



Entrepreneurship Education in Increase Interest Business Among Gen Z (Case Study) Islamic Economics Students of STAI Kuningan)

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ABSTRACT

Keywords:

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Study This aiming For analyze role education Entrepreneurship on Campus in increase interest business among Gen Z students . Methods research used is qualitative with technique data collection using interviews and observations . The data analysis used by Miles and Huberman consists of from Data Reduction , Data Presentation and Conclusion Drawing . Research Results show education entrepreneurship contribute significant in prepare student face challenges and opportunities in the business world holistically . Approach education entrepreneurship based on very effective practice in support understanding and interest student to entrepreneurship . Constraints in learning entrepreneurship , both internal such as management time and fear will risk , as well as external like limitations of capital and networks , are also necessary be noticed . With existence support comprehensive , including provision facilities , initial capital , and competition programs entrepreneurship , students expected capable develop skills relevant and trustworthy self in operate future endeavors

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1. Introduction

According to data from the Ministry of Cooperatives and Small and Medium Enterprises (Kemenkop UKM), the percentage entrepreneurship in Indonesia is still classified as low compared to with other countries. By 2023, the number of entrepreneurs in Indonesia are estimated only around 3.47% of the total population, far left behind compared to neighboring countries like Singapore which has level businessman by 8.76% and Malaysia by 4.74% (Ministry of Cooperatives and SMEs, 2023). The World Bank also noted that developed countries like the United States own percentage far away entrepreneur more high, around 12% of the total population, which indicates that culture entrepreneurship more developing in these countries. The low number This indicates existence challenge in develop Spirit entrepreneurship in Indonesia, even though market potential and opportunities are sufficient big For worked on by entrepreneurs local (World Bank, 2023).

Generation Z, who were born between mid 1990s to early 2010s, showing great interest towards the world of entrepreneurship. Generation This tend more brave take risk and have pattern think innovative supported by mastery digital technology. Based on survey by Deloitte (2022), almost half from Gen Z reveals interest For start business Alone in five to ten year to front, influenced by the value high independence and flexibility in work (Deloitte, 2022). In addition that, they utilizing social media For promote business, building brand, and establish connection direct with consumers, which is in line with characteristics they as digital natives (GlobalWebIndex, 2021). More continue, condition dynamic economy as well as uncertainty in the job market push Lots from they For look for a better alternative flexible, such as entrepreneurs (McKinsey & Company, 2021). The Global Entrepreneurship Monitor (GEM) study also shows that generation This interested in impact-oriented businesses social and sustainability, reflecting concern they to issues environmental and social. Combination Spirit innovative, digital skills and awareness social making Gen Z as potential generation bring change big in landscape entrepreneurship.

College tall play role strategic in print businessman young ready compete in the global era. Through curriculum entrepreneurship, internship programs, and the "Independent Learning" policy Independent Campus" (MBKM), students given chance study outside room class For to obtain experience practical to be part from learning them (Kemdikbud, 2021). Programs such as the Creativity Program Student

Entrepreneurship (PKMI) also supports development of innovative business ideas , enabling student For convert experience entrepreneurship This as part from credit academic they (Directorate Belmawa Ministry of Education and Culture , 2021) LLDIKTI VI. In addition that , many college height that has been to establish incubator business and center entrepreneurship For give mentoring , networking , and access to initial capital to students who want to start efforts (Directorate of Higher Education, 2020). With approach this , college tall No only as place to obtain science , but also as incubator that trains skills entrepreneurship and relevant innovation with market needs .

STAI Kuningan is one of college high in West Java , has a Bachelor of Sharia Economics study program , where one of the eye his lecture is Islamic Entrepreneurship . Research This aiming For see How role eye studying entrepreneurship to interest entrepreneurship among Gen Z.

Study previous related with Gen Z and Entrepreneurship done by Febiana with title Formation Character Entrepreneurs in Gen Z facing Society 5.0. Research This aiming For know Gen Z's understanding of character entrepreneurship . Research Results show the most understood character by genes selects goals / targets and initiatives . While less character understood by gen z is desire take risk and willingness For learning . Reinforcement character entrepreneurship in this gen z in a way overall understood Enough good and gen z is capable understand overall character with good . (Febiana , 2003). Research other is what Teuku did Muhaymi , Research This mean to For analyze The Impact of Big Five Personality Traits and Entrepreneurial Education on Entrepreneurial Intention in Generation Z (Gen Z) in Tangerang City, with Attitude Towards Entrepreneurship as a mediator. The results of the study show support to all hypothesis , with the Big Five Personality Traits and Entrepreneurial Education having influence positive to Entrepreneurial Intention. Attitude Towards Entrepreneurship is also proven mediate connection between the Big Five Personality Traits and Entrepreneurial Intention, as well as Entrepreneurial Education and Entrepreneurial Intention. (Muhaymi , 2023). Research This offer approach practical with see method relevant and effective education in increase interest business generation Z. Meanwhile it is good Febiana and also Muhaymi focus on aspects character and psychology , without exploring educational strategies customized entrepreneurship For Generation Z in the digital era and society 5.0

2. Methodology

Study This use method study qualitative , with location STAI Kuningan research . Data collection techniques using interviews and observations. Interviews done to 3rd semester students who have finished eye studying entrepreneurship . The data analysis used by Miles and Huberman consists of from Data Reduction , Data Presentation and Conclusion Drawing

3. RESULTS AND DISCUSSION

Data collected show that education entrepreneurship own influence important in grow outlook entrepreneurship and skills practical students . Most of them Respondent state that education This give they clear guidance about method manage effort . This result in line with study Lubis (2018), who stated that education entrepreneurship play role key in give guide concrete about method manage business , including planning , decision making decisions , and management source power , so that strengthen skills practical students (Lubis , 2018). In addition that , part of it big Respondent state that education entrepreneurship push they For think creative and innovative , which is also supported by research Astiti (2014) at Yogyakarta State University, which shows that education entrepreneurship help student For develop pattern think creative , innovative , and increase confidence self in entrepreneurship (Astiti , 2014). Trust self This important in Motivate student For take step early in the field entrepreneurship . The importance of experience direct in education entrepreneurship is also expressed by several respondents who feel that practice real help they understand marketing and management strategies risk . This is in line with Putri's findings (2017), which stated that education entrepreneurship influence interest entrepreneurship student through experience direct in management business , marketing strategy , and management risk .

Entrepreneurship education has equip student with skills practical that they need For success in the business world (Putri, 2017). Respondents also reported increased sense of confidence self in entrepreneurship , a the emphasized aspect in study Budy (2017), where education entrepreneurship at the University of August 17, 1945 Jakarta is not only push motivation but also develop skills practical that improves optimism student in start business as well as ability in manage risk business (Budy , 2017). Interview results show that education entrepreneurship own impact significant in change pattern think student regarding the world of entrepreneurship . Previously , several

student consider entrepreneurship only about look for profit or requires large capital . However , after get education entrepreneurship , they start see aspects important others , such as creativity , innovation and management risk . Rembulan and Fensi (2017) emphasized that education entrepreneurship can change view student about draft entrepreneurship , from just look for profit become covers not quite enough answer social and ethical business , which also helps they For accept failure as part from the learning process (Rembulan & Fensi , 2017). In general overall , the data obtained show that education entrepreneurship give impact positive in build understanding and skills student related to the business world . This education help student understand method operate good business , encouraging pattern think creative and innovative , as well as increase trust self they in entrepreneurship . Respondents state that education entrepreneurship that they accept give experience valuable direct , including skills in marketing strategy and management risk , so that to form foundation strong for they in undergo journey entrepreneurship .

Research result This show that method learning based on very effective practice in increase interest student to entrepreneurship , especially through method like learning based on project , study case , discussion , competition entrepreneurship , and mentorship. These results in line with study Lubis (2018) which shows that method learning based on practice increase skills student in face challenge business real . Most of student in study This confess that approach practice direct give guide concrete in taking decision business and management risk (Lubis , 2018). Research this also reveals that the mentoring aspect has influence significant , as found in study Astiti (2014), which shows that interaction direct with mentor help student to obtain outlook about strategy in face challenge business real .

Approach This No only increase confidence self student For start business but also helps they in build networking and collaboration , which is foundation important in the business world (Astiti , 2014). Visits industry and interviews direct with businessman considered very effective by respondents , according to with Putri's findings (2017) emphasized that experience direct in industry increase understanding student about marketing and management strategies risk . Approach like studies cases and learning based on problem (PBL) also gets attention special in study this . As As explained by Budy (2017), PBL encourages student For think critical and innovative in

look for solution to problem business , which increases readiness they in face dynamics entrepreneurship (Putri, 2017). Programs such as House Entrepreneurship at the Kuningan Islamic College , exemplified by one of the respondents , adding proof that incubator business or similar programs give supportive environment for student For develop business ideas they . Rembulan and Fensi (2017) also highlighted that the incubator program business give student experience direct that strengthens understanding they about entrepreneurship and helping they build network business . Incubator business allow student For to practice theories studied and understood concepts entrepreneurship more in depth , including planning business , market analysis , and decision making decision (Rembulan & Fensi , 2017). Research This also confirms that role lecturer in convey material in a way inspiring , mentoring , and providing facility entrepreneurship is very effective in increase interest student For entrepreneurship . Research Previously by Astiti (2014) showed that student feel more inspired when lecturer to hook material lectures with experience business real .

Approach This give description realistic about challenges and opportunities in the business world , so that student more interested and motivated For understand importance entrepreneurship . Some Respondent in study This state that lecturer who is also the perpetrator business give a strong inspiration , which is in line with findings Budy (2017) that student more motivated when lecturer own experience practical in the business world (Budy , 2017). In overall , research This support that method learning based on practices , such as project real , mentoring, internship , visits field , and study case , giving impact positive on interest and readiness student in entrepreneurship . The data obtained show that majority Respondent feel experience very helpful right away they understand dynamics business , from aspect planning until management risk . Research previous in line to emphasize that learning based on practice capable give understanding comprehensive to student about aspects important in entrepreneurship , so that strengthen readiness and confidence self they For entering the business world .

Study This show that method learning based on very effective practice For increase interest student to entrepreneurship , especially for Generation Z is more interested in the method interactive and practical . Findings This in line with study Lubis (2018), who identified that method based on experience directly , such as simulation business and projects real , play a role significant in build skills practical

students, especially in face constraint real like limitations of capital and experience. In his research, Lubis mention that involvement student in experience direct allow they For understand draft business and practice management risk in a way more in depth (Lubis, 2018).

Importance role technology in education entrepreneurship For Generation Z is also supported by research Astiti (2014), who found that use digital technology as tool learning help make material more easy accessible and relevant. According to Astiti, a student who is studying use more digital technology connected with the dynamic business world, so that increase Power pull education entrepreneurship for they (Astiti, 2014). This is consistent with data from survey study this, where the respondents Generation Z feels that learning will more interesting If project based real involving use digital technology. In addition that, Putri's research (2017) highlighted effectiveness of incubator program business in overcome obstacles experienced students, such as limitations source power and access towards mentors. Putri's research supports the data in study this, where some big student want existence facility like laboratory entrepreneurship and coworking space for support they in operate project business in a way real. With existence access to the incubator program, students can more easy to practice theories studied and build important network in the business world (Putri, 2017). In study this, some Respondent mention importance role lecturer in guide they For overcome afraid will risk and failure. This is in line with findings Budy (2017) who showed that lecturers who play a role as a mentor can inspiring student For start business with more believe self. Budi highlighted that lecturers who have experience practical in business give influence big in to awaken interest students, especially in overcome internal fears such as lack of trust self and management limited time (Budy, 2017). In addition that, research Rembulan and Fensi (2017) show that the incubator program business or coworking space can overcome capital and network challenges, which are also felt as obstacles by some big Respondent in study this. According to Moon and Fensi, incubator business provide environment Supporter for student For develop business ideas, get mentor support, and access supporting facilities success business they.

Programs such as This push student For develop business ideas them in a conducive and structured environment, so that more Ready face risk business in the

future (Rembulan & Fensi , 2017). In overall , research This confirm that education interesting entrepreneurship for Generation Z should prioritize approach practical and interactive , such as simulation business , project real , usage digital technology , and mentoring support . With support from an inspiring lecturer as well as facility Supporter like incubator business and coworking space, students can more easy overcome various obstacles faced , both of a physical nature external like limited capital and access networks , or internal ones such as afraid will risk . Research results this also confirms that education based on practice give student experience real that helps they in understand dynamics entrepreneurship , improving trust yourself , and prepare they For face challenge business in the future

4. CONCLUSION

Conclusion from study This show that education entrepreneurship play a role important in equip students , in particular Generation Z, with skills practical and trustworthy self For entrepreneurship . Approach learning based on practices , such as project real , simulation business , mentoring and incubator business , proven effective in develop understanding and skills entrepreneurship students . Most of them Respondent feel benefit from experience directly given , which helps they understand marketing strategies , management risk , as well as build network business . Research results This in line with a number of study the previous one emphasized that method based on practice increase interest and readiness student For jump to the business world with more believe self . Entrepreneurship education also changes method view students , from just look for profit become notice not quite enough answer social , ethics business , and readiness face failure as part from the learning process . For Generation Z, integration technology digital in education entrepreneurship make material more relevant and interesting , supportive they For more connected with the dynamic business world . Supporting programs like incubator business and coworking space is rated important by students , because give access to facilities , capital, and mentoring that enable business idea development in a way structured and conducive . In overall , research This confirm that education based entrepreneurship practical and interactive No only increase competence technical , but also forms pattern think innovative and mentality strong entrepreneur . Support from experienced lecturer as well as facility

Supporter the more strengthen the necessary foundation student For succeed face challenge business in the future

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