

Nurturing Future Innovation: Transformative Approaches to Enhance Entrepreneurial Readiness in Education

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Abstract

This study aims to explore entrepreneurship learning methods that can improve entrepreneurial readiness. The data collection technique used a survey. The research subjects involved 100 teachers and lecturers who teach entrepreneurship. Data analysis techniques using descriptive statistics. The results of this study indicate that: (1) entrepreneurship learning needs to be implemented early, (2) entrepreneurship learning at the elementary level through an incidental Market Day program, at the junior high school level in arts and crafts subjects, at the high school level, entrepreneurship learning is included in Workshop and Entrepreneurship subjects, and in tertiary institutions has a greater portion in entrepreneurship courses as general courses (MKU), entrepreneurship practicum, and extracurricular activities that have accommodated entrepreneurship learning, (3) learning methods that are often used in entrepreneurship learning are Project-Based Learning, Discussion, Lectures, Practicum, Role Play, Demonstration and simulation, (4) Elements in entrepreneurship learning include Steps in creating a company, namely Creating Company, organizational structure, Market Analysis, product development, Financial management, Personnel management and Making business reports, (5) entrepreneurship learning must be able to improve entrepreneurial readiness which includes: business managerial, dare to take business risks, can read opportunities, creativity, innovation power and integrity.

Keywords: entrepreneurship, learning, readiness, creativity, integrity

Introduction

Today's entrepreneurship learning is growing with increasing opportunities to become entrepreneurs (Wetan et al., 2016). In an increasingly dynamic and rapidly changing era, entrepreneurship is becoming a key factor in economic growth and community development (GEM, 2022). Entrepreneurship includes not only the ability to create a successful business, but also the skills, attitudes, and knowledge needed to innovate, overcome challenges, and adapt to a fluctuating business environment (Fayolle & Redford, 2014). Entrepreneurs play an important role in driving a nation's economy (Khelifi, 2023). They not only create jobs, but also contribute to economic growth through innovation, increased productivity, and the opening of new opportunities. Recognizing the important role of entrepreneurship in creating economic opportunities and advancing social progress, more and more parties are investing in preparing individuals to enter the world of entrepreneurship.

Supporting entrepreneurship within the education system is crucial for fostering innovation, creativity, and the development of future entrepreneurs (Dick-Sago^e et al., 2023). Introduce entrepreneurial education programs at various levels, from primary school to higher education. Offer courses that cover business fundamentals, creativity, problem-solving,

and critical thinking skills. Entrepreneurship learning has the characteristics of creativity, experimentation, taking risks, and organizing all the resources owned to be able to have more value (Robert Chia, 2008)).

One of the outputs in entrepreneurship learning is being able to create entrepreneurs. Students who have received entrepreneurship learning are expected to have a ready attitude in running a business as an entrepreneur (Ince et al., 2023). Readiness means that a person's condition is ready to respond or one step ahead to do something (Sreenivasan & Suresh, 2023). Entrepreneurial readiness is a term used to describe the readiness of a person or group to engage in entrepreneurial activities. It includes a combination of skills, knowledge, attitudes, and resources needed to start, manage, and grow a business venture successfully (Olugbola & Seun, 2017). Entrepreneurial readiness can be interpreted as the intersection of a series of different personal indicators with a ready attitude to entrepreneurship. This indicator includes observing and analyzing the environment with all its potential, so that a person not only has an idea but has a device ready to start a business (Coduras et al., 2016). Entrepreneurial readiness is not static, but can be developed and improved through education, training, and experience. Understanding entrepreneurial readiness is important in the context of supporting motivated individuals to start their own businesses, as well as in designing programs and policies that support the development of a healthy entrepreneurial ecosystem (Syafia, 2021).

Readiness to start a business is measured personally because it is a choice. In the perspective of a forward-thinking society, the choice of becoming an entrepreneur is as good as working for a company. Being an entrepreneur is a career choice. It is different with people who have conventional thinking. Entrepreneurship is considered an alternative when one cannot find a job in a company. According to (Yunita, 2020) someone is said to have entrepreneurial readiness if they have 4 indicators, namely mental ability, future orientation, courage to take risks and entrepreneurial operational skills. Mental ability is related to good self-confidence and confidence in carrying out entrepreneurial activities (Hogenstijn & Cuypers, 2023). Visionary views and focus on future goals relate to a strong attitude to achieve success in the future. The courage to take risks is a dynamic attitude and quickly finds solutions in dealing with all problems (Vecchiarini & Somià, 2023). As well as skills in running business operations starting from creating products, being able to do branding, marketing and running the financial cycle in business.

Entrepreneurial readiness refers to the level of preparedness and suitability of individuals or organizations to engage in entrepreneurial activities or ventures successfully. It involves a combination of personal characteristics, skills, knowledge, and external factors that contribute to the likelihood of success in starting and running a business (Ince et al., 2023). A mature entrepreneurial readiness, then someone is expected to minimize the possibility of failure in his business, because it has a strong enough provision (Larvianto & Intan, 2018). Entrepreneurial readiness is a dynamic state that involves being prepared, both personally and strategically, to undertake entrepreneurial activities successfully. Entrepreneurial readiness is not about having everything perfectly in place but about taking proactive steps to position for sustainable entrepreneur (Hendrik N. Thelken & Gjalte de Jong, 2020). Prioritize actions based on the urgency of situation, and be ready to learn and adapt as move forward in entrepreneurial journey (Yulita et al., 2020)

Effective methods in entrepreneurial education must be dynamic, engaging, and practical to prepare individuals for the challenges and opportunities of entrepreneurship. Entrepreneurs require continuous learning for several reasons, as the business landscape is dynamic and ever-changing (Ince et al., 2023). Learning allows entrepreneurs to stay abreast of industry trends, technological advancements, and changes in the business environment. This adaptability is crucial for adjusting strategies and operations to remain competitive. Continuous learning fosters innovation and creativity exposure to new ideas, technologies, and methodologies enables entrepreneurs to think outside the box, leading to the development of unique products or services (Kolb, 1984). Entrepreneurs need a diverse skill set to manage various aspects of their businesses (GEM, 2022). Continuous learning helps in acquiring and honing skills such as leadership, communication, financial management, and marketing.

Learning about different aspects of risk, market dynamics, and financial strategies aids entrepreneurs in making informed decisions (Winarno, 2016). This knowledge is essential for mitigating risks and making calculated choices that can positively impact the business. Learning provides opportunities for networking and collaboration. Entrepreneurs can connect with industry experts, mentors, and other entrepreneurs, fostering valuable relationships that can offer guidance, support, and potential partnerships (Sharam Alijani, 2013).

Technology evolves rapidly, and entrepreneurs need to keep up (Vecchiarini & Somià, 2023). Continuous learning about emerging technologies ensures that businesses stay relevant, efficient, and capable of leveraging technological advancements for growth. Learning about customer behavior, preferences, and market demands is crucial for tailoring products or services to meet customer needs. This understanding contributes to the development of a customer-centric approach.

Learning about international markets, cultural nuances, and global economic trends is essential for entrepreneurs looking to expand their businesses globally (Hill, 2016). It broadens their perspectives and enables them to tap into a larger market. Continuous learning supports strategic planning (Lin et al., 2023). Entrepreneurs can analyze data, assess market trends, and incorporate new insights into their strategic plans, ensuring that their business strategies remain relevant and effective.

Staying informed about changes in laws and regulations is vital for entrepreneurs. Continuous learning ensures compliance with legal requirements, reducing the risk of legal issues that could adversely affect the business (Dick-Sagoe et al., 2023). Learning about changing customer expectations is essential for adapting products, services, and customer experiences (Kent et al., 2023). Entrepreneurs who understand and meet evolving customer needs are more likely to retain customer loyalty (Robertson, 2023).

Through this research, we hope to make an important contribution to the world of entrepreneurship and education by identifying the most effective learning practices. The results of this research are expected to be used by educational institutions, entrepreneurial training, and organizations that want to improve the preparation of aspiring entrepreneurs. As such, this research will provide valuable guidance in developing relevant and effective learning strategies in the face of future economic challenges.

Method

This research is survey research using a quantitative approach. The subjects of this study were 100 lecturers and teachers who taught entrepreneurship and 100 students at the junior and senior high school levels. Data were collected with a questionnaire instrument using open and closed questions with Likert scale. The data obtained were then analyzed with quantitative descriptive statistics. questionnaires given to teachers and lecturers to explore entrepreneurship learning methods that have been used include methods that are often used and considered effective in the classroom. Whereas the questionnaires given to students to measure entrepreneurial readiness. There are 4 indicators of entrepreneurial readiness:

Table 1. Indicators of entrepreneurial readiness variables

Indicator	Operational Definition
Mental ability	Confident to try
Future-oriented	Strong desire for future success
Dare to take risk	Recognize risks and find the solution
Business operational skills	Managing business and building network

Source: Yunita, D (2020).

Result and Discussion

Based on data, respondents in this study involved elementary, high school, and high school teachers as well as university lecturers who teach entrepreneurship courses and cognate courses. This is following a report from ... which states that entrepreneurship education is given in a real way that can be implemented at all levels of education. The proportion of respondents in this study is shown in the following graph:

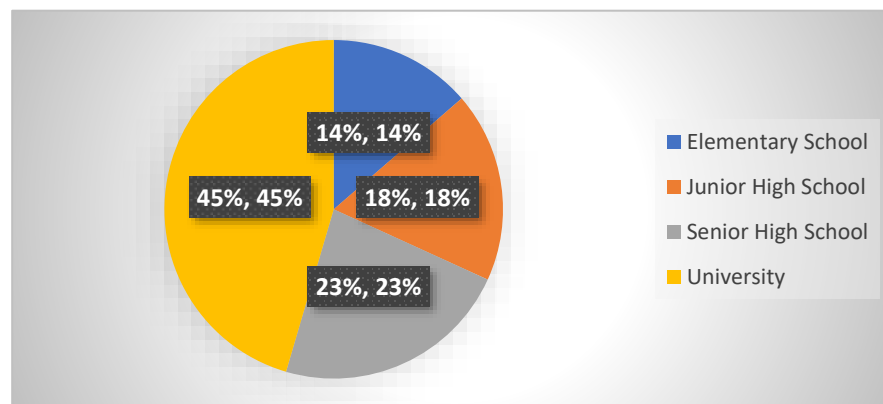


Figure 1. Proportion of Research Respondents

Based on the diagram, 67% of respondents were lecturers, 17% were high school teachers, 13% were junior high school teachers and 4% were elementary school teachers. Elementary teacher respondents are homeroom teachers who are responsible for the program for each class, junior high school teacher respondents are teachers who teach workshop and entrepreneurship subjects, high school teacher respondents are teachers who teach creativity, innovation and entrepreneurship subjects, and lecturer respondents are lecturers of workshop and entrepreneurship, economics, management, creative products and social humanities knowledge. The results of the open question, according to respondents, entrepreneurship education is very important because these entrepreneurial values are needed by students in running their daily lives. The implementation of entrepreneurship learning applied by teachers and lecturers uses various models and methods to be able to convey appropriate theory or practice. The following models and methods are often used in learning entrepreneurship:

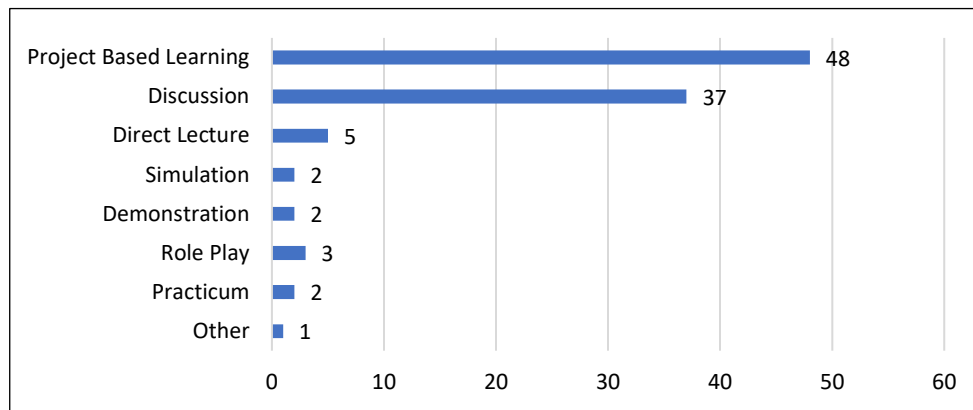


Figure 2. Entrepreneurship learning models that are often used

The results show that Project-Based Learning is more often used as much as 44%, Discussion 35%, Lecture and Practice 5%, Role Play 4%, Demonstration and Simulation 3%, and others 2%. The combination of theory and practice in entrepreneurship learning is a challenge. Teachers and lecturers often adjust learning models or methods according to the conditions of students, teachers, and available supporting facilities. The creativity of teachers and lecturers is needed in presenting effective entrepreneurship learning.

Entrepreneurship learning issues.

Entrepreneurship learning is faced with several problems that need to be addressed so that these programs are effective in equipping students with the knowledge, skills, and attitudes needed to become successful entrepreneurs. Based on the results of data analysis, several problems in the implementation of entrepreneurship learning, the following are the results of data analysis:

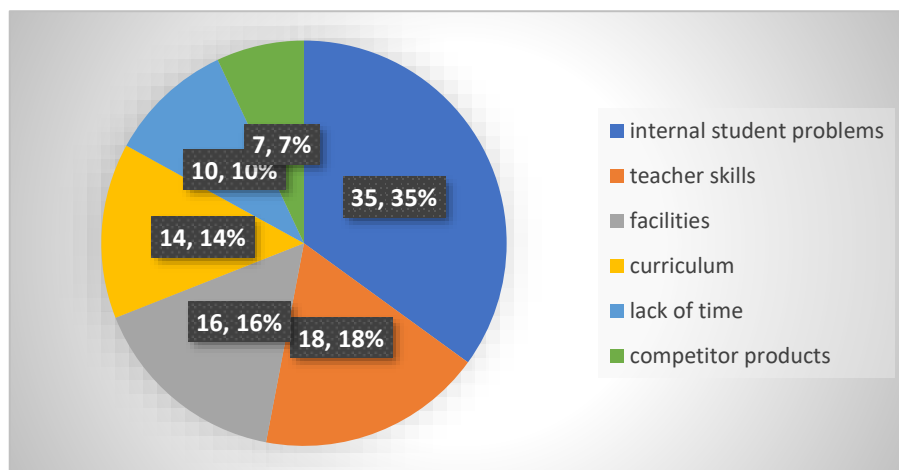


Figure 3. Problems in entrepreneurship learning

Stages in entrepreneurship learning

The output of entrepreneurship learning is not limited to one thing but includes a variety of outcomes that are useful in the context of developing skills and knowledge in the field of business and entrepreneurship. Based on the results of data analysis, the expected stages in entrepreneurship learning are the steps in making a business. The following graph shows the results of data analysis of the components that must be present in entrepreneurship learning:

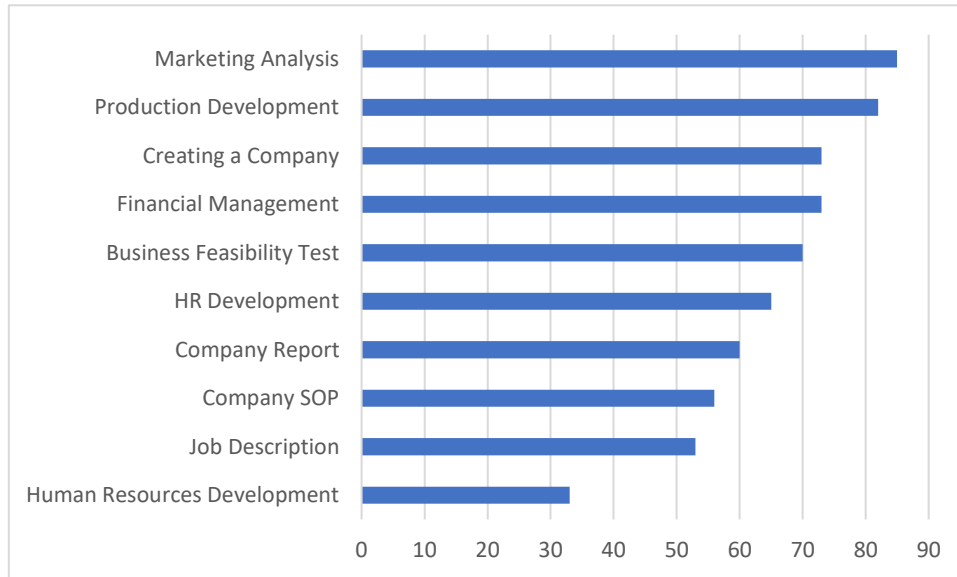


Figure 4. Components of the desired entrepreneurship learning model

Based on this graph, the percentage of components from the most to the least response is sorted. One of the main objectives of entrepreneurship learning is to prepare participants to start their own business. The output is an increase in participants' readiness and confidence to start a new venture (entrepreneurial readiness). The order of components in entrepreneurship learning according to the graph above is marketing analysis, production management, Creating a Company, Financial Management, Business Feasibility Test, HR Development, Company Report, Company Standard Operational Procedure, Job Description, and Human Resource Development or personnel.

Entrepreneurial Readiness

Entrepreneurial readiness refers to the level of readiness of a person to become an entrepreneur or entrepreneur. This readiness can be seen from 4 indicators, namely, mental ability, future-oriented, risk-taking, and business operational skills. Based on the results of data processing, there are values expected by teachers and lecturers who teach entrepreneurship which in turn become indicators of entrepreneurial readiness. The following are the results of data analysis:

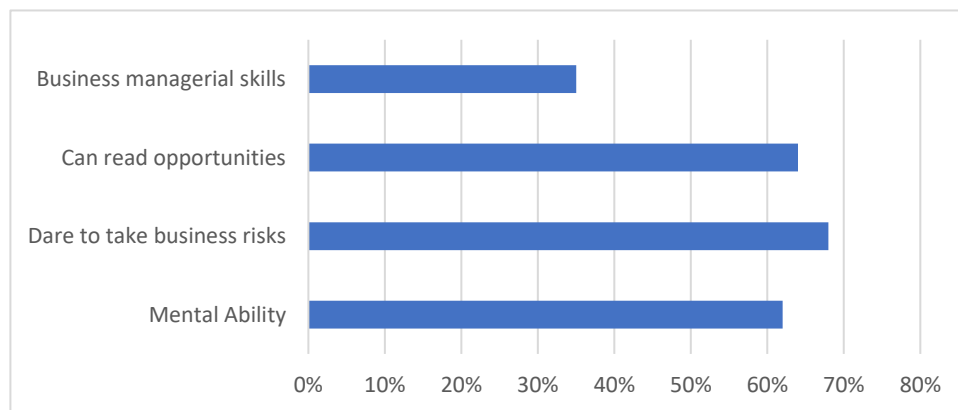


Figure 5. Entrepreneurial Readiness

In the graph above, it is seen that entrepreneurial readiness can be seen with the first indicator, namely daring to take business risks at 68%, being able to read opportunities at 64%, mental abilities at 62%, and business managerial skills at 35%.

Discussion

Entrepreneurship learning as basic knowledge should be included in children's learning from an early age. At the elementary level, learning has not been implicitly seen, but is included in the Pancasila Student Profile through the Market Day program. At the junior high school level, entrepreneurship learning is also included as a Pancasila Student Profile with various activities that are usually market day, bazaar and have also been included in arts and crafts subjects. While at the high school level, entrepreneurship learning is included in the subject of Workshop and Entrepreneurship with 4 (four) scopes, namely cultivation, crafts, engineering, and processing. Entrepreneurship education in higher education has been increasingly large portion, namely with entrepreneurship courses as general courses (MKU), entrepreneurship practices and various competitions and extracurricular activities that have accommodated entrepreneurship learning.

Entrepreneurship learning problems include internal factors in students including interest, mindset, confidence, and entrepreneurial spirit that is still minimal, students' basic skills about entrepreneurship are still minimal and need strong motivation to improve them, and the competence of entrepreneurship teachers still needs training on entrepreneurship. These internal factors come from internal students and teachers in the entrepreneurship learning process. In addition, the problem of supporting facilities, namely production practice tools that are in accordance with the product innovation to be produced, product packaging to the media for product marketing, the lack of entrepreneurship laboratories and business incubators for students or students. Curriculum problems include entrepreneurship material that is still not up to date, still too theoretical, entrepreneurship practicum is still constrained because it is not in accordance with theory. Learning time still needs to be added, especially practicum time requires more time so that it can be seen that a business that is carried out can generate profits or not, and the purchasing power of the community on products produced by students is still minimal because there are many competitors with well-known brands. Confronting issues in entrepreneurship learning is an important step to improve the quality of entrepreneurship education and ensure that students get the maximum benefit. It is important to continuously monitor and evaluate the effectiveness of the entrepreneurship learning program and be willing to make necessary changes. Encouraging creativity, adaptation and the development of practical skills are key to addressing issues in entrepreneurship learning and preparing students for success in the business world.

Conclusion and Suggestion

This paper aims to look at several entrepreneurship learning methods that can have an influence on entrepreneurial readiness. The selection of the most appropriate entrepreneurship learning method will depend on the educational objectives, student needs and available resources. A combination of different learning methods is often effective in developing holistic entrepreneurial readiness. The selection of appropriate entrepreneurship learning methods is critical in developing the skills and knowledge required to become a successful entrepreneur.

Entrepreneurial readiness is a concept that encompasses the extent to which individuals or groups have the preparation and capacity to engage in entrepreneurial activities or start a business. It encompasses various aspects, including the skills, knowledge, attitudes and resources required for success in self-employment. Entrepreneurial readiness is a key factor in success in entrepreneurship and business. It can be influenced by an individual's education, training, experience, as well as motivation. Regardless of whether one wants to become an entrepreneur or start their own business having good entrepreneurial readiness is an important first step to achieving success in the business world.

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