



Student Entrepreneurship Development: A Case Study of Ganesha Entrepreneur Laboratory at STIE Ganesha

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Abstract

This study aims to evaluate the student entrepreneurship development program organized by Ganesha Laboratorium Entrepreneur STIE Ganesha, focusing on the benefits, challenges, and need-based development strategies of private higher education institutions. This study is original and uses the CIPP (Context, Input, Process, Product) model evaluative approach with qualitative methods. Data were collected through a survey of 80 student respondents and supported by in-depth interviews and program documentation. Based on data from 80 respondents, the program succeeded in increasing motivation and entrepreneurial mindset (61.25%), increasing knowledge and skills (17.50%) and shaping creativity and innovation (11.25%). On the other hand, the main challenges include limited access to capital (43.75%), markets (32.5%), and weak post-program mentoring (1.25%). The findings suggest the need for sustainable strategies such as the integration of technopreneurship in the curriculum, the establishment of an entrepreneurship endowment fund, and the strengthening of campus business incubation. The implications of this study provide a practical contribution to the development of contextualized entrepreneurship models in private universities as well as supporting national policies in increasing the ratio of young entrepreneurs in Indonesia.

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INTRODUCTION

Entrepreneurship plays a strategic role in accelerating economic growth, broadening the productivity base of society, and creating innovative new jobs. This role is becoming increasingly important amidst global dynamics and the need for adaptive and economically independent human resources. However, Indonesia still faces structural challenges in developing a broad and inclusive entrepreneurship sector. Based on official data from the Ministry of Cooperatives and SMEs (2024), Indonesia's entrepreneurial ratio has only reached 3.35% of the total workforce. This figure still lags behind neighboring countries such as Malaysia (4.7%) and Singapore (8.76%), which have positioned entrepreneurship as a pillar of national economic development. This gap indicates the need for more serious and sustainable interventions in creating a conducive and integrated entrepreneurial ecosystem (Putri et al., 2024).

In line with efforts to achieve the strategic vision of “Golden Indonesia 2045”, which is to make Indonesia an advanced and globally competitive country, strengthening the entrepreneurship sector is one of the national priority agendas. In national development planning documents, improving economic welfare and expanding employment are the two main pillars to realize this vision. Therefore, strengthening entrepreneurship cannot be viewed as an additional program, but rather as a long-term and cross-sectoral development strategy (Yayandi et al., 2024).

In this context, the role of higher education becomes very strategic as an agent of producing superior human resources who are not only oriented as job seekers, but also as job creators. Responding to these demands, entrepreneurship has now been integrated as one of the core competencies that must be possessed by higher education graduates (Mulyana et al., 2022). This finding is relevant to the study of Pajarianto et al., (2019) which emphasizes that higher education institutions must be able to design entrepreneurship development programs that are not only conceptual, but also applicable, through the provision of practical experience, training, mentoring, and access to business networks and business resources.

Although the urgency of strengthening entrepreneurship in higher education has become an important agenda nationally, the implementation of entrepreneurship programs at the university level is still faced with various structural and implementative challenges. These obstacles are not only technical in nature, but also reflect systemic limitations in supporting an ideal entrepreneurial ecosystem for students. Research conducted by Santosa (2014) revealed that students still often experience difficulties in accessing the resources needed, such as business capital, business assistance, and partnership networks. In addition, limited experience of entrepreneurial practice makes it difficult for students to apply the theory they learn in the classroom to the context of the real business world. Furthermore, the lack of support from the academic environment exacerbates this situation. Entrepreneurship activities are often still considered as complementary activities, not an integral part of the learning process. The lack of synergy between the formal curriculum and entrepreneurial activities has an impact on the low strengthening of students' entrepreneurial mindset and skills in a sustainable manner. This shows the need for a new approach that is more integrative and contextual, especially through optimizing the role of internal campus units that have direct proximity to students and a deep understanding of the needs and challenges they face in starting and developing a business.

Besides these institutional challenges, socio-cultural factors also play an important role in shaping students' entrepreneurial spirit and orientation. One of the most common forms of social pressure is parental expectations that tend to direct children to pursue professions that are

considered more stable and secure, such as becoming civil servants or working in the formal sector. Such career preferences often limit students' exploration of entrepreneurship as the main option in their career development. This perspective can be better understood through a socio-cultural approach in the study of young people's career preferences in Southeast Asia, which shows that family values, social norms, and perceptions of socio-economic status have a significant influence on individual career decision-making (Maramis et al., 2019).

In response to these challenges, the government through the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has designed strategic initiatives to strengthen the entrepreneurial ecosystem in higher education. One of the flagship programs launched is Wirausaha Merdeka, which is part of the Merdeka Learning Campus Merdeka (MBKM) policy. This program aims to provide students with real experience in starting and managing businesses through direct involvement in business activities outside the formal classroom. By involving various universities as implementing partners, this program creates an alternative learning space that is more applicable, collaborative, and based on the current needs of the business world (Kemendikbudristek, 2024). The program is designed to develop students' overall entrepreneurial capacity, including motivation, technical skills, and mental toughness in facing business risks. The study conducted by Kamilia et al., (2024) showed that the implementation of this program had a significant positive impact on increasing entrepreneurial interest among students. Students who take part in this program show a real improvement in terms of business understanding, ability to develop business strategies, and confidence to start an independent business. Thus, Wirausaha Merdeka is an example of an effective policy intervention in bridging the gap between the theory and practice of entrepreneurship, which has been a major weakness in Indonesia's higher education system.

Despite the increasing attention to entrepreneurship among university students, most of the previous studies are still dominated by research conducted in public universities or large institutions. For example, research by Jusnita et al., (2020) at Universitas Muhammadiyah Riau highlighted the importance of training, coaching, and internship programs as entrepreneurship development strategies. Meanwhile, Ridwan et al., (2019) who conducted a study at STIE Nobel Indonesia emphasized the need for innovative learning methods through the Neuro Linguistic Programming (NLP) approach to encourage entrepreneurial interest. However, these two studies tend to be partial because they only highlight certain aspects or interventions in the entrepreneurship learning process. There are not many studies that comprehensively implement laboratory-based student entrepreneurship development in Indonesia in supporting the development of student entrepreneurial character and competencies, especially in private universities that face various resource limitations.

Responding to this void, this research offers a new contribution to the development of laboratory-based student entrepreneurship, through an evaluative study of Ganesha Laboratorium Entrepreneur at STIE Ganesha as a strategic unit of internal campus entrepreneurship development. The main focus of this research is to thoroughly analyze the role of this internal campus institution in designing and implementing entrepreneurship programs that are not only theoretical, but also applicable, participatory, and sustainable. This research not only describes the types of programs run, but also evaluates their impact on students' technical and social skills, identifies structural and cultural challenges faced, and formulates entrepreneurship development strategies that are relevant to the context of private universities.

The methodological novelty aspect in this research lies in the application of the CIPP (Context, Input, Process, Product) evaluation model as the main approach to evaluate entrepreneurship development programs in private universities. The CIPP model is used comprehensively and systematically to explore information from various dimensions, starting from the analysis of needs and background (context), the adequacy and effectiveness of the resources used (input), the quality and dynamics of program implementation (process), to the achievement of program results and impacts on student entrepreneurship development (product) (Kurniawati, 2020). This methodological novelty is significant because most previous studies still use a descriptive approach or evaluate programs only from certain aspects, such as training or program outcomes, without looking at the interrelationship between context, input, process, and product as a whole.

By taking the study location at STIE Ganesha, this research also aims to fill the literature gap that is still minimal in discussing the dynamics of entrepreneurship development in private higher education institutions. Makai & Dory (2023) for example, highlights more practices in public universities. Therefore, the results of this study are expected to provide a more representative empirical picture of the realities and needs of private institutions, as well as a strategic reference in the development of adaptive and contextual entrepreneurship programs.

Specifically, the objectives of this study are: (1) Evaluate the types of entrepreneurship development programs and their benefits to students' technical and social skills; (2) Identify structural and cultural challenges that hinder the effectiveness of program implementation; (3) Formulate entrepreneurship development strategies based on the needs and characteristics of private universities;

The findings from this study are expected to not only provide practical contributions for other higher education institutions in designing more integrated and contextual entrepreneurship programs, but also support national efforts in producing a generation of young entrepreneurs who are independent, creative, and innovative in creating jobs (Khamimah, 2021).

METHODS

Research Design

This research uses a qualitative approach with a case study design, which was chosen because it is considered the most appropriate to explore in depth and contextually the phenomenon of entrepreneurship development. Case studies allow researchers to reveal the complexity of the role of this internal campus unit in supporting the formation of the entrepreneurial spirit of students, especially in a private university environment that has different resource and governance characteristics compared to public institutions (Sugiyono (2009). Unlike the phenomenological approach that focuses on subjective experiences, case studies provide space to examine the relationship between context, institutional structure, and program dynamics more comprehensively. The research was conducted for seven months, from August 2024 to February 2025 involving 80 respondents, consisting of 65 students who actively participated in the entrepreneurship program on campus, 3 lecturers (mentors), and 2 program managers.

This research approach also applies the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam to be the main approach in this research because of its ability to evaluate programs thoroughly and systematically. This model serves not only as a tool to assess the effectiveness of a program, but also as a guide in decision-making and continuous improvement of program quality (Stufflebeam & Coryn, 2014). In the context of student

entrepreneurship development, this model is applied to understand in depth starting from the background of the program (context), planning and strategy (input), implementation in the field (process), to the achievement of results (product). CIPP is very relevant to this study because it is able to capture the complexity of entrepreneurship development programs that not only focus on the end result, but also pay attention to the processes and supporting structures that accompany it.

Data Collection Technique

Data were collected using several techniques, including in-depth interviews, participatory observation, and documentation studies. Interviews were conducted to explore their understanding and experience of the program implementation with 80 informants, with an interview duration of between 30-45 minutes. The informants were selected purposively based on their direct involvement in the program. Open and closed-ended questionnaires were used to measure technical and social aspects, as well as attitudes towards entrepreneurship. The question grids covered the themes of resource access, program effectiveness, program benefits, the role of internal institutional units, personal and structural challenges and expectations for student entrepreneurship development.

Participatory observation was used to directly observe the dynamics of activities and interactions between program actors, carried out in five activity sessions, each lasting 3-4 hours, where researchers acted as active participants in workshops, webinars, training and mentoring activities and entrepreneurship expos. Meanwhile, documentation was analyzed to complement empirical data in the form of curriculum, activity reports, and previous evaluation data. The triangulation process is carried out through data comparison between sources and methods. For example, if there are discrepancies between observation and interview data, researchers clarify through re-discussion sessions with informants (member checking) and cross-validation through program documentation. This data collection technique was chosen to obtain a complete and contextual picture, in line with the characteristics of the CIPP model which emphasizes the importance of assessing programs in their actual context (Creswell, 2017). The use of this approach also aims to explore the various challenges and opportunities faced in the development of entrepreneurship in private universities with limited resources.

Data Analysis

The data obtained were then analyzed using thematic analysis techniques to identify the main patterns in each component of the CIPP model. The analysis was carried out through a process of data transcription, coding, theme identification, and interpretation of findings based on research objectives (Sarosa, 2021). The stages of open coding, axial coding, and selective coding used NVivo 12 software. The main themes that emerged included: "program benefits", implementation challenges", "role of internal campus units", "entrepreneurship development strategies". The coding process was carried out directly by the researcher, with consistency testing carried out through peer debriefing with two accompanying lecturers. Data validity was strengthened through triangulation, member checking, and audit trail techniques.

The ethical aspects of the research were fulfilled through official licensing procedures from the campus, informed consent to all participants, and anonymity of informants in data reporting.

The questionnaire instrument was tested for content validity by entrepreneurship and education experts, while reliability was measured through the Cronbach Alpha test for a closed Likert scale. This research is expected to provide conceptual and practical contributions to the development of entrepreneurship programs in private universities in a more contextual and adaptive manner. By integrating the CIPP model and thematic analysis, this study offers a methodological novelty that has not been widely applied in studies of entrepreneurship development in private universities. This approach was chosen because it provides flexibility in capturing narratives and deep meanings from the experiences of participants (Braun & Clarke, 2006). The results of this evaluation are expected to provide not only academic contributions, but also practical recommendations for similar institutions in designing entrepreneurship programs that are more contextual, measurable, and oriented towards increasing student capacity in creating independent jobs.

RESULT AND DISCUSSION

Implementation of Student Entrepreneurship Development Program

Ganesha College of Economics demonstrates its commitment to developing entrepreneurship through the establishment of Ganesha Entrepreneur Laboratory, a special institution formed on January 29, 2022. This institution plays a strategic and active role in shaping students, alumni, and the general public into new entrepreneurs who are competent in their fields. The main objective of this institution is to create human resources who are not only knowledgeable and confident, but also have a strong entrepreneurial spirit and are able to realize the economic independence of the Community.

Based on the official report of Ganesha Entrepreneur Laboratory STIE Ganesha for the period 2022 to 2025, various entrepreneurship development programs have been implemented for students. This program is designed to strengthen students' knowledge, skills, and entrepreneurial character, as follows:

1. Entrepreneurship Webinar

This webinar is held online every month from March to November 2022. Each session raises a different, interesting, and contextual topic with the needs of students and alumni. The purpose of this activity is to foster interest, broaden horizons, and develop entrepreneurial skills and mentality. The evaluation results show that participants felt a significant increase in entrepreneurial knowledge, practical skills, and motivation to start a business independently (Saefullah & Agustina, 2023).

In addition, this institution also held similar activities in the form of a Business Webinar in July 2023 and a National Series Entrepreneurship Webinar in January 2025, as part of the continuity of entrepreneurship education efforts.

2. Student Entrepreneurship Development Program (P2MW)

The P2MW program is an initiative of the Directorate of Learning and Student Affairs, Ministry of Education, Culture, Research, and Technology, which aims to support the development of ongoing student businesses. This program provides support in the form of funding, training (coaching), mentoring, and sustainable business development. This support unit has included five student business groups in the 2022 P2MW competition. Of these, three groups have successfully passed the national selection, namely: the Naha Rindu and Frozen Food groups for

the food and beverage category, and the Chimut.id group for the creative industry, arts, culture, and tourism category.

Involvement in P2MW provides various positive impacts for higher education institutions, including: (1) Encouraging institutions to develop entrepreneurship development programs based on the achievement of the university's Main Performance Indicators (IKU). (2) Expanding partnership networks with the Business World and Industry World (DUDI), which allows for the creation of an entrepreneurship ecosystem based on direct learning (experiential learning). (3) Increasing institutional capacity in terms of entrepreneurship development that is oriented towards the formation of student character. (4) Providing real contributions to the achievement of IKU STIE Ganesha as a whole (Saefullah et al., 2022).

3. Entrepreneurship Workshop

Entrepreneurship Workshop is a form of practice-based entrepreneurship learning that is held directly or face to face. In the context of forming entrepreneurs, the learning process cannot be limited to the classroom. A learning approach is needed that enriches students' experiences through activities outside the classroom, which are applicable and bring them closer to the reality of the business world (Azizah Musyafia et al., 2024).

As part of its commitment to developing students' entrepreneurial potential, this institution has held an Entrepreneurship Workshop in three batches. The first batch was held on June 17, 2023, followed by the second batch on June 22, 2024, and the third batch on November 30, 2024. The implementation of the third batch is an important milestone in efforts to improve student competence. This workshop specifically equips participants with new insights and practical skills in dealing with contemporary business dynamics, especially in the aspects of Business-to-Business (B2B) negotiations and affiliate marketing strategies (Zainuddin et al., 2025). The implementation of the third Batch Entrepreneurship Workshop is the result of a strategic synergy between Ganesha Entrepreneurial Laboratory and the Institute for Research and Community Service (LPPM) STIE Ganesha. This collaboration plays an important role in strengthening the positive impact of the activities carried out. This workshop is designed not only as a vehicle to increase entrepreneurial knowledge and skills, but also as a catalyst for participants to explore their own potential, build self-confidence, and form a resilient character as a reliable entrepreneurial candidate in the future.

4. Soft Skill Development Training

Non-technical skills (soft skills) play an important role in supporting the success of an entrepreneur, because they cover fundamental aspects such as effective communication, leadership, time management, and emotional intelligence. Fitriana (2024) studi stated that structured soft skills training can increase an individual's emotional capacity, which directly impacts the performance of the business being run. Meanwhile, Nugraha et al., (2024) added that mastery of soft skills contributes significantly to creating a healthy, inclusive, and competitive organizational culture and is a crucial factor in increasing business competitiveness in the midst of a continuously evolving business environment.

To strengthen the mastery of non-technical skills (soft skills) among students, a series of training programs have been implemented including Marketplace Training in October 2023, Digital Leadership Forum in January 2024, and the Wisata EdukasiPreneur program which took place in

February 2025. Based on the research findings, the Wisata EdukasiPreneur program showed a significant impact in increasing the capacity of students' soft skills. This program effectively contributes to the development of interpersonal communication, leadership, problem-solving skills, and spurs students' creativity. These competencies are important capital in preparing students to face the challenges and dynamics of the ever-growing world of entrepreneurship. The contextual and experience-based learning approach in this program also encourages students to be more adaptive and innovative in responding to changes in the business environment, while strengthening their readiness to build a career in entrepreneurship (Nur et al., 2025)..

5. Entrepreneurship EXPO

In general, an expo or exhibition is a form of activity that functions to display various works of art, culture, education, and other sectors. In another sense, an exhibition can also be understood as a forum to show production results to the public (Big Indonesian Dictionary, KBBI). As a concrete effort to foster an entrepreneurial spirit among students, this student entrepreneurship development unit has held an Entrepreneurship Expo activity. This agenda is designed as a platform to introduce and promote ideas and business works from students and alumni, as well as a means of sharing information about the business world and expanding professional networks. The Expo activity is not solely aimed at displaying the creativity and innovation of students as young entrepreneurs, but also functions as an interactive forum that strengthens collaboration between novice entrepreneurs and various elements in the business ecosystem. Through this interaction, the expo becomes a strategic space for the exchange of ideas, strengthening networks, and forming sustainable business partnerships

To date, it has held two editions of the Entrepreneurship Expo, namely the Student Business Degree in October 2023 and the GLP EXPO in August 2024. In the implementation of the 2024 GLP EXPO, it was held through a collaboration between the Ganesha Entrepreneur Laboratory (GLP), the Institute for Research and Community Service (LPPM) STIE Ganesha, and the Cheap Food Movement (GPM) initiated by the National Food Agency (Bapanas RI). This collaboration makes a significant contribution by providing a platform for the younger generation to be actively involved in the management and promotion of affordable food, while at the same time encouraging increased public awareness of the importance of national food security and independence (Mohammad Ruvy, et al., 2024).

Program Benefits, Constraints and Strategies

Through the student entrepreneurship development program organized by Ganesha Laboratorium Entrepreneur STIE Ganesha, this study found that there was a significant increase in three main aspects: entrepreneurial motivation increased by 61.25%, knowledge and skills by 17.50%, and increased creativity and innovation by 11.25% from a total of 80 respondents. However, the program also faces a number of key obstacles that need to be addressed immediately to improve its effectiveness. The most dominant challenge is limited business capital (43.75%). This finding emphasizes the need for a systematic and sustainable development strategy.

This program provides concrete benefits for students. The five main benefit categories identified in this study are further elaborated through indicators, the number of students involved, and the percentage of involvement in each aspect of the benefits.

Table 1
Benefits of Entrepreneurship Development Program

Program Benefits	Main Indicator	Number of Respondents	Percentage
Increase motivation to start & grow a business (Mindset)	Entrepreneurial intention, increased motivation, built a mindset to become an entrepreneur	49	61,25%
Improved knowledge, skills and business management	Increased entrepreneurial insight, digital marketing skills, and business management management	14	17,50%
Increased creativity and innovation	New product ideas, packaging innovations, digital promotion creations	9	11,25%
Improved network and market access	MSME collaboration, business communities, online marketing through social media	6	7,50%
Ability to identify business opportunities	Analyzing trends, mapping local market needs, utilizing surrounding potentials	2	2,50%
Total		80	100%

Referring to Table 1, 61.25% of respondents reported an increase in motivation and mindset to start and develop a business after participating in the program. This increase is reflected in indicators such as the emergence of a strong desire to start a business, increased self-confidence and mindset to become an entrepreneur. This finding is in line with a study conducted by Sholeh & Yusuf (2020) which shows that entrepreneurship programs can have a positive impact in fostering the spirit of entrepreneurship among students.

Furthermore, the strengthening of knowledge, technical and managerial skills was recorded at 17.50%. This can be seen from indicators of increased knowledge about entrepreneurship, business management skills, including an understanding of digital marketing strategies. On the other hand, the creativity and innovation dimension, which reached 11.25%, was measured through students' ability to create new ideas, develop innovative products, and adapt to market needs. This achievement is relevant to the Innovation Diffusion Theory by Rogers (2003), which explains that the innovation adoption process is influenced by the perception of benefits and the level of complexity (Saputra, 2024).

The increase in social networks by 7.50% reflects the success of students in establishing cooperation with local businesses and other institutions, as well as expanding market reach through social media. This is in line with social capital theory (Bourdieu, 1986) and network theory (Hoang & Antoncic, 2003) which emphasize the importance of social relations in

supporting entrepreneurial activities. However, only 2.50% of students showed significant progress in identifying business opportunities. Indicators in this category include the ability to read market trends, analyze consumer needs, and explore local potential as a basis for innovation. This low achievement is thought to be influenced by the lack of integration of opportunity recognition material in the curriculum, so that it is not optimal in encouraging student awareness to actively recognize and take advantage of business opportunities..

This finding is also reinforced by the results of an interview with one of the students who stated, *“I have the intention to open a snack food business, but I am confused about how to distinguish my product from others”*. This statement shows that the ability to recognize and differentiate business opportunities is still a real challenge. In contrast, the digital marketing and affiliate marketing training received positive responses, as expressed by another participant, *“The affiliate marketing training opens up new opportunities, but capital remains an obstacle”*.

Furthermore, in addition to providing an overview of the benefits felt by students, this study also identified various obstacles faced in the process of starting and developing a business. Through data analysis, five main factors were found to be obstacles to student entrepreneurship, complete with indicators, number of participants, and percentage affected. Overall, the results show the complexity of the dynamics experienced by students in starting and running a business independently.

Table 2
Challenges of Student Entrepreneurship Development

Challenges Faced	Key Indicators	Number of Respondents	Percentage
Limited business capital	Unable to buy tools, materials, self-promotion	35	43,75%
Limited access to marketing and social networks	Difficulty selling products, lack of connections with business people	26	32,50%
Business income is not optimal	Low sales, thin margins, capital loss	15	18,75%
Time management constraints	Collide with college and work schedules	3	3,75%
Lack of support and guidance	Lack of mentoring, continuous evaluation	1	1,25%
Total		80	100%

Based on the results of the analysis in Table 2, three main factors were identified as obstacles in the process of students starting and developing businesses. The most dominant obstacle was limited business capital, which was experienced by 43.75% of respondents. This obstacle is reflected through several indicators, including the inability to purchase production equipment, limitations in the provision of raw materials, and lack of access to funding support. This finding is in line with the World Bank report (2023), which highlights the low access to financing for

start-up MSMEs in Indonesia, especially for young entrepreneurs who are still in the early stages of development (Khairunnisa et al., 2024).

The next obstacle was limited access to markets and networks, which was reported by 32.50% of respondents. These limitations include difficulties in establishing connections with more experienced business actors, as well as the low visibility of student products in the wider market. Meanwhile, 18.75% of students revealed that the income from their business activities was not optimal, characterized by an imbalance between production costs and sales results. In addition to these three factors, there are also constraints in terms of time management (3.75%), which although relatively low, is still an important issue, especially for students who have to divide their time between academic and entrepreneurial activities. Interestingly, this percentage is smaller than the results of Fatimah et al., (2024), which recorded a figure of 22%. This difference is likely due to the flexibility of the learning system at this institution. In addition, the lack of follow-up support (1.25%) was also noted as an obstacle, specifically related to the unavailability of intensive post-program mentoring.

These findings corroborate Sarasvathy (2001) Effectuation approach which states that aspiring entrepreneurs need to optimize available, albeit limited, resources. However, the results also suggest that limited access to essential resources needs to be taken seriously through more strategic program interventions. One respondent described the situation by stating, *"I participated in training, know how to sell online, but still can't run because I don't have money to buy materials and rent a place."* This statement reinforces the fact that financial constraints and the unavailability of post-training sustainability support are major barriers to business implementation..

In response to the complexity of these problems, the entrepreneurship program development strategy needs to be designed in a comprehensive and sustainable manner. The first step is to strengthen students' ability to recognize business opportunities (opportunity recognition) through experiential learning approaches, such as market simulations, application of business model canvas based on local potential, and analysis of successful MSME case studies in the region. The second step is to integrate the technopreneurship module into the curriculum, by adjusting to the realities of today's digital economy and creative economy. Business models from local startups such as GoTo Group can be used as references to enrich students' understanding of digital innovation and business platform mechanisms (Hartono et al., 2024).

The third step involves building partnerships between universities and microfinance institutions, business incubators and campus-based crowdfunding platforms as a solution to limited access to capital. This mutual cooperation financing scheme can encourage financial inclusion based on social solidarity. Finally, it is important to develop a sustainable mentoring system that includes regular mentoring, coaching, and business monitoring. This system not only ensures the sustainability of student businesses, but also serves as a structured forum for evaluation and strengthening of business networks.

In the context of higher education, entrepreneurship development requires an approach that is integrative, adaptive, and based on the real needs of students. Based on the results of this study, the implementation of the program by Ganesha Laboratorium Entrepreneur STIE Ganesha proved effective in improving the cognitive, affective, and psychomotor aspects of student entrepreneurship, including increased knowledge, motivation, creative mindset, and technical and social skills. However, the findings also indicate that various strategic barriers still need serious

attention, especially related to the lack of access to capital, limited marketing networks, and weak continued support for student business sustainability.

This result is supported by the findings of Khoiron (2021) which states that the student entrepreneurship development program through an intensive practice approach and tenant coaching is proven to increase entrepreneurial readiness. On the other hand, Ramadhan (2023) also emphasizes the importance of technology integration in entrepreneurship practices, especially in the context of digitalization and technopreneurship to face challenges in the industrial era 4.0. Other studies also underline the importance of practice-based entrepreneurship education, campus environmental support, and the existence of mentoring programs in shaping students' positive perceptions of entrepreneurship. In addition to internal factors such as personal experience and motivation, external factors such as social support and curriculum relevance also influence student readiness (Feti Fatonah et al., 2024).

Thus, designing student entrepreneurship development strategies must be done holistically, involving synergies between theoretical learning, practical skills development, campus environmental support, and the use of digital technology. Such an approach not only encourages the birth of adaptive and innovative young entrepreneurs, but also strengthens the contribution of higher education in driving national economic growth.

To ensure the effectiveness and relevance of the program, the CIPP (Context, Input, Process, Product) evaluation model is used, which serves as a tool to assess the appropriateness of program objectives, availability of resources, efficiency of implementation, and overall achievement of results. This approach allows for a comprehensive evaluation of all aspects of the program, as well as a basis for future program improvement and development.

Table 3
CIPP Evaluation of Student Entrepreneurship Development

CIPP Components	Aspects Evaluated	Key Findings	Challenges	Follow-up Strategies
Context	The suitability of student needs for entrepreneurship programs	Students have a high interest in the business world (61.25%)	Weak ability to identify business opportunities (2.5%)	Integration of opportunity recognition-based curriculum
Input	Program resources (facilitators, access to actors)	Training materials are quite relevant, facilitated by business practitioners	Limited access to capital and markets	Partnerships with MSMEs and microfinance institutions
Process	Implementation of training and mentoring	Program includes digital marketing training, affiliate	Post-training mentoring is not optimal	Strengthening the incubation system and further coaching
Product	Program results (changes in attitudes, skills, business)	There is a significant business increase	Post-program business sustainability	Longitudinal evaluation and business

CIPP Components	Aspects Evaluated	Key Findings	Challenges	Follow-up Strategies
	networks)	interest, innovation	skills, not measurable	yet sustainability assurance

Evaluation of the student entrepreneurship development program with the CIPP (Context, Input, Process, Product) model approach provides a comprehensive overview of the achievements and room for improvement in the implementation of the Ganesha Laboratorium Entrepreneur program. In the Context aspect, this program is considered to have answered the basic needs of students in fostering interest and courage for entrepreneurship. This is reflected in 61.25% of respondents who expressed an increased interest in starting a business after participating in the program. However, the low proportion of students who were able to identify business opportunities concretely (only 2.5%) reflects weaknesses in the curriculum, especially in terms of the integration of a comprehensive and contextual opportunity recognition approach. This suggests that despite the increase in entrepreneurial intention, students' market analysis skills are still limited and have not been systematically honed through the learning process (Wahab & Varbi, 2017).

In the Input dimension, the program has provided relevant training materials, such as digital marketing, sales strategies, and simple financial records, and is supported by competent facilitators. However, limited access to capital (43.75%) and markets (32.5%) remains a crucial obstacle in the conversion of business ideas into real and sustainable business activities. This situation suggests the need for renewed strategies in resource provision, one of which is through active collaboration with the industrial sector and microfinance institutions to bridge the financing needs and expansion of student marketing networks (Achsani et al., 2023).

From the Process aspect, the implementation of the program shows dynamics that are quite responsive to the needs of the participants. The use of hands-on training methods, case studies, and participatory approaches proved effective in strengthening students' soft skills and creative thinking capacity. However, the weak post-program mentoring system, especially at the incubation and mentoring stages, indicates that the coaching process is not sustainable. In fact, intensive mentoring after training is a crucial element in ensuring that students not only learn, but are also able to sustain and develop their businesses in real terms (Ramli, 2024).

In the Product dimension, the main achievements of this program include increased understanding of entrepreneurship, basic managerial skills, and expansion of social networks. However, the lack of a longitudinal evaluation of post-program student business sustainability is one of the fundamental limitations in assessing the long-term effectiveness of the program. Without data on business sustainability one to two years after the program is completed, the assessment of program effectiveness is only limited to the initial output, not the strategic outcome that is actually intended to be achieved (Hanafiah et al., 2024).

Overall, the results of this evaluation directly answer the main focus of the research, which is to identify the benefits, constraints, and develop strategies for developing a complete and reflective CIPP evaluation-based student entrepreneurship program. In addition, the context of program implementation at STIE Ganesha as a private higher education institution has its own characteristics that are different from public universities, especially in terms of limited

access to external resources, industry networks, and structured mentoring systems. This study underlines that the challenges faced by private campuses tend to be more complex, and therefore, the entrepreneurship development strategies implemented must be adaptive and collaborative across sectors (Syahbudi et al., (2021).

CONCLUSION

This study concluded that the implementation of the student entrepreneurship development program facilitated by Ganesha Laboratorium Entrepreneur STIE Ganesha has had a significant impact on improving student entrepreneurial competencies. Based on data from 80 respondents, this program succeeded in increasing motivation and entrepreneurial mindset (61.25%), increasing knowledge and skills (17.50%) and forming creativity and innovation (11.25%). In addition to these cognitive and affective achievements, students also felt concrete benefits in developing business ideas, as well as the formation of social networks that support collaborative business initiatives.

Despite the encouraging results, the effectiveness of this program still faces a number of structural challenges that cannot be ignored. The most dominant obstacle is limited access to business capital (43.75%), followed by limited market access and business network connectivity (32.5%), low income optimization due to imbalance of business costs and results (18.75%), ineffective time management (3.75%), and lack of post-program follow-up assistance (1.25%). This fact reflects the need for policy intervention and strategy development that is more concrete, measurable, and contextual to the characteristics of private universities.

As a follow-up to these findings, several strategies to strengthen entrepreneurship programs are recommended. First, universities need to establish a campus entrepreneurship endowment fund to provide access to seed capital for students, as well as facilitate them in participating in start-up funding competitions both at the national and international levels. Second, it is necessary to apply a structured learning by doing approach, for example by requiring students to prepare a business plan as a graduation requirement or requiring an internship for one semester at a fostered start-up. Third, it is necessary to integrate a technopreneurship curriculum that is relevant to digital transformation, so that students are able to respond to technology-based market dynamics. Fourth, STIE Ganesha can build a campus business incubator that is connected to local investors and successful entrepreneurial alumni, and adopt a project-based entrepreneurship bootcamp model and intensive mentoring.

In addition, the post-program coaching system needs to be strengthened through a monitoring and evaluation mechanism based on key performance indicators (KPIs) carried out periodically every six months. To expand the impact, student entrepreneurship achievements can also be integrated as part of the performance indicators of lecturers and institutions, to encourage collaboration across campus elements in supporting the development of young entrepreneurs.

With the implementation of these recommendations, STIE Ganesha has the potential to become a model of adaptive private higher education and contribute to achieving Indonesia's target entrepreneurial ratio of 4% by 2045, as well as supporting the vision of the Sustainable Development Goals (SDGs) in promoting inclusive, innovative and sustainable economic growth.

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