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Realization of Entrepreneurial Values Towards Students' Understanding During Learning In Higher Education

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Abstract -In Garut Regency, there are very few MSMEs that are classified as medium and large businesses, even in the small category, the number is still very minimal. The majority of MSMEs in Garut Regency are still classified as micro businesses (very small). This study aims to describe how prospective entrepreneurs or existing entrepreneurs start and grow their businesses, especially for students in Garut Regency who study entrepreneurship. This study uses a Qualitative approach, which uses the literature review method, it is expected to be able to provide an overview of what students need to pay attention to in building a competitive business. The results of this study identified that students with high motivation tend to show better results in entrepreneurship learning, from the results of the publish or perish and vosviewer analysis it was analyzed that the nodes regarding student understanding through the realization of entrepreneurial values in learning in Higher Education must implement learning based on entrepreneurial values, so that students are able to develop their abilities and have critical thinking and have high creativity. Therefore, students who are involved in practical activities will tend to have a better understanding and greater interest in entrepreneurship.
Keywords: Entrepreneurial Values, Understanding Of Learning, Higher Education.

I. INTRODUCTION

Entrepreneurship education is an essential component in preparing prospective entrepreneurs to enter the challenging business world. In this context, entrepreneurship education is not only limited to teaching business theory, but also includes the development of attitudes and skills needed for entrepreneurship. Research on entrepreneurship education shows that a holistic and integrative approach is essential in shaping entrepreneurial attitudes, innovative mentality, and individual independence [1] .

Based on the analysis of several studies, entrepreneurship education has a significant impact on entrepreneurial interest and intention among students. For example, [2] found that self-efficacy and entrepreneurship education have a positive influence on students' entrepreneurial intention. Basically, entrepreneurial values are in terms of technical skills (business plans, finance, etc.), but not many have reviewed how entrepreneurial values (such as innovation, independence, resilience, responsibility) are internalized during the teaching and learning process at university. In addition, entrepreneurship education can increase entrepreneurial intention by strengthening entrepreneurial literacy and self-motivation [3].

The implementation of the right entrepreneurship education model in universities is also key to encouraging interest in entrepreneurship. The entrepreneurship education curriculum should be strategically designed to develop behavior in accordance with entrepreneurial character [4] . Meanwhile, [5] underlines that the integration of research and practice, such as entrepreneurship training and business incubation, is very important to build student competence.

In addition to the curriculum, support from the family environment, society, and educational institutions also plays a very important role in fostering an entrepreneurial spirit in the younger generation. For example, parental support contributes to students' entrepreneurial intentions, indicating that collaboration between formal and informal education is needed to create a more conducive entrepreneurial ecosystem [6].

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Finally, in facing the increasing economic challenges, especially amidst the impact of the pandemic, entrepreneurship education can be one of the strategic solutions to reduce unemployment. This was stated by [7] . Which underlines the importance of educational patterns that prioritize independence and innovation. Thus, entrepreneurship education needs to be a priority in the curriculum to build an entrepreneurial spirit and face future challenges.

Table 1. Percentage of Business Scale in Garut Regency

Business Scale	%
Micro	86
Small	11
Intermediate	1
Big	2

Source : [8]

The table above illustrates how the majority of MSMEs in Garut Regency are dominated by micro-enterprises, reaching 86%, which reflects the low capacity and valuation of the business and limitations in growth aspects such as sales, customers, assets, and profits. The dominance of micro-enterprises shows that the contribution of MSMEs to solving social and economic problems, such as job creation and reducing unemployment, is still not optimal. Therefore, improving MSME performance is important so that businesses can move up a class (scale-up) and provide a wider economic impact. MSME performance reflects success in developing capital, markets, labor, and profits [9] . Therefore, research is needed to identify the factors that influence the success of these businesses as a basis for students in the field of entrepreneurship who want to become entrepreneurs in increasing the scale and competitiveness of their businesses, especially in Garut Regency.

II. LITERATURE REVIEW

2.1 Entrepreneurial Values

Entrepreneurial values play an important role in shaping entrepreneurial attitudes and behavior through business education and practice. Key values that are often highlighted include creativity and innovation as the basis for solving business challenges [10] , as well as the importance of training that fosters new ideas [11] . An independent attitude and the courage to take risks are also important in shaping independence and business decision-making [12], with self-efficacy also increasing entrepreneurial performance. In addition, ethical values such as honesty and responsibility play a role in shaping sustainable entrepreneurial character [13] . The 2021–2025 international study showed that these values can be measured through indicators such as independence, risk-taking, strategy, and organization [14] , as well as innovation, proactivity, and strategic networking [15] . In the context of green entrepreneurship, indicators such as environmental awareness and ecopreneurial motivation are also relevant [16] . Personal values such as self-improvement and openness to change contribute to international entrepreneurial intentions [17], while cultural values such as long-term orientation and uncertainty avoidance influence youth entrepreneurial orientation [18] .

2.2 Student Learning Understanding

Student understanding includes three main aspects: conceptual understanding, development of work ethic and practical skills, and financial and social literacy. Conceptual understanding reflects students' ability to understand lecture material in depth, as shown by research in mathematics, chemistry, and basic physics [19] . Development of work ethic and practical skills is needed so that students not only understand theory but are also able to apply it in social contexts such as zakat management or the application of moral values [20] . Meanwhile, financial literacy and understanding of social issues such as the impact of X-rays and personal financial management show the importance of life skills in forming responsible students [21] .

Indicators of student understanding can be identified through understanding of mathematical concepts, especially in online learning [22] . Research shows that measuring the effectiveness of online learning has good convergent validity, with factor loading values between 0.594 and 0.879 [23] . In addition, the use of e-modules in linear programming learning improves student understanding, with 100% ability to provide examples and non-examples. The three-tier test instrument is also effective in assessing student understanding, although this study focuses on chemistry [24] .

2.3 Student learning

The dynamic interaction process between students and lecturers, including with learning resources in the educational environment, which creates a learning environment that supports active

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participation and deeper understanding of the material [25] . In addition, learning is also influenced by technology and teaching methods, with online learning and project-based methods increasing student engagement, communication skills, and collaboration [26] . Varied learning methods, such as cooperative models and adaptations to distance learning, provide a more interactive and engaging learning experience [27] . In addition to knowledge, learning outcomes reflect the development of students' critical and creative thinking skills, so that learning success must be assessed comprehensively, including problem-solving and communication skills [28] .

Thus, the understanding of student learning from 2021 to 2025 includes dynamic interactions, technology, diverse learning methods, and comprehensive learning outcomes. Relevant indicators of student learning in higher education are the Self-Reliant Learning Readiness Scale (SDLRS) and evaluation of perceptions of assessment methods. Research shows that factor analysis and structural modeling of the SDLRS among medical students in India showed significant factor loadings, indicating a good relationship between elements in the scale [29] . On the other hand, formative and summative assessments can enhance in-depth learning, with two main factors influencing students' perceptions of assessment methods [30] . Both studies emphasize the importance of appropriate assessment methods to support self-regulated and effective learning.

III. RESEARCH METHODS

Qualitative research methods are an approach that is often used to gain an in-depth understanding of social issues, individual behavior, and other complex phenomena [31] . Qualitative research methods are used to investigate, discover and describe the objects being studied.

A type of literature study, qualitative research focuses on the analysis of texts and documents to identify themes, patterns, and perspectives that emerge from multiple sources. This approach is particularly useful for understanding entrepreneurial values embedded in educational contexts [32] . Literature study is a research method that refers to the collection, analysis, and synthesis of information from multiple written sources to formulate new understandings or knowledge about a topic.

This approach is often used in various disciplines, including social sciences, education, and business. In this context, qualitative research based on literature studies aims to study and explore the phenomenon being studied, using existing sources. The goal is to summarize the *state of the art* related to a phenomenon, identify gaps in research, and build a theoretical framework that can be used for further research [33]. The technique of analyzing documentation data reviewed from relevant previous research and analyzed through *publish or perish software* and analyzed with *vosviewer* to analyze the novelty of the data [34] .

IV. RESULT AND DISCUSSION

Based on the research findings by analyzing literature studies, this study aims to examine how entrepreneurial values are realized and have an impact on student understanding during the learning process in higher education [35] . The main focus of this study is to understand the role of teaching methods, student involvement, and the application of entrepreneurial values in the higher education curriculum [36] .

Realization of entrepreneurial value-based learning for students in higher education. This approach emphasizes aspects of creativity and variation in the learning process that can encourage the skills and attitudes needed for success in the field of entrepreneurship [37]. Implementation of the appropriate model, students are expected to develop a better understanding of the dynamics of the company and the various challenges faced by entrepreneurs.

Interactive entrepreneurial values learning can influence students' attitudes and interests in entrepreneurship. Improved learning outcomes have been shown to correlate with the depth of practical experience provided in entrepreneurship teaching [38] . Students who engage in practical activities are more likely to have a better understanding and greater interest in entrepreneurship. Students with high motivation tend to show better results in entrepreneurship learning [39] .

The findings in this study confirm that the creation of an interesting and challenging learning environment can contribute to the development of a better understanding of entrepreneurial values, especially for students at the tertiary level. The following can be identified from the results of the

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publish or perish search analysis regarding previous literature that is relevant to the study and the interpretation of its data novelty, as follows:

Table 2. Article Data on *Publish or Perish*

No	Citation	Writer	Title	Publication
1	794	G Boldureanu, AM Ionescu, AM Bercu	Entrepreneurship education through successful entrepreneurial models in higher education institutions	Journal of Sustainability
2	629	G Nabi, A Walmsley, F Liñán, I Akhtar	Does entrepreneurship education in the first year of higher education develop entrepreneurial intentions? The role of learning and inspiration	Journal in Higher Education
3	673	S Saeed, S Yousafzai	The role of perceived university support in the formation of students' entrepreneurial intention	Jourrnal of entrepreneurship
4	457	M Dollinger, J Lodge, H Coates	Learning-related soft skills among online business students in higher education: Grade level and managerial role differences in self-regulation, motivation, and social	Journal of Computers in Human Behavior
5	386	Ratten	Coronavirus (Covid-19) and the entrepreneurship education community	Journal of Enterprising Communities

Source: Publish or perish, 2024.

Based on the results of the literature study above, to determine the position and existence of research on the realization of entrepreneurial values in learning, all articles obtained were then analyzed using *VOSviewer software*. The visualization results of this software can be seen in Figure 1. Basically, VOSviewer positions variable nodes in a two-dimensional spatial network, where the strength between nodes is related to the proximity of the location of the nodes. The closer the relationship between two nodes, the stronger the relationship between the nodes or the more research related to the two variables is carried out and vice versa.

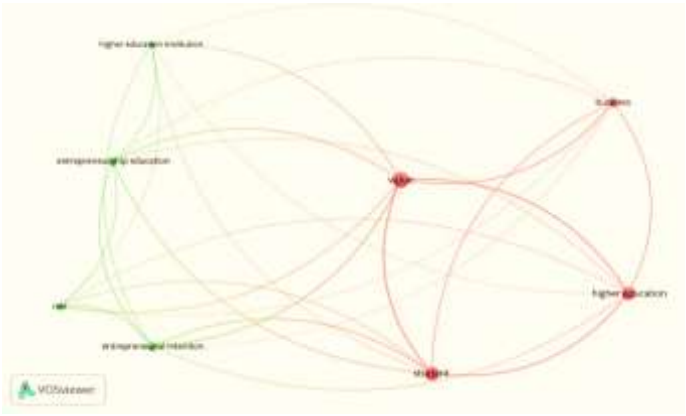

Figure 2. VOSviewer *Entrepreneurial* Values in Learning in Higher Education

Based the Vosviewer data analysis above can be interpreted as the nodes regarding student understanding through the realization of entrepreneurial values in learning in Higher Education must implement learning based on entrepreneurial values, so that students are able to develop their abilities and have critical thinking and high creativity. The realization of entrepreneurial values in student learning in higher education is one of the efforts used to improve students' abilities in understanding the meaning contained in entrepreneurial learning.

V. CONCLUSION AND SUGGESTION

Based on the research results, it can be identified that students' understanding includes three main aspects: conceptual understanding, development of

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work ethic and practical skills, and financial and social literacy. Conceptual understanding reflects students' ability to understand lecture materials in depth. Students who are involved in practical activities will tend to have a better understanding and greater interest in entrepreneurship. Thus, it is expected that every element of higher education realizes the values that are the benchmarks in entrepreneurship learning.

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