

Fostering Edupreneurship Among Students as a Social and Cultural Practice: A Case Study in the German Department at Universitas Negeri Malang

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ABSTRACT

The study aims to promote edupreneurship (educational entrepreneurship) among students through experiential learning and is conducted at the German Department at Universitas Negeri Malang. It endeavors to delineate the infusion of entrepreneurial knowledge and concepts within the learning framework, illustrates the practical application of this knowledge within society by students, and expounds upon the reflective-analysis processes to solidify newly acquired insights. Employing a qualitative descriptive approach, the study collected data through questionnaires, interview sheets, and observation sheets distributed among 12 students enrolled in the *Unternehmendeutsch* course. The ensuing data analysis involved a continuous analytical cycle encompassing data collection, analysis, and interpretation. The findings underscore that this learning mode significantly expands avenues for acquiring knowledge through firsthand experiences, embracing both errors and successes (trial and error). Consequently, experiential learning emerges as a cognitive process, and the learning experience embodies active thinking and experimentation.

Keywords: Cultural, edupreneurship, German, social practice

ARTICLE INFO

Article history:

Received: 18 October 2023

Accepted: 25 July 2024

Published: 16 December 2024

DOI: <https://doi.org/10.47836/pjssh.32.4.12>

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INTRODUCTION

Experiential learning is an educational approach centered on learning from direct experiences. It requires learners to engage with their environment and reflect on the situations encountered. This method, emphasizing experience-based learning, holds more profound significance than traditional didactic learning, which tends to be teacher-centered within a classroom

setting. Through trial and error, learners acquire insights and knowledge that can eventually lead to mastery, illuminating the value of learning from mistakes.

According to (Wurdinger and Allison, 2017), meaningful direct experiences have an educational aspect involving thinking, doing, and detailed explanation. These activities provoke academic inquiry, encouraging learners to analyze situations or problems, plan, test, and reflect. Numerous experts emphasize that experiential learning encompasses various dimensions, such as reflection, critical analysis, and synthesis (Healey & Jenkins, 2000). Within the learning process, learners take initiative, make decisions, and assume responsibility for the outcomes of their activities. Learner engagement in an academic capacity should encompass intellectual, creative, emotional, social, and physical dimensions. Learners ought to organically design these learning experiences to derive valuable insights from diverse mistakes and successes through trial and error.

Learning experiences by students mirror those found in the professional realm. Students engage in various educational activities, including classroom learning focused on project-based methods and task completion, while setting specific goals within limited timeframes and exerting effort toward the success of their endeavors or products (Tisu et al., 2020). Entrepreneurship programs involving early-stage start-ups provide insight to students as they are confronted with real-life conditions through the creation of simple business

prototypes. In alignment with proposed work programs, students receive customer feedback to test business ideas and develop them into sustainable business models. (Shepherd & Gruber, 2021).

Students' entrepreneurial mindsets are closely linked to experiential learning, especially regarding innovation, risk-taking, and success. Bernardus et al. (2023) found a positive relationship between experiential learning and an entrepreneurial mindset, driven by the desire for success and proactive attitudes but not by innovation creation or risk-taking. Conversely, Christensen et al. (2023) argue that experiential learning in entrepreneurship education helps students discover new engagement methods and enhances innovation skills. Such learning positively impacts motivation and innovative outcomes (Ribeiro et al., 2019; Yunfeng et al., 2022). Technology-based business products can thrive in higher education due to abundant resources like experts, research, and technology. Universities can foster environments that support entrepreneurial growth. Further studies on experiential learning's impact on entrepreneurial mindsets in the context of German language learning are needed.

An experiential learning-based educational experience that warrants implementation for students, particularly those in the German Department, is experiential learning offered within Elective and Self-Development Courses (MPPD), specifically *Unternehmendeutsch*. The *Unternehmendeutsch* course delves into themes related to entrepreneurial

learning. The observations of various experts align with the growing phenomenon in Indonesia, where entrepreneurship education is increasingly incorporated or integrated into curricula at different educational levels, with the expectation that every graduate possesses entrepreneurial preparation or spirit (Purnomo, 2015). Entrepreneurship represents a modern phenomenon, evident even in the policy of the Indonesian Minister of Education and Culture regarding Campus Merdeka (Sintiawati et al., 2022), emphasizing the provision of new learning experiences for students beyond the conventional learning environment, both within and outside the study program and campus. Entrepreneurship is highlighted as one of the learning activities within the Campus Merdeka program.

The *Unternehmendeutsch* course emphasizes the progression of learning innovations. Contextual entrepreneurship is a notable aspect of this evolution (Laila et al., 2019). As an Elective and Self-Development Course (MPPD), *Unternehmendeutsch* mandates students to use project-based assessment methods. The course's approach and the targeted innovation aim to empower students to cultivate their potential as a foundational step toward establishing an independent startup business, thus reducing reliance on job opportunities and the conventional workforce. Consequently, proactive endeavors are imperative to provide students with early academic, pedagogical reinforcement and entrepreneurial experiences, including

augmenting their learning experiences within the *Unternehmendeutsch* course.

The *Unternehmendeutsch* course uniquely integrates entrepreneurial principles with language learning by using tools like the business model canvas to create business plans that mirror real-world scenarios. Emphasizing project-based and action-based learning cultivates entrepreneurial skills such as critical thinking, problem-solving, and innovation. Unlike traditional entrepreneurship education models focusing solely on business concepts, *Unternehmendeutsch* incorporates relevant language skills for German-speaking business environments. This dual approach ensures that students grasp entrepreneurial concepts and effectively communicate in international business settings, which is crucial in the global economy.

In integrating experiential learning within the *Unternehmendeutsch* course, researchers followed Kolb's model to tailor the experiential learning process (Healey & Jenkins, 2000). Kolb holds a prominent position among researchers in experiential learning due to his fundamental theory that "Learning is a process in which knowledge is created through the transformation of experience." This concept posits that learning involves a cycle encompassing reflective observation, abstract conceptualization, and active experimentation. A crucial facet of this theory is the association of different stages with diverse learning styles. Recognizing these varied learning styles is the initial step in heightening students' awareness of potential alternative approaches, thereby

enhancing their adaptability to meet the diverse demands of learning situations. Through Kolb's theoretical framework (see Figure 1), students can elucidate the

interconnection between experience and theoretical concepts, facilitating critical evaluation and reflection.

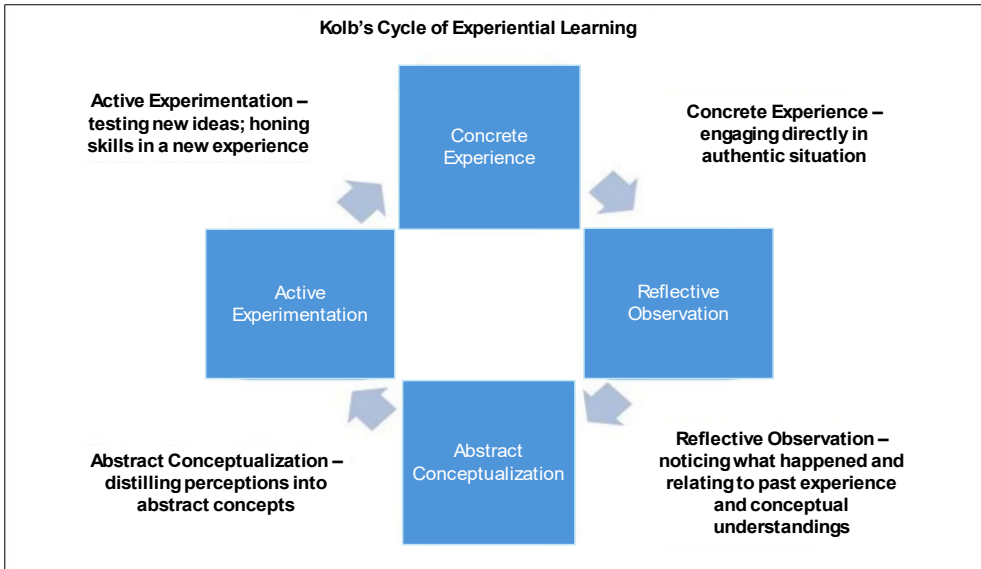


Figure 1. Kolb's Experiential Learning Cycle
Source: Kolb (1984)

The triad of components in experiential learning, comprising reflection, critical analysis, and synthesis, conveys that students have the opportunity to display initiative, make decisions, and bear accountability for the consequent outcomes. This engagement encompasses intellectual, creative, emotional, social, and/or physical dimensions. Carefully structured learning experiences facilitate assimilating insights from natural outcomes, encompassing errors and successes (trial and error).

Within the framework of the *Unternehmendutsch* course, a significant achievement is the endowment of students with fundamental concepts,

an entrepreneurial mindset, and the foundational business development theory through the business model canvas roadmap. In the realm of SMEs, students acquire an understanding of the planning, principles, and concepts pertaining to operational management, businesses in the tourism industry, translation, non-formal language education, master communication and persuasion theories, as well as the marketing of products and services. Genuine learning commences with exploring one's academic potential, as demonstrated by disseminating scholarly works or products.

According to Kolb, the three pivotal elements of experiential learning activities

emanate from the initial activity, commencing with the integration of knowledge and/or fundamental entrepreneurship concepts through case-solving or active participation in the analysis and communication of cases drawn from diverse learning sources. The second activity involves creating prototypes or utilizing appropriate technology to yield project outcomes, generating innovations or inventions aligned with the learning content or product development. The culminating activity encompasses reflection, analysis, and synthesis of knowledge, manifest through case studies, SWOT analysis, and the presentation of product and implementation process results.

In the context of *Unternehmendeutsch's* lectures, student engagement within the series of experiential learning implementations aligns with the experiential learning cycle, as postulated by Kolb. Adopting a project-based learning approach and action-based learning, coupled with experiential learning, both informal and formal learning experiences are anticipated to be organized in harmony with the learning objectives of the German language course for business. The research outcomes are anticipated to provide valuable insights into the requisite framework conditions within lectures and the execution of internships, business mentoring, or start-up ventures within the realm of applied science. Overall, the research findings are poised to demonstrate exemplary practices in entrepreneurship training and learning (*Unternehmendeutsch*) within the sphere of higher education, which will serve as a valuable guide for lecturers engaged in

the conceptualization of entrepreneurship education courses in the academic milieu.

According to Tsaqib and Nasir (2023), entrepreneurship education is a structured learning process that includes theoretical and practical components, often enhanced by specialized training programs to boost entrepreneurial knowledge and skills. These training activities are specifically designed to teach practical aspects of entrepreneurship, such as understanding different types of businesses, fostering creativity, leveraging local potential, managerial skills, accessing capital, and marketing. Yohana (2020) suggests that higher education can increase the number of entrepreneurs by providing comprehensive education that includes guidance, teaching, and training inside and outside the classroom. This education aims to prepare students to effectively participate in the entrepreneurial landscape.

Research in the field of experiential learning has been carried out by Heinze (2020), shedding light on optimal methodologies for entrepreneurship training and education within university settings. It is particularly beneficial for students due to their active involvement in developing entrepreneurial concepts. A subsequent study by Yusuf (2019) emphasized the effectiveness of entrepreneurship learning strategies in equipping students with entrepreneurial skills. What sets this study apart from the aforementioned is the incorporation of Kolb's learning cycle (1984), underlining the cognitive nature of experience-based learning, which involves a fusion of active thinking and experimentation.

According to Anjum et al. (2021), the importance of an innovative entrepreneurial environment and institutional support as facilitators of entrepreneurial initiatives positively contributes to prospective entrepreneurship students. Such a framework assists students in developing and implementing their ideas into viable business ventures. With supportive environments, students can feel more confident in exploring new and innovative ideas, ultimately fostering innovation and business growth. In line with this, Maheshwari et al. (2023) elucidate several factors influencing students' entrepreneurial intentions, including educational, contextual, environmental, psychological, and personality factors. Additionally, Maheshwari highlights other factors based on cognitive aspects, encompassing cognitive styles, self-efficacy, personal attitude, perceived desirability, subjective norm, perceived feasibility, and perceived behavioral control.

Maheshwari et al.'s (2023) findings suggest that cognitive factors alone should not be considered solely to understand students' entrepreneurial intentions. Maheshwari underscores the importance of considering non-cognitive factors in comprehending and measuring students' entrepreneurial intentions. One such factor is the significance of entrepreneurial motivation in driving students to strive harder, showcase their creativity, and overcome obstacles in ideation and implementing new business models (Pham et al., 2023).

The enhancement of experiential learning has emerged as a prominent practice within education, society, and culture. This augmentation encompasses integrating experiential-based learning with a profound comprehension of social and cultural contexts, establishing an exceedingly effective paradigm conducive to sustainable understanding and positive societal transformations. Experiential learning amplifies beyond formal education, encompassing interdisciplinary interactions involving psychology, anthropology, sociology, and the arts (Aini & Winarno, 2022). Such an approach facilitates a broader comprehension of the social and cultural elements influencing learning and individual growth. Moreover, technology and innovation are pivotal in fortifying experiential learning and revolutionizing its nature.

Discussing the social and cultural influences on education, particularly in the course *Unternehmendeutsch*, students' focus is on exploring how social and cultural factors impact individual education and development, as well as the development of intercultural skills. Through the study of German culture and language as a part of the produced output, students can enhance their intercultural competencies, which is particularly crucial in the context of global business with an emphasis on cross-cultural cooperation and communication. Additionally, the implementation of social and cultural practices in this course is examined through the values, beliefs, and attitudes prevailing in society,

which can influence how business and communication are conducted. As the social and cultural environment evolves, students can comprehend its impacts on businesses, including the opportunities and threats arising from such changes. Understanding these related elements is crucial for entrepreneurial students to grasp how businesses can operate within broader social and cultural contexts and how they can adapt and compete in dynamic and evolving environments.

Advanced technologies like virtual simulations, augmented reality, and online platforms allow the replication of real-life scenarios within a controlled environment, enriching the overall learning experience. The reinforcement of experiential learning does not conclude with direct experiences; profound reflection subsequent to experiential-based learning is a crucial element, enabling individuals, specifically students, to establish connections between experiences and abstract concepts, internalize the learning, and apply it in diverse contexts. Experiential learning methods are progressively shifting towards an evidence-based approach, accentuated by an emphasis on evidence-based evaluation. Collecting quantitative and qualitative data aids in assessing the effectiveness of learning, social impact, and resulting behavioral alterations.

Through experiential learning, students' application of knowledge can extend across the entire process of simulating business operations, which includes business plan development, business outlines,

implementation, and reflective assessment. The success of applying this knowledge in real-world settings can be evidenced by almost all products effectively incorporating the expertise and entrepreneurial concepts acquired. These results underscore the effective integration of knowledge into society. A comprehensive understanding and practical application of business knowledge and skills among students, especially in addressing real-world business challenges, are evident in the outcomes of SWOT analysis in experiential learning. Furthermore, using SWOT analysis enhances students' awareness of their business environment and supports the development of appropriate entrepreneurial strategies.

Drawing from this contextual backdrop, this research aims to delineate the learning trajectory of students undertaking the “*Unternehmendeutsch*” course based on the Kolb learning cycle. It entails an exploration of aspects such as (1) the integration of entrepreneurial knowledge and concepts into the learning process, (2) the implementation of activities for applying acquired knowledge within real societal settings, and (3) the modes of reflective analysis as mechanisms to solidify newfound insights.

METHODS

The research aimed to delve into the respondents' thoughts and assumptions, describing the students' capabilities in comprehending the interconnectedness of ideas in learning with a focus on knowledge content and subsequently implementing

them directly. A qualitative descriptive approach was utilized in this research, given that the data collected emphasized the description of the applied learning models, constraints, and weaknesses, which were the main focus of this stage (Wenger-Trayner et al., 2019). The entrepreneurial learning process commenced with input, progressed through the learning process, and culminated in the learning output. Insights gained at each research stage laid the groundwork for refining and aligning the model with the intended model flow, striving for greater effectiveness (Miles & Huberman, 1994). Qualitative research examines the phenomena's nature and is particularly valuable for gaining insights into the reasons behind observed occurrences, assessing complex interventions with multiple components, and improving interventions (Busetto et al., 2020). Data was gathered using student questionnaires, interview transcripts, and observation records.

The research subjects were twelve students taking the *Unternehmendeutsch* course in the even semester of 2022/2023 as research respondents. The selection of research subjects is based on the number of participants enrolled in the ongoing semester's course. The sample size is determined by the total number of students in the German Department at Universitas Negeri Malang who exhibit specific characteristics under exploration, namely, an interest in edupreneurship. This approach ensures comprehensive data collection from all eligible participants, offering a complete

perspective on how the *Unternehmendeutsch* course impacts students' learning and entrepreneurial development. Participants were selected based on specific enrollment criteria during the designated semester. The inclusion criteria are: (1) enrollment in the *Unternehmendeutsch* course, (2) active membership in the German Literature Department at Universitas Negeri Malang, and (3) demonstrated interest in edupreneurship through participation in course activities and project-based discussions. There are no exclusion criteria, as the entire class was included to ensure thorough and representative data gathering.

Ethical considerations were carefully addressed to safeguard participants' privacy and rights: (1) Informed Consent: Participants received detailed information about the research's purpose, procedures, and potential risks and provided informed consent before participation; (2) Confidentiality: Student identities were kept confidential, with data anonymized using group presentation codes instead of names to protect privacy, (3) Voluntary Participation: Participation was voluntary, and students could withdraw from the study at any time without consequences to their grades or course standing and (4) Data Protection: Collected data was securely stored and accessible only to the research team, used solely for research purposes and not shared with unauthorized parties.

The twelve respondents form presentation groups with the following codes (Table 1).

The research subjects' data contain personal and confidential information.

Table 1
Group codes

Code	Meaning	Member
KP 1.	Group 1 presentation	R1 & R2
KP 2.	Group 2 presentation	R6 & R8
KP 3.	Group 3 presentation	R4 & R5
KP 4.	Group 4 presentation	R12 & R7
KP 5.	Group 5 presentation	R9 & R11
KP 6.	Group 6 presentation	R10 & R3

Source: Authors' work

Considering ethical and privacy aspects in data collection and usage among students, the researcher employs respondent data coding in the form of acronyms. This measure ensures the data's confidentiality and proper usage. The respondent codes are provided in the form of acronyms as follows:

- R1: NAL
- R2: RFH
- R3: MII
- R4: AAB
- R5: GAA
- R6: NVS
- R7: ABC
- R8: ZZ
- R9: EAD
- R10: JO
- R11: AR
- R12: IA

In this study, a combination of observation, interviews, and questionnaires served as the principal data collection methods to investigate the perspectives of students in addressing the research problem delineated earlier. The observation process involves collecting data directly through

observing students' behavior, interactions, and activities. The observation includes class observations, group discussions, group projects, and extracurricular activities related to edupreneurship. The objective of observation is to comprehend how social and cultural practices within this department foster and influence students' intentions and behaviors in entrepreneurship.

Below, a comprehensive elucidation of interview guidelines is provided to ensure accurate documentation of the qualitative research process. The respondents were probed on various aspects, including motivation, educational background, and experiences pertinent to their involvement in activities, achievement of anticipated skill development, realization of potential through project-based learning, and overall experiences. Instruments such as observations and questionnaires were utilized to assess the effectiveness of *Unternehmendeutsch's* learning. These instruments were directed at exploring seven key dimensions of entrepreneurship learning: learning dimensions, skills acquisition, assessment criteria and workload, availability of learning resources,

adherence to standards and objectives, as well as the overall impact and quality of the learning process.

After data collection through observation, data analysis is conducted to extract, interpret, and understand patterns and relationships within the data. Data analysis entails a qualitative approach, allowing researchers to interpret observational data within the broader context of social and cultural practices. Thematic analysis is employed to identify themes or patterns emerging from the data, while narrative analysis is used to uncover students' experiences within the context of edupreneurship.

In the *Unternehmendeutsch* course, the researcher acted as a participatory observer, engaging in activities while maintaining objectivity. Data collection methods included field notes, video recordings, and audio recordings to capture student interactions, discussions, and presentations. These field notes provided insights into class dynamics, teaching approaches, and student reactions. Data consolidation involved integrating information from field notes, audio transcripts, and video recordings. Verbatim transcription accurately represented conversations and interactions, forming the foundation for analysis.

Thematic analysis entailed iteratively reviewing transcripts and notes to identify emerging themes, coding them ("creativity in entrepreneurship"), and categorizing similar themes to explore their connections and reflect student experiences. Narrative analysis focused on individual student

narratives from interviews and discussions, recognizing common structures (background, challenges, solutions, outcomes) and interpreting them to comprehend personal experiences in edupreneurship.

The analytical process included open coding (identifying meaningful units), axial coding (establishing relationships between categories), selective coding (integrating core themes), and data validation (member checking). The findings were synthesized into a comprehensive report outlining patterns, themes, and narratives, shedding light on their implications within the realm of edupreneurship.

RESULTS

Integrative Learning of Knowledge and Concepts

Students are encouraged to explore various business dimensions, encompassing planning and execution stages. This course is fundamental to acquiring practical experience through real business projects or simulated scenarios. It is marked by identifying relevant business projects or simulations aligned with the theme of edupreneurship studied by students in the *Unternehmendeutsch* course. Student projects should be designed to integrate knowledge and concepts about entrepreneurship with practical experiences. Entrepreneurial knowledge and concepts are reflected in the presentation themes and case studies. The following table presents data on the integration of concepts and knowledge with a description of the course (Table 2).

Table 2
Concept and thematic integrated knowledge

No.	Theme	Group
1.	Entrepreneurship Creation	KP 1.
2.	Character Education and Self-Potential	KP 2.
3.	Self-Motivation within the Scope of Entrepreneurial Studies	KP 3.
4.	Key Success Factors in Business	KP 4.
5.	Planning Ideas for SME Concepts	KP 5.
6.	Networking	KP 6.

Source: Authors' work

Additionally, a specialized curriculum in the course has been designed to equip students with the knowledge and skills required to design, develop and manage business projects or independent ventures individually. Evaluation and reflection mechanisms are also conducted through interviews and group discussions to assess understanding and skills proficiency (Figure 2).

The subsequent presentation and discussion offer a robust comprehension of entrepreneurial facets, allowing aspiring students to apply these concepts when designing ventures and developing

products (Palesangi, 2012). This iterative process leads to accomplishments that involve internalizing knowledge, attitudes, skills, competencies, and accrued work experience throughout the duration of this course. The data collection methodology encompassed note-taking during each presentation conducted by segmented learning groups (Figure 3), totaling six groups of twelve respondents within the purview of the *Unternehmendeutsch* course. The discussions centered on entrepreneurial ideation, critical success factors within the business sphere, character education and self-development, networking within an



Figure 2. *Unternehmendeutsch* learning process
 Source: Authors' work



Figure 3. Group presentation
 Source: Authors' work

entrepreneurial context, self-motivation within the entrepreneurial sphere, and business planning within micro, small, and medium-sized enterprises (MSMEs).

With six focal discussion points delving into the foundational components of entrepreneurship, students can grasp the crucial steps required from the very inception. They understand how to draw inspiration and ideas from extant case studies. Additionally, they recognize the significance of pivotal factors contributing to entrepreneurial triumph (Hills & Hultman, 2013) and how character development and self-awareness can form a robust underpinning for their entrepreneurial drive. Subsequently, the discussion shifts to networking or collaboration, a critical aspect in commencing a new venture

(Aichner et al., 2021). In this phase, students showcase their proficiency in collaborating with network partners to develop prototype products aligning with their respective visions.

Regarding motivation, employing detailed and precise case examples enables respondents to comprehend how to sustain enthusiasm and drive throughout this research period. Ultimately, the discussion consolidates the steps entailed in business planning for micro, small, and medium-sized enterprises. Students will present their outcomes through a final report or performance report to be submitted at the termination of the data collection week. These outcomes encompass prototype and finalized products, elucidated within the business status table in Figures 4 and 5.

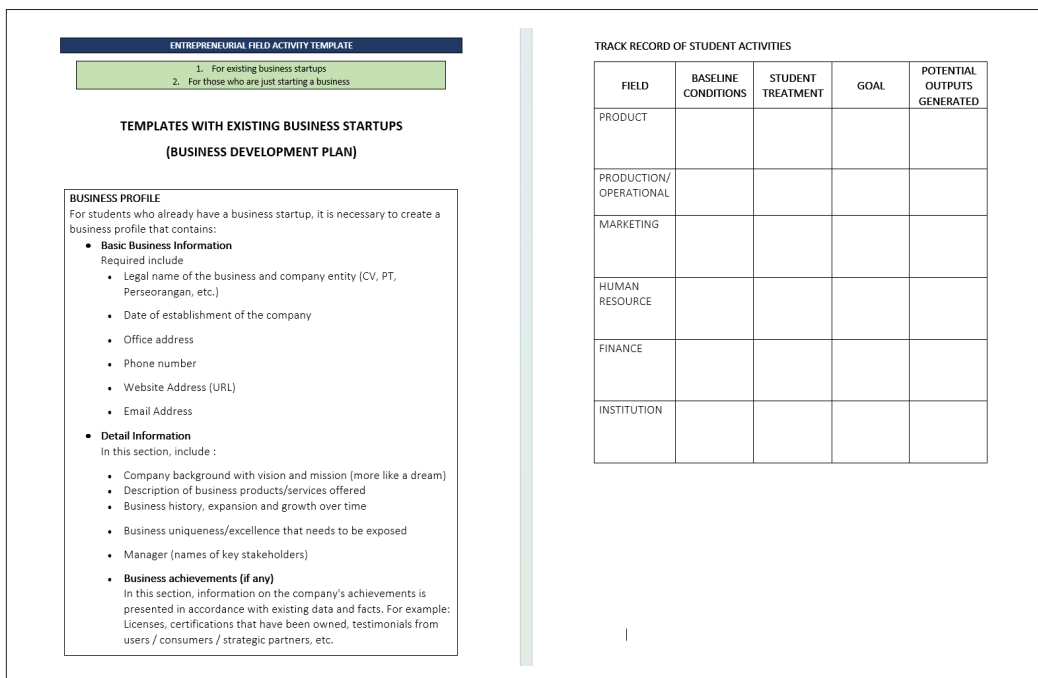


Figure 4. Business development plan (existing business draft)

Source: Authors' work

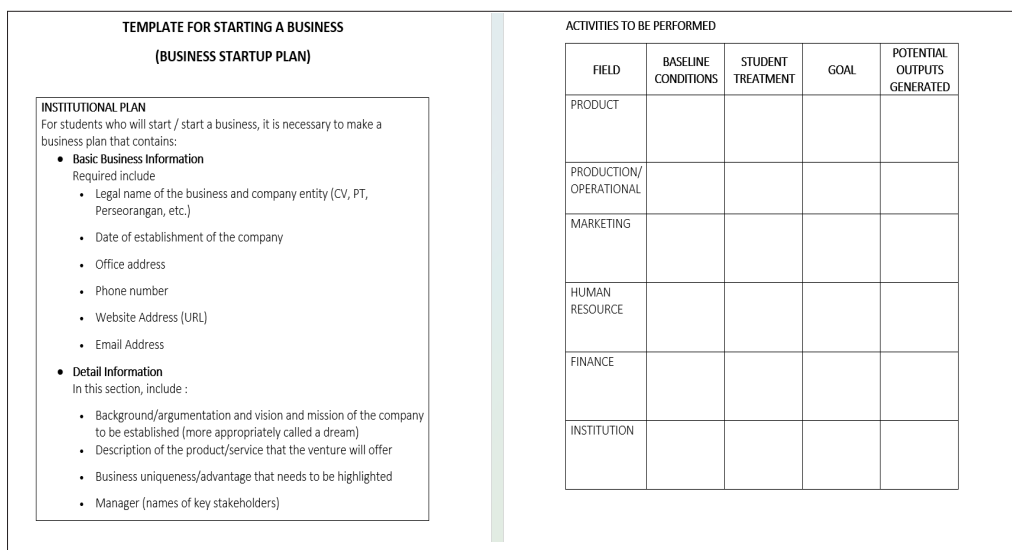


Figure 5. Business development plan (business start-up)
Source: Authors' work

Integration of Knowledge in Practical Endeavors

As an integral component of the *Unternehmendutsch* course, students are tasked with conceptualizing an innovative product or a complementary activity. Throughout the course, they are required to compile two distinct types of reports: a progress report and a performance achievement report. The reporting phase regarding the application of students' knowledge in the *Unternehmendutsch* class commences from the initiation of the assigned task. It continues up to just before the mid-term examinations. Within this reporting process, 12 students are actively engaged and obligated to explain the measures they have undertaken for each product or associated activity they have embarked upon. Anticipated elements to be delineated encompass fundamental

details about the venture, such as company nomenclature, date of establishment, physical address of the office, contact number, website URL, and email address. Additionally, an in-depth exposition of background information, vision, mission, product specifications, distinctive features of the business, company governance, and a brief overview of student endeavors covering product development, production or operations, marketing strategies, human resource management, financial aspects, and institutional framework, is expected to be presented (Table 3).

Performance Achievements of Individual Students and Entrepreneurial Product Endeavors

The performance achievements of each student underscore the multifaceted nature of business activities, necessitating a

Table 3
Completeness of business activities

Respondents	Basic Information	Detailed Information	Product Description	Business Uniqueness	Business Manager	Track Record of Activities
R1	Yes	Yes	Yes	No	Yes	Yes
R2 & R3	Yes	Yes	Yes	Yes	Yes	Yes
R4	Yes	Yes	Yes	Yes	Yes	Yes
R5	Yes	Yes	Yes	Yes	Yes	Yes
R6	Yes	Yes	Yes	Yes	Yes	Yes
R7	Yes	Yes	Yes	Yes	Yes	Yes
R8	No	Yes	Yes	Yes	Yes	Yes
R9	Yes	Yes	Yes	Yes	Yes	Yes
R10	Yes	Yes	Yes	Yes	Yes	Yes
R11	Yes	Yes	Yes	No	Yes	Yes
R12	Yes	Yes	Yes	Yes	Yes	Yes

Source: Authors' work

comprehensive understanding and successful execution across numerous dimensions. The ensuing summary encapsulates the performance of each respondent:

- R1 pioneered a product innovation by conceiving an application to augment the local community's economic productivity. This innovation effectively empowered the local community as independent entities while preserving the traditional cultural heritage of the village in Malang.
- R2 and R3 jointly developed a product innovation named Denkschnell, a learning tool designed to enhance rapid thinking abilities by refining listening and speaking skills in the German language.
- R4 guided a Small and Medium Enterprise (SME) in Kabupaten Malang, which is renowned for its product "MILANI" (Virgin Coconut Oil). This endeavor involved mentoring one of the SMEs engaged in producing Virgin Coconut Oil (VCO).
- R5 materialized the "BUMANTARA PROJECT," a startup venture in the local fashion industry specializing in techwear and streetwear fashion. This initiative saw collaboration with several students from Universitas Negeri Malang.
- R6 pioneered innovation in the form of a German language learning application aimed at aiding individuals grappling with the challenges of learning to read using

a foreign language. The application, named Readle, is meticulously designed to enhance reading skills by offering students an array of beneficial features.

- R7 conceptualized a product innovation known as the DeBuTon Smartbook. This innovative product serves as a learning medium engineered to provide a more innovative and convenient learning experience, especially for those engaged in self-study or pursuing independent learning of the German language.
- R8 developed instructional media through videos elucidating various facets of the German language culture. In these videos, Paula Irmeler, a proficient foreign speaker, assumed the role of narrator, while R8 acted as the voice-over, explicating German cultural concepts in the Indonesian language.
- R9 introduced a product innovation named Clitoria “Tortilla Bunga Telang,” a novel food item particularly beneficial for individuals with diabetes. They also provided essential business information, including name, address, phone number, website URL, and email contact.
- R10 conceived a product innovation recognized as the Hi-Tech Raincoat, denoting a superior and efficient rain

jacket designed for motorcyclists with diverse features to enhance ease of use. R10 presented essential business particulars such as name, address, phone number, website URL, and email contact.

- R11 extended support to a fashion-related business in meeting consumer demands.
- R12 designed a learning application to facilitate students in comprehending German language lessons more effectively.

Given that this project-based activity is a program designed to develop entrepreneurial skills and capabilities in students, the project process begins with several initial stages until the outcomes are achieved. The initial step is the selection of business ideas proposed by the students, which are then developed into more detailed business plans (Table 4). The products generated by the students are classified into three categories: digital business, food business, and service/trade business. Those involved in digital business are R1, R2, R3, R6, R7, R8, and R12. The food business category includes R9. The service/trade business category includes R4, R5, R10, and R11.

The digital business sector encompasses technology applications for rural tourism information systems, educational aids using applications, and audio-visual learning media. Initially, there was a deficiency in digital marketing tools for rural products, leading to reliance on word-of-mouth promotion. Furthermore, there was a need

for educational aids that integrate print and audio-visual media to enhance the learning of the German language. To tackle these challenges, students developed applications and educational tools to promote products and provide basic training in web-based promotional strategies. The objective is to facilitate the use of these applications and introduce products to a wider audience through enhanced technology.

In contrast, the food business category focuses on processing raw materials, such as butterfly pea flowers, into semi-finished or final products. These products are targeted towards individuals with diabetes, leveraging the health benefits identified through surveys. Raw materials are sourced locally, with family members contributing to the production process. Marketing efforts utilize e-commerce platforms within

Table 4
The production process of the applied technology business "Denkschnell"

Denkschnell DIAS Company					
Joyo Utomo Street V Block F, Merjosari, Malang					
0881-1672-101/0821-4080-4337					
TRACK RECORDS OF STUDENT ACTIVITIES					
FIELD	BASELINE CONDITIONS	STUDENT TREATMENT	GOAL	POTENTIAL OUTPUTS GENERATED	DESCRIPTION
PRODUCT	The baseline condition of the product is still a printed form namely game cards. The game was originally CEFR-based and there was no orientation of the ZITRUS method, and with the aim of practicing speaking and listening aspects.	Changed the format to become an app with the aim of modernizing and adding the ZITRUS method for app development. Worked with the app developer and will promote again with the marketing team.	Further complement the learning content through product analysis of the method and prototype refinement. Therefore, by turning it into an application, it will look more modern and can be used by ordinary learners.	Application and research methods on ZITRUS.	Achieved
PRODUCTION/ OPERATIONAL	Baseline production still uses print, namely paper and packaging. Dissemination has not yet left the campus. Only for complementary assignments.	The application was developed in collaboration with the developers as an implementation of the existing card. Development was carried out by IT supervisors and creators.	Updating is necessary because the market for conventional goods is still very difficult to sell.	A beta application for testing and a finished or final application that integrates AR.	Achieved by unable to integrate AR due to unqualified elementary school.

Table 4 (Continue)

FIELD	BASELINE CONDITIONS	STUDENT TREATMENT	GOAL	POTENTIAL OUTPUTS GENERATED	DESCRIPTION
MARKETING	There is no form of marketing done yet, only including Instagram and promotion through college friends.	For treatment after getting the idea, marketing development will be carried out more massively. Making the application as the main menu and using social marketing methods and offers to schools and word of mouth.	The goal is to reach a wider range of consumers and make product branding better and more targeted with marketing supervisors.	Instagram social media accounts, websites, Shopee, and other marketplaces to get the attention of German learners.	Achieved only through Instagram app platform promotion and word of mouth.
HUMAN RESOURCES	Initially, it was only developed by 4 students of the German Language Education Study Program.	The first developers cooperated with informatics engineering students and accounting students who could work in the required fields. Not forgetting about the content that is presented requires a team for content improvement, so a partner for content supervisors from the German Language Education Study Program is also invited.	To better understand the items to be discussed both regarding applications and AR, marketing, and German content.	Build a good network of cooperation and can work together for the initial goal of marketing the DENKSCHNELL application more massively.	Achieved
FINANCE	It is still in the form of collective and self-funding with no income and expenses yet.	Evaluate the cards that have been made and compile expenses for promotion, application creation and income from sales and cooperation.	To clarify the financial flow and not gray because it is only a simple report. There is a planning report on the application.	Financial statements and monthly reports of apps sold to the market.	Not yet achieved because there is no attention even in the form of a card there is no discharge yet.

Table 4(Continue)

FIELD	BASELINE CONDITIONS	STUDENT TREATMENT	GOAL	POTENTIAL OUTPUTS GENERATED	DESCRIPTION
INSTITUTION	Institutions only take the form of peer-to-peer cooperation and use peer-to-peer cooperation.	Collaboration with German-related fields such as Goethe Institute for product validation and working with schools for sales or working with app developers.	To build a larger network and understand a wide rang of applications and views on what learners need through credible and trusted institutions.	Gaining short- and long-term contacts and cooperation with related institutions in development, sales and content.	Not yet achieved

Link mass media publications: <https://ngepop.id/saintek/denschnell-ajak-mahasiswa-sastra-jermanum-belajar-berbicara-melalui-aplikasi>

Source: Authors' work

Indonesia. The final product, butterfly pea flower tortillas, is showcased in the accompanying image (Figure 6).

Students design mockups for their respective products in the service/trade business category. To identify vendors for limited production, students begin by creating trial designs. The marketing strategy involves using a pre-order system and social media to gain exposure and secure bulk orders. However, the marketing efforts are hampered by insufficient preparation

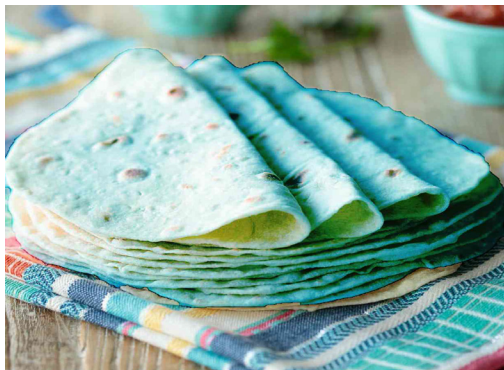


Figure 6. Butterfly pea flower tortilla products

Source: Authors' work

and a limited number of skilled personnel, leading to unmet targets within the set timeframe.

In the entrepreneurial product pursuits domain, 12 respondents have effectively materialized these concepts (Table 5).

From the initial design process to the creation of flagship products in student entrepreneurship, researchers gathered direct learning experiences and perspectives on entrepreneurship. According to R1, experiential learning enhances understanding of basic entrepreneurial concepts through direct product creation and proposal planning. R5 noted that experiential learning in the *Unternehmdeutsch* course increased students' confidence and practical knowledge despite challenges like finding business partners.

The *Unternehmdeutsch* course can internalize entrepreneurial values if students are well-prepared, involve practitioners and mentors, and provide guidance. R3 and R2 emphasized the

Table 5
Types of products


Name	Product Names	Types of Businesses	Product Photos
R1	Tourism Website https://siwismas.com/author/siwismas/	Tourism Application	
R2 & R3	Denkschnell Application	Educational Application	
R4	MILANI (Pure Coconut Oil)	Virgin Coconut Oil (VCO) Product	
R5	BUMANTARA PROJECT	Clothing brand	
R6	Readle Application	Educational Application	

Table 5 (Continue)


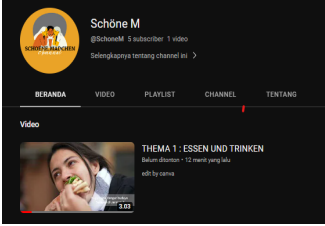


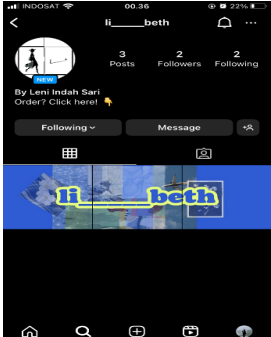
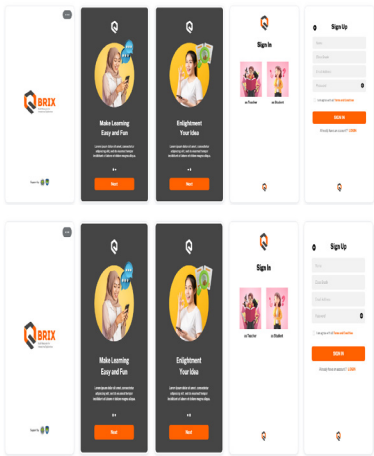
Name	Product Names	Types of Businesses	Product Photos
R7	DeBuTon	Interactive Books	
R8	Schöne M - Youtube Channel	YouTube Channel	
R9	Tortilla Bunga Telang	Food Products	
R10	Raincoat Design	Techwear Brand	
R11	Fashion	Business Mentoring	

Table 5 (Continue)

Name	Product Names	Types of Bsuinesses	Product Photos
R12	BRIX Application	Educational Application	

Source: Authors' work

need for industry practitioners, the latest technology integration, diverse methods like gamification, global networking, soft skills focus, ethics, internships, and incubators to prepare successful entrepreneurs.

Students' perspectives on business practice in the Unternehmenddeutsch course support experiential learning theory, highlighting its importance for developing entrepreneurial mindsets. This research demonstrates that experiential learning enhances students' entrepreneurial abilities, reinforcing the importance of such approaches in higher education (Figure 7).

Reflection-Analysis to Concretize New Discoveries

In terms of product development, various ventures such as the SIWISMAS tourism application, Denkschnell learning platform,

DeBuTon guidebook, BRIX learning application, and Milani VCO products have been realized. Within the experiential learning approach emphasizing reflection, primary weaknesses are identified in six key areas: (1) students' mental attitude and motivation. Students often exhibit a passive or apprehensive mental stance, hindering their entrepreneurial growth. The lack of motivation to embrace risks, innovate, and explore novel prospects can significantly influence entrepreneurial strides. (2) Limited familiarity with entrepreneurship contributes to business and start-up development weaknesses. (3) A pervasive fear of failure constrains initiatives and endeavors toward creating new businesses or products. Students harboring a solid aversion to failure are unwilling to engage in the necessary experimentation pivotal to

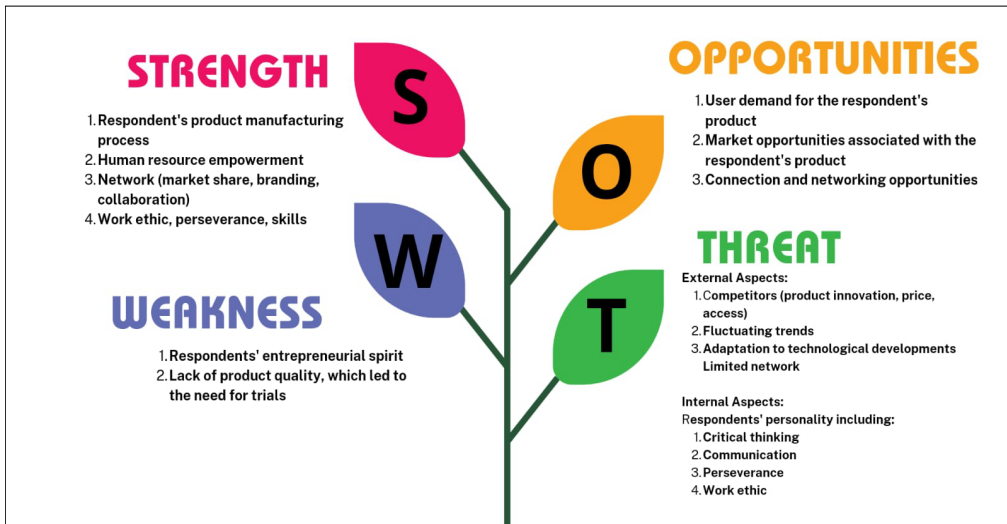


Figure 7. SWOT analysis
Source: Authors' work

entrepreneurship. Conversely, weaknesses manifest in several aspects for products deemed less competitive: (4) innovation is constrained, necessitating heightened ingenuity for products to stand out and differentiate themselves from comparable market offerings. (5) Lesser competitive products may suffer from subpar quality concerning design, raw materials, or production processes. (6) Such products fail to provide substantial added value to consumers, implying an inability to effectively address issues or fulfill consumer needs superiorly compared to alternatives.

A significant opportunity for business development arises when there is robust demand from users or consumers for a particular product or service. High demand indicates unmet needs in the market or an opportunity to enhance existing

products. Identifying user demand can guide businesses in directing their efforts toward developing more relevant and appealing products for the market. External threats pertain to factors originating from the external environment that have the potential to disrupt or influence experiential learning-based entrepreneurship. Conversely, internal threats stem from within the organization or group engaged in experiential learning-based entrepreneurship. In the realm of experiential learning-based entrepreneurship, students must recognize and address both these external and internal threats. The ability to confront these challenges with creativity, resilience, and the aptitude to learn and adapt is pivotal for effective learning in entrepreneurship.

DISCUSSION

Integrative Learning of Knowledge and Concepts

Integrating knowledge and concepts concerning entrepreneurship in education is designed to give learners a comprehensive grasp of the realm of business and entrepreneurship (Winarno, 2015). The integrated learning approach is not solely related to teaching business theory but incorporates tangible experiences in conceptualizing, developing, and managing business projects or ventures. It encompasses a profound understanding of entrepreneurship, surrounding fundamental notions such as innovation, risk, opportunities, business models, marketing, finance, and management.

Students are given opportunities to create business plans, identify market openings, estimate budgets, devise products or services, and address potential challenges in the business environment. In the context of *Unternehmendensch* (entrepreneurship), project-based learning embodies an educational strategy that amalgamates entrepreneurship principles with hands-on experiences through genuine projects (Chatwattana et al., 2023). The core objective of this approach is to impart to learners a profound understanding of entrepreneurial facets while cultivating practical skills and adeptness in problem-solving within a business milieu. Project-based learning accentuates extensive, interdisciplinary, learner-centric learning activities intertwined with real-world practices and concerns (Wardhani & Riani,

2018). It engages students in sustained research, entailing resource exploration and information utilization (Yong & Saad, 2023). These activities are germane to the practical world, allowing students to govern their work and its outcomes. Furthermore, students reflect upon their learning and evaluate the project's efficacy. The educational journey commences with an in-depth grasp of fundamental entrepreneurship concepts, such as identifying business opportunities, fostering innovation, and conducting market analyses. Students are prompted to identify market gaps or needs that can serve as the foundation for their business projects. After identifying these opportunities, students devise comprehensive business plans encompassing descriptions of products or services, market analyses, marketing strategies, financial forecasts, and operational blueprints. Following this, students develop products or services aligned with their business plans. These activities entail prototyping, product testing, and refinement based on feedback. At this stage, students acquire insights into risk analysis and financial management pertaining to their business projects (Winarno et al., 2021). They learn to identify potential risks and formulate strategies to mitigate their impact. Additionally, they grasp the dynamics of budget management and cash flow within the business context. Students implement their business projects after preparing the business plan, developing products or services, and considering financial aspects. They design and execute marketing strategies, engage with customers, and gather pertinent data.

During the implementation phase, they diligently document progress and challenges encountered. Upon project completion, students evaluate the outcomes based on pre-established success criteria, assessing what was successful and identifying areas for enhancement in the business activities (Mohd Khalid et al., 2023).

This reflective practice serves as a mechanism for deriving valuable insights for subsequent projects (Nicholls, 2010). This method involves presenting the outcomes of projects to instructors, peers, or industry professionals, allowing for the receipt of feedback that offers additional insights and external perspectives. Project-based learning, centered on entrepreneurship, facilitates the integration of entrepreneurial concepts within a practical, real-world context. Students observe the application of theories and concepts in day-to-day business operations, cultivating a deeper understanding and practical skills essential for embarking on a business-oriented career or initiating entrepreneurial ventures (Aras et al., 2021). This experiential learning equips students with practical know-how applicable to real-world business scenarios. In essence, project-based learning with an entrepreneurship theme enables students to harmonize theoretical knowledge with hands-on practice in the development and management of business projects, creating a profound and invaluable learning experience, thus preparing them to confront the challenges present in the realm of business and entrepreneurship.

Integration of Knowledge in Practical Endeavors Within the Community

Applying knowledge in real-world settings refers to tangible practices undertaken by students to apply the knowledge and skills acquired through their education in business and entrepreneurship. Activities such as designing, developing, and managing business projects or independent ventures, as well as integrating knowledge and concepts of entrepreneurship into daily life, represent these endeavors (Amalia & Von Korfflesch, 2021). One successful business project developed by students as part of a program supporting edupreneurship is tutoring businesses. Leveraging students' academic strengths enables them to assist others and potentially generate stable income streams (Schimperna et al., 2021). Successful business projects developed by students within edupreneurship-supporting programs, such as tutoring businesses, demonstrate how education and entrepreneurship can be combined to create innovative and positively impactful solutions. Tutoring businesses serve as an example of how students can use their knowledge and skills to aid others while generating stable income once the business is established. These projects not only harness students' academic abilities but also allow them to develop business and entrepreneurial skills. Tutoring businesses can be run in various formats, online or offline, and can serve as flexible and easily scalable business models. Students can offer tutoring services in various subjects or tailor their services to meet specific client needs

(Liu et al., 2023). Students can use digital platforms to reach a wider audience and offer tutoring services online, enabling them to operate from anywhere.

In the context of edupreneurship, nascent and established business projects provide practical experience in business and entrepreneurship and enable students to apply their knowledge and skills in real-world contexts. This concept represents an innovative solution to challenges in the education system, enhancing learning effectiveness and quality. Additionally, edupreneurship can open doors to new career opportunities, such as forming partnerships or receiving job offers from influential organizations. Overall, edupreneurship has the potential to address social challenges and bridge the gap between education and employment. By focusing on skill and entrepreneurship development, edupreneurs can equip students with the necessary knowledge and abilities to thrive in future business realms.

Reflection-analysis as an Effort to Concretize New Findings

The third focus of this article involves a deep approach to understanding and analyzing how education and culture in the German Department can support and promote edupreneurship (educational entrepreneurship) among students. As a concrete effort to concretize new findings, student business projects offer an interdisciplinary approach encompassing various disciplines, which not only focuses

on a broader understanding of German culture and social context but also on business activities that hone, train, and appreciate the values, norms, and social practices prevalent in society (Anjum et al., 2021). Understanding cultural and social contexts ultimately influences and shapes students' perspectives on entrepreneurial education.

Learning aimed at shaping entrepreneurial spirit needs to be more creative, as the learning of spirit leans more towards the affective realm or aspect (Bazkiaei et al., 2020). Winarno's findings (Winarno et al., 2021) suggest that one form of affective learning in shaping entrepreneurial spirit is the model of internalizing values with stages of identifying old values, cleansing old ideas, introducing new values, and strengthening new values. On the other hand, product innovation reinforcement for excellence requires market testing (Kusumojanto et al., 2021). In the context of edupreneurship, this is highly relevant because students and educators often create innovative products or services to meet social or cultural needs or challenges. Market testing is conducted based on understanding consumer needs and preferences. It means that products or services are often designed to meet social or cultural needs and are uniquely different from similar products. Additionally, product testing is conducted to make data-driven decisions on how products can be improved, expanded, or further promoted (Buratti et al., 2022).

CONCLUSION

The research respondents have proficiently demonstrated the application of entrepreneurial knowledge and concepts, as evident in their presentations covering various topics within the *Unternehmendeutsch* (Business German) course. The integration of knowledge proceeded seamlessly, marked by thoughtful discussions and engaging Q&A sessions facilitated by the students. In applying knowledge, the student's entire process of simulating business ventures was well-structured, encompassing the development of business plans, outlining ventures, implementation, and reflective assessments. Applying this knowledge in real societal settings was notably successful, with almost all products effectively implementing the knowledge acquired from integrating entrepreneurial expertise and concepts. The outcomes achieved by the respondents underscore the effective integration of knowledge into society. Students can comprehensively understand and employ business knowledge and skills to address real-world business challenges by applying a SWOT analysis in experiential learning. Moreover, SWOT analysis enhances students' awareness of their business environment and aids in devising appropriate strategies for entrepreneurship.

This study has substantial implications for theory and practice in education and business. The research findings underscore the potency of experiential learning in fostering the assimilation and application of entrepreneurial knowledge and concepts. This echoes existing scholarly literature on

the pivotal role of active, hands-on learning experiences in education. It also accentuates the pivotal role of SWOT analysis as a valuable instrument for augmenting students' comprehension of their business environment and their capacity to formulate appropriate entrepreneurial strategies. For educators and practitioners, these findings suggest that incorporating experiential learning, particularly through simulations, can significantly enhance students' competence in applying entrepreneurial knowledge. Educators are encouraged to contemplate adopting similar pedagogical approaches in business courses, emphasizing practical application and reflective practices. This approach produces better-prepared graduates poised to tackle real-world business challenges effectively. To acknowledge the limitations inherent in this study, the research was conducted with a relatively modest cohort of respondents. A more extensive and diverse sample could offer a more comprehensive comprehension of experiential learning outcomes in various educational settings. Taking into consideration these limitations, several recommendations are proposed. For example, subsequent studies should strive to replicate these findings within diverse educational contexts and with larger, more diverse participant groups to bolster the generalizability of the outcomes.

Implication of Theory and Practice

The research highlights the substantial impact of experiential learning on assimilating and applying entrepreneurial

knowledge and concepts in education and business. This approach aligns with scholarly literature emphasizing the importance of hands-on learning experiences. The integration of SWOT analysis enhances students' understanding of their business environment and helps them develop appropriate entrepreneurial strategies. For educators and practitioners, incorporating experiential learning through simulations can significantly improve students' competence in applying entrepreneurial knowledge in real-world scenarios. This method is recommended for business courses to produce well-prepared graduates to address real-world business challenges. However, given the study's limitations, such as the modest cohort of respondents, further research should replicate these findings in diverse educational settings with larger participant groups to strengthen the results' generalizability.

Limitations and Recommendations for Future Studies

This study has several limitations. First, the small sample size of twelve students restricts the generalizability of the findings. Second, while rich in detail, the qualitative descriptive approach may not capture the full spectrum of student experiences and outcomes in diverse educational settings. Third, the focus on a single course, *Unternehmendutsch*, at one university may limit the applicability of the results to other contexts or courses.

Future research should address these limitations by incorporating larger and

more diverse samples to enhance the generalizability of the findings. Expanding the study across multiple institutions and including a variety of entrepreneurial courses could provide a more comprehensive understanding of how experiential learning impacts entrepreneurial education. Furthermore, longitudinal studies could be conducted to assess the long-term effects of experiential learning on students' entrepreneurial skills and career trajectories. Integrating quantitative methods alongside qualitative approaches could also offer a more balanced and robust analysis of the educational interventions and their outcomes.

ACKNOWLEDGEMENT

The authors thank the State University of Malang, Indonesia for financial support in implementing this program through the internal grant funding program.

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