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National Entrepreneurship Education in Universitas Padjadjaran, Indonesia

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ABSTRACT

The aim of the present study was to analyze the effectiveness of the implementation of the WMK (Unpad) Independent Campus Entrepreneurship program. It was conducted at Universitas Padjadjaran, involving a sample of 427 participants from 65 universities and 42 field assistant lecturers (DPL). It was conducted as a 1-semester program between August and December 2023, The program followed a three-stage model: Pre-Immersion, Immersion, and Post-Immersion. Hybrid and full online learning methods, project-based learning, more than 90% of resource persons are competent practitioners, and the support of learning platforms from Unpad and external parties makes the learning implementation process quite effective. Finally, it can be concluded that the implementation of the WMK Unpad program is effective; all our hypotheses related to the program's competency turned out to be significant, indicating that implementing such programs in universities will help countries create jobs and enhance their economic dynamics. Although results were positive, some issues were noticeable, such as not all materials being available, inconsistent student and DPL participation, and the lack of a team specifically looking after online and hybrid classes. This research helps in improving how entrepreneurship is taught within the curriculum of the Merdeka Belajar Kampus Merdeka (MBKM) policy.

INTRODUCTION

For a country's betterment and development, a well-developed education system is necessary. Educational quality serves as a major objective, which is the responsibility of educational institutions to provide their people with effective and competent educational services. Moreover, in Indonesia, the educational system has gone through many changes between the pre-colonial years, the colonial period, independence, and now (Martin, 2019). According to the research of 2021, Indonesia was in 111th place out of 189 countries in terms of quality of education (Pramana *et al.*, 2021). Moreover, quality in education depends on curriculum, educational policies, educational sites, the application of information and communication technology, low education costs, proper management, and the availability of teachers and support staff (Díez *et al.*, 2020). However, Indonesia is working on improving its workforce to deal with the new developments. The government emphasizes access, high standards, teamwork, support from industry, and incentives when shaping our education policy and enhancing economic growth (Indrawati & Kuncoro, 2021).

Therefore, this study focuses on implementing a 1-semeter entrepreneurship program by Universitas Padjadjaran to develop entrepreneurial spirit and business skills in students. In the era of globalization and rapid changes in the world of work, entrepreneurial skills are very important for students as a means to prepare for future challenges and opportunities. Entrepreneurship is "the practice that begins with action and creation of a new organization." Barot (2015) points out that becoming an entrepreneur leads to success. When someone creates a new business organization, it places them in a new context of entrepreneurship (Barot, 2015). Being an entrepreneur is vital in business, so people need to practice entrepreneurial skills if they want to grow and improve (Diandra & Azmy, 2020). According to researchers, entrepreneurship plays an important role in driving economic growth by adding new ideas, passing on valuable knowledge, improving competition, and offering a wider range of businesses (Stoica *et al.*, 2020).

Since modern innovation helps economies grow and reduces unemployment, entrepreneurship education is now essential for making countries stronger and more dynamic (Ratten & Usmanij, 2021). According to a study, Project-based learning, business simulation, and ties with industry and government are all important education methods for forming strong entrepreneurs. Using these strategies, students learn to think critically, become creative, adapt to different situations, and develop entrepreneurial skills. If education, industry, and government cooperate, it becomes easier to provide businesses with resources, networks, and knowledge for their success (Herlina & Wahira, 2024). Furthermore, a study in Romania also contributes to the literature by implementing a network-oriented and inclusive entrepreneurial program. As a result, entrepreneurship becomes accessible to all people, the government and businesses interact more often, and projects are supported in the economy and society. Despite entrepreneurial education being low in Romania, this process makes it possible to form a good business ecosystem within each university (Gheorghiu *et al.*, 2021). Moreover, Universities and colleges that teach entrepreneurship help students learn the skills and

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information required to begin and sustain their own businesses. According to self-determination theory, entrepreneurial self-efficacy theory, and human capital theory, entrepreneurship education motivates students and increases their confidence by improving their attitudes towards businesses. Observing successful business owners can improve how students feel and think about entrepreneurship. A study on graduate students showed that entrepreneurship training based on positive role models could help students form better intentions and attitudes toward entrepreneurship. Consequently, students are more likely to value starting a business for its impact on society (creating jobs). To enhance education that develops entrepreneurial abilities, the study recommends that business students and non-business students should follow different types of graduate programs (Boldureanu *et al.*, 2020).

The 1-semester entrepreneurial learning program implemented by Universitas Padjadjaran (Unpad) is motivated by several important goals. First, the purpose is to develop the entrepreneurial spirit and business skills of student participants. Secondly, students will gain a better understanding of the practical world of business. They will learn to recognize the process of business development and management firsthand and understand critical aspects of entrepreneurship, such as marketing, financial management, and operations. Thus, they will have a strong foundation to start or manage their own business in the future. In addition, this entrepreneurial learning program also provides opportunities for students from various universities in Indonesia to interact, collaborate, and share knowledge with students from other universities. This can result in teamwork and a productive exchange of ideas, as well as expand their professional network in the entrepreneurial field. This program is also in line with the vision and mission of Universitas Padjadjaran in supporting the development of entrepreneurship in the community.

Therefore, the study hypothesized that:

H1: "Entrepreneurship education at Universitas Padjadjaran significantly enhances students' entrepreneurial mindset and intention to start a business."

H2: "The integration of entrepreneurship education into the curriculum at Universitas Padjadjaran positively influences students' perception of entrepreneurial opportunities."

H3: "Institutional support (e.g., mentoring) at Universitas Padjadjaran has a significant positive effect on student engagement in entrepreneurial activities."

H4: "At least 90% of student participants will successfully pass the program."

MATERIALS AND METHODS
Research Design
The study uses a mixed-method approach to assess the effectiveness of Universitas Padjadjaran's Independent Campus Entrepreneurship Program (WMK Unpad) in enhancing student entrepreneurial competencies.

Both qualitative and quantitative methods were used to triangulate the results. The evaluation of the program implementation and participants' satisfaction was assessed by distributing survey questionnaires, conducting interviews, and through observations. The mixed-methods approach helps interpret the research questions through broadening the investigation, gaining greater insights, and validating the results (Poth, 2023). Furthermore, educational settings include many different people, changing connections, and unique situations that could not be explained thoroughly with a single research approach. A triangulation method gives researchers a better understanding of the various circumstances and helps them reach wider conclusions (Zhao & Xu, 2024).

Participants
The study was conducted on 427 students recruited from 65 different universities in Indonesia. The study also involved 42 Field Assistance Lecturers (DPLs: Dosen Pendamping Lapangan). The sample size was selected through the purposive sampling technique. The selection of students was carried out using documents determined by the Ministry of Education and Culture. More specifically, it was a criterion-based purposive sampling, so the second criterion included was to assess the statements of motivation, academic achievement, and prior entrepreneurship experience. Participants who have registered were then reviewed by the reviewing team immediately, so that participants who meet the requirements can be immediately accepted on the official portal of this WMK program. Moreover, the selection of DPLs and practitioners was conducted by the recommendations of faculty members, their availability, as well as their expertise in entrepreneurship, while mentors from MSMEs were obtained from the list of MSMEs provided by the organizing committee.

Inclusion Criteria
The inclusion criteria were based on the following requirements such as students must be students from Unpad or registered universities with the program. Secondly, students who have submitted the mandatory documents as required by the Ministry of Education and Culture were included. Besides this, each participant was assessed using a motivation statement, a list of achievements, and proof of entrepreneurial experience. The main focus was on universities that had at least ten participants, as this affected the distribution of Field Assistance Lecturers (DPL). Only interested and expert DPLs were included on the recommendation of their faculties.

Exclusion Criteria
Participants with an incomplete submission of documents were excluded. Moreover, individual selection was also necessary, as those already enrolled in other MBKM programs were not eligible to take part. The participants who submitted their applications lately were not included,

as well as those who did not meet the eligibility criteria given by the Ministry of Education and Culture or Unpad also excluded from the study.

Data Collection and Analysis

Data collection for the research was administered by using different methods such as questionnaires, interviews, and observations. Questionnaires were designed to assess students' entrepreneurial competence in terms of mindset skills, communication skills, confidence, and planning strategies. These questionnaires were distributed at three stages that are Pre-Immersion means prior to the implementation of the program secondly Immersion stage means during the program; and Post-Immersion, which means after completion of the program. The responses were analyzed quantitatively to assess the improvement caused by the program. After each major part of the program (Pre-Immersion, Immersion, and Post-Immersion), a Gap Analysis was done to check on participant learning, and comprehensive surveys and post-tests were used to analyze progress at the end.

A 360-degree peer assessment was also applied to observe the teamwork and individual engagement in business tasks. Moreover, interviews with selected students, DPLs, and mentors were also conducted to gain in-depth information about the program. To assess the progress of every student, attendance records, logbook entries, progress reports, business registrations (NIB, PT), and product certifications (PIRT, Halal) were also gathered from DPLs and Mentors. To evaluate the success of the program, a "Program Evaluation" questionnaire was administered to 204 participants via Google Forms anonymously.

Data from surveys, scores, interviews, and reports were examined in combination to achieve both validity and reliability. Transparency and accountability were guaranteed by holding three review meetings, with the first two being with the SPI and SPM departments and the remaining with the Ministry of Education and Culture. Lastly, the data were analyzed with descriptive statistics and thematic analysis to discover trends, ways to improve, and useful insights, which were compiled in a detailed report on the program's achievements, main successes, and tips for the future.

Ethical Considerations

All aspects of evaluation in WMK Unpad 2023 followed ethical research principles to protect everyone's rights and welfare. Before taking part, the students were informed about the study's purpose, the procedures to be used, and that they could leave at any point without risking any consequences. People gave their consent to take part through digital means by filling out the required forms in the study. All personal information was anonymized and properly stored and could only be seen by the research team. The data we received from questionnaires, peer reviews, interviews, and reports was only utilized for our educational evaluation and program development.

The work followed the internal advice and guidelines of its university and acknowledged national regulations on human participant research in academia.

Procedure

The research was conducted during August 2023 and December 2023 by using various approaches to inform people about WMK, for example, placing content on the Unpad website and social media, and sharing the message with students from partner universities through their WhatsApp and Facebook accounts, as well as offline socialization with the head of study programs at Unpad. The program effectively selected 427. Research and evaluation of the 1-semester WMK Unpad 2023 program were completed according to a well-developed procedure to guarantee detailed and reliable results. Moreover, Research instruments were planned and created at the beginning, including all necessary questionnaires, assessment tools, evaluation sheets, and interview questions. Before these methods were used, experts at Universitas Padjadjaran assessed them to verify their clarity, relevance, and reliability.

At WMK Unpad, the program is designed to foster entrepreneurship by utilizing the stages of Pre-Immersion, Immersion, and Post-Immersion. For 18 weeks, learners get instruction through a 9-module syllabus, where Project-Based Learning, Case Studies, Simulations, Seminars, Discussions, Visits to Companies, Outbound Training, and Games are included. Every group, consisting of 10-11 students and one Field Assistance Lecturer (DPL), is part of the program, which is arranged into 42 groups. Offline, hybrid, or fully online learning is an option for students. At the start of the program, a Pre-Immersion stage took place over 5 weeks and was focused on teaching entrepreneurs how to think like one and what tools, such as Design Thinking and Business Model Canvas, are useful for them. The lessons were held in large groups for 2 days, followed by 3 days of working on projects and concluding with a review or discussion session with their DPLs. Also, 1 supplement session is allowed when necessary in all stages. In the Immersion stage, lasting 8 weeks, students interacted with MSMEs directly and started developing their own business models. Regular feedback from DPLs and industry mentors guaranteed that students applied entrepreneurial ethics effectively. The Post-Immersion stage, which lasted five weeks, concentrated on concluding business feasibility analyses, financial reports, and proposals.

Moreover, WMK Unpad uses classrooms, offices for teachers, and internet access provided by the university. Any student attending classes on campus can use the free transportation available. Students can use YouTube to access large classes, and they can also access Unpad's MOOC, Unpad Luhung's free classes, and classes built for WMK Unpad participants. The Oorange-Unpad Business and Entrepreneurship Incubator Center is available to students and provides buildings, places to work together, mentors, and supportive settings.

In addition, the process included performing data collection and review by using pre- and post-test results, feedback questionnaires, and observing the teaching process through either internal or external observations. This helped the program determine success, identify shortcomings, and find places where the initiative could be improved. Thus, part of the WMK Unpad program helped students' entrepreneurship skills, and it also designed a model that could be applied by future programs.

RESULTS AND DISCUSSIONS
The implementation of the WMK (Wirausaha Merdeka Kampus Merdeka) program at Universitas Padjadjaran has given considerable positive conclusions in terms of student engagement, competency development, and overall program efficiency. Results on evaluation were based on participants' feedback, pre- and post-tests, and mentor observations specified a clear progress in entrepreneurial competencies across all stages of the program. The pre-immersion stage, which highlighted entrepreneurial mindset and foundational skills, showed an average increase of 6% in participant scores. During the immersion stage focused on business modeling, product validation, and promotion competency, scores rose by 3%, shifting overall performance into the "Very Good" category (≥80%). In the post-immersion phase, nearly all measured aspects scored above 80%. Notably, teamwork demonstrated the highest competency level at 91%, even without a measurable increase.

The analysis of the WMK Unpad Program in all the respective stages has four categories of evaluation of the participants that are "Very Good" ≥ 80%, "Good" 70% to 79%, "Fair" 60% to 69%, and "Poor" <60%. On the basis of these categories, the Gap Analysis was conducted. The results from program implementation in three stages are represented in Table 1.

Table 1: Gap Analysis Result

Stages	Competency Area	Score (%)	Improvement (%)	Category
Pre-Immersion Stage	Confidence, Creativity, Communication, Courage	69-79	+6%	Good
Immersion Stage	Product Design	<80	Slight +	Good
	Business Model, Finance, Promotion	≥80	+3	Very Good
Post-Immersion Stage	Partner Collaboration, Business Proposal Writing, Financial Reporting Digital Technology Skills	≥80	+2	Very Good
	Teamwork	91%	No visible change	Very Good

The table above shows that there is a change in the overall implementation of the stages. Almost all aspects of entrepreneurial competence have increased (1% - 6%) despite teamwork aspect which showed the highest score without any improvement.

The results also showed that hybrid learning was the most preferred learning method, with 60% of students choosing the hybrid model, followed by 26% offline and 14% online participants. Despite the popularity of hybrid learning, offline methods were found to be more effective, suggesting the need for keen support for online participants in future programs. Table 2 shows the percentage of participants with their respective chosen learning methods.

Table 2: Shows the learning method used by participants

Learning Method	Number of Participants	Percentage
Hybrid	256	60%
Offline Only	111	26%
Online Only	60	14%
Total	**427**	**100%**

The table shows that most of the students preferred a hybrid system to pursue the program.

Table 3: Evaluation of Supporting Roles

Role	Average Score (%)	Rating
Resource Persons	93	Very Good
Mentors	90	Very Good
Field Lecturers (DPLs)	82	Very Good

The table shows that 93% of resource persons are competent practitioners.

Students rated the overall program implementation at 82%, classified as "Very Good," with predominantly high ratings for the relevance of materials and the competency of presenters, more than 80% of whom were business practitioners. Additionally, the program facilitated noticeable business conclusions: 80 student business teams obtained Business Identification Numbers (NIB), 34 acquired Halal Certificates, and several teams achieved national recognition and grants through competitions. Moreover, Supplementary activities such as business clinics, business visits, online learning platforms, as well as socialization of national competitions have proven to have a good impact on the variety of learning processes, while project-based learning showed effectiveness for entrepreneurial education. Students as event organizers and business mentors complement busy DPLs, enhancing entrepreneurial competencies across diverse fields.

Table 4: Overall Description of Program Implementation

Description	Number	Percentage
Registered Participants	427	100%
Participants Passed	402	95%
Participants Not Passed	25	5%

The table above shows that in the total sample of 427 students, 95% of students cleared the implementation program.

From observations and interviews, it has been concluded that participating students from WMK Unpad 2023 showed great progress and confidence, as their chants went from "AKU-PASTI_BISA" / "I CAN DO IT" to "AKU-PASTI-KAYAA" / "I MUST BE RICH" in the final stage. Those coming from a variety of educational backgrounds said "they have experienced a change in mindset and attitude; they still feel that these entrepreneurial characters are important for their career development, such as creative, innovative, risk-taking, patient, communicative, cooperative, never giving up, etc.". Whereas design thinking and BMC turned out to be many of the participants who did not know and felt that these simple tools (canvas) were innovative learning methods, easy to understand, and useful for them. They further added, "They enjoyed learning about entrepreneurship and, as a result, developed important skills for themselves". Those with a variety of academic backgrounds said "they enjoyed learning about entrepreneurship, which supported their personal development". Both internal and external evaluations took place and revealed that the implementation was successful, supported by the Ministry of Education and Culture. While the results support the program's success, challenges such as inconsistent engagement from some DPLs, the complexity of managing hybrid methods, and low student involvement of about 30% in completing pre- and post-test documentation. These outcomes provide valuable understandings for enhancing future entrepreneurship education programs within higher education settings in Indonesia. The overall summary of program implementation is shown in Table 4.

Discussion

The aim of the study was to implement an entrepreneurial program among the university students of Indonesia. The study mainly aimed to develop entrepreneurial skills and spirit in the students to improve their business understanding in the practical world. All the hypotheses of the study showed significant results. According to our first hypothesis, entrepreneurship education among university students significantly enhanced students' mindset and intention towards business initiatives, as the results of the Gap Analysis showed improvements in competency scores across all the stages. Moreover, their interview statements that they have experienced a change in their mindset about entrepreneurship, as well as "AKU-PASTI-KAYAA" / "I MUST BE RICH," also signify

the hypothesis. According to the second hypothesis majority of the students reported that they enjoy the program by developing enhanced skills, which suggests that the program positively influences their perception of entrepreneurial opportunities. They also achieved several certifications and also been interested in business models. The third finding of our research is also validated by the results. Finally, the entrepreneurial program has a significant effect on university students in Indonesia, and more than 90% of students have completed the program. Previous studies also authenticate our results that students' level of confidence, approach, and attitude towards entrepreneurship improve with entrepreneurship education. Although self-efficacy helps an individual develop a clear entrepreneurial attitude, it does not affect an entrepreneurial mindset on its own. In short, an entrepreneurial attitude links together education and self-confidence in shaping how students think about entrepreneurship (Wardana et al., 2020). Similarly, study by Jiatong et al. (2021) conducted in China validates this finding by concluding that receiving entrepreneurial education, adopting an entrepreneurial mindset, and being creative all increase the intention of university students to become entrepreneurs. Moreover, the connection between education, mindset, and creativity and students' entrepreneurial intentions is enhanced by entrepreneurial self-efficacy (Jiatong et al., 2021). Moreover, a study in Indonesia also concluded that having knowledge about being an entrepreneur also guides entrepreneurial mindset and prepares business people, acting as a mediator between education and preparation (Saptono et al., 2020). A recent study conducted at Padjadjaran University in 2024 proved that the Independent Entrepreneurship Program makes students at Padjadjaran University stronger in entrepreneurial skills. It supports building market knowledge, good communication skills, creative thinking, active behavior, the ability to handle risks, feeling confident, and enthusiasm in starting a business. Improving each of these three areas is suggested by the study (Rizaldy & Hutomo, 2024). It has also been evidenced by past research that mentoring is becoming recognized as a successful method to boost students' involvement and support them in gaining direct experience, which plays a key role in entrepreneurship education (Amalia & von Korflesch, 2021).

Moreover, according to the study by Shofi (2023), students strongly appreciate the Independent Entrepreneurship Program at FKIP Qomaruddin University, Indonesia for helping them with their skills, confidence and ability to come up with new ideas. The program is responsive to society and partners well with industry (Shofi, 2023). Hadinata & Wijaya, (2024) also discovered that participation in the Independent Entrepreneurship Program at Padjadjaran University improves students' entrepreneurial skills, creativity, pro-activeness, confidence, motivation and willingness to take risks. It advises on increasing program accessibility, encouraging companies to help and helping students (Hadinata & Wijaya, 2024).

In summary, the gathered evidences validate our research, and the implementation of the program showed effective outcomes. Although through implementing the WMK Entrepreneurship Program, it has experienced and learned about the limitations and future implications involved in such an initiative for the first time. It was challenging in the beginning since we needed to manage administrative situations, handle varying levels of student and DPL activity, and communicate with resource people and MSMEs. Difficulties with certain university leaders and their teams were an additional issue. Nevertheless, receiving positive feedback from participants, noticing their great accomplishments, and observing their passion for entrepreneurship overcame these problems. Improving how DPLs and support committees are selected and setting up simple and equal rules for rewarding and penalizing all parties can help future implementation. The Purposive sampling and choosing participants by motivation might have consisted of self-selection, so students who liked entrepreneurship may have been more enthusiastic and succeeded in the study. As a result, we cannot apply the findings to a wider group of students. Furthermore, the program encountered difficulties in getting all data and proper documentation, so due to about 30% of participants not submitting both tests, the accuracy of competency improvement was affected. Differences in the quality of DPLs' mentoring made student groups experience learning differently, which might have affected the overall results.

CONCLUSIONS
This study contributes to the growing body of research on experiential entrepreneurship education. The findings highlight the effectiveness of hybrid learning models in skill development. Future research should explore long-term impacts on business sustainability among participants, this can be seen from the program evaluation which is in the "Very Good" category and also the positive changes in student participants from the "Good" category to "Very Good" as measured by the Gap Analysis pre and post-test at each stage of the program. Nevertheless, there are still program obstacles that need to be anticipated for program improvement, such as the completeness of supporting files, there are still DPLs and students who are less active, and the need for a special team in handling online/hybrid learning programs.

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