

## Fostering student entrepreneurship through a holistic ecosystem approach in higher education

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### ABSTRACT

Entrepreneurship has emerged as a strategic instrument for economic development and employment generation, particularly among youth in developing countries, such as Indonesia. In the context of higher education, university students represent a promising demographic with digital literacy, academic knowledge, and broad social networks. However, their entrepreneurial potential remains underutilized because of various structural and individual-level challenges, including limited business management skills, inadequate institutional support, and insufficient access to capital. This study explores multidimensional strategies to cultivate entrepreneurship among university students by analyzing the roles of higher education institutions, digital technology adoption, financial support mechanisms, and cross-sector collaboration. Using a qualitative descriptive methodology, this research draws upon secondary data comprising policy documents, academic literature, university program reports, and case studies. Thematic analysis reveals four strategic pillars: the integration of entrepreneurship education into formal curricula; utilization of digital platforms for business growth; enhancement of student access to financial capital; and the formation of collaborative ecosystems involving universities, industry, and government. The study underscores the importance of embedding entrepreneurship as a core academic and institutional priority and proposes a holistic model to transform students into job creators. These findings provide practical insights for policymakers, educators, and private sector actors aiming to accelerate youth-led entrepreneurship in Indonesia's higher-education landscape.

**Keywords:** *student entrepreneurship, higher education, digital technology, business incubators, financial support*

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## 1. INTRODUCTION

Entrepreneurship is widely recognized as a vital engine for economic development, innovation, and job creation across nations (J. Abbas et al., 2019). In the Indonesian context, the role of entrepreneurship is becoming increasingly significant, as the country seeks to harness the potential of its young population and develop a competitive knowledge-based economy (Setyaningrum et al., 2023). Within this framework, higher education institutions play a crucial role in fostering entrepreneurial mindsets and capabilities among students. University students, as members of the digitally literate generation with access to advanced knowledge, technology, and social networks, are well positioned to become dynamic and innovative entrepreneurs. Their potential to identify market opportunities and create impactful business solutions is substantial, not only to drive personal success but also to contribute meaningfully to society. Despite these promising conditions, the reality indicates that student interest and capabilities in entrepreneurship remain underdeveloped (Baumol, 2002). Numerous barriers continue to hinder student entrepreneurship, including limited exposure to business management, restricted access to capital, low confidence, and inadequate mentorship. Many students lack the practical skills required to manage a business and often find themselves constrained by institutional limitations where entrepreneurship is not sufficiently integrated into the curriculum. Furthermore, the support structures available in many higher education institutions are still fragmented or underutilized, which inhibits students from gaining hands-on experience or networking with real-world entrepreneurs (Aldrich & Kim, 2007).

However, the digital era offers unprecedented opportunities for young people to initiate and scale entrepreneurial ventures. With the proliferation of digital platforms, mobile applications, e-commerce systems, and fintech innovations, businesses have become increasingly accessible. Technology empowers students to market products, gather consumer insights, collaborate across geographies, and operate virtual businesses with minimal capital (Ardini et al., 2024). Digital tools have also lowered traditional entry barriers, enabling students to engage in entrepreneurship without the need for substantial upfront investment. Additionally, government policies and programs have been designed to boost student entrepreneurship. Initiatives, such as microcredit schemes, entrepreneurship training modules, innovation grants, and business incubators, provide foundational support for aspiring entrepreneurs in academic environments. However, there are still structural and cultural challenges that must be addressed to fully realize this potential. The lack of practical experience remains a key issue. Many students have limited exposure to the day-to-day operations of a business, and without experiential learning opportunities, theoretical knowledge often fails to translate into real entrepreneurial actions. Moreover, professional networking, which is critical for entrepreneurial success, is often underdeveloped at the student level. This isolation not only limits resource accessibility but also reduces exposure to successful entrepreneurial role models. The gap between innovation potential and execution capacity persists because of weak innovation ecosystems on campuses and a lack of interdisciplinary collaboration (Acosta-Prado, 2020; Ekowati et al., 2023).

To overcome these challenges, a holistic strategy that integrates education, mentorship, access to resources, and ecosystem development is needed. Entrepreneurship must be mainstreamed into the fabric of higher education through formal coursework, extracurricular initiatives, and shifts in institutional culture (Chang et al., 2017; Chien & Tsai, 2021). Curricula should be revised to include applied learning modules, business simulations, and design-thinking workshops. Furthermore, educational institutions should actively engage in partnerships with industry, the government, and civil society to provide students with relevant exposure and real-world problem-solving experiences. Business incubators, innovation hubs, and student venture capital programs can serve as platforms for students to ideate, experiment with, and launch startups (Mariana et al., 2025; Sahabuddin et al., 2023). In addition to institutional reforms, fostering a culture of entrepreneurship also requires nurturing individual-level characteristics such as resilience, creativity, and calculated risk-taking. Students need to be encouraged to view failure as a learning

opportunity and develop perseverance in the face of uncertainty. Psychological support, peer collaboration, and the recognition of entrepreneurial achievements can enhance motivation and sustain long-term engagement.

This article explores multidimensional strategies that can be applied to develop entrepreneurship among university students in Indonesia. It focuses on the interplay between educational institutions, digital technology, policy frameworks, and public-private partnerships. The central thesis is that student entrepreneurship can only flourish when a robust and integrated ecosystem is in place that not only equips students with the right skills and knowledge but also connects them to markets, mentors, and financial support systems. By systematically analyzing these elements, this study provides insights into how universities can evolve into entrepreneurial university institutions that not only impart academic knowledge but also act as incubators of innovation and catalysts for socioeconomic development. This emphasizes the importance of co-creation, interdisciplinary collaboration, and experiential learning in transforming students from passive learners into proactive entrepreneurs. Ultimately, the goal is to enable students to become job creators rather than jobseekers, thereby amplifying their impact on national economic resilience and social progress.

## **2. LITERATURE REVIEW**

Entrepreneurship is defined as the ability to identify opportunities, manage resources, and take risks to create value that is beneficial to society (Carton & Hofer, 2006; Fitzgerald, 2002). In the context of students, entrepreneurship is not only an economic activity but also a means of developing creativity, innovation, and leadership. This process supports students' self-development while also contributing to the economy. Entrepreneurship is an important factor in creating significant social and economic changes. Learning based on experience is one of the approaches important in developing entrepreneurship in circle students. Through first-hand experience, such as operating simulation business, apprenticeship in company pioneer, or running business independently, students can understand dynamic business in a real way. This approach helps students not only understand the theory but also apply concepts that are important in real-world situations. In addition, direct experience fosters the problem-solving and adaptation skills That are needed in the business world. Social networks play an important role in entrepreneurship. Social capital includes relationships with mentors, business communities, and professional networks that provide access to essential information, opportunities, and support. Students with good social networks tend to more easily obtain source power and guidance to start or grow their businesses. Social capital also creates an environment that supports collaboration and innovation, which are key to entrepreneurship's success (Lee et al., 2016).

Innovation is a key element of successful entrepreneurship (Afsar and Umrani, 2019). Students are encouraged to create products and services that are unique and relevant to their market needs. The ability to innovate allows students to compete in a more competitive market. Innovation is also a means of creating sustainable added value for consumers and society. in a way wide. Understanding process diffusion innovation is important for students to develop creative ideas and effectively apply them. Collaboration among educational institutions, the government, and industry is an important foundation for creating a supportive entrepreneurial ecosystem. The tall can act as facilitators by providing programs such as business incubators, training entrepreneurship, and accessing initial capital. The government, on the other hand, provides support through policies, funding, and regulations that support a conducive business climate. Industry also contributes by opening up internship opportunities, partnerships, and investments in student-run startups. This synergy ensures that students receive comprehensive support during their journey to becoming entrepreneurs. Students' internal motivation is also a driving factor for success in entrepreneurship. The courage to take risks, the desire to achieve, and the ability to remain committed to facing challenges are important characteristics that need to be developed. Students with high

motivation tend to be more innovative and dare to take the steps required to achieve success in the business world (Bai et al., 2019).

### **3. METHODOLOGY**

This study adopts a qualitative descriptive approach to explore and understand the strategic processes involved in developing student entrepreneurship in the context of higher education (Baxter & Jack, 2008). The qualitative method was chosen for its strength in capturing complex social phenomena; interpreting contextual variables; and providing rich, detailed insights into experiences, policies, and institutional practices related to entrepreneurship development. Specifically, this method allows the researcher to delve deeply into the socio-institutional dynamics that shape entrepreneurial behavior and support structures in academic environments. This research primarily relies on secondary data sources, which have been systematically collected and analyzed to ensure the reliability and relevance of the findings (Braun & Clarke, 2021). Secondary data include a wide array of official documents, such as national and regional government policies on entrepreneurship education, higher education regulations, reports from entrepreneurship development programs, white papers, statistical bulletins, and databases on student participation in entrepreneurial activities. Additionally, peer-reviewed academic journals, conference proceedings, and previously published research reports were examined to contextualize the study within the existing literature and theory.

Data were collected through documentation studies involving comprehensive reviews of institutional reports, ministerial decrees, curriculum guidelines, program evaluation documents, and case studies on student entrepreneurship success (Creswell & Creswell, 2017). The documentation method was selected to ensure that the study relied on well-documented, credible, and verifiable sources. Priority was given to documents that provided evidence of real-world practices, policy interventions, and institutional strategies that have been implemented or proposed within the Indonesian higher education landscape. The core analytical technique employed in this study is thematic analysis, a method widely used in qualitative research to identify, analyze, and report patterns (themes) within data. The process began with thorough familiarization with the collected materials, followed by the generation of initial codes that highlight meaningful features relevant to the research objectives. These codes were then grouped into broader categories reflecting core themes such as (1) entrepreneurship education integration in higher education curricula, (2) the role and performance of business incubators, (3) accessibility and effectiveness of financial support mechanisms, and (4) the adoption and impact of digital technology on student entrepreneurial ventures.

Each theme was analyzed in depth to uncover the underlying structures, recurring challenges, enabling factors, and strategic gaps. For instance, documents describing the design and implementation of university business incubators were scrutinized to assess the types of support offered (mentorship, capital, and workspace), while policy papers were examined for institutional alignment with national entrepreneurship objectives. To ensure the trustworthiness of the findings, source triangulation was applied. This involved cross-referencing data from different types of documents (e.g., government publications, university reports, and academic research) and multiple institutions to validate consistency and accuracy. Triangulation helped reduce interpretive bias and ensured that the conclusions drawn from the data were robust and reflective of the wider landscape of student entrepreneurship in Indonesia.

The research process was conducted in several structured stages: (1) identification and retrieval of relevant documents, (2) preliminary coding and classification, (3) thematic consolidation and interpretation, and (4) synthesis of the findings into a coherent narrative. Throughout the process, reflective notes were used to track analytical decisions, emergent insights, and methodological adjustments. NVivo software was also considered for organizing and coding the data systematically, although manual analysis was ultimately preferred because of the manageable volume and clearly delineated categories of

the dataset. By employing this qualitative descriptive methodology, this research aims to offer nuanced recommendations for stakeholders in education, policy, and industry on how to strengthen the ecosystem of student entrepreneurship. The chosen approach allows for an in-depth examination of structural and cultural barriers, as well as the identification of scalable and contextually appropriate solutions that can drive innovation, job creation, and socioeconomic development through youth-led enterprises (Brown, 2010).

## **4. RESULT AND DISCUSSION**

### **4.1. Importance Education Entrepreneurship in College Tall**

Education entrepreneurship in college plays an important role in forming the character and competence to become successful entrepreneurs (Carton & Hofer, 2006; Chang et al., 2017). In an increasingly competitive world, the ability to innovate and make appropriate decisions is required. Therefore, entrepreneurship education not only focuses on providing theoretical knowledge related to the business world but also on developing practical skills that are essential in running a business. Through various learning approaches, students are not only taught about the basic principles of management, marketing, or finance, but are also given the opportunity to learn directly through practice and simulations that are relevant to real business conditions. A well-designed and structured curriculum can encourage students to develop creative and innovative thinking skills. This is very important considering that today's businesses continue to grow and present new challenges that require creative and adaptive solutions. By exploring various entrepreneurial concepts and business case studies, students can identify the opportunity market, formulate innovative product or service ideas, and develop effective marketing strategies. In addition, education entrepreneurship also to plant attitude dare to take measured risks, namely the ability to evaluate risks and opportunities with wise, and make decisions That are appropriate, although facing uncertainty. This attitude is necessary in entrepreneurship because every business faces challenges and changes that cannot be fully predicted.

In addition to teaching theory, entrepreneurship education in universities also provides various facilities that can support students in developing their business ideas. Programs, such as internships, field studies, and business incubators, are an integral part of education. entrepreneurship, which gives students direct experience in the business world. In addition, universities also often collaborate with the industrial sector to provide students with access to wider business networks, partnership opportunities, and funding support that are much needed by young entrepreneurs. Through these facilities, students not only gain knowledge but also the opportunity to hone practical skills. Building a network that is useful for successful efforts. Entrepreneurship in higher education serves as a solid foundation for students to develop their potential. self, they become entrepreneurs, which makes them reliable. With a combination of theoretical knowledge, practical skills, and direct experience, students will be ready to face the challenges of the business world and achieve success.

More than just theory, entrepreneurship education provides space for students for hone skills through various activity practical such as training, seminars, and workshops held by various parties on campus. These activities are important to provide broad insights. and deep about the ins and outs of the business world, so that students not only understand the basic concepts but also face challenges in the world business that Keep will develop. With direct involvement in the activity, students can feel and understand the dynamics and opportunities in the market. Institutions' education also plays a key role in creating an entrepreneurial ecosystem that supports the growth of new businesses and the development of student potential. One way to accomplish this is to provide facilities such as business incubators that can help students develop their business ideas into real businesses. Business incubator: This not only provides physical space and resources, but also provides guidance as well as mentoring from experts and

practitioners, which are experienced in the business world. <sup>8</sup> This mentoring program is important for providing the right and in-depth direction regarding business development strategies, financial management, and product marketing (Badrudin et al., 2025).

With these efforts, universities can become institutions that not only produce graduates with qualified academic abilities but also equip them with entrepreneurial skills that can be applied in the real world. Of course, this is very important considering the challenges faced by young entrepreneurs in this increasingly competitive and global world.

#### **4.2. Utilization Technology Digital in Entrepreneurship Student**

The digital era has changed the way we interact, work, and do business, creating a variety of opportunities that students can take advantage of to start and grow their businesses (Fahlevi, 2021). Digital technology has not only changed the way companies operate but has also opened doors for individuals, including students, to enter the world of entrepreneurship more easily and efficiently. With technology, students can now access a variety of information, tools, and resources that were previously difficult to access, making it possible for them to start and manage their business more easily. Digital technology offers broader and faster access to various business goals, which can only be achieved with greater costs and efforts. Processes that used to take a long time, such as marketing, distribution of products, and searching for consumers, can now be performed more quickly and efficiently. One of the most important aspects of this transformation is convenience. by e-commerce platforms, social media, and mobile applications which allows students to reach a larger and more global market. Through e-commerce, students can open an online store without having to have a physical store, which allows them to save on operational costs and increase their market reach. On the other hand, social media provides students with opportunities to build relationships closer to consumers through platforms such as Instagram, Facebook, and TikTok. With social media, students can market their products more creatively, increase brand awareness, and drive consumers to their online stores more effectively.

In addition, mobile applications that can be accessed via smartphone devices allow students to manage their businesses easily. more flexible and practical, respectively. Starting from application: For recording finance, management inventory, marketing management, and communication with customers, all can be done via smartphones. By utilizing this technology, students can market products to various locations without geographical limitations and interact directly with consumers in real-time (Mittal et al., 2025). This not only makes it easier for students to run their businesses but also gives them the opportunity to respond to consumer needs and feedback more quickly. By utilizing digital technology, students gain a competitive advantage in the market, which is more dynamic. It can create businesses that are more efficient, affordable, and easier to develop. Therefore, it is important for universities to provide additional training and support. related to digital technology utilization in entrepreneurship. With sufficient knowledge of digital technology, students will be better prepared to face challenges in global business, which will develop and compete in the global market. E-commerce, as an example of the application of digital technology, facilitates students to open shops online with relatively low operational costs, allowing them to market their products without the need for a physical store. In addition, social media play a crucial role in building brand awareness and engagement with consumers. Through platforms such as Instagram, Facebook, and TikTok, students can promote their products and services at minimal cost and can even reach a very large audience by engaging in creative content. Mobile applications also provide convenience for consumers and businesses by enabling easier transactions and providing a better shopping experience (Fahlevi & Ouanes, 2024).

In addition to opening up wider market opportunities, digital technology also provides convenience in managing various aspects of a business, from financial records to logistics. With various accounting applications and business management software available, students can manage cash flows, record income

and expenses, and monitor their business performance efficiently. Logistics management, which is often a major challenge in operating business, is also easier with technology, where various applications and delivery services can simplify the process of sending goods to consumers at lower costs and faster times. Students who are able to integrate digital technology into business models will have competitive superiority, which is significant in the market and is increasingly dynamic and globally connected. The ability to adapt to technological changes and utilize them to support business development is key to success in entrepreneurship in this digital era. However, to be able to maximize this potential, students need to be equipped with the knowledge and right skills. Therefore, support from college is required, such as training using digital technology, which is relevant, as well as giving access to students to use various digital platforms that can support their business.

Universities can play a vital role in equipping students with this knowledge and skills through various training programs and workshops focusing on the use of technology in business. Access to digital platforms, in the form of software or systems that can help students manage their business, is also very important. With this support, students not only learn how to operate businesses traditionally, but also how to optimize technology to accelerate their business growth, make them more efficient, and prepare to compete in a broader and rapidly growing market.

### **4.3. Support Financial and Capital Business for Student**

One of the biggest challenges faced by students when starting a business is limited capital (Al-Fadhat, 2022). Sufficient capital is very important to cover the various costs required to run a business, such as purchasing raw materials, operational costs, renting a business premises, and product development and marketing. Without adequate financial support, even students with brilliant business ideas will find it difficult to realize them. Even the potential for developing business and reaching a higher level can be limited if the funding problem is not properly resolved. Therefore, financial support from various parties is crucial. It is important in supporting students in starting and developing their business. The government plays a significant role in providing financial support to students who wish to become entrepreneurs. In the past few years, the Lots program was launched by government centers and areas to help young entrepreneurs, including students, gain access to financing. These programs can take the form of grants that do not require a refund, loans with low interest, or profit-based financing that can help students obtain capital without burdening them with high debt, which often become barriers to developing businesses. In addition, several government programs provide training and mentoring to ensure that the funds provided are used effectively to develop businesses.

In addition to support from the government, institutional education also plays an equally important role. Many universities have realized the importance of entrepreneurship in the world of education and student development so that they provide facility or program funding to support students who want to start a business. Some universities work with financial institutions, banks, or investors to provide grants or business capital loans that students can use with or without collateral. In a number of campus, there is also program incubator business which allow student to develop their business ideas with the help of facilities provided by the campus, such as workspaces, mentoring from professionals, and access to a wide business network. Universities can also provide support through entrepreneurship training and seminars that equip students with the skills to manage business, starting from planning business, management finance, marketing, and human resource management. Training such as this is very important because it provides students with the insight and practical knowledge they need. To manage capital, which they accept wisely. With appropriate supply knowledge and skills, students can maximize the funds obtained to develop their business more effectively and efficiently.

The private sector, especially large companies with social responsibility (CSR) departments, can also contribute greatly to supporting entrepreneurship. Students (Aggarwal & Singh, 2018). Many companies

own CSR programs that focus on community empowerment and entrepreneurship development. These companies often provide grants or investments to student-owned start-ups. Some companies also offer opportunities for students to participate in business incubation programs or match them with experienced business mentors. This gives students greater access to venture capital and the opportunity to expand their business networks, which can be valuable assets for long-term business development. In addition to direct financial assistance from the government, universities, or the private sector, students can also be encouraged to participate in entrepreneurship competition. This is often done by various parties. These often provide prizes in the form of venture capital, which is useful for students who need funding to start or develop their businesses. These entrepreneurship competitions not only provide funds, but also the opportunity to gain recognition for their business ideas, as well as build a reputation among investors and potential business partners. Through these competitions, students can also gain valuable experience in presenting their business ideas, learn to formulate effective business proposals, and interact with industry experts, who can provide input or collaboration opportunities.

With extensive financial support, students become more confident. They do not need to be burdened by funding issues, which are often the main obstacles for entrepreneurs. Support: This allows students to focus on development ideas and products and improve strategy marketing and their operations without having to worry about finances. With sufficient business capital, they can develop better-quality products, increase their production capacity, and expand their market reach. In addition, with financial support, students can be braver to experiment with innovation new, which can bring business to higher levels. The success of student businesses depends not only on good business ideas but also on the ability to manage and utilize business capital wisely. Therefore, it is important for universities, the government, and the private sector to continue to provide better and more sustainable support so that students can overcome financial obstacles and fully develop their businesses. Thus, entrepreneurship among students can develop into one of the pillars of creating fieldwork, advancing the economy, and contributing positively to the community (Lui et al., 2021).

#### **4.4. Collaboration between Student, College Tall, and Industry**

Collaboration between students, universities, and industry is one of the key elements in successful entrepreneurship development. These three parties have complementary roles, and, with good synergy, they can create an entrepreneurial ecosystem that supports and empowers young entrepreneurs. Universities as educational institutions have the potential to act as facilitators of collaboration between students and the industrial world. Through this collaboration, close to the sector industry, colleges can provide various programs that support the development of entrepreneurship students, such as internships, mentoring, and technical and knowledge support. The Wrong One method, which is most effective for college tall For Supporting students in running their businesses, is to establish partnerships with companies to provide internships or work experience programs that focus on entrepreneurship. This internship program allows students to dive directly into the industrial world, broadening their insight into the process business, as well as to obtain practical skills that are very useful when they start their own business. With hands-on experience in a company, students can understand market dynamics, identify business opportunities and challenges, and learn from experts with experience in a particular industry (Alsheyadi & Albalushi, 2020).

In addition to internships, universities can also provide mentoring programs that connect students with experienced professionals or entrepreneurs. In these programs, students can receive guidance and advice from mentors who have in-depth knowledge of global business. Mentors can outlook strategy businesses, financial management, marketing, and product and service development. With the existence mentor, students not only obtain practical knowledge but also gain a broader perspective on how to manage and develop a business sustainably. Industry, on the other hand, can also make a significant



contribution to creating entrepreneurial opportunities for students. One is by opening partnership opportunities between companies and start-ups managed by students. Collaboration: This can give students access to a wider market reach, better products or services, and even more efficient distribution. In addition, the industry can provide opportunity funding for business students, either in the form of direct investment, venture capital support, or program financing based on the results. Funding: This is very important for students who have difficulty finding capital to develop their business, especially in the early stages.

Partnerships between students, universities, and industry can also provide opportunities for students to access more comprehensive resources, including technology, infrastructure, and wider market networks. For example, companies can provide access to cutting-edge technology that students can use to develop their products or services, whereas universities can provide research and development (R&D) facilities to support innovation. With this combination, students will have the tools and resources they need to accelerate their business development processes and compete in an increasingly competitive market. Good collaboration between universities and industries can also create mutually beneficial relationships. Universities can strengthen the relevance of their curriculum by involving industry in the learning process and development of entrepreneurship programs. This will help universities produce graduates who are ready to enter the workforce and adapt to industry needs. On the other hand, the industry will benefit from collaboration by having access to young talents who are innovative, creative, and enthusiastic to contribute to developing new products or services. In addition, the company can introduce its products to the market, which is younger and more connected to digital technology, which is characteristic of the current generation of students (Angelino et al., 2022).

Thus, collaboration between students, universities, and industry provides direct benefits for students as young entrepreneurs (A. Abbas et al., 2022), but also creates an entrepreneurial ecosystem that supports and develops together. These three parties can build a mutually beneficial relationship, where students receive support and source power needed for developing business, college higher education increases the relevance of their education, and industry gains access to talent. New as well as opportunities for innovation. This becomes the key to creating a stronger ecosystem in supporting the growth of entrepreneurship among students, which in turn can have a positive impact on the economy and society.

## 5. CONCLUSIONS

Entrepreneurship in higher education plays a very important role in forming an entrepreneurial spirit among students. Through the right curriculum, practical training, and entrepreneurial activities such as seminars and workshops, colleges can give outlook and the skills required to start and develop a business. In addition, the use of digital technology is an important factor that supports students in accessing a wider market, managing businesses efficiently, and competing in the global market. Digital technology allows students to use e-commerce platforms, social media, and mobile applications to manage and market their products. However, financial constraints often become an obstacle for students to start a business. Therefore, financial support from various parties, including the government, universities, and private sector, is necessary. The government can provide grants or loan capital with low interest rates, while colleges can offer funding programs or access to business incubator facilities. In addition, entrepreneurship competitions that are present in the form of capital businesses can also become an opportunity for students to obtain the necessary funding.

Collaboration among students, universities, and industries plays a key role in developing a strong entrepreneurial ecosystem. The tall can act as a facilitator by providing internship programs, mentoring, and technical support, whereas the industry can provide partnership opportunities, market access, and funding. This collaboration not only benefits students but also creates mutually beneficial relationships for universities and industry. With good synergy, students can easily access the resources needed to start and

grow their businesses. Overall, to create a thriving entrepreneurial ecosystem, Work The same, which is close between the government, college high, and industrial sectors. With sufficient financial support, effective use of technology, and productive collaboration, students have the opportunity to develop their businesses more optimally. This not only benefits young entrepreneurs but also contributes positively to the economy and society.

Entrepreneurship education in higher education must be continuously improved to include both theoretical and practical experiences. Students directly understand the challenges faced by world businesses. Internship programs, case studies, and entrepreneurship projects are integrated into the curriculum. can provide students with the opportunity to learn directly from their business world. Universities should also strengthen collaboration with industries to create more opportunities, such as structured internship programs and mutually beneficial business partnerships. These collaborations provide students access to markets, technologies, and resources that can support their business development.

### **5.1. Suggestion**

In addition, the use of digital technology must be prioritized in entrepreneurship curricula. Universities must provide training related to the use of e-commerce platforms, social media, and business management applications to make it easier for students to manage and market their businesses. More intensive support for the use of this technology allows students to increase the efficiency and effectiveness of their businesses and to reach a wider market. The development of an integrated entrepreneurial ecosystem among universities, industry, and the public sector is essential for creating an environment that supports students in developing their ideas and businesses. All related parties must play an active role in providing facilities, mentoring, and funding opportunities that enable students to realize their entrepreneurial potential. Through this joint effort, students find it easier to face challenges and take advantage of opportunities in the world of entrepreneurship.

### **Ethical approval**

This study was conducted in accordance with the ethical principles outlined in the Declaration of Helsinki.

### **Informed consent statement**

Not applicable.

### **Authors' contributions**

Conceptualization, I.M.; methodology, I.M.; validation, I.M.; formal analysis, I.M.; resources, I.M.; writing original draft preparation, I.M.; writing review and editing, I.M.

### **Disclosure statement**

No potential conflict of interest was reported by the author(s).

### **Data availability statement**

The data presented in this study are available on request from the corresponding author due to privacy reasons.

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## Notes on Contributors

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Imam Mahfud is currently a lecturer at STAI Binamadani Tangerang, where he specializes in Islamic business management and entrepreneurship. Passionate about fostering innovative mindsets, he is pursuing a Doctor of Management at Universitas Brawijaya, focusing his doctoral research on entrepreneurial ecosystems and the role of higher education in student enterprise development. Driven by a commitment to bridge theory and practice, Imam actively mentors' students in community-based entrepreneurial projects and contributes to academic discourse through publications and local seminars.

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