

# Developing a Creative Entrepreneurship Education Model to Enhance Student's Creativity and Innovation for Successful Completion of the Independent Entrepreneurship MBKM Program

I Gusti Putu Bagus Sasrawan Mananda<sup>1\*</sup>, Ni Putu Eka Mahadewi<sup>1</sup>

<sup>1</sup>Faculty of Tourism, Udayana University, Bali, Indonesia

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Corresponding Author:

I Gusti Putu Bagus Sasrawan Mananda  
[gusmananda@unud.ac.id](mailto:gusmananda@unud.ac.id)

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**Abstract:** In this study, the objective is to develop an innovative educational model for fostering creativity and innovation in aspiring entrepreneurs using the "learning by doing" approach, specifically through practical business experiences. The aim is to cultivate creativity and innovation among students, equipping them with the skills needed for entrepreneurial endeavors. By integrating students' creativity and innovation into entrepreneurship education, the research aims to instill an entrepreneurial mindset and contribute to reducing the high unemployment rate among educated individuals in Indonesia. This research was carried out at Udayana University's Faculty of Tourism, focusing on alumni who had completed entrepreneurship courses. The study employed a descriptive and verification research approach, with data presented as percentages and detailed descriptions. A purposive sampling technique was utilized, targeting undergraduate students who had taken entrepreneurship courses, resulting in a sample size of 100 individuals. Structural Equation Modeling (SEM) analysis using the Lisrel 8.0 software was the chosen analytical tool. The SEM analysis revealed that the t-values for both student creativity (6.80) and student innovation (6.56) exceeded the critical t-value of 1.85 at a 5% error rate. This led to the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_a$ ).

**Keywords:** Education; Independent Entrepreneurship; MBKM Program

## Introduction

Bali has consistently been a prominent contributor to Indonesia's tourism industry (Pham & Nugroho, 2022; Antara & Sumarniasih, 2017). The government has placed significant emphasis on developing its tourism sector due to Bali's global recognition as a premier tourist destination (Khan et al., 2021; Comerio & Strozzi, 2019). However, despite its immense appeal, there are lingering doubts about the extent to which tourism development in Bali benefits its residents. The soaring property prices have resulted in reduced motivation among individuals to establish their businesses on the island (Lin et al., 2018).

Promoting entrepreneurship in Bali is pivotal, as it can generate employment opportunities for the local

populace and optimize the utilization of regional resources for growth and competitiveness (Susila et al., 2023). The concept of regional competitiveness is a paramount concern for local governments, as it pertains to a region's capacity to compete and thrive economically (Farida & Setiawan, 2022). In Bali, the tourism industry must diversify its offerings and services to meet the evolving market demands, highlighting the interdependence of tourism development and entrepreneurship (Weidenfeld, 2018).

The core objective of this research is to explore the external factors influencing tourism entrepreneurship in Bali (Rosalina et al., 2023; Subawa et al., 2023). The research endeavors to offer valuable insights to prospective tourism entrepreneurs and those interested in venturing into the tourism industry. These insights

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will equip them with foundational knowledge to devise suitable strategies and business models when establishing enterprises in Bali.

In Bali, the issue of educated unemployment presents a unique opportunity for universities to innovate in the provision of education. It is imperative that education extends beyond graduation and focuses on producing graduates who are self-reliant and prepared for the workforce. Instilling entrepreneurial spirit in students is the key, so that upon graduation, they not only aspire to be employees but are motivated to create job opportunities or become self-sufficient in their endeavors. Addressing the problem of educated unemployment in Bali could involve enriching the curriculum with entrepreneurship-focused elements, both in theory and practice. This approach can stimulate creative and innovative thinking among students, ultimately fostering a high entrepreneurial spirit and the capacity for self-reliance, which can lead to income generation or job creation in their communities.

Entrepreneurial spirit is innate in individuals who possess creativity and innovation. It thrives in those who embrace change, progress, and challenges. To minimize dependency and enhance responsiveness to the environment, it is imperative to integrate entrepreneurial culture into university curricula. Such integration is deemed significant and logical for preparing graduates who are not only professional but also creative, responsible, and independent.

Creativity, the ability to generate novel ideas and find innovative solutions, is a defining characteristic of individuals. In today's society, college graduates face intense competition and must possess unique selling points, high creativity, and an entrepreneurial mindset to succeed (Kooskora, 2021). Higher education institutions have a pivotal role to play in infusing entrepreneurial principles into the learning process as a solution to the prevalent issue of educated unemployment.

Entrepreneurship Merdeka is part of the MBKM program aimed at providing opportunities for students to learn and develop themselves into prospective entrepreneurs through activities outside of their academic classes. The Entrepreneurship Merdeka program encourages students to collaborate, take action, and contribute to the nation's economic development in Indonesia. Students are expected to become agents of change who help improve the economic quality of the community and act as agents of innovation to create job opportunities through student business development, as well as be pioneers in nurturing new entrepreneurial potential in Indonesia. The process for selecting participants in the Entrepreneurship Merdeka Program (WMK) operates as follows: Prospective student

participants interested in joining the WMK program are required to choose Unud on the WMK platform.

The research findings are anticipated to serve as valuable input for the Faculty of Tourism at Udayana University, particularly in the context of their Independent Entrepreneurship MBKM Program as part of their vision and mission for the tourism program. This vision aligns with the broader goals of the Indonesian state, aiming to produce graduates who can actively participate in the realm of entrepreneurship post-graduation, thus potentially reducing the future prevalence of educated unemployment.

Furthermore, the research outcomes are expected to serve as a starting point for the development of effective entrepreneurship learning models and provide insights for the Faculty of Tourism at Udayana University, as well as other universities, regarding their entrepreneurship courses. It is hoped that in the future, more extensive research on entrepreneurial learning models can be conducted. Thus, this creative entrepreneurship learning model holds promise as a means to address the issue of educated unemployment in Bali.

This research provides a comprehensive analysis of the outcomes of the initiative aimed at Developing a Creative Entrepreneurship Education Model for students pursuing their bachelor's degree at the Tourism Faculty of Udayana University. The central focus of this research is to examine the impact of the model on students' creativity and innovation, ultimately preparing them for the successful completion of the Independent Entrepreneurship MBKM (Merdeka Belajar Kampus Merdeka) program.

## Method

The research methodology employed in this study encompasses descriptive and verification approaches (Snyder, 2019). Descriptive research seeks to provide a comprehensive understanding of the characteristics of the variables under examination, which in this investigation involve gaining insights into the creative entrepreneurship learning model, student creativity, and student innovation (Tantawy et al., 2021); (Boldureanu et al., 2020). On the other hand, verification research is designed to assess hypotheses through the collection of field data. In this particular study (Casula et al., 2021), the aim is to evaluate whether the creative entrepreneurship learning model exerts an influence on students' creativity and their innovative spirit (Chou et al., 2023). To execute this research, the researchers assigned tasks to propose their business ideas based on the format-independent entrepreneurship MBKM program to the respondents, involving practical business activities (Project Based Learning). These tasks

were communicated either verbally or in written form. The study involved observing students who had previously taken entrepreneurship courses. The research was conducted within the premises of the Faculty of Tourism at Udayana University, located in Bali.

In the research process, the initial step was to determine the population under investigation. As per Bailey, as cited in (Fugard & Potts, 2015), research employing statistical data analysis methods requires a minimum sample size of 30. The population size for this study was determined using Purposive Sampling. The research subjects, in this case, comprised students and alumni of the Faculty of Tourism, Udayana University who had completed entrepreneurship courses, with a sample size consisting of 100 students chosen via purposive sampling techniques. To evaluate the relationships between variables, the analysis of data involved the use of structural equation models (SEM). According to (Fan et al., 2016), SEM is defined as a multivariate technique that explores relationships encompassing intervening variables. It serves as an extension of various multivariate techniques, with a particular focus on path analysis and factor analysis. The evaluation process begins with formulating the following hypotheses: Ho (Null Hypothesis): The presence of creative entrepreneurship learning has no impact on student creativity and innovation.

Ha (Alternative Hypothesis): The presence of creative entrepreneurship learning exerts an influence on student creativity and innovation.

Result and Discussion

Creative Entrepreneurship Learning Model

Using a humanistic theoretical framework, this study employs a personalized approach to creative

entrepreneurship learning through practical business exercises. This approach encompasses various elements, such as devising a curriculum that includes inspirational stories of successful entrepreneurs to boost students' motivation (Dichev & Dicheva, 2017), breaking down multiple methods for crafting business plans, conducting presentations and business simulations, evaluating assignments, and gauging both short-term and long-term learning outcomes (Amagir et al., 2018). The visual representation of the creative entrepreneurship learning model is presented in Figure 1.

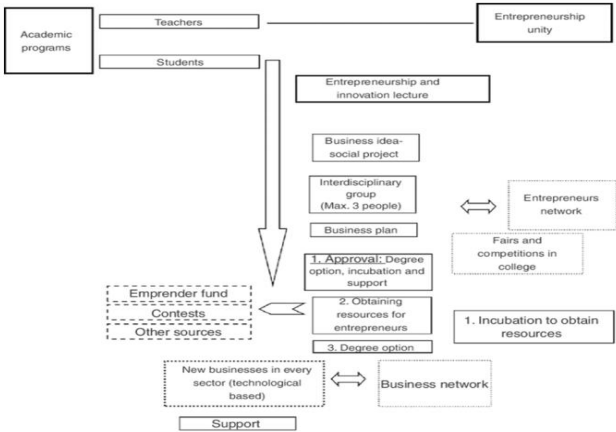


Figure 1. Creative Entrepreneurship Learning Model

Based on data collected during fieldwork, a comprehensive overview of the creative entrepreneurship learning model is summarized in Table 1. From the analysis of responses from 100 participants regarding their learning experiences, which involved a set of nine questions, the data yielded a total score of 2.892. To interpret these responses, they were categorized using a weighted system, as outlined below:

Table 1. Creative Learning Model

Question	Score	Ideal	Evaluation
Can the formulation of a Business Plan simplify the execution of practical business tasks?	320	375	Strongly agree
Is exposure to the experiences of accomplished entrepreneurs a source of motivation for your entrepreneurial aspirations?	337	375	Strongly agree
Are you able to extract the core knowledge from the content when utilizing the observation approach in entrepreneurship learning?	308	375	Agree
Does engagement in discussions and observational learning heighten your focus during the Entrepreneurship learning process?	318	375	Agree
Have you successfully fulfilled practical business assignments within the realm of entrepreneurship learning?	319	375	Always
Do you actively participate in assignments as part of your entrepreneurship studies?	299	375	Enough
Do you exert substantial effort in accomplishing designated business practice assignments?	315	375	Agree
Is your enthusiasm evident when working on your entrepreneurship course project? Do you possess a sense of confidence in the business practices you are constructing?	345	375	Strongly agree
Amount	2892	3375	Very good

**Table 2.** Student Creativity

Question	Score	ideal	Evaluation
I am seeking fresh and valuable information to aid in crafting the upcoming product.	340	375	Very good
I possess self-assurance in my capability to accomplish hands-on assignments within entrepreneurship courses.	330	375	Very good
Am I endeavoring to adapt to and embrace life's alterations?	319	375	Good
Do I welcome external criticism and input regarding my actions?	334	375	Very Good
I'm actively seeking resolutions for the issues I've encountered.	330	375	Very good
I'm actively searching for information to address the predicaments I'm confronting.	317	375	Good
I harness my imagination to devise a product that I'll showcase in an entrepreneurship course.	324	375	Very good
Is the product I've crafted for my entrepreneurship assignment an entirely original concept of my creation?	272	375	Good
Amount	2566	3000	Very good

**Table 3.** Innovation of students

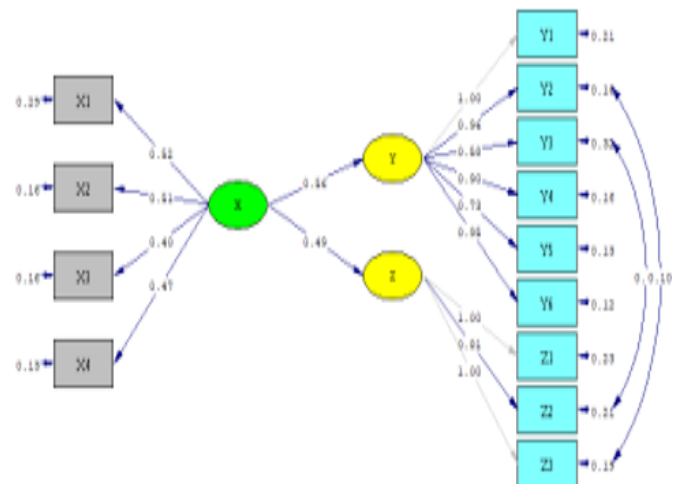
Question	Score	ideal	Evaluation
Have you ever studied anything related to novelty?	296	375	Very good
I am trying to create a new product to fulfill an assignment on Practice entrepreneurship.	204	375	Enough
Have you ever tried to develop a product by adding some creative ideas to improve an existing product?	230	375	Good
I'm trying to create a product in a new way.	215	375	Enough
I'm trying to make a product that has new benefits.	197	375	Enough
Have you ever tried to develop an existing product to make it better?	220	375	Enough
Amount	1362	2250	Good
Have you ever studied anything related to novelty?	296	375	Very good

Based on data obtained from the field, In general, a picture of student creativity is outlined in Table 2. From the assessment of 100 respondents in creativity with a total of 8 question items. The values obtained are as in the table above with a total of 2.566 and to find out the answers to these responses, they are categorized in the form of weighting, as follows Table 2.

Drawing from information gathered in the field, the overall representation of students' inclination toward innovation is delineated in Table 3. After assessing 75 respondents regarding their innovation levels, utilizing a total of 6 question items, the values acquired are illustrated in the table above, summing up to a total of 1362. To ascertain the conclusions drawn from these responses, they are categorized based on a weighting system, as outlined below. As indicated by the provided weighting, it is evident that the students demonstrate a commendable level of innovative spirit. This implies that in entrepreneurial learning activities, students possess a relatively strong capacity for innovation. However, there is room for further enhancement of students' innovative abilities, with the potential for continued improvement in the future (Kim et al., 2019).

*The impact of the creative entrepreneurship learning model on both student creativity and innovation.*

The effect of the creative entrepreneurship learning model on the creativity and innovation of students. A graphical representation can be illustrated in Figure 1.

**Figure 2.** The influence of learning models on the creativity and innovation of Tourism Faculty students

Following the examination, it was determined that the computed t-value for the student creativity factor was 6.80, and the computed t-value for the student innovation factor was 6.56. In both instances, these values surpassed the critical t value, which is 1.85. Given that the computed t value surpasses the critical t value, with a 5% margin of error, it leads to the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_a$ ). Hence, based on the test outcomes with an 85 % confidence level, it can be concluded that the creative entrepreneurship learning



model significantly influences both student creativity and innovation (Weng et al., 2022); (Machali et al., 2021).

The model for the Creative Entrepreneurship Education program, aimed at fostering creativity and innovation among students in the Tourism Bachelor Program, necessitates a series of strategic steps for acceptance into the Wirausaha Merdeka program.

These steps encompass (Luna Pinzon et al., 2022): Thoroughly assessing the unique challenges and opportunities within the tourism industry, identifying the specific needs of students, and enhancing the existing curriculum to seamlessly integrate entrepreneurship, creativity, and innovation. Include courses on business planning, entrepreneurial skills, and real-world case studies of successful entrepreneurs, utilize various teaching methods such as project-based learning (Santoso et al., 2023), group discussions, guest lectures, and field trips to create an interactive and collaborative learning environment, share success stories of accomplished entrepreneurs and invite guest speakers from the field to inspire and motivate students, assign hands-on projects that challenge students to apply their knowledge and foster creativity, offering opportunities to develop business plans, launch ventures, or address real-world issues.

Implement continuous assessment methods to gauge students' progress in creativity and innovation, provide constructive feedback for skill improvement, connect students with experienced mentors in the tourism and entrepreneurship sectors to guide and support their entrepreneurial endeavors (Smirnov et al., 2023); (Newman et al., 2019); (Hartmann et al., 2022), encourage student involvement in research and innovation projects related to the tourism sector, fostering a culture of innovative problem-solving, partner with local businesses, tourism associations, and industry stakeholders to provide practical experience and internship opportunities for students, periodically assess the program's effectiveness, making necessary adjustments to ensure its relevance in the evolving tourism industry and evaluate the program's enduring impact on students' careers and their readiness for the tourism sector (Alt et al., 2023). Through these measures, a Creative Entrepreneurship Education program can effectively cultivate creativity and innovation among Tourism Bachelor Program students, preparing them for success in the dynamic and competitive tourism industry.

The outstanding creativity and innovation demonstrated by 60 students from the Faculty of Tourism in preparing their Entrepreneurship Merdeka proposals not only signifies their achievements but also positively contributes to the key performance indicators of Udayana University. Udayana University will continue to support and encourage students to develop

entrepreneurial skills and foster innovation, which are invaluable for their future and the economic development of the region.

## Conclusion

The Creative Entrepreneurship Learning model employed at the Faculty of Tourism, Udayana University involves an individualistic and human-centered approach, allowing each student the freedom to express their creativity while educators actively encourage students to engage enthusiastically in their learning. According to research data, this approach is highly effective, as it fosters a positive learning environment where students feel empowered by their instructors, resulting in enhanced self-confidence when executing business projects. However, one notable aspect is that students exhibit a lack of diligence in completing their assigned practical business assignments, especially in creating proposals for the successful completion of the independent entrepreneurship MBKM program. The outcomes of the study on the creativity of undergraduate students at Udayana University's Faculty of Tourism are overwhelmingly positive, indicating that students demonstrate a high degree of creativity in their entrepreneurial learning endeavors, particularly when tasked with practical business assignments. The highest scores are consistently associated with students' proactive efforts in seeking new and valuable information to enhance the quality of their projects and those are the ones who passed this program. Meanwhile, the results concerning students' innovation in the context of entrepreneurial learning are commendable, signifying a reasonably high level of innovative capacity among students. However, there is room for improvement to further enhance this aspect. Notably, students tend to face time constraints due to the relatively short duration of their learning experiences, which limits their opportunities for experimentation. The application of the Structural Equation Model (SEM) in the analysis reveals that the Creative Entrepreneurship Learning model significantly influences both the creativity and innovation of undergraduate students at Udayana University's Faculty of Tourism.

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### Author Contributions

Conceptualization, I. G. P. B. S. M., N. P. E. M.; methodology, I. G. P. B. S. M.; validation, and N. P. E. M.; formal analysis, I. G. P. B. S. M.; investigation, N. P. E. M and I. G. P. B. S. M.; resources, I. G. P. B. S. M, and N. P. E. M.; data curation, I. G. P. B. S. M.; writing – original draft preparation, N. P. E. M and I. G. P. B. S. M.; writing – review and editing, I. G. P. B. S. M.; visualization, N. P. E. M and I. G. P. B. S. M. and I. G. P. B. S. M. All authors have read and agreed to the published version of the manuscript.

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### Conflicts of Interest

No Conflicts of interest.

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