

# Sustainable entrepreneurship education and training program in the context of asian society to develop sustainable entrepreneurial students

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## Abstract

The Sustainable Entrepreneurship Education and Training Program at Universitas Galuh is designed to enhance students' understanding of sustainable entrepreneurship, develop innovative skills, and foster positive entrepreneurial attitudes. The program was implemented intensively from September 2024 to February 2025, which engaged 150 students from 19 study programs and featured 17 expert speakers from various countries. The training methods incorporated lectures, case studies, and group discussions, emphasizing sustainable entrepreneurship's theoretical foundations and practical applications. A Likert-scale survey and qualitative feedback were utilized as evaluation instruments to assess the program's effectiveness. The results indicated a significant improvement in students' knowledge and comprehension, entrepreneurial innovation skills, attitudes, motivations, and high levels of participant satisfaction. Additionally, the program was perceived as highly relevant to the context of the Asian community. The dissemination and promotion of the program through social media and mass media further enhanced its visibility and strengthened the academic reputation of Universitas Galuh. The program successfully met its objective of preparing students to become sustainable entrepreneurs. This achievement was attributed to the well-structured curriculum, the expertise of invited speakers, interactive pedagogical approaches, and the materials' relevance. Given its success, this program has the potential to serve as a model for the development of future sustainable entrepreneurship education initiatives.

**Keywords:** education and training, innovation, international collaboration, sustainable entrepreneurship

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## INTRODUCTION

Sustainable entrepreneurship, as a development of the traditional entrepreneurship concept, not only focuses on economic growth but emphasizes social and environmental aspects (Burhanudin et al., 2023). This approach integrates material and spiritual aspects to address poverty (Mafruhah & Noviani, 2018). In this context, social entrepreneurship emerges as an innovation that aims to benefit society more broadly (Sudarko & Tjitropranoto, 2018).

Higher education is crucial in realizing sustainable entrepreneurship through systematic long-term education (provide citation). According to Kasih (2013), this entails crafting pertinent curricula, employing efficient teaching strategies, and establishing a campus climate that supports the growth of an entrepreneurial spirit. Higher education programs that emphasize entrepreneurship provide and develop



students in practical skills including marketing, product design, and business planning (Suryadi & Supriatna, 2021). This training also helps students overcome psychological barriers to entrepreneurship (Maihani et al., 2019). Integrating entrepreneurial skills training methods into the curriculum has improved student learning outcomes (Marganingsih & Pelipa, 2018).

However, entrepreneurship in Asia, especially Indonesia, faces various challenges. Entrepreneurial motivation among young people is still low, influenced by family preferences for formal employment (Widianarko Kusnadi et al., 2022). Lack of business knowledge, skills, and limited capital are major obstacles (Panggolong et al., 2023). In the digital era, MSMEs have difficulty transforming online businesses due to low human resource capabilities (Sari et al., 2021). To overcome this challenge, collaboration between various parties is needed to improve entrepreneurial literacy from an early age (Widianarko Kusnadi et al., 2022). Educational institutions, such as Islamic boarding schools, can play a role by integrating entrepreneurship education into the curriculum (EQ et al., 2020).

Universitas Galuh, with its vision to become a superior and globally competitive higher education institution with a conservation and cultural framework, plays an active role in preparing students to become sustainable entrepreneurs. Through innovative education and training programs, the university equips students with the knowledge, skills, and attitudes needed to create decent jobs and contribute to sustainable development. Collaboration with international institutions, such as the Eurasia Foundation, strengthens the entrepreneurship ecosystem on campus and beyond. This collaboration supports curriculum development and knowledge exchange, which is essential to creating innovative and adaptive young entrepreneurs.

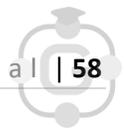
Despite the increasing emphasis on sustainable entrepreneurship education, significant gaps remain in its implementation, particularly in the Asian context, including Indonesia. The inability to integrate theoretical knowledge with real-world applications is one of the primary obstacles that hinders students' capacity to convert entrepreneurial ideas into profitable commercial endeavors (Weng et al., 2022). Additionally, social entrepreneurship is still not widely used in university programs, despite its critical role in tackling societal issues. The majority of projects prioritize profit-driven company models over social effect (Landoni & Trabucchi, 2024). Unfair access to entrepreneurial education and resources is another disparity, especially for students from underprivileged backgrounds who sometimes do not have access to mentorship opportunities or financial support. Additionally, institutions find it difficult to give students the technological skills required for contemporary entrepreneurship in the digital age, which limits their capacity to compete in international marketplaces. A comprehensive strategy that incorporates interdisciplinary cooperation, experiential learning, and deeper industrial collaborations is needed to close these gaps and promote an inclusive and significant entrepreneurial ecosystem.

Universitas Galuh's Sustainable Entrepreneurship Education and Training Program aims to improve students' understanding of sustainable entrepreneurship, including its basic foundations, need factors, and relation to the Sustainable Development Goals (SDGs) (2015). Along with using technology and artificial intelligence to help sustainable business, the program also seeks to improve students' attitudes, values, culture, and entrepreneurial capacity from an Asian viewpoint (Asian Development Bank, 2023). The curriculum also gives students the diplomatic skills to promote sustainable business across nations with different social and cultural backgrounds.

## **METHODOLOGY**

The program was designed with a comprehensive approach that integrates theoretical and practical aspects of sustainable entrepreneurship. The program implementation consisted of intensive weekly lecture sessions from September 2024 to February 2025. Each session was facilitated by expert speakers from Indonesia, Japan, Malaysia, the Philippines, Thailand, and Vietnam, with 17 speakers with experience and expertise in sustainable entrepreneurship, conservation, culture, and diplomacy. One hundred and fifty students from nineteen study programs at Universitas Galuh actively participated in this program, creating a diverse and perspective-rich learning environment.

The training materials were organized in a methodical manner and covered a wide range of significant subjects, including the history and background of sustainable entrepreneurship, human resource diplomacy, the potential of natural resources, local cultural values, comparative studies of sustainable entrepreneurship

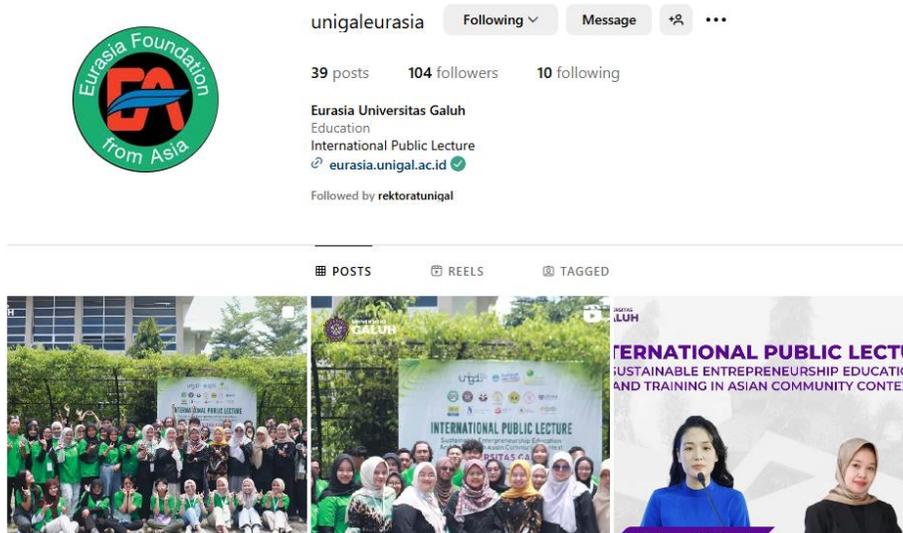


in Asian nations, the use of technology and artificial intelligence, and intercommunal communication. Additionally, this program used case studies, which gave students the opportunity to put the knowledge and abilities they had acquired into practice. These educational exercises were created to improve students' comprehension of sustainable entrepreneurship and cultivate the useful abilities required to be successful in the global business environment.

The effectiveness of the program was evaluated using a Likert scale survey to measure the increase in students' knowledge and understanding of sustainable entrepreneurship, the development of innovative entrepreneurial skills, the improvement of entrepreneurial attitudes and motivations, the relevance of the program to the Asian community context, and participants' satisfaction with the program. Quantitative data from the survey were used to evaluate the program's effectiveness and pinpoint areas in need of development. Essays were also used to get qualitative input from participants in order to better understand their perspectives and experiences with the program. The evaluation's findings were utilized to improve the curriculum going forward and make sure it stays applicable and successful in preparing students to become successful and sustainable entrepreneurs.

## RESULTS AND DISCUSSION

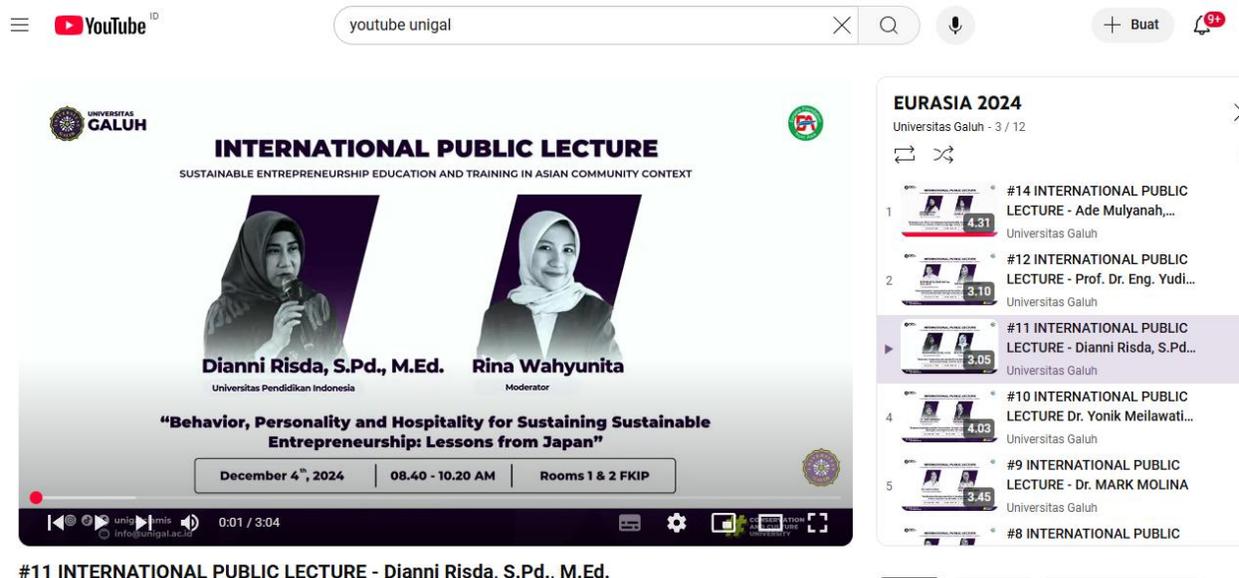
The Sustainable Entrepreneurship Education and Training Program at Universitas Galuh was conducted intensively from September 2024 to February 2025. This program featured weekly lecture sessions delivered by 17 expert speakers from various countries, including Indonesia, Japan, Malaysia, the Philippines, Thailand, and Vietnam. One hundred and fifty (150) students from 19 study programs actively participated, fostering a dynamic and interdisciplinary learning environment. The lectures covered a broad spectrum of topics related to sustainable entrepreneurship, ranging from fundamental concepts to integrated technology and diplomatic strategies. Each session was systematically documented and disseminated through social media platforms, including Instagram (@unigaleurasia) and YouTube (Unigal Eurasia). These efforts aimed to enhance public engagement and promote a broader awareness of the significance of sustainable entrepreneurship in a global context.



**Figure 1** Program Publication on IG (Source: <https://www.instagram.com/unigaleurasia/>)

As part of the program's documentation and promotional efforts, each lecture session and other significant activities were recorded in video format and uploaded to the official Unigal YouTube channel and EurasiaUnigal Instagram platform. This video documentation served as an archival record of the program and an effective medium for disseminating information about the Sustainable Entrepreneurship

Education and Training program to a broader audience. Through the YouTube platform, lecture materials, interviews with speakers, and participant testimonials are accessible to the public anytime. This initiative was expected to inspire greater participation in sustainable entrepreneurship and extend the program's positive impact beyond the university environment.



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**Figure 2** Program Documentation (Source:

[https://www.youtube.com/watch?v=Q\\_bA2hINA2k&list=PLjcF0O3OJEmBJeC3AWQBobYZSIUGebdw8&index=3](https://www.youtube.com/watch?v=Q_bA2hINA2k&list=PLjcF0O3OJEmBJeC3AWQBobYZSIUGebdw8&index=3))

In addition to social media publications, the program received extensive coverage from mass media, which reported on the grant awarded by the Eurasia Foundation Japan to Universitas Galuh to support the promotion of sustainable entrepreneurship. This media coverage increased the program's visibility and reinforced Universitas Galuh's reputation as an institution committed to innovation and sustainable development. The program was designed to enhance students' knowledge and to foster positive changes in their attitudes and motivations toward entrepreneurship. The program was evaluated using a Likert-scale survey and qualitative feedback to assess its effectiveness. The results of this evaluation were applied to refine and improve the program in the future.



#### PENDIDIKAN

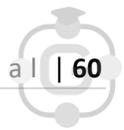
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25 September 2024, 19:00 WIB

Selama satu semester ke depan, para peserta yang juga mahasiswa Unigal Ciamis akan mendapatkan materi dari 16 narasumber lagi.

**Figure 3** Program Publication in Mass Media (Source: Kabar Priangan, 2024)

The survey results showed a significant increase in students' knowledge and understanding of sustainable entrepreneurship. The average score for this indicator was 4.28, indicating that most participants agreed or strongly agreed that the program successfully improved their understanding of basic concepts,



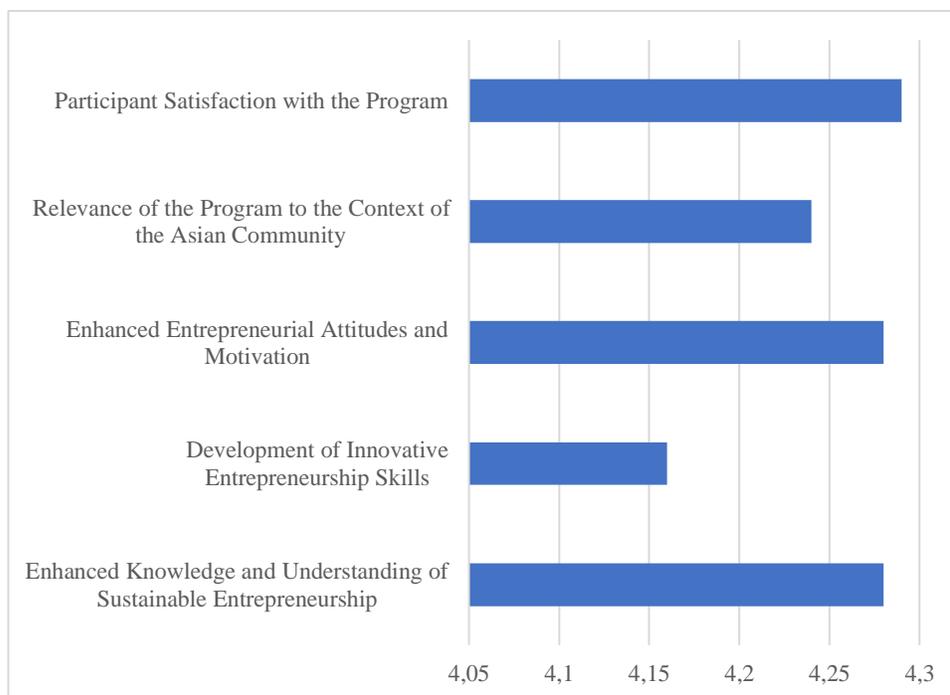
need factors, and their links to the SDGs. Seventeen (17) speakers from various countries provided a rich global perspective, broadening students' insights into best practices and challenges of sustainable entrepreneurship in various contexts.

The program also successfully developed students' innovative entrepreneurship skills. The average score for this indicator was 4.16, indicating that participants felt more competent in designing, developing, and marketing sustainable products or services. Practical training sessions, case studies, and group discussions allowed students to apply the concepts learned in authentic contexts. Using technology and artificial intelligence in some sessions also provided insight into the potential for innovation in sustainable entrepreneurship.

One important outcome of the program was improving students' entrepreneurial attitudes and motivation. The average score for this indicator was 4.28, indicating that participants felt more confident and motivated to start or develop sustainable businesses. Interaction with experts and practitioners and success stories shared during the program inspired and encouraged students to take tangible steps in entrepreneurship.

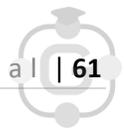
The program was considered highly relevant to the context of the Asian community, with an average score of 4.24. The focus on cultural values, local wisdom, and specific challenges faced by Asian countries made the program highly relevant and meaningful to participants. Materials on human resource diplomacy and communication between Asian communities also equipped students with important skills for building networks and cooperation at the regional level.

Overall, participants were delighted with the program, with an average satisfaction score of 4.29. The main factors contributing to participant satisfaction were the comprehensive program structure, quality of speakers, interactive teaching methods, and relevance of the material. Participants also appreciated the opportunity to interact with students from 19 different study programs, creating a diverse and collaborative learning environment.



**Figure 4** Average Likert Scale for Each Indicator

Figure 4 visually summarizes the participant satisfaction survey results on the program. The graph shows the average score for each indicator assessed. These indicators include increased student knowledge



and understanding (4.28), development of innovative entrepreneurial skills (4.16), increased entrepreneurial attitudes and motivation (4.28), relevance of the program to the Asian community context (4.24), and overall participant satisfaction (4.29). The graph shows that the program received very positive participant ratings across various aspects.

Recent studies have evaluated entrepreneurship education programs in Indonesian universities, highlighting their positive impact on students' skills and motivation. Surveys conducted at various institutions have shown high levels of student satisfaction with these programs (Aini et al., 2024; Irdhayanti, 2024; Leo et al., 2024). Students reported improvements in theoretical understanding and technical and soft skills such as communication and teamwork (Irdhayanti, 2024; Leo et al., 2024). The programs were found to be aligned with learning outcomes and to improve students' entrepreneurial knowledge and attitudes (Harianti et al., 2020; Irdhayanti, 2024). Practical learning methods effectively improved entrepreneurial motivation and competency (Harianti et al., 2020). Community involvement through student-organized seminars benefited students and participants (Leo et al., 2024).

Despite the high level of overall satisfaction, a number of areas were found to require improvement, such as more regular mentoring and planned monitoring (Irdhayanti, 2024). These results imply that Indonesian students' entrepreneurial talents and mindsets are effectively fostered by entrepreneurship education programs.

## CONCLUSION

The sustainable entrepreneurship education and training program at Universitas Galuh has been implemented intensively and comprehensively, involving 150 students from 19 study programs with 17 expert speakers from various countries. This program improves students' knowledge and skills in sustainable entrepreneurship and encourages changes in their attitudes and motivations. Publication and promotion of the program are carried out actively through social media, Instagram, and YouTube, as well as mass media coverage, which increases the program's visibility and strengthens the image of Universitas Galuh. The program evaluation results showed a significant increase in students' knowledge and understanding, development of innovative entrepreneurial skills, and improvement of entrepreneurial attitudes and motivations. This program is relevant to the Asian community and has received high participant satisfaction. Overall, this program has achieved its goal of preparing students to become successful entrepreneurs and contribute to sustainable development.

## Limitations and future direction

Although the program has achieved satisfactory results, some limitations must be considered. One is the relatively short duration of the program, which may limit the depth of exploration of some topics. In addition, although student participation in various study programs is outstanding, further efforts are needed to ensure the broader involvement of faculty and staff. The program could be expanded for future development directions by adding business incubation sessions or advanced mentoring to help students realize their entrepreneurial ideas. In addition, collaboration with local industries and communities could be strengthened to provide students with more practical and networking opportunities. More sophisticated digital technologies could also be used to deliver materials and interactions to reach more participants and improve learning effectiveness.

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## Statement and Declaration

We declare that all authors have made significant contributions to this research, from conceptualization, data collection, and analysis, to writing the manuscript. The data and materials used in this research are transparently available and can be accessed for verification purposes. We also declare that there is no conflict of interest that could affect the objectivity of the research. Other relevant information, such as funding sources and ethical approvals, have been included in the appropriate sections of this manuscript.

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