

ANALYSIS OF THE RELATIONSHIP BETWEEN ENTREPRENEURSHIP COURSES AS A CATALYST FOR STUDENTS AT TELKOM UNIVERSITY TO BECOME ENTREPRENEURS

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Abstract. Entrepreneurship Education at Telkom University plays a crucial role in stimulating students' interest in establishing businesses. The research focuses on the implementation of entrepreneurship education in students' businesses at the university. Employing qualitative methods and a descriptive approach, the study utilizes the Business Model Canvas to analyze the implementation of entrepreneurship courses. The analysis involves interviews with students, curriculum document analysis, student business reports, and teaching materials. The research aims to provide a profound understanding of the effectiveness of entrepreneurship education at the university level, laying the groundwork for further development. The study indicates that integrating entrepreneurship courses enhances the entrepreneurial potential of students, fostering enthusiasm, mindset, and entrepreneurial behavior. Entrepreneurship education at Telkom University successfully increases students' interest and shapes their entrepreneurial character, evident in the practical application of their businesses. from the right and left margins. A blank (20-points) line should be inserted before and after the abstract.

Keywords: Education Entrepreneurship Learning, entrepreneurship, and the interest of entrepreneurship.

INTRODUCTION

Entrepreneurship education at the university is expected not only to provide theoretical knowledge but also to encourage students to apply these concepts in business practice. Universitas Telkom, as a higher education institution, has the responsibility not only to impart academic knowledge but also to shape the character and skills of students to prepare them for the dynamic business world. In this context, entrepreneurship courses are considered crucial instruments that can shape and stimulate students' entrepreneurial interests and potential. Through this research, it is hoped that the extent to which entrepreneurship courses at Universitas Telkom can act as a catalyst for students to pursue careers as entrepreneurs can be identified. The analysis will encompass an understanding of how teaching materials, learning methods, and other aspects related to entrepreneurship courses can shape students' mindset, motivation, and skills in responding to business opportunities.

Furthermore, the background of this research reflects the importance of enhancing curriculum relevance to meet the demands of the job market and industry needs. By understanding the relationship between entrepreneurship courses and the development of students' entrepreneurial spirit, the university can make necessary improvements and adjustments to ensure that graduates possess the readiness and capabilities needed to start and manage their businesses. This research aims to contribute to optimizing the role of entrepreneurship education at Universitas Telkom so that students not only have a conceptual understanding but also are inspired and equipped with practical skills applicable to the business world. Thus, the results of this research are expected to serve as a foundation for the improvement and development of entrepreneurship education curriculum at the university level.

Through observations of the implementation of entrepreneurship courses at Universitas Telkom, it is evident that this approach not only provides conceptual understanding but also has a significant impact on motivating students to embark on their entrepreneurial journeys. This phenomenon is evident through active student participation in various activities related to

entrepreneurship courses, coupled with an increased interest in exploring and developing business ideas. This success aligns with the university's focus on aligning the curriculum with business needs and the job market. Awareness of the importance of aligning education with industry demands is reflected in the curriculum details, demonstrating the university's commitment to producing graduates with not only theoretical knowledge but also practical skills that can be effectively applied.

The analysis of student business reports provides a direct overview of how entrepreneurship concepts taught in courses are implemented in real business practices. Thus, it can be concluded that entrepreneurship courses at Universitas Telkom not only serve as learning tools but also act as strong catalysts in shaping students' attitudes, interests, and skills, making them potential entrepreneurs with the confidence and competence required.

In this research, an analysis will be conducted on a business initiated by a student who took an entrepreneurship course at Universitas Telkom, namely Pesona Hijab, founded by Shelin Fauzia Aprilia.

Pesona Hijab is a micro, small, and medium-sized enterprise (MSME) based in the fashion hijab sector, established in 2020 in Bandung. The name "Pesona" is inspired by each product created, which is of high quality and charming. It can be found on Instagram with the username @pesonahijab.official and the Shopee online shopping platform with the username @pesonahijab.official.



Fig.1. The business logo of "Pesona Hijab

The business provides various Muslim women's accessories, including hijabs, inners, and dresses, which are always on-trend and produced in-house. Pesona Hijab prioritizes the quality of each product to ensure customer satisfaction. Production activities, including the packing process, are conducted with precision, speed, and a scheduled approach. Having sold more than 10,000 pieces in several products indicates the success of providing quality products. This success stems from the selection of raw materials to the production process until the finished product, showcasing the business value that provides an experience for those involved.

Entrepreneurship education at a university plays a significant role in encouraging students' interest in establishing businesses. Through entrepreneurship courses, students are assisted in shaping the character of an entrepreneur with both hard and soft skills. The purpose of entrepreneurship education is to increase entrepreneurial interest among students who will start or already manage their businesses, with a focus on business development and growth. Although Universitas Telkom has implemented entrepreneurship education in several courses and programs, there is no research examining the implementation of these concepts in businesses run by students. Based on the above description, the identified research problems are as follows:

- 1) To what extent has entrepreneurship education at Universitas Telkom successfully increased students' interest in starting a business?
- 2) How does the entrepreneurship course contribute to shaping the character of an entrepreneur through the development of hard and soft skills, and how is this impact reflected in the students' business practices?
- 3) What is the implementation impact of entrepreneurship education at Universitas Telkom on the businesses run by students?
- 4) What is the student's perception of the relevance and effectiveness of entrepreneurship education in preparing them to start or manage their businesses?

- 5) Is there a difference in entrepreneurial interest between students who have taken entrepreneurship education and those who have not?

This research has several main objectives that comprehensively lead to a deep evaluation and analysis of entrepreneurship education at Universitas Telkom. First, the research aims to evaluate the extent to which entrepreneurship education has successfully increased students' interest in starting a business. Factors influencing the success of this education will be identified to provide a more complete picture. Furthermore, the research will analyze the contribution of entrepreneurship courses to shaping entrepreneurial character, both through the development of hard and soft skills. The impact of implementing entrepreneurship education on the businesses run by students will be evaluated, taking into account the challenges and successes they experience. Parallel to this, the research will investigate students' perceptions of the relevance and effectiveness of entrepreneurship education to understand how this program prepares them for business initiation. Finally, the research will examine the difference in entrepreneurial interest between students who have taken entrepreneurship education and those who have not.

RESEARCH METHOD

The research discusses entrepreneurship for students (a study on the analysis of the relationship between entrepreneurship courses as a driving factor for students at Telkom University to become entrepreneurs) using a qualitative-descriptive method. Descriptive research, according to Rujakat (2018:6), is an attempt to describe phenomena that occur realistically, authentically, and in line with the current situation. The research is based on observation, interviews, and documentation. All data sources were randomly selected based on the research topic that meets the criteria for the research focus, which involves an in-depth analysis of the relationship between entrepreneurship courses as a driving factor for students to become entrepreneurs, including background, strategies, and implementation. Relevant themes related to the topic also encompass data sources derived from the selection process, including the definition of entrepreneurship, its application in universities, and its application for students. Becoming an entrepreneur can be a solution covered in this study, including the challenges of entrepreneurial development in implementing entrepreneurship courses.

The research was conducted from October to November 2023, and the implementation took place at Telkom University. This study aims to describe and explore, describe and explain, and discuss how Telkom University students apply entrepreneurship courses to encourage students to become entrepreneurs. In analyzing data, this research refers to Milles and Huberman's data analysis procedures. According to Milles and Huberman, data analysis in qualitative research generally begins with data collection, data reduction, data presentation, and drawing conclusions or verification (Huberman 1992:92).

This research is also referred to as phenomenological research, which can be interpreted as a study of subjective experience or awareness of an individual from their primary point of view (Moleong 2016: 27). This type of research was chosen because it aligns with the researcher's challenge to reveal more about the application of entrepreneurship when engaging in entrepreneurship. This method allows the author to collect data from entrepreneurs about their background, personality, how they run their businesses, and the strategies they employ.

Interview activities involved faculty member, Arien Arianti Gunawan, from the Faculty of Economics and Business, and also included interviewees such as the owner of the SME "Pesona Hijab," named Shelin Fauzia Aprilia, who is an active seventh-semester student in the Telecommunication and Informatics Business Management program at the Faculty of Economics and Business at Telkom University. With her active student status, she provides insights into the experience of applying the entrepreneurship course taken in the formation process of entrepreneurship. Interviews were conducted alongside the authors Yeji Puti Suri and Fujiyanti Rahmat.

RESULT AND ANALYSIS

- 1.1 **Literatur Review**
- 1.1.1 Entrepreneurship

Entrepreneurship is a concept or activity related to the establishment, management, and development of a business with the goal of creating added value, exploiting market opportunities, and overcoming associated challenges and risks. Entrepreneurship plays a crucial role in economic development and serves as social capital for the community (Cabras & Mount, 2016). Entrepreneurs, as key actors in entrepreneurship, demonstrate dedication to creating new opportunities, efficiently managing resources, and taking necessary risks to achieve business success. Entrepreneurship is not limited to creating new businesses but also encompasses the ability to innovate and grow within established organizations. Besides its economic impact, entrepreneurship can contribute to improving social and environmental well-being. Through this concept, individuals are empowered to be agents of change, create innovative solutions to community challenges, and support sustainable economic growth.

Therefore, entrepreneurship is not just a business activity but also a philosophy that involves innovation, creativity, and resilience. The role of entrepreneurship in economic development is significant, as it not only creates added value through new businesses but also acts as social capital with a positive impact on the community. The dedication of entrepreneurs in creating opportunities, managing resources, and facing risks shape a highly dynamic and adaptive character. The importance of entrepreneurship is not only in the economic aspect but also in enhancing social and environmental well-being. Through entrepreneurship, individuals are empowered to be positive changemakers, provide innovative solutions to societal challenges, and support sustainable economic growth. Thus, entrepreneurship is not merely a business activity but also an empowering form that can bring positive impacts comprehensively to various aspects of life.

1.1.2 Motivation

According to Muhammad (2016), motivation can be described as the transformation of an individual's internal energy characterized by self-originating drives to achieve specific goals. It involves the efforts and responses emerging from the need to achieve excellence in life. This phenomenon propels individuals to show effort, desire, and motivation to attain optimal levels of learning achievement. Motivation can originate from internal factors, such as a desire for personal satisfaction or the pursuit of dreams, as well as external factors, such as rewards or punishments. In the psychological context, motivation forms the basis of human behavior, motivating them to pursue desires and achieve desired outcomes. Understanding and harnessing motivation are key to achieving goals, whether in education, career, or personal development.

Based on Muhammad's (2016) perspective, motivation can be interpreted as a form of transforming an individual's internal energy characterized by self-originated drives, aiming to achieve specific goals. These drives trigger efforts arising from the need for daily life achievement. Motivation acts as a driving force that encourages individuals to demonstrate effort, desire, and enthusiasm to achieve optimal levels of learning achievement. Motivation can stem from internal factors, such as the desire for personal satisfaction or the pursuit of dreams, and external factors, such as rewards or punishments. In the realm of psychology, motivation plays a key role in shaping human behavior, motivating them to pursue desires and achieve desired outcomes. Therefore, understanding and applying the concept of motivation is essential in achieving various goals, including education, career, and personal development.

1.1.3 Business Model Canvas (BMC)

According to Osterwalder & Pigneur (2010), the Business Model Canvas (BMC) is a strategic management tool that assists companies in designing, identifying, and detailing the core elements that form their business model.

The Business Model Canvas (BMC) consists of 9 Blocks:

1) Customer Segment

In the business world, it is crucial to conduct customer segmentation, dividing customers into segments to create precise and targeted marketing methods.

2) Value Propositions

The value proposition is a reference in the business statement used by entrepreneurs to provide reasons why customers should purchase their products.

3) Channels

Distribution strategy is an activity aimed at gathering relationships, both customers and consumers, for information dissemination and product development.

4) Customer Relationships

This business element details how the company interacts with its customer segments, including various strategies and policies used to build, maintain, and enhance relationships with customers.

5) Cost Structure

This business element encompasses all costs related to business operations, including production costs, distribution costs, marketing costs, research and development costs, and administrative costs. The cost structure provides an overview of how the company manages and distributes its financial resources, such as raw material costs, production costs, operational costs, and marketing costs.

6) Revenue Stream

This business element includes all revenue sources generated by the company from each customer segment. It covers all ways the company makes money, such as product sales, subscriptions, advertising, or additional services.

7) Key Activities

This business element includes core activities or key activities necessary to run the business and provide value to customers. These activities may include production, marketing, distribution, research and development, and others.

8) Key Resources

According to Royan (2014), key resources are the most important assets that determine the success of the business model. These valuable assets enable the company to provide the promised value proposition adequately to its customers.

9) Key Partners

This business element explains the partners or third parties collaborating with the company to support business operations and achieve business goals. Key partners may include suppliers, technology partners, distribution partners, or other parties that contribute significantly

1.2 Result and Analys

Telkom University has several students actively involved in various business activities, including culinary, goods, and services. This phenomenon is influenced by several factors, such as education, income expectations, and motivation to cover educational expenses.

Entrepreneurship education is considered a key element to stimulate and develop entrepreneurial spirit, mentality, and behavior among the younger generation. The presence of entrepreneurship courses in educational programs is deemed crucial, aiming to enhance students' entrepreneurial knowledge by shaping attitudes, knowledge, and skills related to entrepreneurship.

Education focusing on entrepreneurship is defined as education that applies principles and methodologies to shape life skills. The more experience and mastery in the field of entrepreneurship provided to students, such as through learning activities, business plan development, and running small businesses, the higher the likelihood that students will have the intention to engage in entrepreneurship.

Based on the above description, it is important to consider entrepreneurship education as a key factor in shaping the mindset and entrepreneurial spirit of students. Thus, students can become more aware and daring to venture into entrepreneurship, develop business ideas, and identify potential business opportunities. Therefore, the implementation of entrepreneurship education in universities becomes crucial to shaping an entrepreneurial mindset and facilitating students' ability to read opportunities.

Moreover, entrepreneurial motivation can arise from various factors, such as the drive to achieve profits, seek freedom, pursue personal dreams or self-actualization, gain independence, meet physiological needs, security, social needs, and the need for achievement. For example, Sarjono

states that his motivation to become an entrepreneur originates from his academic background in accounting, which has now become his passion to meet his livelihood needs.

In the context of its implementation at Telkom University, an interview was conducted with a student from the Business Management of Telecommunication and Informatics program, Shelin Fauzia, who manages a business under the brand Pesona Hijab.

The following is the Business Model Canvas (BMC) owned by Pesona Hijab :

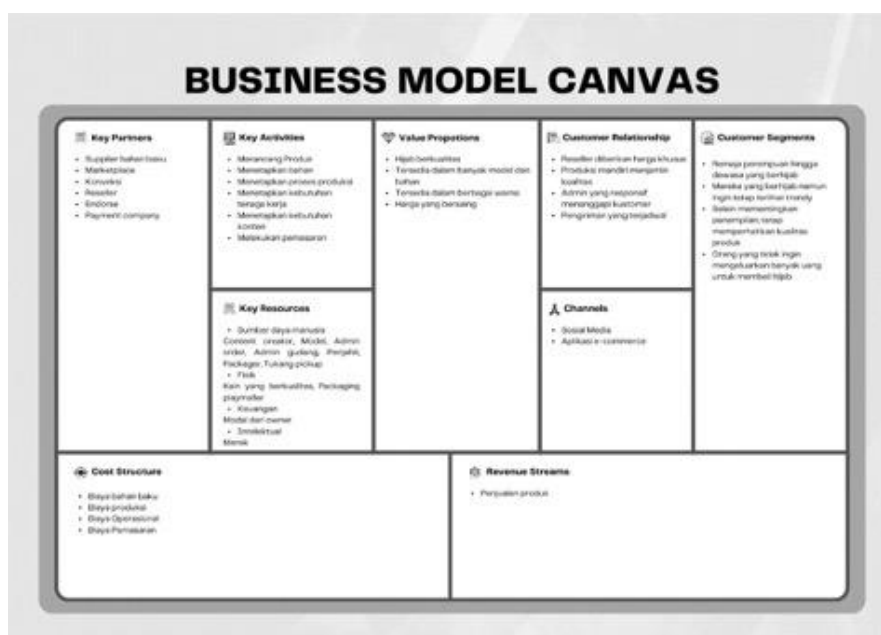


Fig.1 Business Model Canvas of the student's business (Pesona Hijab) in the Business Management of Telecommunication and Informatics program before participating in Entrepreneurship Education.

Pesona Hijab, a company focusing on quality hijab products, has customer segmentation that includes teenage girls to adult hijabis, adult hijabis, and those who wear hijab but still want to look trendy. With a value proposition emphasizing quality hijabs, available in various models, materials, and colors, and competitively priced compared to similar products, Pesona Hijab operates distribution channels through social media such as Instagram and TikTok, as well as e-commerce platforms like Shopee and TikTok Shop. To maintain customer relationships, the company offers special prices to resellers, ensures self-production to guarantee quality, has responsive customer service, and organizes scheduled deliveries.

The following is a summary of the interview results regarding the positive impact of entrepreneurship course learning on the interest and business management of the interviewed student, the owner of Pesona Hijab (Shelin Fauzia):

Table 1. Table of Interview Results with Pesona Hijab Owner (Shelin Fauzia)

Number	Questions	Answer
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1.	A What is the most valuable thing you learned from entrepreneurship courses that you can implement in your own business?	From entrepreneurship courses, I gained very valuable knowledge related to business concepts, business planning, marketing strategies, and financial management of businesses, as well as a deep understanding of operational business management. Additionally, I also delved into aspects related to establishing and running a business sustainably.
2.	What interests you the most about entrepreneurship courses and how does it affect your interest in engaging in entrepreneurship?	The most interesting aspect for me in entrepreneurship courses is the presence of innovation and creativity that can be implemented in my own business. This knowledge motivates me to engage in entrepreneurship with a focus on creating standout products that highlight creativity, driving me to generate innovation and create something new.
3.	How did the entrepreneurship course help you understand market needs and design product or service offerings that meet those needs?	The entrepreneurship course has significantly contributed to my understanding of market needs and in designing product or service offerings that align with those needs. Entrepreneurship education has equipped me with knowledge about marketing strategies and customer segmentation, with a focus on demographic and geographic factors. For instance, in the operational area of Bandung, but with the presence of e-commerce, market opportunities can be expanded to the entire region of Indonesia, targeting primarily the group of women aged from early teens to adults.
4.	Can you explain how the entrepreneurship course helped you understand operational costs and plan revenue for your startup?	The entrepreneurship course provided a profound understanding of operational cost management, including aspects such as fixed and variable costs, as well as the concepts of cost, expense, and net profit. This includes cost planning related to salaries, procurement of materials and raw materials, and anticipation of potential increases in raw material prices. With this foundational understanding, sound financial planning becomes crucial to achieve efficiency in spending and supporting the faster achievement of the breakeven point (BEP).
5.	What have you learned from the entrepreneurship course that can help you build strong partnerships and relationships with customers and business partners?	From the entrepreneurship course, I gained a deep understanding of partnership strategies, including skills in building effective communication with partners. For example, in the context of Pesona Hijab, these

		business partners are known as resellers, individuals who purchase products with the intention of reselling them under a different brand. This education not only provides insights into partnership practices but also equips me with the knowledge and skills to cultivate strong relationships with customers and business partners, a crucial aspect in building business sustainability.
6.	How did the entrepreneurship course help you understand how to build a sustainable and innovative business model?	The entrepreneurship course has provided a profound insight into building an innovative and sustainable business model. For a concrete example, through this understanding, we can identify innovations in the business model, such as focusing on the majority of women who wear plain hijabs and those who wear hijabs with various accessories. By applying these concepts, we can develop new products, such as hijabs with accessories designed specifically for formal events like graduation, as an effort to meet specific market needs and create sustainability in the business model.
7.	How has the entrepreneurship course influenced the way you perceive existing business opportunities and how do you plan to capitalize on these opportunities??	The entrepreneurship course has significantly impacted my perspective on identifying business opportunities and strategically planning to leverage them. For a concrete example, the understanding I gained includes a personal branding approach as one way to build trust with potential customers, as well as involvement in specific communities. By applying these concepts, I can identify new business opportunities, such as organizing religious or wedding events, as a step to capitalize on market opportunities and build sustainability in the business.
8.	Can you explain how the entrepreneurship course has helped you identify and understand unmet market needs and how you plan to address those needs through your venture?	Through the entrepreneurship course, I gained deep insights into identifying unmet market needs. This learning involves the use of the Business Model Canvas (BMC), allowing me to detail business goals, plans, and implementation accurately. With this approach, I can better understand unmet market needs and plan appropriate initiatives to address them through my venture. Understanding the value proposition of a business is crucial in this process, helping me develop suitable and effective strategies for sustainable business growth.

9.	During the entrepreneurship course, was it required to collaborate with partners in projects or tasks related to creating a business?	In the context of learning the entrepreneurship course, the implementation in the business I run involves collaboration with close individuals who act as resellers, selling products from the Pesona Hijab brand
10.	After completing the entrepreneurship course, are you able to more effectively utilize social media in this business as a form of promotion and communication with customers? What type of social media is used that directly contributes to the planning or development of your current business?	After completing the entrepreneurship course, I am able to more effectively utilize social media as a tool for promotion and communication with customers to support the planning and development of my current business. Specifically, we use Shopee as a marketplace platform for our products, while gathering testimonials from customers to build trust. Additionally, in the context of social media, we focus our promotional efforts on Instagram, leveraging Instagram Ads as the primary strategy to reach a wider audience and enhance business visibility.
11.	After completing the entrepreneurship course, are there any new customer segments?	After completing the entrepreneurship course, there has been an improvement in customer segmentation. We have differentiated between existing subscribers by following up through the chat feature on the Shopee platform and new customers acquired through advertising campaigns on Instagram and Shopee. In addition to maintaining relationships with existing customers, we have also designed specific promotional strategies to attract and retain the segment of customers who are already subscribers.
12.	Do you think that taking entrepreneurship courses, can help you in improving the value offered to customers?	Through taking entrepreneurship courses, I believe that an increase in the value offered to customers can be achieved through concrete actions. This includes efforts to minimize risks, such as the risk of loss, product failure, and the risk of unsuccessful sales. Improved value can also be achieved by implementing stringent quality control on the offered products and providing responsive responses to customer complaints. Thus, entrepreneurship education significantly contributes to enhancing and improving the value provided to customers.
13.	After studying entrepreneurship, how do you share or pass on this knowledge to prospective entrepreneurs or other entrepreneurs?	From various knowledge gained from entrepreneurship studies, one implementation to share that knowledge is by serving as a speaker in socialization events at SMA Garut (a high school in

		Garut). I observed that many students only receive entrepreneurship theory without getting the opportunity and motivation to directly engage in business practices. In this socialization session, I delivered material that encouraged students to consider starting a business or engaging in entrepreneurship after completing high school education. The goal is to provide motivation and stimulate their interest in the field of entrepreneurship.
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Based on the conducted interviews, it was obtained that Pesona Hijab, a business run by students, has implemented a new Business Model Canvas (BMC) as a positive outcome after undergoing Entrepreneurship Education. The new BMC of Pesona Hijab reflects positive changes that occurred after students took the entrepreneurship course. Previously, the business might have been less focused on the target market segment and the right value proposition. However, after taking the course, there is an evident improvement in the operational management of the business, product innovation, and strengthening of distribution channels.

The following is the latest Business Model Canvas (BMC) for Pesona Hijab after successfully completing the entrepreneurship course. This BMC reflects a significant transformation in our business strategy, including changes in customer segments, value propositions, distribution channels, customer relationships, revenue streams, key resources, key activities, cost structure, and key partnerships. This new BMC is the result of mature collaborative efforts and a deep understanding of the entrepreneurship concepts we have learned during the course. With this updated BMC, Pesona Hijab has a strong foundation to continue growing and succeeding in the competitive market dynamics.

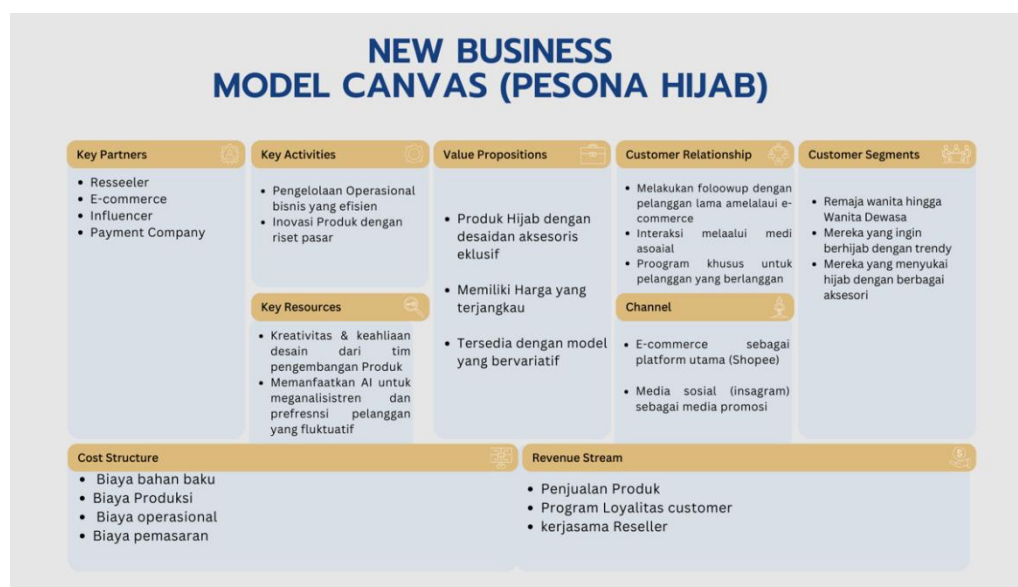


Fig. 2. Business Model Canvas of the student business (Pesona Hijab) from the Telecommunication and Informatics Business Management Study Program (MBTI) after participating in Entrepreneurship Education.

Pesona Hijab, both before and after undergoing entrepreneurship education at the university, has undergone significant developments in its business model. Initially, Pesona Hijab's customer segmentation focused on teenage girls to adult women who wear hijab, including those who want to stay trendy and emphasize product quality with competitive prices. The value proposition of Pesona Hijab lies in quality hijabs, various models and materials, and competitive prices in the market. Its

distribution channels involve social media such as Instagram and TikTok, as well as e-commerce platforms like Shopee and TikTok Shop. Building customer relationships, offering special prices to resellers, ensuring self-production for quality maintenance, and having responsive admin for customer inquiries are key points. Cost structure includes raw material, production, operational, and marketing costs.

After undergoing entrepreneurship education, Pesona Hijab adjusted its business model. Customer segmentation emphasizes subscription customers followed through the chat feature on Shopee and new marketing through ads on Instagram and Shopee. The value proposition of Pesona Hijab evolves with innovative products, such as hijabs with accessories for formal events like graduation, and improved quality control and responsiveness to customer complaints. Distribution channels still involve Shopee as the main marketplace platform and Instagram as the promotional focus with Instagram Ads. The revenue source for Pesona Hijab remains from the sale of its products both offline and through online shops. Key activities include more efficient operational management and product innovation, while risk mitigation focuses on a deep understanding of operational and financial risks. Key partnerships formed involve resellers and collaboration with Shopee as the marketplace platform. Thus, Pesona Hijab illustrates an evolutionary journey in its business, applying knowledge gained from entrepreneurship education to achieve growth and better prospects.

The following is a description to answer the research questions above, as follows:

Entrepreneurship Education at Telkom University has successfully increased students' interest in starting businesses.

1.2.1 Entrepreneurship Education at Telkom University has proven its success in boosting students' interest in starting businesses.

The research results indicate that entrepreneurship education has a significant positive impact on students' interest in the business world. Before taking entrepreneurship courses, Pesona Hijab may have faced challenges in developing the Business Model Canvas (BMC), which could be less structured and lack a deep understanding of the target market segment. However, after undergoing entrepreneurship learning, students can better identify and understand the dynamics of the market segments they are targeting. Furthermore, the research results also reveal that entrepreneurship education encourages students to design more innovative and customer-relevant value propositions. Previously, Pesona Hijab might have encountered challenges in delivering competitive value in the market, but with entrepreneurship education, they can respond better to customer needs and expectations. Changes in the BMC design after taking entrepreneurship courses reflect improvements in understanding and applying entrepreneurship concepts acquired during the lectures. Entrepreneurship Education at Telkom University has successfully increased students' interest in starting businesses.

1.2.2 Entrepreneurship Education at Telkom University has proven its success in boosting students' interest in starting businesses.

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The research results show that these courses contribute not only to the mastery of theoretical knowledge but also involve the development of in-depth skills. Specifically, there is an improvement in students' hard skills, such as operational management and product innovation abilities. After taking entrepreneurship courses, Pesona Hijab students can manage business operations more effectively and create product innovations that are more relevant to market demands. Additionally, the role of these courses is also reflected in the improvement of students' soft skills, including more mature communication and leadership skills. The changes seen in their Business Model Canvas (BMC) imply that the influence of entrepreneurship education at Telkom University is not just a transformation of business concepts but is closely related to the development of individual character and skills. In other words, entrepreneurship education not only produces competent business entrepreneurs but also individuals with strong attitudes, skills, and leadership. This creates a solid foundation for students to run their businesses effectively and be competitive in a dynamic business environment. Thus, the role of entrepreneurship courses at Telkom University is not just part of the curriculum but is key to shaping the character and abilities of students for success in the business world.

1.2.3 Implementation of the role of entrepreneurship courses at Telkom University on students' businesses.

The implementation of entrepreneurship courses at Telkom University in students' businesses, especially Pesona Hijab, has proven to have a substantial positive impact. Through the analysis of the Business Model Canvas (BMC), it can be identified that the direct implementation of entrepreneurship concepts influences and shapes the structure of students' businesses. The BMC analysis results show a significant transformation in several key business aspects. It can be seen that Pesona Hijab's customer segment was clearly defined after students applied the concepts they learned in entrepreneurship courses. A deeper understanding of customer preferences and needs became the foundation for developing more targeted and effective marketing strategies. Furthermore, there is a remarkable improvement in the value proposition presented by the business. By applying entrepreneurial principles, Pesona Hijab can generate more innovative and market-relevant added value. This provides a greater competitive advantage in facing business competition in a dynamic market. Moreover, the implementation of entrepreneurship courses is also evident in the optimization of distribution channels. Pesona Hijab students can identify the most efficient and effective distribution channels to reach their target market. Thus, the implementation of a measured and focused distribution concept can increase product accessibility and expand market reach. The importance of customer relationships is also reflected in the BMC analysis results. There is a significant improvement in the quality of customer relationships after students apply the knowledge and skills gained from entrepreneurship courses. Better interactions with customers, quick responses to their needs, and providing better-added value are tangible results of entrepreneurship education.

The implementation of the role of entrepreneurship courses at Telkom University not only creates positive changes in the BMC structure of Pesona Hijab's business but also becomes the foundation for the growth and success of students' businesses. The implementation of entrepreneurial concepts not only makes businesses more efficient but also encourages innovation, growth, and empowerment of stronger customer relationships. With this positive impact, Pesona Hijab students can understand and respond to market dynamics better, creating a solid foundation for the sustainability of their businesses in the future.

CONCLUSION

This study demonstrates that the implementation of entrepreneurship courses can enhance the potential for students to become entrepreneurs. Entrepreneurship education can be a crucial catalyst for developing entrepreneurial spirit, mindset, and behavior among the younger generation, aiming to improve knowledge and skills related to entrepreneurship. Entrepreneurial motivation can arise from factors such as the drive for profit, seeking freedom, pursuing personal dreams or self-actualization, attaining independence, fulfilling physiological needs, a sense of security, social needs, and the need for achievement.

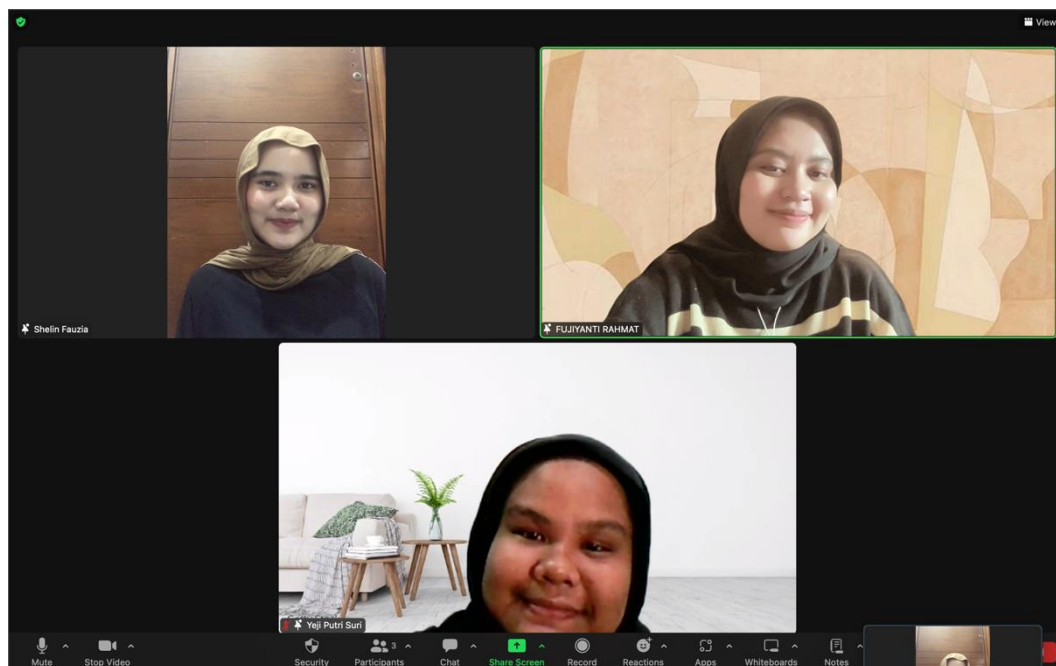
Entrepreneurship education at Telkom University has successfully increased students' interest in starting businesses and shaped the character of an entrepreneur through the development of both hard and soft skills. Its impact is evident in the business practices carried out by students, as

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Analysis of the Relationship Between Entrepreneurship Courses as a Catalyst for
Students at Telkom University to Become Entrepreneurs

evidenced by one Telkom University student who applied entrepreneurship coursework to their venture

Appendix

Evidence when conducting interviews



Here is the Google Drive link for the interview recording with the owner as a source from Pesona Hijab. evidence when conducting interviews

<https://drive.google.com/drive/folders/127mi20egY5buFgB7mnkG7W4QfcIMFSBQ>

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