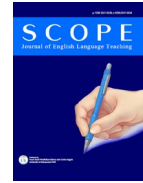




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Research Article

Examining the Impact of Education in Entrepreneurship on Character Development among Students at University

Safriyani Novitri^{1*}, Yulianto², Rugaiyah³

¹⁻³ Universitas Islam Riau, Pekanbaru, Indonesia.

KEYWORDS

Tapak Lapan;
 Education in Entrepreneurship;
 Characters Development;

A B S T R A C T

This study, conducted at the Faculty of Education, Islamic University of Riau, investigates the impact of entrepreneurship education rooted in Tapak Lapan's values on students' character development. Tapak Lapan's values—a set of local wisdom principles emphasizing faith, honesty, simplicity, hard work, teamwork, harmony, patience, discipline, gratitude, closeness to nature, and understanding—offer a unique foundation for character building. Using a descriptive qualitative approach, this research examines the relationship between entrepreneurship education, Tapak Lapan's principles, and the cultivation of essential character traits. Data were collected through observation, interviews, and in-depth analysis, focusing on students' exposure to entrepreneurial training and their self-perceived character growth. With a sample of 43 students, the study provides a robust basis for qualitative analysis. Findings reveal a strong correlation between Tapak Lapan-based entrepreneurship education and enhanced character traits: 67.2% of students reported developing an entrepreneurial mindset, while 32.4% formulated effective entrepreneurship plans. These results suggest that integrating Tapak Lapan's values into entrepreneurship education can foster essential character traits, supporting students' holistic growth both personally and professionally.

CORRESPONDING AUTHOR(S):

E-mail: ¹safriyaninovitri@edu.uir.ac.id*

INTRODUCTION

Exploring the Impact of Tapak Lapan Values on Character Development through Entrepreneurship Education. In the context of entrepreneurship education, the integration of Tapak Lapan's cultural values—which emphasize traits like faith, honesty, simplicity, diligence, cooperation, harmony, patience, discipline, gratitude, closeness to nature, and understanding—offers a unique approach to fostering character development among students. These values can play a central role in shaping ethical, resilient, and adaptive mindsets essential for entrepreneurial success (Elmustian & Hirzan, 2018;

Hamidy, 1983). While conventional entrepreneurship education primarily focuses on building business acumen, incorporating Tapak Lapan values expands this scope to include character growth, aligning well with the goals of modern educational systems that aim to produce not just skilled professionals but also ethically grounded individuals.

Research underscores that honesty and integrity are crucial for ethical decision-making within entrepreneurship, supporting students in cultivating a foundation for responsible business conduct (Ali, 2023; Rosala & Budiman, 2020). Additionally, values like diligence and

perseverance strengthen students' resilience in the face of challenges, an indispensable trait in navigating the unpredictable terrain of business ventures (Abu Nawas et al., 2022; Eko et al., 2020). Tapak Lapan's principles of gratitude and understanding also encourage empathy and ethical practices, further aligning with the entrepreneurial values essential for responsible leadership and teamwork.

Studies on character development and entrepreneurship education have shown that personality traits and values significantly impact students' entrepreneurial intentions and adaptability (Afeli & Adunlin, 2022; Lihua et al., 2022; Nanni, 2021; Yao et al., 2022). This connection between personality and education highlights the effectiveness of character-driven programs in promoting traits like resilience, creativity, and empathy (Kumar & Vigil, 2011; Mukhtar et al., 2021; Putro et al., 2022). Furthermore, character education—when combined with entrepreneurship curricula—enhances traits such as integrity, responsibility, and empathy, all critical for ethical business practices (Kalkan Çolakoğlu & Konaklı, 2023; Köksala & Yürük, 2022; Niska, 2020).

Entrepreneurship education has also been found to develop creative problem-solving skills and foster a mindset open to risk-taking and adaptability (Fallah et al., 2022; Gaydos, 2021; Iiping & Shimpanda, 2022; Thomas, 2022). However, this research advances existing studies by focusing not just on traditional entrepreneurial traits like risk-taking or opportunity recognition (Garcia-Gonzalez & Ramirez-Montoya, 2021; Kaya-Copocci, 2022; Shing & Yuan, 2020) but specifically on how Tapak Lapan's values can drive character-based development. By emphasizing culturally relevant values, this study uniquely contributes to understanding how ethical, resilient, and culturally rooted character traits can enhance students' overall personal and professional growth.

Research Purpose

This study seeks to answer the question: *How does entrepreneurship education rooted in Tapak Lapan's values influence students' character development?* By embedding these values into entrepreneurship education, the research aims to provide a culturally grounded perspective on character formation, highlighting how such an approach can shape ethical, responsible, and resilient future entrepreneurs. This work underscores the significance of integrating values-based education into entrepreneurship programs, fostering students' readiness for both business challenges and ethical leadership in society.

METHOD

The Population and Sample

The research utilized a qualitative descriptive method to examine the impact of entrepreneurship education based on Tapak Lapan's values on character development among students. Here's a clear outline of the research process: Research Design: A qualitative descriptive approach was chosen to gain in-depth insights into students' experiences and perceptions regarding character growth influenced by Tapak Lapan's values.

Population and Sample Selection: The study focused on 43 students from the English Department at the Islamic University of Riau, specifically those in their third semester, class B, during the 2022-2023 academic year. The sample included 16 men and 27 women, selected to represent a diversity of characters and hobbies.

Data Collection Methods: Observation: Researchers conducted observations in the classroom and other relevant settings to gather firsthand information about student interactions and behaviors related to character traits.

Interviews: Semi-structured interviews were carried out with selected students to explore their personal experiences and perceptions of how Tapak Lapan's values influenced their character development.

In-depth Analysis: Collected data were analyzed qualitatively to identify patterns and themes related to the impact of entrepreneurship education on character traits.

Data Analysis: The researchers analyzed the data using thematic analysis to extract key themes regarding character development as influenced by the educational framework.

Interpretation of Results: Findings were interpreted to understand the implications of integrating Tapak Lapan's values into entrepreneurship education and how this approach contributes to students' character development.

Table 1. Number of Participant

| Information Background | Category | Number of Participant |
|------------------------|----------|-----------------------|
| Gender | Male | 16 |
| | Female | 27 |
| Age Range (in Years) | 20 - 24 | 30 |
| | 18 - 20 | 13 |
| Students Responses | Fast | 27 |
| | Slow | 16 |
| Students Activity | Active | 31 |
| | Weak | 12 |

Research Instrument

To gather data, the study employs observation and analysis of interviews. Observation techniques involve carefully monitoring the behaviour of the subjects in both formal and informal settings (see Bayram & Deveci, 2022; Eko et al.,

2020; Hidayati et al., 2020; Xu, 2022). In this study, classroom observations will be conducted to evaluate the implementation of the curriculum and Tapak Lapan Value.

The researchers will observe the interactions and behaviours of both students and educators within the classroom environment. This approach allows for the assessment of how the curriculum and Tapak Lapan Value are being integrated into the educational process, providing valuable insights into the practical application of entrepreneurship education and its impact on character development.

Interviews were conducted as a data collection method to gather more in-depth insights into the students' experiences and perceptions related to entrepreneurship education based on Tapak Lapan's values (Atilgan & Tukel, 2022; Kok, 2008; Sonmezoglu, 2022).

Data Collection and Analysis

The data collection is an important stage in qualitative research. This process involves interaction between the researcher and the informant through interviews, either face-to-face or via telecommunication media. In addition to interviews, data visualization techniques can also be used to provide context and clarify the information obtained. The entire data collection process requires precision and structured stages to ensure the effectiveness and validity of the information obtained (see Abu Nawas et al., 2022; Hatunoğlu, 2021).

Table 2. Data Collection and Analysis

| Step | Instrument | Purpose | Result / Analysis |
|------|-------------|---|---|
| One | Observation | 1. Students interact with lecturer in classrooms | Field notes / Put in the table for analysis |
| | | 2. Students statement in line with their behaviors | |
| Two | Interviews | 1. Interviews were conducted as a data collection method to gather more in-depth insights into the students' experiences. | Recorded /Transcribe |
| | | 2. Perception s related to entrepreneurship education based on Tapak Lapan's values. | |

RESULTS AND DISCUSSION

The research explored the question: How does entrepreneurship education rooted in Tapak Lapan's values influence the development of students' character? The findings indicate a significant correlation between exposure to this values-based educational framework and the enhancement of key character traits among students.

Interpretation of results of the integration of Tapak Lapan's values—faith, honesty, simplicity, diligence, cooperation, harmony, patience, discipline, gratitude, closeness to nature, and understanding—into entrepreneurship education appears to facilitate holistic student development. This aligns with the theory of character education, which posits that educational practices grounded in values can cultivate essential traits that contribute to students' personal and professional growth (Nucci & Narvaez, 2008).

Table 3. Observation table 1

| Indicator/ Description of Observation Results | Students demonstrate a deep understanding of values | Fast | Slow |
|--|---|-----------------|-----------------|
| Integration of characters development based Tapak Lapan values | Faith | n = 7 16,3% | |
| | Simplicity | | n = 3 6,9% |
| | Honesty | n = 4 9,3% | |
| | Diligence | n = 5 11,6% | |
| | Harmony | n = 4 9,3% | |
| | Patience | | n = 5 11,6% |
| | Discipline | n = 3 6,9% | |
| | Gratitude | n = 3 6,9% | |
| | Closeness to nature | | n = 6 13,9% |
| | Understanding | n = 3 6,9% | |
| Total | | n = 29 67,2% | n = 14 32,4% |

In this study, 67.2% of students demonstrated effective self-development as individuals with entrepreneurial mindsets, while 32.4% successfully created effective entrepreneurship plans. This suggests that when students engage in entrepreneurship education aligned with cultural values, they not only acquire business skills but also develop important character traits. This finding supports the work of Hidayatulloh & Ashoumi (2022), who assert

that entrepreneurship education positively impacts character development by instilling values such as integrity and perseverance.

Comparative analysis with previous research is the results are consistent with previous studies that highlight the role of character education in fostering entrepreneurial traits. For instance, Kalkan Çolakoğlu & Konaklı (2023) emphasize that character education integrated with entrepreneurship programs leads to enhanced traits like responsibility and empathy. Similarly, Köksala & Yürük (2022) found that such educational approaches promote ethical decision-making and resilience, which align with the Tapak Lapan values highlighted in this research.

Furthermore, the successful creation of entrepreneurial plans indicates that students are not only developing character traits but also applying these traits in practical scenarios, reflecting the findings of Nanni (2021), who noted that entrepreneurship education fosters innovation and creativity. This practical application of character development emphasizes the importance of experiential learning, as supported by Afeli & Adunlin (2022), who advocate for hands-on approaches in entrepreneurship education.

Future research directions, studies could investigate the specific mechanisms through which Tapak Lapan's values influence character traits, utilizing longitudinal research designs to explore the long-term effects of values-based entrepreneurship education. Research by Lihua et al. (2022) suggests that understanding these mechanisms is crucial for educators aiming to enhance character development effectively.

Additionally, exploring the relationship between specific character traits and entrepreneurial success would provide valuable insights for educational practitioners. Such studies could examine how traits like resilience and cooperation impact students' entrepreneurial endeavors over time, contributing to a deeper understanding of the interplay between character and entrepreneurship.

CONCLUSION

In conclusion, the study offers valuable perspectives on the potential of entrepreneurship education, particularly when aligned with Tapak Lapan's values, to nurture essential character traits among students. The research aimed to answer the question: How does entrepreneurship education rooted in Tapak Lapan's values influence the development of students' character? The findings reveal a significant correlation between exposure to this values-based educational framework and the enhancement of character traits such as integrity, resilience, cooperation, and empathy.

By integrating Tapak Lapan's values—faith, honesty, simplicity, diligence, cooperation, harmony, patience, discipline, gratitude, closeness to nature, and understanding—into entrepreneurship education, educational institutions can effectively cultivate well-rounded individuals. These individuals are not only equipped with the necessary entrepreneurial skills but also embody virtuous character traits that contribute to their personal and professional growth.

The study underscores the significance of integrating values-based entrepreneurship education into the academic curriculum. This approach fosters students' ability to embrace entrepreneurial endeavors while nurturing a strong moral compass. By reaffirming the purpose of this study, we highlight the importance of character development alongside business education, emphasizing that the cultivation of ethical and resilient individuals is essential for success in today's complex and dynamic entrepreneurial landscape. Through this research, we advocate for educational practices that prioritize both entrepreneurial acumen and character building, ultimately preparing students to become ethical and impactful leaders in their future endeavors.

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