

Research Article

Entrepreneurial Profile Among Muslim Undergraduate Students

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ORCIDEka Tresna Gumelar: <https://orcid.org/0000-0002-6187-5252>**Abstract.**

The topic of whether entrepreneurship should be taught in formal education remains a subject of debate. However, it is widely acknowledged that entrepreneurs play a vital role in driving a nation's economy. This research aims to investigate the profile of student entrepreneurs, specifically among Muslim students, based on their past experiences using the self-assessment framework developed by Timmons and Spinelli Jr. The research adopted a quantitative methodology, and questionnaires were distributed to respondents selected through purposive sampling. The respondents consist of Muslim students who have either taken or are currently enrolled in an entrepreneurship module. The findings of the study indicate that students prioritize capital as the most important aspect of their entrepreneur profile, while status and prestige are considered the least influential factors in their business endeavors. This suggests that students place significant importance on capital requirements, such as personal savings, bank loans, or investor funds, when developing their entrepreneur profile. This emphasis on capital is logical, as aspiring entrepreneurs aim to establish new businesses. On the other hand, the study reveals that status and prestige hold little significance for students when deciding to pursue entrepreneurship. This implies that students do not perceive a direct correlation between entrepreneurial status and their decision to become entrepreneurs. While there is no definitive profile of a successful entrepreneur or a predetermined path to entrepreneurial success, the study underscores the importance of focusing on students' entrepreneurial profiles as a key factor for long-term success.

Keywords: entrepreneurship, education, profile

1. Introduction

Entrepreneurs play a crucial role in supporting the economic development of a country. They contribute to job creation, reduction of unemployment, increase in people's incomes, and overall improvement in productivity [1]. Given this significant role, entrepreneurs have a strategic position in driving the country's economy and addressing the challenges of unemployment while enhancing public welfare.

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From an epistemological perspective, entrepreneurship fundamentally involves the ability to think creatively and exhibit innovative behavior. These attributes serve as the foundation for utilizing resources, motivations, goals, strategies, and guidance in navigating life's challenges. Entrepreneurship emerges when individuals are willing to venture into new business ideas, employing smart and careful thinking to anticipate potential risks. Hence, the essence of entrepreneurship lies in generating added value by creatively combining various resources in unique ways, enabling competition in the business market [2].

In Indonesia, the educated population represents a significant contributor to unemployment [3]. Therefore, higher education, being a hub of knowledge and technology, is expected to support community economic development [4]. Consequently, universities have become platforms for developing entrepreneurial education programs. These programs aim to enhance job satisfaction and improve the quality of life, with the primary objective of increasing income and reducing unemployment [5]. Entrepreneurial education fosters competencies and characteristics necessary for students to succeed as entrepreneurs. Through engaging students in diverse activities, entrepreneurial education cultivates strong entrepreneurial skills and traits, thus facilitating their path to success [6].

Entrepreneurial character education can be categorized into two approaches: the first focuses on instilling entrepreneurial values within students (internal), while the second concentrates on shaping students into entrepreneurs [6]. Both models serve as the foundation for educational activities, with the choice depending on whether the emphasis is on character development or motivating and molding students into entrepreneurs. In some instances, entrepreneurial education activities combine the application of entrepreneurial characteristics with motivation, aiming to cultivate successful entrepreneurs. However, there are no set rules governing the implementation of entrepreneurial education models, as they depend on the goals of the educational institution itself.

Entrepreneurial education plays a vital role in fostering innovative talents, which are crucial drivers of future economic development. Currently, innovation is a primary strategy within entrepreneurial education. Numerous research studies in the field of entrepreneurship focus on the advancement of entrepreneurial education. The success of entrepreneurial education heavily relies on the training and expertise of the teaching staff [7]. Additionally, the curriculum designed and delivered to students plays a pivotal role in determining the effectiveness of entrepreneurial education [8].

The Management Study Program at the Faculty of Economics and Business, Bandung Islamic University, is an educational institution that actively responds to the National Entrepreneurship Movement. This commitment is evident in the incorporation of courses that foster an entrepreneurial spirit within the curriculum, as presented in Table 1 below.

TABLE 1: Entrepreneurship Course of Management Study Program.

Courses	Code	Credits	Semester
Creative Industries Management	MKJ525	3	5
Entrepreneurship	MBK617	2	6
Business Development Lecture	MSI713	3	7
Entrepreneurship Workshop	MSI774	3	7

Source: [9]

The entrepreneurship course offered to undergraduate students in the Management Study Program provides a diverse range of learning experiences. The course, which consists of two components - Business Development Lectures (MSI713) and Entrepreneurship Workshops (MSI774) - is worth a total of 6 credits and is typically taught in the seventh semester. These courses place a strong emphasis on analytical abilities, presentation skills, and interactive discussions. Students are encouraged to thoroughly explore the course material and actively participate in each session. The learning experience is intensive, fostering teamwork and interactive engagement. Students are given the freedom to develop their own products and services based on their creativity, and they analyze these offerings from a management perspective. The objective of these courses is to equip students with the necessary skills and knowledge to develop their own businesses and become entrepreneurs upon completing their education.

As the author of this research, I have been teaching the "Entrepreneurship" course for the S1 undergraduate program of the Management Study Program at the Faculty of Economics and Business, Bandung Islamic University during the 2022 academic year. Throughout this period, I aim to gain a deeper understanding of the key aspects that significantly influence students in their journey towards becoming entrepreneurs.

This research project focuses on answering the question, "What are the preferences of student entrepreneur profiles when it comes to becoming an entrepreneur?" The aim is to identify the preferences of student entrepreneurs based on their self-assessment of past profiles [10]. The research brings several benefits. Firstly, it enhances educators' understanding of entrepreneurial education with a specific focus on student preferences regarding entrepreneur profiles. Secondly, it provides an assessment of

students' entrepreneurial profiles, which can drive the development of entrepreneurial education initiatives. Lastly, it offers insights into success factors and challenges that may arise when designing entrepreneurial programs for students.

2. Research Methodology

2.1. Research Design

To measure the student entrepreneur profiles in this study, a self-assessment questionnaire adapted from Timmons and Spinelli Jr. was utilized. This questionnaire was designed to gather data on the preferences of entrepreneurial profiles from students enrolled in the Management Study Program at the Faculty of Economics and Business, Bandung Islamic University, during the 2022 academic year. The questionnaire included attributes that reflect the thought processes of students, serving as a foundation for their entrepreneurial activities. By using this questionnaire, the study aimed to collect information about students' preferences regarding various aspects such as location, lifestyle, work style, and more. These preferences can provide valuable insights for the development of entrepreneurial education programs, as they offer input on the specific areas that students prioritize and value in their entrepreneurial pursuits.

TABLE 2: Research Design.

Focus	Technique	Measurement	Interpretation	Output
Entrepreneur Academic Education Process	Self-Assessment Questionnaire	Likert Scale	Value Patterns	Entrepreneur Profile Preferences

2.2. Research Samples

The population for this study comprised students enrolled in the Management Study Program at the Faculty of Economics and Business, Bandung Islamic University. The sample size consisted of 163 individuals, selected using the probability sampling technique of purposive sampling. The sampling criteria for this study included the following:

1. Active students of the Management Study Program at the Bandung Islamic University in the 2022 academic year.
2. Students who have taken or are currently enrolled in at least one of the following entrepreneurship courses:
 - (a) Creative Industries Management

- (b) Entrepreneurship
- (c) Entrepreneurship Workshop
- (d) Business Development Lecture

The primary objective of this study was to determine the preferences of student entrepreneur profiles, which would provide valuable input for developing appropriate entrepreneurial education programs. To assess the profiles of the entrepreneurs, a self-assessment questionnaire adapted from Timmons and Spinelli Jr was utilized. The survey items included in the questionnaire can be found in Table 3.

3. Result and Discussion

In this study, a questionnaire was employed to assess the preferences of the respondents regarding the entrepreneurial profile. The measurement utilized a five-point Likert scale to determine the level of importance assigned to different attributes of the entrepreneur profile. It is crucial to acknowledge that individuals have their own personal preferences when it comes to the profile of an entrepreneur. These preferences provide valuable insights for the future development of entrepreneurial characteristics. The average scores for the eight entrepreneur profiles are presented in Table 4, while the order of preferences for student entrepreneur profiles, sorted from highest to lowest scores, is depicted in the following figure.

Note: n = 163, rating based on a scale of 5 Likert, from (1) Very Unimportant to (5) Very Important.

Based on the preceding explanation, the preferences of entrepreneurial profile attributes, ranked from highest to lowest, are illustrated in Figure 1. The figure reveals that the attribute of "Capital Needed" which encompasses personal savings, bank loans, or investor funds is of utmost importance. This finding aligns with the logical expectation of entrepreneurs aiming to establish new businesses. Additionally, the measurement results for the "Capital Needed" attribute indicate that students exhibit a preference for obtaining capital for their businesses from external sources, such as other individuals or institutions.

In Figure 1, the attribute with the second-highest rank is "Lifestyle and Work Style," with an average score of 4.28, indicating its significance. This finding suggests that when establishing a business, it is crucial to consider factors such as business size, growth rate, and workload associated with potential risks. Regarding the "Lifestyle and Work Style" attribute, it is evident that students deem small businesses with monthly sales of

TABLE 3: Questionnaire Survey Items.

Survey Items	Important		Not Relevant		
	5	4	3	2	1
Location					
Geography (specific regions)	5	4	3	2	1
Community involvement	5	4	3	2	1
The size and nature of the community	5	4	3	2	1
Travel distance (one-way):					
20 minutes or less	5	4	3	2	1
30 minutes or less	5	4	3	2	1
60 minutes or less	5	4	3	2	1
More than 60 minutes	5	4	3	2	1
Lifestyle and Work Style					
Business size:					
Less than Rp. 100 million sales/month	5	4	3	2	1
Rp. 100 - Rp. 300 million sales/month	5	4	3	2	1
More than Rp. 300 million sales/month	5	4	3	2	1
Growth rate:					
Fast (more than 25%/year)	5	4	3	2	1
Medium (10% to 15%/year)	5	4	3	2	1
Slow (less than 5%/year)	5	4	3	2	1
Workload (weekly):					
More than 70 hours	5	4	3	2	1
55 to 60 hours	5	4	3	2	1
40 hours or less	5	4	3	2	1
Wedding					
	5	4	3	2	1
Family					
	5	4	3	2	1
Travel from home:					
More than 60%	5	4	3	2	1
30% to 60%	5	4	3	2	1
Less than 30%	5	4	3	2	1
None	5	4	3	2	1
Standard of living					
Tight Belt/Frugality	5	4	3	2	1
Average	5	4	3	2	1
High	5	4	3	2	1
Very Rich	5	4	3	2	1
Personal Development					
Utilization of skills and education	5	4	3	2	1
Opportunities for personal growth	5	4	3	2	1
Contribution to society	5	4	3	2	1
Position for opportunity	5	4	3	2	1
Build significant contacts, experience, and knowledge	5	4	3	2	1

TABLE 3: Questionnaire Survey Items.

Survey Items	Important			Not Relevant		
	5	4	3	2	1	
Status and Prestige	5	4	3	2	1	
Impact on Ecology and the Environment	5	4	3	2	1	
Capital required:						
Of yourself	5	4	3	2	1	
From others	5	4	3	2	1	
Other considerations	5	4	3	2	1	

Source: [10]

TABLE 4: Perception of Student Entrepreneur Past Profile.

Profile Attributes	Average
Location	4.07
Lifestyle and Work Style	4.28
Standard of Living	4.27
Personal Development	4.16
Status and Prestige	4.05
Ecological and Environmental Impact	4.05
Required Capital	4.29
Other Considerations	4.09

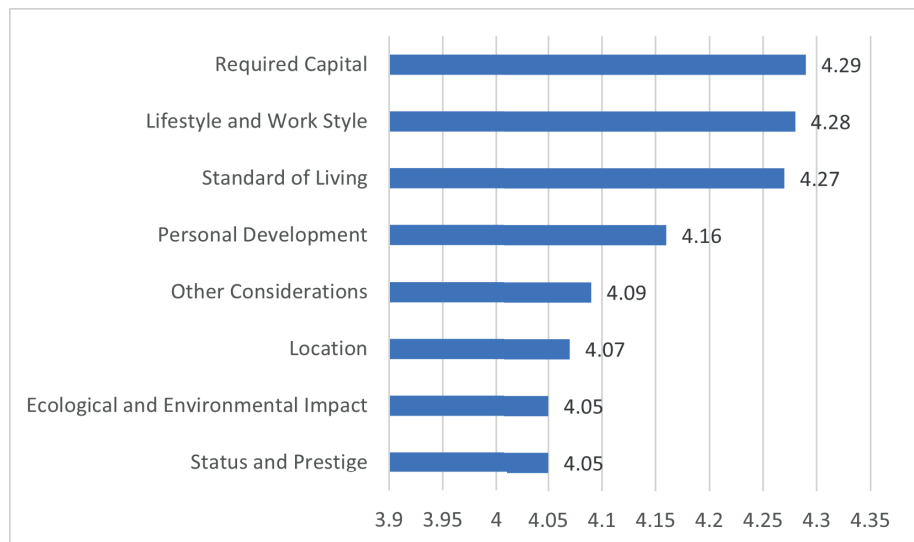


Figure 1: Entrepreneur profile preferences sorted from highest value.

less than Rp. 100 million and a growth rate exceeding 25% per year as important. This may be attributed to the fact that most respondents have not yet owned a business and have a mindset oriented toward seeking employment, which provides greater economic stability and a relatively lower risk level.

The attribute "Standard of Living" attains the next rank. While respondents generally consider this attribute highly important, the majority tend to prioritize preferences for a wealthy standard of living. This indicates that students do not believe that high investment necessarily leads to an improvement in their future standard of living. This raises questions about the extent to which a luxurious lifestyle can genuinely enhance living standards in the era of Industry 4.0.

Following that, the attribute "Self-Development" secures the fourth rank. The item related to "Self-Development" in the questionnaire pertains to the process of cultivating entrepreneurial character. The respondents demonstrate a strong preference for this attribute, with an average score of 4.16, categorizing it as important. This underscores the significance of self-development in the entrepreneurial career development process. Notably, most respondents place great importance on building significant connections, acquiring experiences, and gaining knowledge as integral components of self-development. Interestingly, their preference for utilizing skills and education is relatively lower, despite being recognized as important.

Ranked fifth is the attribute "Other Considerations," which obtained a relatively high average score of 4.09, indicating its importance as a preference. There are several explanations for this finding, including the complexity of government regulations regarding MSMEs and Start-ups, which may be challenging for first-time business owners, particularly young individuals who tend to avoid problems when starting a business. However, it is essential for the younger generation aspiring to start a business to confront these challenges since facing and overcoming problems is an integral part of the business development process for successful entrepreneurs.

The sixth attribute in the respondent's profile preferences is "Location." Students' preferences regarding the "Location" attribute are influenced by the prevailing conditions they experience. The author presents three arguments to explain this preference. Firstly, the advancement of digital technology has led to a reduction in distribution costs. Secondly, the emergence of online marketplaces has enabled businesses to reach consumers without the need for physical locations. Lastly, the evolving digital business models no longer necessitate a physical presence and can be adequately distributed digitally.

The seventh attribute in the order of student entrepreneur profile preferences is "Impact on Ecology and Environment." This is particularly interesting as it obtained an average response score of 4.05, categorizing it as important. However, it is important to note that this attribute specifically relates to environmentally friendly business practices. Differentiating the environmental dimensions from the general business context may

be somewhat challenging. Nevertheless, the results of this study indicate that eco-friendly business ideas are not deemed crucial by college students. This suggests that students consider an eco-friendly business concept as not necessarily synonymous with a successful business idea in today's market.

The last rank is occupied by the attribute "Status and Prestige," which shares the same average response score of 4.05 with the "Impact on Ecology and Environment" attribute, falling into the important category. This raises several questions, such as whether social status plays a significant role in the decision to become an entrepreneur and whether it outweighs the importance of profit. However, in terms of profile preference rankings, this indicates that students do not perceive a direct relationship between the status of an entrepreneur and the decision to pursue entrepreneurship.

4. Conclusion

In this study, a self-assessment was conducted to examine the preferences of Management students from the Faculty of Economics and Business at Bandung Islamic University regarding their entrepreneurial profiles. The self-assessment instrument used in this study was adapted from Timmons and Spinelli Jr. The findings of this research emphasize the significance of incorporating entrepreneurial education into higher education as a future challenge. Understanding students' perspectives and thought processes when it comes to establishing businesses is crucial for developing an effective entrepreneurial learning model tailored to their individual strengths and weaknesses. Failing to recognize students' entrepreneurial education needs can have adverse consequences for entrepreneurship development in higher education.

Acknowledging entrepreneurship education as a future challenge raises critical issues related to fostering entrepreneurial thinking among students and providing a platform for their self-development. While there is no definitive profile or specific path that guarantees entrepreneurial success, the foundation for long-term entrepreneurial achievement lies in understanding and cultivating students' entrepreneurial profiles. Therefore, it is essential to conduct further scientific research that investigates the correlation between entrepreneurial education and the business performance of graduates in the field. Such research can be carried out through extensive tracking of graduates for a period of over ten years or more. Unfortunately, many entrepreneurial studies have neglected to conduct such comprehensive investigations due to the absence of a comprehensive alumni database and the associated high costs involved.

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