

# Internalization of Entrepreneurship Education: A Phenomenological Study in Mentaraman Cultural Arts Village

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**Abstract.** Education related to entrepreneurship plays a critical role in fostering economic self sufficiency in the community, particularly in rural areas rich in local culture. The purpose of this study is to examine the process of internalizing entrepreneurship education in Mentaraman Cultural Arts Village in Malang Regency. This study aims to describe the processes of understanding the entrepreneurship concept and internalization of entrepreneurial values, paying more attention to the supporting and inhibiting factors in the process. This study employed qualitative methods with a phenomenological approach, where the data were collected through in depth interviews, observations, and documentation. The results of the study showed that they interpret entrepreneurship in its simplest to a more complex form as a culture based economy, as a form of economic independence in the community. Value internalization happens informally during community and cultural activities, as well as through entrepreneurial endeavors. Social solidarity, participation of the local young population, as well as the local culture are the supporting factors. Limited capital, inability to advertise online, lack of formal training, and inadequate instruction are some of the inhibiting factors.

**Keywords:** Creative Economy; Entrepreneurship Education; Internalization; Local Culture; Mentaraman

## 1 Introduction

Developing rural communities in Indonesia is hampered by a lack of quality human resources, unequal access to education opportunities, and a lack of job opportunities. As rural communities schooling is under eight years, there is a direct correlation to low community engagement in the formal economy [1]. This phenomenon demonstrates that rural development goes beyond mere infrastructure to human resources. The driving elements that enable the strengthening of rural communities are the socio economic factors, which are deeply ingrained in local values and culture [2].

The development of tourism villages is a strategic approach that stems from local arts and culture. This approach fosters the creative economy and revitalizes the cultural identity of communities that have, up to this point, been marginalized by modern development [3]. The tourism villages offer a unique learning environment for social and cross community interaction and the economic activity, which is local creativity. However, the entrepreneurial value

integration, which is meant to be self sustaining, is still not fully embraced by the village communities.

Research conducted in villages like Tulus Besar and Mentaraman in Malang Regency shows that although there are the economy activities based on art and culture, the process of entrepreneurship education has not been done systematically [4]. The incorporation of entrepreneurial principles into the art community remains uncoordinated and lacks the organization necessary for perpetual learning frameworks. Despite this, entrepreneurship education is essential for nurturing creative and adaptive thinking and innovativa capabilities that foster the economic self sufficiency of rural populations [5]. The rudiments of education tailored to a specific culture would better equip individuals and nascent enterprises to navigate the challenges of the globalized market [6].

Sculpture, batik, and other art mediums are offered and systematically organized into educational frameworks and therefore, Mentaraman Cultural Arts Village is one of the cultural communities in Malang Regency that has a promising entrepreneurial culture. The community in this village is active in performing arts, crafts, and creative products, but there have been few studies discussing how entrepreneurial values are internalized in their daily lives. The limited research integrating local cultural values with entrepreneurship education practices presents an important opportunity in the current literature [7]. Therefore, an in-depth exploration of the process of internalizing entrepreneurial values within an arts community is highly relevant for enriching contextual non-formal entrepreneurship education approaches.

This study aims to describe how the Mentaraman Cultural Arts Village community understands the meaning of entrepreneurship, how the process of educating entrepreneurial values takes place in a cultural context, and to identify the factors that support and hinder its implementation. Using a phenomenological approach, this research is expected to contribute theoretically to the development of a culture-based entrepreneurship education model. Additionally, it can contribute practically to strengthening tourism villages through a participatory empowerment approach.

## **2 Literature Review**

### **2.1 Entrepreneurship Education**

Entrepreneurship education is a learning process that aims to encourage individuals and groups to become more resilient and acquire knowledge that supports a more independent life [8]. This process not only changes mindsets and attitudes but also shapes entrepreneurial character capable of facing challenges through innovation. The primary goal of entrepreneurship education is to produce creative and strategic entrepreneurs in business [9]. This education can be implemented through various methods, both formal and informal, and is highly relevant to daily activities that have been applied from an early age [10].

### **2.2 Rural Entrepreneurship Education**

Entrepreneurship education in rural areas plays an important role in community empowerment and economic welfare improvement [11]. Evidence suggests that entrepreneurship training enhances personal confidence in recognizing business opportunities, particularly for women who tend to access education at lower rates [12]. Through the education

can foster entrepreneurship, it can utilize local resources and assets to support economic development and reduce poverty in underdeveloped regions [13]. policy assistance and educator sponsored training also plays a pivotal role in the achievement of entrepreneurs in the countryside [14].

### **2.3 Social Entrepreneurship Education**

The learning of social entrepreneurship plays an important role in developing individual and collective competencies through the interaction of schools, government, and society [15]. Programs such as workshops and seminars can advance a sense of social responsibility and raise awareness about the issues faced by society [16]. Community participation in developing business groups is one of the key drivers of social entrepreneurship, which aims to create a positive effect on underprivileged communities [17]. Social entrepreneurship also acts as a platform for the empowerment of the community, through which the local economy can be improved [18].

### **2.4 Internalization of Entrepreneurship Education**

Internalization of entrepreneurship education means instilling entrepreneurial knowledge, values, and competencies in people for use in their lives. The process needs to start at a young age and involve practical experiences to enable children to learn through interaction and problem solving [19]. In addition, entrepreneurship education must emphasize business leadership and social responsibility aspects to allow individuals to become successful entrepreneurs and make valuable contributions to society. With adequate learning materials, students can develop a strong entrepreneurial mindset [20].

### **2.5 Culture-Based Entrepreneurship Education**

Culture-based entrepreneurship education links entrepreneurship learning with local cultural principles and practices, which are significant in preserving local wisdom [21]. This approach aims to empower rural communities by utilizing existing cultural potential and creating sustainable business opportunities [22]. Although there are challenges in integrating local wisdom, this method has great potential to develop entrepreneurs who have a positive impact on society. It is hoped that the younger generation can preserve cultural heritage so that they can contribute to local economic development.

## **3 Research Methodology**

This study employs a descriptive qualitative method with a phenomenological approach to explore the subjective experiences of the community in internalizing entrepreneurship education in Kampung Seni Budaya Mentaraman [23]. The data used are qualitative in nature, consisting of interview results, observations, and documentation. These

data sources include primary data obtained directly through field observations and interviews, as well as secondary data from supporting literature [24].

The research subjects consisted of 11 informants, including the village head, the chairman of the tourism group, the RW chairman, the art studio manager, artists, SME actors, and visitors. The selection of informants was conducted using purposive sampling and consideration that they had relevant knowledge and understanding of the research focus. The research was conducted in Mentaraman Hamlet, Pagelaran Village, Malang Regency, in the 2024/2025 academic year. Data collection techniques included in-depth interviews, semi-structured interviews, participatory observation, and visual and written documentation [24]. The researcher served as the primary instrument in this study, actively participating throughout the data collection and analysis process to ensure the accuracy of the data [25].

The data obtained were analyzed through reduction, presentation, and conclusion drawing. Data validity was tested using source and method triangulation, increased observation persistence, and the use of appropriate reference materials [26]. The research variables were measured based on interview grid indicators regarding the meaning of entrepreneurship, the entrepreneurship education process, and supporting and inhibiting factors in the application of entrepreneurship. The research procedure itself was carried out in three stages, including the preparation stage, the implementation stage, and the reporting stage.

## 4 Result

### 4.1 The Meaning of Entrepreneurship

The results of the study indicate that the community's understanding of entrepreneurship is greatly influenced by local social and cultural factors. For the majority of the community, entrepreneurship is not only an economic activity but also an independent effort to create job opportunities, improve family welfare, and preserve cultural identity. An MSME entrepreneur (N7) stated:

*"I learned to start a business directly from experience. Initially, I began a soymilk business that started small and eventually expanded to selling in several markets as it is today."*

This indicates that the process of internalizing entrepreneurship is more empirical and rooted in experience. Additionally, another informant (N8) highlighted the importance of entrepreneurship as an alternative to supplement living expenses, particularly for women who cannot work outside the home:

*"By being an entrepreneur, I can stay at home taking care of my children but still have my own income to help my husband's income."*

Overall, the community also sees cultural potential as an asset in the economic aspect. The head of the Tourism Development Group (N3) stated that cultural tourism activities in the village are not only a means of preserving culture but also a platform for developing the creative economy.

*"We see this cultural potential not only as something to be preserved but also as a source of income. If packaged well, cultural tourism can become a source of income for the community."*

This statement reinforces the entrepreneurial perspective in Mentaraman Cultural Arts Village, where social and cultural aspects are interconnected, reflecting a community-based entrepreneurship model and cultural preservation.

#### **4.2 The Process of Educating Entrepreneurial Values**

The process of educating entrepreneurial values in Mentaraman Cultural Arts Village takes place informally through social interaction and direct practice in daily life. The community learns through direct practice, observing other business actors, and participating in community activities such as art studios and craft groups. The main values instilled include hard work, creativity, responsibility, independence, and mutual cooperation. For example, in art production and performance activities, the community is trained to manage time, costs, and quality of results, while also learning to build social relationships with visitors and buyers.

Some technical training and non-governmental organizations also reinforce residents' understanding of aspects of business such as financial management, marketing strategies, and the use of social media. However, this training is temporary and has not reached all levels of society, with few informants having participated in such training. The majority of the community does not participate in direct entrepreneurship education training to support in-depth knowledge of entrepreneurial values. Therefore, they only learn independently from their own experiences and through discussions with the surrounding community.

Additionally, the success of this entrepreneurial education process is also tied to the involvement of higher education institutions, particularly through community service programs by faculty and students of Malang State University. The support provided is not limited to technical training but also focuses on building collective awareness of the importance of entrepreneurial values rooted in local culture. The community service team is also actively involved in developing marketing strategies for art products, creating cultural narratives in performances, and providing small business management training tailored to the local context. The presence of this community service team serves as a catalyst in accelerating the internalization of entrepreneurial education values and bridging traditional knowledge with adaptive and sustainable entrepreneurial approaches.

#### **4.3 Supporting and Hindering Factors**

Supporting factors in the implementation of entrepreneurship education in Mentaraman Cultural Arts Village include the rich and unique local cultural potential, such as wayang, karawitan, dance, campursari, and other traditional customs that are still preserved to this day. The solidarity and cooperative spirit of the local community serve as supporting factors that facilitate the advancement of entrepreneurial processes. Additionally, support from the village government and external institutions that can provide knowledge, motivation, and guidance on entrepreneurship programs can strengthen residents' understanding.

The presence of educational tourism based on local arts and culture attracts visitors from various regions. This study also identified several obstacles in the process of instilling entrepreneurial education. First, limited access to business capital makes it difficult for many entrepreneurs to develop their businesses to their full potential. Second, the lack of regular guidance from competent parties causes them to stagnate in creating product innovations. Third, low digital literacy is a challenge in expanding market reach, especially in today's digital economy. Fourth, dependence on seasonal tourism events or visits makes residents' incomes unstable. These obstacles show that even though the community's entrepreneurial spirit is quite high, strategic actions are still needed to build a sustainable support system.

## **5 Discussion**

### **5.1 The Meaning of Entrepreneurship**

This sentiment was also shared by the community of the Mentaraman Cultural Arts Village who sees through entrepreneurship the way to maintain Javanese culture. Yet, by providing various traditional arts-based businesses like batik (hand-painted fabric) making, wayang (shadow puppet) crafts, gamelan (traditional orchestra) ensembles, and dance performances, they not only offer jobs, but ensure that the old ways of the ancestors stay alive and well. Economic activities act as a means to the inter-generational transfer of cultural knowledge.

At the village itself, the meaning of entrepreneurship is seen as a holistic way of life, harmonised with local values. Entrepreneurship is considered by the community an attempt to save their traditional values, to reinforce the solidarity of the community and to create the economic to build self-reliance on culture. Entrepreneur activities in traditional craft production, art performance and cultural tourism form a setting to express the noble values of Javanese culture.

Entrepreneurial activities, such as making handicrafts, art performance, and cultural tourism, are a medium for expressing noble values in Javanese culture. It is a 'strong bond of trust,' as a deeply rooted cultural internalization in "guyup rukun" (social harmony) and "gotong royong" (cooperation) become the primary basis for business development. Artisans in Mentaraman Village take part in transmission of tradition and knowledge by using 'nyantrik' (apprenticeship) learning that guides the younger generation to learn by doing and learning by example. This allows the transfer of entrepreneurial values inherent in the local culture context, for example; of doing business "sepi ing pamrih, rame ing gawe" (working hard without any expectation) and "memayu hayuning bawana" (maintaining harmony in the world).

This is consistent with the opinions shown by Maritz & Foley [27] who claim that, in indigenous contexts, entrepreneurship is often understood as an expression of culture, collective identity, and as a mechanism to sustain ancestral values. This is contrary to a contemporary individual entrepreneur-based model as it prioritizes the community and social dimensions. Moreover, local business is economic, but it is also social and cultural [28].

These findings are consistent with that of Lose [22] and Hamdan [21], where a home country-based entrepreneurial intervention is very effective in empowering rural community. They stress that an approach of sustainable local development leads to social resilience and innovation dynamics that aim also something beyond getting materials. In this instance, however, the Mentaraman community illustrate that entrepreneurship can thrive by having a cultural basis and not needing to look to formal educational systems or industrially modernist practices. The internalization process in Mentaraman is experience-based, which is in line with Nuraeni's [20] finding that experience is crucial to inculcate the spirit of entrepreneurship within a society.

### **5.2 The Process of Educating Entrepreneurial Values**

Entrepreneurial values education is an important process in shaping a generation with superior entrepreneurial mindsets and skills. This process is not merely about teaching how to start a business, but rather about instilling an entrepreneurial mindset and character that includes creativity, innovation, independence, responsibility, measured risk-taking, opportunity

orientation, perseverance, and leadership. The entrepreneurship education process that takes place in the Mentaraman Cultural Arts Village occurs informally through hands-on practice, the transmission of values through the arts, and participation in community discussions.

The Mentaraman Cultural Arts Village serves as a unique social space where entrepreneurial values are naturally internalized in the daily lives of its community. This phenomenon is worth studying because it demonstrates how local wisdom and traditional arts can serve as effective media for contextual and sustainable entrepreneurship education. This culture-based approach creates a learning ecosystem that aligns with the community's identity, so that entrepreneurial values are not perceived as foreign but rather as an integral part of the cherished cultural heritage.

Based on in-depth observations, the internalization of entrepreneurship education in Mentaraman Cultural Arts Village manifests in three main dimensions. First, the cognitive dimension, where knowledge about entrepreneurship is transferred through stories, history, and the philosophy of traditional arts rich in values such as perseverance and hard work. Second, the affective dimension, which involves the formation of attitudes and values through artistic experiences that foster sensitivity, empathy, and the ability to seize creative opportunities. Third, the psychomotor dimension, which is reflected in the direct practice of creative economic activities based on arts and culture, ranging from the production of artistic works, performance management, to the marketing of cultural products. This model reflects the experiential learning approach popularized by David Kolb, where learning occurs in an authentic social context. In experiential learning, experience plays a central role in the learning process, emphasizing that learning occurs through a cycle of direct experience, reflection, conceptualization, and active experimentation [29]. Entrepreneurship education is identified as encompassing three dimensions:

1. Cognitive, which involves knowledge passed down through traditional stories, Javanese philosophy, and the history of local arts that embody values such as hard work, cooperation, and a vision for the future.
2. Affective, values such as empathy, social sensitivity, and a sense of belonging to the culture that develop through emotional engagement in artistic activities.
3. Psychomotor, practical skills such as making wayang puppets, dancing, managing performances, and marketing products obtained directly and tangibly.

The success of internalizing these entrepreneurial education values is also closely tied to the intensive mentoring role of the Community Service Team from Malang State University. Through planned collaboration, faculty members and students act as facilitators helping the community strengthen business management, innovate products, and design branding strategies based on local culture. This mentoring is participatory and contextual, adapting to the community's value structure and social practices. This demonstrates a transformative approach in entrepreneurship education, where the campus is not merely a sole instructor but a learning partner for the community.

According to O'Brien & Cooney [30], the success of community-based learning lies in the integration of local knowledge and external capacity. Activities such as training, art discussions, and traditional ceremonies serve as training processes and instill work ethics such as discipline, hard work, responsibility, innovation, and collaboration. Additionally, external parties such as academics and others play a role in bridging the community with facilitators to enrich the process of educating entrepreneurial values through capacity-building programs that combine local wisdom with modern business management [31]. Thus, the role of Malang State University is to drive social and economic transformation and strengthen the internalization process that has already taken root in the community.

### 5.3 Supporting and Hindering Factors

The Factors that support the implementation of Entrepreneurship Education Program at Mentaraman Cultural Arts Village is a strong social capital, support community and the presence of Cultural in ultra Value. The supporting factors behind the implementation of entrepreneurship education in Mentaraman Cultural Art Village are high social capital, community support and the deep-rootedness of cultural values. The informal learning of entrepreneurship is made more feasible by such collective activities and spirit of sharing. Local government and community-based organization are also financially supporting culture-led creative companies. This is related to the observation of Maziliauske [32] who mentions that rural tourism could realize the generated social and culture sustainability benefits with collective creativity and engagement between stakeholders to stimulate economic sustainability.

Other social myths like regular village meetings and art discourse forums to discuss art are natural spaces to pass on entrepreneurial stereotypes that are rooted in local wisdom. In addition, business focused on culture-based creative industries and incubated by community organizations and local governments does also stimulate the development through education of skilled manpower for culture-based creativity, financing, and marketing of creative products, which in turn leads to the growth of new regional markets, regional industries, regional businesses and regional employment. Local traveling tourism advisory institutions and creative industries center have implemented an intensive mentoring program for entrepreneurs in Mentaraman Village in forming a unique brand thanks to local cultural identity. This supports Maziliauske's [32] finding that rural tourism can contribute to identified social-cultural sustainability benefits via harnessing collective creativity and stakeholder engagement for economic sustainability. Second, the implementation of local wisdom in Mentaraman Village in entrepreneurship education will produce a business model which is not only profit-based but also sustains a cultural ecosystem. The participation of the younger generation in traditional arts activities that have been adapted with innovative modifications has developed the transfer of a culture-based entrepreneurial values of continuity and sustainability in the creative economy which is conducted in line with the preservation of cultural heritage.

However, despite such multiple supports, there are a number of serious obstacles that adequately addressed on the way of entrepreneurship education. The way of thinking of a large segment of the society that still thinking is security (in service or labor work) represent the main issue toward development of the entrepreneurship tendency. This attitude is not helped by the narrow educational system, which focuses on academic skills and getting the right sort of job rather than creating a job.

Obstacles faced in imparting Entrepreneurial Values include inadequate access to technology and capital, lack of adequate mechanisms for documentation of local knowledge, and failure of formal training suitable in local context available. Barriers to entrepreneurship education may be based on accessibility, relevance of curriculum and its responsiveness to local needs. This is the typical situation in community-based entrepreneurship education in the rural of rural areas and it is implication on the need of organizational connections to ground culturally-based entrepreneurs relations across the space [31].

Furthermore, the absence of a structured mechanism to record local knowledge means that traditional wisdom is mostly passed on through word of mouth and in an unrestrained and unofficial manner, and may be lost over generations. This challenge is also worsened by scarce opportunity of formal training with local cultural orientation where the existing entrepreneurship development program tends to be quite generic and does overlook the uniqueness of the cultural arts of Mentaraman.

The obstacles that were founded in this cultural village in teaching entrepreneurship become some of the general problems that exist naturally in community-based entrepreneurship education in Indonesia. The inherent structure of the barriers, as in accessibility to educational materials, relevance of curricula which does not necessarily match entrepreneurial needs in each local context, and the lack of flexibility to accommodate regional idiosyncrasies is a concrete insight that needs to be overcome. Coloumbia institute of entrepreneurship.

## 6 Conclusion

This study suggests that entrepreneurship education in Mentaraman Cultural Arts Village occurs naturally through life experiences, social interactions, and the preservation of local culture. The community understands entrepreneurship as a form of independence and empowerment based on local potential, which is instilled through informal and contextual processes. Social solidarity and cultural values are the main supporting factors, although limitations in capital, technology, and formal training remain obstacles. These findings reinforce the theory of experience-based learning and highlight the importance of a local approach in building a sustainable entrepreneurial environment. Therefore, this culture-based entrepreneurship education model is relevant for development in other tourist village communities with similar characteristics.

Based on the research findings, it is recommended that village governments and cultural communities develop contextual and participatory local culture-based entrepreneurship training. Additionally, academics are encouraged to integrate local entrepreneurial values into curricula and designate cultural villages as social laboratories. Further research is expected to use a mixed-method approach to measure the impact of value internalization on business sustainability. Young people are also expected to be involved in digital and cultural entrepreneurship innovation as an effort to regenerate business actors. A monitoring and evaluation system is also needed to design more effective and sustainable entrepreneurship programs.

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