

# Personal Entrepreneurial Competences among English Students in Entrepreneurship Education<sup>1</sup>

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## Abstract

This study aims to analyse the entrepreneurial competencies of English Language and Literature students. Through this research, a mapping of students' abilities in entrepreneurship is carried out as measured by several components that characterize entrepreneurial abilities which include 13 competencies: initiative, see and acts on opportunities, persistence, information seeking, concern for high quality of work, commitment to work contracts, efficiency orientation, systematic planning, problem solving, self-confidence, assertiveness, persuasion, use of influence strategies. A self-assessment of Personal Entrepreneurial Competence Questions (PECs) using Likert scale is administered to 103 students that were randomly chosen as sampling. It is found that students' awareness toward entrepreneurial competencies is in the intermediate level that indicate to be sufficiently developed. Thus, the needs of entrepreneurship education in university include entrepreneurial teaching and entrepreneurial practice support must be considered.

**Keywords:** entrepreneurship education, entrepreneurial competences, non-business students

## Girişimcilik Eğitimi Alan İngiliz Öğrencilerin Kişisel Girişimcilik Yetkinlikleri

## Özet

Bu çalışma, İngiliz Dili ve Edebiyatı öğrencilerinin girişimcilik yetkinliklerini analiz etmeyi amaçlamaktadır. Bu araştırma aracılığıyla, girişimcilik yeteneklerini karakterize eden 13 yetkinliği içeren çeşitli bileşenlerle ölçülen öğrencilerin girişimcilik yeteneklerinin bir haritası çıkarılmıştır: inisiyatif, fırsatları görme ve harekete geçme, ısrarcılık, bilgi arama, yüksek kaliteli iş kaygısı, iş sözleşmelerine bağlılık, verimlilik odaklılık, sistematik planlama, problem çözme, özgüven, atılganlık, ikna etme, etkileme stratejilerinin kullanımı. Örneklem olarak rastgele seçilen 103 öğrenciye Likert ölçeği kullanılarak Kişisel Girişimcilik Yetkinlik Soruları (PECs) öz değerlendirme uygulanmıştır. Öğrencilerin girişimcilik yetkinliklerine yönelik farkındalıklarının orta düzeyde olduğu ve yeterince gelişmiş olduğu tespit edilmiştir. Bu nedenle, üniversitede girişimcilik eğitiminin girişimcilik öğretimi ve girişimcilik uygulama desteğini içeren ihtiyaçları göz önünde bulundurulmalıdır.

**Anahtar Kelimeler:** örgütsel itibar, örgütsel itibar yönetimi, yabancı özel okul, öğretmen

## Introduction

A new era of technological disruption 4.0 and a massive society 5.0 make the standard of living to be higher in all fields. The automation of technology as one of the standards of human life in today's era can no longer be denied and avoided. In this case, the order of human life becomes more structured, easy, and directed due to the use of technology. However, technology cannot work alone without humans, and vice versa humans cannot work alone without technology. The existence of society 5.0 does not only make human life IT-centred, but also human-centred. They go hand in hand to achieve life balance. Therefore, the development of human resources is also needed along with the development of digital resources. Prastyaningtyas & Zainal (2019); Edokpolor (2020) mention that the development of human resources can be done in various ways, one of which is entrepreneurship education.

This matter becomes a challenge for educational sector, especially universities as the place of the nation's generation where graduates must have career readiness after graduating from study. Bejinaru (2018) views the role of universities is not only as centres of teaching and research, but also their role in forming a Triple helix that synergizes with government and industry in preparing competent graduates. Universities are required to be able to prepare and produce human resources with the right competencies and skills in facing the revolution era 4.0 in the 21st century, such as digital literacy skills, life and career skills, 4Cs critical

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thinking, creativity innovation, communication, and collaboration. Therefore, education as one of the mediators and facilitators of civil society must swiftly provide 21st-century skills to its graduates.

Unfortunately, a source from the Central Statistics Agency (BPS) in February 2020 noted that the Open Unemployment Rate (TPT) still reached 4.99, of which undergraduate unemployment rose from 4.31 percent to 6.24 percent (bps: 2020). This figure can, of course, be a ticking time bomb if a solution is not found because the labour market in the future leads to automation. In addition, Indonesia will get a demographic bonus in 2030-2040 when the population of productive age is greater than that of unproductive which reaches 64% (Badan Pusat Statistik, 2017). The problem comes on the negative prediction of the technological development era. Technological disruption 4.0 is the loss of many types of jobs that rely on humans so that finding work in certain fields will be increasingly difficult, especially in the field of English Language and Literature, for example.

Facts shows that not 100 percent of graduates of English Language and Literature have competitive competence in getting jobs that match their competencies as graduates of undergraduate education and literature (S.Pd and S.S) so that graduates may add new problems by generating intellectual unemployment. Of course, a solution must be found, one of which is to equip students with the ability to create jobs or entrepreneurship in the form of entrepreneurship education (Entrepreneurship Education). Graduates of English Language and Literature, both educated and non-educated, are no longer just job seekers but job creators with entrepreneurship according to their passion.

Moreover, Department of English Language and Literature at Universitas Negeri Padang, Indonesia has changed the curriculum to include a series of elective Business courses, namely Business Communication, Business Management, and Business Plans as well as Entrepreneurship which has a learning goal of equipping students with entrepreneurial skills. In addition, this course has a project-based application where students not only learn business in theory but also practice it by creating small-scale businesses using internet technology as a means of business communication, business management, and business planning. This is what is then called Digipreneur, namely entrepreneurship based on the use of digital components. This step certainly gives students the flexibility to develop their entrepreneurial skills by integrating 21st century skills so that after graduation they do not stutter and are not only oriented towards finding job vacancies, but also looking for opportunities to create jobs. Thus, it is very necessary to identify their prior entrepreneurial competencies as a basis for them in the future to sharpen their competences in entrepreneurship. By identifying their entrepreneurial competencies, the entrepreneurial education can be set the way which competences needs further development.

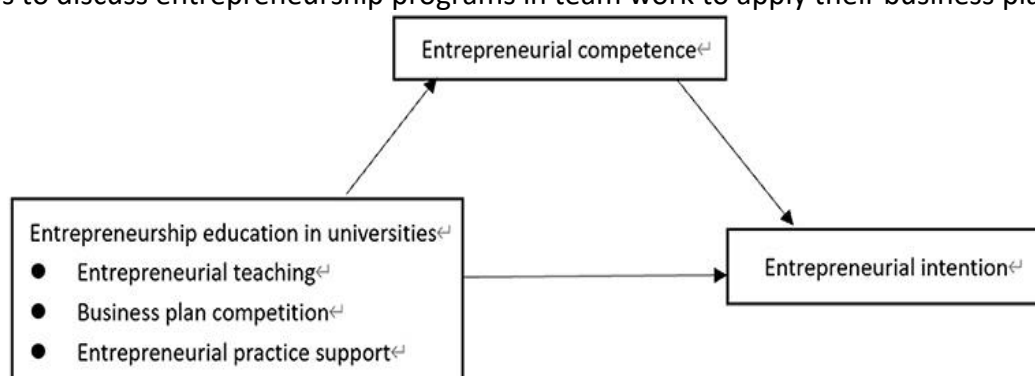
### ***Background and Theoretical Basis***

Entrepreneurship is a form of economic and community driving activity. Entrepreneurship contributes to the formation of individual thoughts about the emergence of new entities and the more efficient use of creative potential, existing knowledge and skills. This activity does not only focus on buying and selling activities, but can also be interpreted more broadly. Bacigalupo, Kampylis, Punie, and Van den Brande (2016) view entrepreneurship as a competency applicable to all areas of life. Jibbe (2018) mentions that entrepreneurship allows

individuals to develop their potential and actively contribute to social development. Entrepreneurial activities can have cultural, social or commercial motives.

Furthermore, the 21st century has changed the face of world entrepreneurship. Entrepreneurship that used to be conventional is now leading to digital entrepreneurship. The penetration of digital technology into entrepreneurship activities is an important issue accompanied by an increase in entrepreneurial activity, an increase in the quantity and quality of digital competencies. In this situation, universities have a role in developing digital entrepreneurial competencies among students, considering that every field of education regardless of direction and practical significance is basically the formation of a professional competency system. In the modern digital world, the more digital entrepreneurial competencies a person has, the more likely that person is to overcome the business challenges it faces. Thus, the lack of certain digital entrepreneurial competencies reduces the person's effectiveness in business activities amidst the digitalization of the economy. As a result, Yin and Wang (2017) mention that there is a clear need to define and describe entrepreneurship as a competency; to develop a frame of reference that describes its components in terms of knowledge, skills, and attitudes.

Facing this changing scenario, educational institutions cannot only focus on preparing students to look for work but must also focus on the preparation and development of independent learning by incorporating entrepreneurship education into the regular and non-regular curriculum. Morris, Shirokova, and Tsukanova (2017) mentioned several activities such as competitions to make business plans, internships, entrepreneurship training, and entrepreneurial student communities. Chien, Sun, Yang, Zheng, & Li (2020) also stated the importance of providing entrepreneurship training programs to students. Suratno, and Kusmana (2019) emphasize the importance of socializing entrepreneurial culture in universities in an effort to provide an entrepreneurial environment for future professionals. Ghina (2014) and Baptista & Naia (2015) entrepreneurial behaviour traits can be achieved through practice and life experience, with structured knowledge assimilation and developed in the classroom. Furthermore, Li and Wu (2019) provide examples of cases of implementing entrepreneurship education in China not using traditional methods where students get theory by listening to lecturers teach in front of the class. However, students are stimulated to form groups to discuss entrepreneurship programs in team work to apply their business plans.



**Fig. 1.** The interrelation on entrepreneurship education and entrepreneurial competence and intention

In addition, in the application of entrepreneurship education there is an element of competence entrepreneurship which is fundamental for entrepreneurs. Without entrepreneurial competence they will have difficulty achieving the goals of the business itself. There are several studies that aim to establish a priority list of entrepreneurial competencies. Robles & Rodriguez (2015) define individual competence as the key that determines a person's ability to become an entrepreneur. This study uses the Delphi method to conclude that the most important competencies are: (i) risk assumptions; (ii) initiative; (iii) leadership; (iv) teamwork; (v) responsibility; (vi) autonomy; (vii) self-confidence; (viii) integrity; (ix) negotiations; and (x) dynamism. On the other hand, competencies related to social mobility, quality of work and change management appear least relevant. Zarefar & Cho (2017) explores the key managerial competencies that relevant to creating innovative start-ups among students in Iran and concluded that administrative competence, knowledge and technology competence, and achievement of financial capability emerged as the decisive elements. A similar study developed by Lizote, Verdinelli, Nascimento & Bervian (2018) where they used a sample of 61 entrepreneurship courses in Brazil to conclude that the most relevant competencies to determine students' entrepreneurial abilities were: (i) information seeking skills; (ii) commitment; and (iii) persuasion and networking. Meanwhile, in the context of entrepreneurship education in Indonesia, Noerhartati, Soesatyo, Moedjito, Hariyati, & Jatiningrum (2020) in his study stated that there are 3 variables that affect the entrepreneurial ability of students in the 4.0 era; on-campus entrepreneurial education, social support, and motivation.

In terms of the digital entrepreneurship context, Vejayaratnam, Paramasivam, & Mustakim (2019) underlined that the ability of digital entrepreneurs can take the form of competence in running a web-page design business and buying and selling online. They examined the relationship between entrepreneurial desire and entrepreneurial competence, concluding that digital learning activities in entrepreneurship increase students' self-confidence and motivation to engage in digital entrepreneurial activities. The students in this study generally agree that a digital entrepreneurial career can provide them with various benefits such as more profitable financial gains, more opportunities for business opportunities, exposure to new technologies, a comfortable life, and self-development.

Meanwhile, DigComp's digital competency model (Carretero, Vuorikari, & Punie; 2017) offers five competency areas: Information and Data Literacy Competencies, Communication and Collaboration Competencies, Digital Content Creation Competencies, Safety Competencies, Problem Solving. The model highlights a total of 21 competencies. The advantage of this model is the availability of a detailed rating scale for the 8 levels of EQF qualification. The model also establishes the level of competency development along with the appropriate foundation for levels 1 and 2; Intermediate namely level 3 and 4; Proficient for levels 5 and 6; Highly Specialized, namely levels 7 and 8. Simovic (2020) explains that DigComp, e-Competence Framework, Digital Competence Framework, and EntreComp are formed from real-life scenarios, meaning real experiences from entrepreneurs. This experience is able to assess digital entrepreneurship competencies which include digital literacy, communication and collaboration, problem solving, data security, business plans, development, risk management, financial literacy, business opportunities identification, and others.

It can be concluded that entrepreneurship is a complex activity coupled with digital elements, of course this adds to the complexity of entrepreneurship activities. However, this can be

overcome by providing entrepreneurial competence to the younger generation, especially as development agents to be involved with entrepreneurship activities by opening their own jobs to reduce unemployment. Several studies above take different variables of entrepreneurial competence and become a reference that these competencies can be measured. Therefore, this study tries to look at entrepreneurial competencies in the digital era by integrating entrepreneurial components that are considered important in forming digital entrepreneurial competencies.

### Method

This study was designed using descriptive quantitative research method in which the data were presented and analysed in numerical manner supported by describing the data in sentences. Creswell (2012) mentioned that descriptive research is a survey research in which the researcher administers a survey to a sample to describe the attitudes, opinions, behaviours, or characteristics of the population.

### Participants

This study used an adapted self-assessment of Personal Entrepreneurial Competence Questions (PECs) administered to 103 undergraduate students at English Department Universitas Negeri Padang who had already taken Business English Class (Business Plan, Business Management, and Business Communication) during academic year 2020-2021. The sampling was chosen by applying random sampling.

### Data Collection and Analysis

There were 70 questions in the PECs questionnaire that should be answered by the sample in the form of online Google form. The questionnaire employed a 4-point Likert scale with the following options: 1 (not at all), 2 (very little), 3 (somewhat), 4 (well), 5 (very well). This questionnaire sheet was distributed to the sample after the whole materials in the class were finished. The data then analysed using descriptive quantitative based on the score for each competences classification scored by the sample. The level of entrepreneurship competence was classified based on the beginner level up to advanced level. These level were applied based on Kirdasinova and Kurmanov (2019) study for assessing the maturity level of competencies.

**Table 1.** Competency maturity level assessment scale Kirdasinova & Kurmanov (2019)

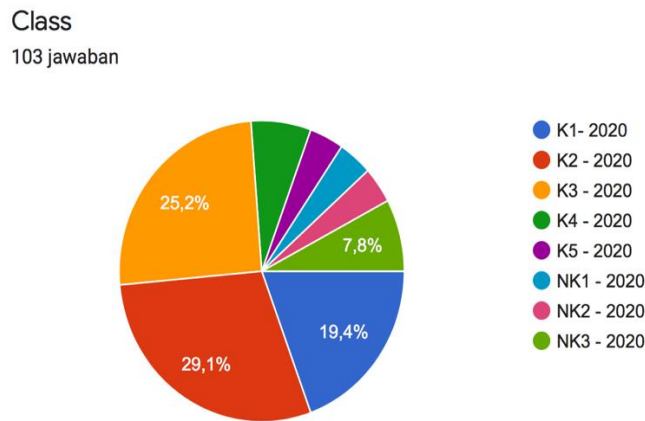
The Scale of Competency Maturity Level Assessment

| Level              | Maturity level scoring | Substantial characteristics  |
|--------------------|------------------------|--|
| Beginner           | 1                      | Competence is undeveloped. You have the potential and abilities to develop competence in the future  |
| Pre-Intermediate   | 2                      | Competence is not fully developed (developed poorly). You possess limited knowledge necessary for this competence  |
| Intermediate       | 3                      | Competence is sufficiently developed. You possess the sufficient knowledge and can deal with simple tasks related to this competence   |
| Upper Intermediate | 4                      | Competence is well developed. You possess the sufficient knowledge and skills. You successfully deal with complex tasks in a real-case scenario  |
| Advanced           | 5                      | Competence is fully developed. Not only you possess all the necessary knowledge and skills, but also studied additional materials. You successfully deal with complex tasks. You are able to make a decision in a crisis situation and are ready to bear responsibility for it |

## Result and Discussion

### *Participants' profile*

The total 240 population who were supposed to fill out the questionnaire, there were only 103 respondents who sent back the results of the online questionnaire that had been given. The distribution of respondents per class can be seen in the pie chart below:



**Fig. 2.** The distribution of sample who answered the questionnaire

All of these respondents had already taken Business English courses with different lecturers, but using the same syllabus. So it is estimated that learning in the class from all classes of the class of 2020 is not much different both in terms of material as well as reading sources and books. The students are classified into K (education) and NK (Non-education) students.

### *Participants' Entrepreneurial Competence*

The Entrepreneurship Development Institute of India (EDI) explains the stages in analysing the results of the questionnaires that have been given to students, namely by entering the ratings of the questionnaires that have been filled out in the line above the item number in brackets. The researcher must ensure that the item numbers in each column are sequential: that is, 4 following 3. The researcher calculated the additions and subtractions indicated in each row to calculate each competency score. All competency scores are added up to calculate the total score. The researcher then corrected the scoring sheet to reduce the risk that the participants had increased self-confidence. The researcher moderated the scores by subtracting three points from each total. The following numbers are recommended when calculating the corrected score: if correction subtract the following correction number, as recommended, from the total score for each competency: 24 to 25 = 7; 22 to 23 = 5; 20 to 21 = 3, <19 = 0. The total score and frequency of occurrence of a particular theme are combined as a percentage. The percentages are divided in terms of areas where there is a shortage and excess of competence. The overall entrepreneurial competences can be presented in the following table:

**Table 2.** The average score of Personal Entrepreneurial Competences Questions

| No | Indicators | Statements   | Score |
|----|------------|--|-------|
| 1  | Initiative | I look for things that need to be done                           | 4     |
| 2  |            | I do things that need to be done before being asked to by others | 3.67  |

|    |                                  |   |      |
|----|----------------------------------|---|------|
| 3  |                                  | I do things before it is clear that they must be done   | 3.6  |
| 4  |                                  | I take action before it is clear that I must  | 3.43 |
| 5  |                                  | I wait for directions from others before taking action  | 3.67 |
| 6  |                                  | I like challenges and new opportunities   | 3.92 |
| 7  | Sees and acts on Opportunities   | I prefer activities that I know well and with which I am comfortable  | 4.42 |
| 8  |                                  | I notice opportunities to do new things   | 3.72 |
| 9  |                                  | I try things that are very new and different from what I have done before                                   | 3.48 |
| 10 |                                  | I take advantage of opportunities that arise  | 3.79 |
| 11 |                                  | When faced with difficult problems, I spend a lot of time trying to find a solution                         | 3.91 |
| 12 |                                  | I try several times to get people to do what I would like them to do  | 3.29 |
| 13 | Persistence                      | When something gets in the way of what I am trying to do, I keep on trying to accomplish what I want        | 3.78 |
| 14 |                                  | When faced with a major difficulty, I quickly go to other things  | 3.18 |
| 15 |                                  | I try several ways to overcome things that get in the way of reacting my goals                              | 3.73 |
| 16 |                                  | When starting a new task or project, I gather a great deal of information                                   | 3.83 |
| 17 | Information seeking              | I seek the advice of people who know a lot about the problems or tasks I am working on                      | 3.94 |
| 18 |                                  | I take action without seeking information   | 2.7  |
| 19 |                                  | When working on a project for someone, I ask many questions to be sure I understand what that person wants  | 4.07 |
| 20 |                                  | I go to several different sources to get information to help with tasks or projects                         | 4.07 |
| 21 |                                  | It bothers me when things are not done very well  | 4.16 |
| 22 | Concern for high quality of Work | It is important to me to do high quality job  | 4.18 |
| 23 |                                  | My own work is better than that people I work with  | 3.29 |
| 24 |                                  | When something I have been working on is satisfactory. I do not spend extra time trying to make it better   | 3.28 |
| 25 |                                  | I want the company I own to be best of its type   | 4.13 |
| 26 |                                  | I give much effort to my work   | 4.15 |
| 27 | Commitment to work contract      | I work long hours and make personal sacrifices to complete jobs on time                                     | 3.91 |
| 28 |                                  | I do whatever it takes to compete a job   | 3.7  |
| 29 |                                  | When I am doing a job for someone, I make special effort to make sure that person is satisfied with my work | 4.25 |
| 30 |                                  | I do not let my work interfere with my family or personal life  | 4.03 |
| 31 |                                  | I find ways to do things faster   | 3.85 |
| 32 | Efficiency orientation           | I am not good at using my time well   | 3.35 |
| 33 |                                  | It bothers me when my time is wasted  | 3.81 |

|    |                             |  |      |
|----|-----------------------------|--|------|
| 34 |                             | I find ways to do things for less cost   | 3.88 |
| 35 |                             | I get the most I can out of the money I have to accomplish a project or task                   | 3.62 |
| 36 |                             | I plan a large project by breaking it down into smaller tasks                                  | 3.55 |
| 37 | Systematic planning         | I think about the advantages and disadvantages of different ways of accomplishing things       | 3.96 |
| 38 |                             | I try to think alone of problems I may encounter and plan what to do if each problem occurs    | 3.94 |
| 39 |                             | I deal with problems as they arise, rather than spend time trying to anticipate them           | 3.4  |
| 40 |                             | I take logical and systematic approach to activities   | 3.88 |
| 41 |                             | I think of unusual solutions to problems   | 3.33 |
| 42 |                             | I think of many new ideas  | 3.56 |
| 43 | Problem solving             | Once I have selected an approach to solving a problem, I do not change that approach           | 3.5  |
| 44 |                             | I think of many ways to solve problems   | 3.92 |
| 45 |                             | If one approach to a problem does not work, I think of another approach                        | 3.91 |
| 46 |                             | I feel confident that will succeed at whatever I try to do                                     | 3.76 |
| 47 |                             | I change my mind if others disagree strongly with me   | 3.47 |
| 48 | Self confidence             | When trying something difficult or challenging, I feel confidence that I will succeed          | 3.45 |
| 49 |                             | I do things that are risky   | 3.06 |
| 50 |                             | I stick with my decisions even if others disagree strongly with me                             | 3.19 |
| 51 |                             | I tell others when they have not performed as expected   | 2.97 |
| 52 |                             | If I am angry or upset with someone, I tell that person  | 2.8  |
| 53 | Assertiveness               | It is difficult for me to order people to do things  | 3.45 |
| 54 |                             | When I disagree with others, I let them know   | 3.64 |
| 55 |                             | I tell people what they have to do, even if they do not want to do it                          | 3.15 |
| 56 |                             | I get others to support my recommendations   | 3.5  |
| 57 |                             | I convince others of my ideas  | 3.46 |
| 58 | Persuasion                  | I get others to see how I will be able to accomplish what I set out to do                      | 3.5  |
| 59 |                             | I am very persuasive with others   | 3.29 |
| 60 |                             | I cannot get people who have strong opinions or ideas to change their minds                    | 3.24 |
| 61 |                             | I develop strategies to influence others   | 3.45 |
| 62 | Use of influence strategies | I do not spend much time thinking about how to influence other                                 | 3.33 |
| 63 |                             | I get important people to help me accomplish my goals  | 3.6  |
| 64 |                             | In order to reach my goals, I think of solutions that benefit everyone involved in the problem | 3.8  |



|    |                   |  |      |
|----|-------------------|--|------|
| 65 |                   | I get to know people who may be able to help me reach my goals | 3.83 |
| 66 |                   | No matter whom I'm talking to, I am good listener              | 4.17 |
| 67 |                   | I feel resentful when I don't get my way                       | 3.5  |
| 68 | Correction factor | In the past, I have had failures                               | 3.6  |
| 69 |                   | There has been occasions when I took advantage of someone      | 3.8  |
| 70 |                   | When I do not know something, I do not mind admitting it       | 3.69 |

There were 70 questions in the questionnaire of the Personal Entrepreneurial Competences. The questions were classified into 14 indicators of entrepreneurial competences which were then self-scored by the students. It can be seen from the table above that the competences were in the range 2 – 4 as the Likert scale measurement. If we refer to the scale of competences of maturity levels, it could be mean that the competences were in the level of pre-intermediate to upper-intermediate. The lowest score was 2.7 in the information seeking indicator which was in the sub indicator “I take actions without seeking information”. It indicated that the students were aware of the needs of additional information of every decision they make in entrepreneurship is very crucial. On the other hand, the highest score was in the indicator see and acts on the opportunities in sub indicator “I prefer activities that I know well and with which I am comfortable”. It can be said that the students did not like to take any risk or did not want to do something new. By this definition, they need to be reinforced to try a new things since entrepreneurship is dynamic in the nature.

### ***Participants' Level of Entrepreneurial Competence***

After identifying the general entrepreneurial competencies of participants using the Personal Entrepreneurial Competences Questionnaire (PECs), the rates of these competencies are categorized based on the levels of competency maturity scale as presented in following table below:

Table 3. The students level of entrepreneurial competences

| <b>No</b> | <b>Entrepreneurial Competences</b> | <b>Average</b> | <b>Level of competence</b> |
|-----------|------------------------------------|----------------|----------------------------|
| 1         | Initiative                         | 3.68           | Intermediate               |
| 2         | Sees and acts on Opportunities     | 3.87           | Intermediate               |
| 3         | Persistence                        | 3.58           | Intermediate               |
| 4         | Information seeking                | 3.72           | Intermediate               |
| 5         | Concern for high quality of Work   | 3.81           | Intermediate               |
| 6         | Commitment to work contract        | 4.01           | Upper intermediate         |
| 7         | Efficiency orientation             | 3.7            | Intermediate               |
| 8         | Systematic planning                | 3.75           | Intermediate               |
| 9         | Problem solving                    | 3.64           | Intermediate               |
| 10        | Self confidence                    | 3.38           | Intermediate               |
| 11        | Assertiveness                      | 3.2            | Intermediate               |
| 12        | Persuasion                         | 3.4            | Intermediate               |
| 13        | Use of influence strategies        | 3.6            | Intermediate               |
| 14        | Correction factor                  | 3.75           | Intermediate               |

It can be seen from the table above that the students' level of entrepreneurship competences are in the intermediate level. Most of the competences are in the range 3. While, It is only one that reach upper intermediate level. Meanwhile, the correction factor of the items is in the range of 3 point. This could mean that they are neither beginner entrepreneurs nor the advanced since they know the basic concept of entrepreneurship competence on one side (Barrientos, Martinez, Garcia & Gomez, 2022). On the other side, they cannot be said as professional entrepreneurs. The competences they have, are sufficiently developed, and have the competences to deal with the simple task that relate with the competences. If they are meant to be professional, they could get 4 in every competence, Kyguoliene & Svipas (2019) showed that the strong and advanced entrepreneurial competences should be achieve in experiential entrepreneurship program. As the beginner they could apply all the competence to start a new business sufficiently. It relates to the fact that they are not business students who learn the business course as one of compulsory subject in the curriculum. Since the university includes the entrepreneur education on its curriculum, all students have to take this subject.

Further, entrepreneurship education as one of leadership education in the university must attain the student's competence in entrepreneurship formally. The students must deal with some business stuff theoretically and practically, thus providing awareness about the importance and significance of entrepreneurship is crucial (Romero & Nalangan, 2023). It was assumed that the leadership of the students after taking this course could increase.

Entrepreneurship education in the university is also adapted to make the students aware of the world development when the job opportunities are available after they graduate that may be more limited since they own specific degree which is English literature. It could give entrepreneurship knowledge for them to have manner and competence in entrepreneurship. According to this point, universities are becoming necessary social system in which entrepreneurship education can be considered both as a process and an outcome (Klofsten, 2000). However, all the competences in PECS is the basic competences they should develop in case they start their own new business in the future.

### Conclusion and Suggestion

From the conclusions of the research mentioned above, there are several suggestions that can be applied to improve student entrepreneurial competence, namely:

- 1) There must be a review of the curriculum in entrepreneurship learning, for example by prioritizing and including team-based projects/project-based learning in the form of business plan projects or other activities that provide real experience to students so that it can improve their entrepreneurial competencies. There must be the latest innovations in terms of relevant and meaningful learning materials so that the need for increasing entrepreneurial competence can be met.
- 2) Students are expected to actively participate in entrepreneurship seminars or take part in entrepreneurial competitions in the form of PMW or Entrepreneurship PKM in order to hone their entrepreneurial competencies. It would be better if they participate in entrepreneurship trainings either organized by the campus or outside parties so that their entrepreneurial competence increases for each category.
- 3) There must be regular mentoring and coaching for students who want to learn, for example from well-known successful entrepreneurs so that the results of the sharing can be a motivation for students to improve their entrepreneurial competencies.

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