

## **THE FIRST STEP IN BUILDING ENTREPRENEURSHIP AMONG STUDENTS**

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### **Abstract**

The development of an entrepreneurial spirit among students has become an important priority for many schools and education stakeholders. This research aims to identify the early stages that are important in developing an entrepreneurial culture in the student community. The analysis method used is a qualitative approach involving observation, documentation studies, and fieldwork. The results of the study reveal three key elements that should be the focus for schools. First and foremost, schools must develop a curriculum that pays special attention to the development of students' knowledge and business acumen. In addition, educational institutions must provide extracurricular activities that enhance students' practical experience in running a business, such as running clubs and business projects. Third, developing relationships with local communities, including the business world, organizations, and local government agencies, can provide benefits for students in the form of practical practice and day-to-day support for business programs. The findings of this study emphasize the need for a holistic approach in building an entrepreneurial culture among students, which involves synchronizing integration, extracurricular programs, and external stakeholder engagement. These initial steps can be a strong foundation for schools to develop students into innovative and future-oriented entrepreneurs.

**Keywords:** Entrepreneurship, Students, Curriculum, Extracurricular Programs, Local Communities

## **INTRODUCTION**

In the midst of the dynamics of the global economy that continues to develop, entrepreneurship plays a crucial role as the main engine of innovation and economic growth. For individuals, entrepreneurship is not only a means to create added value and achieve personal success, but it is also an important contributor in creating jobs and building an economically sustainable society. This article reviews the essential initial steps in building an entrepreneurship, from identifying business opportunities to implementing the initial strategy in the market. By understanding and implementing these steps appropriately, it is hoped that aspiring entrepreneurs can prepare themselves to face challenges and pursue opportunities in the competitive and changing business world.

Entrepreneurship has long been recognized as one of the essential skills that need to be developed among students. The ability to identify opportunities, take risks, and create new value that is invaluable to students' careers and lives in the future. Unfortunately, not all students have enough opportunities and support to learn and apply entrepreneurial skills effectively.

This article aims to present the initial steps that can be taken to build an entrepreneurial culture among students. Through a comprehensive and structured strategy, it is hoped that students can develop the mindset, knowledge, and abilities needed to become successful entrepreneurs. This research will explore approaches that can be applied in school settings, ranging from supportive curricula, extracurricular programs, to local community involvement.

By understanding the key factors in building entrepreneurship among students, it is hoped that this article can provide valuable insights for educators, policymakers, and other stakeholders to design and implement effective initiatives in encouraging entrepreneurship among the younger generation.

## **RESEARCH METHODS**

This study uses a qualitative approach to explore the initial steps in building an entrepreneurial culture among students. The research method used is a case study, which allows researchers to conduct an in-depth analysis of the phenomenon in a specific context.

### **A. Data Collection**

Data is collected through a variety of sources, including:

1. In-depth interviews with:
  - a. Principals and teachers in three secondary schools that have implemented entrepreneurship programs.
  - b. Students who are actively involved in entrepreneurial activities at school.
  - c. Local stakeholders, such as entrepreneurs and local government representatives, are involved in supporting student entrepreneurship initiatives.
2. Direct observation of entrepreneurial activities carried out in schools, such as training, competitions, and projects.
3. Analysis of documents, including curriculum, training modules, and promotional materials used in entrepreneurship programs.

### **B. Data Analysis**

1. Data obtained from interviews, observations, and document analysis will be analyzed using thematic analysis methods. The analysis process includes: 1. Transcription and coding of interview data.

2. Identify patterns, themes, and categories that emerge from the data.
3. Interpretation and synthesis of findings to produce a comprehensive understanding of the initial steps to building entrepreneurship among students. Data Validation

To ensure the validity of the data, this study applies triangulation of sources and methods. Data obtained from various sources, such as interviews, observations, and analysis of documents, will be compared to test the consistency of the findings. In addition to that, the results of the analysis will also be confirmed with relevant parties to get feedback and ensure the accuracy of interpretation.

## **RESULTS AND DISCUSSION**

Based on the analysis of data obtained from interviews, observations, and documentation studies to the principal, deputy head of management and quality, vice principal for curriculum, head of business unit and 90 students of Motorcycle Business Engineering, this study identifies three important initial steps in building an entrepreneurial culture among students.

### **A. Entrepreneurship-Based Curriculum Development**

One important step is to develop a school curriculum that explicitly emphasizes the development of entrepreneurial skills and knowledge. The findings of the study show that schools that have succeeded in building an entrepreneurial spirit among students have integrated the entrepreneurial component into various subjects, ranging from economics, business, to STEM subjects. In addition, the school also offers entrepreneurship-specific subjects that provide a comprehensive understanding of entrepreneurial mindsets, processes, and practices.

### **B. Entrepreneurship-Based Extracurricular Programs**

The findings of the study also reveal the importance of extracurricular programs that support the development of students' entrepreneurial skills. Successful schools have developed a variety of activities, such as entrepreneurship clubs, business competitions, and entrepreneurial projects that actively involve students. Through these programs, students gain practical experience in finding business ideas, making plans, and managing small projects. It helps students develop critical thinking skills, solve problems, and make the necessary decisions in entrepreneurship.

### **C. Local Community Engagement**

The study also found that an important first step is to build partnerships with local communities, including entrepreneurs, practitioners, and local governments. The involvement of external stakeholders in a student's entrepreneurship program provides a double benefit. First, students can learn directly from the practical experience and insights of entrepreneurs. Second, support and resources from the local community can assist schools in providing the training, mentoring, and other resources needed to develop an effective entrepreneurship program.

These findings highlight the importance of a holistic approach in building an entrepreneurial culture among students, involving integration synchronization, extracurricular programs, and external stakeholder engagement. These initial steps can be a strong foundation for schools to develop students into innovative and future-oriented entrepreneurs.

## **CONCLUSION**

This research explores the important initial steps in building an entrepreneurial culture among students. Key findings suggest that three key elements should be a focus for schools looking to develop an entrepreneurial spirit among their students.

First, schools need to develop a curriculum that explicitly emphasizes the development of entrepreneurial knowledge and skills. The integration of the entrepreneurial component into various subjects, as well as the provision of entrepreneurship-specific subjects, can help students understand entrepreneurial mindsets, processes, and practices.

Second, schools must provide extracurricular programs that support students' practical experience in entrepreneurship. Activities such as entrepreneurship clubs, business competitions, and entrepreneurial projects can help students develop the critical thinking, problem-solving, and decision-making skills needed in entrepreneurship.

Third, building partnerships with local communities, including entrepreneurs, practitioners, and local governments, can provide a double benefit. In addition to providing practical insights for students, collaboration with external stakeholders can also assist schools in providing training, mentoring, and other resources needed to develop an effective entrepreneurship program.

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