

## Entrepreneurship Learning by Experiential Learning in Motivating Student

## Courage to Start an Enterprise

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## Abstract

Entrepreneurship is the key to the progress and prosperity of a nation. Apart from being a driver of economic activity and the distribution of wealth, entrepreneurship is also an indicator to measure the progress of a country. Developed countries on average have a composition of 15-20% entrepreneurs of the entire population. In fact, Indonesia still has around 4% of entrepreneurs. Therefore, a comprehensive strategy is needed to create new entrepreneurs, one of which is by intensifying entrepreneurship learning in schools and universities. This paper aims to formulate and describe effective entrepreneurship learning through experiential learning methods.

Through qualitative research methods with an case study approach, the research is compiled into a paper presented at an international conference on Islamic economy and law. Data were collected through primary sources, from interviews with students before and after implementing the experiential learning formula for one semester at a private university. From these findings, concepts and methods for implementing experiential learning in entrepreneurship learning are compiled.

The results of this study indicate that to move students to dare to enter the world of entrepreneurship, strong motivation and applicable training are needed. Motivation and training directly in the field turned out to be able to raise the courage of students in greater numbers to engage in entrepreneurship. With the results of this study, it is hoped that entrepreneurship learning in schools and universities in particular will become more systematic and effective.

Keywords: Experiential learning, entrepreneurship, systematic and effective.

*Abstrak*

*Kewirausahaan merupakan kunci kemajuan dan kemakmuran suatu bangsa. Selain sebagai penggerak aktivitas perekonomian dan pendistribusian kekayaan, kewirausahaan juga sebagai indikator untuk mengukur maju tidaknya suatu negara. Negara-negara maju rata-rata memiliki komposisi 15-20% wirausaha dari seluruh penduduknya. Kenyataannya Indonesia masih memiliki sekitar 4% wirausaha. Oleh karena itu dibutuhkan strategi yang komprehensif untuk mencetak wirausaha baru, salah satunya dengan mengintensifkan pembelajaran kewirausahaan di sekolah dan perguruan tinggi.*

*Makalah ini bertujuan untuk menformulasikan dan mendiskripsikan pembelajaran kewirausahaan yang efektif melalui metode experiential learning. Melalui metode penelitian kualitatif dengan pendekatan studi kasus penelitian disusun menjadi suatu artikel yang disajikan dalam event konferensi internasional pada ekonomi dan hukum Islam. Data dikumpulkan melalui sumber primer, dari wawancara dengan mahasiswa sebelum dan*

*setelah melaksanakan experiential learning selama satu semester pada sebuah perguruan tinggi swasta. Dari hasil temuan tersebut disusun konsep dan metode pelaksanaan experiential learning dalam mata kuliah kewirausahaan.*

*Hasil penelitian ini menunjukkan bahwa untuk menggerakkan mahasiswa agar berani terjun ke dalam dunia wirausaha dibutuhkan motivasi yang kuat serta pelatihan aplikatif. Motivasi dan pelatihan secara langsung di lapangan ternyata mampu membangkitkan keberanian mahasiswa dalam jumlah yang lebih banyak untuk menggeluti wirausaha. Dengan hasil penelitian ini, diharapkan pembelajaran kewirausahaan di sekolah dan di perguruan tinggi khususnya menjadi semakin sistematis dan efektif.*

*Kata Kunci: Experiential learning, kewirausahaan, sistematis dan efektif.*

## INTRODUCTION

As a developing country, Indonesia still has a ratio of 3.1% entrepreneurs while developed countries have an average of 7% entrepreneurs. ("Kemenperin: Indonesia Butuh 4 Juta Wirausaha Baru untuk Menjadi Negara Maju," t.t.) It should be noted that the economic growth of developed countries is largely supported by economic activities in the informal sector. Likewise, the state of economic activity in Indonesia, the majority work in the informal sector, which is 59.62 percent. (Direktorat Statistik Kependudukan dan Ketenagakerjaan, 2021)<sup>1</sup>

Empirically, our nation still really needs the presence of new entrepreneurs to solve the unemployment problem. Hingga Februari 2021 tercatat tingkat pengangguran terbuka mencapai 6,26 persen, (Direktorat Statistik Kependudukan dan Ketenagakerjaan, 2021)<sup>2</sup> this ratio decreased compared to data from the same source in August 2020 which reached 7.07 percent. While the workforce continued to experience successive increases in August 2018, 2019, and 2020; 133, 36 million; 135, 86 million; and 138, 22 million. (Badan Pusat Statistik, 2020) The high population growth in Indonesia is the main factor in increasing the workforce. This is because the number of people in the labor force is directly proportional to the population.

On the other hand, our nation is also predicted to get a blessing called the demographic bonus. The most natural demographic phenomenon is population growth. An increase in population means an increase in the resources and potential of a country, for example the availability of adequate labor and the development of the consumption market. As stated by the International Conference on Population and Development's (ICDP) that population has a positive impact on economic growth and supports the acceleration of the demographic transition. (Badan Pusat Statistik, 2012) Bonus demografi merupakan perubahan atau transisi dalam struktur usia yang menguntungkan secara ekonomi. Sebagaimana didefinisikan Chandrasekhar, Ghosh, dan Roychowdhury bahwa bonus demografi merupakan penambahan penduduk pada kelompok usia kerja (Badan Pusat Statistik, 2012). This means that the state has the potential for a productive workforce that is ready to be mobilized to increase domestic production. Of course, if the group

<sup>1</sup> **What is meant by the informal sector is economic activity or community work that is not assisted by workers or permanent employees as a business organization.**

<sup>2</sup> **The open unemployment rate (TPT) is the ratio of the total labor force. Definitively, TPT has characteristics; those who are not working and looking for work, those who are not working and are preparing for a business, those who are not working and are not looking for work because they do not feel they are unable to get a job, are not working and are not looking for work because they have been accepted to work in an agency or company, but haven't started work yet.**

can find fields of productivity, so that apart from being an opportunity, the demographic bonus can also be a threat if there are no business or employment opportunities.

The World Bank justifies that the demographic bonus that will occur in 2025 to 2030 in Indonesia and other Asian countries will not necessarily strengthen the labor market in creating full employment. Indonesia, for example, cannot rely on a surplus of the labor force to boost its economic growth, because the surplus of productive age is not supported by the capacity for employment. It was recorded that until 2020 the contribution of productive age to percapita income was only 2,583-3,709 US dollars, only 25% of South Korea's percapita income.. (“World Bank,” 2021) Whereas the Ministry of Finance hopes that the availability of productive human resources can accelerate economic development. (“Bonus Demografi, Peluang Indonesia Percepat Pembangunan Ekonomi,” t.t.) Thus, the condition of the population dependency ratio which is expected to reach 44.2 as predicted by BPS in 2012 is still an unsolved mystery. So factually based on the description, the existing theories and models of entrepreneurship have not been able to meet the needs of the community in terms of; increase the number of entrepreneurs, increase the effectiveness of entrepreneurs.

Therefore, in line with efforts to create productive human resources in achieving the ideal number of entrepreneurial ratios, there are opportunities and opportunities for formal and non-formal educational institutions to increase their ability to create qualified and competitive human resources to get fresh air and great support from the government. Through Law Number 20 of 2003 concerning the National Education System that every citizen has the same rights to obtain quality education. In particular, higher education also has a role in creating and becoming a laboratory for the application of good governance values (Kunaifi, 2016). Furthermore, in implementing the mandate in the law, according to the decision of the Constitutional Court Number 13/PUU-VI/I/2008, the government must provide an education budget of at least 20 percent of the APBN and APBD to meet the needs of national education. ([www.anggaran.depkeu.go.id](http://www.anggaran.depkeu.go.id)) The realization of this decision was finally fulfilled by the government by increasing the APBN allocation in 2009 by less than 10 percent to 20 percent in 2016. As stated by the Minister of Finance of the Republic of Indonesia, Bambang Brodjonegoro that the education budget in the 2016 APBN reached Rp 419.2 trillion or 20 percent of the total state expenditure of IDR 2,095.7 trillion ([www.bisnis.liputan6.com](http://www.bisnis.liputan6.com)) In the context of economic development, it takes the role of individuals, families, communities, and supportive regulations to create productivity and empowerment as a bridge to create social welfare (Kunaifi, Rahman, & Dwiaryanti, 2021).

Based on the above phenomenon, educational institutions or schools have the potential to properly organize education in accordance with the mandate of the law. In accordance with Article 3 of the National Education System Law, which is to develop the potential of students to become human beings who fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Educational institutions must be able to organize a systematic and open education. With these provisions, schools must involve the active role of parents and the community in managing education so that they provide resource support in the implementation of education. So, in this case contextualization and effective entrepreneurship learning models are needed. Especially in the momentum of a pandemic that causes stagnation of turnover and economic activity, some companies tend to lay off rather than maintain it (Kunaifi & Qomariyah, 2021), so that entrepreneurship becomes a tactical solution for layoff victims. Therefore, it is very interesting to know the experiential learning model in the field of entrepreneurship as the results of the research written in this article.

## METHOD

This article compiled uses an case study approach. Data collection is done by conducting an initial interview of knowledge and motivation for entrepreneurship. Conducted on 6th semester students taking entrepreneurship courses with a total of 80 male and female genders. At this stage, the researcher used many of indicators for motivation, knowledge, and need assessment of entrepreneurial practice. Furthermore, the data is analyzed and the results are summarized to solved through brain storming learning, quizzes, visits to entrepreneurs, entrepreneur invitation, and entrepreneurial practices. At the end of the semester, the interview is carried out again with the same questions to find changes or the effectiveness of the learning model that has been carried out.

## DISCUSSION

### Entrepreneurship Learning

The word entrepreneurship, which used to be often translated as entrepreneurship, has recently been translated as entrepreneurship. Entrepreneur comes from the French word *entreprendre* which means to start or carry out. Meanwhile, entrepreneur/entrepreneur comes from the words: Wira: main, brave, noble; self: alone; sta: stand; business: productive activities. So entrepreneurship can be defined as follows: "Entrepreneurship is risk taking to run one's own business with. From the origin of the word, entrepreneurship was originally intended for people who can stand alone and take advantage of opportunities to create new businesses or with innovative approaches so that the managed business develops into a large and independent company in facing the challenges of competition (Mila, 2013).

In Indonesia, the word entrepreneur is often defined as people who do not work in the government sector, namely; traders, entrepreneurs, and people who work in private companies, while entrepreneurs are people who have their own business. Entrepreneurs are people who dare to open independent productive activities. The goal of a person to become an entrepreneur is generally to meet economic needs. A person can become an entrepreneur for the following reasons: (1). Call of Talent (2). Environment (3). Descendants (4). Forced circumstances (5) Relay responsibility in business leadership. Another opinion is that entrepreneurs can be formed through education or entrepreneurship training. Educators/thinkers. Learning entrepreneurship can also be used to become an educator or thinker in entrepreneurship. They are people who study entrepreneurship but do not intend to become actors related to entrepreneurship, but for educational purposes or to analyze something that requires knowledge of entrepreneurship. Another research state that 60.6 percent of entrepreneurial intention variants could be described by the entrepreneurial education and entrepreneurial mindset variables with a solid predictive level ("Does Entrepreneurship Education Promote Vocational Students' Entrepreneurial Mindset?," 2020).

Meanwhile, Nadzir in (Adawiyah, 2018) states that economic empowerment is an effort to make a strong, large, modern, and highly competitive economy in the correct market mechanism because the obstacles to people's economic development are structural constraints, then people's economic empowerment must be done through changes. structural. Economic empowerment of the ummah is all activities aimed at improving the economic capacity of the ummah either directly (for example: providing business capital, economic skills education, providing consumption funds), or indirectly (for example: economic skills education, protection and support for people with poor conditions). weak economy, etc).

Based on the above, it can be seen how important entrepreneurship education is to be given to students in school or college to create a generation of intellectuals with entrepreneurial spirit. An understanding of entrepreneurship from an early age will motivate them to train themselves to have skills in entrepreneurship in order to lead an economically independent society above the average. The younger generation is the driving force of the nation's economy. In many studies it is emphasized that the younger generation (such as santri) also plays an important role in empowering the community's economy (Kunaifi, Fikriyah, & Aliyah, 2021). With the existence of young people who are active in entrepreneurship, the economy of a nation will be healthier. However, they must be given understanding and motivation to start a business because not a few people are afraid to fail before they start a business. There are many success stories of young entrepreneurs in this country that can be an inspiration for the next generation of young people, even though they have to go up and down at the beginning of their career.

Entrepreneurship learning which is an urgency requires a strategy in its application in order to achieve the expected target. These strategies are like making entrepreneurship part of the national curriculum so that it can become one of the supporting subjects at both the upper and higher education levels. Students will be motivated as early as possible to become entrepreneurs after graduating from school or college in order to have their own income and not depend on others. This will reduce the unemployment rate which has been a problem because they only depend on the government for jobs. Jobs such as civil servants are still a prestigious thing for most people. Unfortunately, job vacancies like this are not always opened by the government and only certain formations are needed. Through entrepreneurship education, it is hoped that it will open students' knowledge about the importance of entrepreneurship and do not hesitate to start their business.

The importance of entrepreneurship education is given to the younger generation through formal education, so that they can build independence in improving welfare. Many people think that to build entrepreneurship, one must have talent and skills, so that not all individuals can be involved in entrepreneurial activities. However, with increasingly limited employment opportunities while the number of working age population continues to grow, it can no longer be absorbed by limited employment opportunities. The solution that can be offered to overcome the problem of narrow employment and high unemployment is to encourage the younger generation to be involved in entrepreneurial activities (Hasan, 2020).

Kirby in Hasan explained that entrepreneurship education is a training process for students to face an uncertain future by providing business creation capabilities. So it is important to harmonize entrepreneurship education conceptually with the recipients of the entrepreneurship education, both in terms of curriculum, teaching materials and teaching methodologies. An important focus in the entrepreneurship education curriculum is teaching materials that can encourage entrepreneurial attitudes, develop skills, provide managerial training thus, entrepreneurship education with several types of education and training processes, aiming to influence individual attitudes, behaviors, values or intentions towards the concept of independent business as career that can be realized in the community. Education is part of literacy and inclusion that can increase public interest in the themes raised, such as literacy and inclusion of Islamic financial products (Kunaifi, Jannah, & Setianto, 2020).

Strengthening entrepreneurial strategies in the world of education is not only through theory but students are also invited to carry out entrepreneurial practices that are packaged in such a way as to practice within the scope of the school or to go directly and interact with the community so

that it can be a valuable experience and summarize it in best practice. Another strategy can be to bring in various sources of successful entrepreneurs to share experiences of what are the obstacles and motivations so that they can achieve their success. In addition, making a study tour program to visit home industries or companies with small, medium and large scale will make students motivated because they have a real picture in the field of entrepreneurship.

#### Small and Medium Enterprises (SMEs)

*Entrepreneurship plays an important role in the creation and growth of businesses, as well as in the growth and prosperity of regions and nations* (Hisrich, Peters, & Shepherd, 2017). Entrepreneurship has the virtue of being an instrument in playing an important role in the creation and growth of a business. Through the creation and growth of these businesses, the community can benefit in the form of growth and prosperity in the economic field within the scope of the region and the nation. These results are created from the courage of entrepreneurs in taking advantage of opportunities. Howard Frederick, et al revealed: *Entrepreneurship is the symbol of business tenacity and achievement. Entrepreneurs are the pioneers of today's business successes. Their sense of opportunity, their drive to innovate and their capacity for accomplishment have become the standard by which free enterprise is now measured. This standard is taking hold within free and open economies throughout the world* (Frederick, O'Connor, & Kuratko, 2016).

The expression above shows the important role of entrepreneurship as a visualization of business tenacity and achievement. Entrepreneurs who are products of entrepreneurship are pioneers and representatives of today's business success. Their passion for innovation has had a very positive impact on the development of free and open economies around the world. Entrepreneurship is closely related to economics and welfare, so McClelland, a sociologist at Harvard University, states that a country can prosper if 2 percent of the population becomes entrepreneurs. This statement is proven by data that developed countries such as America, Japan, Sigapuram and Malaysia have entrepreneurs on average 12 percent of the population (Ketut Sutrisna Dewi, 2017). Thus, the position of entrepreneurship in the development of the nation and state is very vital to implement creativity and innovation to create productivity in the economy (Marsana, 2020). Thus, the virtue of entrepreneurship lies in its function and role in creating prosperity for the nation and state. It can even be stated that the prosperity of a nation depends on the existence and optimization of entrepreneurship. Individually, entrepreneurship has the priority as a forum for actualizing independence, change, expression of self-potential, material benefits, self-actualization and freedom in work.(Abas Sunarya, Sudaryono, & Saefullsh, 2011)

*Otherwise Small business* based on U.S. Small Business Administration has define: “a small business is one that is independently owned and operated, exert little influence in its industry, and (with a few expectations) has fewer than five hundred employees”(J.Skripak, 2016). It is a business that is owned by a person or family and is independently operated, exerts influence in its industry, is expected to grow, has fewer than five hundred employees. In particular, the contribution of small business in the economy is to create jobs, stimulate innovation, and provide opportunities for many people to generate income. Samuel Adomako and Kevin F. Mole provide technical characteristics of small business as a business that has both limitations and opportunities. As a small business, you must have limited sources of funds, managerial, and scope of market penetration. However, with entrepreneurship, this business is an opportunity to grow and become a big company.(Adomako & Mole, 2018) Mark Freel specifically describes small business as a business that is a dynamic complement in an industry with the characteristics of the need for financial innovation, network collaboration, and innovation in the managerial field.(Freel, 2018)

### Entrepreneurial Challenge

Entrepreneurs also have challenges that come from internal and external. Internally, the main obstacles arise in the form of willingness and courage to express innovation and creativity in a concrete business. Beginner entrepreneurs face different circumstances and tend to be strange between their creative ideas and the normality that occurs in society, it is not uncommon for an entrepreneur to be called strange or considered crazy. Katona and Penros mention that one of the sources of this difference lies in developing these companies and implementing different dynamic capabilities, which we define as the ability to reconfigure the company's resources and routines in ways that its key decision makers envision and deem appropriate. Indeed, the subsequent creation and use of dynamic capabilities corresponds to the entrepreneur, entrepreneurial team, or company senior management's perception of opportunities to productively change existing routines or resource configurations, willingness to make those changes, and their ability to implement these changes.(Zahra, Sapienza, & Davidsson, 2006) Therefore, the solution to reduce or eliminate these obstacles is to have the courage to execute ideas, because an entrepreneur is ready to take risks with his next creativity and innovation.

Externally, entrepreneurial barriers are increasingly complex because everything is beyond the control of the entrepreneur, so the existence of these barriers can be categorized as a challenge in testing the expertise of an entrepreneur. The first external challenge is culture, namely the existence of a culture that is often in conflict with entrepreneurial ideas, while culture has been assumed to be an established value. As is the case in India, the country's cultural values have historically constrained entrepreneurship, so a number of efforts in recent years seem to have significantly reshaped the national mindset on entrepreneurship, especially among Indian youth which has shown a much higher rate of increase, a level of interest in starting a new venture than their US counterparts.(Dash & Kaur, 2012) In Zimbabwe, with its distinctive culture, it has forbidden rural women from being entrepreneurs.(Chitsike, 2000) At least the smallest resistance from culture is the finding of research results that certain cultural characteristics can influence the desire to engage in entrepreneurial activities in different ways, as a function of the community's economic development. This is true because there are different motivations that encourage entrepreneurs according to their respective cultures.(Achim, Borlea, & Văidean, 2019) In this context, entrepreneurs must adjust their creativity to be in line with the surrounding culture.

After starting a new business, technical problems began to emerge, including; Inadequate business information, low levels of public trust, unsatisfactory services, and uncertain expectations of business continuity.(Vidyanata, Teofilus, Sutrisno, & Gelombang, 2020) The

factor of public or customer trust is the biggest challenge, because naturally, startup businesses still don't consume much. The next technical factor is marketing problems, in this case it is not certain that market share has an impact on the low effectiveness of marketing programs.(C.y.s, R, & A.h, 2019) The financial aspect is also a challenge for the initial business initiated by entrepreneurs. The lack of financial resources, puts pressure and stress on efficient use, in addition to the lack of clarity about the continuity of the business.(Sitepu, 2015) Another external factor that is also important to address is the use of technology.(Klaasa, Thawesaengskulthai, & Vaiyavuth, 2019) In this case, not all low-cost technologies are suitable for beginner businesses, even most of the technology is not yet available as a tool.

### Experiential Learning of Entrepreneurship in University

The urgency of entrepreneurship and the challenges that accompany it become one of the tasks of educators or educational institutions to create effective concepts in providing knowledge, motivating, and providing training for students, especially students in cultivating the courage to start a business. In addition to creativity, business also requires knowledge and scholarship as a guide to building a business, such as how to communicate effectively (Philipus, 2017), so that new businesses can avoid the resistance of destructive public opinion.(Kunaifi & Syam, 2021). So that an effective learning model is needed so that college graduates have the courage to start a business to be successful.

The stages of experiential learning in entrepreneurship can be described as follows:

1. Conduct an assessment interview before class starting, which is a test that aims to obtain accurate information regarding the level of understanding, knowledge, and motivation of students in entrepreneurship. The interview is carried out many questions of knowledge, motivation, and need assessment for starting enterprise. Through this test, lecturers or instructors can find out the level of understanding of entrepreneurship, various entrepreneurial knowledge that has been mastered, as well as student motivation to become an entrepreneur.

2. Learning and training

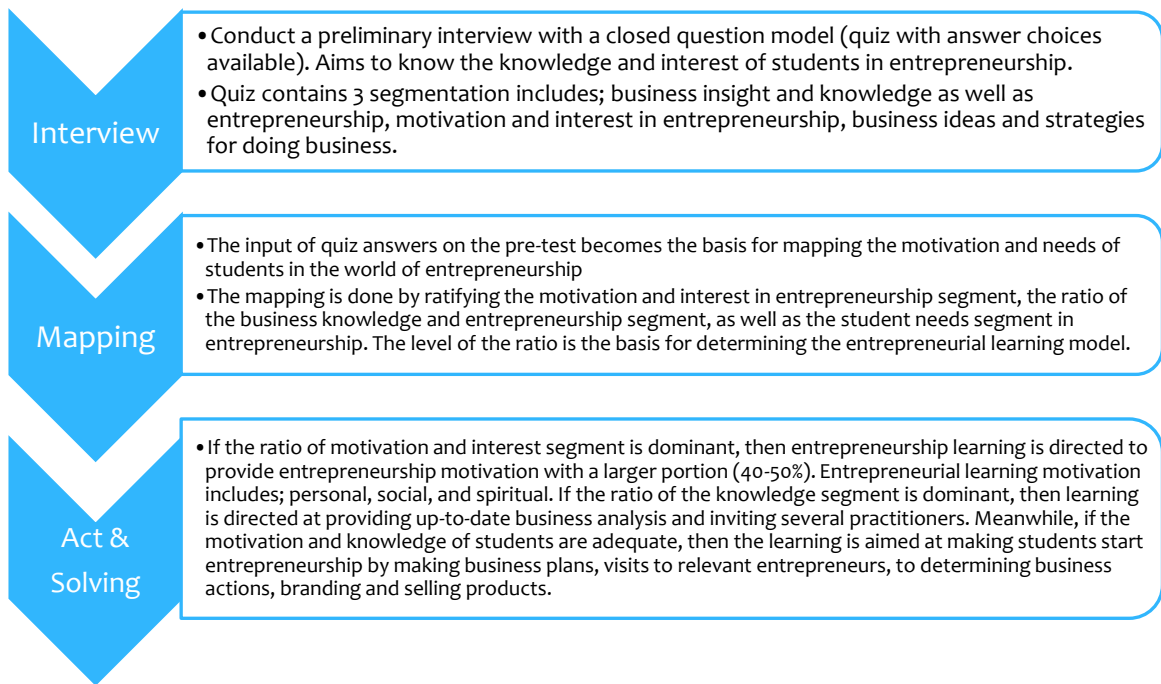
Learning is intended to transfer knowledge in the field of entrepreneurship. Every student who will enter the business world or start a business requires knowledge of; management science. Each step begins with planning, implementation, and monitoring of production, human resources, marketing, and finance. Also specifically regarding the management of small and medium enterprises, providing information on various challenges that may be faced, predicting business prospects and the right time to start. The important thing in influencing the mindset of students to be motivated and dare to be entrepreneurs is to explain various thinking mistakes in entrepreneurship, such as the myths that have already developed in society. All knowledge can be systematically summarized into a business plan.



The Business Plan is a guide for starting a business as well as a technique for getting the right business partner.

Meanwhile, to get an accurate picture, students are also given practical training in doing business. This method starts with learning from experienced people or business practitioners. The technique can be done by inviting entrepreneurs to give lectures to students and share experiences. The second technique is carried out by making visits to business locations that are considered suitable for students or relevant to the wishes and abilities of students. This training aims to eliminate student uncertainty in starting entrepreneurship. In addition, training is also carried out by providing students with opportunities to do entrepreneurship directly. The step is to provide relevant events in the form of bazaars, exhibitions, or expos. Students are given the opportunity to provide products or services that will be offered and marketed in the event, it can also be given or determined products, while students are given the opportunity to market and sell based on their creativity. Experiential learning systematically in entrepreneurship can be described as follows:

Experiential Learning Schematic Figure



## 1. Evaluation and Action

At the evaluation stage, the teacher provides problem solving to student needs consisting of:

- a. The pre-test evaluation was continued by mapping the conditions of students' interest, knowledge, and motivation in entrepreneurship. After the descriptive evaluation is done, the teacher can plan content and learning strategies that are systematic and effective. Teachers are expected to do the right portion on the issue of student interest, knowledge, and motivation. To maximize the results in the implementation of learning (students' courage in starting a business), the right portion of brainstorming, direct learning, and experiential learning are planned.
- b. Monitoring the effectiveness of learning during the study period, among others, by observing the development of student interest, motivation, and knowledge in the brainstorming phase (precisely at the fifth week meeting), if it is felt that there is an increase in interest, knowledge, and motivation in the aggregate, then proceed to the direct learning stage. The direct learning phase is carried out by forming teams of 2 to 5 people each. In this phase (sixth to ninth week meeting) the teacher provides technical guidance on the preparation of a business plan. Next week, preparations will be made to make visits to at least 2 entrepreneurs who are considered relevant as well as an invitation to at least 2 other entrepreneurs to attend to provide direct learning to students. In the ninth week, students began to develop systematic, applicable, and realistic business proposals.
- c. Business plan assessment and practical preparation. At this stage (10th and 11th meetings) the teacher evaluates the business plan of each group. A proper business plan is continued to be executed on business practices in the form of branding and selling. Groups that are deemed unfit can join groups that are deemed worthy. On the 12th, 13th, and 14th week, a proper business plan can be guided to gain access to capital, supply of

goods, and media advertising. On the 15th and 16th week, the ready team can do branding and selling in the campus environment.

**CONCLUSSION**

Basically, Indonesia has the potential for productive age which continues to grow. Utilization of this potential will increase economic growth with the provision of getting space to explore and express their potential. Educational institutions can provide a role as a party that maintains and directs this potential. The potential for creativity and productivity of the younger generation must continue to be honed and channeled in order to provide economic and social benefits.

One thing that can be done is to provide the best program in developing the entrepreneurial spirit of students through experiential learning. Brainstorming, entrepreneur visit, entrepreneur invitation, and experiential learning are increasing courage of student motivation to start an enterprise. The steps of experiential learning as described above can be summarized as in the table below:

Stage	Timing	Action	Target
Assesment (interview)	1 <sup>st</sup> and 2 <sup>nd</sup> week	Learning contract, warming up, and conducting quiz/interview	Student readiness and knowledge mapping of student needs
Learning & Coaching	The 3 <sup>rd</sup> until 11 <sup>th</sup> week	Conduct brainstorming (presentations), direct learning (entrepreneurial visits and entrepreneur invitations), business plan guidance	Finding business ideas, internalizing entrepreneurial motivation, and formulating a systematic, applicable, and realistic business plan
Evaluation & Action	The 10 <sup>th</sup> until 16 <sup>th</sup> week	Business group problem solving and experiential learning	Able to obtain capital and products in practicing branding and selling products in event bazaars, expos, and so on.

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