



The Role of Edupreneurship on Students' Entrepreneurial Interest

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ABSTRACT

Purpose- This study aims to analyze the role of the Edupreneurship course in shaping the entrepreneurial interest of Master of Arabic Language Education students of UIN Sunan Kalijaga. The primary focus is to describe how students perceive this learning, so that it influences their motivation, mindset, and readiness to pioneer a business in the field of education.

Methodology - This study employed a mixed-methods approach with a sequential explanatory design. The research participants were 30 second-semester students in the Master's Program in Arabic Language Education at UIN Sunan Kalijaga who had completed the Edupreneurship course. Quantitative data were collected through a Likert-scale questionnaire (1-5) to measure students' perceptions of edupreneurship learning. In contrast, qualitative data were obtained through semi-structured interviews to deepen and explain the quantitative findings. Quantitative data were analyzed using descriptive and inferential statistics, whereas qualitative data were analyzed using thematic analysis.

Findings - Students show a strong tendency toward positive perceptions. The majority of respondents chose the agree and strongly agree categories for all indicators, especially those related to increasing entrepreneurial motivation, confidence, independence, and a change in mindset from job seekers to job creators. The interview results reinforce this through narratives about the encouragement to start a business, strengthening competencies, and the benefits of hands-on practice. However, some respondents argued that the lack of mentoring, facilities, and the scope of the material were too narrow, resulting in uneven experience.

Contribution - Research contributes to strengthening the curriculum, refining learning strategies, and developing an academic ecosystem that supports the birth of innovative graduates to meet the demands of today's world of work.

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INTRODUCTION

The entrepreneurial spirit is a fundamental value that students must possess to face the dynamics of the world of work and modern social challenges. In the current era, students are required to possess competencies including practical skills, critical thinking, digital literacy, and an entrepreneurial spirit oriented towards independence and sustainability. (Hasan et al., 2024). Students are expected to explore their potential, foster creativity, and independently create job opportunities in accordance with their scientific field. However, the reality on the ground shows that most students still have a mindset as job seekers, with an orientation toward becoming educators in line with their field of study, rather than as job creators. (Alwi, 2024).

Based on the latest data from the Central Statistics Agency reported, the number of open unemployment in Indonesia reached 7.28 million people, equivalent to an open unemployment rate (TPT) of 4.76%. Of these, university graduates at the D4, S1, S2, and S3 levels accounted for around 1.01 million people with an unemployment rate of 6.23%. This figure increased compared to the previous year, which was in the range of 5.25%, indicating that higher education levels do not necessarily guarantee the absorption of graduates into the world of work. In fact, at the diploma level (I, II, III), the unemployment rate is still around 4.84%.

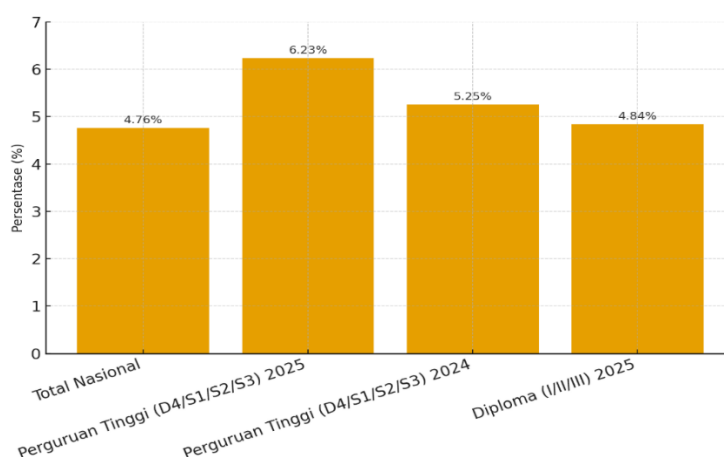


Figure 1. Unemployment Rate Chart by Education Level (Source: <https://www.bps.go.id/id>)

The data above show that the image of higher education tends to decline because it is perceived as failing to prepare graduates who are competent and relevant to the needs of experts in various scientific fields. This condition requires universities to implement comprehensive improvements to minimize negative perceptions of the quality and competitiveness of graduates.

One solution to reduce the gap between academic ability and readiness for the world of work is learning focused on edupreneurship. Gary Becker, in his work *Investment in Human Capital: A Theoretical Analysis*, emphasizes that universities function as human capital factories, namely, factories for human capital developers that encourage the birth of innovative and productive graduates, not just job seekers (Becker, 1962). In line with that, Law Number 12 of 2012 quoted from the research Kurniawan et al. (2023), emphasizing that higher education plays a role in developing students' potential to become knowledgeable (Kurniawan et al., 2023). So, the concept of edupreneurship provides an innovative approach that emphasizes value creation through educational activities that produce benefits. Edupreneurship not only focuses on developing products or services but also fosters entrepreneurial behavior and a leadership spirit, which are interrelated with business management and equip students to run businesses independently (Putri & Subiyantoro, 2022).

The concept of edupreneurship is integrated into Arabic Language Education in the Master of Arabic Language Education Study Program at UIN Sunan Kalijaga Yogyakarta through the course "Edupreneurship of Arabic Language Education" in the second semester, with a 4-credit weight. This course is designed to equip students with a theoretical understanding and practical skills in entrepreneurship in the world of education, so that learning Arabic is not only seen as a means of communication but also as an opportunity to create jobs grounded in educational values. According to Khasawneh (2022), A strong command of Arabic is strategic capital for students seeking to develop careers in sectors such as creative industries, digital education, professional training, and technology-based da'wah. Through this learning, it is hoped that students will be able to foster an entrepreneurial mindset, independence, and motivation to be entrepreneurial in their respective scientific fields. (Khasawneh, 2022). Through this course, students are expected to foster an entrepreneurial mindset, independence, and motivation to be entrepreneurial in their scientific field.

Entrepreneurial interest itself can be understood as a person's tendency to be interested in creating, managing, and developing a business independently, with a readiness to face risks without depending on others. (Rokhmawati et al., 2025). Individuals with a high interest in entrepreneurship tend to be oriented towards job creation rather than just seeking a job. Students also show a consistent interest in the field, so that they are encouraged to participate actively without coercion. (Shahzad et al., 2021). According to the theory of entrepreneurship in the book *A Theory of Entrepreneurial Opportunity Identification and Development*, the growth of entrepreneurial interest is strongly influenced by universities' roles in fostering students' entrepreneurial spirit and insight. (Alexander et al., 2003). The findings reinforce this. Alwi (2024) emphasizes the importance of entrepreneurial learning in the campus environment through lectures, seminars, and hands-on practice (Alwi, 2024).

Several previous studies have shown that edupreneurship has an important role in shaping students' entrepreneurial interests. Wildan & Subiyantoro (2022) found that the implementation of edupreneurship at the Nurul Ummah Islamic Boarding School in Kotagede, Yogyakarta, was able to produce students who were creative, independent, and highly competitive (Wildan & Subiyantoro, 2022). Arwin et al. (2023) reported that optimizing edupreneurship at the Padangsidempuan City Islamic Boarding School, through the integration of entrepreneurial values into intracurricular, extracurricular, and pesantren culture activities, led to the formation of productive santripreneurs (Arwin et al., 2023). Meanwhile, Wijayanti et al. (2024) show that the development of edupreneurship at SMK Negeri 1 Ngawi through the P5 project, teaching factory, and school service unit can foster the spirit of entrepreneurship among students (Wijayanti et al., 2024).

A review of the literature shows that edupreneurship implementation is more developed at the school and pesantren levels, while studies in universities, especially at the master's level, remain very limited. In fact, master's students have intellectual capacity, academic experience, and more mature leadership potential, so they require an entrepreneurial learning approach that is relevant and aligned with their academic context. Therefore, this study aims to examine the role of Edupreneurship courses in fostering students' entrepreneurial interest. This research focuses on students' perceptions of the course's contribution to increasing motivation and readiness for entrepreneurship.

The results of this research are expected to strengthen the values of edupreneurship in the academic environment and to serve as a foothold for the development of an entrepreneurial learning that is more effective and can be applied at various levels of education. In addition, this research is important for examining the extent to which the Edupreneurship course shapes master's students' mindsets, independence, and entrepreneurial interests. The findings are expected to provide recommendations for strengthening the curriculum, improving learning strategies, and developing academic policies that foster graduates who are not only scientifically superior but also ready to navigate the dynamics of today's creative economy.

METHODOLOGY

Research Design

The study uses a mixed-methods sequential explanatory design. Explanatory sequential is a researcher who collects and analyzes quantitative data first, then continues with a qualitative stage to clarify or deepen the initial finding. (Akbar; et al., 2021). The design was chosen because the characteristics of the phenomenon being studied require an understanding that is not only numerical but also grounded in direct experience and student explanations. Quantitative data provide an overview of the level of perception and the tendency of response patterns, but these figures are not yet able to explain why specific patterns appear. Then, the qualitative stage provides an in-depth explanation of the phenomena detected at the quantitative stage. This sequential approach allows researchers to gain a deeper understanding and ensure that research results have a substantial depth of analysis. (Toyon, 2021).

Participant

The research participants are 30 second-semester Master of Arabic Language Education students who are willing to complete a questionnaire via Google Forms. They were selected as respondents because they had taken the Edupreneurship course, thereby having direct experience and a relevant understanding of the variables being studied. Students in this semester are at a stage of learning that allows them to integrate theory with practice, making it easier to measure and analyze their perception of the role of Edupreneurship learning.

Data Collection

Data collection is carried out in two stages, following a sequential explanatory design. In the first stage, the researcher uses a quantitative approach through a survey, distributing a questionnaire to obtain a numerical picture of student perceptions, which is then presented as a bar chart for each statement. Once the quantitative pattern was identified, the research proceeded to the second stage, a qualitative approach using semi-structured interviews. Informants were selected based on a range of responses at the quantitative stage, from strongly agree to disagree, to provide qualitative data that can provide a more in-depth explanation of experiences, perceptions, and reasons behind emerging statistical trends. (Vebrianto et al., 2020).

Instrument

This research uses two types of instruments: quantitative and qualitative. The quantitative instrument is a questionnaire designed to measure students' perceptions of Edupreneurship learning, using a 1-5 Likert scale. The use of this scale was chosen because it can represent student perceptions quantitatively and supports comprehensive statistical analysis.

The preparation of research instruments begins with identifying variable indicators and formulating question items based on the measured construct. The instrument's validity is assessed through a content validity test, using Pearson's correlation between each item's score and the total score. Based on the results of the Pearson correlation test, the r-count value ranges from 0.370 to 0.734, indicating the relationship between each item and the total score. Thus, all statements in the questionnaire are declared valid and suitable for use.

Furthermore, to assess the questionnaire's internal consistency, a reliability test was conducted. Reliability testing is conducted on all statements declared valid in the previous validity test. The questionnaire's Cronbach's Alpha coefficient was 0.853, exceeding the minimum of 0.60. These results indicate that the questionnaire has high reliability and is feasible for measuring students' perceptions of Edupreneurship learning.

Data Analysis

Quantitative data were analyzed using descriptive statistics, including frequencies, percentages, and mean scores, to describe general trends across each research indicator. In addition, inferential statistics, including correlation and difference tests, were employed to examine relationships and differences among the research variables. Quantitative data processing was conducted using Microsoft Excel, which provides basic and intermediate statistical features to support both descriptive and inferential analyses. Meanwhile, qualitative data were analyzed thematically by identifying central themes and subthemes from interview

transcripts. The analysis began with careful rereading of the transcripts to gain an overall understanding of the data context and meaning, followed by initial coding to identify data segments relevant to the research focus. The resulting codes were then grouped based on similarities in patterns and meanings to form initial categories, which were subsequently developed into main themes. Data integration was achieved by using quantitative analysis results to inform the qualitative interviews, while qualitative findings were used to interpret and enrich the understanding of the quantitative data. This process is consistent with the sequential explanatory mixed methods approach employed in this study.

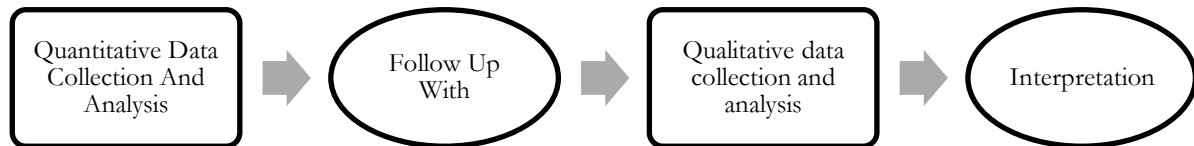


Figure 3: Flow of Mixed-method sequential explanatory research methods (Othman et al. 2020)

FINDINGS

In this study, the characteristics of respondents by gender are described among students in the Master of Arabic Language Education, semester II, at the State Islamic University of Sunan Kalijaga Yogyakarta. The study involved 30 students. Data on these characteristics were obtained from responses to questionnaires distributed to all respondents, to provide an overview of the participants' profiles in this study.

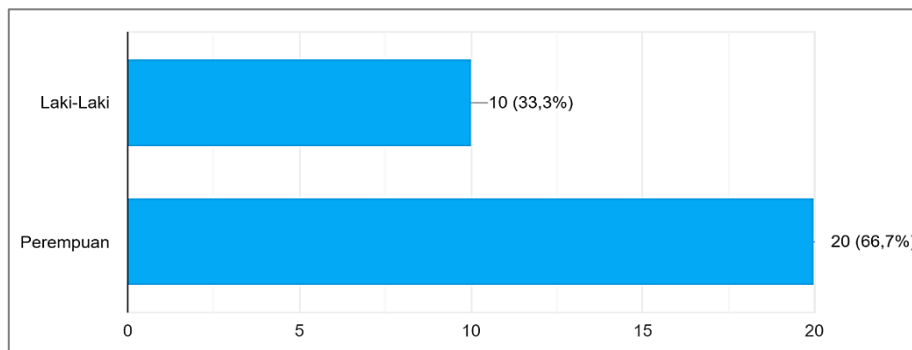


Figure 4: Characteristics of respondents by gender (Source: Google Form that respondents have filled out)

The diagram shows the distribution of Master of Arabic Language Education students by gender in the second semester at UIN Sunan Kalijaga Yogyakarta. Of the total 30 respondents, 20 (66.7%) were women, while 10 (33.3%) were men. This data indicates that female students outnumber male students in the study program, reflecting a general trend in which interest in Arabic Language Education is higher among female students.

Table 1. Distribution of Students' Responses to Edupreneurship Learning

No.	Statement	1	2	3	4	5
1.	Edupreneurship learning fosters my interest in starting my own business.	3,3%	6,7%	10,0%	46,7%	33,3%
2.	Edupreneurship learning has increased my self-confidence in becoming an entrepreneur.	3,3%	6,7%	13,3%	46,7%	30,0%
3.	Edupreneurship learning fosters an independent attitude in thinking and acting.	3,3%	3,3%	13,3%	50,0%	30,0%
4.	Edupreneurship learning helps me understand that entrepreneurship can be aligned with the teaching profession.	3,3%	6,7%	13,3%	46,7%	30,0%

5.	I have a desire to contribute through education and socially based enterprises.	3,3%	6,7%	16,7%	43,3%	30,0%
6.	Edupreneurship learning changes my perspective from being a job seeker to becoming a job creator.	3,3%	3,3%	16,7%	40,0%	36,7%

The pattern of students' responses consistently indicates a positive tendency. Across all statements, the "agree" and "strongly agree" categories dominate, while the "disagree" and "strongly disagree" responses appear only in tiny proportions. This pattern suggests that edupreneurship learning is well received by students across the measured aspects, including entrepreneurial interest, increased self-confidence, the development of independent attitudes, and shifts in thinking orientation. The limited presence of "neutra" responses indicates that some students are still in a phase of adjustment or reflection on their learning experiences. However, the dominance of "agree" over "strongly agree" reflects a rational and gradual form of acceptance rather than mere emotional approval. Overall, this response distribution confirms that edupreneurship learning plays a significant role in shaping students' attitudes, orientations, and readiness for entrepreneurship, with rejection rates that do not affect the overall trend of the findings.

Table 2. Descriptive Statistics of Students' Perceptions of Edupreneurship Learning

Statement Indicator	Percentage	Mean	Tendency
P1	80,0%	4,00	Agree
P2	76,7%	3,93	Agree
P3	80,0%	4,00	Agree
P4	76,7%	3,93	Agree
P5	73,3%	3,90	Agree
P6	76,7%	4,03	Agree
Overall average	77,2%	4,05	Agree

Based on the descriptive statistical analysis, the frequency and percentage of responses indicate that the high-category responses reflect students' perceptions of edupreneurship learning as relevant and contributive in enhancing entrepreneurial interest, attitudes, and orientation. This finding is reinforced by mean scores ranging from 3.90 to 4.03, which indicate a consistent and stable response tendency across all indicators. The relatively small differences in mean values among indicators suggest that students' perceptions are not concentrated on a single aspect but are evenly distributed across all dimensions of edupreneurship learning, with each indicator mutually reinforcing the overall evaluation provided by the students.

Table 3. Results of the Pearson Correlation Test among Research Variables

Variable	r	Sig. (p)	Description
Entrepreneurial Interest – Independence	0,788	< 0,001	significant
Entrepreneurial Interest – Work Orientation	0,712	< 0,001	significant
Independence – Work Orientation	0,838	< 0,001	significant

The results of the Pearson correlation test indicate a strong and significant positive relationship among the indicators of students' perceptions of edupreneurship learning. Entrepreneurial interest shows a strong relationship with independent attitudes in thinking and acting ($r = 0.788$; $p < 0.001$), as well as with changes in work orientation from job seekers to job creators ($r = 0.712$; $p < 0.001$). A powerful relationship is also found between independence and changes in work orientation ($r = 0.838$; $p < 0.001$). These findings indicate that increased entrepreneurial interest is closely associated with the development of independence and shifts in students' perspectives following participation in edupreneurship learning.

Table 4. The Results of the Independent Samples t-Test

Group	Mean Score
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Male	4,02
Female	4,08

Based on the independent-samples t-test, no significant difference was found in perceptions of edupreneurship learning between male and female students ($t = -0.65$; $p = 0.527$). This result indicates that positive perceptions of edupreneurship learning are relatively evenly distributed across both respondent groups.

The integration of quantitative and qualitative data in this study was carried out by mapping the questionnaire results for each indicator against relevant interview findings. This approach aims to provide a deeper explanation of the meaning underlying students' response patterns and to strengthen the interpretation of the quantitative findings obtained.

For the indicator of entrepreneurial interest in starting a business, the questionnaire results show that most respondents selected the agree and strongly agree categories, indicating a positive tendency toward edupreneurship learning. These quantitative findings are explained by interview data revealing that edupreneurship learning catalyzes changes in students' perceptions of entrepreneurship. One respondent stated that "edupreneurship plays a vital role in entrepreneurial interest because it encourages one to dare to start a business." This statement clarifies that the high scores on the questionnaire items were not due to chance but were driven by learning experiences that fostered courage and confidence to initiate business activities, even on a small scale.

Furthermore, for the questionnaire items measuring changes in mindset toward the world of work, students' responses also demonstrate a positive tendency. Interview findings reinforce this result through respondents' statements indicating that the edupreneurship course "changes the mindset to work harder from a young age." This quotation explains that changes in questionnaire scores reflect a shift in students' orientation from job seekers to more proactive, economically productive individuals.

Data integration is also evident in the indicator of entrepreneurial readiness and competence, where questionnaire scores show a relatively high level of agreement, although not yet reaching a strongly dominant level. This finding is explained by interview responses emphasizing that edupreneurship learning "does not only consist of theoretical material but is also accompanied by guided practice." This statement indicates that practical components play an important role in developing students' readiness and explains why some respondents did not assign very high ratings, as the practical experience was still perceived as limited.

Meanwhile, for questionnaire items that received neutral or less favorable responses, interview data provide contextual explanations. Several respondents expressed that edupreneurship learning "is still limited to the field of Arabic language education" and is "not sufficiently supported by campus facilities and lecturer mentoring." These qualitative findings explain the variation in quantitative responses and indicate that implementation limitations contribute to the suboptimal development of entrepreneurial interest among some students.

The thematic analysis focused on respondents' statements that reflect their learning experiences and the diversity of students' perceptions of edupreneurship learning. This process aimed to explore the deeper meanings of students' experiences during the course while also providing contextual explanations for the quantitative findings obtained through the questionnaire. Each interview excerpt was analyzed and coded to represent the core meaning of the respondent's statement, serving as the basis for subsequent analytical development.

The codes of increased interest, mindset change, and reactivation of entrepreneurial motivation were grouped into the subtheme "motivational change and entrepreneurial orientation," as they highlight changes in students' internal dispositions following edupreneurship learning. Furthermore, the codes related to hands-on practice and strengthening competencies were grouped into the subtheme "strengthening entrepreneurial experience and competencies," indicating that learning was not merely perceived as knowledge transfer but as an experiential process that shapes skills, creativity, and independence. Meanwhile, the codes concerning

the limited scope of learning, lack of lecturer support, limited facilities, and the need for mentoring were grouped into the subtheme “constraints in the implementation of edupreneurship learning,” representing external factors that hinder the optimization of the learning process.

Table 5. Results of Thematic Analysis of Student Interviews on Edupreneurship Learning

No.	Meaning Indicator from Interviews	Coding	Main Theme
1	Edupreneurship provides strong encouragement to start a business	Increased interest	The Role of Edupreneurship in Fostering Students' Entrepreneurial Interest and Readiness
2	Learning changes students' perspectives on work and entrepreneurship from an early stage.	Mindset change	
3	The course reactivates business ideas and ventures that had previously stopped.	Reactivation of entrepreneurial motivation	
4	The learning process is complemented by directly guided practice	Presence of hands-on practice	
5	Edupreneurship encourages students' creativity and independence	Strengthening competencies	
6	Opportunities for entrepreneurial exploration are perceived as limited to specific fields.	Limited scope of learning	Limitations in the Implementation of Edupreneurship in the Learning Context
7	Limited lecturer involvement reduces the impact of learning	Lack of lecturer support	
8	The absence of campus facilities hinders entrepreneurial practice	Limited facilities	
9	Students require further mentoring for their interests to be realized	Need for mentoring	

The final stage of the thematic analysis integrated the subthemes of motivational change, entrepreneurial orientation, and strengthening entrepreneurial experience and competencies into the central theme “The Role of Edupreneurship in Fostering Students' Entrepreneurial Interest and Readiness.” This theme represents the positive dimensions of edupreneurship learning as experienced by students, where learning not only influences entrepreneurial interest at the attitudinal level but also shapes readiness to view entrepreneurship as a realistic and relevant option within their field of study. Students perceived edupreneurship as a learning experience that encourages the courage to initiate business activities, fosters independent thinking, and strengthens confidence that entrepreneurial activities can be undertaken gradually and contextually.

Conversely, the subtheme of constraints in edupreneurship learning was developed into the central theme “Limitations in the Implementation of Edupreneurship Learning.” This theme explains that the emergence of neutral or less favorable responses was not due to rejection of the concept of edupreneurship, but rather to limitations in practice, mentoring, and facility support as perceived by students. The learning process was found not to have fully provided direct experience in testing business ideas in authentic contexts, making it difficult for some students to internalize the learning and be ready to act. These findings indicate that the effectiveness of edupreneurship is highly dependent on the quality of its implementation, rather than solely on the substance of the material delivered.

DISCUSSION

Students' positive responses to edupreneurship learning indicate the emergence of an initial drive in developing entrepreneurial motivation. The learning experiences obtained are not limited to conceptual

understanding but also provide psychological stimulation that encourages students to view entrepreneurship as a realistic option. Engagement in idea discussions, business simulations, and applied learning activities makes entrepreneurship feel closer to its real-life contexts. This finding confirms that entrepreneurial motivation is formed through learning experiences that create a sense of manageable risk and opportunities for action. These findings are consistent with the views of Zimmerer and Scarborough. Azhara (2020) emphasizes the role of control, opportunity, and autonomy in fostering entrepreneurial interest (Azhara, 2020).

Regarding entrepreneurial competencies, students reported improvements in basic skills relevant to the business context, such as generating ideas, identifying opportunities, and taking rational initial steps. The positive responses to this indicator suggest that edupreneurship learning strengthens skills rather than merely acquiring knowledge. However, students' confidence in their own competencies varies depending on the intensity of the learning experiences they receive (Hasan et al., 2024). Students who are provided with broader opportunities for exploration tend to demonstrate higher levels of confidence. These findings reinforce the results of Ismawati & Aisida (2024), which position skills as a crucial factor in the ability to create and design business opportunities (Ismawati & Aisida, 2024).

Changes in students' mindsets are among the significant impacts of edupreneurship learning. Orientations that were initially centered on job seeking gradually shift toward a perspective that views opportunities as something that can be created. This finding reinforces Becker's human capital perspective, which regards entrepreneurship education as a means of developing individuals' capacity to create value and opportunities. (Becker, 1962). When learning facilitates creativity, independence, and initiative, students demonstrate increased entrepreneurial interest and readiness. This result is consistent with the findings of Alwi (2024), who emphasizes that entrepreneurship education plays a role in strengthening students' internal motivation, thereby positioning edupreneurship as a bridge between academic learning and the real demands of the professional world (Alwi, 2024).

However, these mindset changes are not experienced uniformly by all students. Some students still have limited entrepreneurial insight, which prevents them from linking the learning experience to the concrete development of business ideas. Limitations in facilities, insufficient practical experience, and uneven mentoring further intensify the obstacles to actualizing entrepreneurial ideas. Under these conditions, learning tends to remain at a conceptual level, ultimately creating a gap between the objectives of edupreneurship learning and its actual implementation, even though students participate in the same learning program.

Therefore, strengthening practical components and institutional support becomes an urgent necessity. Lecturers need to design experiential learning through business projects and sustained mentoring. Study programs are expected to integrate edupreneurship into curricular policies that encourage cross-course collaboration and provide structured mentoring schemes. At the institutional level, the provision of supporting facilities, business incubation programs, and access to entrepreneurial networks is essential to ensure that edupreneurship learning does not stop at the formation of attitudes but continues toward strengthening students' capacity to take concrete action.

CONCLUSION

Edupreneurship learning can foster a positive tendency towards motivation and entrepreneurial interest among Master of Arabic Language Education students at UIN Sunan Kalijaga Yogyakarta. The stable questionnaire response pattern in the agree-to-strongly agree category, supported by consistently high statistical values, shows that students enjoy a motivational boost, increased self-confidence, and strengthened independence after attending this lecture. However, the uneven experience in this study shows that some students still show doubts and even rejections, mainly due to limited facilities, lack of mentoring, and practice spaces that are not commensurate with the demands of entrepreneurial learning. These factors cause variations in perception, leading some respondents not to benefit fully.

For the implementation of the edupreneurship course in the next semester, it is recommended that the practical aspect get a larger portion. The theoretical material provided so far has greatly helped students understand the basic concept of entrepreneurship. However, practical experience remains suboptimal, so the potential for applying these competencies has not been fully explored. Emphasis on practical activities, such as business simulations, product development projects, field observations, or collaborations with business actors, will provide students with space to test ideas, practice decision-making, and experience firsthand the dynamics of entrepreneurship. This effort is expected to produce more comprehensive and relevant learning, so that graduates are genuinely able to meet society's needs while supporting students' future self-development.

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