

Implementation of Basic Entrepreneurship Management Skills to Achieve Independent Entrepreneurial Competence Among Students of Getsempena Bina Bangsa University

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This study aims to analyze the application of Basic Management Skill of Entrepreneurship in improving the independent entrepreneurial competence of students at Bina Bangsa Getsempena University. Basic Management Skill of Entrepreneurship is defined as a set of basic managerial skills that include planning, organizing, leadership, decision-making, and business control. These skills are used by students to manage their businesses systematically and independently. This type of research is a quasi-experimental study with a One Group Pre-Test-Post-Test design. The main problem of this study lies in the low independent competence of students in managing their businesses, so that intervention is needed in the form of the application of basic entrepreneurial management skills. The research sample consisted of 20 students who are active entrepreneurs and are members of the Bina Bangsa Getsempena University Business Incubator program. The results of this study show a significant increase in students' independent competence after the application of Basic Management Skill of Entrepreneurship. The N-Gain Score of 0.84 indicates a high increase category. Hypothesis testing using a Paired Samples T-Test with a significance result (2-tailed) of $0.0005 < 0.05$, which proves a significant difference between the scores before and after treatment. This finding shows that basic entrepreneurial management skills significantly contribute to improving students' independent competence.

Keywords: Basic Management Skill of Entrepreneurship, Independent Competence, Entrepreneurship

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1. Introduction

The 21st century is an era of globalization that has encouraged individuals to develop the ability to face complex challenges arising from global changes. One of the most prominent issues in this era is the emergence of free global competition. There are four major directions of change that affect various aspects of life. These changes include transformations in the economic, social, knowledge, and technological environments; changes in the world of work; significant shifts in consumer expectations and preferences; and evolving expectations and demands regarding jobs and workplace environments (Hedy Syahidah Budiarti, 2023).

Data on the Number and Open Unemployment Rate in Indonesia indicate fluctuations in unemployment from February 2019 to February 2023. In February 2019, the number of unemployed individuals was 6,816,840, with an open unemployment rate of 5.01%. In August 2019, the number increased to 7,045,761, with an unemployment rate of 5.23%. In February 2020, unemployment declined to 6,925,486, with a rate of 4.99%. However, in August 2020, unemployment rose sharply to 9,767,754, with an open unemployment rate of 7.07%. In February 2021, the number of unemployed individuals remained high at 8,746,008, with an unemployment rate of 6.26%. In August 2021, unemployment increased again to 9,102,052, with an open unemployment rate of 6.49%. A decline occurred in February 2022, when

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unemployment fell to 8,402,153, with a rate of 5.83%. This downward trend continued in August 2022, with unemployment reaching 8,425,931 and an open unemployment rate of 5.86% (Statistics Indonesia/Badan Pusat Statistik, 2023).

One of the challenges faced by university graduates is the high unemployment rate caused by the mismatch between graduates' competencies and labor market requirements. Industries and employers demand graduates who possess competencies that include both job-related skills (hard skills) and positive attitudes or personal characteristics (soft skills). The National Higher Education Graduate Competency Standards establish three minimum qualification criteria for graduates, namely attitudes, knowledge, and skills, which are further elaborated in graduate learning outcomes (S. Nurjanah, 2019).

To address this issue, higher education institutions must play a significant role in preparing their graduates. Universities are expected to develop students' self-confidence, creativity, and innovation, which constitute the essence of the entrepreneurial spirit. In this perspective, building "self-potency" becomes crucial, as individuals are encouraged to fully develop their potential, overcome challenges, and demonstrate readiness to take initiative and seize opportunities (Radjfi, 2020).

One example of a higher education institution that promotes entrepreneurship and integrates entrepreneurial education into character development through co-curricular activities is Universitas Bina Bangsa Getsempena (UBBG). According to Nirmayani and Suastika (2023), universities can actively contribute to fostering entrepreneurial mindsets among students by providing the skills and knowledge necessary for success in business and by contributing to overall economic development.

Higher education plays a vital role in shaping competent individuals who are prepared to face global challenges. In an increasingly competitive global environment, students must be equipped with independent skills and competencies to succeed in both the workforce and business sectors.

Universitas Bina Bangsa Getsempena (UBBG), as a recognized higher education institution, has taken significant steps to prepare its students as future leaders. This is evidenced by a report published on the official website, bbg.ac.id, on June 28, 2021, entitled "UBBG Ranked Among the Top 30 Outstanding Entrepreneurs by Bank Indonesia." According to the report, a remarkable achievement was attained within the university community. Sherly Musrina, a student from the Early Childhood Education Study Program, successfully secured a place among the Top 30 Outstanding Entrepreneurs in Bank Indonesia's Entrepreneurial Program (Batch 2). This achievement was announced through BBG News, which highlighted her accomplishment. The UBBG Business Incubator Institution (LIB) played a significant role in Sherly's success. She was selected as one of the students mentored by LIB UBBG to participate in a boot camp in Sabang in late June 2021. This boot camp was part of the 2021 Bank Indonesia Entrepreneurship Program (WUBI) Batch 2 organized by the Representative Office of Bank Indonesia in Aceh Province (BBG News, 2021).

Entrepreneurship has emerged as a key factor in the development of student competencies. Entrepreneurship is not only about creating new businesses but also about developing various management skills that can be applied in different aspects of life and career. Basic entrepreneurial management skills, such as planning, organizing, leadership, and decision-making, are highly relevant in enhancing students' competitiveness and preparing them to face future challenges (Novius et al., 2023).

The implementation of Basic Management Skills of Entrepreneurship represents a progressive approach to student competency development. By integrating fundamental entrepreneurial management skills into the educational environment, students are provided with opportunities to grow and develop into independent individuals in various aspects of life and career. These skills are particularly relevant for students interested

in the business world, but they are also essential for anyone seeking independence in navigating the dynamics and complexities of modern society (Faisal et al., 2024).

A phenomenon frequently observed among student entrepreneurs at Universitas BBG Banda Aceh concerns income or earnings. The considerable disparity between the income of regular students and those operating businesses on campus often becomes a source of jealousy. Therefore, student earnings should be managed through clear regulations. For example, entrepreneurial students could receive income based on agreements specified in their work contracts, ensuring transparency regarding incentives. Furthermore, the income of student entrepreneurs could be assessed based on their achievements and performance.

The achievements of entrepreneurial students serve as a dimension of reward for carrying out their responsibilities. However, the welfare of student entrepreneurs remains an issue, particularly regarding their ability to meet primary, secondary, and basic living needs. Such conditions may influence students' work ethic and commitment in fulfilling their responsibilities. The objectives of this study are as follows:

1. To describe the implementation of Basic Management Skills of Entrepreneurship in achieving entrepreneurial self-reliance competencies among UBBG students.
2. To analyze the improvement of entrepreneurial self-reliance competencies among UBBG students after the implementation of Basic Management Skills of Entrepreneurship.

2. Method

This study employed a quasi-experimental research design, namely an experimental study conducted on only one group, referred to as the experimental group, without a comparison group or control group (Arikunto, 2006). The research design used was a one-group pretest–posttest design, which is an experimental study conducted on a single group only. In this one-group pretest–posttest design, participants were measured using a pretest before receiving the treatment and a posttest after receiving the treatment. Thus, the effects of the treatment could be identified more accurately.

According to Sugiyono (2018:32), a research subject is an attribute, characteristic, or value of a person, object, or activity that possesses certain variables determined to be studied and from which conclusions are drawn. The subjects of this study were students who owned and were actively operating businesses while studying at Getsempena University, Banda Aceh, consisting of 20 student entrepreneurs. The object of this study was the Basic Management Skill of Entrepreneurship among students of Getsempena University, Banda Aceh.

The data collection techniques used in this study included questionnaires, tests, and documentation. In this study, the normality test employed was the Kolmogorov–Smirnov test to determine whether the data conformed to a normal distribution or not (Yulius, 2010:127). The normality test was conducted with the assistance of IBM SPSS Statistics 25 software.

The data analysis in this study utilized the N-Gain Score test. The N-Gain Score is a data analysis method used to determine the effectiveness of the Basic Management Skill of Entrepreneurship in improving the independent competence of students at Universitas Bina Bangsa Getsempena. N-Gain represents the difference between the average pretest and posttest scores (Solikha & Rasyida, 2020:37).

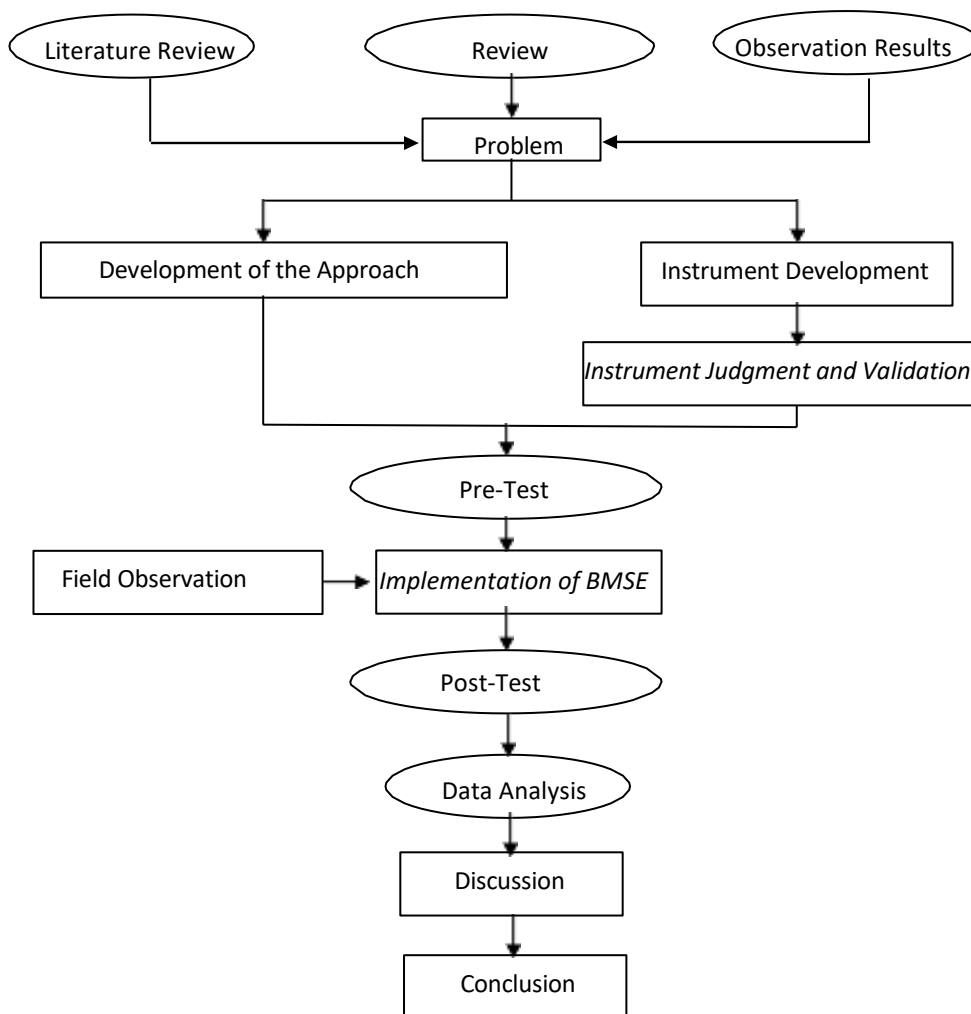


Figure 1 Research Procedure Scheme

3. Research Results and Discussion

Research Instrument Testing

Validity Test

The instrument validity test in this study employed expert judgment validity testing. Expert judgment involves seeking consideration from experts to examine the instrument and systematically evaluate whether the instrument items adequately represent what is intended to be measured (Sugiyono, 2017: 177). Before the questionnaire was administered, the researcher conducted a content validity test by selecting two expert validators who were competent in the field of entrepreneurship to complete the validation form. The expert validators referred to are as follows:

Table 1 Research Instrument Validators

No.	Name	Position
1	Validator 1	Lecturer
2	Validator 2	Business Incubator Mentor (Inbis Mentor)

The validators of the research instrument consisted of two entrepreneurs. As shown in Appendix 3.1, the validation results provided by Validator 1 for the pre-test instrument, post-test instrument, and self-reliance competency instrument indicated that all instruments were appropriate for use without revision. Furthermore, based on Appendix 3.2, Validator 2 expressed the same opinion, stating that the pre-test Implementation of Basic Entrepreneurship Management Skills to Achieve Independent Entrepreneurial Competence Among Students of Getsempena Bina Bangsa University. Risna Erita et.al

instrument, post-test instrument, and self-reliance competency instrument were suitable for use without revision.

Subsequently, the instruments were tested on respondents specifically selected for the pilot test. In this study, there were 30 pilot-test respondents. The collected data were processed using SPSS. An instrument item was considered valid if its significance value was less than 0.05 ($\text{sig} < 0.05$), whereas an item was considered invalid if its significance value was greater than 0.05 ($\text{sig} > 0.05$).

The SPSS analysis revealed that four questionnaire items were invalid in the pre-test instrument, while ten items were valid out of the initial fourteen items. For the post-test instrument, three items were found to be invalid, while ten items were valid out of the initial thirteen items. Finally, for the entrepreneurial self-reliance competency instrument, two items were found to be invalid, while thirteen items were valid out of the initial fifteen items. A summary of these results is presented in the following table:

Table 2 Results of the Validity Test Analysis for the Pre-test Instrument

Item	Significance Value	Description
1	0.017	Valid
2	0.081	Invalid
3	0.031	Valid
4	0.026	Valid
5	0.019	Valid
6	0.011	Valid
7	0.099	Invalid
8	0.522	Invalid
9	0.015	Valid
10	0.015	Valid
11	0.069	Invalid
12	0.019	Valid
13	0.016	Valid
14	0.046	Valid

Table 3 Results of the Validity Test Analysis for the Post-test Instrument

Item	Significance Value	Description
1	0.173	Invalid
2	0.450	Invalid
3	0.498	Invalid
4	0.048	Valid
5	0.034	Valid
6	0.017	Valid
7	0.005	Valid
8	0.043	Valid
9	0.003	Valid
10	0.040	Valid
11	0.003	Valid
12	0.005	Valid
13	0.017	Valid

Table 4 Results of the Validity Test Analysis for the Self-Reliance Competency Instrument

Item	Significance Value	Description
1	0.000	Valid
2	0.527	Invalid
3	0.000	Valid
4	0.201	Invalid
5	0.000	Valid
6	0.001	Valid
7	0.000	Valid
8	0.000	Valid
9	0.024	Valid
10	0.043	Valid
11	0.000	Valid
12	0.000	Valid
13	0.023	Valid
14	0.001	Valid
15	0.000	Valid

Based on these results, the research could proceed with the actual respondents using only the valid items.

Reliability Test

The reliability test was conducted to measure the consistency of the instrument. Cronbach's Alpha is a statistical method used to measure the reliability or internal consistency of a set of items in a test or questionnaire (Taber, 2018). According to Sujarweni (2014), an instrument is considered reliable if the Cronbach's Alpha value is greater than 0.60. The results of the reliability testing in this study are presented in the following table:

Table 5 Results of the Reliability Test Analysis for the Pre-test Instrument

Cronbach's Alpha	N of Items
.835	14

Based on Table 4.5 above, the reliability test results for the Pre-Test instrument showed an r_{11} value of 0.835, which is greater than 0.60 ($0.835 > 0.60$). Therefore, based on Table 3.7 concerning the interpretation of reliability coefficients, the Pre-Test instrument falls into the category of high reliability.

Table 6 Results of the Reliability Test Analysis for the Post-test Instrument

Cronbach's Alpha	N of Items
.743	13

Based on Table 4.6 above, the reliability test results for the Post-Test instrument showed an r_{11} value of 0.743, which is greater than 0.60 ($0.743 > 0.60$). Therefore, based on Table 3.7 concerning the interpretation of reliability coefficients, the Post-Test instrument falls into the category of high reliability.

Table 7 Results of the Reliability Test Analysis for the Self-Reliance Competency Instrument

Cronbach's Alpha	N of Items
.792	15

Based on Table 4.7 above, the reliability test results for the Self-Reliance Competency instrument showed an r_{11} value of 0.792, which is greater than 0.60 ($0.792 > 0.60$). Therefore, based on Table 3.7 concerning the interpretation of reliability coefficients, the Self-Reliance Competency instrument falls into the category of high reliability.

Pre-Test and Post-Test Results

Description of Pre-Test Data

The description of the Pre-Test results before the implementation of the Basic Management Skill of Entrepreneurship program can be seen in the following table:

Table 8 Pre-Test Scores

No.	Name	Maximum Score	Pre-Test
1	Reza Irhamna	100	100
2	Siti Fatimah Az-Zahra	100	40
3	Ardi Santri Yang	100	60
4	Kasim Junedi	100	80
5	Tazkia	100	20
6	Nur'ain Nabila	100	90
7	Fitria Darrosa	100	80
8	Jesika Anastasya	100	80
9	Yuthia Fadhilah	100	100
10	Zahraton Syukriah	100	30
11	Afra Saumiana	100	90
12	Fadlal Ramadhan Farabi	100	100
13	Rahmat Fauzi	100	40
14	Jessica Astiana	100	70
15	Dinar Indriani	100	80
16	Raudatin	100	70
17	Silvia Annisa	100	40
18	Sakdiah	100	30
19	Annisa	100	30
20	Mohd Riski Alafanta	100	90

Based on Table 4.8, the Pre-Test results showed an average (mean) score of 66. According to Table 3.6, which presents the classification of average scores, the Pre-Test score falls into the moderate category.

Description of Post-Test Data

The description of the Post-Test results after the implementation of the Basic Management Skill of Entrepreneurship program can be seen in the following table:

Table 9 Post-Test Scores

No.	Name	Maximum Score	Pre-Test
1.	Reza Irhamna	100	100
2.	Siti Fatimah Az-Zahra	100	80
3.	Ardi Santri Yang	100	100
4.	Kasim Junedi	100	100
5.	Tazkia	100	90
6.	Nur'ain Nabila	100	100
7.	Fitria Darrosa	100	100
8.	Jesika Anastasya	100	100
9.	Yuthia Fadhilah	100	100
10.	Zahraton Syukriah	100	90
11.	Afra Saumiana	100	100

No.	Name	Maximum Score	Pre-Test
12.	Fadlal Ramadhan Farabi	100	100
13.	Rahmat Fauzi	100	70
14.	Jessica Astiana	100	80
15.	Dinar Indriani	100	100
16.	Raudatin	100	100
17.	Silvia Annisa	100	70
18.	Sakdiah	100	80
19.	Annisa	100	80
20.	Mohd Riski Alafanta	100	100
Average			92

Table 4.8 shows that the average post-test score was 92. Table 3.6 shows that the average post-test score is categorized as very high.

N-Gain Score Test

The N-Gain score is a data analysis test used to determine the effectiveness of Basic Management Skills of Entrepreneurship in improving the independent competency of Bina Bangsa Getsempena University students. The N-Gain score data is taken from the pre-test and post-test results. The following table shows the results of the data analysis using the N-Gain test:

Table 10 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain	20	.20	.100	.8400	20.61911
Valid N	20				

The N-Gain test results revealed an N-Gain Score of 0.84. Based on the N-Gain value categories in Table 3.8, the N-Gain test analysis results are categorized as high. Therefore, it can be concluded that the implementation of Basic Management Skills of Entrepreneurship has been proven to improve independent entrepreneurial competency among students at Bina Bangsa Getsempena University.

Testing Data Analysis Requirements

Before conducting the Paired Samples T-Test, there are data analysis requirements that must be tested for normality. The normality test in this study used the Kolmogorov-Smirnov test. The basis for decision-making is that if the significance value is >0.05 , the sample is normally distributed, and the statistical analysis uses parametric statistics. If the significance value is <0.05 , the sample is not normally distributed, and the data analysis uses nonparametric statistics. The following table shows the normality test using the Kolmogorov-Smirnov test:

Tabel 11 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.36673874
	Absolute	.178
Most Extreme Differences	Positive	.114
	Negative	-.178
Kolmogorov-Smirnov Z		.797
Asymp. Sig. (2-tailed)		.550

Based on the results of the normality test using the Kolmogorov-Smirnov test, the significance value of 0.550 is greater than 0.05 ($0.550 > 0.05$), thus it can be concluded that the residual values are normally distributed.

Hypothesis Testing

Based on the results of the normality test, the data are normally distributed. Therefore, a Paired Samples T-Test can be conducted to determine the effect of the implementation of Basic Management Skills of Entrepreneurship on improving students' independent entrepreneurial competencies. Decision-making can be based on the difference between the pre-test and post-test results. If the Sig. (2-tailed) value is <0.05 , H_0 is rejected and H_a is accepted. Conversely, if the Sig. (2-tailed) value is >0.05 , H_0 is accepted and H_a is rejected. The following table shows the results of the T-Test analysis using IBM SPSS:

Table 12 Paired Samples T-Test

	Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 Pretest – Posttest	-26.0000	20.36509	4.55377	-35.53115	-16.46885	-5.710	19	.000

The results of the data analysis using the Paired Samples T-Test showed that the significance value (2-tailed) was $0.0005 < 0.05$, indicating a significant difference between the pre-test and post-test scores. This finding demonstrates that the implementation of the Basic Management Skill of Entrepreneurship program had a significant effect on improving the entrepreneurial self-reliance competencies of students at Universitas Bina Bangsa Getsempena.

Student Responses Through Documentary Videos

The Basic Management Skill of Entrepreneurship training program was designed to equip students with fundamental skills in independently managing a business. Through this training, students gained insights into the basic concepts of entrepreneurial management, including business planning, decision-making, and business development strategies. To measure the effectiveness of the training, an analysis of student responses was conducted through documentary videos. The interviews explored students' experiences and understanding after participating in the training, thereby providing an overview of the perceived impact of the program.

The research findings indicated that having a clear vision and mission is a fundamental step in starting and managing a business. According to Drucker, as cited in Alifia et al. (2024), a business vision and mission serve as strategic guidelines that assist entrepreneurs in establishing long-term goals and directing decision-making processes. The Effectuation Theory developed by Sarasvathy, as cited in Subhaktiyasa et al. (2024), emphasizes that successful entrepreneurs do not rely solely on rigid planning but are also capable of adapting available resources to achieve their objectives. Understanding vision and mission enables entrepreneurs to be more flexible in responding to market changes and in developing business aspects such as product innovation, marketing strategies, and financial management.

The research also revealed that the basic management training increased participants' awareness of the importance of business planning and decision-making in entrepreneurship. This finding is consistent with

David's (2011) Strategic Management Theory, which emphasizes that business success is highly influenced by comprehensive strategic planning, including environmental analysis, strategy formulation, implementation, and evaluation. By understanding the importance of business planning, prospective entrepreneurs can identify opportunities and threats and develop more effective strategies before starting a business.

Understanding the Process of Starting a Business

Based on the research findings, entrepreneurship training contributed to improving participants' understanding of the process of starting a business. This is in line with Entrepreneurial Learning Theory (Avianti & Pitaloka, 2024), which states that learning experiences, both through training and hands-on practice, play an important role in shaping entrepreneurial mindset and skills. The training provided insights into the initial steps of building a business, including business planning, market analysis, and operational strategies. Cognitive Learning Theory in entrepreneurship according to Kolb, as cited in Manalu et al. (2024), emphasizes that learning occurs through concrete experience, reflection, and application in real situations. Through the training, participants gained a deeper understanding of fundamental entrepreneurial aspects such as opportunity identification, risk management, and resource management.

The research also shows that entrepreneurship training has provided a deeper understanding of the preparation required before entering the business world. A study by Rimadani and Murniawaty (2019) found that entrepreneurship education, business centers, and creativity significantly influence students' entrepreneurial mindset, contributing 65.8% simultaneously. This indicates that entrepreneurship training plays an important role in shaping individuals' mentality and readiness to enter the business world. A study by Marganingsih and Pelipa (2018) also found that entrepreneurship skill training has a significant effect on student learning outcomes in entrepreneurship education courses. These findings confirm that comprehensive training helps participants understand the essential preparation steps before starting a business.

Business Strategy and Development

Based on the research findings, the training helped participants understand different levels of business development and strategies to increase business visibility in society. Studies by Marjukah (2022) and Novita (2023) show that entrepreneurship, management, and digital marketing training have a positive effect on MSME performance, especially during the COVID-19 pandemic. This confirms that comprehensive training equips business actors with the necessary skills to develop their businesses effectively. A study by Syahbani et al. (2024) indicates that training in digital marketing strategies significantly improves MSME understanding and skills in utilizing technology to expand market reach. Training plays an important role in helping businesses become more widely recognized.

The research also highlights the importance of determining a target market before starting a business, a crucial step supported by recent studies. According to Marjukah (2022), entrepreneurship, management, and digital marketing training positively affect MSME performance, particularly during the COVID-19 pandemic. This shows that a deep understanding of market segmentation and appropriate marketing strategies can significantly improve business performance. Research by Elwisam & Lestari (2019) and Yuliarman et al. (2023) found that market orientation and entrepreneurship positively influence marketing performance through product innovation. This confirms that proper target market identification enables the development of products that match consumer needs, thereby increasing business competitiveness.

Basic Management Skill of Entrepreneurship plays a significant role in improving students' entrepreneurial self-competence. Students gained a better understanding of the importance of business vision and mission, business initiation strategies, business planning, and appropriate decision-making before starting

a business (Sari, 2023; Syahbani et al., 2024). This aligns with studies emphasizing that careful planning is a key factor in business success.

The training provides a significant impact on business development among students by enhancing their understanding of managerial aspects and business strategies. One of its main contributions is raising awareness of the importance of business vision and mission before starting a venture. Students are taught to clearly design their business direction, which is crucial for ensuring business sustainability. Recent studies indicate that a strong vision helps entrepreneurs face business challenges and make appropriate strategic decisions.

The training also equips students with systematic business planning skills, including market analysis, financial management, and marketing strategies. This understanding is essential because many small businesses fail due to a lack of proper planning. Students who participated in the training were able to develop a business model canvas and understand risk factors affecting their businesses. This is consistent with research showing that entrepreneurs with good business planning have a higher chance of success compared to those without clear strategies.

Furthermore, the training helps students understand different levels of business development and how businesses can grow from small-scale operations to larger enterprises. By understanding business growth stages, students become more prepared to face operational challenges from startup to expansion. Research shows that understanding business cycles helps entrepreneurs manage resources more effectively and improve competitiveness.

The training also emphasizes the importance of proper decision-making in running a business. Students are trained to analyze various business scenarios and make data-driven decisions to ensure sustainable business growth. By applying decision-making principles taught in the training, students become more skilled in adapting their business strategies to dynamic market conditions.

Another crucial aspect is market segmentation and effective marketing strategies. Students not only understand the importance of identifying target markets but also learn how to build customer relationships and increase brand awareness. Research shows that businesses with targeted marketing strategies are more capable of attracting and retaining customers compared to those without clear strategies.

The Basic Management Skill of Entrepreneurship training also provides students with opportunities to apply their skills through small business simulations. Through hands-on practice, students can test their business strategies, identify potential challenges, and develop innovative solutions to overcome obstacles. This experiential learning approach has been proven to enhance students' understanding of entrepreneurship and increase their confidence in managing their own businesses.

Overall, the training provides tangible benefits for students in developing their businesses. By understanding managerial aspects, planning, marketing strategies, and decision-making, students become more prepared to independently run and develop their businesses.

Relationship Between Results (Pre-Test/Post-Test) and Student Experiences Through Interview Quotes

To strengthen the relationship between statistical results (pre-test/post-test) and student experiences, a comparison can be made between their understanding and skills before and after the training. The pre-test results showed that most students had limited understanding of the process of starting and managing a business. This is reflected in the statement of Respondent 3:

“Before the training, I did not know where to start, but afterwards I became more confident in determining my business steps.”

The increase in post-test scores indicates that after the training, students were more capable of developing structured business strategies and felt more confident in making business decisions.

The Basic Management Skill of Entrepreneurship training also improved students' understanding of marketing strategies. The pre-test results showed that many students did not yet understand the importance of market analysis and customer segmentation. However, after the training, there was a significant improvement in their understanding, as stated by Respondent 5:

"I realized how important marketing strategy is after attending this training."

This aligns with post-test findings showing increased scores in marketing planning and business promotion strategies. Confidence in developing business ideas also improved. Before the training, students tended to hesitate in executing their business ideas, as expressed by Respondent 2:

"I used to doubt my business idea, but now I have a clearer plan."

The increase in post-test scores in business plan development and opportunity analysis indicates that students are now better prepared to systematically design and implement their business ideas. Overall, the pre-test and post-test results confirm that the training had a positive impact on students' understanding and entrepreneurial readiness. Interview excerpts further strengthen these findings by providing real evidence of how the training helped students build skills and confidence to start and develop their businesses.

Discussion

The research findings show that the implementation of Basic Management Skill of Entrepreneurship significantly improves students' entrepreneurial self-competence. This improvement is not only relevant to individual development but also contributes directly to the quality assurance of higher education. Within the framework of the Internal Quality Assurance System (SPMI), graduate quality is one of the main indicators reflecting the institution's success in delivering educational processes.

Students' self-competence formed through managerial skill mastery demonstrates that the learning process has successfully developed skills, knowledge, and attitudes, as mandated by the National Higher Education Standards. These findings strengthen the urgency of integrating management skills into the entrepreneurship curriculum as part of a systematic effort to ensure graduate relevance to the needs of the labor market and business world. Improving graduate quality in terms of adaptability, productivity, and job creation represents a concrete implementation of the education quality assurance cycle, which includes planning, implementation, evaluation, control, and improvement (PPEPP). This study provides empirical evidence for higher education institutions to make managerial skill development an integral part of sustainable educational quality improvement strategies.

This study proves that the implementation of Basic Management Skill of Entrepreneurship significantly improves the entrepreneurial self-competence of students at Universitas Bina Bangsa Getsempena. Entrepreneurial self-competence includes the ability to manage a business, make decisions, and develop effective business strategies. These findings indicate that students who received basic management training are better prepared to face business challenges. This is consistent with entrepreneurship theory, which states that managerial skills are a key factor in entrepreneurial success (Ardiani & Putra, 2020). The increase in self-competence is associated with higher student confidence in managing businesses independently. Therefore, Basic Management Skill of Entrepreneurship can be considered an effective approach in shaping competent young entrepreneurs.

The findings are consistent with Saputra et al. (2024), who found that basic management skills contribute to improving students' readiness to run a business. In their study, students who received management

training were more capable of business planning and resource management. Titu & Maran (2022) also stated that managerial factors significantly influence students' entrepreneurial independence. These studies further strengthen the evidence that basic management skills are essential in developing an independent entrepreneurial mindset. This is also supported by Adiguna et al. (2024), who emphasized that basic management training is effective in improving students' skills in managing small businesses.

Students' entrepreneurial self-competence can be observed through their ability to make appropriate business decisions based on market and resource analysis. Without adequate management skills, students tend to struggle in facing business competition. Based on these findings, it can be concluded that the implementation of Basic Management Skill of Entrepreneurship has a significant effect on improving students' entrepreneurial self-competence. The provision of basic management skills has proven to enhance students' readiness in facing business dynamics and challenges. This improvement includes strategic planning, decision-making, resource management, and operational control as the foundation of effective business management.

These findings strengthen previous studies emphasizing that managerial skills are a key determinant of student entrepreneurial success. In higher education, these results have strategic implications for curriculum development and learning systems oriented toward strengthening entrepreneurial competence. Institutions are expected not only to focus on theoretical mastery but also to systematically integrate managerial training into learning programs. The ultimate goal of this study is to contribute to strengthening education quality assurance systems, particularly in graduate quality dimensions. By producing graduates who are not only academically knowledgeable but also possess managerial competence and entrepreneurial independence, higher education institutions can respond to the demands of relevance, accountability, and sustainability in line with national and global standards.

Research Limitations

One of the limitations of this study is the relatively small number of interview respondents. Although the data obtained provided in-depth insights into students' experiences after participating in the training, the interview coverage was still limited to a small number of participants. This may affect the generalizability of the findings to a broader student population. In addition, the perspectives collected may not fully represent the diversity of experiences among students with different backgrounds and levels of entrepreneurial readiness.

However, this limitation does not reduce the significance of the research findings. The pre-test and post-test results still show an increase in students' entrepreneurial competence, supported by interviews as complementary qualitative data. The interviews provide deeper insights into the impact of the training on students' understanding and readiness to start a business.

This limitation opens opportunities for further research with a wider scope. Future studies may involve more students from various study programs to obtain a more comprehensive understanding of entrepreneurship training effectiveness. Longitudinal studies could also be conducted to examine the long-term impact of training on students' business sustainability. Future research may also explore other influencing factors such as practical experience, academic environment support, and access to business resources.

Despite its limitations, this study provides valuable contributions in understanding the effect of Basic Management Skill of Entrepreneurship training on students' entrepreneurial self-competence. These findings can serve as a foundation for developing more effective training programs and further in-depth research.

4. Conclusion

Based on the research results and discussion, it can be concluded that the implementation of Basic Management Skill of Entrepreneurship improves the entrepreneurial self-competence of UBBG students through basic entrepreneurship management training. The program provides foundational knowledge of entrepreneurial management skills and practical business management experience. After the training, students demonstrated an understanding of the importance of managerial skills in entrepreneurship, the ability to identify managerial roles, and the ability to apply basic management skills in small business simulations and decision-making strategies.

This conclusion is supported by N-Gain analysis, which shows a score of 0.84 (high category), and the Paired Samples T-Test results with a significance value of $0.0005 < 0.05$, indicating a significant difference between pre-test and post-test scores. This confirms that the implementation of Basic Management Skill of Entrepreneurship has a significant effect on improving students' entrepreneurial self-competence at Universitas Bina Bangsa Getsempena.

Suggestions

1. Higher education institutions are encouraged to further integrate Basic Management Skill of Entrepreneurship into entrepreneurship curricula using more applied and sustainable approaches.
2. Future research is recommended to increase the number of respondents and expand the scope of the study to obtain more representative results. Including students from various study programs and institutions can provide more comprehensive insights.
3. Future studies may also include external factors such as government policies and market dynamics to gain a more holistic understanding.
4. A mixed-method approach is recommended to explore students' subjective experiences in developing managerial skills.
5. Broader and deeper research is expected to contribute significantly to the development of effective and relevant entrepreneurship education models aligned with business world needs.

Implications

These findings show that the implementation of Basic Management Skill of Entrepreneurship not only improves theoretical understanding but also practical skills needed for independent business management. Therefore, educational institutions need to design more interactive learning methods such as real business projects and managerial simulations to better prepare students for business challenges.

Higher education policies should support business incubation programs and funding access so that students can directly apply the skills they acquire. Another implication is the importance of collaboration between academics, business practitioners, and government in creating a conducive entrepreneurial ecosystem for students. The implementation of Basic Management Skill of Entrepreneurship can make a real contribution in producing graduates who are not only job-ready but also capable of creating employment opportunities.

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