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(AIJBES)**[www.aijbess.com](http://www.aijbess.com)**RECONSTRUCTING STUDENT EXPERIENCES TO INCREASE  
ENTREPRENEURIAL INTEREST IN HIGHER EDUCATION**Rika Verawati<sup>1</sup>, Mohd. Rafi Yaacob<sup>2\*</sup>

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**DOI:** 10.35631/AJBES.621005**This work is licensed under** [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

Students' entrepreneurial experiences in higher education are becoming an increasingly important topic in the context of education and career development. Entrepreneurship in higher education involves the development of business ideas and a deep learning process about innovation, risk-taking, and practical resource management. The study method used is a qualitative approach, using in-depth interview techniques with several university students who are definitely young entrepreneurs. The data collected was analyzed using a thematic approach to identify patterns and variations in entrepreneurial experience development strategies. shows that students use a variety of cognitive and social decisions in reconstructing their entrepreneurial experiences, including reflection, collaborative learning, and mentoring. The findings of this study investigate how student entrepreneurial experience can increase students' ability to carry out entrepreneurship in a college environment. Efforts that have been made by students include the formation of business incubators, marketing facilities, product quality, courses, own abilities, convenience, and entrepreneurship programs. The conclusions of this study validate the importance of an integrated approach to supporting student entrepreneurial development in higher education with a curriculum approach and related support. This research contributes significantly to our understanding of how university students can optimize their entrepreneurial experience to prepare for their future as young entrepreneurs.

**Keywords:**

Business Management, Entrepreneurial Interest, Entrepreneurship, Higher Education

## Introduction

Entrepreneurship is a hot topic that is widely discussed in practical and academic studies. The practical study places entrepreneurs as a new competitive advantage for developing countries to compete and continue to advance in the competitive dynamics of the era of globalization. The discourse and application of university entrepreneurship has become a hot topic of conversation in the academic world. Students at institutes of higher learning are expected to become successful business leaders. Various developed and developing countries have developed sectors in the economic sector, one of which is entrepreneurship. However, developed countries have a greater entrepreneurship index than developing countries. Latest research results from the Global Talent Competitiveness Index (GTCI). Some of the factors considered in this assessment include per capita income, technology, computer and legal infrastructure, levels of corruption, gender and environmental issues, levels of tolerance, political stability and relations between the government and the world of commerce. The country in the world that occupies the top ranking in global competition in the field of entrepreneurship is:

**Table 1. Global Talent Competitiveness Ranking**

No	Country	Score
1.	Switzerland	81,82
3.	America Syarikat	76,67
4.	Norway	74,67
5.	Denmark	73,85
6.	Finland	73,78
7.	Sweden	73,53
8.	Netherland	73,02
9.	England	71,44
10.	Luxembourg	71,18
ASEAN		
1.	Singapura	77,27
2.	Malaysia	44.65
3.	Thailand	38,62
4.	Indonesian	38,61
5.	Filipina	26.52
6.	Myanmar	23.32

Source: education.kompas.com accessed Juni 3, 2024

Based on Table 1, it can be seen that in terms of competence, Indonesian entrepreneurs are in Malaysia and Thailand. In general, Indonesia has a fairly dynamic and diverse economy. Indonesia has recorded solid economic growth in recent years. Despite global challenges, including the impact of the COVID-19 pandemic, the Indonesian government continues to support economic growth through various stimulus programs and structural reforms. In the Asian ranking, Indonesia is ranked 9th after Singapore, Japan, Malaysia, South Korea, Brunei, China the Philippines, and Thailand. Indonesia is a country that has a large size and dense population. According to data from the 2004 CIA World Factbook, Indonesia is the fourth most populous country in the world, with a population of 265,015,300 people.

About the above, Universities in West Sumatra have made a breakthrough on the issue in Indonesia to increase the number of entrepreneurs, especially among students. Higher education should encourage active involvement and enthusiasm of students to develop their

potential to improve the quality of learning (Yusof et al., 2024; Yusri et al., 2019). Universitas PGRI Sumatera Barat has various study programs, one of the newly opened special study programs is the entrepreneurship study program. Universitas PGRI Sumatera Barat requires entrepreneurship courses to be compulsory courses in various fields of study for students completing undergraduate studies, this is a different course from other courses. Unfortunately, not all students can apply entrepreneurship knowledge, and the low entrepreneurial interest of students.

Reflecting on the importance of reconstructing student experience in entrepreneurship is a crucial step in bridging the gap between theory and practice in the real world. The experience gained by students in entrepreneurship during their studies not only forms technical skills, but also influences the formation of a critical entrepreneurial mentality to face challenges in the future. Although the current entrepreneurship syllabus has included various relevant theoretical aspects, there are some problems that still need to be overcome, such as the lack of emphasis on real and situational experience-based learning.

The existing syllabus often focuses too much on theory and does not provide enough space for students to explore and apply the concepts learned in the context of the dynamic business world. This lack of practical involvement can result in a gap between academic knowledge and the practical skills needed in the field. Therefore, reconstructing student experience in entrepreneurship, by providing more opportunities to learn from failure, innovate, and adapt to market changes, becomes very important. This will not only increase their readiness to jump into the business world after graduation, but will also enrich the quality of entrepreneurship education itself.

## Literature Review

### *Resource-Based View*

The Resource-Based View Theory (RBV) is a theory that describes a company that can achieve competitive advantage by relying entirely on resources so that it can continue business capabilities (Assensoh., 2019). The main approach of RBV is the understanding of the relationship between resources, organizational efficacy of competitiveness, and financial surplus in particular to be able to understand the mechanism by which competitiveness is maintained over time. This theory was first proposed by Ray (2004) in his work titled "A Firm's Sourcing-based View" and later by Arend (2010) in "Firm Sourcing and Persistent Competitive Advantage", where he explained that firm sourcing helps firms improve the efficiency and effectiveness of firm operations. The RBV-based approach is a concept that can help entrepreneurs achieve sustainable competitive advantage.

The basic theory of RBV is that the various resources within a company are bundled together to underlie the production of products produced or services provided that differ from one another. The combined importance of resources and capacities refers to "what" makes an organization unique in terms of its efforts to offer value to its customers (França, 2016). The directive to use RBV theory is because scholars are not satisfied with Industrial Organization Theory or IO Theory. IO Theory is a theory that examines the economic branch of imperfect competition. Based on the work of firms in industry (Brusco, 2016). This theory succeeds over microeconomic works such as Price Theory and Firm Theory, Market Theory, and theories related to demand and supply. Therefore, the IO theory is important as a foundation for the birth of the RBV Theory.

### ***Teory Entrepreneurial Orientation***

Entrepreneurial orientation (EO) is the process of realizing a strategy that provides an organization with a basis for entrepreneurial decisions and actions with the aim of realizing competitive advantages, e.g., (Ferreira, 2020). There is extensive empirical evidence supporting the positive relationship between EO and firm performance for an overview, see the meta-analysis by Rauch et al. and the recent literature review by (Rostain., 2021). Covin, (2019), who is credited with introducing the concept of EO to conversation scholars (Asemokha., 2019), considers EO as an exhibition of innovation.

Undeniably, both conceptualizations have independently led to significant theoretical and practical contributions to the literature on entrepreneurship according to (Covin & Lumpkin., 2011). However, each also has its challenges. Applying an uncertain conceptualization and thereby focusing on, statistically, the effect of “common or shared differences between risk-taking, innovativeness, and proactiveness” limits EO effect analysis in explaining variation in outcomes based on covariation, in innovativeness, risk-taking, and proactiveness (Covin & Slevin., 2006; Covin & Wales., 2012). Empirical analysis based on this conceptualization may hide or inappropriately explain the effects that result from variations in a single EO dimension. According to Lomberg (2017), empirical studies of entrepreneurial orientation aim to understand how factors such as innovation, risk-taking, proactiveness, customer orientation, and competitive orientation contribute to business performance and growth. These investigations often involve collecting quantitative and qualitative data from various sources, such as reviews, interviews, or case studies.

According to Wales (2016) entrepreneurial orientation to business performance. This study looks at the relationship between entrepreneurial orientation levels and business performance. This involves measuring variables such as sales growth, profits, product innovation, and market share. This research focuses on the relationship between entrepreneurial orientation and success in generating innovation. Innovation here can refer to the development of new products, the use of new technologies, or new business approaches Karlsson & Olsson (1998). Here are some theories that can be related to entrepreneurial orientation. Innovation and organizational building theory. This theory emphasizes the importance of innovation in organizational building and creating added value. One of the passages related to entrepreneurial orientation is the key element in entrepreneurial orientation, which enables organizations to create and maintain competitive advantage through the development of new products, processes, and methods that are different from the existing ones.

### ***Entrepreneurial Interest***

Early entrepreneurship in the 20th century stated that entrepreneurship is the dynamic process of realizing profits by entrepreneurs acting as innovators (Robert, Michael & Dean, 2008). The process of creating something new and unique by assuming risk and reward is the combination of entrepreneurship and innovation (Robert, Michael & Dean, 2008). It has been pointed out that innovation is a major topic that attracts researchers nowadays. Innovation is a process that can be encouraged and managed during business start-up and growth (Bessant & Tidd., 2007). Innovation in industry can also be explained in terms of technological innovation or soft non-technological innovation (Howells., 2000). Entrepreneurship is an evolving concept in theoretical and practical investigations. Bird and Jellinek (1988) define entrepreneurship as organizational interests that are asserted or transformed to create and enhance organizational value. The view of Bird and Jellinek (1988) emphasizes the aspects of entrepreneurship that are related to the organization. This definition describes entrepreneurship as an organizational

interest that is carried out to create and increase organizational value. In Joseph A. Schumpeter's theory of entrepreneurship, entrepreneurs are seen as the main innovators and entrepreneurship is the main driver of the economy, realizing economic growth through the storm of creative destruction Schumpeter (1947).

From the various responses to entrepreneurship that exist, in summary, the meaning of an entrepreneur is someone who has the spirit to take risks to open business on various opportunities, has a spirit of daring to take risks means mental independence and the courage to start a business, without being burdened by fear or anxiety even in uncertain circumstances Kasmir., (2007). In this context, organizational entrepreneurship may involve changes in organizational structure, processes, or strategies to achieve more innovative and valuable goals. The development of the concept of entrepreneurship in an organizational context emphasizes the importance of the organization's ability to innovate, adapt, and create value for interested parties. Organizational entrepreneurship often involves involving all levels and experts in the organization to promote creative thinking and positive change. In this case, organizational entrepreneurship is not only about the individual as an entrepreneur, but also reflects the spirit of entrepreneurship integrated into the culture and operations of the organization. To achieve this goal, entrepreneurship is developed not only at the level of business and its benefits, but also business and survival for the community and the surrounding environment. The concept of sustainable entrepreneurship is explained in the study of entrepreneurship developed in business entities that prioritize harmony with social aspects and the surrounding nature Gibbs, (2009).

### ***Entrepreneurial Educations***

Entrepreneurship education needs to be provided to instill innovative and creative values in seizing opportunities, realizing opportunities, and trading skills and knowledge because commercial interest is the starting point of how business is run and how to manage risks Sadgrove (2016). Higher education obtained by students in college rooms and business activities carried out on campus are expected to develop themselves into entrepreneurs and not the other way around who only wait for vacancies to get a job (Weerasinghe & Fernando., 2018).

The purpose of learning the science and practice of entrepreneurship is to change the spirit, attitude, and behavior of the entrepreneurship of the group of students who become business entrepreneurs. However, entrepreneurship can be seen from a larger lens or perspective, because it can be used for other entrepreneurial purposes, namely academic, government, and social entrepreneurship Gupta (2020). According to Ahmad et al. (2023) Nurturing the spirit of entrepreneurship of students in higher learning institutions is one of the best alternatives to reduce the unemployment rate because graduates are expected to become young entrepreneurs. Nurturing the spirit of entrepreneurship among students reduces the level of unemployment because graduates are expected to become educated young entrepreneurs who can start their businesses. According to Yudiawan et al. (2017) in their research found that all higher learning institutions in Indonesia have included entrepreneurship courses in the curriculum as one of the main courses that must be taken by all students.

In addition, Zhang., (2017) the business tendency of students who have received entrepreneurship education is higher than students who have not and have never received entrepreneurship education. The average entrepreneurial characteristics and entrepreneurial skills of students who have received entrepreneurship education are higher than students who have not and have never received entrepreneurship education. They found out from 725



graduates who are involved in entrepreneurship activities, that they have parents or fathers who are relative to the world of entrepreneurship. Tsaknis (2020) showed that the work of parents has a significant impact on entrepreneurial intentions. Students who have a family background or relatives in trade have higher entrepreneurial intentions than students whose families or relatives are not in trade. On average, students whose families have commerce are found to have direct and indirect experience of commerce, so they can plan future commerce as a life choice. This shows that the business experience of each family provides direct and indirect experience to a person to have an interest in trading.

A student who knows the steps of running a business enterprise knows how to handle problems in their parents' business, how to market products or services, how to access capital, and so on. Astri et al. (2017) further stated that the variables or variables of the environment or family environment, affecting mental attitudes and student perceptions of business students have a positive influence on business interest. Dewi and Mulyatiningsih (2013) in an investigation of brands in Indonesia confirmed the view and fact that the family becomes an effective environment that provides entrepreneurship education experiences. However, this depends on the business background and the parents' view of the children's future. The background of parents who are entrepreneurs cannot be guaranteed to provide their children with an entrepreneurial outlook or that their children are involved in these entrepreneurial activities. Many cases show parents who are entrepreneurs but do not expect their children to follow in their footsteps. However, directly or indirectly, parents give their children the image and motivation to engage in commerce, and children's propensity to engage in commerce is high if their parents are in commerce and encourage them to venture into the field that their parents do. In this context, Halim et al. (2018) state that the experience of the parents is an encouragement for a career. Based on the knowledge and experience he has that is useful to influence the decisions taken as a child.

Irwansyah et al., (2021) made an investigation titled, the influence of attitude, education and Family Environment on the Entrepreneurial Interests of Students on the Island of Java. The intended family environment is a social relationship due to blood relations, marriage, or taking adopted children. The family environment that can influence a person to become an entrepreneur can be seen in terms of the work factors of parents. The work of parents is often seen that there is influenced by parents who work alone and have their businesses, so their children tend to also become entrepreneurs. The role of institutions that stimulate students to trade based on their abilities, the investigator took the investigation at the Faculty of Economics and Business, Universitas PGRI Sumatera Barat. Komsu (2013) and Hapsari (2018) stated that the growth of interest in individual/youth/business is influenced by various internal, external, and contextual factors. Internal factors that come from within the entrepreneur in the form of personal traits, attitudes, desires, and abilities of the individual that can give them the strength to run a business.

### **Research Methodology**

This study adopts a qualitative research design with a case study approach that has proven effective in providing an in-depth understanding of the phenomenon under study. A case study is a methodology that allows researchers to conduct a thorough examination of every aspect of the situation at hand (Ebneyamini & Sadeghi, 2018). This approach allows researchers to gain an in-depth understanding of the dynamics of the interaction between the variables under study. The main advantage of the case study approach is its ability to uncover complexities that may be missed in research using quantitative methods (Bergin, 2018). While quantitative methods

tend to focus on collecting numerical data for statistical analysis (Mohajan, 2020). The case study approach offers a depth of understanding of the specific context in which the phenomenon occurs. By exploring various factors and the interactions within them, researchers gain comprehensive information about the problem under study.

The sample acquisition in this study was done by purposive sampling. In this study there were 9 student respondents who had run a business. Data collection was carried out by interviewing selected respondents.

Semi-structured interviews were conducted with some students who had successfully started their business ventures, to explore their interests, barriers, and the impact of entrepreneurship on their business journey. The interview procedure followed a semi-structured framework, which allowed the informants to explain their experiences. Interviews were recorded to ensure that no information was missed and then transcribed in full. This step was taken to ensure that every important aspect of the interview interaction was well documented. The data obtained from the interviews was organized and analyzed thematically. This process involved identifying key themes and sub-themes that emerged from the interview transcriptions, which were then interpreted to find patterns or relevant concepts. Each emerging theme and sub-theme was carefully analyzed to understand its meaning within a broader context.

The results of the interviews were analyzed through data triangulation. Data triangulation is an important step in qualitative research as it helps to reduce bias and increase confidence in research findings (Renz et al., 2018). A process that involves comparing findings from multiple sources to ensure the accuracy, and validity of the findings. Data triangulation in this study was carried out by comparing interview results with documentation data. By ensuring alignment between interview results and information from documentation, the validity of the research can be strengthened, thus making a more significant contribution to the understanding of student entrepreneurial interest, efforts to foster interest, and the impact of entrepreneurship on students involved in business.

### Data Analysis

The following is the demographic information for 9 respondents who conducted interviews with students who have run businesses on the Universiti PGRI West Sumatra campus. The investigation involved various aspects, namely: gender, ethnicity, study program and academic achievement of students during their special studies at the University. The following are the demographics of respondents:

**Table 2. Theme and Sub-theme Trading Interest**

Kod Responden	Gender	Kursus	Suku/ Puak	IPK
1/A	Famale	Kewirausahaan	Jawa	4.00
2/B	Famale	Pendidikan Ekonomi	Koto	3.9
3/C	Lelaki	Pendidikan Informatika	Chaniago	3.86
4/D	Famale	Kewirausahaan	Chaniago	4.00
5/E	Famale	Pendidikan Ekonomi	Chaniago	3.66
6/F	Famale	Pendidikan Fisika	Chaniago	3.5

Kod Responden	Gender	Kursus	Suku/ Puak	IPK
7/G	Famale	Pendidikan Bahasa dan Sastera Indonesia	Mandailing	3.00
8/H	Male	Pendidikan Ekonomi	Piliang	3.35
9/I	Famale	Pendidikan Informatika	Batak	3.62

Source: Research Data, June 2024

There were 9 respondents who were interviewed. The number of female respondents was 7 and male respondents were 2. Respondents came from various study programs such as Entrepreneurship, Economic Education, Informatics Education, Physics Education, Indonesian Language and Literature Education. In terms of ethnicity, respondents consisted of Javanese, Koto, Chaniago, Mandailing, Piliang and Batak tribes. Meanwhile, in terms of academic achievement, the highest respondent GPA was 4.00 found in 2 respondents and the lowest was 3.00

Interest in trading among students who are already running businesses in Universitas PGRI Sumatera Barat. There are several ways to foster student interest in entrepreneurship in universities. Based on the respondents' answers, there are 7 respondents answers to efforts to foster student interest in entrepreneurship, the most important of which are the existence of business incubator programs, marketing facilities, products, courses, self-efficacy, facilities, and entrepreneurship programs. Efforts to foster student interest in entrepreneurship in universities involve various strategic initiatives designed to support and facilitate the development of student entrepreneurship skills. The results of this study suggest several key elements play an important role in this regard. The data provides an overview of various student perspectives regarding efforts to increase interest in running a business in universities. This information can be used to develop more effective and holistic strategies, including aspects such as the provision of business incubators, marketing resources, entrepreneurship education, individual capacity building, provision of adequate facilities, and comprehensive entrepreneurship programs, to encourage more students to engage in entrepreneurship activities.

The efforts made by students to foster interest in entrepreneurship through the establishment of business incubators is an effective strategy for developing entrepreneurial skills and mentality. This is in line with the fact of previous research which reveals that effective learning occurs when individuals are directly involved in actual experiences. Business incubators provide a conducive environment for students to apply the theories learned in the classroom into actual practice, further accelerating the learning process and developing entrepreneurial skills. Growing marketing facilities around campus not only encourages interest in entrepreneurship among students, it also equips them with practical skills and a deep understanding of market dynamics and user behavior. This marketing facility serves as a laboratory where students can put marketing theory into actual practice, develop analytical skills, and build a professional network that will benefit them in their future entrepreneurial careers. Product creation within the campus environment is not only a tool to foster interest in entrepreneurship among students, but also an important mechanism in providing practical experience that integrates theory with practice.



This product development allows students to learn through experimentation and direct interaction with the market while preparing them to face challenges in the dynamic and competitive world of commerce. Students who receive entrepreneurship education show a higher level of risk tolerance and are more confident in facing business challenges. The involvement of students in entrepreneurship courses strengthens the social network of students, which is an important asset in the development of new businesses. A summary of the research can be seen in the following Table 3.

**Table 3. Theme and Sub-theme Trading Interest**

Theme	Sub Theme	Formulation
Efforts to Increase Students' Interest in Trading	Business incubator	An environment that supports students to develop their business ideas into real business
	Marketing facilities	Access to sufficient marketing resources is essential for successful promotion of a product or service.
	Product Quality	Product quality is the main factor that attracts users and differentiates a business from competitors.
	Course	The addition of a comprehensive entrepreneurship course to the university curriculum can improve students' understanding and skills in running a business.
	Own ability	Improving students' skills and confidence is also essential for entrepreneurial success.
	Facilities	Sufficient infrastructure, such as congregate workspaces, innovation malls, and access to technology, play an important role in supporting student entrepreneurship activities.
	Entrepreneurship Program	Structured entrepreneurship programs, including mentors, business competitions, and training opportunities, can provide students with practical experience and industry insight.

Source: Research Data, June 2024

Table 3 describes the various approaches and external factors that can encourage students to engage in entrepreneurial activities. Nine respondents provided their views on what they considered effective efforts to increase student interest in commerce in universities. The various efforts considered effective in increasing students' interest in commerce in universities include organizing seminars and workshops featuring successful commerce practitioners, providing industry-related training programs in reputable companies, building curricula that combine theory with practical practice, as well as providing support and facilities for student entrepreneurship activities such as business incubators and startup competitions.

## Discussion

A study by Fayolle and Gailly (2015) showed that a well-designed entrepreneurship program can significantly increase students' interest and intention to become an entrepreneur. The study highlighted that students involved in entrepreneurship programs with a comprehensive curriculum, which includes both theoretical and practical components, reported a significant increase in their motivation to start a business. The theoretical component provides an in-depth understanding of entrepreneurial concepts, while the practical component enables students to apply the knowledge in real-life situations. The results also showed that students who participated in the entrepreneurship program felt more confident in starting a business after completing the program. Programs that include practical experiences, such as business simulations, internships, and field projects, provide students with opportunities to develop the practical skills necessary to become successful entrepreneurs. In addition, programs that support professional networks and mentors play a role in fostering students' confidence and readiness to enter the business world. These overall findings emphasize the importance of holistic program design in inspiring and preparing students for the entrepreneurial journey.

In addition, the study of Nabi et al. (2018) revealed that entrepreneurship programs that offer mentor support and professional networking can improve learning outcomes and student success in establishing their businesses. The study found that students who had access to experienced mentors and opportunities to network with industry professionals showed significant improvements in entrepreneurship skills and market readiness. The results of this study show that students who took part in an entrepreneurship program with mentor support reported improved skills in developing and implementing their business ideas. Entrepreneurship facilities and programs provided by universities can create a conducive environment for students to learn and grow. These facilities can take the form of co-working spaces, innovation malls, as well as access to startup funds or invested capital. Entrepreneurship programs, such as business competitions, seminars, and workshops, can also motivate students to innovate and develop their business ideas.

Entrepreneurship programs in universities are not only instrumental in enhancing students' technical knowledge and skills but also in building their confidence and motivation toward entrepreneurship. These programs are designed to provide an in-depth understanding of business concepts through a comprehensive approach. Emphasis is placed on both theory and practice, allowing students to not only learn the principles of entrepreneurship but also apply them in a real-world context. Through this approach, students can develop analytical, problem-solving, and management skills that are essential for success in commerce. In addition, an entrepreneurship program designed with an experiential learning approach and mentor support can provide students with a rich and rewarding experience. Hands-on involvement in business projects, simulations, and internships allows students to experience the challenges and opportunities in the real world of business. Mentor support also provides the necessary guidance to hone students' skills and confidence. With this guidance and practical experience, students can optimally develop their entrepreneurial potential and be prepared to face competition in an increasingly competitive business world. The findings emphasize the importance of a holistic and experience-oriented program in inspiring and preparing students for entrepreneurial success.

## Conclusions

Fostering entrepreneurial interest among students requires attention to several key aspects that are interrelated and supportive. First, a business incubator program is important because it

provides the guidance, training, and resources necessary for students to turn their business ideas into reality. Business incubators offer a supportive environment and experienced mentors, who can help students overcome the initial challenges of running a business. Secondly, effective marketing tools are crucial to help students promote and sell their products. These tools include online platforms, digital marketing strategies, and access to a wider distribution network. With good marketing facilities, student products can be better recognized and accepted by the market. Thirdly, products that are innovative and relevant to market needs are one of the determining factors for student business success. Products that are attractive and have added value will be more easily accepted by users and have the potential to succeed in a competitive market. Additionally, entrepreneurship courses in the higher education curriculum play an important role in providing the basic knowledge and practical skills required in the business world. These courses may include topics such as business management, financial planning, marketing strategies, and product development. Your human skills are also an important factor in entrepreneurial success. The ability to communicate, innovate, take risks, and manage time are skills that every entrepreneur needs to have. Students who can develop these human skills will be more prepared to face the challenges of running a business. With a combination of business incubator programs, sufficient marketing facilities, innovative products, comprehensive entrepreneurship courses, solid personal skills, and supportive entrepreneurship facilities and programs, it is hoped that interest in entrepreneurship among students can develop and flourish. This holistic approach will help create a generation of young entrepreneurs who are willing to face challenges and take advantage of opportunities in the business world.

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