

# Increasing Independence and Entrepreneurial Interest via Project-Based Entrepreneurship Learning

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**Abstract.** The goal of this study is to use project-based learning to regulate the impact of entrepreneurship on entrepreneurial intention. The long-term global economic crisis caused by coronavirus disease is currently worsening, and our society's fear of future uncertainty is increasing. One strategy for reducing the high prevalence of unemployment among educated graduates is to encourage an interest in entrepreneurship as early as possible. Entrepreneurship education should be geared specifically to encourage early entrepreneurial learning. In this study, the saturation sampling method was used. According to Sugiyono (2017:85), Saturated sampling is a sampling method in which the whole population is sampled. The sample for this study is made up of Polimedia students on internships, namely fashion design students who practice making ready-to-wear clothing from disposable mask waste materials. The findings indicated that project-based learning expressed and strongly affected entrepreneurial aspiration. As a consequence, students may learn to draft project ideas and create products that will help them get into entrepreneurship programs. The originality of this study is that the variables for measuring learning outcomes employed to quantify the efficiency of this model differ from those utilized in earlier studies. This may be evident in the emotional and psychomotor elements as measured by indices of technical abilities, business management skills, and personal entrepreneurial skills.

**Keywords:** entrepreneur intension, project-based learning, quashi-experimental

## 1 Introduction

In 2025-2030, Indonesia will benefit from a demographic dividend, which occurs when the productive population exceeds the number of young and old people. A productive-age population without work possibilities will be disastrous for the country. As a result, the key task is figuring out how to operate in such a way that the plentiful people resources of the productive age may be turned into human resources with competence and skills via education rather than becoming a burden [10].

One strategy to counter the high percentage of unemployment among educated graduates is to foster an interest in entrepreneurship as early as feasible. Entrepreneurship education can help to foster this enthusiasm in entrepreneurship. Entrepreneurship education should be especially designed to support early entrepreneurial learning. Entrepreneurship is a talent that can be learned and improved. [2]. Entrepreneurship interest and talent may be taught, and an entrepreneur can be produced via education and training. Most developed nations have seen substantial increase in entrepreneurship education during the previous two decades [5]. Categorizes entrepreneurial education programs into four groups. First, there's "Entrepreneurial Awareness Education," "Start-Up Education," "Education for Entrepreneurial Dynamism," and "Continuing Education for Entrepreneurs." [4]

According to [4], there are four types of entrepreneurship education programs. First, "Entrepreneurial Awareness Education" attempts to develop entrepreneurial knowledge and impact attitudes that may influence intentions. The second is "Education for Start-Up," which is aimed at those who already have business ideas and are looking for answers to practical issues about how to become entrepreneurs. The third course, "Education for Entrepreneurial Dynamism," is aimed at those who are currently entrepreneurs and wish to promote dynamic behavior once the start-up period is over. The fourth, "Continuing Education for Entrepreneurs," presents a lifetime learning program aimed for seasoned business owners.

Meanwhile, students' lack of enthusiasm in becoming entrepreneurs is a widespread problem in the industry. According to a preliminary poll of 40 Fashion Design Study Program students, only 10% had a high category of interest in entrepreneurship, 40% had a moderate category of interest in entrepreneurship, and 50% had a low category of interest in entrepreneurship. Some of the most common reasons for poor interest in entrepreneurship are a lack of assurance that success will be reached, a significant risk of failure, and an unpredictable income. To address the aforementioned issues, a project-based entrepreneurship education learning model capable of fostering student interest in entrepreneurship must be implemented. Project-based learning is a learning strategy that organizes learning into projects.

Intern Nation (2012) by Ross Perlin highlights the engrained modern economics of apprenticeship, in which students "receive little and learn nothing"; yet, many interns regard this relatively new system as a vital and necessary way to getting job, particularly for creative entrepreneurs. Interns' motivation and knowledge of their experience are important to the internship's success. Furthermore, many students are not paid during their internships (Jenkins 2003), therefore they must participate in this arrangement for reasons other than monetary compensation.

This study is a thematic evaluation of intern motivation and experience in the creative business, specifically sustainable fashion. Researchers frequently lament a lack of scholarly attention to internship experiences (e.g., Daugherty 2011; Neff and Arata 2007); yet, there is more literature than is commonly acknowledged, and what is available is informative. Previous research indicates that students give their internships high marks. This is especially true when their bosses teach and trust them to undertake hands-on work that they find important. Students consider internships as a chance to improve their future employment prospects via skill development, professional network building, and personal branding..

## **2 Research Methods**

The design of this research was quasi-experimental. [16]. The primary purpose of the study was to examine the effectiveness of using project-based learning to increase students' entrepreneurial intents and learning outcomes.

A quasi-experimental research design is used in this work. This sort of research treats all people in the study group, rather than those chosen at random. This study included only one group of students (the experimental group) and no comparison group (the control group). This study's design was designed to determine whether there was an increase in students' interest in entrepreneurship before and after the therapy was applied. The subjects of this study were Fashion Design Study Program students at the State Polytechnic of Creative Media who were participating in an entrepreneurial internship with 30 other students. Meanwhile, the research topic is student entrepreneurial interest. A questionnaire approach was used to obtain data on entrepreneurial interest.

The questionnaire includes statements such as: (i) I readiness to become an entrepreneur who cares about others and the environment; (ii) having a goal as an entrepreneur; (iii) intention to start and run a business independently; (iv) determination to build a business that addresses socioeconomic and educational issues; and (v) seriousness in considering starting a business. The lecturer prepares preparations for project-based learning situations during the planning stage of learning in the experimental class. A syllabus, lecture program modules, learning materials, student worksheets, and a list of student activities are among the learning items that have been developed.

The essential data collecting approaches were utilized in this study: (i) observation, which involves observing and recording each episode in detail. (ii) Researching the lecturer's archives for notes on student attitudes, test results, class attendance, class activities, and so forth. The hypothesis proposed in this study is that attending project-based entrepreneurship lectures increases student entrepreneurial enthusiasm.

## 2.1 Result & Discussion

The experimental investigation started with the preparation of learning activities using project-based learning. Learning in a laboratory lesson Entrepreneurship education and internship research were undertaken from July to October 2022.

The design of the learning process, primarily uses project-based learning, is the first step in quasi-experimental research. Students' interest in entrepreneurship is high, with as many as 2 respondents (7%) falling into this group before increasing to 7 respondents (23%) after engaging in the learning process. Respondents in the moderate group were nine (30%) at the start and climbed to seventeen (53%) after engaging in the learning process. Meanwhile, there was a drop in the number of respondents who were in the low group, specifically, there were as many as 19 respondents (63 percent) prior to engaging in the learning process, which reduced to 7 persons (24 percent) after participating in the learning process Table 1.

**Table 1.** Characteristics of Student Entrepreneurial Interest Before and After Treatment

Characteristics	Before treatment		After treatment	
	total	percentage	total	percentage
High	2	7%	7	23%
Medium	9	30%	16	53%
low	19	63	7	24%

According to the descriptive analysis in Table 1, the majority of students (60%) exhibited a low interest in entrepreneurship before to treatment. Following therapy, the proportion of students who were moderately interested in entrepreneurship increased to 56%. Furthermore, interest in entrepreneurship was strong prior to therapy, at 10%, but grew to 30% following treatment. As a result, the outcomes of observations made before and after the learning process can be considered to have improved.

**Table 2.** Different Tests for Student Entrepreneurial Interest

Variabel	t	df	Sig. (2 tailed)
Before Effectiveness Test	-5,701	29	,000
After Effectiveness Test			

Students participate in a variety of activities in groups during the project-based learning process. The activity began with a creative investigation of design thinking for the process of creating fashion patterns and strategies for creating fashion from disposable mask waste materials. The group was then asked to determine who the experimental fashion's target market was. Students are expected to create a performance to present their finished work to the public at the end of the process.

examining around the house or campus for current commercial activity and identifying any social, economic, or educational issues in the region Each group was charged with conducting in-depth interviews with business participants in order to collect information about the motivations behind their desire to start their own businesses. Students are also required to write a report on the findings of their observations and present it in class. The following step requires each group to develop a unique business strategy that may be implemented to help the community overcome social, economic, and educational difficulties. Students were invited to reflect on what they had done during the project at the end of the experiment. In general, students find it beneficial to be able to assess their own potential in order to develop student interest in entrepreneurship.

The German experience in entrepreneurial education delivers positive benefits. The Kultusministerkonferenz (Standing Conference of Education Ministers) designed the entire curriculum framework for vocational education and training (VET), which requires all vocational schools to provide insight into various types of jobs, including entrepreneurship, in order to support career and life planning. entrepreneurship [14]. These findings back up the stated opinion. Entrepreneurship passion and talent may be taught, and entrepreneurs can be developed via education and training. [15]

Entrepreneurial curiosity is increasingly seen as a source of entrepreneurial formation and growth in a country. Indeed, the increased interest in entrepreneurship will continue to be a source of economic progress and social prosperity. Meanwhile, many people who want to be entrepreneurs from a young age do not have adequate international experience. The attitude of avoiding risk and seeking financial security frequently becomes an impediment to the rise of interest in business. In this example, Entrepreneurial curiosity is described as an individual's desire to engage in entrepreneurial activities, become an entrepreneur, or create a new business. [11].

This is consistent with the findings of Indarti and Rostiani's (2008) study, which concluded that the variables of need for achievement, self-efficacy, and readiness of instruments such as capital availability, social networks, and access to information are the most influential in influencing student entrepreneurship interest. In many regions, educational characteristics have been shown to boost entrepreneurial intent (Tentama et al., 2019; Rani et al., 2019). Students who have completed the learning process have finally grasped the professional objectives of an entrepreneur and declare that they are prepared to become an entrepreneur who cares about others and the environment.

They often emphasized their desire to develop a firm that will address future socioeconomic and educational concerns in the neighborhood. Some are interested in cooperating with family or friends in the future to grow the business they have designed for the community. Some are considering teaming with family or friends to establish the business they have envisioned. Good entrepreneurship education will give opportunity for students' creativity and innovative capabilities to grow and develop. Students' entrepreneurial ideals will become traits that they may employ in conversing and connecting with their surroundings. Individuals with creative, imaginative, responsible, disciplined, and consistent personalities will ultimately be able to contribute to solving socio-economic and educational problems in Indonesia.

#### 4. Conclusion

This study shown that entrepreneurship education based on project-based learning may increase students' interest in entrepreneurship. It is incredibly beneficial to students to be able to identify their potential as well as stimulate passion to pursue business. In a spirit of collaboration and reciprocal cooperation, the learning process that incorporates caring economic features of learning scenarios may build a sense of care for others and the environment. Among the key results in this study about the growth of student entrepreneurial interest are the following: Students are aware of their entrepreneurial potential; they have a strong sense of self-assurance that they can start a firm; and they are highly motivated to succeed.

Future researchers can use multiple learning models to teach company ideas and possibilities, business feasibility studies, product design, marketing design, and other areas of project-based entrepreneurship education. As a result, entrepreneurship education at the postsecondary level will be richer in research-based learning, increasing student interest in entrepreneurship.

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