

The Effect of Entrepreneurship Proposals on Motivation for Student Entrepreneurial Practices Through Project-Based Learning (Study at KPI STIBA Ar Raayah)

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A B S T R A C T

The entrepreneurship design proposal, as an implementation of the project-based learning approach, can serve to inspire students to pursue entrepreneurship. This study sought to evaluate the impact of entrepreneurship design proposals as an implementation of a project-based learning approach in Islamic entrepreneurship courses. The employed research method is a quantitative descriptive survey utilising a saturation sample strategy, encompassing 25 female students from the Islamic Communication and Broadcasting degree program. The research data was gathered by questionnaires and non-participant observation techniques, employing an observation guideline instrument and a Likert scale for measurement. The findings indicated that entrepreneurial initiatives developed by female students, utilising the project-based learning paradigm in Islamic entrepreneurship courses, significantly enhanced the motivation for their entrepreneurial activities. In light of the conclusions from this study, the project-based learning approach in Islamic entrepreneurship courses requires continuation and enhancement through alternative methods.

Keywords: Entrepreneurship proposal; entrepreneurial practices; motivation; project based learning

INTRODUCTION

The high unemployment rate in Indonesia is currently a concerning phenomenon. Based on the official report from BPS for the February 2021 period, it was recorded that approximately 8.75 million people or around 6.26% of the workforce in Indonesia, were unemployed (Zalki & Juniarily, 2023). One factor that increases the unemployment rate is the limited employment opportunities caused by the high growth of the population and labour force that is faster than the available jobs (Nabibah & Hanifa, 2022).

College graduates who are supposed to reduce the unemployment rate are also unable to respond to these challenges, so eventually the number of educated unemployed jumps every year (Pratama & Setyowati, 2022). The propensity for elevated unemployment rates among skilled labour arises from the correlation that as educational attainment increases, so does the aspiration for positions or job opportunities aligned with their competencies and preferences (Harsenovia, 2021).

College graduates need guidance and support so that they do not only focus on finding jobs but are also able and willing to become new job creators. Therefore, fostering entrepreneurial spirit among students is considered one of the alternatives to realise this hope (Suwena, 2015).

The role of higher education through Islamic entrepreneurship education is one of the drivers of the emergence of entrepreneurial spirit. The addition of entrepreneurial vision and entrepreneurial experience in the Islamic entrepreneurship learning process is expected to increase student interest in entrepreneurship (Daniel & Dwihartanti, 2017; Juwaini, et al., 2023) Islamic entrepreneurship courses are expected to focus not only on theory alone but also on applied through practice. It is intended that students can feel firsthand the difficulties and responsibilities that must be passed in entrepreneurship during their practice period (Anggara et al., 2022).

One university that provides Islamic Entrepreneurship courses is the Sekolah Tinggi Bahasa Arab (STIBA) Ar Raayah, which is based on pesantren (Khatimah & Nuradi, 2021). Pesantren is a place to train its residents' independence, which is one of the essential keys to an entrepreneur. However, the fact is that pesantren graduates rarely have an interest in entrepreneurship (Ridwan, 2021). Consequently, the implementation of Islamic entrepreneurship courses utilising the project-based learning technique is anticipated to enhance students' entrepreneurial motivation.

In Islam, entrepreneurship is highly recommended and is considered the best job because it does not cause burdens for others, even making it easier for others to provide for their families (Fauzia, 2019), as mentioned in the following hadith:

عن المقدم رضي الله عنه عن رسول الله صلى الله عليه و سلم قال ما أكل أحد طعاما قط خيرا من أن يأكل من

عمل

يده و إن نبي الله داود عليه السلام كان يأكل من عمل يده (أخرجه البخاري)

'Al-Miqdam Radiyallahu 'Anhu reported that the Messenger of Allah (peace and blessings of Allah be upon him) said: 'A person should eat the fruits of his labour. Indeed, the Prophet David, peace be upon him, ate from the produce of his labour.' (HR. Bukhari)

Several previous studies have shown that entrepreneurship courses positively impact increasing students' entrepreneurial interest (Mawar & Nawawi, 2023; Asmawan, 2017). Other studies state that learning related to entrepreneurship can form the mentality of an entrepreneur (Mukhyar & Puspita, 2022), while other studies state that the effect of entrepreneurship learning on increasing students' entrepreneurial interest is not entirely influenced by learning entrepreneurship courses. However, other influences become capital for the growth of entrepreneurial character in students, both external and internal (Supeni & Efendi, 2017).

This research distinguishes itself from prior studies by concentrating on entrepreneurship design proposals as an application of project-based learning models and their impact on the motivation for entrepreneurial practices among female students in the Islamic Communication and Broadcasting Study Programme Batch 4 at STIBA Ar Raayah, whereas other studies examine the scope of entrepreneurship courses and their influence on enhancing students' entrepreneurial interest at universities. This study seeks to assess the impact of the entrepreneurship design proposal as an implementation of the project-based learning paradigm in Islamic entrepreneurship courses.

RESEARCH METHODS

This research employs a qualitative descriptive survey aimed at elucidating the implementation of entrepreneurship courses utilising project-based learning models and the motivation of female students in entrepreneurial activity, as informed by the entrepreneurial design proposals developed. A quantitative descriptive strategy is employed to acquire numerical data or statistics utilising SPSS 24.0 for Windows (Sundayana, 2015; Sugiyono, 2017; Tanjung & Devi, 2018).

This research is on the fourth cohort of students enrolled in the Islamic Communication and Broadcasting program at STIBA Ar Raayah Sukabumi, conducted from August to November 2023. Researchers employed a saturation sampling strategy, selecting a sample of 25 female students from the same demographic, aged between 20 and 26 years. The independent variable of this study is the Islamic entrepreneurship course utilising a project-based learning methodology, whilst the dependent variable is the practice of Islamic entrepreneurship. Researchers employed questionnaires and non-participant observation techniques, utilising observational guideline tools to gather research data.

The employed measurement scale is a five-point Likert scale, comprising Strongly Agree (SS) with a score of 5, Agree (S) with a score of 4, Undecided/Neutral (N) with a score of 3,

Disagree (TS) with a score of 2, and Strongly Disagree (STS) with a score of 1 (Suryati Eko Putro et al., 2023). Data from observations and questionnaires will be analysed through data reduction, presentation, and conclusion or verification.

RESULTS & DISCUSSION

Project Based Learning

The Project Based Learning (PjBL) paradigm is an educational framework that introduces a challenge requiring crucial and advanced cognitive skills to resolve (Rais, 2010). Female students are required to resolve discoveries within a project-based learning framework. Students must be capable of organising, designing, executing projects, preparing presentations, and conducting evaluations in this process. This technique enables students to cultivate critical thinking skills (Pratiwi & Setyaningtyas, 2020).

Project-based learning is an educational approach that incorporates media. Students are organised into groups to investigate, assess, analyse, systematise, and present knowledge that would enhance the learning process (Hosnan, 2014). Hosnan delineates the stages of the project-based learning model as follows: (1) Selecting the project to be undertaken with the assistance of instructors to facilitate student analysis; (2) In the design phase, students formulate the final project plan under instructor supervision; (3) Developing a project closure plan subsequent to the initial planning; (4) Executing the project with instructor guidance; (5) Assembling the final project outcomes for presentation; (6) Assessing the results of the executed project.

The implementation of project-based learning, a research variable, indicates that students who actively enquire about writing business plans can effectively compose business plans, organise practice schedules, monitor business preparation progress, assess the stability of business readiness, and evaluate the deficiencies and surpluses in practice preparation.

Entrepreneurship Proposal

A proposal is a proposal or plan that requires the convention of others before it is implemented (Zuriati, 2017). An entrepreneurial proposal is a written document that an entrepreneur must plan and include all relevant elements, both external and internal when starting a new venture (Hisrich & Peters, 1998). The ability to make an entrepreneurial proposal is the first step that needs to be prepared by a prospective entrepreneur as a support activity (Akmalia et al., 2023). This needs to be considered in the hope that it can be used to explore, develop, and turn a business idea into a business venture. Planning a business is essential to know the weaknesses, shortcomings, losses and advantages (Andayani et al., 2018).

Making a business design proposal can encourage students to be able to make a general design of a business; describe the uniqueness and competitiveness of a product; product pricing; determine financial planning in business planning; and build good cooperation in starting a business. In addition, it is also necessary to show market segment analysis, target

market and marketing methods, especially using social media as marketing media. Research conducted by Juwaini et al. (2023) states that social media has significance to marketing performance. The link between social media and entrepreneurship was also studied by (Khatimah et al., 2024), namely by utilising it effectively so that it can reach more specific market segments, understand customer needs, and be able to create relevant and more targeted marketing strategies. So that mastery of social media is one of the essential skills for today's entrepreneurs in increasing their competitiveness and business progress.

Motivation for Entrepreneurial Practice

According to KBBI, motivation is an impulse that arises in a person consciously or unconsciously to act with a specific purpose. Entrepreneurial motivation is the driving force that makes a person undertake a new long-term business (kbbi.web.id, n.d.). Entrepreneurial motivation is an inner drive that awakens the spirit to create an activity by seeing opportunities, taking risks, carrying out innovative activities, and being profit-orientated (Firmansyah & Roosmawarni, 2019; Sari et al., 2021).

Students motivated to start a business will be encouraged to realise the business after carefully preparing a plan through an entrepreneurial design proposal. It is hoped that students can become successful and outstanding entrepreneurs in the future, believing that they can innovate to successfully attract target markets while creating jobs and reducing unemployment in Indonesia.

STIBA Ar Raayah Profile

Established in 2012 under Decree of Establishment of PT No. 2345, Sekolah Tinggi Ilmu Bahasa Arabic (STIBA) Ar Raayah is a private Islamic university and pesantren-based institution located in Sukabumi Regency. By 2024, it is projected to have an enrolment of 1,400 students (Nuradi et al., 2021; Khatimah et al., 2023). Currently, it consists of several programmes, namely the Language Programme (*I'dad Lughawy*) for 1 year, the Undergraduate Programme (S1) including the Arabic Language Education Study Programme (S1 PBA), Islamic Communication and Broadcasting (KPI), Islamic Religious Education (PAI), and Islamic Education Management (MPI); and Postgraduate Programme for Arabic Language Education Study Programme (S2) PBA. The current offerings include several programs: the Language Programme (*I'dad Lughawy*) for one year, the Undergraduate Programme (S1) encompassing the Arabic Language Education Study Programme (S1 PBA), Islamic Communication and Broadcasting (KPI), Islamic Religious Education (PAI), and Islamic Education Management (MPI); and the Postgraduate Programme for the Arabic Language Education Study Programme (S2 PBA).

For the KPI program, the focus of this research, the operational permit was acquired on 09 November 2021 under Decree No. 2345 of 2012. As of 2024, it comprises 14 lecturers and 197 students (Program Studi (S1) (Program Studi (S1) Komunikasi Dan Penyiaran Islam STIBA Ar Raayah, n.d.); (Pddikti.kemdikbud, n.d.). STIBA Ar Raayah is tasked with

cultivating proficient da'i and specialists in Islamic communication via this academic program. Consequently, this pesantren-based university must actively engage in addressing challenges related to Islamic communication and da'wah, while also anticipating potential threats that may emerge and pose risks, which must be confronted by educational institutions and the entire academic community within them (Khatimah et al., 2024).

The effective research includes 23 respondents from a total of 25 female students in the Islamic Communication and Broadcasting department at STIBA Ar Raayah Sukabumi. Due to their absence from the STIBA Ar Raayah dormitory, two individuals need assistance in completing the questionnaire designed for data collection.

This study has three variables: two X variables, namely X1 and X2 and one Y variable. X1 variable is Business Design Proposal, which has five indicators, including; (X1.1) executive summary, (X1.2) product description, (X1.3) market analysis, (X1.4) financial planning and (X1.5) organisation (Munawaroh et al., 2016), while variable X2 is Project Based Learning which has six indicators, including; (X2.1) Questioning, (X2.2) planning, (X2.3) scheduling, (X2.4) monitoring, (X2.5) assessing, and the last is (X2.6) evaluating (Fauzi et al., 2019). Then, variable Y in this study is the Entrepreneurial Motivation of Mahasantri Islamic Communication and Broadcasting Study Programme STIBA Ar Raayah. This variable has five indicators, including (Y1.1) Desires and desires, (Y1.2) drives and needs, (Y1.3) hopes and aspirations, (Y1.4) awards, (Y1.5) interesting activities, (Y1.5) interesting activities, (Y1.5) interesting activities, and (Y1.5) interesting activities (Sugita & Ansori, 2018).

Validity refers to the capacity of a measuring device to accurately assess what it is designed to measure. Validity assessment focusses on the instrument's content and utility. The reliability assessment of the research instrument evaluates the dependability of a questionnaire utilised in a data gathering investigation. The objective of testing the validity and reliability of the questionnaire employed in this study is to ascertain the precision with which the measuring instrument evaluates a specific construct. A survey is deemed credible if an individual's responses to these questions are constant or stable over time (Sundayana, 2015; Sugiyono, 2017; Tanjung & Devi, 2018). A construct or variable is considered reliable if it produces a Cronbach alpha value ≥ 0.60 (Darma, 2021); the research test results are as follows in Table 1.

Table 1. Convergent Validity Test Results

Variables	Indicators	Loading Factor (>0,05)	Description
Entrepreneurship Proposal	X1.1	0,000	Valid
	X1.2	0,000	Valid
	X1.3	0,000	Valid
	X1.4	0,001	Valid
	X1.5	0,017	Valid

Project Based Learning	X2.1	0,028	Valid
	X2.2	0,025	Valid
	X2.3	0,000	Valid
	X2.4	0,000	Valid
	X2.5	0,000	Valid
	X2.6	0,000	Valid
Motivation for Entrepreneurial Practice	Y1.1	0,067	Invalid
	Y1.2	0,005	Valid
	Y1.3	0,063	Invalid
	Y1.4	0,009	Valid
	Y1.5	0,004	Valid

Source: Data Processing Results SPSS 24.0 for Windows

The data from the research results above show that most of the validation results are valid, meaning that the valid indicators have represented two invalid ones.

Table 2. Composite Reliability Test Results

Variables	Composite reliability
Entrepreneurship Proposal	0,707
Project Based Learning	0,847
Motivation for Entrepreneurial Practice	0,903

Source: Data Processing Results SPSS 24.0 for Windows

All variables are deemed reliable according to the research findings in Table 2, as the composite reliability values exceed 0.6. Overall, there exists a balance among all measuring models for study variables; the entrepreneurship proposal, project-based learning, and motivation for entrepreneurial activity exhibit strong validity and reliability. This finding corresponds with the studies indicating that entrepreneurship courses indirectly influence students' enthusiasm in initiating entrepreneurial ventures (Khatimah & Nuradi, 2021).

Regression quantifies the link between two or more variables, articulated as a function. The independent and dependent variables should be distinguished and are typically denoted by x and y . Multiple regression analysis seeks to ascertain the extent to which two or more independent variables (X) affect the dependent variable (Y). The t-test seeks to ascertain the extent of the independent variable (X)'s isolated effect on the dependent variable (Y). The F test seeks to ascertain the simultaneous effect of the independent variable (X) on the dependent variable (Y). The coefficient of determination quantifies the percentage of effect that variable X exerts on variable Y concurrently (Sundayana, 2015).

Table 3. First Hypothesis Test (H1) and Second Hypothesis (H2) with t-Test

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	8,813	3,994		2,20	,039
Entrepreneurship Proposal (X1)	,494	,401	,441	1,23	,232
Project Based Learning (X2)	,149	,326	,164	,458	,652

Source: Data Processing Results SPSS 24.0 for Windows

The significant value of X1 on Y is 0.232, which exceeds 0.05, and the computed t value is 1.233, which is less than 2.086. Therefore, it may be stated that H1 is rejected, indicating no effect of X1 on Y.

The significant value of X2 on Y is 0.652, which exceeds 0.05, and the estimated t value is 0.458, which is less than the t table value of 2.086. Therefore, it may be stated that H2 is rejected, indicating that X2 has no influence on Y.

Table 4. Third Hypothesis Test (H3)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	102,034	2	51,017	5,27	,014
Residual	193,444	20	9,672		
Total	295,478	22			

Source: Data Processing Results SPSS 24.0 for Windows

The aforementioned output indicates that the significant value for the simultaneous effect of X1 and X2 on Y is 0.014, which is less than 0.05, and the calculated F value is 5.275, exceeding the critical F value of 3.47. Consequently, it may be stated that H3 is accepted, signifying a simultaneous effect of X1 and X2 on Y.

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,588 a	,345	,280	3,11002

Source: Data Processing Results SPSS 24.0 for Windows

The R Square value is 0.345, indicating that the entrepreneurship proposal variable and the PjBL method account for 34.5% of the variance in entrepreneurial practice motivation, with the remaining 65.5% attributable to external factors not represented in the model. The aforementioned table, representing the summary model of multiple linear regression tests, elucidates the correlation magnitude, indicated by a R value of 0.588; the coefficient of determination, or R Square, is 0.345, signifying that the influence of independent variables, namely entrepreneurial proposals and PjBL methods, on the dependent variable, motivation for entrepreneurial practice, accounts for 34.5%.

The findings indicated that the entrepreneurship design proposal within the Islamic entrepreneurship course, utilising a project-based learning model, positively impacted the entrepreneurial motivation of female students in the Communication and Islamic Broadcasting program at STIBA Ar Raayah Sukabumi. This aligns with the conclusions of Irsyad (2020) and Anggraini (2022), which asserted that the development of entrepreneurship design proposals in Islamic entrepreneurship courses significantly enhances the entrepreneurial motivation of female students.

This study aims to serve as a catalyst for lecturers to persist in fostering and motivating students to cultivate an entrepreneurial spirit, as well as to create additional opportunities for practical entrepreneurship within the campus, facilitated by the study program or STIBA Ar Raayah itself.

CONCLUSION & SUGGESTION

Entrepreneurship proposals developed by female students, utilising project-based learning models in Islamic entrepreneurship courses, might enhance the incentive for their entrepreneurial endeavours. This study strongly recommends the formulation of entrepreneurship design suggestions. The execution of this program, which assigns female students the responsibility of developing entrepreneurial ideas, must be conducted by Islamic entrepreneurship lecturers to inspire them to actualise entrepreneurial practices in the field. Moreover, additional study is required to investigate the impact of entrepreneurship design concepts as an implementation of project-based learning models. This research can elucidate the merits and demerits of project-based learning models in relation to alternative educational frameworks, as well as the benefits and drawbacks of entrepreneurial design proposal

preparation tasks compared to other assignments. Additionally, research into this learning model through other assignments must be conducted to inform lecturers of the outcomes students may achieve by employing these projects as an application of project-based learning methodologies.

Further research should focus on case studies examining the success rates of alumni who have established enterprises through Project Based Learning (PjBL) in Islamic Entrepreneurship courses. Furthermore, it may do a study on the creation of modules or practical instructions for Islamic entrepreneurial instructors in executing Project-Based Learning (PjBL) by producing entrepreneurial proposals as a primary component.

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