

Exploring Students' Entrepreneurial Resilience in Higher Education Level: A Phenomenology Study

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Abstract

The students' competence at college need to be equipped with entrepreneurial orientation and entrepreneurship education to form a high entrepreneurial resilience. College students usually do not have career orientation yet, which is aimed after graduation. They frequently feel confused about starting entrepreneurship because they lack entrepreneurial insight during college. This paper investigated the phenomenon of entrepreneurial resilience of college students and the evaluation of entrepreneurship course delivery for students at all college departments. The method used was a phenomenology study with students as subjects determined through an incidental sampling technique. The data collection techniques were observation and interview. The research results showed no difference in entrepreneurial resilience between males and females, but social experiment strongly influenced their motivation and interest in entrepreneurship. All subjects felt that discussing problems with friends was essential in entrepreneurship during college. Most subjects stated that they lacked insight related to entrepreneurship at college. The research also found that the students' entrepreneurial resilience was in the medium category. This research recommends that evaluation is required for developing an entrepreneurship course at college concerning entrepreneurship orientation and entrepreneurial resilience.

Keywords: Entrepreneurial Resilience; Entrepreneurship Education; Higher Education Curriculum

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INTRODUCTION

Entrepreneurship education at the college education level needs to be developed massively. It is considering the need to prepare college graduates who have an interest in the field of entrepreneurship, which continues to grow. However, understanding how to do entrepreneurship is still minimal and requires curriculum development of entrepreneurship learning following the students' needs nowadays. The insight of entrepreneurship knowledge was felt too minimal in entrepreneurship courses at college by some students from different faculties, and their social environment did not support entrepreneurship while studying at college. It became the factor that influenced their resilience in entrepreneurship (Hedner et al., 2017). They mentioned that theory only is not enough, and they felt that they did not understand entrepreneurship science until they were afraid of trying based on the interview answer with one of the students from electrical engineering.

Education and the curriculum designed by a higher education institution determines the competence of generated graduates. The expected graduate competence is the one who has high resilience in entrepreneurship after graduating from a university by developing the field that they are into during college (Colombo & Piva, 2020). Little by little, colleges worldwide have enlarged their teaching of entrepreneurship education for their students as an effective effort to increase the prevalence of entrepreneurship activity for state economic development (Ratten & Usmanij, 2021). The acceleration of the economic development of a country is also determined by the creation of students' studying experience and how instructors help them achieve the expected educational results (Mahanani & Sari, 2018). To accomplish that purpose, the college party elaborates entrepreneurship education with other science disciplines to equalize entrepreneurship learning for all study programs. Besides, the informal education sector also organizes courses related to the business field to raise the individual's learning interest in entrepreneurship and to inspire their creativity in various disciplines of science (Rauch & Hulsink, 2015). Therefore, some teaching learnings, such as modules and other supporting media, must be prepared and designed theoretically and practically and capable of sharpening the entrepreneurship skills of all students (Tiberius & Weyland, 2023).

The students' minimum entrepreneurship knowledge shows that entrepreneurship education at college has not been optimally implemented. EX also felt this when the author interviewed him in a campus environment. She mentioned that the entrepreneurship course was still too shallow until it made her unsure about trying entrepreneurship in her field, namely Mathematics education. Also, some students who filled in the questionnaire mentioned that they were not sure yet they could do entrepreneurship after graduation because of limited knowledge concerning entrepreneurship. They felt that they did not have entrepreneurship ability. Three randomly interviewed students mentioned that they once tried entrepreneurship, such as opening a private course and selling food and beverages. However, they mentioned the inhibitions as to why their business did not work, namely because of the minimum direction and weak marketing strategy, which were not taught during the entrepreneurship course.

Besides understanding the direction of the factors and providing a good product marketing strategy, the instructor must also prepare the students' entrepreneurial resilience. Entrepreneurial resilience is not only influenced by the factor inside an individual but also influenced by the resource, prevailing social culture in the entrepreneurship environment, rules and regulations, and industry characteristics (Lee & Wang, 2017). Entrepreneurial resilience has a high contribution to problem-solving, and how many strategies thought by an individual in developing their business to avoid loss (De Jong et

al., 2015). In preparing themselves as an entrepreneur, the students also need to learn the competence that they must own, covering vigilance competence in entrepreneurship, the ability to intertwine social relations, individualism, high tolerance towards multiple meanings, and market analysis to strengthen the sales strategy (Ataei et al., 2020). Entrepreneurial skills bring profit for financial balance and social profit, which can give businessmen many jobs or relations (Boldureanu et al., 2020). The low entrepreneurial resilience can also cause the potency of failure in entrepreneurship (Ayala & Manzano, 2014). This must be anticipated before the students carry out entrepreneurship because it can be detrimental to their psyche when they experience mistakes in making decisions or financial loss during entrepreneurship (Takeda et al., 2022). The decision-making, problem-solving strategy in entrepreneurship, and the individual's ability to adapt to entrepreneurship are determined by how big their entrepreneurial resilience is. The final-year students usually have vulnerable psychics and high egos in entrepreneurship. They feel that they are capable and feasible to be a young entrepreneur in their field, but the insight that they have is still less until they keep trying without considering the impact that will appear in the future. The mistake of the decision-making comes from the ability of an individual's entrepreneurial resilience. Another possibility that may appear to be caused by the low individual's entrepreneurial resilience is the vulnerability of a passive decision-taker when becoming an entrepreneur (Becherer et al., 2008).

This article will discuss the exploration study of final-year students' entrepreneurial resilience at some programs where they have never done entrepreneurship. The result of this study will describe the difference in the entrepreneurship resilience ability of all students and what its contribution is in planning the entrepreneurship course lessons in some college study programs. This research will represent the answers to the following research questions. (1) What is the description of student entrepreneurial resilience? (2) What is the difference in entrepreneurial resilience between students with previous entrepreneurial experience and students who have never been entrepreneurial? (3) What is the contribution of this research on entrepreneurial resilience to preparing the learning curriculum at the higher education level? (4) What needs to be improved from entrepreneurship learning in higher education based on identifying entrepreneurial resilience?

METHOD

Design

This study aimed to explore the students' entrepreneurial resilience, either those with entrepreneurship experience while studying at college or those without entrepreneurship experience. Besides, the researcher wanted to compare the students' entrepreneurial resilience from both groups to conclude if entrepreneurship also influences the level of students' entrepreneurial resilience at college or not. The research method used was a phenomenological study employing a qualitative approach.

Participants

This study used 22 participants as research subjects with incidental sample determinants. The students were willing to be interviewed when they met on campus and had taken entrepreneurship courses from various faculties at Universitas PGRI Adi Buana Surabaya. The subjects were 18-21 years old in the majority, where this age usually has vulnerable resilience ability.

Instrument

The data collection was carried out through structured interviews with 22 subjects at the campus at different times concerning their experience related to entrepreneurship interest, adaptation skills in entrepreneurship, support from family and friends, problem analysis skill and problem-solving skills in entrepreneurship, and the effort to face difficult times in entrepreneurship.

Data Analysis

Data analysis in this research was carried out using data triangulation towards the interview results, which covered data collection, data reduction, and conclusion towards the data that had been reduced. The conclusion can then be used to repair the consideration of the learning curriculum of entrepreneurship education at the faculty level or university level by elaborating on each field of science in the faculty. The scope of this research is still limited because it is only identified from students at one university. This is done by considering that each university has different characteristics of students in entrepreneurship, and this is influenced by the needs and culture in the environment of each university, so the results of this research can't be generalized.

RESULT AND DISCUSSION

The review results of students' entrepreneurial resilience at Universitas PGRI Adi Buana Surabaya (UNIPA) with a total sample of 22 students, either who had the experience or those who did not have the entrepreneurship experience, are presented in Table 1. Further, the result of the phenomenology study will describe students' entrepreneurial resilience reviewed from their entrepreneurship experience. The difference in entrepreneurial resilience in general is delivered in the following table:

Table 1. The Difference of Students' Entrepreneurial Resilience based on Entrepreneurship Experience

Subj.	Experience	Department	Entrepreneurial Resilience	Category
1	Ever been an entrepreneur	Mathematics Education	The subject did entrepreneurship while studying to kill some time. He feels that he needs a deeper understanding of entrepreneurship and that it will be a saving for his future. The subject was willing to help his parents until he did entrepreneurship while studying at college. The subject had planning, analysis, problem-solving, and excellent entrepreneurship decision-making skills.	High
2	Ever been an entrepreneur	Mathematics Education	The subject did entrepreneurship while studying at college to get new experiences during the college's busy time and wanted to get more money during their study at college. They feel they still need a more profound entrepreneurship orientation, which will become a saving tool for their future. The subjects had the willingness to help their parents until they conducted entrepreneurship during their studies at college. The subjects had planning ability, analysis ability, problem-solving ability,	High

			and excellent decision-making ability. They also stated they would not be stressed out continuously if their business went bankrupt.	
3	Ever been an entrepreneur	Mathematics Education	The subject was entrepreneurship while studying at college to get new experience. However, they felt they gained less entrepreneurship orientation in the product marketing part. The subjects were willing to help their parents until they started entrepreneurship while studying at college. The subjects had planning, analysis, problem-solving, and good entrepreneurship decision-making abilities. They also stated that if their business did not run smoothly, they would not be stressed out continuously and would choose to use the college time to do productive things such as entrepreneurship.	High
4	Ever been an entrepreneur	Electrical Engineering	The subject felt that college was not for doing entrepreneurship but for studying only. The subject wanted to get more relations and networks by doing entrepreneurship. The subjects felt there was no obstacle to adapting to entrepreneurship and needed friends to discuss problem-solving. During entrepreneurship, the subjects had good planning and problem-solving abilities and were not stressed out when their business did not run smoothly.	Medium
5	Ever been an entrepreneur	Electrical Engineering	The subjects wanted to focus on studying only during college because of the difficulty in dividing the time between entrepreneurship and focusing on college study. The subjects did entrepreneurship because they wanted to prepare for the future, and they did not feel challenged to adapt to running their business during college. However, they did not get family support until they did not continue their business. Besides, the subjects frequently analyzed the problems faced during entrepreneurship until they concluded that their analysis and problem-solving abilities were poor, but they had good planning skills in entrepreneurship.	Medium
6	Ever been an entrepreneur	Guidance and Counseling	The subject still needed a more profound entrepreneurship orientation, and he felt that doing entrepreneurship was at once while developing his teaching skills because his business field was a private course. In the business field he worked in today, he did not feel challenged to adapt and gained good support from his family. Even though he had good problem-analysis and decision-making skills, he still struggled to determine the problem he faced during college until he still needed	Medium

			a friend to discuss the problem-solving he faced in entrepreneurship.	
7	Ever been an entrepreneur	Early Childhood Education	For the subject, entrepreneurship while studying at college was training to prepare himself after graduation later. However, the subject felt himself less gaining entrepreneurship orientation during college. He was motivated to open a business because his parents were also entrepreneurs until his adaptation skills and family support were excellent during his entrepreneurship at college. His planning skills were outstanding, but his skill in problem analysis was still less in entrepreneurship until he needed a friend to solve a problem during entrepreneurship at college.	Low
8	Ever been an entrepreneur	Guidance and Counseling	The subject felt an obstacle in dividing the time during entrepreneurship at college. The subject did not find it challenging to adapt, and he gained less support from his parents in entrepreneurship while studying at college. The subject's planning, analysis, problem-solving, and decision-making skills were intensely excellent until his entrepreneurial resilience was in line with its quantitative analysis, which resulted in a high category as well.	High
9	Never been an entrepreneur	Mathematics Education	He felt it was challenging to adapt to entrepreneurship while studying at college, and even the subject mentioned that he did not even think about what business field he wanted to try. The subject also confirmed that he wanted to help his parents. The subject had difficulty solving his problem when doing entrepreneurship and needed a friend to discuss it to help him solve it. Therefore, it could be concluded that he always depends on his friends to solve his problems, and adapting to entrepreneurship is difficult. The subject said he needed consideration and good planning before deciding on something.	Low
10	Never been an entrepreneur	Mathematics Education	It is difficult to determine a business idea and if running the business was only trying and not serious. Feeling forced to take the entrepreneurship course. He stated that he did have an entrepreneurship interest and did not have the point of view to do entrepreneurship until he said it was difficult for him to adapt to entrepreneurship. The subject mentioned that he already had a promising future without entrepreneurship.	Medium
11	Never been an entrepreneur	Electrical Engineering	The subject felt that entrepreneurship could add more savings for his future. However, he could not manage the time between entrepreneurship and college	High

			studies. The subject did not feel challenged to adapt to running the business during college, had the analytical skills, and faced the problems during entrepreneurship well. However, he felt less support from his parents in entrepreneurship.	
12	Never been an entrepreneur	Electrical Engineering	The subject had a permanent job until there was no more time for entrepreneurship while studying at college. He still felt that he wanted further entrepreneurship orientation and was willing to try new things in entrepreneurship. Unfortunately, he had low analytical, problem-solving, and decision-making skills during his entrepreneurship.	Low
13	Never been an entrepreneur	Electrical Engineering	The subject had a time limitation in entrepreneurship because he already had a permanent job. However, he was strongly willing to do entrepreneurship because he wanted to add future savings and felt that he still needed a more profound entrepreneurship orientation. The subject had the skill of analysis, problem-solving, and deciding on an excellent category.	High
14	Never been an entrepreneur	Electrical Engineering	The subject was still confused when determining the business field where they wanted to work and did not have entrepreneurial motivation. It was not in line with the result of the analysis, which showed that his entrepreneurial resilience was in the high category. Besides, he was challenged to adapt to entrepreneurship during college and gained less support from his family until his willingness to do entrepreneurship was lower while studying at college.	High
15	Never been an entrepreneur	Psychology	Entrepreneurship did not become interested in this subject 15, and he did not think about it at all, let alone do entrepreneurship while studying at college. It was not in line with his quantitative analysis result, which showed that his entrepreneurial resilience was included in the high category.	High
16	Never been an entrepreneur	Guidance and Counseling	Entrepreneurship did not become his interest, and he found it challenging to manage the time for entrepreneurship while studying at college. He even thought that he did not have the motivation to do entrepreneurship. The same is true with subjects 15 and 16, in that the analysis result of his entrepreneurial resilience was in the medium category, and it was not suitable with the qualitative data of this subject, which stated that he felt challenged to adapt to entrepreneurship. He had less good problem analysis skills and	Medium

			problem-solving skills in entrepreneurship.	
17	Never been an entrepreneur	Guidance and Counseling	The subject felt he was still confused about what business field he should work on. He was challenged to adapt to entrepreneurship while studying at college. He had less family support until he did not want entrepreneurship, which aligns with his quantitative analysis, which mentioned that his entrepreneurial resilience was in a low category.	Low
18	Never been an entrepreneur	Guidance and Counseling	The subject felt challenged to manage the time for entrepreneurship and college study. He also experienced difficulty adapting and less support from his parents, making him uninterested in entrepreneurship. Besides, the subject also felt it was challenging to solve the problem faced during entrepreneurship, where some analysis results supported the fact that he had low entrepreneurial resilience and did not follow his quantitative data analysis.	High
19	Never been an entrepreneur	Guidance and Counseling	The subject has not thought about entrepreneurship yet because of capital hindrances. But he still wanted to do entrepreneurship to help his parents. The subject also had good adaptation skills in entrepreneurship, and his problem-analysis and decision-making skills were good in entrepreneurship. It supported the result of his quantitative data analysis, which showed that his entrepreneurial resilience was in the medium category.	Medium
20	Never been an entrepreneur	Guidance and Counseling	Entrepreneurship was not his interest, which was in line with his quantitative data analysis result, which showed that his entrepreneurial resilience was in the low category. He also said he had weak problem-analysis, problem-solving, and risk-taking skills in entrepreneurship.	Low
21	Never been an entrepreneur	Guidance and Counseling	The subject did not believe that entrepreneurship could make him successful in the future. The obstacle faced in the field was the social environment, such as not having many friends for entrepreneurship. It made him vulnerable to facing problems and solving problems in entrepreneurship until his entrepreneurial resilience was in the low category.	Low
22	Never been an entrepreneur	Guidance and Counseling	Entrepreneurship was not his interest, and he felt it challenging to manage the time for entrepreneurship and college study. He even thought that he had no entrepreneurial motivation. He felt it difficult to adapt to entrepreneurship, and he gained less support from his family, which made him unwilling to pursue entrepreneurship while studying at college.	Medium

Table 1 describes that out of 8 students with entrepreneurship experience, 50% had entrepreneurial resilience in the high category. In comparison, out of fourteen students who did not have entrepreneurship experience, only 37% had entrepreneurial resilience in the high category. Three students who had never done entrepreneurship and had a high entrepreneurial resilience category were not in line with their qualitative data, which stated that they did not have an entrepreneurship interest. They did not have good ability in planning, problem analysis, and problem-solving skills in entrepreneurship. The students who did entrepreneurship while studying at college had high entrepreneurial resilience. Factors supporting that data included good adaptation skills, decision-making skills, and entrepreneurial problem-solving skills while studying at college. Based on the identification results of the students who did entrepreneurship during their college study, eight were in the food and beverage business field. Besides, they also did entrepreneurship in education, such as private courses and marketing field. The obstacles they mentioned during the interview concerned entrepreneurship orientation, interest, and motivation. This becomes an interesting discussion where higher education levels need to pay attention to the entrepreneurship learning material that aims to motivate students to conduct business problem analysis until they decide on entrepreneurship.

The minimum practice of entrepreneurship at the university level makes the students recognize the meaning of entrepreneurship and its activities until they are not motivated to do entrepreneurship while studying at college. One of the alternatives that can be used to add their entrepreneurship insight is through social-creativepreneurship where this activity is done with simple but creative entrepreneurship such as honest canteen, bazaar, students' entrepreneurship activity, and visit to the industrial world (Widiastuti et al., 2023). Besides adding insight, those activities can also stimulate the students who still feel confused concerning what business field they want to work on. The industrial visit activity can train the students to explore the production method of a product that will be marketed until the business management. It will add field practice experience for students in the business industry because not all subjects in this study obtained the same entrepreneurship material and expertise.

Entrepreneurial education becomes as essential as learning in higher education (Barnard et al., 2019). Besides, knowledge about entrepreneurship will influence independence and performance (Dove, 2015; Prayetno & Ali, 2020). This differs from the research result in Korea, which mentioned that entrepreneurial education did not relate to entrepreneurial orientation or business performance (Cho & Lee, 2018). Some UNIPA students mentioned that they had not started their businesses yet because of the minimum entrepreneurship experience and still needed a more profound entrepreneurship orientation. If they gain a good entrepreneurial education and practice, they will probably have a good entrepreneurial orientation.

This research showed a difference between males and females regarding entrepreneurship interest. However, entrepreneurial resilience can be influenced by the entrepreneurship experience and how long the experience took place. Besides, the factor that influences entrepreneurial resilience is also the support from family and friends understood as a social environment (De Sousa et al., 2012; Fucci & Cavaletto, 2012; Iyengar et al., 2021; Putra & Lelawati, 2014; Santos et al., 2016; Vasquez-Peñañiel & Perello-Marin, 2021). It can be seen from the students' percentage calculation with a high level of entrepreneurial resilience was dominated by students who had entrepreneurship experience, with a difference of 13% from the students who did not have entrepreneurship experience. This study is expected to contribute to developing an understanding of gender

differences and the social environment in entrepreneurship. Similar research mentioned that men and women have the same entrepreneurship interests. However, women have lower entrepreneurship interests because they have less interest in something or business. Unlike men who did anything to put forward the consideration of attractiveness (Santos et al., 2016). It shows that positive perceptions related to entrepreneurship tend to be directed toward men. Therefore, entrepreneurship leaders are more dominant males, while women tend to become merchants or marketers, including the business doer.

The students' entrepreneurial resilience can be influenced by equipping in entrepreneurship education courses. This course helps add their knowledge in preparing themselves to be entrepreneurs with high resilience skills in facing the entrepreneurship challenge and recognizing the entrepreneurship opportunity (Nyström, 2012). If an entrepreneur cannot acknowledge his business's opportunities and weaknesses, he will experience loss. This supports the importance of entrepreneurship insight in higher education to contain life skill material to train life capability in the future (Boldureanu et al., 2020; Firdani et al., 2017). Besides being influenced by entrepreneurship education, culture, and social environment also contribute to an individual's high and low entrepreneurial resilience. This statement aligns with the research result in Spain, which mentioned that besides the individual's economy, culture and social environment become the influential factors towards entrepreneurs and entrepreneurship (Castaño et al., 2015). Based on this research, entrepreneurship education is vital in determining the students' insight into entrepreneurship to have a good entrepreneurship orientation and improve their entrepreneurial resilience. This conclusion is supported by the present research results, which mentioned that children when looking at the behavior of their parents and their parents' experience, will be made as an entrepreneurship example to develop the children's entrepreneurial resilience and success (Duchek, 2018). An individual's entrepreneurial behavior also determines an individual's entrepreneurial independence (Arviana Wulandari, 2020). Thereby, it can be concluded that behavior shown by an individual during entrepreneurship from the observation result and entrepreneurial education can develop entrepreneurial resilience, entrepreneurship independence, and success determinants of someone in entrepreneurship.

Entrepreneurship education and training significantly influence the increase of management knowledge and psychological behavior development in an individual's entrepreneurship (Jaafar et al., 2022; Oosterbeek et al., 2008). If not balanced with a valuable entrepreneurship goal, entrepreneurship education will not support the repair of entrepreneurship learning (Ndofirepi, 2020). Besides, entrepreneurship education and training will be more beneficial to the economic growth of the global economy. In this study, the student's interest in running entrepreneurship from all subjects can be said to be in the poor category because of obstacles such as less support from their social environment and too limited time, which become their obstacles in entrepreneurship until their entrepreneurial resilience was not sharpened during their study at college. Besides, the obstacle they mentioned related to the insight of entrepreneurship orientation and capital became the following obstacles. University policy needs to address this to arrange more attractive and practical teaching material that discusses entrepreneurship. The learning impact is expected to improve the resilience and hardiness of students in entrepreneurship to press the stress level in doing entrepreneurship (Sasmita & Afriyenti, 2023).

CONCLUSION

This study represents the students who did entrepreneurship and had high entrepreneurial resilience, while the students who never did entrepreneurship and had low and high entrepreneurial resilience were in the same percentage. However, after being reviewed based on the qualitative data result, the students who had never done entrepreneurship confirmed that they were still confused in determining the business field and needed further entrepreneurship orientation. Therefore, it can be concluded that whether or not someone has entrepreneurship experience does not decide on their high or low entrepreneurial resilience at college. Based on this research, the factors that became the primary determinant of entrepreneurial resilience were social environment, family support, and university stakeholders to add to the students' entrepreneurship interest. The results of this research can be used as a reference in developing the entrepreneurship teaching material at each faculty based on the student's needs by elaborating the material with each study program of the students. Besides, evaluation of the entrepreneurship teaching curriculum is required periodically to determine the competence achievement of students' entrepreneurial resilience during the entrepreneurship practice.

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