

ENTREPRENEURSHIP LEARNING BASED ON ETHNOPEDAGOGY: PREPARING STUDENTS OF ISLAMIC BOARDING SCHOOLS TO FACE THE ERA 5.0

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ABSTRAK

Abstrak: Pendidikan kewirausahaan telah menjadi topik penelitian yang berkembang sejak tahun 1989. Tujuan penelitian ini adalah untuk mengeksplorasi nilai-nilai yang digunakan sebagai dasar pembelajaran berbasis etnopedagogi. Selain itu, penelitian ini bertujuan untuk mengeksplorasi secara mendalam implementasi pembelajaran berbasis etnopedagogi di pondok pesantren sebagai upaya mempersiapkan santri menghadapi era 5.0. Penelitian kualitatif ini menggunakan metode studi kasus. Teknik pengumpulan data yang digunakan adalah dokumentasi, observasi dan wawancara. Data dalam penelitian ini dianalisis melalui reduksi data, penyajian data dan verifikasi. Hasil penelitian ini adalah 1) perkuliahan kewirausahaan berbasis etnopedagogi untuk mempersiapkan mahasiswa menghadapi era 5.0 dapat dilaksanakan dengan pemberian materi melalui diskusi studi kasus dan dilanjutkan dengan pemberian proyek untuk menyusun rencana bisnis, 2) nilai-nilai kewirausahaan yang dijadikan dasar etnopedagogi dalam perkuliahan kewirausahaan meliputi a) integrasi spiritualisme, b) moralitas, c) perencanaan bisnis, d) keberlanjutan sumber daya ekonomi, e) kreativitas, f) inovasi dan intuisi, g) manajemen, h) informasi dan risiko, i) kerjasama, j) titen, k) gemi, l) pethel, m) ora medit, n) sumeh, o) ora iri. Rencana bisnis terdiri dari identifikasi tujuan bisnis, penentuan sumber daya yang dibutuhkan, prediksi modal, identifikasi target pasar, pengukuran kinerja, identifikasi potensi kesalahan dan risiko, dukungan keputusan dukungan modal, dan pengurangan ketergantungan terhadap faktor eksternal.

Abstract: Entrepreneurship education has become a research topic that has developed since 1989. One of the implementations of entrepreneurship education is through ethnopedagogy-based entrepreneurship learning to foster self-confidence, develop creativity and innovation and dare to take risks for individuals which is implemented in Islamic boarding schools. The aim of this research is to explore the values used as the basis for ethnopedagogy-based learning. Apart from that, this research aims to explore in depth the implementation of ethnopedagogy-based learning in Islamic boarding schools as an effort to prepare students to face the 5.0 era. This qualitative research uses a case study method. The data collection techniques used are documentation, observation and interviews. The data in this research was analyzed through data reduction, data presentation and verification. The results of this research are 1) ethnopedagogy-based entrepreneurship lectures to prepare students to face the 5.0 era can be held by providing material through case study discussions and followed by providing projects to prepare business plans, 2) entrepreneurship values used as a basis for ethnopedagogy in entrepreneurship lectures include a) spiritualism integration, b) morality, c) business planning, d) economic resources sustainability, e) creativity, f) innovation and intuition, g) management, h) informations and risks, i) cooperation, j) titen, k) gemi, l) pethel, m) ora medit, n) sumeh, o) ora iri. A business plan consists of identifying business objectives, determining required resources, capital prediction, target market identification, performance measurement, identification of potential errors and risks, capital support decision support, and reducing dependence on external factors.

A. INTRODUCTION

One form of contemporary development is characterized by the massive use of information technology (Haddock et al., 2022; Fu et al., 2021). The period of society that uses technology to support daily life is often called society 5.0 (Yasa et al., 2021). So the development of information technology has brought various positive and negative impacts. One of the positive impacts of using information technology in everyday life is the ease of buying and selling practices (Ali et al., 2023; Pascucci et al., 2023). On the other hand, the development of information technology has had a negative impact. One of those negatively impacted by the development of information technology is the younger generation (Freeman et al., 2020). Some of the negative impacts of the development of information technology on the nation's generation include 1) the fading of cultural values inherited from their ancestors because the younger generation chooses a modern life rather than following a culture that seems traditional (Ainash et al., 2022), 2) a generation that is not capable of facing the competitive challenges of life from time to time along with technological developments lead to less prosperous lives sejahtera (Ozkan & Solmaz, 2015; Apdillah et al., 2022). Thus, the development of information technology has left a negative impact in the form of fading local cultural values and the threat of an unstable life for the younger generation who are not ready to face global competition.

Haddar & Tahir (2023) explain that one of the efforts is to minimize the negative impact of the development of information technology through an entrepreneurial skills development program for the generation. Entrepreneurship is an attitude, enthusiasm, behavior and ability to apply the values of creativity and innovation to solve problems and seek opportunities that everyone faces every day (Saragih, 2017). The process of applying the values of creativity and innovation is carried out dynamically to create added value for goods and services as well as prosperity (Prelicean & Ungureanu, 2023). Thus, entrepreneurship is an attitude, enthusiasm, behavior and ability to apply the values of creativity and innovation so as to add value to goods and services in order to solve problems and seek opportunities. On the other hand, it explains that to maintain the cultural values of an ethnicity, it can be done by implementing ethnic-based learning (Jannah

et al., 2023). Therefore, it is important to carry out research related to entrepreneurial learning by considering cultural values.

Ilfandra & Saripudin (2023) explain that learning that considers cultural values is ethnopedagogy. This is in line with the explanation by Nováková et al. (2021) that ethnopedagogy is a branch of science that focuses on implementing educational practices based on the values of daily life in certain groups. So ethnopedagogy-based entrepreneurship learning can be used as an alternative to prepare the generation to face the challenges of the 5.0 era while maintaining cultural values.

One of the educational institutions that implements ethnopedagogical-based entrepreneurship learning is the Alfatimah Bojonegoro Islamic Institute. Apart from pursuing higher education, most of the students at the Alfatimah Bojonegoro Islamic Institute take religious studies at Islamic boarding schools. This has an impact on students spending almost all their time studying at the Alfatimah Bojonegoro Islamic Institute and at Islamic boarding schools. On the other hand, these students have fewer opportunities to gain community experience. However, the curriculum implemented at the Alfatimah Bojonegoro Islamic Institute accommodates the needs of students so that they can be successful in terms of religious knowledge as well as knowledge to prepare for society. One of the curriculum contents implemented at the Alfatimah Bojonegoro Islamic Institute is entrepreneurship.

Based on research by Azhar (2023), one of the challenges in entrepreneurship education at Islamic boarding schools is the absence of a structured model used for practice and ongoing learning, which has hindered the development of competent entrepreneurial skills among the students. This aligns with the findings of the research by Badruzaman (2019), which revealed that pesantren alumni remain one of the contributors to unemployment rates in Indonesia due to the limited skills acquired during their education at these Islamic-based learning centers. Therefore, it is crucial to enhance the learning process to equip students in pesantren with skills that enable them to secure employment after graduation, thereby reducing unemployment rates.

Research conducted by Oktavianti & Ratnasari, (2018); Rahmawati et al., (2020); Wardani et al., (2024) revealed that ethnopedagogy-based learning has been proven effective in providing experiential learning through practice, enabling students to master the material being taught. However, these studies did not explain in detail the values integrated into entrepreneurship learning for students in Islamic boarding schools. Alfatimah Bojonegoro Islamic Institute, as one of the higher education institutions with several students who have successfully started businesses, deserves to be explored further regarding the entrepreneurship learning implemented at the institution. Therefore, it is important to carry out research related to ethnopedagogical-based entrepreneurship learning as an effort to prepare Islamic boarding school students to face Era 5.0. This research aims to explore cultural values that are used as a reference for implementing entrepreneurship, as well as digging up information related to Islamic boarding school practices in preparing students to face the 5.0 era. So it is hoped that this research can be used as a learning resource to emulate learning practices that can develop students' skills for entrepreneurship and at the same time learning that can be used as a means of preserving culture.

B. METHOD

This research was conducted using a qualitative approach. The use of qualitative methodology was carried out to obtain a direct picture of the phenomenon and provide answers to the questions who, what and where (Alkanat & Arslan, 2024). Meanwhile, the method used is a case study. This is because this research was conducted to understand in depth a phenomenon related to ethnopedagogy-based entrepreneurship learning carried out in Islamic boarding schools. This research was carried out by describing and analyzing to find ethnopedagogical-based entrepreneurial learning patterns to prepare students to face the 5.0 era. Rodrigues-Do-Amaral et al. (2023) explains that research using case studies is carried out to describe studies on a specific event, activity, process or unit in a certain context.

The steps for this research are: (1) selecting a topic, (2) reading literature, (3) formulating focus and research problems, (4) collecting data, (5) refining

data. (6) data processing. (7) data analysis. (8) data analysis process. (9) theoretical dialogue. (10) triangulation of findings. (11) conclusion of research results. (12) research report.

In the initial stage, the research was carried out by selecting a topic, namely ethnopedagogy-based entrepreneurship lectures at Islamic boarding schools. After the topic was determined, the research continued by conducting a literature study related to ethnopedagogy-based entrepreneurship courses at Islamic boarding schools. At this stage, the researcher prepared an observation sheet and compiled an interview instrument based on a literature study conducted to reveal an entrepreneurship lecture. The interview instrument developed was used to find out information regarding ethnopedagogy-based entrepreneurship learning strategies for santri.

The focus of this research is 1) entrepreneurial values in the local cultural wisdom of the Bojonegoro community which are used as the basis for ethnopedagogy, 2) ethnopedagogical-based entrepreneurial learning. Locus of research at the Alfatimah Islamic Religious Institute boarding school, Bojonegoro. This Islamic boarding school applies ethnopedagogy-based learning to develop the entrepreneurial spirit of students.

The data needed in this research include entrepreneurial learning plans, local wisdom used in learning, ethnopedagogical-based entrepreneurial learning processes. So the data sources in this research include (1) documents, (2) lecturers who teach entrepreneurship courses, and (3) students who receive entrepreneurship courses. Data collection techniques were carried out using documentation and interviews. Thus, this research uses data collection instruments in the form of documents and interview guides.

Data analysis consists of data reduction, data presentation and verification stages. The data validity technique used in this research is method triangulation and data source triangulation. Meanwhile, data validity checks can be carried out using credibility and transferability tests. Credibility and transferability tests refer to explanations Susanto et al. (2023). Testing the credibility of the research data was carried out by extending the observation time, namely 3 times with each participant. Transferability is carried out by describing the entire series of research in a complete, detailed and

systematic manner, so that the research context can be clearly depicted.

C. RESULT AND DISCUSSION

The data used in this research comes from the results of document analysis, observations and interviews. Interviews were conducted with lecturers and students taking entrepreneurship courses at the Alfatimah Islamic Institute, Bojonegoro. Data analysis to identify main themes, namely 1) entrepreneurial values in the local cultural wisdom of the Bojonegoro community which are used as the basis for ethnopedagogy, 2) entrepreneurial learning based on ethnopedagogy.

1. The values of entrepreneurship in the local cultural wisdom of the Bojonegoro community are used as the basis for ethnopedagogy

Based on the documentation from the learning tools, information was obtained regarding entrepreneurship values in the local cultural wisdom of the Bojonegoro community which is used as a basis for ethnopedagogy in entrepreneurship lectures including 1) spiritualism integration, 2) morality, 3) business planning, 4) economic resources sustainability, 5) creativity, 6) innovation and intuition, 7) management, 8) information and risk, 9) cooperation. The results of interviews with course lecturers obtained the following explanation.

"... spiritualism integration refers to entrepreneurial activities intended for worship. "A person who is an entrepreneur earns profits sufficient to meet the needs of life in the world and a means of worship because entrepreneurial activities can provide benefits to others" (Lecturer)".

Regarding the value of morality, it is explained as follows.

"...morality refers to the values and norms that entrepreneurs must implement. "The morals of entrepreneurs in question include being honest, true, intelligent and trustworthy" (Lecturer).

The explanation of business planning by the lecturer is as follows.

"...the business plan in question includes identification of business objectives, determination of required resources, capital prediction, identification of target markets, performance measurement, identification of potential errors and risks, capital support decision support, and reduction of dependence on external factors" (Lecturer).

The explanation of economic resources sustainability is as follows.

"...economic resources sustainability is intended so that the production or distribution process not only exploits existing economic resources but also maintains and preserves resources, so that the sustainability of economic resources can be utilized by the next generation" (Lecturer).

An explanation regarding creativity is as follows
"...creativity in entrepreneurship means the skill of producing solutions, ideas, methods, products as solutions to existing problems. For example, being able to find and create the right business opportunities for a particular area" (Lecturer).

The explanation of innovation is as follows.

"...innovation in question is the process of doing something in a new or different way. Such as being able to produce products that are sold differently from others. Even though they have the same raw materials, the production results can be of higher quality than products in general" (Lecturer).

Meanwhile, intuition is explained as follows.

"...Meanwhile, what is meant by intuition is the courage to take risks in entrepreneurship with various considerations." (Lecturer).

An explanation of entrepreneurial management is as follows.

"... science in a process of planning, organizing, coordinating and controlling all the resources owned to achieve predetermined entrepreneurial goals" (Lecturer).

An explanation of information and risk is as follows

"...the process of identifying risks including threats to business continuity and how to control these threats" (Lecturer).

An explanation of cooperation is as follows

"...cooperation refers to the ability to work together with religious principles and professionalism, as well as building business networks" (Lecturer).

Thus, the entrepreneurial values used as the basis for ethnopedagogy in entrepreneurship lectures include 1) spiritualism integration, 2) morality, 3) business planning, 4) economic resources sustainability, 5) creativity, 6) innovation and intuition, 7) management, 8) information and risk, 9) cooperation.

2. Ethnopedagogy-based entrepreneurial learning

Based on data from the learning tool documentation, several information was obtained regarding entrepreneurship courses at the Alfatimah Bojonegoro Islamic Institute as follows.

1. Entrepreneurship lectures are given with a weight of 2 credits. Entrepreneurship lectures conducted during the 2022/2023 academic year contain content a) introduction to entrepreneurship, b) creativity and innovation in entrepreneurship, c) product segmentation and positioning, d) innovative local product production practices, e) marketing mix, f) distribution in entrepreneurship, g) leadership, h) the role of communication and business, i) marketing, j) sales management, k) business financial reports, i) business planning, j) economic resources sustainability, k) management, l) building cooperation, m) informations and risks. Meanwhile, the development of soft skills includes spiritualism integration, morality, creativity, innovation, intuition, titen, gemi, pethel, ora medit, sumeh, ora iri.
2. The learning sources used are books, internet, lecturers, case studies. Meanwhile, the content in these learning resources is personal, social and work oriented. The work content contains various case studies about successful businesses in the Bojonegoro area. Business fields used as learning resources include advertising, souvenirs and culinary businesses.
3. Entrepreneurship lectures are carried out by implementing project-based learning. Learning is carried out through 8 steps, namely 1) determining the project, 2) gathering information, 3) making a project design, 4) preparing an activity schedule, 5) completing the project, 6) making reports and presentations, 7) assessment, 8) evaluation. The project refers to the business plan that will be carried out by the students.
4. The scoring rubric related to business plans uses a Likert scale. Business plan indicators include: identification of business objectives, determination of required resources, capital prediction, target market identification, performance measurement, identification of potential errors and risks, capital support decision support, and reduction of dependence on external factors.

Based on the findings from the related documentation, more in-depth data mining was carried out through interviews with the teaching

lecturers. Information obtained from teaching lecturers includes the following.

"...ethnopedagogy-based entrepreneurship courses are held to prepare students to face the 5.0 era through deepening entrepreneurship material and practicing preparing business plans. Apart from that, students' soft skills are also developed. "Lectures are held by providing material through case study discussions and followed by providing projects to prepare business plans" (Lecturer).

Meanwhile, regarding the work content used as a learning resource, interviews were conducted with lecturers teaching entrepreneurship courses and the following results were obtained.

"...the business sectors that we use as learning resources are based on the results of a survey of students regarding businesses located around where they live. Then I grouped the survey results based on type of business, namely wood crafts, batik and culinary. The wooden crafts in question are cutting boards, ladles, wooden pencil cases, wooden key cases. Meanwhile, the batik in question is batik produced by Bojonegoro entrepreneurs. "The culinary business in question is a typical Bojonegoro food business" (Lecturer).

The following are examples of products made from wood raw materials that are used by the community



Figure 1. *Wooden Cutting Board*

Regarding culinary, the lecturer explained that this business sector includes several objects.

"...the culinary sector also includes market snacks or traditional cakes typical of Bojonegoro such as ledre, pleret, moto kebo. There are many typical Bojonegoro foods, but so far their selling power is still low because they are hampered by marketing and innovation of local products" (Lecturer).

This is also recorded in the documents of several survey results regarding the types of businesses that are developing in the santri environment. SW1: "...market snack business". SP2:

"...pleret business", and SW3: "girut cracker business" So the lecturer grouped it as a culinary business.

The lecturer in the entrepreneurship course also explained that the selection of several business examples was based on several considerations.

"...determining business as a learning resource must have elements of local wisdom or local culture of Bojonegoro. One business that accommodates wood, batik and culinary production is souvenir murahbojonegoro. Souvenir murahbojonegoro was chosen as a learning resource because the business accommodates local products such as telenan crafts, ladles, key chains and batik. Apart from that, souvenir murahbojonegoro employees come from residents of Bojonegoro and Tuban. Employees consist of men and women. Female employees work at souvenir murahbojonegoro with the aim of helping their husbands to meet their daily living needs. "Therefore, in the entrepreneurship learning process, the Murahbojonegoro souvenir business is used as a learning resource" (Lecturer).

Based on the findings that souvenir murahbojonegoro is a source of entrepreneurial learning, lecturers instill a sense of self-confidence, develop creativity and innovation and dare to take risks in students through the learning process. The results of interviews with lecturers regarding the ethnopedagogy-based entrepreneurship learning process obtained the following information.

"...the entrepreneurial learning process is carried out by involving the Murahbojonegoro souvenir business. Souvenir murahbojonegoro is used as learning material to prepare a business plan. "The business plan in question includes identifying business objectives, determining required resources, capital predictions, identifying target markets, measuring performance, identifying potential errors and risks, capital support decision support, and reducing dependence on external factors" (Lecturer).

This is confirmed by information from several students.

SW4 "...I can understand how to prepare a business plan through learning involving the souvenir murahbojonegoro business plan. When I was in college, I was taught how the owner of the Murah Bojonegoro souvenir business identifies business goals, then selects

personnel for producing goods, packaging the product, until the product is shipped. We were also taught to choose the right expedition."

Several students also provided similar information regarding the entrepreneurial learning process.

SP5: "...I received business plan material through an explanation of strategic steps for selecting the right resources involving analysis regarding the prospective applicant's goals and the applicant's potential. Apart from that, identifying the target market is very necessary in a business. Murahbojonegoro's souvenir business chooses target markets ranging from ordinary people to the upper class. This has an impact on the types of goods provided. To serve ordinary consumers, souvenir murahbojonegoro provides goods with prices starting from IDR 1,000. The quality of goods is also a value so that consumers feel satisfied. Most of the goods sold are local products produced by craftsmen.

Information regarding the entrepreneurial learning process related to business plans was also provided by SP1.

"...in entrepreneurship learning, we are guided by using a business plan from souvenir murahbojonegoro starting from identifying business goals, determining required resources, capital prediction, target market identification, performance measurement, identification of potential errors and risks, decision support supporting capital, and reducing dependency on external factors "

Thus, based on documentation data, interviews with lecturers and students, the results showed that entrepreneurship lectures at the Alfatimah Bojonegoro Islamic Institute were held by providing material through case study discussions and continued with providing projects to prepare business plans. Entrepreneurship values used as a basis for ethnopedagogy in entrepreneurship lectures include 1) spiritualism integration, 2) morality, 3) business planning, 4) economic resources sustainability, 5) creativity, 6) innovation and intuition, 7) management, 8) informations and risk, 9) cooperation. The business plan produced by the students is equipped with identification of business objectives, determination of required resources, capital prediction, target market identification, performance measurement, identification of potential errors and risks, capital

support decision support, and reduction of dependence on external factors.

Based on the results of data analysis, it was found that the entrepreneurial values used as the basis for ethnopedagogy in entrepreneurship lectures include 1) spiritual integration, 2) morality, 3) business planning, 4) economic resources sustainability, 5) creativity, 6) innovation and intuition, 7) management, 8) information and risk, 9) cooperation. Ethnopedagogy is a learning based on local wisdom (Alditia & Nurmawanti, 2023). Local wisdom is a habit or culture that exists in a place. Culture is the result of human thought (Sumiati, 2017). The culture that prevails in a society comes from human creativity, taste and intention which become habits in social life (Wuisang, 2020).

The internalization of spiritual values in entrepreneurship learning is relevant to the results of research conducted by Esat et al. (2024). This research explains that cultivating spiritual values in a person has a positive impact on that person's future well-being. Apart from that, research conducted by Esat et al. (2024) explains that someone who lives based on religious values is less likely to do things that harm themselves and others, and is less likely to have problems with applicable laws. Spiritualism integration has also been implemented by some entrepreneurs from Pakistan (Rashid & Ratten, 2022). The impact is in the form of an entrepreneurial system based on the spiritual values adhered to by the entrepreneur.

Regarding morality, the results of research conducted by Landowska et al. (2020); Kaptein (2019) show that moral entrepreneurs are more successful than immoral entrepreneurs. This is because they are better able to solve problems collaboratively. Thus, morality is one of the values that an entrepreneur must have as a support for cooperation.

Preparing business plans is an important part of overall business management. Business plans are used to increase opportunities for development, growth and raising additional capital (Abdullah, 2020). This is in line with research conducted by that business plans increase the success of newly established and long-established small businesses (Baa, 2022).

Entrepreneurial activities that involve natural resources as raw materials must pay attention to the

sustainability of those used. This is based on the aim of maintaining natural balance and the existence of the business managed by the entrepreneur. This is in line with the results of research conducted by Romero-Infante et al. (2022) that in a production it is recommended that there be a symbiotic cycle where waste from production results can be used as raw material for other production activities to maintain environmental balance.

The results of research conducted by Caliendo & Rodríguez (2023) show that creativity in business management has long-term effects on the innovation process of business organizations and the introduction of new business opportunities. This is in line with the results of research conducted by Caliendo & Rodríguez (2023) which explains that an entrepreneur's creativity influences the entrepreneurial process and the sustainability of his business. One form of creativity is the ability of entrepreneurs to innovate to market products through appropriate social media (Putro & Takahashi, 2024). Thus, the creativity and innovation skills of prospective entrepreneurs must be developed.

Other aspects that need to be developed by prospective entrepreneurs are c to express their entrepreneurial nature and entrepreneurial talents. At the same time, they must have a certain influence on management ability and have appropriate decision-making ability. Thus, entrepreneurial learning that provides space to develop management, decision making, information and risk skills can have the opportunity to produce entrepreneurs who have reliable entrepreneurial skills.

One of the efforts made by Islamic boarding schools to produce students who can become entrepreneurs is through project assignments to prepare business plans. A business plan is one of the most important documents of a company (Jovanović et al., 2010). The business plan produced by the students is equipped with identification of business objectives, determination of required resources, capital prediction, target market identification, performance measurement, identification of potential errors and risks, capital support decision support, and reduction of dependence on external factors.

Entrepreneurship learning based on ethnopedagogy as an effort to prepare Islamic boarding school students to face the 5.0 era. This is

because one part of the 5.0 era is entrepreneurship (Lachvajderová & Kádárová, 2022). Therefore, one effort is to equip students to face the 5.0 era with entrepreneurial skills. Students' entrepreneurial skills are developed through project-based learning. Malinda et al. (2024); Ademola et al. (2023) explain that project-based learning can increase Entrepreneurial Skills, Spirit, Entrepreneurship Intensity. The project given to students is in the form of preparing a business plan. The business plan produced by the students is equipped with identification of business objectives, determination of required resources, capital prediction, target market identification, performance measurement, identification of potential errors and risks, capital support decision support, and reduction of dependence on external factors.

D. CONCLUSION AND SUGESTION

Based on the results of data analysis and discussion, it was concluded that ethnopedagogy-based entrepreneurship learning to prepare students to face the 5.0 era could be carried out by providing material through case study discussions and followed by providing projects to prepare business plans. Entrepreneurship values used as a basis for ethnopedagogy in entrepreneurship lectures include 1) spiritualism integration, 2) morality, 3) business planning, 4) economic resources sustainability, 5) creativity, 6) innovation and intuition, 7) management, 8) informations and risk, 9) cooperation, 10) titen, 11) gemi, 12) pethel, 13) ora medit, 14) sumeh, 15) ora iri. A business plan consists of identifying business objectives, determining the required resources, capital predictions, identifying target markets, measuring performance, identifying potential errors and risks, capital supporting decision support, and reducing dependence on external factors.

Based on the findings of the research, entrepreneurship education in higher education can be carried out by delivering material through case study discussions, followed by assigning projects on business plan development and implementation. Further research that can be conducted includes the exploration of entrepreneurial values from successful business figures and the development of entrepreneurship models based on those values.

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