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The Role Of Edupreneurship In Developing Student Creativity And Independence For Career Readiness: A Sequential Exploratory Mixed-Methods Study

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Abstract

This study examines the role of edupreneurship in developing the creativity and independence of students in preparation for their careers, focusing on students of Faculties of Teacher Training and Education (FKIP) across Indonesia. A mixed-methods design was employed with nine qualitative participants—five active students and four alumni from teacher-training faculties at various universities who had previously taken entrepreneurship education (edupreneurship) courses. The quantitative phase involved 66 respondents drawn from students and alumni. Data were collected through unstructured online interviews conducted via WhatsApp voice notes and video calls, together with open-ended essay questionnaires. The study followed a sequential exploratory strategy, in which the qualitative phase preceded and informed the quantitative phase. Quantitative data were gathered through an online questionnaire distributed via Google Forms. Qualitative analysis was assisted by NVivo software to organise and code non-numerical and unstructured data, while quantitative data were subjected to validity, reliability, and correlation testing. Data modelling proceeded through reduction, display, and conclusion drawing. The findings indicate that edupreneurship plays a significant role in developing creativity,

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evident in students' ability to design business ideas, think critically, solve problems, and create opportunities. Entrepreneurship education shapes student independence through decision-making capability, responsibility, and the courage to confront risk. Edupreneurship learning is not oriented solely toward profit or commercial value, but also toward quality improvement in the education sector—for example, establishing private tutoring services or writing books. Project-based learning cultivates skills such as communication, leadership, time management, and problem solving. Edupreneurship encourages students to adopt an entrepreneurial mindset oriented toward creating their own career opportunities. Consistent with these findings, correlation testing revealed positive relationships among the variables: edupreneurship correlated strongly with creativity and independence ($r = 0.771$; $p < 0.001$) and with career readiness ($r = 0.791$; $p < 0.001$), while creativity and independence correlated very strongly with career readiness ($r = 0.816$; $p < 0.001$). Edupreneurship therefore significantly develops student creativity and independence for career readiness. This study contributes to the fields of entrepreneurship education, human resource management, and future career planning.

Keywords: edupreneurship; creativity; independence; career readiness; mixed methods.

INTRODUCTION

Globally, entrepreneurship has become an essential component of a nation's economy, functioning as a pathway to prosperity and a stimulus for economic activity. Bauman and Lucy (2021) report that universities across the United States have recognised the importance of entrepreneurship education, as reflected in the rising number of students majoring in the field. This recognition is evidenced by the fact that in 1970 only 16 colleges and universities offered entrepreneurship programmes, whereas more than 2,300 institutions now do so. The significance of the entrepreneurial mindset in fostering innovation is strongly influenced and shaped by environmental conditions. A growing body of literature positions higher education institutions as principal ecosystems that contribute to and encourage entrepreneurship through the function of entrepreneurship education (Mason & Brown, 2013). According to Urbano and Aparicio (2016), entrepreneurship is economically linked to increased productivity and income and contributes positively to a nation's gross domestic product (GDP). Entrepreneurship thus acts as a driver of economic growth, innovation, and job creation (Khamimah, 2021).

Presidential Regulation of the Republic of Indonesia Number 2 of 2022 targets the creation of one million new entrepreneurs by 2024 and an increase in the entrepreneurship ratio to at least

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4 per cent, a benchmark associated with developed-nation status (Munandar et al., 2023). The term self-employment forms part of entrepreneurship, in which the entrepreneur is also understood as a business owner. While entrepreneurship and self-employment share a common objective, a clear distinction exists between them: entrepreneurship is oriented toward long-term value creation and requires the involvement of others to develop growth in the form of marketable goods or services (Indrajaya, 2025). The purpose of education in the entrepreneurial context is closely linked to cultivating a mindset encompassing emotional intelligence (EQ) and adversity intelligence (AQ), both of which build resilience and adaptability. When the focus shifts to financial intelligence (FQ)—the capacity to manage and develop financial literacy and business strategy—all three become resources that must be created in cultivating a scholarly entrepreneurial mindset. Entrepreneurship education (edupreneurship) is therefore of considerable importance (Soesarsono, 2002).

The student entrepreneur is a term recently coined by Hägg and Kurczewska (2019) to describe individuals pursuing higher education who do not yet possess entrepreneurial knowledge and often lack relevant business experience. Entrepreneurship education, known as entrepreneurship education (EE) or edupreneurship, constitutes a pathway for developing skills and competencies, providing inspiration, and strengthening entrepreneurial intention (Bandura, 2001; Unger et al., 2011). A substantial body of research highlights the role of edupreneurship not only within the economic discipline of entrepreneurship but also within the field of education, reflecting concern for improving individual welfare and readiness for entrepreneurial activity. Umatin et al. (2024) found that edupreneurship courses represent one means of generating and instilling an entrepreneurial spirit and character among students. Maknuni (2021) demonstrated that edupreneurship can instil independent and creative attitudes in learners. Hunaida et al. (2024) reported that campus-based edupreneurship offers numerous benefits, including encouraging creativity, innovation, critical thinking, problem identification, and the development of innovative solutions. Edupreneurship also supports disciplinary collaboration while emphasising risk-taking and personal resilience in the face of problems (Olaniran & Perumal, 2021). Prior studies have drawn on respondents ranging from school pupils to university students in addressing the importance of entrepreneurship education. However, these studies have tended to emphasise the enhancement of entrepreneurial intention in shaping student readiness. Their primary focus has generally been confined to single-site studies, and few have undertaken broader comparisons across the various study programmes that implement edupreneurship in their learning activities.

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Research on the role of higher education institutions as a critical component of the entrepreneurial ecosystem, conducted by Morris et al. (2017), found that extracurricular entrepreneurship education exerts a positive influence on the desire to become an entrepreneur. Consistently, Christensen et al. (2023) demonstrated that experiential learning in edupreneurship helps students discover modes of engagement and enhances their innovation skills. Conversely, Bernardus et al. (2023) found that the association between experiential learning and the entrepreneurial mindset privileged the desire for success alone and was not driven by an intrinsic intention to innovate. Several further studies indicate that entrepreneurship education influences entrepreneurial readiness (Farkhan, 2020; Kamilah & Ekawarna, 2022; Rakicevic & Jaksic, 2018). Nabi et al. (2017) likewise observed that edupreneurship provides benefits for entrepreneurial learning that help students prepare to launch a business. Nevertheless, several prior studies have focused only on the cognitive and psychological dimensions of respondents who are active students, and therefore do not fully capture students' practical readiness to operate a business in real terms, particularly among alumni. Moreover, the dominant approach has been quantitative and confined to public universities, with a principal focus on economics and management. While a number of prior studies published in international journals offer broader insight, comparatively few have been conducted within the national context. This constitutes the rationale for the present study, which employs a different method and respondent profile in order to illuminate the impact of edupreneurship on student careers.

According to Statistics Indonesia (2025), unemployment in Indonesia in August 2025 stood at 7.46 million people, a decline of 0.06 percentage points compared with 2024. Efforts to reduce this figure remain a policy priority, as unemployment is concentrated among younger age cohorts, particularly those aged 15 to 24 years (Badan Pusat Statistik, 2025). Rizky (2025) notes that the proportion of entrepreneurs in Indonesia remains low relative to developed countries, at approximately 3.57 per cent of the total population. Lubis et al. (2025), in their study entitled 'The effect of entrepreneurship education on career readiness as a job creator with self-efficacy as a mediating variable', recommend adopting a mixed-methods approach in order to explore students' subjective perceptions in greater depth. Equipping the younger generation with innovation, skills, and the capacity to create employment is therefore essential, and entrepreneurship education (edupreneurship) provides the vehicle for doing so. In light of this gap, the objective of the present study is to determine how edupreneurship functions as a key mechanism in developing student creativity and independence for career readiness.

Although a range of studies has examined the role of edupreneurship in enhancing student

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creativity, independence, and career readiness, the majority remain confined to either a quantitative or a qualitative approach in isolation. Such studies also tend to operate within limited contexts, with populations drawn from a single study programme at a single university, and consequently cannot furnish a comprehensive picture at a broader level. Prior work has further tended to employ divergent variables, and few studies have integrated the relationships among creativity, independence, and career readiness within a single comprehensive model. The focus of this study is to examine the extent of edupreneurship as experienced by students across Faculties of Teacher Training and Education throughout Indonesia. A sequential exploratory mixed-methods approach is adopted in order to explore students' experiences of edupreneurship in greater depth while simultaneously testing the relationships among these variables empirically. Focusing on students and alumni of Faculties of Teacher Training and Education, this study investigates how effective and practical learning experiences generate student readiness for careers. The study contributes a significant understanding of how entrepreneurship education encourages student creativity, independence, and career readiness, whether in the world of work or in designing their own ventures. The study is thus expected to address the literature gap concerning the integration of edupreneurship within teacher education and to offer a new conceptual model relevant to curriculum development.

THEORETICAL FRAMEWORK AND CONCEPTUAL REVIEW

The Role of Edupreneurship

Edupreneurship is the study of entrepreneurship within the field of education. Entrepreneurship, in turn, refers to an individual's capacity to create a venture in the form of goods or services by identifying opportunities, thinking creatively and innovatively, and possessing the will to realise them. The endeavour to create employment that is valuable and beneficial both to oneself and to others, coupled with the courage to accept the risks of the decisions taken, is what is commonly termed entrepreneurship (Kemendiknas, 2011). This accords with Hall et al. (2010), who found that entrepreneurship is capable of contributing to job creation, poverty reduction, and community welfare. Neck and Greene (2011), however, observe that many entrepreneurship programmes remain excessively theoretical, with few applying their content in real-world settings. Presidential Regulation Number 2 of 2022 sets the target of one million new entrepreneurs by 2024 and an increase in the national entrepreneurship ratio to at least 4 per cent as a benchmark considered important in attaining developed-nation status (Munandar et al., 2023). Afifah and Adila (2025) argue that relatively high unemployment renders edupreneurship

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a form of formal learning that prevents skill atrophy among students and prepares work-ready graduates. Dhorifah et al. (2025) explain that edupreneurship aims to equip learners to create employment, a purpose grounded in the limited availability of jobs and the shortage of independence. Collectively, these studies indicate that student awareness of the need to prepare for the world of work and of entrepreneurial interest remains limited. Cultivating business ideas within the educational sphere is likewise necessary as a form of provision for students. Efforts to alleviate poverty and improve welfare provide the rationale for educational institutions to contribute to the creation of student creativity and independence. Although prior research has extensively addressed edupreneurship, it has employed variables distinct from creativity and independence, and few studies have examined career readiness.

Edupreneurship in Developing Student Creativity

According to Tsaqib and Nasir (2023), edupreneurship is a programme designed specifically to develop an understanding of various forms of business in order to cultivate creativity, managerial capability, access to capital, and marketing strategy. Kemendiknas (2011) states that the objective of edupreneurial education is to instil entrepreneurial values in learners so as to shape creative and independent character. Yasa et al. (2023) argue that instilling an understanding of edupreneurship can generate creativity in exploiting business opportunities—not merely in theory but with tangible impact, as in construction training, simulation, and intensive internships. Dev and Asrey (2025) demonstrate that higher education institutions play an important role in shaping future entrepreneurs, significantly enhancing students' self-confidence and skills in starting a business. Hasan et al. (2025) note that edupreneurship provides not only knowledge and skills but also motivation and the capacity to assume risk. Cui et al. (2021), in their study 'The impact of entrepreneurship education on the entrepreneurial mindset of college students in China: The mediating role of inspiration and the role of educational attributes', show that higher education in China significantly enhances students' entrepreneurial inspiration, highlighting entrepreneurship as a novel outcome of entrepreneurship education. Prior research has addressed the importance of edupreneurship across a range of national contexts including India, China, and the United States. The characteristics that bear upon education are visible across the various variables through which edupreneurship has been examined. Creative disposition emerges as a focal point in cultivating personal skills and self-confidence, yet few studies have made it a central object of enquiry. The present study therefore adopts creativity as its analytical reference point for an in-depth examination of edupreneurship.

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Edupreneurship and Student Independence

Independence is an individual disposition that constitutes a principal objective of education (Naibaho, 2019). An edupreneur must be resilient and willing to assume risk, and must remain alert to setbacks that go unnoticed by others so as to create new opportunities (Brown et al., 2022). Silva et al. (2021) demonstrate that edupreneurship exerts a stimulating effect on students becoming entrepreneurs and on their entrepreneurial skills. Morris et al. (2017), in their study of the impact of the university ecosystem on student entrepreneurial intention, state that extracurricular entrepreneurship education positively influences the desire to become an entrepreneur. Premand et al. (2016) likewise show that entrepreneurship education significantly increases self-employment among university graduates approximately one year after graduation. Edupreneurship has the potential to enable students to acquire skills and create their own employment. Nevertheless, prior research on edupreneurship and independence has addressed the topic in limited and unspecific terms, owing to constraints in population size, with several studies noting the need for significant testing across a wider range of universities in order to capture the role of edupreneurship more broadly and to develop it further.

Career Readiness

Career readiness is an individual's capacity to be prepared with respect to their own potential in planning, exploring opportunities, and executing strategic action to enter the world of work (Utami & Denmar, 2020). Aspiannor (2024) demonstrates that edupreneurship exerts a positive effect on self-efficacy and career readiness. Lubis et al. (2025) further explain that career readiness constitutes individual readiness to undergo change from a good state toward a better one and to succeed along a self-chosen path through belief and confidence in oneself. Across the studies identified, few have addressed the connection between the role of edupreneurship in developing student creativity and independence and career readiness. The researchers therefore conducted further investigation. The relationships among the variables are depicted in the following figure.

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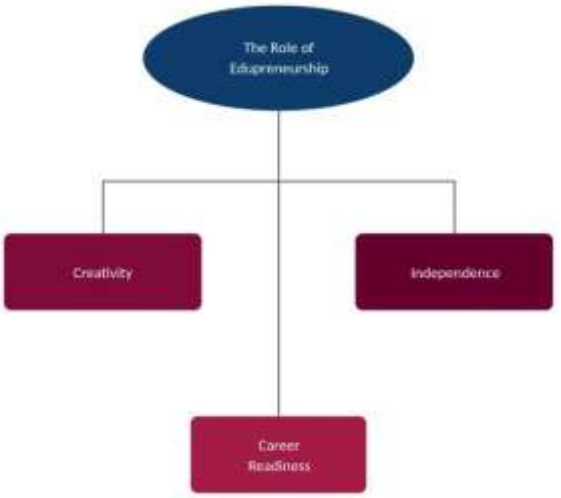


Figure 1. Conceptual Framework

Note. Conceptual framework constructed by the authors based on the reviewed literature.

RESEARCH METHOD

Research Participants

This study employs a mixed-methods design combining qualitative and quantitative approaches, with the aim of broadening the discussion and generating a fuller understanding (Bryman, 2006; Tashakkori & Teddlie, 2003). A sequential exploratory strategy was adopted, in which qualitative data analysis was conducted first and was followed by quantitative data collection, giving priority to the findings of the first phase (Creswell, 2013). The qualitative participants comprised nine individuals—five students and four alumni of teacher-training faculties at various universities who had studied entrepreneurship education (edupreneurship)—namely one student and two alumni of Universitas Jambi, one alumnus of UIN STS Jambi, one student of UIN Sunan Gunung Djati, one student of Universitas Muhammadiyah Surakarta, one alumnus of Universitas Mataram, one student of Universitas Muhammadiyah Sidenreng Rappang, and one student of UIN Sunan Kudus. The participant profile is presented in Table 1. Participant names are withheld in order to protect their privacy.

Table 1. Qualitative Research Participants

Participant	Gender	Institution	Study Programme	Status
ZMS	Female	Universitas Jambi	Educational	Alumna 2025

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Participant	Gender	Institution	Study Programme	Status
			Administration	
MRJ	Male	Universitas Jambi	Primary School Teacher Education	Alumnus 2025
FN	Female	Universitas Jambi	Arabic Language Education	Student
LD	Female	UIN STS Jambi	Mathematics Education (Tadris)	Alumna 2024
IN	Female	Universitas Mataram	Indonesian Literature Education	Alumna 2025
FNK	Female	UIN Sunan Gunung Djati	Islamic Education Management	Student
LA	Female	Universitas Muhammadiyah Surakarta	Islamic Religious Education	Student
SN	Female	Universitas Muhammadiyah Sidenreng Rappang	Indonesian Language Education	Student
SEM	Female	UIN Sunan Kudus	Islamic Religious Education	Student

Note. Participant initials are used in place of full names to preserve anonymity.

In addition to the nine qualitative participants, the researchers distributed a questionnaire to a population comprising all students of Faculties of Teacher Training and Education in Indonesia who had taken the edupreneurship (entrepreneurship education) course, whether alumni or currently enrolled. This was intended to provide a basis for assessing data validity across a range of students and alumni of Faculties of Teacher Training and Education in Indonesia. The questionnaire link was distributed via Google Forms through WhatsApp and Instagram. A total of 66 respondents returned the questionnaire within the 30-day survey window. The respondent

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pool was drawn from universities across Indonesia, specifically from Faculties of Teacher Training and Education. Respondents comprised 59 women (89.4 per cent) and 7 men (10.6 per cent). A portion were current students and a portion alumni: 28 students (42.4 per cent), 18 fresh graduates (27.3 per cent), and 16 already in employment (24.2 per cent). Most were from the 2019–2025 cohorts at a range of universities including Universitas Jambi, Universitas Negeri Medan, Universitas Negeri Padang, Universitas Negeri Gorontalo, Universitas Negeri Makassar, Universitas Pendidikan Indonesia, Universitas Mataram, Universitas Katolik Santo Thomas, Universitas Muhammadiyah Sorong, Universitas Hamzanwadi, UIN STS Jambi, Universitas Almuslim, UIN Suska Riau, Universitas Lambung Mangkurat, Universitas Malikussaleh, Universitas Sultan Ageng Tirtayasa, HKBP Nommensen Medan, Universitas Setia Budi, Universitas Bosowa, IAI Muhammad Azim Jambi, Universitas Jember, Universitas Sriwijaya, Universitas Hasanuddin, Universitas Negeri Yogyakarta, and Universitas Bung Hatta. The sample distribution is presented in Table 2.

Table 2. Sample Distribution of FKIP Students and Alumni

University	Sample	University	Sample
Universitas Jambi	14	UIN Suska Riau	1
UIN STS Jambi	9	Universitas Almuslim	1
IAIMA Jambi	4	Universitas Malikussaleh	1
Universitas Pendidikan Indonesia	7	Universitas Sultan Ageng Tirtayasa	1
Universitas Negeri Makassar	3	HKBP Nommensen Medan	1
Universitas Negeri Gorontalo	3	Universitas Setia Budi	1
Universitas Lambung Mangkurat	3	Universitas Bosowa	1
Universitas Negeri Medan	3	Universitas Jember	1
Universitas Mataram	3	Universitas Sriwijaya	1
Universitas Negeri Padang	2	Universitas Hasanuddin	1
Universitas Katolik Santo Thomas	1	Universitas Negeri Yogyakarta	1

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University	Sample	University	Sample
Universitas Muhammadiyah Sorong	1	Universitas Bung Hatta	1
Universitas Hamzanwadi	1	Total	66

Note. N = 66 respondents drawn from 25 universities across Indonesia.

Data Collection

Data collection was conducted in January 2026 and involved student participants through a range of qualitative and quantitative instruments, including unstructured online interviews via WhatsApp voice notes and video calls and the distribution of open-ended essay questionnaires. The interview questions were general in character, designed to elicit the feelings and experiences of participants who had been directly involved in the edupreneurship learning process. Interviews were conducted on three occasions—in the first, second, and third weeks. A comparable set of questions was applied throughout, for example: How would you describe your experience of learning or activities related to edupreneurship? Has edupreneurship made you more creative? What kind of impact have you felt from that creativity? Participants' responses indirectly disclosed the feelings they had experienced. The researchers additionally distributed essay-format questionnaires to several participants using the same questions, owing to time constraints arising from participants' work commitments. Identifying details such as name, university of origin, cohort, employment status, gender, and place of residence were also recorded in the interviews and questionnaires. Participant responses were recorded, downloaded, and transcribed into text. Following this qualitative procedure, the researchers collected quantitative data by means of a questionnaire administered online through Google Forms. This was intended to obtain broader supplementary information and to support the subsequent stages of data processing and interpretation.

Data Analysis

The data obtained were analysed both qualitatively and quantitatively. Qualitative analysis was assisted by NVivo, a research tool for qualitative and mixed-methods work that supports the analysis of non-numerical or unstructured data by: (1) organising all research data in a single location; (2) importing or creating source material repositories; (3) coding source data; (4) performing coding efficiently; (5) cataloguing themes and ideas within the sources under analysis;

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(6) recording observational notes; (7) designing concepts; (8) building models from the data; and (9) generating analytical report displays (Sutopo, 2021). Qualitative description was used to characterise the role of edupreneurship in developing student creativity and independence for career readiness, while quantitative techniques were used to assess the validity of these data. The quantitative analyses employed were validity testing, reliability testing, and correlation testing. The purpose of the quantitative testing was to compare the data with one another and to arrive at an understanding sufficient for drawing conclusions about data trustworthiness. Modelling proceeded through reduction, display, and conclusion drawing. The flow of data collection and analysis is depicted in Figure 2.

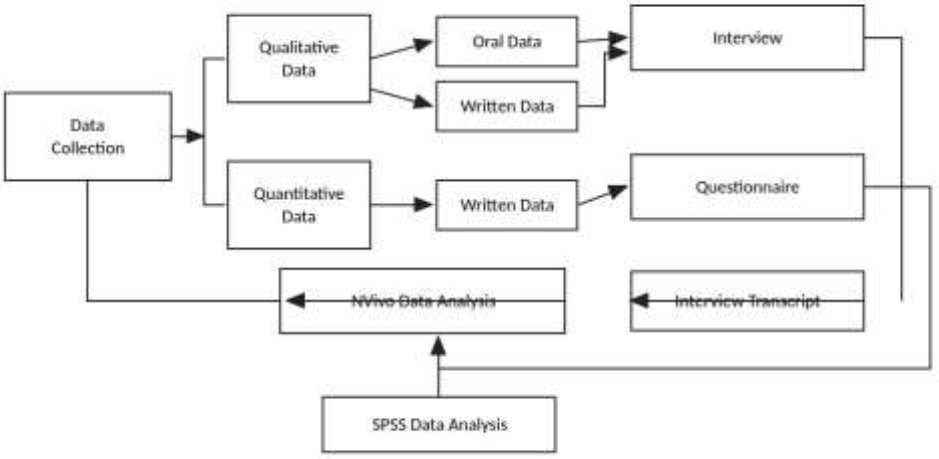


Figure 2. Flow of Data Collection and Analysis

Note. Sequential exploratory design following Creswell (2013).

FINDINGS AND DISCUSSION

The Role of Edupreneurship in Student Creativity

Interview data analysed using NVivo indicate that edupreneurship learning plays a role in student creativity. This is evident from the coded associations between the role of edupreneurship and creativity, which generated several subthemes: the capacity to design a business plan, understanding of one's own capabilities, critical thinking, and financial orientation toward the future. The form of creativity developed lies in the capacity to design business ideas systematically: students are asked not merely to understand entrepreneurial concepts

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theoretically but also to apply them in project form, such as constructing a business model. This is apparent in the statement of informant FNK, who noted that edupreneurship learning assisted them in formulating business ideas using a more structured approach such as the Business Model Canvas (BMC).

> *"It made me more creative, especially in designing a business idea. I built a business model using the Business Model Canvas (BMC). Through that assignment, I learned to formulate business ideas in a more directed and systematic way." (Interview, FNK)*

This finding indicates that edupreneurship learning provides space for students to develop business ideas both creatively and systematically. Student creativity also develops through the capacity for critical thinking and problem solving. During the learning process, students participate in discussion, case studies, and group projects that require them to seek solutions to a range of problems, as reflected in the interview with FN.

> *"Throughout the edupreneurship learning process, I felt there were many benefits—discussions, case studies, and group projects really helped us as students to develop problem-solving and critical thinking skills, and certainly to be responsible." (Interview, FN)*

Beyond critical thinking, edupreneurship also helps students understand their own potential and develop a range of soft skills that support creativity, as informant LD explained.

> *"Edupreneurship plays a role in instilling an independent and creative mindset, such as training soft skills in leadership, communication, negotiation, and time management, developing problem-solving capability, and introducing students to opportunities, to adapting to change, and to resolving problems, which is the core of doing business." (Interview, LD)*

This indicates that student creativity emerges not only from generating new ideas but also from the development of personal skills that support the entrepreneurial process. Creativity is likewise reflected in the capacity to develop products possessing added value together with distinctive promotional strategies, as conveyed in the interview with IN.

> *"That creativity emerged when I was asked to develop a product with added value or to find a promotional approach that was unique and different from others. The impact I felt was that I became more attuned to problems around me and able to consider a range of alternative solutions, rather than being fixed on a single approach." (Interview, IN)*

Similarly, informant LA stated that entrepreneurship requires ideas.

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"Yes, in my view it made me more creative. I came to understand that in entrepreneurship we must have ideas that differ from the ordinary and that carry commercial value. When we decide to make a product, it is not enough simply to make it; we also need to consider what makes that product attractive compared with others." (Interview, LA)

This is reinforced by the interview with SEM, which likewise indicates that:

"Entrepreneurship education made me more creative. For instance, when asked to make a product, I began to think about how to make that product different from others." (Interview, SEM)

These accounts indicate that edupreneurship learning encourages students to think innovatively in creating products and marketing strategies. The formation of genuine experience also motivates students to repeat the process. Obtaining financial returns from consumers who have purchased their products likewise strengthens student interest in entrepreneurship, as reflected in the interview with SN.

"Yes. At first I was hesitant. I ran the business simply to fulfil a course assignment. But over time I received a great deal of praise from customers, to the point of being recommended directly by one lecturer to another to use my services. That made me more enthusiastic and keen to pursue the venture. The returns I obtained were also reasonable, which is one reason I have sustained it. And I feel glad that my hobby—writing—can become income." (Interview, SN)

This finding indicates that practical experience within edupreneurship can build student self-confidence and open financial opportunities for the future. The study enriches the literature on edupreneurship by demonstrating that student creativity is shaped not only by the generation of new ideas but also by the capacity for critical thinking, understanding of one's own potential, skill development, marketing strategy, self-confidence, and problem solving. This accords with Soesarsono (2002), who argues that education in the entrepreneurial context can cultivate a mindset comprising emotional intelligence (EQ) and adversity intelligence (AQ), both of which build resilience and adaptability. The study demonstrates in depth the association between edupreneurship learning experience and the formation of student creativity. The approach furnishes contextual evidence of how learning processes—such as the use of the Business Model Canvas, case studies, and projects—act directly to stimulate creativity. The connections among the interview data processed within the NVivo project map are depicted in Figure 3.

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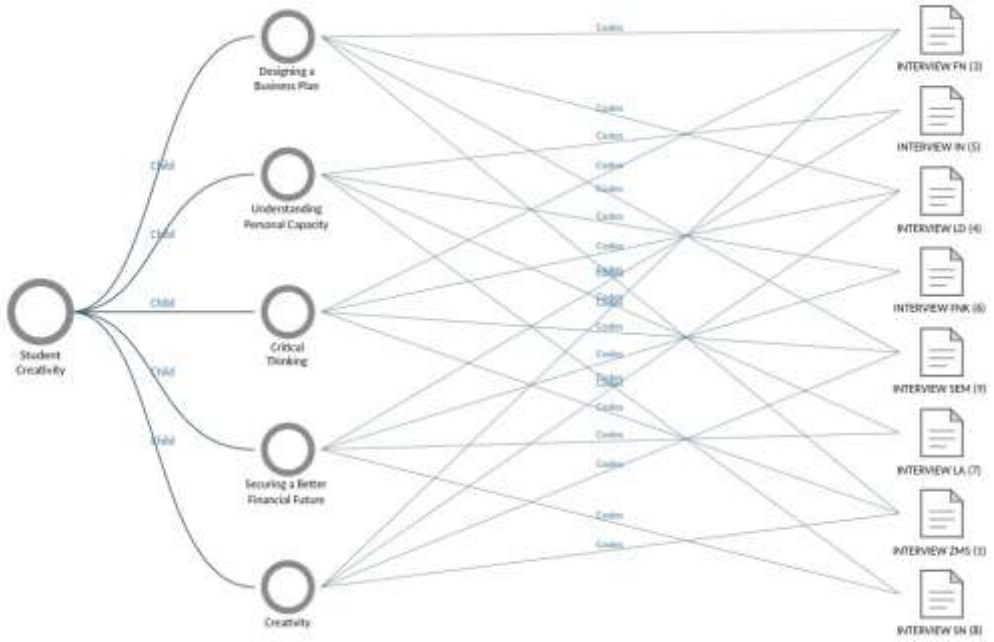


Figure 3. NVivo Project Map: Interview Data on Edupreneurship and Student Creativity

Note. Coding structure derived from NVivo analysis of nine participant interviews.

The Role of Edupreneurship in Student Independence

The relationship between the role of edupreneurship and student independence emerged in the NVivo project map coding through several subthemes: decision-making capability, communication practice, responsibility, critical thinking, willingness to try, and the capacity to assume risk. These findings were derived from analysis of student interviews, one dimension of which is enhanced capability for independent decision making. Students are trained to determine business ideas, develop strategy, and take responsibility for the decisions they have made, as reflected in the interview with LA.

> *"In my view, entrepreneurship education also plays a role in shaping student independence, because within it we are trained to take responsibility for the ideas and decisions we ourselves make." (Interview, LA)*

Similarly, informant SEM stated:

> *"Entrepreneurship education trains students not always to depend on others. We are taught to seek out opportunities ourselves and to have the courage to begin something.*

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This has made me feel I must be more independent in taking decisions." (Interview, SEM)

This finding indicates that edupreneurship learning provides space to learn to weigh the various consequences of the decisions taken. Students also acquire the courage to confront risk and challenge. Through business practice activities, they learn that risk forms part of the business process and must be confronted and managed appropriately, as reflected in the interview with LA.

"It trained my self-confidence, and from that confidence emerged a willingness to take risks, not to fear challenges, and to improve my self-management, as well as to understand my own capacity." (Interview, LA)

This finding indicates that entrepreneurial experience can enhance students' self-confidence in confronting uncertainty. Students are prepared not only to become job seekers but are also encouraged to become job creators, as evident in the interview with FNK.

"In my view, entrepreneurship education plays a substantial role in shaping student independence because it is capable of changing the student mindset from thinking only of becoming a job seeker to becoming a creator of employment." (Interview, FNK)

This shift in mindset indicates that edupreneurship is capable of encouraging students to be more independent in determining their future careers, moving from a job-seeking orientation to a job-creating one. Independence is supported by soft skills such as leadership, communication, negotiation, time management, and problem-solving capability, as reflected in the interview with LD.

"It trains soft skills in leadership, communication, negotiation, and time management, develops problem-solving capability, and introduces students to opportunities, to adapting to change, and to resolving problems, which is the core of doing business." (Interview, LD)

This finding indicates that student independence relates not only to the capacity to operate a business but also to the interpersonal and managerial capabilities required in both the world of work and business. The capacity to manage responsibility and to allocate time between academic activities and business generates competence in time management, as SEM described.

"I also learned to manage my time between studying and business activities. That made me more responsible." (Interview, SEM)

This indicates that experience in operating a business can train student discipline and responsibility in managing time. Edupreneurship provides an opportunity to develop potential and

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skills, as SN described.

> *"I enjoy writing. Through editing, typing, and assignment-supervision services, my writing ability improved. I work within the field of language, and those services align closely with what I studied at university. So I realise what I have learned within my own business." (Interview, SN)*

This finding indicates that edupreneurship learning can actualise academic capability into business opportunity, both for oneself and for others. The study broadens the understanding of independence, which tends to encompass a wide range of dimensions such as decision-making capability, risk-taking capability, responsibility, and mastery of soft skills in communication, leadership, and time management. This indicates that independence is formed through an integrative, experience-based learning process. The empirical evidence obtained from the qualitative data concerns the shift in student mindset from job seeker to job creator. This accords with Urbano and Aparicio (2016), who argue that an entrepreneurial disposition can bear upon an individual's self-confidence and sense of social justice, with effects extending beyond the family to society and the nation. The use of NVivo assisted in mapping the relationships among independence subthemes systematically—decision making, communication practice, critical thinking, courage in confronting risk, and personal responsibility. Courage in confronting risk takes the form of readiness to accept profit or loss and of perseverance. Beyond this, the disposition instilled is the recognition that risk is not to be avoided but managed. Experience gained in the learning process of running a business is capable of enhancing student self-confidence in confronting challenges. The connections among the interview data processed within the NVivo project map are depicted in Figure 4.

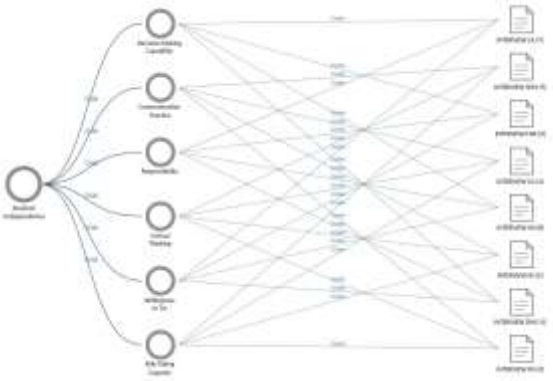


Figure 4. NVivo Project Map: Interview Findings on Edupreneurship and Student Independence

Note. Coding structure derived from NVivo analysis of nine participant interviews.

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Student Career Readiness

Edupreneurship makes a significant contribution to enhancing student career readiness. Analysis of the interview data identified several subthemes, as displayed in the project map: the capacity to create opportunity, critical thinking, managerial capability, communication capability, responsibility, and the courage to pursue new opportunities. The learning experience is not merely theoretical but also applied, as reflected in the interview with IN.

> *"Entrepreneurship education played an important part in preparing me to enter the world of work or entrepreneurship, because I was equipped with an understanding of management, communication, teamwork, and the capacity to analyse opportunities." (Interview, IN)*

On this basis, edupreneurship learning contributes to equipping students with foundational skills relevant to the requirements of the world of work. The interviews with FNK and LD are presented below.

> *"The skill whose benefit I have felt most for career readiness is creativity." (Interview, FNK)*
>
> *"For example, if we have creativity or a hobby of writing, and then we produce a work, from that work we can publish it and it becomes a book, which is then sold and bought by many people. That is one impact of creativity. Or, for instance, if our background is in education and we genuinely enjoy teaching, we try teaching on a small scale, such as private tuition, and it develops, and we take the initiative to establish our own institution and provide benefit to many people—with the aim not only of educating the nation's children but also of providing employment opportunities for many people. That is to say, we do not merely wait for opportunities; we can in fact see a great many of them." (Interview, LD)*

This indicates that creativity enables students to generate new ideas and to create career opportunities independently within the field of education. Beginning from an activity they enjoy—writing—and carrying it through to the production of a book represents a form of creativity developed into work and value within independent entrepreneurship. Moreover, the character formation produced, which foregrounds academic value, helps them to apply their knowledge in teaching learners. The outcomes obtained through creativity are not confined to trade-based business but position education as a vehicle for realising knowledge among the next generation and instilling values of achievement and skill. One example is the independent establishment of a private tutoring institution. The interview with ZMS is presented below.

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"The independence comes from the fact that we are, as it were, learning to build our own business. So from the business idea, to business planning, through to implementation, we attempt and undertake it ourselves. That is what shapes a person's independence." (Interview, ZMS)

This indicates that the capacity to design business ideas, formulate business plans, and implement them independently can train students in managing their careers. Edupreneurship learning also bears upon the enhancement of student self-confidence, as reflected in the interview with IN.

"Entrepreneurship education influenced my confidence in my future career because I feel I possess the knowledge and skills to create my own opportunities." (Interview, IN)

Technical skills therefore also build confidence in confronting the challenges of the world of work. Informant SEM stated:

"Entrepreneurship education trains students not always to depend on others. We are taught to seek out opportunities ourselves and to have the courage to begin something. This has made me feel I must be more independent in taking decisions." (Interview, SEM)

This finding indicates that edupreneurship encourages students to adopt an entrepreneurial mindset oriented toward opportunity creation. Students become more proactive in creating their own career opportunities rather than waiting for employment opportunities offered by others. Beyond this, the study finds that the value derived from edupreneurship learning does not foreground commercial value alone; within education it yields outputs concerning quality as reflected in the educational domain—for example, the establishment of private tutoring institutions and authorship of books. The study makes a theoretical contribution in establishing that career readiness is not to be understood solely as readiness to enter the world of work: other capabilities also confer positive effects, such as helping to create one's own opportunities, communicating effectively, thinking critically, managerial capability, responsibility, and the courage to try. This finding extends prior work that has tended to confine career readiness to the capacity for employment, broadening it to incorporate the entrepreneurial mindset. It supports the studies of Farkhan (2020), Khamimah (2021), and Lubis et al. (2025), which emphasise that entrepreneurship education exerts a significant influence on career readiness. The NVivo-based qualitative approach displays and maps the subthemes of the role of edupreneurship, linking creativity, independence, and career readiness within a single interconnected conceptual framework. The connections among the interview data processed

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within the NVivo project map are depicted in Figure 5.

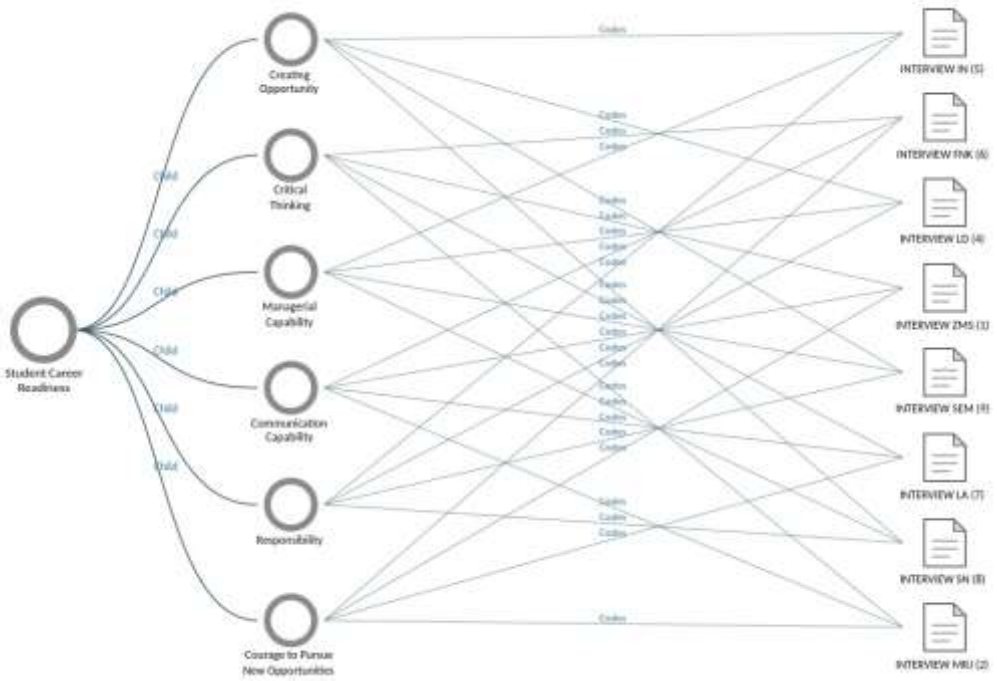


Figure 5. NVivo Project Map: Interview Data Connections on Student Career Readiness

Note. Coding structure derived from NVivo analysis of nine participant interviews.

Validity and Reliability Testing

Edupreneurship

Validity testing using Pearson correlation established that all statements (P01–P08) returned calculated r-values greater than the table r-value (0.244) at a significance level below 0.05. The research instrument is therefore declared valid and fit for use as a data collection tool. The correlation coefficients fall within the moderate to strong range, indicating that each item bears an adequate relationship to the construct under measurement. This is reinforced by reliability testing using Cronbach's alpha, which returned a value of 0.858. As this value exceeds 0.70, the instrument is declared reliable. The validity and reliability results are presented below.

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Table 3. Instrument Validity Test – Edupreneurship

Statement	r-Calculated	r-Table	Sig.	Result
P01	0.313	0.244	< 0.05	Valid
P02	0.308	0.244	< 0.05	Valid
P03	0.315	0.244	< 0.05	Valid
P04	0.396	0.244	< 0.05	Valid
P05	0.315	0.244	< 0.05	Valid
P06	0.313	0.244	< 0.05	Valid
P07	0.308	0.244	< 0.05	Valid
P08	0.699	0.244	< 0.05	Valid

Table 4. Reliability Test Result – Edupreneurship

Variable	No. of Items	Cronbach's Alpha	Criterion	Result
Edupreneurship (P)	7	0.858	> 0.70	Reliable

Creativity and Independence

Validity testing using Pearson correlation on items M01–M08 established that all returned calculated r-values greater than the table r-value (0.244) with significance below 0.05. The correlation values obtained fall within the moderate to very strong category. Reliability testing returned a Cronbach's alpha of 0.886, indicating that the instrument for the creativity and independence variable possesses a high level of reliability, exceeding the minimum threshold of 0.70. The instrument may therefore be declared reliable. The validity and reliability results are presented below.

Table 5. Instrument Validity Test – Creativity and Independence

Statement	r-Calculated	r-Table	Sig.	Result
M01	0.419	0.244	< 0.05	Valid
M02	0.391	0.244	< 0.05	Valid

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Statement	r-Calculated	r-Table	Sig.	Result
M03	0.367	0.244	< 0.05	Valid
M04	0.367	0.244	< 0.05	Valid
M05	0.391	0.244	< 0.05	Valid
M06	0.497	0.244	< 0.05	Valid
M07	0.471	0.244	< 0.05	Valid
M08	0.728	0.244	< 0.05	Valid

Table 6. Reliability Test Result – Creativity and Independence

Variable	No. of Items	Cronbach's Alpha	Criterion	Result
Creativity and Independence (M)	7	0.886	> 0.70	Reliable

Career Readiness

Validity testing using Pearson correlation on items Y01–Y09 established that all returned calculated r-values greater than the table r-value (0.244) at a significance level below 0.05. All instrument items may therefore be declared valid and capable of measuring the student career readiness variable. This is reinforced by reliability testing using Cronbach's alpha, which returned a value of 0.926. As this value exceeds 0.70, the instrument is declared reliable. The validity and reliability results are presented below.

Table 7. Instrument Validity Test – Career Readiness

Statement	r-Calculated	r-Table	Sig.	Result
Y01	0.537	0.244	< 0.05	Valid
Y02	0.480	0.244	< 0.05	Valid
Y03	0.469	0.244	< 0.05	Valid
Y04	0.422	0.244	< 0.05	Valid

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Statement	r-Calculated	r-Table	Sig.	Result
Y05	0.422	0.244	< 0.05	Valid
Y06	0.560	0.244	< 0.05	Valid
Y07	0.530	0.244	< 0.05	Valid
Y08	0.496	0.244	< 0.05	Valid
Y09	0.702	0.244	< 0.05	Valid

Table 8. Reliability Test Result – Career Readiness

Variable	No. of Items	Cronbach's Alpha	Criterion	Result
Career Readiness (Y)	8	0.926	> 0.70	Reliable

The validity test results show that all items within the statements for each variable returned correlation values that were significant and greater than the table r-value, and all instruments are therefore declared valid in measuring the constructs under investigation. This indicates that each indicator employed adequately represents the concept being measured (Creswell, 2013). The reliability results for the three variables likewise returned high Cronbach's alpha values: 0.858 for edupreneurship, 0.886 for creativity and independence, and 0.926 for career readiness. These values exceed the minimum threshold of 0.70, signifying that the instruments possess a satisfactory level of internal consistency. The instruments employed in this study may therefore be regarded as trustworthy and fit for data collection.

Correlation Testing Among Variables

The correlation results demonstrate positive and significant relationships among the research variables. Edupreneurship exhibits a strong relationship with student creativity and independence ($r = 0.771$; $p < 0.001$) and with career readiness ($r = 0.791$; $p < 0.001$). Creativity and independence, meanwhile, exhibit a very strong relationship with career readiness ($r = 0.816$; $p < 0.001$).

This finding indicates that edupreneurship is followed by an enhancement of student creativity and independence, which in turn bears upon career readiness. Creativity and

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independence thus constitute important factors in bridging the relationship between edupreneurship and student career readiness. The correlation results are presented in Table 9.

Table 9. Correlation Test of Relationships Among Variables

Variable Relationship	r-Value	Sig.	Strength
Edupreneurship (X)	0.771	< 0.001	Strong
Creativity and Independence (M)	0.791	< 0.001	Strong
Career Readiness (Y)	0.816	< 0.001	Very Strong

Note. N = 66. Pearson product-moment correlation.

This finding contributes to strengthening the relationships among the variables of edupreneurship, creativity and independence, and student career readiness. The correlation results demonstrate the strategic role of creativity and independence as variables that strengthen the relationship between edupreneurship and career readiness. This yields the understanding that career readiness is not formed instantaneously but rather through a process of developing students' internal capabilities. This supports the studies of Lubis et al. (2025) and Premand et al. (2016), which conclude that entrepreneurship education can serve as experience-based learning for confronting the challenges of the world of work. The model of relationships among variables employed in this study possesses a clear empirical basis and may serve as a foundation for subsequent research testing relationships with other variables or approaches and undertaking comparative structural analysis.

CONCLUSION

Edupreneurship plays a role in developing student creativity and independence, as evidenced by the capacity to design business ideas, think critically, solve problems, and create new innovations. The assignment-based experiences provided to students within edupreneurship learning can encourage them to become more creative and capable of creating opportunities. An independent disposition is reflected when students assume responsibility and take decisions in constructing business models and entrepreneurial projects. This constitutes learning in the development of soft skills such as communication, leadership, time management, and problem solving. The formation of independent student character is visible in the shift in mindset from job seeker to creator of employment. Edupreneurship learning is oriented not solely toward profit or

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commercial value but also toward quality improvement in the education sector, such as establishing private tutoring services or writing books. The capabilities derived from creativity and independence make a significant contribution to student career readiness. This is reinforced by the correlation results, which demonstrate positive and significant relationships among the variables: edupreneurship exhibits a strong relationship with creativity and independence (r = 0.771) and with career readiness (r = 0.791), while creativity and independence exhibit a very strong relationship with career readiness (r = 0.816).

The strong relationships among edupreneurship, student creativity and independence, and career readiness indicate that higher education institutions—particularly Faculties of Teacher Training and Education—should recommend and establish entrepreneurship education as a standalone course. Learning must be designed on an experiential basis, applying business design, real projects, collaboration, and problem solving. This has been shown capable of enhancing student creativity while building self-confidence and an opportunity-based entrepreneurial orientation. The formation of independent student character is reflected in project management, decision making, responsibility, discipline, and managerial capability. This has further been shown capable of enhancing student readiness not only as job seekers but also as creators of employment. Learning that encompasses business planning, venture implementation, and experiential reflection is capable of building self-confidence and readiness to confront the dynamics of the world of work.

LIMITATIONS

This study has limitations that warrant consideration in subsequent research. First, the qualitative participants were limited to nine individuals (students and alumni) from seven universities, who served as the measure for exploring students' and alumni's subjective experiences of the edupreneurship course, as well as for analysing the contextual barriers to career readiness experienced both after study and in the reality of the working world. Second, the quantitative instrument involved 66 individuals from 25 universities in Indonesia, several of whom noted that the course they had taken was substantively aligned but differed in nomenclature: some referred to edupreneurship, others to entrepreneurship education (pendidikan kewirausahaan) or simply entrepreneurship. Terminological standardisation of the word edupreneurship therefore varies across universities according to the study programme within the education field (FKIP). Third, in administering the instrument the researchers faced time constraints in recruiting respondents, and certain other potential respondents were unable to

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contribute because not all study programmes within Faculties of Teacher Training and Education at the various universities implement edupreneurship coursework.

RECOMMENDATIONS

On the basis of the findings and limitations of this study, it is recommended that higher education institutions strengthen the curriculum concerning entrepreneurship education, edupreneurship, or entrepreneurship education more broadly. Learning delivered not only through media but also through projects is likewise recommended, as this cultivates the disposition required to build mental resilience and to prepare students to be creative and independent in entering the world of work. For subsequent research, it is recommended that a larger population be drawn upon in order to broaden the scope of student experience captured, and that consideration be given to whether significant standardisation now exists across universities with respect to courses related to entrepreneurship education, edupreneurship, or entrepreneurship education.

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