

## Strategic model to enhance students' entrepreneurship interests through Merdeka Belajar Kampus Merdeka program

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### ABSTRACT

The *Merdeka Belajar Kampus Merdeka (MBKM)* program, launched by Indonesia's Ministry of Education and Culture in 2020, aims to foster entrepreneurship among university students to address low post-graduation entrepreneurial engagement. A 2022 Tracer Study at Bina Mandiri University Gorontalo (UBMG), Indonesia, found that only 1.13% of 177 alumni pursued entrepreneurship as a profession. Drawing on this issue, this research explores a strategic model to enhance students' entrepreneurial interests through the MBKM program at UBMG. A qualitative descriptive design was employed, gathering data from key informants, including university leaders, lecturers, and students, through interviews and document analysis. The findings revealed that despite students showing a high potential for entrepreneurship, key barriers such as limited experience and financial capital persist. The study suggests strategies to overcome these challenges, including strengthening practice-based curricula, providing continuous mentorship, fostering positive entrepreneurial mindsets, and encouraging adaptation to external challenges through partnerships with industries and government support. These strategic measures are expected to significantly improve students' entrepreneurial engagement at UBMG.

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## Introduction

In 2018, Indonesia ranked 94th out of 137 countries surveyed in the Global Entrepreneurship Index (GEI), with a score of only 21% in terms of entrepreneurial activity across various sectors. This low-ranking highlights Indonesia's significant challenge in fostering entrepreneurship at the national level. However, research conducted by the IDN Research Institute in 2019 indicated that 69.1% of Indonesian millennials expressed an interest in entrepreneurship, demonstrating a substantial potential for entrepreneurial growth among the younger generation. Despite this promising statistic, the entrepreneurial potential of the millennial generation has not been fully tapped, with numerous obstacles impeding their progress (Hammoda & Winkler, 2024; Prajogo, 2017). These challenges are compounded by high levels of educated unemployment. In 2022, the rate of educated unemployment among university graduates in Indonesia reached 13.33%, which accounts for 1.12 million of the total unemployed population (Dunggio & Basri, 2023). This high rate of unemployment is

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largely attributed to the lack of adequate knowledge, skills, and competencies necessary for graduates to create their own employment opportunities, combined with an imbalance between the number of available jobs and the large number of graduates entering the job market each year.

Higher education institutions (HEIs) play a crucial role in equipping students with the necessary knowledge, skills, and entrepreneurial mindset to overcome these challenges and succeed in an increasingly competitive job market. Entrepreneurship education in universities, therefore, must be carefully designed to cultivate entrepreneurial interest and empower students to become self-reliant job creators (Dunggio et al., 2021; Mashudi et al., 2023; Pan & Lu, 2022). The imbalance between the availability of jobs and the growing number of graduates has become a persistent issue in Indonesia, exacerbated by the evolving demands of the modern workforce. Current lifestyle trends and technological advancements require graduates to be more creative, competitive, adaptive, and capable of seizing opportunities through the creation of their own businesses. In response to these demands, the Merdeka Belajar Kampus Merdeka (MBKM) program was introduced by the Indonesian Ministry of Education and Culture (KEMENDIKBUD) in 2020 as a strategic policy to encourage students to acquire multidisciplinary knowledge and skills, thereby enhancing their competitiveness, portfolio, and future career prospects (Hammuda & Winkler, 2024; Utama & Syarif, 2023).

Several studies have previously explored student entrepreneurial interest and the effectiveness of entrepreneurship education in fostering this interest. For example, Utami et al. (2022) investigated student interest in entrepreneurship, while Lestari and Djamilah (2020) examined the role of entrepreneurship education in developing student competencies. These studies highlighted the importance of entrepreneurship education in shaping students' entrepreneurial mindset and skills, which are critical for their success in the business world. Furthermore, Firdaus et al. (2022) evaluated the MBKM curriculum, emphasizing the program's potential to enhance students' entrepreneurial interest by providing opportunities for practical, hands-on learning experiences. However, these studies primarily focused on evaluating student interest and the impact of educational activities on entrepreneurship, without providing a comprehensive strategic model that links entrepreneurship education to the MBKM program.

In addition to research on entrepreneurship education, several studies have also examined different models of entrepreneurship learning. Harnani (2020) and Saptaria and Setyawan (2021) compared various entrepreneurship education models, highlighting the need for a structured approach to entrepreneurship education that fosters both theoretical knowledge and practical skills. Pan and Lu (2022) further explored the influence of entrepreneurship learning on students' entrepreneurial interest, noting that students who participate in hands-on, practice-based learning activities are more likely to develop an entrepreneurial mindset and pursue entrepreneurial careers. Despite these contributions, there remains a gap in the literature concerning the development of a strategic model that integrates entrepreneurship education with the MBKM program to enhance students' entrepreneurial interest. While previous research has addressed efforts to improve entrepreneurial interest through educational activities, no studies have specifically analyzed the development of a strategic model for increasing entrepreneurial interest through the MBKM program.

To address this gap, this study aims to develop a strategic model to enhance students' entrepreneurial interest through the MBKM program at Bina Mandiri University Gorontalo (UBMG). This research is particularly important because of the growing recognition of entrepreneurship as a critical driver of economic development, job creation, and innovation. As universities continue to play a pivotal role in preparing students for the workforce, there is an increasing need to ensure that entrepreneurship education programs are effective in fostering entrepreneurial interest and equipping students with the skills necessary to succeed in the business world. By conducting a comprehensive analysis of the factors influencing student entrepreneurial interest and

using SWOT analysis to develop a strategic model, this study seeks to provide valuable insights into how universities can better support students in their entrepreneurial endeavors.

The novelty of this study lies in three key areas: (1) it aims to create a strategic model that is expected to foster entrepreneurial interest through the MBKM program, which is currently a strategic initiative by the Ministry of Education and Culture of Indonesia, (2) it employs SWOT analysis, which, according to a review of previous studies, has not yet been used to formulate strategies for increasing student entrepreneurial interest, and (3) the findings of this study will contribute to both the government and UBMG in promoting entrepreneurial interest among students through the MBKM program.

### ***Entrepreneurship education***

Entrepreneurship among students refers to entrepreneurial activities undertaken by students, wherein they create, develop, and manage businesses that offer products or services. These activities are not solely profit-driven but also provide students with opportunities to acquire practical skills that are relevant to the business world (Zaring et al., 2019). Through their entrepreneurial experiences, students enhance their abilities in areas such as management, marketing, finance, and innovation, all of which are essential for their future professional careers. According to Hahn et al. (2017), student entrepreneurship not only focuses on profit generation but also includes the development of essential skills, innovation, and contributions to society (Ashour, 2016). This enables students to apply theoretical knowledge gained in academic settings to real-world business practices, thereby building valuable experience before entering the workforce. Moreover, student entrepreneurship fosters creativity and problem-solving skills, as students are required to tackle real-world challenges in their businesses. This practical experience strengthens their ability to adapt to dynamic business environments and enhances their competitiveness in the job market.

Furthermore, student entrepreneurship plays a crucial role in job creation, both for the students themselves and for others. As Awotunde and Aregbeshola (2024) notes, students who engage in entrepreneurial activities have the potential to become successful business owners, capable of absorbing labor and contributing to local economic growth. Through entrepreneurial initiatives, students not only achieve financial independence but also contribute to addressing the issue of youth unemployment (Löfsten et al., 2020). The entrepreneurial activities of students have a significant impact on the local economy, creating a dynamic business ecosystem that fosters innovation and provides employment opportunities for others. In this way, student entrepreneurship not only helps alleviate the unemployment problem but also strengthens the competitiveness of local economies (Blesia et al., 2021; Schultz, 2022). As more students venture into entrepreneurship, their contributions to economic and social development become increasingly significant.

From an educational perspective, student entrepreneurship also serves as a form of experiential learning. Through entrepreneurial activities, students not only learn theoretical concepts but also experience various aspects of running a business, such as decision-making, risk management, and problem-solving (Sumarti et al., 2018). This hands-on experience provides students with opportunities to develop positive mental attitudes, such as resilience in the face of failure, the courage to take initiative, and the ability to adapt to rapid changes in the business environment (Tomy & Pardede, 2020). As Chui et al. (2023) asserts, entrepreneurship activities among students enhance their competitiveness and creativity. The process of learning through entrepreneurship, which involves taking risks, making decisions, and overcoming challenges, helps students cultivate a positive mindset and develop essential life skills that are not only relevant to the business world but also to their personal lives (Ndou et al., 2018).

In conclusion, student entrepreneurship is a critical component of character and skill development in the era of globalization. Through entrepreneurship programs supported by educational institutions, students can reach their full potential as future entrepreneurs. By addressing the challenges and opportunities associated with entrepreneurship, students are expected to make significant contributions to the nation's economic development. This study aims to contribute to this growing body of knowledge by providing a strategic model for enhancing student entrepreneurship through the MBKM program, thus helping students transition from academia to the business world and contributing to the reduction of unemployment in Indonesia.

## Method

This research adopts a descriptive qualitative approach to explore the various aspects of student entrepreneurship at Bina Mandiri University Gorontalo (UBMG). The qualitative method is deemed suitable for this study as it allows for an in-depth exploration of participants' perspectives and experiences, offering a nuanced understanding of the challenges, opportunities, and strategies related to fostering entrepreneurship among students. By using a qualitative descriptive design, the research seeks to develop a comprehensive picture of the current state of entrepreneurship education and its alignment with the Merdeka Belajar Kampus Merdeka (MBKM) program, a policy initiated by Indonesia's Ministry of Education and Culture to encourage students to acquire multidisciplinary skills and knowledge.

The participants of this study were selected through purposive sampling, a method that ensures the selection of individuals who possess extensive knowledge and experience in the field of entrepreneurship education at UBMG. The key informants in this study consist of the Vice Rector for Cooperation and MBKM, faculty deans, entrepreneurship lecturers, and student representatives. The Vice Rector offers strategic insights into the institutional policies and their influence on entrepreneurship development at the university. The deans provide a faculty-level perspective on how their respective departments contribute to or support entrepreneurial activities among students. Entrepreneurship lecturers, who play a direct role in guiding students through entrepreneurship courses and projects, share their experiences on the effectiveness of current teaching methods and highlight the challenges encountered in fostering an entrepreneurial mindset. Student representatives, as the primary beneficiaries of the MBKM program, provide crucial insights into their personal experiences with entrepreneurship, detailing both the opportunities they have leveraged and the barriers they face in their entrepreneurial endeavors. The inclusion of these diverse informants enables the study to capture a holistic view of the institutional, pedagogical, and experiential dimensions of student entrepreneurship at UBMG.

Data collection for this research relied on two primary methods: semi-structured interviews and document analysis. The semi-structured interviews were conducted with the selected key informants to elicit detailed responses regarding their views on the MBKM program, entrepreneurship education, and the challenges and opportunities faced by students. Semi-structured interviews were chosen because they allow for flexibility in the questioning process, enabling the interviewer to follow up on important topics as they emerge while still adhering to a predetermined set of key themes. These themes include the institutional policies supporting entrepreneurship, the faculty's role in implementing entrepreneurship education, the challenges of promoting entrepreneurship among students, and suggestions for improving student entrepreneurship engagement. The flexibility of semi-structured interviews provides depth and richness to the data, capturing the complex realities of the participants' experiences.

In addition to interviews, the study also utilized document analysis to complement and triangulate the data gathered. Documents such as university policies, MBKM program guidelines, entrepreneurship curricula, and related institutional reports were analyzed to

provide contextual background and to corroborate the information obtained through interviews. Document analysis is particularly useful in understanding how institutional frameworks and policies are structured to support entrepreneurship education, and it helps to ensure the comprehensive nature of the research.

This study's data analysis follows Miles and Huberman's (1994) qualitative analysis framework, which comprises three interrelated stages: data reduction, data display, and conclusion drawing/verification. In the first stage, data reduction, the raw data collected from interviews and document analysis is systematically selected, focused, and categorized into themes relevant to the research, such as entrepreneurship education and student challenges. This process includes coding the data to identify key patterns and insights. The second stage, data display, involves organizing the reduced data into thematic matrices and tables, allowing for clear comparisons between the perspectives of university leaders, faculty, and students. These visual displays help the researcher to recognize patterns and divergences, facilitating a deeper understanding of the factors influencing student entrepreneurship. In the final stage, conclusion drawing and verification, the researcher interprets the displayed data, drawing meaningful conclusions related to the research questions. This stage also involves validating the findings through triangulation, ensuring consistency by cross-referencing the data with multiple sources, thereby enhancing the credibility and reliability of the conclusions.

Through this comprehensive qualitative analysis, the study aims to provide valuable insights into the factors influencing student entrepreneurship at UBMG and to propose actionable strategies for enhancing entrepreneurship engagement through the MBKM program. By following the analytical framework of Miles and Huberman, the research ensures that the findings are robust, reliable, and grounded in the lived experiences of the participants. This method allows for a deep understanding of the institutional, pedagogical, and experiential factors that shape student entrepreneurship, offering practical recommendations for policy makers and educators.

## Results

The findings of this study highlight the potential of a strategic model for entrepreneurship education to enhance student entrepreneurship interests at Bina Mandiri University Gorontalo (UBMG). Through qualitative analysis, various perspectives from the Vice Rector for Cooperation and MBKM, faculty deans, entrepreneurship lecturers, and student representatives revealed several key insights into the strengths, challenges, opportunities, and threats (SWOT) faced by students in entrepreneurial ventures. The results provide a comprehensive view of how entrepreneurship education can be optimized to foster a stronger entrepreneurial spirit among students through practical strategies. To easily understand the findings, [Table 1](#) presents the summary of data analysis results.

Students were found to possess significant potential to become successful entrepreneurs due to their creativity, motivation, and access to resources such as the internet. The Vice Rector for Cooperation and MBKM remarked, *"Our students are highly enthusiastic and creative, and with the right guidance, they can become successful entrepreneurs."* However, despite their enthusiasm, students still face several challenges, such as a lack of experience and financial constraints. One student representative expressed, *"We have the ideas and motivation, but many of us don't know where to start, and getting funding is difficult."* The findings show that continuous support from various stakeholders, including faculty mentors and external organizations, is critical to overcoming these obstacles and turning students' entrepreneurial aspirations into reality.

Entrepreneurship lecturers emphasized the importance of integrating practical components into the curriculum to strengthen students' entrepreneurial capabilities. One lecturer noted, *"It's essential for the curriculum to include real-world experiences, such as business*



*simulations, projects, and visits to start-ups, so students can see firsthand what it takes to run a business.*" This aligns with the strategic approach of strengthening student potential by incorporating practice-based curricula. By offering students more exposure to real-world entrepreneurial challenges, the curriculum can bridge the gap between theoretical knowledge and practical application, thus preparing students for the complexities of the business world.

Table 1. Summary of the findings

No.	Aspect	Findings	Proposed Strategies
	Strengths	Students show great potential for entrepreneurship due to their creativity, motivation, and access to resources. Practical curricula and technological tools are necessary to capitalize on these strengths.	Develop practice-based curricula, use technology to enhance learning, and provide real-world entrepreneurial experiences.
	Weaknesses	Students lack experience, capital, and mentorship. Fear of failure and limited guidance impede entrepreneurial efforts. Continuous mentoring and support programs are needed.	Establish continuous mentorship programs, provide access to entrepreneurship grants, and create business incubators for students.
	Opportunities	There are various opportunities for students to engage in entrepreneurship, such as government grants, partnerships with industry, and support from faculty. Utilizing these opportunities can boost entrepreneurship interests.	Leverage partnerships with industry and government, offer entrepreneurship grants, and create student entrepreneurial communities.
	Threats	Students face internal and external challenges, such as fear of failure, lack of confidence, market competition, and economic fluctuations. Teaching resilience, adaptability, and strategic planning can help overcome these threats.	Incorporate leadership training, teach market analysis and risk management, and offer real-world industry exposure.

Additionally, the role of technology and access to information was seen as a significant enabler for student entrepreneurs. A faculty dean explained, *"With the widespread availability of the internet, students have access to a wealth of resources online. We need to encourage them to leverage these tools to enhance their entrepreneurial knowledge."* This supports the idea of utilizing technology and information to empower students to explore entrepreneurial opportunities beyond traditional classroom settings. By providing students with access to online learning platforms, digital resources, and networks that connect them with governmental and private sector initiatives, universities can foster a more conducive environment for entrepreneurial growth.

Despite their potential, students frequently encounter challenges such as insufficient mentorship, lack of capital, and fear of failure. These barriers often discourage students from pursuing entrepreneurship. As one student shared, *"I want to start a business, but I'm afraid of failing, and I don't have anyone to guide me."* The lecturers also acknowledged this gap, with one stating, *"Students often don't have the guidance they need to navigate the uncertainties of entrepreneurship, which is why mentorship is crucial."* To address this, the study recommends establishing structured mentorship programs where students can receive continuous guidance from faculty members and experienced entrepreneurs. This type of

support is essential for building students' confidence and helping them overcome the initial challenges of starting a business.

Financial barriers remain one of the most significant obstacles for students. The Vice Rector emphasized the importance of providing financial support, noting, *"Access to funding is critical for students to take their ideas forward. Without sufficient capital, even the most innovative ideas will remain unrealized."* To tackle this issue, the research suggests developing partnerships with financial institutions and offering entrepreneurship grants to students. Such initiatives would provide students with the necessary capital to launch their ventures and, more importantly, instill confidence that their university and community believe in their entrepreneurial potential. Business incubators within the university could further help by providing a supportive space where students can develop their ideas, access resources, and refine their business plans.

Another critical element identified in the study is the need to foster a positive entrepreneurial mindset among students. Many students feel discouraged by the possibility of failure and lack the resilience to push through challenges. An entrepreneurship lecturer highlighted, *"It's not just about teaching students how to start a business; it's about developing their mindset to be resilient, confident, and adaptable."* To address this, the study suggests incorporating personal development and leadership training into entrepreneurship education. These programs would help students build the mental fortitude necessary to deal with setbacks and uncertainties. As one dean pointed out, *"We need to teach our students that failure is a part of the journey and that perseverance and adaptability are key traits for any successful entrepreneur."*

The formation of student entrepreneurial communities on campus was also seen as an effective way to create a supportive ecosystem where students can share experiences, exchange ideas, and motivate each other. A student representative remarked, *"Having a community of like-minded individuals would definitely help. We could support each other through the ups and downs of starting a business."* By fostering a strong entrepreneurial culture, universities can help reduce the negative influences of a discouraging environment and build a sense of camaraderie among aspiring entrepreneurs.

External threats, such as market competition and economic fluctuations, were also identified as significant challenges. Students must be equipped with the knowledge and skills to adapt to these changes. *"We need to teach our students to be flexible and to constantly adapt their strategies as the market changes,"* noted one lecturer. The study recommends that entrepreneurship education include market analysis, risk management, and strategic business planning, ensuring students are prepared to navigate external challenges. Collaborating with industry and government could further strengthen this approach, as it would provide students with real-world exposure to the entrepreneurial ecosystem.

In conclusion, the study's SWOT analysis suggests that a strategic model for enhancing student entrepreneurship at UBMG should focus on strengthening student potential through practice-based learning, providing continuous mentorship and financial support, fostering a positive entrepreneurial mindset, and equipping students to handle external threats. By implementing these strategies, UBMG can foster a dynamic entrepreneurial ecosystem that nurtures student creativity and resilience, ultimately empowering them to succeed in their entrepreneurial journey.

## Discussion

The results of this study provide valuable insights into the strategic model of entrepreneurship education at Bina Mandiri University Gorontalo (UBMG) and its role in enhancing students' entrepreneurship interests. By analyzing the strengths, weaknesses, opportunities, and threats (SWOT) within the framework of the Merdeka Belajar Kampus Merdeka (MBKM) program, this study reveals a comprehensive understanding of how entrepreneurship education can be optimized to better support student entrepreneurial endeavors. The findings align with previous research, yet they also contribute new

perspectives on the integration of strategic education models in fostering entrepreneurship. This section presents a critical discussion of these findings in relation to previous studies, while also highlighting the implications for both theory and practice.

The findings suggest that students at UBMG have significant potential for entrepreneurship due to their creativity, enthusiasm, and access to information and technological resources. This is consistent with the work of [Aseanty et al. \(2023\)](#) and [Belas et al. \(2019\)](#), who found that students exhibit strong entrepreneurial qualities such as motivation and innovation, especially when provided with the right support systems. At UBMG, the practical-based curriculum and the availability of digital tools are seen as key factors that can harness these strengths. However, while the university provides the framework for entrepreneurship education, the results indicate that the curriculum must go beyond theoretical instruction and include hands-on, real-world experiences, such as business simulations and start-up projects. This aligns with findings from [Wu et al. \(2021\)](#) and [Zhou et al. \(2024\)](#), who emphasize that practice-based learning, where students engage directly with entrepreneurial activities, is essential for translating entrepreneurial potential into actionable skills.

Despite their inherent strengths, students face considerable barriers to entrepreneurship, including a lack of experience, insufficient capital, and limited mentorship. These obstacles echo previous studies, such as [Hidayati and Wibowo \(2022\)](#) and [Utami et al. \(2022\)](#), who reported that students' entrepreneurial intentions are often hindered by financial constraints and inadequate guidance from mentors. The fear of failure, another significant barrier identified in this study, also supports the findings of [Ahmad and Sari \(2023\)](#), who argue that psychological factors, particularly fear of failure and low self-confidence, play a critical role in deterring students from pursuing entrepreneurial ventures. The lack of mentorship is particularly concerning, as effective mentorship has been shown to significantly increase the likelihood of entrepreneurial success ([Prajogo, 2017](#); [Rojas et al., 2024](#)). The current study highlights the need for continuous mentoring programs at UBMG, where students are guided by both academic staff and industry professionals who can help bridge the gap between theoretical learning and real-world business practice.

One notable opportunity identified in this research is the availability of external support for student entrepreneurship, such as government grants and partnerships with industries. This finding aligns with [Belas et al. \(2019\)](#), who argue that public-private partnerships play a critical role in facilitating entrepreneurial activities in higher education. By leveraging these opportunities, UBMG can provide students with access to funding and resources that would otherwise be unavailable to them. Moreover, the establishment of entrepreneurship grants and business incubators on campus would not only address financial barriers but also provide a nurturing environment where students can experiment with business ideas under the supervision of mentors and faculty members. This type of institutional support is crucial for enhancing entrepreneurial outcomes, as indicated by [Ndou et al. \(2018\)](#) and [Zhou et al. \(2024\)](#), who found that students involved in university-led entrepreneurial incubators reported higher levels of entrepreneurial success.

However, it is essential to recognize that external threats, such as market competition and economic fluctuations, pose significant challenges to student entrepreneurs. These external factors often discourage students from pursuing entrepreneurship ([Djafri, 2018](#); [Hammada & Winkler, 2024](#)), as they feel ill-prepared to navigate a rapidly changing business landscape. This study's emphasis on adaptability and resilience aligns with [Robb's et al. \(2019\)](#) findings, which suggest that entrepreneurship education should not only focus on developing business skills but also equip students with the psychological tools to handle failure and uncertainty. By incorporating training in leadership, market analysis, and risk management, UBMG's entrepreneurship education program can better prepare students to face external challenges. Furthermore, the study highlights the importance of partnerships with industry and government to offer real-



world exposure to students. As Hadi and Indriani (2023) note, collaboration with external stakeholders provides students with critical insights into the realities of the market and helps them build the necessary networks to succeed in their entrepreneurial ventures.

The findings also underscore the importance of fostering a positive entrepreneurial mindset among students. The psychological barriers to entrepreneurship, such as fear of failure and low confidence, must be addressed through targeted interventions. Previous research by Chui et al. (2023) similarly suggests that entrepreneurship education should focus on personal development, building resilience, and enhancing students' ability to cope with uncertainty. By integrating self-leadership and stress management training into the entrepreneurship curriculum, UBMG can equip students with the mental tools they need to overcome internal challenges. Furthermore, creating a supportive entrepreneurial community on campus can mitigate the negative effects of social pressures and fear of failure. As Belas et al. (2019) and Bazkiaei et al. (2020) point out, peer support and positive social environments are critical for encouraging students to take risks and pursue entrepreneurial ventures.

The implications of this study are both theoretical and practical. Theoretically, it contributes to the growing body of literature on entrepreneurship education by providing an in-depth analysis of strategic models, particularly the use of SWOT analysis to identify the internal and external factors that influence entrepreneurial outcomes. This research broadens the understanding of how the MBKM program can effectively foster student entrepreneurship by linking curriculum development, mentorship, and external support systems to entrepreneurial success. Practically, the findings offer valuable insights for educational institutions, policymakers, and industry stakeholders. Universities are encouraged to adopt a holistic approach to entrepreneurship education, integrating practical learning, continuous mentorship, and psychological support to foster entrepreneurial resilience. Policymakers are urged to expand financial support and promote public-private partnerships to provide students with the resources needed to succeed in entrepreneurial ventures. For industry stakeholders, the study highlights the importance of collaborating with universities to offer mentorship, internships, and funding opportunities, benefiting both students and businesses by aligning educational outcomes with market demands.

## Conclusion

In conclusion, this study presents a strategic model for enhancing student entrepreneurship by integrating practice-based education, continuous mentorship, and external support, as identified through a SWOT analysis. The findings reveal that while students possess strong entrepreneurial potential, they face significant challenges such as lack of experience, financial barriers, and fear of failure. Addressing these challenges through targeted interventions can foster an entrepreneurial mindset and drive student success. The study contributes to the field by offering a comprehensive approach that connects curriculum development, mentorship, and collaboration with external stakeholders to support student entrepreneurship, particularly within the MBKM program framework. However, the research is limited by its focus on a single institution, which may affect the generalizability of the findings. Future research should explore similar strategic models across diverse educational contexts and investigate the long-term impact of entrepreneurship education programs on student outcomes. Additionally, quantitative studies examining the effectiveness of different mentorship and financial support mechanisms could further refine the model presented in this study, offering deeper insights into enhancing entrepreneurship education at universities.

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