

# The Meaning of Entrepreneurship Learning For Students In Higher Education

<sup>1</sup>Rahyuniati Setiawan, <sup>2</sup>Teten Mohamad Sapril Mubarak, <sup>3</sup>Galih Abdul Fatah Maulani,

<sup>4</sup>Putri Rahmawati, <sup>5</sup>Adi Adiansyah

<sup>1,2,3,5,6</sup> Fakultas Kewirausahaan, Universitas Garut

[rahayuniati@uniga.ac.id](mailto:rahayuniati@uniga.ac.id), [24081121001@fkwu.uniga.ac.id](mailto:24081121001@fkwu.uniga.ac.id)

**Abstract**– The absorption of the meaning of entrepreneurship education in students is not yet fully optimal. It is identified that the absorption capacity of jobs generated by MSMEs is very high and makes MSMEs the mainstay of the economy in Indonesia. The purpose of this research is to provide meaning regarding entrepreneurship learning for students in higher education. The research method used is a qualitative descriptive study using observation, interview and documentation study techniques, through data reduction analysis, data presentation, data verification and data conclusions. The results of the study show that students feel more motivated to start their own businesses after taking entrepreneurship education. Entrepreneurship education not only functions as a guideline for entrepreneurship, but also as an important tool in creating solutions to economic problems faced by society. Therefore, entrepreneurship learning provides a good meaning in supporting student performance in the future.

**Keywords:** meaning of entrepreneurship, students in higher education.

## I. INTRODUCTION

Entrepreneurship education serves to foster entrepreneurial interest among students, which is needed to increase the number of entrepreneurs in Indonesia [1]. This study investigates the cognitive, attitudinal, and skill factors that contribute to the process of entrepreneurship education, as well as the significance of this education in creating competent young entrepreneurs. In this case, supporting entrepreneurial interest is not only limited to delivering theory, but also includes relevant practical activities.

The problem in this study focuses on the absorption of the meaning of entrepreneurship education in students which is not yet fully optimal. Given the identification of the absorption of jobs produced by MSMEs is very high and makes MSMEs the mainstay of the economy in Indonesia. In line with the results of a study showing that the integration of entrepreneurship programs in a comprehensive educational environment accelerates the process of forming an entrepreneurial spirit among students.

The importance of implementing entrepreneurship education not only in universities but also in the family and community environment. This shows that to foster an entrepreneurial spirit, a multi-dimensional approach is needed, involving the entire supporting ecosystem by [2].

Entrepreneurial characteristics and entrepreneurial motivation have become the focus in

increasing students' interest in entrepreneurship. Good entrepreneurship education can create a high entrepreneurial spirit among students, which is expected to be beneficial not only for individuals but also for the wider community [3].

On the other hand, it is important to remember that entrepreneurship learning must be adjusted to changing market trends and needs. The development of technology-based entrepreneurship can attract students' attention and make them better prepared to face modern market challenges. The instillation of technology-based entrepreneurship education is very important, especially among the younger generation who grow up in the digital era [4].

In order to achieve these goals, educational institutions must build strong cooperation with the industrial sector, as stated by [5]. This cooperation will create opportunities for students to practice entrepreneurship directly and understand the real market dynamics.

Overall, entrepreneurship learning in higher education plays a vital role in shaping the character, attitudes, and skills of students to become successful entrepreneurs. The realization of entrepreneurship education not only serves as a guideline for entrepreneurship, but also as an important tool in creating solutions to economic problems faced by society.

Entrepreneurship learning in higher education has a very important meaning, especially in the



context of Indonesia which faces the challenge of high unemployment. One of the focuses of this learning is to foster an entrepreneurial spirit among students, which can be a solution to creating jobs and supporting national economic growth.

Table 1. Contribution of MSMEs to GDP in Several Countries

Country	%
Indonesia	61.1
German	53.8
Japan	53
Singapore	44.7
American	43.5
Thailand	43

Source : [6]

Based on the data above, increasing the performance and number of MSMEs directly contributes to economic growth in Indonesia. Not only through the formation of new MSMEs, but also through improving the performance of existing MSMEs, because this can encourage increased productivity [7]. When MSME productivity increases, the ability of MSMEs to absorb labor will also increase, which ultimately helps strengthen national economic growth.

## II. LITERATURE REVIEW

### 2.1 Entrepreneurship Learning

Entrepreneurship learning, as defined by various studies, has several meanings that reflect the essence and purpose of this educational process. First, entrepreneurship learning is an effort to foster entrepreneurial behavior through an educational model designed to improve motivation, mental attitude, and entrepreneurial skills in students [7].

Second, in the context of higher education, entrepreneurship learning aims to shape the character and interest in entrepreneurship needed to support economic growth and create sustainable young entrepreneurs [8]. Finally, this learning can also be considered as a process that includes cognitive, affective, and psychomotor development that are interrelated in forming an entrepreneurial mindset [9]. The three main indicators of entrepreneurship learning that can be determined are:

1. Increasing student interest and motivation to become entrepreneurs, as seen from their participation in entrepreneurial activities;

2. Mastery of entrepreneurial skills, which include the ability to plan, manage, and develop a business; and
3. Formation of an entrepreneurial mental attitude, which is manifested in the courage to take risks and the ability to adapt to changes in the business environment [10].

Entrepreneurship is an important pillar in driving innovation and job creation, so that entrepreneurship learning in higher education is a vital strategy in producing a young generation with an entrepreneurial spirit. However, the success of this program is greatly influenced by how students interpret the learning process. So far, most studies have focused on quantitative learning outcomes, while studies that explore students' experiences and perceptions in depth are still limited.

In fact, understanding the subjective meaning of learning can provide important insights for the development of more effective curricula and approaches. Therefore, this study is important to reveal the meaning of entrepreneurship learning from the perspective of students in order to support the birth of young entrepreneurs who are innovative, adaptive, and oriented towards value creation.

### 2.2 The Role of Students in Higher Education

College students have an important role in the context of entrepreneurship learning, where this education does not only focus on cognitive aspects, but also on character development and practical skills that are essential to create competent entrepreneurs. First, students are expected to be able to develop an innovative and creative entrepreneurial mindset, which is encouraged through the implementation of relevant learning, such as a curriculum based on prophetic values and direct practice [11].

This shows the understanding that entrepreneurship education should be able to form a strong character in addition to intellectual abilities [12]. Furthermore, entrepreneurship learning in higher education is also directed to increase students' interest in entrepreneurship by involving them in practical activities and business simulations, which have proven effective in honing their skills and increasing their self-confidence [13]. Third, indicators of the success of entrepreneurship learning can be seen from students' ability to identify and explore business opportunities, develop networks, and adapt

to a dynamic business environment [14]. These indicators include: (1) character development through entrepreneurial values, which support students in facing challenges as prospective entrepreneurs; (2) increasing students' interest and self-confidence in entrepreneurship, which can be measured through active participation in entrepreneurial practice activities; and (3) the ability to recognize and evaluate existing market opportunities, which are key skills in the business world [9]. [8].

The meaning of entrepreneurship learning for students in higher education is closely related to the development of entrepreneurial competencies, attitudes, and interests that have a positive impact not only on individual students but also on society at large. In this context, there is a research gap regarding the most effective methodology to enhance entrepreneurial spirit among students. Several recent studies have shown that Outcome Based Education (OBE) based approaches can enhance students' entrepreneurial skills [15]. However, there is still a lack of exploration regarding the collaboration between entrepreneurship programs and flexible higher education policies, such as Merdeka Belajar Kampus Merdeka (MBKM) [16].

Further research is needed to explore how the implementation of MBKM policies can be integrated with entrepreneurship curricula to produce highly competitive entrepreneurs. In addition, the influence of financial and management literacy on entrepreneurial spirit also needs to be further explored, considering that low financial literacy is still a challenge for many students who want to become entrepreneurs [17].

Considering these aspects, there is an urgent need to further investigate the influence of diverse learning patterns in the context of changing learning environments, such as distance learning which is increasingly common post-pandemic [18]. This effort is expected to identify the most effective and relevant learning methods in shaping entrepreneurial character and abilities that are in accordance with the needs of the times.

### III. RESEARCH METHODS

Qualitative descriptive method is a research approach that aims to describe phenomena, events, or social conditions in depth and as they are, without

manipulation. Qualitative descriptive research method is a method used by researchers to find knowledge or theories about research at a certain time [19].

The method applied in this research is a qualitative descriptive method. The qualitative descriptive study method is a research approach that prioritizes the description of social phenomena or certain conditions in depth and comprehensively, using data obtained from oral and written sources. This research aims to provide a clear understanding of the events or phenomena being studied, without leaving out the context that surrounds them. Qualitative descriptive research allows researchers to present a comprehensive picture of the phenomenon being studied, touching on the interrelated interpretive and descriptive aspects [20].

This study used observation and tests as data collection techniques, reflecting the importance of rich illustrations in understanding changes in students' behavior and emotions [21]. Data collection techniques in this research are recording techniques, documentation techniques, and library techniques [22]. Data analysis techniques collect data that can be analyzed through data triangulation through data reduction, data presentation, and data verification.

### IV. RESULT AND DISCUSSION

The findings identified from the research on the meaning of entrepreneurship learning for students. Based on the findings in the field that entrepreneurship learning is perceived by students in higher education institutions and its impact on their development as prospective entrepreneurs. Entrepreneurship education and creativity, contribute to students' interest in entrepreneurship, which confirms the importance of these aspects in developing entrepreneurial skills [23].

Entrepreneurship education not only influences entrepreneurial intentions but can also significantly help in improving the quality of work and students' desire to become entrepreneurs. The results of this study indicate that students feel more motivated to start their own businesses after taking entrepreneurship education [24]. In this aspect, it is important to note that the promotion of entrepreneurial thinking among students depends on how the education is designed and implemented.

Entrepreneurship learning in higher education not only facilitates the transfer of knowledge, but also plays a major role in character building and increasing students' motivation to become



entrepreneurs. Entrepreneurship education must be designed in such a way as to encourage involvement and practical experience, so as to equip students not only in theory but also in practice. The concept of the meaning of entrepreneurial learning which emphasizes adaptive, proactive, and innovative abilities also appears to be starting to form through this learning. Students show changes in attitude that reflect an orientation towards opportunities and the courage to try.

As higher education institutions continue to refine entrepreneurship programs, the integration of traditional curricula with modern pedagogical approaches will likely play a critical role in nurturing the next generation of entrepreneurs. Exploration of entrepreneurship learning in higher education reveals its diverse benefits, especially in shaping entrepreneurial competencies and intentions, especially among students.

The findings from field interview activities show that the meaning of entrepreneurship learning for students is in line with the statement from (AZ, 2025) "providing motivation for students to take part in the field in implementing the entrepreneurship learning they have received". This is in line with the statement from [25] that innovative entrepreneurship learning practices, such as project-based learning, have been proven to help students develop entrepreneurial attitudes, behaviors, and skills.

In line with the statement from (IL, 2025) "entrepreneurship learning that is balanced with practice provides insight and interest in becoming entrepreneurs in the future". Entrepreneurship learning not only provides theoretical knowledge, but can also form a more positive entrepreneurial attitude among students [26]. Furthermore, from the statement (IM, 2025) "entrepreneurship learning provides an important meaning in fostering motivation in entrepreneurship". This is in line with the statement from [27] that relevant and contextual entrepreneurship education will be the key to increasing active participation of students in entrepreneurial activities, which is an important aspect in creating new entrepreneurs.

Entrepreneurship learning carries a deeply personal meaning. Several noted that they became more confident, motivated to achieve financial independence, and experienced changes

in their personal values such as becoming more responsible, disciplined, and visionary. This indicates that entrepreneurship education not only equips students with knowledge and skills but also shapes character and entrepreneurial values.

Nevertheless, the study also identified several challenges in the implementation of entrepreneurship education. Some students criticized the teaching approach as being overly theoretical and lacking real-world relevance. The limited number of instructors with practical entrepreneurial experience was also highlighted as a concern. Therefore, it is crucial for higher education institutions to continue developing adaptive and collaborative curricula, for instance through business incubator programs, partnerships with industry practitioners, and learning methods based on real-life case studies or projects.

Integration of effective pedagogical strategies, practical experiences, and supporting structures within the educational framework is essential to foster an environment conducive to entrepreneurial growth. In line with the statement from (Va, 2025) "entrepreneurship learning implies meaning in building entrepreneurs". Furthermore, according to (PI, 2025), "entrepreneurship learning helps students to learn marketing efforts". A continued commitment to entrepreneurship education will be critical in fostering a strong entrepreneurial ecosystem that can stimulate economic development and innovation.

Entrepreneurship learning is perceived as a process of mindset development. Many students expressed that through entrepreneurship courses, they began to identify opportunities around them, learn to think critically and creatively, and become more willing to take risks. Which posits that entrepreneurship is not merely about starting a business, but about shaping a way of thinking and acting in a proactive and innovative manner.

Entrepreneurship education is also perceived as a means of developing practical skills. Students reported that they gained real-world competencies, such as business planning, market analysis, basic financial management, and presentation skills.





Project-based or experiential learning approaches were considered highly effective, as they provide a more contextual and applicable understanding of entrepreneurial concepts.

Thus, through entrepreneurship learning, students are given the understanding that they must have higher readiness to face the challenges of an increasingly competitive job market, where entrepreneurship is one way to achieve personal and social economic sustainability.

## V. CONCLUSION AND SUGGESTION

Based on the results of the research that has been carried out, entrepreneurship learning has meaning for students, through entrepreneurship learning, students feel more motivated to start their own business after taking entrepreneurship education. The concept of the meaning of entrepreneurship learning which emphasizes adaptive, proactive, and innovative abilities also appears to be starting to form through this learning. Entrepreneurship education must be designed in such a way as to encourage involvement and practical experience, so as to equip students not only in theory but also in practice. The meaning of entrepreneurship learning for students in higher education is closely related to the development of entrepreneurial competencies, attitudes, and interests that have a positive impact not only on individual students but also on society at large.

Entrepreneurship learning provides deep meaning for students to foster interest in entrepreneurial management as a provision for students' future lives. Therefore, it is crucial for higher education institutions to continue developing adaptive and collaborative curricula, for instance through business incubator programs, partnerships with industry practitioners, and learning methods based on real-life. This encourages students to apply the important meaning of the learning they get. As for the suggestions in this study, in further research, hopefully it can examine in more depth the role of the meaning of entrepreneurship learning for students. Higher education institutions are advised to integrate more experiential learning methods, such as hands-on practice, business simulations, internships in start-up companies, and community-based entrepreneurship projects. This approach has proven to be more effective in fostering a deeper and more practical understanding of the business world. In addition to technical skills, entrepreneurship education should

place greater emphasis on the development of character values such as courage, responsibility, innovation, and resilience. This can be achieved through reflective activities, case studies of inspirational figures, and value-based learning initiatives.

## VI. REFERENCE

- [1] R. Kania and A. Februadi, "Studi Eksploratif Dampak Pendidikan Kewirausahaan Terhadap Minat Berwirausaha," *J. Manaj. Bisnis Dan Kewirausahaan*, vol. 5, no. 1, p. 106, 2021, doi: 10.24912/jmbk.v5i1.9138.
- [2] L. A. Hafzy, S. Sulistyowati, and M. N. Fahmi, "Analisis Jiwa Kewirausahaan Melalui Program Mahasiswa Wirausaha Tahun 2023 : Studi Kasus Mahasiswa Prodi Ekonomi Syariah STAI Nurul Islam Mojokerto," *J.Sharia.Econ.Bank.Account*, vol. 1, no. 1, pp. 30–43, 2024, doi: 10.52620/jseba.v1i1.25.
- [3] I. D. Lestari and I. A. Brahma, "Dampak Penanaman Pendidikan Kewirausahaan Bagi Mahasiswa Di Era Globalisasi," *Saskara Indones. J. Soc. Stud.*, vol. 3, no. 2, pp. 79–94, 2023, doi: 10.21009/saskara.032.05.
- [4] A. Tanjung and G. Ganefri, "Perkembangan Kewirausahaan Pada Mahasiswa Universitas Lancang Kuning Pekanbaru Berbasis Teknologi," *Jas-Pt (Jurnal Anal. Sist. Pendidik. Tinggi Indones.*, vol. 4, no. 1, p. 1, 2020, doi: 10.36339/jaspt.v4i1.281.
- [5] L. K. Sari, "Ekosistem Pendidikan Kewirausahaan Di Perguruan Tinggi," *Jp*, vol. 3, no. 1, p. 1, 2023, doi: 10.55115/jp.v3i1.3197.
- [6] Goodstats, "Berapa Besar Kontribusi UMKM Atas PDB Indonesia?," *Goodstats*, 2024. .
- [7] T. Harjawati and D. Kustiawati, "Pengembangan Desain Pembelajaran Kewirausahaan Di Perguruan Tinggi Berbasis OBE (Outcome Based Education) Dalam Rangka Meningkatkan Jiwa Entrepreneur Mahasiswa," *Sosio Didakt. Soc. Sci. Educ. J.*, vol. 9, no. 2, pp. 34–48, 2023, doi: 10.15408/sd.v9i2.30104.
- [8] A. A. D. Setyoningrum, K. Nindita, E. Sirait, and D. Herdawan, "Model Pendidikan Kewirausahaan Yang Ideal Untuk Menumbuhkan Entreprenuer Muda," *JMK (Jurnal Manaj. Dan Kewirausahaan)*, vol. 8, no. 1, p. 69, 2023, doi: 10.32503/jmk.v8i1.3167.



- [9] R. Mastuti, M. Fuad, S. Safrizal, M. Jamil, and A. Ridha, "Peningkatan Skill Wirausaha Mahasiswa Melalui Kegiatan Magang Pada Kelompok Tani Etawa," *JMM (Jurnal Masy. Mandiri)*, vol. 7, no. 5, p. 4408, 2023, doi: 10.31764/jmm.v7i5.16718.
- [10] S. Z. Novrita, A. Yulastri, Ganefri, Giatman, H. Effendi, and M. Muskhir, "Pengaruh Minat Berwirausaha Dan Kurikulum Pembelajaran Wirausaha Terhadap Kompetensi Wirausaha Digital Mahasiswa Vokasi Tata Busana," *Indones. J. Comput. Sci.*, vol. 12, no. 6, 2024, doi: 10.33022/ijcs.v12i6.3584.
- [11] M. Darwis, R. S. Kumar, R. Niswaty, and M. Nasrullah, "Pengaruh Pembelajaran Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa," *J. Ilm. Feasible*, vol. 3, no. 1, p. 31, 2021, doi: 10.32493/fb.v3i1.2021.31-41.8694.
- [12] I. Vahlia, S. Sholiha, and B. Afwan, "Penerapan Pembelajaran Berbasis Nilai Profetik Mata Kuliah Kewirausahaan Untuk Membentuk Karakter Mahasiswa," *J. Lentera Pendidik. Pus. Penelit. LPPM Um Metro*, vol. 7, no. 1, p. 1, 2022, doi: 10.24127/jlpp.v7i1.2089.
- [13] A. A. D. Setyoningrum, "Pengaruh Pendidikan Praktek Kewirausahaan Dan Ekspektasi Pendapatan Terhadap Minat Berwirausaha Mahasiswa," *J. Marit. Polimarin*, vol. 8, no. 1, 2022, doi: 10.52492/jmp.v8i1.55.
- [14] A. S. Dewi, M. N. Rifa'i, and R. Rahmadani, "Analisis Pembelajaran Mata Kuliah Kewirausahaan Dalam Membentuk Minat Berwirausaha Mahasiswa Prodi Pendidikan Ekonomi Universitas Nurul Huda," *Jeco*, vol. 2, no. 2, pp. 40–47, 2024, doi: 10.30599/jeco.v2i2.546.
- [15] A. Wijaya, "Eksplorasi Potensi Kewirausahaan Mahasiswa Dalam Pembelajaran Melalui Kegiatan Expo," *Semin. Nas. Pariwisata Dan Kewirausahaan*, vol. 2, pp. 726–731, 2023, doi: 10.36441/snpk.vol2.2023.188.
- [16] K. D. P. Meke, R. B. Astro, and M. H. Daud, "Dampak Kebijakan Merdeka Belajar Kampus Merdeka (MBKM) Pada Perguruan Tinggi Swasta Di Indonesia," *Edukatif J. Ilmu Pendidik.*, vol. 4, no. 1, pp. 675–685, 2021, doi: 10.31004/edukatif.v4i1.1940.
- [17] A. E. Wibowo, A. Abnur, M. Yulianti, and S. A. Maldin, "Literasi Keuangan, Pembelajaran Manajemen Keuangan Di Perguruan Tinggi Terhadap Gaya Hidup Dan Semangat Berwirausaha," *J. Akunt. Bareleng*, vol. 8, no. 2, pp. 15–27, 2024, doi: 10.33884/jab.v8i2.8827.
- [18] M. Taruna, A. Vincent, N. M. Sunandi, and T. H. Paningali, "Dampak Pembelajaran Jarak Jauh Terhadap Kegiatan Kebudayaan Mahasiswa Dalam Lingkungan Perguruan Tinggi Di Indonesia," *J. Kewarganegaraan*, vol. 5, no. 2, pp. 592–601, 2021, doi: 10.31316/jk.v5i2.1947.
- [19] J. W. Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: pustaka pelajar, 2016.
- [20] M. Vaismoradi, H. Turunen, and T. Bondas, "Content Analysis and Thematic Analysis: Implications for Conducting a Qualitative Descriptive Study," *Nurs. Heal. Sci.*, vol. 15, no. 3, pp. 398–405, 2013, doi: 10.1111/nhs.12048.
- [21] D. A. Rukmi, A. F. Nisa, A. Yustina, D. Vitriani, and S. Nurhayati, "Pembelajaran Berdiferensiasi Dalam Menumbuhkan Percaya Diri Siswa Sd," *J. Ilm. Pendidik. Citra Bakti*, vol. 10, no. 4, pp. 798–810, 2023, doi: 10.38048/jipcb.v10i4.1824.
- [22] M. Koro-Ljungberg and R. Bussing, "Methodological Modifications in a Longitudinal Qualitative Research Design," *Field methods*, vol. 25, no. 4, pp. 423–440, 2013, doi: 10.1177/1525822x12472877.
- [23] S. Roza, B. Muchtar, and Syamwil, "Effect of Entrepreneurship Education, Creativity, and Self Efficacy on Entrepreneurship Interest in Vocational Students," 2019, doi: 10.2991/piceeba-19.2019.32.
- [24] S. K. Dey, D. Sharma, and S. Dash, "Impact of Entrepreneurship Education on Entrepreneurial Intention Among Female Students of Odisha," *Sedme (Small Enterp. Dev. Manag. Ext. Journal) a Worldw. Wind. Msme Stud.*, vol. 51, no. 1, pp. 63–72, 2023, doi: 10.1177/09708464231209456.
- [25] A. Sugiarto and R. K. Ramadania, "Manajemen Lahan Bantaran Sungai Deli Untuk Pembangunan Kota Yang Berkelanjutan Berdasar Peraturan Daerah (RTRW/RDTR) (Studi Kasus: Bantaran Sungai Deli, Kecamatan Medan Maimun)," *Jesya (Jurnal Ekon. Ekon. Syariah)*, vol. 7, no. 1, pp. 618–626, 2024, doi: 10.33884/jab.v8i2.8827.



- 10.36778/jesya.v7i1.1378.
- [26] Ibrahim and M. Badar, “Economy Deposit Journal (E-DJ ),” *Econ. Depos. J.*, vol. 3, no. 1, pp. 96–103, 2021.
- [27] G. Linton and M. Klinton, “University

Entrepreneurship Education: A Design Thinking Approach to Learning,” *J. Innov. Entrep.*, vol. 8, no. 1, 2019, doi: 10.1186/s13731-018-0098-z.

