

The Contribution of Entrepreneurship Education to the Development of Agribusiness Students' Competencies

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*Received: 05-12-2025**Revised: 20-12-2025**Accepted: 01-01-2026***Abstrak:**

Entrepreneurship education plays an important role in preparing students to develop competencies that are relevant to the demands of the labor market and business environment, particularly in the agribusiness sector, which is characterized by high risk and dynamic conditions. This study aims to analyze the contribution of entrepreneurship education to the development of agribusiness students' competencies. This research employed a quantitative approach using an associative method. The population consisted of agribusiness students who had completed entrepreneurship courses, with samples selected through purposive sampling. Data were collected using questionnaires and analyzed using simple linear regression analysis. The results indicate that entrepreneurship education has a positive and significant effect on the development of agribusiness students' competencies. Entrepreneurship education was proven to enhance students' competencies, including cognitive, affective, and psychomotor aspects. These findings suggest that the better the entrepreneurship education received by students, the higher their competency level in facing challenges and business opportunities in the agribusiness sector. Therefore, entrepreneurship education should be developed in a more applicative and contextual manner to produce competent, independent, and competitive agribusiness graduates.

Keywords: *entrepreneurship education, student competence, agribusiness.***Abstrak:**

Pendidikan kewirausahaan memiliki peran penting dalam menyiapkan mahasiswa agar memiliki kompetensi yang relevan dengan tuntutan dunia kerja dan dunia usaha, khususnya pada sektor agribisnis yang memiliki tingkat risiko dan dinamika yang tinggi. Penelitian ini bertujuan untuk menganalisis kontribusi pendidikan kewirausahaan terhadap pengembangan kompetensi mahasiswa agribisnis. Penelitian ini menggunakan pendekatan kuantitatif dengan metode asosiatif. Populasi penelitian adalah mahasiswa Program Studi Agribisnis yang telah mengikuti mata kuliah kewirausahaan, dengan penentuan sampel menggunakan teknik purposive sampling. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan analisis regresi linear sederhana. Hasil penelitian menunjukkan bahwa pendidikan kewirausahaan berpengaruh positif dan signifikan terhadap pengembangan kompetensi mahasiswa agribisnis. Pendidikan kewirausahaan terbukti mampu meningkatkan kompetensi mahasiswa yang meliputi aspek kognitif, afektif, dan psikomotor. Temuan ini menunjukkan bahwa semakin baik pendidikan kewirausahaan yang diterima mahasiswa, maka semakin tinggi kompetensi yang dimiliki dalam menghadapi tantangan dan peluang usaha agribisnis. Oleh karena itu, pendidikan kewirausahaan perlu dikembangkan secara lebih aplikatif dan kontekstual agar mampu menghasilkan lulusan agribisnis yang kompeten, mandiri, dan berdaya saing.

Kata Kunci: *. pendidikan kewirausahaan, kompetensi mahasiswa, agribisnis.*

INTRODUCTION

The agribusiness sector plays a strategic role in supporting economic development, food security, and job creation. The increasingly complex development of agribusiness demands human resources possessing not only technical competencies in agriculture but also entrepreneurial competencies encompassing creativity, innovation, decision-making, and the courage to face business risks. Agribusiness students, as potential key players in this sector, are expected to be able to manage the potential of agricultural resources into economically valuable and sustainable business opportunities.

However, in reality, the majority of university graduates, including agribusiness graduates, still tend to be job seekers rather than job creators. This situation indicates a gap between graduate competencies and the needs of the business and industrial world. The low entrepreneurial competency of students is often attributed to the learning process in universities, which still emphasizes theoretical aspects and provides limited practical entrepreneurial experience (Zimmerer & Scarborough, 2008; Kuratko, 2016).

Entrepreneurship education is seen as a strategic effort to address this problem. Entrepreneurship education not only aims to teach how to start a business, but also to develop an entrepreneurial mindset, attitude, and skills, such as the ability to recognize opportunities, think creatively, be independent, and be willing to take risks (Fayolle & Gailly, 2015). Through entrepreneurship education, students are expected to develop competencies relevant to the demands of the workplace and business world.

In the context of agribusiness, entrepreneurship education is even more urgent given the uncertainties inherent in this sector, both in terms of production, markets, and environmental factors. Agribusiness students who possess entrepreneurial competencies are expected to be able to manage business risks, develop products based on local potential, and create innovations within the agribusiness system. Helina (2017) stated that entrepreneurship education positively contributes to the development of students' entrepreneurial attitudes and interests, which ultimately influence their readiness for entrepreneurship. Meanwhile, Masnaini (2023) emphasized that entrepreneurship learning in agribusiness study programs plays a crucial role in improving student readiness and competency, although its effectiveness is greatly influenced by the learning methods and approaches used.

However, empirical studies specifically addressing the contribution of entrepreneurship education to the competency development of agribusiness students are still relatively limited. Most studies focus primarily on entrepreneurial interest or intention, while comprehensive discussion of student competency development, including cognitive, affective, and psychomotor competencies, has not been widely studied. Yet, these competencies are crucial for determining students' success in implementing entrepreneurial knowledge into agribusiness practice.

Furthermore, the implementation of entrepreneurship education in higher education still faces various obstacles, such as inadequately applied learning methods, minimal business practice activities, and limited integration of entrepreneurship with the characteristics of the agribusiness sector. According to Alma (2013), entrepreneurship education will be effective if supported by experiential learning that allows students to directly engage in real-life entrepreneurial activities.

Based on this description, research is needed that examines the contribution of entrepreneurship education to the competency development of agribusiness students. This research is expected to provide an empirical overview of the role of entrepreneurship education in improving student competencies and serve as a basis for developing

entrepreneurship learning models that are more contextual, applicable, and tailored to the needs of the agribusiness sector.

RESEARCH METHOD

Research Type and Approach

This research uses a quantitative approach with an associative research method. This quantitative approach was chosen because this study aims to examine the relationship and influence between entrepreneurship education variables on the development of agribusiness students' competencies. The associative method was used to empirically determine the extent of the independent variable's contribution to the dependent variable.

Research Location and Time

This research was conducted among students in the Agribusiness Study Program at a university in Indonesia. The research period was during the current academic year, from data collection to data processing and analysis.

Population and Sample

The population in this study was all Agribusiness Study Program students who had taken entrepreneurship education courses. The sampling technique used purposive sampling, with the criteria being students who had taken entrepreneurship courses, thus being considered to have relevant understanding and experience related to the research variables. The sample size was adjusted to meet the needs of the statistical analysis and the level of population representativeness.

Research Variables

The variables in this study consist of:

Independent variable (X): Entrepreneurship Education

Dependent variable (Y): Agribusiness Student Competence

Entrepreneurship education is measured through indicators of understanding entrepreneurial concepts, learning methods, practical experience, and the development of entrepreneurial attitudes. Meanwhile, agribusiness student competence is measured through cognitive, affective, and psychomotor competencies related to entrepreneurial ability in the agribusiness sector.

Data Collection Techniques

Research data were collected using a questionnaire structured in the form of closed-ended statements with a Likert scale. The questionnaire was used to measure students' perceptions of the entrepreneurship education they received and their level of competence. In addition, supporting data was obtained through a literature review relevant to the research topic.

Data Analysis Techniques

Data analysis was conducted quantitatively with the assistance of statistical software. The analysis stages included instrument validity and reliability testing, descriptive analysis to describe the characteristics of respondents and research variables, and inferential analysis using simple linear regression to determine the contribution of entrepreneurship education to the development of agribusiness student competence. Hypothesis testing was

conducted at a 5% significance level.

RESULTS AND DISCUSSION

Results

The results of the descriptive analysis indicate that, in general, the entrepreneurship education received by agribusiness students is considered good. This is demonstrated by the high level of respondent agreement with statements related to their understanding of entrepreneurial concepts, learning methods, and practical experience gained during entrepreneurship courses. Students assessed that entrepreneurship learning provided insight into business opportunities and encouraged independence and creativity.

Meanwhile, the competencies of agribusiness students also fell into the fair to good category. Cognitive competency is reflected in students' ability to understand basic entrepreneurship and agribusiness concepts; affective competency is reflected in self-confidence, entrepreneurial motivation, and risk-taking; while psychomotor competency is reflected in students' ability to develop business plans and identify agribusiness opportunities.

The results of a simple linear regression test indicate that entrepreneurship education has a positive and significant effect on the competency development of agribusiness students. The regression coefficient is positive, indicating that the better the entrepreneurship education received by students, the higher their competencies. The results of the significance test showed a significance value less than 0.05, thus the research hypothesis that entrepreneurship education contributes to the competency development of agribusiness students is accepted.

In addition, the coefficient of determination value shows that entrepreneurship education makes a significant contribution to the variation in agribusiness students' competencies, while the rest is influenced by other factors outside the research variables, such as family environment, organizational experience, and personal motivation.

Discussions

The findings of this study indicate that entrepreneurship education plays a crucial role in developing the competencies of agribusiness students. These results indicate that entrepreneurship learning not only improves students' knowledge but also contributes to the development of attitudes and skills needed in the agribusiness world. Therefore, entrepreneurship education serves as a strategic tool in preparing students to face the challenges of the dynamic and competitive agribusiness sector.

These research findings align with Alma's (2013) opinion, which states that effective entrepreneurship education can shape an entrepreneurial mindset and enhance individuals' ability to recognize and exploit business opportunities. Furthermore, Kuratko (2016) also emphasized that entrepreneurship education plays a role in developing entrepreneurial competencies through structured, practice-oriented learning.

In the agribusiness context, the contribution of entrepreneurship education becomes increasingly relevant due to the high level of risk and uncertainty in this sector. Agribusiness students equipped with entrepreneurial competencies tend to be better prepared to face business challenges, are able to make independent decisions, and have the courage to innovate in managing agricultural-based businesses. These research findings support the findings of Helina (2017), who stated that entrepreneurship education has a positive effect on students' entrepreneurial readiness and attitudes.

However, the research also shows that entrepreneurship education is not the sole factor influencing agribusiness students' competency. Other factors also play a role, such

as practical experience in the field, the social environment, and institutional support. Therefore, entrepreneurship education in higher education needs to be developed more comprehensively by integrating experiential learning, real-life case studies, and direct student involvement in agribusiness activities.

Therefore, the results of this study confirm that improving the quality of entrepreneurship education, particularly that which is applied and contextualized to the agribusiness sector, can be a strategic step in enhancing student competency and encouraging the emergence of young entrepreneurs in the agribusiness sector.

CONCLUSION

Based on the research results and discussions conducted, it can be concluded that entrepreneurship education makes a positive and significant contribution to the development of agribusiness students' competencies. Entrepreneurship education not only plays a role in improving students' conceptual understanding of entrepreneurship but also contributes to the formation of entrepreneurial attitudes and the development of skills relevant to the agribusiness sector.

Agribusiness students' competencies, encompassing cognitive, affective, and psychomotor aspects, have been shown to be developed through a structured entrepreneurship learning process. The better the quality of entrepreneurship education students receive, the higher their level of competency in identifying business opportunities, making decisions, and managing agribusiness potential independently and innovatively.

However, entrepreneurship education is not the sole factor influencing agribusiness students' competencies. Other factors beyond this research also play a role, such as practical experience, the social environment, and individual motivation. Therefore, the development of entrepreneurship education in higher education needs to be more comprehensive, emphasizing applied, contextual, and experience-based learning to produce competent and competitive agribusiness graduates.

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