

Enhancing entrepreneurship learning: An evaluation of graduate profile-aligned courses at FEBI UIN Antasari

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ABSTRACT

Introduction

In the dynamic landscape of higher education in Indonesia, the Faculty of Islamic Economics and Business (FEBI) at the State Islamic University (UIN) Antasari Banjarmasin faces the challenge of improving the quality of education, particularly in courses designed to align with the entrepreneurship graduate profiles. Entrepreneurial education is emerging as a solution to the high unemployment rates among college graduates.

Objectives

This study aimed to evaluate courses aligned with entrepreneurship graduate profiles at FEBI UIN Antasari, focusing on enhancing students' entrepreneurial motivation. This research employs the Context, Input, Process, Product (CIPP) evaluation model to examine various learning components.

Method

The study used a combination of quantitative and qualitative research methods, including surveys, focus group discussions (FGDs), and in-depth interviews with students, faculty managers, and lecturers. The evaluation focused on curriculum development, teaching materials, collaboration with practitioners, practicum facilities, lecturer training and certification, student internships, talent mapping, and alumni networks.

Results

The findings highlight the importance of curriculum reviews involving entrepreneurship practitioners, development of standardized teaching materials, practical entrepreneurship activities, and collaboration between academics and practitioners. Student feedback indicates a positive evaluation of the courses, but also identifies areas for improvement, such as updating teaching materials, enhancing teaching methods, and maximizing the use of infrastructure.

Implications

The results underscore the need for continuous improvement in entrepreneurial education to foster entrepreneurial motivation and produce graduates equipped to thrive in a competitive job market. Enhancing practical experiences, fostering collaboration, and updating teaching methods are crucial steps for improving the quality of entrepreneurship education.

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ABSTRACT**Originality/Novelty**

This study provides a comprehensive evaluation of entrepreneurship courses aligned with graduate profiles, offering valuable insights into the effectiveness of current educational practices and recommendations for future improvement.

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INTRODUCTION

In the midst of the dynamic landscape of Indonesian higher education, the State Islamic University (*Universitas Islam Negeri* abbreviated UIN in Bahasa Indonesia) Antasari Banjarmasin, following its transformation into a State Islamic University (UIN) in 2017, faces the ongoing challenge of enhancing the quality of education. This transformation necessitates the restructuring of programs and curricula, particularly within the Faculty of Islamic Economics and Business (FEBI). In the pursuit of refining the curriculum and developing responsive learning programs, FEBI UIN Antasari regularly conducts Curriculum Revision Workshops ([FEBI UIN Antasari Banjarmasin, 2022](#)).

In an era marked by intensifying competition for job opportunities and a growing number of college graduates, entrepreneurship emerges as a viable solution to address the issue of graduate unemployment. The unemployment rate among college graduates has surged to 6.75%, primarily due to the disproportionate increase in graduates compared to the limited job openings. This challenge is exacerbated by the mismatch between majors offered and industry demands. Contributing factors include company-specific educational prerequisites, regional minimum wages, and elevated salary expectations ([Anjarwati & Juliprijanto, 2021](#); [Mahmudah, 2017](#); [Pratama & Setyowati, 2022](#)).

Educating students to become individual entrepreneurs serves to transform their perspectives, making entrepreneurial careers more appealing to them. Equipping people with entrepreneurship knowledge has a positive impact on job creation ([Duval-Couetil, 2013](#); [Kulmie et al., 2023](#); [Lei, 2023](#)). Numerous articles emphasize the significance of entrepreneurship education ([Hills et al., 2008](#); [Kuratko, 2005](#); [Matlay, 2008](#); [Peterman & Kennedy, 2003](#)). In this context, designing courses aligned with the profiles of entrepreneurship graduates at FEBI UIN Antasari is integral to entrepreneurship-based learning. Hence, it is imperative to ensure that learning in these courses effectively motivates and nurtures students' entrepreneurial spirit.

The integration of courses based on the profiles of entrepreneurship graduates has been integral to FEBI UIN Antasari since its inception. Consequently, evaluation plays a crucial role in enhancing the quality of education and ensuring the successful

achievement of learning objectives. Learning evaluation enables educators and educational institutions to gauge the extent to which students have met learning objectives, pinpoint areas requiring improvement, and devise appropriate strategies to enhance the learning process. Furthermore, it aids in making informed decisions about the curriculum. Evaluation outcomes provide valuable insights for assessing the effectiveness of existing curricula and guide essential modifications to elevate the quality of education (Fu, 2020; Harrison et al., 2022; Stiggins, 2002).

This research aims to formulate an evaluation framework for courses based on the profile of entrepreneurship graduates at FEBI UIN Antasari, focusing on fostering students' entrepreneurial motivation. The evaluation process commences with the analysis of quantitative data obtained from student surveys. Subsequently, the analysis delves into the assessment of course learning aligned with the profiles of entrepreneurship graduates, emphasizing its role in bolstering students' entrepreneurial motivation. Through this study, the researcher aspires to make a significant contribution to the advancement of entrepreneurship education at FEBI UIN Antasari and, more broadly, within the Indonesian higher education landscape.

LITERATURE REVIEW

Entrepreneurship-Based Course Learning

Learning is an intricate process involving interactions between individuals (students) with information and the learning context. It is defined as changes in knowledge, skills, attitudes, or understanding resulting from interactions between students and learning materials, teachers, and the learning environment (Ormrod et al., 2019). Meanwhile, a course is a structured learning unit with clear objectives and teaching methods designed to achieve specific learning outcomes. In the context of university-level learning, courses are crafted to provide students with specific knowledge, understanding, and skills in a particular field of study (Biggs et al., 2022).

As per the Decree of the Director General of Islamic Education Number 2500 of 2018, outlining Competency Standards for Graduates and Learning Achievements of Graduates of Undergraduate study programs at Islamic Religious Universities and Islamic Religious Faculties at Higher Education, the graduate profile is elucidated along with descriptions of each study program. Through the researcher's observations, it is evident that all study programs under the umbrella of the Faculty of Islamic Economics and Business incorporate the profile of entrepreneurship graduates.

Entrepreneurial learning plays a vital role in preparing the younger generation to become successful and innovative entrepreneurs. It aids students in developing entrepreneurial skills, including creative and innovative thinking, problem-solving abilities, and planning, managing, and developing their own businesses in the future (Fayolle & Liñán, 2014; Hutasuhut et al., 2023; Tiwari & Chaturvedi, 2023). Entrepreneurship learning contributes to nurturing students' entrepreneurial spirit, encompassing a proactive attitude, courage to take risks, and perseverance in facing

business challenges (Boldureanu et al., 2020; Krueger et al., 2000; Wardana et al., 2020).

The educational level of an entrepreneur serves as a crucial element in overcoming business challenges. General education adds value by fostering integrity, imparting new knowledge, and offering networking opportunities. It equips entrepreneurs to adapt to new situations and foster innovation (Dickson et al., 2008; Kolstad & Wiig, 2015; Peters & Brijlal, 2011). Learning or education in entrepreneurship, which plays a pivotal role in fostering entrepreneurial interest, can be categorized into Entrepreneurship Awareness Education, Education for Starting a Business, Education for Entrepreneurship Dynamics, and Continuing Education for Entrepreneurs (Liñán Alcalde et al., 2002).

Entrepreneurial Motivation

Motivation (Latin: movere) involves moving and driving individuals to act, behave, or achieve specific goals. It can stem from needs, desires, or aspirations to attain rewards, satisfaction, or desired outcomes (Deci & Ryan, 2000; Schunk & DiBenedetto, 2020; Simpson & Balsam, 2015). Three factors determine motivation: expectations, valence, and equipment/needs (De Brabander & Martens, 2014; Hoy et al., 2013; Renko et al., 2012). Entrepreneurs are individuals who create and develop new businesses, manage financial risks, and seek profits through innovation, creativity, and risk-taking abilities (Hisrich et al., 2023).

Entrepreneurial motivation theory delves into the factors driving individuals to engage in entrepreneurial activities. It posits that motivation for entrepreneurship is influenced by various factors. Entrepreneurial motivation comprises intrinsic and extrinsic factors motivating individuals to initiate and develop a business. Intrinsic factors encompass personal drives like the desire to achieve goals, satisfaction in creating something, or an interest in innovation. Extrinsic factors, on the other hand, include external influences such as economic pressures, market opportunities, or encouragement from others (Arshad et al., 2019, 2021; Shane & Venkataraman, 2000).

Numerous studies indicate that entrepreneurial motivation results from a combination of intrinsic and extrinsic factors. Intrinsic motivators like interest and satisfaction intertwine with extrinsic factors such as market opportunities and economic pressures (Liñán & Chen, 2009). The relationship between learning and entrepreneurial motivation constitutes a significant focus of academic research. Several studies explore how the learning environment and teaching methods can influence an individual's motivation to engage in entrepreneurship (Fayolle & Liñán, 2014; Peterman & Kennedy, 2003).

Evaluation of CIPP Model Learning

Evaluation, derived from the English word "evaluation" and the Arabic term "at-taqdir," is a crucial process in education involving the collection and analysis of data to assess the extent to which learning objectives have been achieved. These evaluations may focus on student achievement, the effectiveness of teaching methods, or the efficiency of educational programs. Learning evaluation, in this context, not only

provides feedback on learning outcomes but also helps teachers and educational institutions enhance teaching methods and curricula.

Guskey (2000) emphasizes the continual importance of evaluation with a focus on changing participant behavior. Evaluations should actively involve participants, measure the impact of changes in teaching practices, and establish connections between teacher professional development and student learning outcomes (Guskey, 2000). Learning evaluation holds immense significance as it helps in understanding the effectiveness of learning programs, ensuring the achievement of learning goals, and providing valuable feedback to educators and decision-makers (Scriven, 1991).

Various learning evaluation models are commonly used, with each evaluation model serves a specific purpose, allowing organizations to choose the approach that best fits their learning evaluation needs. In this research, the CIPP evaluation model was employed to evaluate learning tools. The CIPP evaluation model conceptualizes evaluation as a process comprising four stages: Context, Input, Process, and Product. Evaluation commences by understanding the program context, evaluating the input provided to the program, assessing the implementation process, and measuring the product or results of the program. This model offers a comprehensive understanding of the effectiveness of an educational program. Developed by Stufflebeam (2007), it emerged because classical evaluation methods like experimental design approaches, goal-based evaluation, expert reviews, and standardized achievement tests were limited and often ineffective, even counterproductive, when applied to programs in some public schools (Stufflebeam & Coryn, 2014).

Previous Studies

Numerous previous studies have delved into learning evaluation, encompassing aspects such as learning tools, lecturer quality, facilities, and more. These studies have provided in-depth insights. For instance, research emphasizes the meticulous consideration of learning tools, asserting that good learning tools can enhance students' soft skills (Winarti, 2014). Furthermore, entrepreneurial learning methods and facilities play a pivotal role in increasing students' interest in entrepreneurship, necessitating motivation and active engagement from students (Ikramullah et al., 2020).

This research builds upon previous findings by adapting the evaluation of entrepreneurship learning to the context and needs existing at FEBI UIN Antasari. Several intriguing patterns and findings have emerged from previous studies, particularly those related to entrepreneurial learning evaluation. One study underscores the need for evaluating the university environment, teaching connections, teacher quality, and student achievement in entrepreneurial activities to enhance the quality of practical training for innovative and entrepreneurial talent, especially post the COVID-19 pandemic (Hu et al., 2020). Another research emphasizes evaluating the alignment of understanding between students and instructors. Success hinges on an active learning approach, teacher comprehension of student expectations, and effective course design. Student satisfaction is influenced

by the course structure, interactions with teachers, and contentment in cross-cultural interactions. These findings underscore the significance of a holistic approach in designing cross-cultural entrepreneurship courses (Stefanic et al., 2020).

Additionally, there is a need to evaluate learning practices in entrepreneurial activities in Indonesian higher education, encompassing evaluations of learning policies and practices involving industry, students, and alumni. This evaluation encompasses the contribution of universities and industry in transferring knowledge and skills to students (Crysdian, 2022). Regarding entrepreneurial motivation, numerous studies have explored the influence of various factors, including entrepreneurial learning and the social environment (Prawiranegara et al., 2019). Other research emphasizes that a well-designed curriculum and competent lecturers positively impact students' entrepreneurial interest. Motivation stands as a crucial factor, acting as the primary driving force for students to venture into their businesses (Wardhani & Rachmawati, 2019). Improving students' interest in entrepreneurship also requires efforts to enhance learning quality, motivate teachers, enrich learning materials, and provide a conducive learning environment (Widoyoko et al., 2020).

METHOD

The study employed a mixed-methods design, using both quantitative and qualitative methods for data collection. This research is a preliminary study to evaluate entrepreneurship-based courses implemented at FEBI UIN Antasari Banjarmasin with the students who have taken the course. The key participants were students and faculty managers (deans, program heads) and lecturers who actively participate in these courses. Through triangulation, the study sought to reflect on the complexity of the educational process and its effects on students and their entrepreneurial motivation.

This study used different methods to gather data, this ensures that we find truly robust results. Structured questionnaires were used to collect quantitative data from students on the perception of the courses. In addition, qualitative data were obtained through Focus Group Discussions (FGDs) and in-depth interviews with faculty managers and lecturers. These conversations enabled more nuanced consideration of specific issues, both in terms of context and other information that could not be gleaned from the survey data. The combination of both quantitative and qualitative methods aimed to increase the reliability and validity of results through data triangulation.

This study conducted both descriptive and thematic analysis for the data analysis. Statistical analysis of the quantitative data was used to judge the percentages of students who gave a particular rating on certain aspects of the courses — thus providing a clear picture as to how well-accepted these programs were overall. Qualitative data were analyzed thematically to develop common themes, challenges, and opportunities for course development. A combination of numerical data and qualitative experiences provides a synergy for assessing the

educational practices at FEBI UIN Antasari and suggesting appropriate changes in teaching content to better correspond with entrepreneurship graduate profiles.

RESULTS AND DISCUSSION

Table 1 presents the results of the survey using a questionnaire in this study. Based on the table 1, it can be observed that in the context component, 36.8% of respondents rated learning entrepreneurship-based courses as very good, while 46.6% considered it good, 1.7% found it quite good, 14.5% perceived it as not good, and 0.4% deemed it very unfavorable. In the input component, 40.8% rated it as very good, 48.2% as good, 9.8% as quite good, 0.4% as not good, and 0.8% as very bad. In the process component, 37.3% evaluated it as very good, 44.8% as good, 16.1% as quite good, 0.9% as not good, and 0.9% as very bad. Regarding the product component, 53.8% considered it very good, 34.2% as good, 7.8% as quite good, 3.1% as not good, and 1.1% as very bad.

Table 1

The Percentage of Course Learning Assessment Based on the Profile of Students

Component	Valuation Percentage				
	VG	G	PG	NG	VNG
Context	36.8	46.6	1.7	14.5	0.4
Inputs	40.8	48.2	9.8	0.4	0.8
Process	37.3	44.8	16.1	0.9	0.9
Products	53.8	34.2	7.8	3.1	1.1

Source: Primary data. Authors' estimation.

Note: VNG = Very Not Good; NG = Not Good; PG = Pretty Good; G = Good; VG = Very Good

The results indicate that the majority of students assessed entrepreneurship-based courses positively, rating them as excellent or good in motivating students. However, some students rated the courses as quite good, not good, or very unfavorable. This variation in ratings led to further discussions during the subsequent stages, including Focus Group Discussions (FGDs), in-depth interviews, and expert assessments, as part of the evaluation process of the CIPP model. From these stages, the findings were derived in Table 2.

Tabel 2

Problem Identification and Evaluation Using the CIPP Model

COMPONENT	INDICATOR	IDENTIFICATION OF PROBLEMS	EVALUATION
Context	Purpose of learning tools benefits of learning devices learning device targets	the preparation and mapping of the curriculum for the profile of entrepreneurship graduates has not involved entrepreneurship practitioners	reviewing the curriculum for the profile of entrepreneurship graduates by involving entrepreneurship practitioners reviewing learning tools for courses based on profiles of entrepreneurship graduates

COMPONENT	INDICATOR	IDENTIFICATION OF PROBLEMS	OF EVALUATION
		the preparation and mapping of learning tools for courses based on entrepreneurship graduate profiles has not involved entrepreneurship practitioners	by involving entrepreneurship practitioners
Input	availability of teaching materials availability of quality lecturers/teaching staff availability of infrastructure	There are no standardized teaching materials and modules that can be used in all study programs, especially in entrepreneurship courses Most of the teaching material presented is still theoretical The teaching staff (lecturers) only come from academic circles and are not entrepreneurial practitioners There are no special entrepreneurship activities that are programmed periodically and regularly on a university, faculty and study program scale Student practicums (internships) tend to be directed only at financial institutions and government agencies.	Creating standardized teaching materials and modules that adapt to the campus's vision and mission and can be used in all study programs, especially in entrepreneurship courses Creating entrepreneurship practicum as a forum for direct practice in entrepreneurship courses Collaboration between academics and entrepreneurship practitioners (guest lecturers) directly or indirectly (online) Programming special entrepreneurship activities periodically and structured on a university, faculty and study program scale Students' practicum (internship) can be directed to a place of business or business with clear rules and procedures
Process	learning implementation process: the process of delivering teaching material in the implementation of learning the teaching process of lecturers/teaching staff in implementing learning the process of	some of the teaching materials presented are not up to date The teaching method of lecturers/educators still feels monotonous Use of infrastructure is limited to the classroom only	Lecturers need to be facilitated with activities in the form of training, refreshment, or TOT to perfect teaching materials and the way they are delivered. Lecturers need to be facilitated and included in certification in the field of entrepreneurship Students need to be facilitated with a place to practice and maximize existing infrastructure, for example collaborating with

COMPONENT	INDICATOR	IDENTIFICATION PROBLEMS	OF EVALUATION
	using infrastructure and facilities in implementing learning		cooperatives or business premises within the faculty.
Product	Achievement Final results of student assessment Achievement of SKL and CPL students' interest in entrepreneurship students' entrepreneurial abilities	There are no significant problems in student assessment in learning courses based on the profile of entrepreneurship graduates SKL and CPL learning courses based on graduate profiles do not accommodate the achievement of intrapreneurship abilities Students are motivated to become entrepreneurs, but not many have the courage to decide to become entrepreneurs when they graduate Students' ability to entrepreneurship after taking courses based on the profile of entrepreneurship graduates in practice is still not optimal	Mapping entrepreneurial talents and interests uses clear and standardized instruments Including the achievement of intrapreneurship skills in SKL and CPL learning courses based on the profile of entrepreneurship graduates Using alumni networks and entrepreneurial organizations to increase motivation, courage and interest in entrepreneurship Students need to be facilitated with certification and additional training to maximize the abilities of students who are interested in entrepreneurship

Source: Primary data. Authors' estimation.

Evaluation of Context Components

In the context component, the indicators used are the goals, benefits, and objectives of the course learning tools based on the profile of entrepreneurship graduates at FEBI UIN Antasari. Several issues have been identified within this component that require evaluation. Based on the findings, at least two problems have been identified: 1) the preparation and mapping of the curriculum for the profile of entrepreneurship graduates currently in use still does not involve entrepreneurship practitioners, and 2) the preparation and mapping of learning tools for courses based on the profile of entrepreneurship graduates also still does not involve entrepreneurship practitioners.

In light of these issues, several evaluations can be suggested to address these problems, including reviewing the profile curriculum for entrepreneurship graduates by involving entrepreneurship practitioners. Similarly, the review of learning tools for courses based on entrepreneurship graduate profiles should also involve entrepreneurship practitioners.

In the context component, involving entrepreneurial practitioners in the learning process is key to bridging the gap between business theory and practice. This approach facilitates the development of new theories relevant to the real business world (Calder & Tybout, 1999; Politis, 2005; Thompson & Illes, 2021; Zaltman et al., 1982). Collaboration between academics and practitioners establishes reciprocal relationships, enhancing students' understanding of the practical and contextual aspects of business (Di Benedetto et al., 2019; Haryanto, 2009; Nakagawa et al., 2017; Rajaratnam & Campbell, 2013). Direct interaction with entrepreneurial practitioners provides students with authentic experiences, bridging the divide between textbook theories and the realities of the business world (Bandera et al., 2018; Fiet, 2001; Nabi et al., 2018; Wang et al., 2023).

Evaluation of Input Components

In the input component, the indicators include the availability of teaching materials, the presence of qualified lecturers or teaching staff, and the availability of facilities and infrastructure to support courses based on the profile of entrepreneurship graduates at FEBI UIN Antasari. Several issues have been identified within this component that require evaluation. Based on the findings, at least five problems have been identified: 1) The absence of standardized and clear teaching materials and modules that can be utilized across all study program departments, especially in entrepreneurship courses. Most lecturers create their own learning tools without mutual review and agreement, 2) The teaching materials presented are predominantly theoretical and lack practical applications, 3) Most lecturers or teaching staff members come from purely academic backgrounds and lack experience as entrepreneurship practitioners, 4) There are no regular entrepreneurship activities programmed at the university, faculty, or study program levels, 5) Student practicums (internships) are often directed towards financial institutions and government agencies only, without considering entrepreneurship graduates as a specialization option.

To address these issues, several evaluations can be conducted: 1) Develop standardized and clear teaching materials and modules aligned with the overall vision and mission of the university and the specific goals of the study program. These materials should be applicable across all study programs, especially in entrepreneurship courses, 2) Establish an entrepreneurship practicum and incorporate it into the curriculum to provide a platform for practical entrepreneurship learning, 3) Foster collaboration between academics and entrepreneurship practitioners, either through direct interactions or online sessions, to enrich the learning experience for students, 4) Implement specialized entrepreneurship activities regularly at the university, faculty, or study program levels to enhance practical skills and knowledge, 5) Facilitate student internships at selected business locations with well-defined rules and procedures, taking into account entrepreneurship graduates as a viable specialization choice.

In the input component, teaching materials must be meticulously designed, ensuring content accuracy, relevance, consistency, and adequacy. Proper language usage, illustrations, and effective layout are also crucial. Well-designed teaching materials can boost student motivation and foster in-depth understanding (Cents-Boonstra et al., 2021; Ellington & Race, 1993; Uenishi, 2020). The practicum method engages students actively, allowing them to gain firsthand experience, observe, analyze, and draw their own conclusions about the material being studied. In entrepreneurship learning, practicums must encompass theory, practice, and implementation, enabling students to comprehend and apply theories in real business scenarios (Bell & Bell, 2020; Shekhar et al., 2017)

Practitioner involvement in the learning process offers a practical perspective, enriches learning with real case studies, and helps students relate theory to actual experiences. This collaboration can be realized through practitioners delivering learning materials and providing direct experiences to students (Kilgo et al., 2015; Leemen, 2013; Mwasalwiba, 2010). Additionally, internships prove to be an effective method for preparing students for the workforce. Internships allow students to experience daily work life, gain valuable practical experience, and identify their interests and talents in real business contexts (Gamboa et al., 2013; Maghfiroh et al., 2023; Mwasalwiba, 2010; Robinson et al., 2016). According to the researcher's survey results, students highly anticipate evaluations of input components, especially facilities, material concepts, and the quality of teaching staff. This evaluation is crucial to ensuring the quality of entrepreneurship learning in higher education.

Evaluation of Process Components

In the process component, the indicators include the process of delivering teaching materials, the teaching methods employed by lecturers or teaching staff, and the utilization of infrastructure. Several issues have been identified within this component that require evaluation. Based on the findings, at least three problems have been identified: 1) Some of the teaching materials delivered are outdated, 2) The teaching methods used by lecturers or teaching staff are perceived as monotonous, 3) The utilization of infrastructure is limited to classroom settings.

To address these issues, several evaluations can be conducted: 1) Provide training, refreshment, or Training of Trainers (TOT) sessions to facilitate lecturers in enhancing their teaching materials and delivery methods, 2) Facilitate and encourage lecturers to obtain certification in the field of entrepreneurship to enhance their expertise, 3) Create opportunities for students to practice and maximize the use of existing infrastructure, such as collaborating with cooperatives or businesses located on campus.

In the process component, the analysis emphasizes three crucial evaluation steps to enhance entrepreneurship education at FEBI UIN Antasari. Firstly, Training and Refreshment for Lecturers: Through training and seminars, lecturers can update their knowledge about the latest teaching materials and methods, increasing relevance and innovation in their teaching (Darling-Hammond, 2017). Secondly, Lecturer

Certification in Entrepreneurship: Providing certification to lecturers enhances their credibility as entrepreneurship educators. Certification motivates lecturers to enhance their knowledge, improves teaching quality, and inspires students (Ingersoll & Strong, 2011; Lubis & Harahap, 2018; Rahamawati et al., 2023). Thirdly, Student Practical Experience and Supportive Environment: Providing students with practical platforms through collaborations with local industries allows them to apply theoretical knowledge in real business settings. Educational institutions must also offer the physical facilities and resources necessary to develop students' business ideas, such as co-working spaces, business incubators, and business research centers (Fayolle & Liñán, 2014; Gibb, 2011; Peterman & Kennedy, 2003)

Product Component Evaluation

In the product component, the indicators include student assessment, graduate competency achievement standards, student interest in entrepreneurship, and student entrepreneurship ability. Several issues have been identified within this component that require evaluation. Based on the findings, at least two problems have been identified: 1) While students are motivated to become entrepreneurs, only a few have the courage to pursue entrepreneurship after graduation, 2) The entrepreneurial abilities of students who have completed courses based on the profile of entrepreneurship graduates are not yet optimal in practice.

To address these issues, several evaluations can be conducted: 1) Implement clear and standardized instruments to map entrepreneurial talents and interests among students, 2) Utilize alumni networks and entrepreneurial organizations to enhance students' motivation, confidence, and interest in entrepreneurship, 3) Facilitate students with certification and additional training opportunities to maximize the abilities of those interested in entrepreneurship.

Finally, in the product component, it is essential to map entrepreneurial talents and interests using standardized instruments to identify students' entrepreneurial potential, considering in-depth knowledge of individual interests that shape attitudes and motivation (Fayolle & Gailly, 2008). Utilizing alumni networks and entrepreneurial organizations can provide inspiration and new business opportunities, influencing the entrepreneurial process through profitable collaborations (Kuratko & Audretsch, 2009). Facilitating certification and additional training validates practical skills and knowledge, supporting success in entrepreneurship. This validation is integral to comprehensive entrepreneurship education (Fayolle & Gailly, 2008; Gibb, 2011; Matlay, 2008).

CONCLUSION

Based on the research findings and discussions conducted, several evaluations can be formulated for the next stage: 1) Evaluation of the context component, involving the review of the curriculum and learning tools for entrepreneurship graduates' profiles by engaging entrepreneurship practitioners, 2) Evaluation of input components, including the development of standardized teaching materials and modules, provision of

entrepreneurship practicum, collaboration between academics and entrepreneurship practitioners, regular creation of entrepreneurship programs for students, and availability of student internship facilities at business locations, 3) Evaluation of process components, encompassing training facilities, refreshment, and Training of Trainers (TOT) for lecturers, certification facilities in the field of entrepreneurship for lecturers, and internal campus entrepreneurship practice facilities, 4) Evaluation of product components, focusing on mapping entrepreneurial talents and interests using standardized instruments, utilizing alumni networks and entrepreneurial organizations, and providing certification facilities and entrepreneurship training for students.

Several practical recommendations can be proposed based on the findings of this study. Universities can foster collaboration with entrepreneurship practitioners to align the curriculum and graduate profiles with industry needs. Universities can also encourage the development of standardized teaching materials and modules with active involvement from lecturers and practitioners as contributors. Furthermore, universities can establish well-equipped internship facilities and collaborate with local businesses to provide practical experiences for students. This study suggests that teaching staffs should participate in regular training, refreshment sessions, and Train-the-Trainer programs to enhance teaching skills and stay updated on the latest developments in entrepreneurship. Teaching staff can also actively engage in collaborations with practitioners to integrate real-world experiences into teaching methods. Lastly, teaching staffs can utilize certification and training opportunities to enhance their entrepreneurial skills.

For students, this study suggests that they should take the initiative to actively participate in the campus's entrepreneurship programs. They can also utilize internship facilities and seek practical experiences in the business world to refine entrepreneurial skills. Lastly, they can engage in alumni networks and entrepreneurial organizations to build connections and expand career opportunities. For entrepreneurship practitioners, this study recommend that they support the academic community by providing insights into industry needs and participating in curriculum development. They can also offer internship and training opportunities to students, aiding in the development of practical skills required in the workplace. Lastly, they can contribute to teaching activities as guest speakers or mentors, bringing hands-on experience into the academic environment.

Limitation of the Study

One limitation of this study is its reliance on a single institutional context, which restricts the generalizability of findings to other universities. The research, conducted exclusively within FEBI at UIN Antasari, may not capture the diversity of challenges faced by other institutions with varying educational models and resources. Consequently, findings related to curriculum alignment, practitioner involvement, and student motivation may be specific to this setting, potentially limiting the broader

applicability of the recommendations. Further studies involving multiple universities could provide comparative insights and enhance generalizability.

Additionally, the study's methodological approach—primarily based on surveys and focus group discussions—may present limitations in capturing the nuances of student experiences and perspectives. Although quantitative data offers valuable insights, it may not fully convey the complexity of entrepreneurial motivation and learning engagement among students. The absence of longitudinal tracking also prevents assessment of the long-term impacts of the evaluated courses on students' entrepreneurial careers. Incorporating a mixed-methods approach with in-depth interviews and longitudinal studies could enrich the understanding of entrepreneurship education's outcomes.

Lastly, the study focuses on specific components within the CIPP model but lacks an extensive examination of external environmental factors that may influence students' entrepreneurial pursuits. Factors such as regional economic conditions, industry demands, and cultural attitudes towards entrepreneurship were not deeply analyzed. These external variables could significantly impact the effectiveness of entrepreneurship education. Future research could benefit from exploring these broader environmental influences to offer a more holistic understanding of entrepreneurship education within higher education contexts.

Recommendations for Future Research

Future research should aim to expand the scope of analysis by including multiple universities to facilitate cross-institutional comparisons. A broader sample across diverse educational institutions would enable researchers to investigate whether the issues identified at FEBI UIN Antasari are common across different contexts. Such comparative studies could reveal patterns and variations in how entrepreneurship education is structured and delivered, thus contributing to more universally applicable recommendations.

Moreover, employing a mixed-methods approach would allow for a more comprehensive analysis of the effectiveness of entrepreneurship courses. Combining quantitative data with qualitative methods, such as in-depth interviews and case studies, could yield richer insights into students' motivations, challenges, and long-term outcomes. Longitudinal research tracking students' career trajectories post-graduation would be particularly beneficial in assessing whether the entrepreneurial skills and motivation cultivated during their studies translate into real-world entrepreneurial success.

Finally, future studies should consider the role of external environmental factors in shaping entrepreneurial education outcomes. Integrating analyses of regional economic conditions, industry trends, and sociocultural attitudes could provide a nuanced understanding of the constraints and opportunities that students face in their entrepreneurial journeys. By examining these contextual influences, future research could develop tailored strategies that are sensitive to local and regional

contexts, ultimately enhancing the relevance and impact of entrepreneurship education in various socioeconomic settings.

Author Contributions

Conceptualization	L.S. & M.Q.	Resources	L.S. & M.Q.
Data curation	L.S. & M.Q.	Software	L.S. & M.Q.
Formal analysis	L.S. & M.Q.	Supervision	L.S. & M.Q.
Funding acquisition	L.S. & M.Q.	Validation	L.S. & M.Q.
Investigation	L.S. & M.Q.	Visualization	L.S. & M.Q.
Methodology	L.S. & M.Q.	Writing – original draft	L.S. & M.Q.
Project administration	L.S. & M.Q.	Writing – review & editing	L.S. & M.Q.

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Informed consent was obtained before respondents answered the questions.

Data Availability Statement

The data presented in this study are available on request from the corresponding author.

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Conflicts of Interest

The authors declare no conflicts of interest.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

During the preparation of this work the authors used ChatGPT and PaperPal in order to improve clarity of the language and readability of the article. After using these tools, the authors reviewed and edited the content as needed and take full responsibility for the content of the published article.

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