, and a supportive environment. The findings indicate that internal motivation is among the most influential factors in students' courage to start a business. The desire to achieve economic independence, create employment, develop creativity, and gain new experiences frequently encourages students to become interested in operating a business while they are still completing their education.

External factors are equally important. Lecturer support through mentoring during the preparation of business proposals, motivational guidance, and opportunities to participate in entrepreneurship activities can increase students' self-confidence. A campus environment that provides business-incubation programs, student-product bazaars, business competitions, and training with business practitioners also strengthens students' desire to establish their own enterprises (Setyawati, 2020).

The development of the digital economy also accelerates the growth of entrepreneurial interest. The ease of marketing products through social media, relatively low promotional costs, and increasing use of e-commerce platforms allow students to start businesses with more affordable capital requirements. Many students recognize that a digital business can be operated without a physical store, thereby reducing entry barriers compared with those encountered several years ago.

The study nevertheless identifies several barriers that students continue to face. The first is limited confidence in making business decisions. Some students remain hesitant to

start a business because they fear failure or financial loss. This condition indicates that the courage to take risks remains a challenge in developing entrepreneurial character.

A further barrier concerns limited business capital. Although many business opportunities can be pursued at relatively low cost, some students continue to regard capital as the principal constraint. This perception often causes students to postpone implementing business ideas even when they have developed sound plans. In addition to capital, limited experience in managing a business also prevents students from feeling fully confident about operating independently (Budiman, 2024).

Another influential factor is the limited time available because of demanding academic activities. Students must divide their attention among lectures, assignments, organizations, and other responsibilities, reducing the time available to develop a business. Learning designs that provide flexibility and integrate business projects into course activities can therefore help students gain entrepreneurial experience without neglecting their academic obligations.

The discussion indicates that increasing entrepreneurial interest requires more than the delivery of classroom material. Universities must also build learning environments that provide continuous support and give students the confidence to implement their business ideas.

The Impact of Entrepreneurship Education on Students' Character and Business Interest

The implementation of entrepreneurship education produces visible changes in how students perceive the business world. Before participating in the course, some students continue to regard paid employment as their primary objective after graduation. After gaining experience in preparing business plans, conducting market analysis, marketing products, and evaluating business activities, however, they begin to view business development as a realistic career option (Ardiyansah, Ibnu Thayibur Rizqi, M. Rausyan Fikri, 2025).

This change occurs because students acquire experiences that are not only academic, but also involve decision making, problem solving, communication, leadership, and teamwork. These experiences provide important preparation for the character required of an entrepreneur. Students learn that business success depends not only on product quality, but also on the ability to understand consumer needs, manage resources, and innovate continuously.

Practice-based learning also increases students' courage to pursue small-scale business opportunities. During their courses, many students begin marketing food, fashion products, handicrafts, or digitally delivered services. Although these businesses remain relatively simple, the experience provides learning that is difficult to obtain solely through classroom explanation. Students directly learn how to respond to changing market demand, manage profits, and build relationships with consumers (Yoeliastuti, 2026).

In addition to increasing the courage to start a business, entrepreneurship education develops students' ability to view challenges as opportunities for self-development. Students become accustomed to evaluating product weaknesses, receiving consumer feedback, and improving marketing strategies based on previous experience. This orientation is important for building ventures that can survive changes in the business environment (Rizki & Faridatussalam, 2025).

The findings also show that entrepreneurship education contributes to the development of an innovation culture on campus. Students are encouraged to generate new product ideas, use digital technology in marketing, and develop collaboration across academic disciplines. Entrepreneurship courses therefore benefit not only individual students, but also have the potential to create a more productive and creative academic ecosystem.

Although the level of entrepreneurial interest is not identical among all students, implementation has produced an overall positive direction of change. Students who receive direct learning experiences tend to have greater confidence in starting a business than those who acquire knowledge only through conventional instruction. Strengthening practice-based learning, expanding collaboration with the business community, and utilizing digital technology are therefore important measures for improving the effectiveness of entrepreneurship education and producing independent, innovative graduates who are ready to create employment.

CONCLUSION

The implementation of entrepreneurship education plays an important role in increasing university students' entrepreneurial interest through a learning process that integrates knowledge, practical experience, and character development. Activities such as business-plan preparation, business-idea presentations, and marketing practice provide

authentic experiences that help students understand how to establish and manage a business. The review also indicates that personal motivation, lecturer support, the campus environment, and digital technological development encourage the growth of entrepreneurial interest, whereas limited experience, fear of failure, and inadequate capital remain barriers that must be addressed. Practice-oriented learning can strengthen self-confidence, creativity, decision-making capability, and students' courage to start a business. Universities should therefore continue to develop entrepreneurship-education models that are more applicable, collaborative, and aligned with business needs so that graduates are prepared not only to obtain employment, but also to create jobs independently.

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