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The Effectiveness of the Student Entrepreneurship Development Programme to Strengthen Students' Marketing Competencies

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Abstract. Universities have a strategic role in preparing graduates who are ready to work and/or become entrepreneurs. Learning activities in universities should be oriented to equip students with a set of knowledge, skills, and various soft skills needed by the job market and the business world. To realize this goal, universities should implement the Student Entrepreneurship Development Programme (SEDEP), a programme that is expected to strengthen marketing competence to support students' start-up businesses. Using a research sample determined by cluster random sampling, the population of this study consisted of supervisors, business professionals as mentors, and students who participated in the SEDEP. This study was intended to reveal the involvement of supervisors, mentors and students in the SEDEP and its impact on the development of students' marketing competence. Research data collection was carried out using a questionnaire that met validity and reliability requirements. The study revealed that the involvement of supervisors and students in the implementation of the SEDEP was in the very high category, while the involvement of mentors was in the high category. The influence of supervisors and mentors was evident in the involvement of students in implementing the SEDEP, demonstrating the strategic role supervisors and mentors play implementing the SEDEP. The SEDEP was shown to be an effective learning approach to strengthen students' marketing competencies; using the SEDEP to implement

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learning activities that are intended to strengthen marketing and entrepreneurial competencies is recommended.

Keywords: Student entrepreneurship development; supervisors; mentors; involvement; marketing competencies

1. Introduction

Universities play a strategic role in preparing human resources that meet the requirements of the job market. The presence of employment disruption requires universities to prepare qualified graduates who are ready to work and who have an entrepreneurial spirit (Firman et al., 2024). Therefore, learning activities in universities should be oriented towards providing students with a set of knowledge, skills, and the various soft skills needed by the job market and the business world. Thus, the learning model in universities should be student-centred learning, enriching work experience, and oriented towards entrepreneurship (Cherubini, 2020).

Previous studies revealed that most college graduates were more oriented towards being workers than becoming entrepreneurs. The ratio of college graduates who were oriented towards entrepreneurship was very low (Gaire, 2023), possibly triggered by their lack of experience in running business activities (Soeharso & Riyanti, 2021). As a result, the ratio of entrepreneurs to the population in Indonesia is very low (Setyanti, 2021).

Previous studies revealed that the main weakness of young people, including college graduates, when running a business activity was their low level of marketing skills which are an important factor that determines the sustainability of businesses. As a result, many start-up business activities managed by young people do not develop successfully (Satriadi et al., 2022).

To improve the ability of college graduates to run business activities, the Directorate of Learning and Student Affairs, Ministry of Higher Education, Science and Technology of the Republic of Indonesia has implemented the Student Entrepreneurship Development Programme (the SEDEP) (Ditjen Diktiristek-kemendikbudristek, 2024). One of the main objectives of the SEDEP is to strengthen students' marketing competencies. The SEDEP in various universities in Indonesia attracts students from the fields of economics and management, and other fields of science.

With support from the Directorate of Learning and Student Affairs, Ministry of Education, Culture, Research and Technology, the SEDEP and has been implemented by universities in Indonesia since 2019 and is attended by students who have already owned a business activity (Ditjen Diktiristek-kemendikbudristek, 2024).

The SEDEP is a learning model based on the principle of learning by doing. Learning activities are carried out by combining academic and practical activities, both of which mutually reinforce the realization of learning objectives. Students

learn to manage a business while they are simultaneously building an understanding of the marketing competencies needed to develop their start-up businesses (Hastuti et al., 2020). Data released by the Directorate of Student Affairs shows that student interest in participating in the SEDEP has exceeded the target (Ditjen Diktiristek-kemendikbudristek, 2024).

The implementation of the SEDEP requires the involvement of supervisors and mentors from the business and industrial worlds. Students are guided by mentors who have a background as business actors and who share their experience in carrying out their business activities. This is in line with previous studies stating that learning models that aim to strengthen students' marketing competencies need to combine academic learning and practical learning simultaneously (Sergeeva et al., 2021; Vasylyk et al., 2023; Yang & Zhu, 2023). Thus, the effectiveness of the implementation of the SEDEP to strengthen students' marketing competencies is influenced by the level of involvement of students, supervisors and mentors in its implementation.

2. Research Questions

This study aimed to answer several research questions, namely: (1) How intense is the involvement of students, supervisors, and mentors in implementing the SEDEP? (2) Do students' marketing skills develop during the implementation of the SEDEP? (3) What is the impact of the involvement of students, supervisors, and mentors in strengthening students' marketing competencies?

3. Literature Review

3.1 Student Entrepreneurship Development Programme (SEDEP)

The SEDEP is an entrepreneurship education programme carried out by universities to strengthen students' marketing competencies, including marketing communication competencies and marketing negotiation competencies. Marketing competencies will foster various skills, namely: (1) innovation and creativity skills, which are demonstrated by students' ability to develop creative and innovative ideas in developing products or services that meet consumer needs; (2) managerial skills demonstrated by the ability to plan, operate, and control business activities; (3) independence in carrying out business activities (Hastuti et al., 2020; Sergeeva et al., 2021).

The effectiveness of the SEDEP in strengthening marketing competencies is evaluated periodically, in terms of supervisors', mentors', and students' involvement in the programme. The presence of mentors from business and industry is very important in helping students promote their business activities. Good mentors are those who are willing to provide maximum assistance to their students' business processes (Ditjen Diktiristek-kemendikbudristek, 2024). By participating in the SEDEP, students are expected to succeed both academically and in terms of their ability to develop businesses that are useful in creating jobs (Closs et al., 2022).

In an educational programme that emphasizes students' involvement in running business projects (Ditjen Diktiristek-kemendikbudristek, 2024), students' learning

activities are oriented towards project-based learning, which emphasizes active learning. The SEDEP requires students to construct knowledge by combining theoretical and practical aspects, and their involvement in the SEDEP provides them with the opportunity to collaborate with business practitioners, thereby enriching students' knowledge in the business field (Barak & Yuan, 2021).

The SEDEP enables students to investigate, solve problems, and explore the relationships between different ideas (Gomez-del Rio & Rodriguez, 2022). Collaboration among students, lecturers, and business practitioners improves the flow of information, integrates different perspectives, and deepens understanding, especially in the field of marketing (Shin et al., 2021). The SEDEP also enables students to access business information and broaden the insights necessary to develop business ventures (Usher & Barak, 2020).

The rapid development of digital technology requires universities to prepare students with various competencies to meet the expectations of the world of work (Popović & Anđelković, 2020). The SEDEP empowers universities to prepare students to face changes in the business world. Students' in the SEDEP gain access to the information, skills and attitudes needed to carry out business activities (Closs et al., 2022; Yuldinawati et al., 2021), and the programme provides challenges and opportunities that help students to understand community problems, foster creativity, and strengthen their capacity to seek knowledge based on real problems (Chang et al., 2022).

The SEDEP provides learning activities in higher education that are expected to improve students' hard skills and soft skills in the context of business activities. Its business project-based learning is an active learning model that has been shown to strengthen students' cognitive, emotional, social and attitudinal aspects (Torre-neches et al., 2020). The SEDEP is implemented using lecturers and mentors as facilitators and motivators in a student-centred learning approach. Traditional learning methods conducted face-to-face in the classroom and emphasizing theoretical discussions have not strengthened students' marketing competencies. These methods often create passive listeners (Munawaroh et al., 2024) rather than active participants. Thus, traditional teaching methods fall short of higher education institutions' efforts to prepare their graduates as prospective entrepreneurs, equipped with marketing skills.

By contrast, involvement in the SEDEP involves students working collaboratively to design, manage, and run complex business projects. This programme is intended to strengthen students' business skills, and will specifically have an impact on their communication and negotiation skills (Caliat, 2024; Mohamad, 2023; Tanpoco et al., 2022).

3.2 Participants' involvement in the SEDEP

The involvement of students, supervisors, or mentors in learning must be regularly evaluated. Collectively referred to as learning participants, they play a critical role in ensuring that learning activities are carried out properly (Prianto et al., 2022). Participants' involvement in learning is measured from three aspects,

namely: behavioural, affective, and cognitive involvement (Ginting, 2021; Prianto et al., 2022; Tholibon et al., 2022). Behavioural involvement is measured through observable behaviour such as participation and time spent on assignments (Tholibon et al., 2022). Affective involvement refers to the sincerity, presence, joy, willingness to carry out tasks, attention, interest, and seriousness of the participants in implementing the programme. Cognitive involvement is assessed by the investment of resources provided and the participants' understanding of the importance of the programme activities being implemented (Prianto et al., 2022).

The level of students' participation in learning has a significant effect on their learning achievement. Learning engagement is the amount of mental and physical effort devoted to enhancing their academic experience. Students who are intensively involved in the SEDEP devote much time and energy to their studies, actively participate in their education, and communicate with lecturers, mentors, and peers to complete assignments (Becerra-Posada et al., 2022).

The activeness of participants in carrying out learning can be seen from their level of involvement in learning activities. Participants who are actively involved in learning are those who are intensively involved in carrying out learning tasks (Wagenar et al., 2023). Participants who are actively involved in learning are described as having positive emotions and persist in completing tasks. In contrast, participants who are not actively involved in learning show signs of laziness, boredom, and may give up easily. They also exhibit negative emotions, such as anger, blame, and rejection of the programme (Prianto et al., 2022).

In this study, the involvement of participants (students, supervisors, and mentors) in the SEDEP was assessed in three aspects, namely behavioural aspects, emotional aspects, and cognitive aspects (Ginting, 2021). Behavioural involvement was evident from participation and active involvement in implementing the SEDEP agenda and activities. Emotional involvement was reflected in the level of positive or negative reactions to the SEDEP and the mentoring carried out by lecturers and mentors. Positive emotions were found to encourage students to study hard, while lecturers and mentors were encouraged to be more actively involved in the SEDEP. Cognitive involvement was defined as the level of investment participants made in learning, such as attention, sacrifice, and ideas generated to support the SEDEP (Prianto et al., 2022; Tholibon et al., 2022).

Therefore, participant involvement in the SEDEP is measured in behavioural, affective, and cognitive dimensions, using six indicators, namely: participation (Partcp) and level of activity (LoA) (as part of the behavioural dimension); willingness to implement the programme optimally (WtIPO) and level of attention (Att) (as part of the affective dimension); willingness to provide resources (WtPR) and commitment to implementing activities (CoA) (as part of the cognitive dimension).

3.3 Urgency of Strengthening Marketing Competence

Marketing competencies are essential for students so that they are ready to become entrepreneurs after graduating. Previous studies have revealed the importance of marketing competencies in supporting the success of young entrepreneurs running a new business. Various researchers have studied a range of indicators of marketing competencies related to the use of digital technology (Ilham & Ratnamiasih, 2021; Marin & Chitimiea, 2020). Other studies describe various indicators of marketing competencies related to communication competencies and negotiation competencies (Nuryanti & Hanifah, 2022; Richards et al., 2020) (see Table 1).

Table 1. Marketing Competencies

Competency Aspects	Indicators
Digital Technology-Based Marketing Competence (DTBMC) (B. Rubas et al., 2022; Baradaran et al., 2022; Dwivedi, 2023; Ilham & Ratnamiasih, 2021; Marin & Chitimiea, 2020).	<p>Individual ability to optimize the benefits of business management software (e.g., ERP, CRM) to monitor and manage operations, finances, and customer relationships in a business (software mastery, SM).</p> <p>The ability to collect, manage, and analyse business data (such as customer, financial, or product data) to support data-driven decision making (manage data and information, MDI).</p> <p>The ability to use e-commerce platforms for online business transactions, including inventory management, payments, and delivery (using digital platforms, UDP).</p> <p>The ability to design and implement digital marketing strategies through social media, SEO (Search Engine Optimization), and email to promote products or services (digital based marketing, DBM).</p> <p>Individual ability to use digital analytics tools (such as Google Analytics, Excel, and Tableau) to analyse marketing performance, customer behaviour and market trends to strengthen business strategy (digital data analysis, DDA).</p> <p>The ability to adapt and utilize the latest technological devices such as AI, blockchain, or the Internet of Things to improve business performance (using the latest technology, ULT).</p> <p>Individual ability to protect data and digital security, such as personal data, business, encryption and access security (data security literacy, DSL).</p> <p>The ability to communicate and collaborate digitally through the use of email, Slack, Google Meet, or Zoom to communicate effectively with teams or business partners (digital technology-based communication, DTBC).</p> <p>The ability to develop and manage business websites or blogs to promote products or services (manage website, MW).</p> <p>The ability to manage finances and conduct business transactions using digital devices to manage cash flow efficiently and safely (digital transactions, DT).</p>
Marketing communication and	Marketing Communication Competencies (MCC), including:

<p>negotiation competencies (MNC)(Marin & Chitimiea, 2020; Nuryanti & Hanifah, 2022; Richards et al., 2020).</p>	<p>The ability to convey ideas clearly, precisely, in a structured and easily understood manner, both verbally and in writing (able to convey information, ACI). The ability to listen attentively to customer expectations, understand other people's points of view, and respond appropriately (active listener, AL). The ability to compile digital business documents effectively, such as emails, reports, business proposals to strengthen business communication with stakeholders (able to write reports, AWR). The ability to communicate both in formal meetings (such as presentations or business meetings) and informal communication (such as approaching and discussing with customers) (able to communicate formally and informally, ACF-I). The ability to persuade customers to take certain actions or decisions, such as agreeing to purchase a product (able to persuade, AP).</p>
	<p>Marketing negotiation competencies (MNC) include:</p> <p>Ability to identify and understand the needs, desires and interests of others in a negotiation to find mutually beneficial solutions (able to analyse people's needs, APN). Ability to formulate attractive and mutually beneficial offers for all parties (able to make an attractive offer, AMAO). Ability to prepare and plan negotiations according to relevant information, the goals to be achieved, and effective negotiation strategies (Able to negotiate, AtN). Ability to manage emotions in negotiations (able to manage emotions, AtME). Ability to resolve conflicts constructively and based on win-win solutions (able to resolve conflicts, AtRC).</p>

4. Research Methods

The population of this study consisted of students who received grants from the 2024 SEDEP from the Ministry of Higher Education, Science and Technology of the Republic of Indonesia. They were students from state universities and private universities in East Java, Indonesia.

Two population groups were involved in the study: state university students (315) and private university students (285), giving a total of 600 students. The research sample was determined using cluster random sampling. Twelve state universities and 18 private universities in East Java, Indonesia, were designated as research clusters with the number of samples for each population group set at 40 students. The research population was thus spread across 30 universities in East Java, Indonesia.

The number of sampling clusters for each group of universities was determined using the following formula: $n = (N * nc) / (Nc)$ (Machali, 2021), where "n" is the number of clusters for each group of universities, "N" is the total number of clusters of 30 universities, "nc" is the expected number of samples for each cluster

of 40 students, and "Nc" is the total population of 600 students who were participants in the SEDEP. Thus, there were two clusters for each group of universities. The research samples were spread across two state universities and two private universities with each university represented by 20 students as members, making a total of 80 students as a research sample. Each student was guided by a supervisor and mentor. Further, there were 80 supervisors and 80 mentors as participants in the research samples.

This study was designed with a quantitative descriptive approach in mind to explain the effectiveness of the SEDEP in strengthening the marketing competence of students (Achmadi & Narbuko, 2015; Arikunto, 2019; Sugiyono, 2018; Sukmadinata, 2017). This study interrogated two variables, namely: 1) The level of participants' involvement (students, supervisors, and mentors) in implementing the SEDEP; 2).

The development of students' marketing competencies at the beginning of the activity, mid-activity, and after the activity was completed. The study used a path analysis model (Sarwono, 2010) to analyse the impact of participants' involvement in implementing the SEDEP on students' marketing competencies. The effectiveness of the SEDEP was thus analysed based on the level of participant involvement and the development of students' marketing competency skills during and after completion of the SEDEP.

Participants' involvement in the SEDEP was measured using six indicators: participation, action, willingness to implement the programme optimally, level of attention, willingness to provide resources, willingness to convey new ideas. The development of marketing competencies was measured using several indicators: first, digital technology based-marketing competencies (DTBMC), consisting of 10 indicators, namely: SM, MDI, UDP, DBM, DDA, ULT, DSL, DTBC, MW, and DT. Second, marketing communication competencies (MCC) consisting of five indicators, namely: ACI, AL, AWR, ACF-I, AP. Third, marketing negotiation competency (MNC), consisting of five indicators, namely: APN, AMAO, AtN, AtME, and AtRC.

Data collection was carried out using a 7-scale semantic differential questionnaire (1 = lowest, 7 = highest) (Firman et al., 2024; Sugiyono, 2018). The questionnaire on participants' involvement in the SEDEP, DTBMC questionnaire, MCC questionnaire, and MNC questionnaire were developed by the researcher using the indicators proposed in this study. The categories of participant involvement in the SEDEP, DTBMC development, MCC, and MNC are described using the criteria shown in Table 2.

Table 2. PI, DTBMC, MCC, and MNC categories

Score	Description	Score	Description
1.00 - 1.85	Very low (VL)	4.43 - 5.28	Slightly high (SH)
1.86 - 2.71	Low (L)	5.29 - 6.14	High (H)
2.72 - 3.56	Slightly low (SL)	6.15 - 7.00	Very high (VH)
3.57 - 4.42	Moderate (M)		

The researcher developed a questionnaire based on various indicators established in this study. Before applying the questionnaire to evaluate participants' involvement and the development of students' marketing competencies, the researcher tested the reliability and validity of Cronbach's alpha by using SPSS software. Questionnaire statements were also determined for each indicator with the best level of validity and reliability. The results of the validity and reliability tests of the questionnaire are presented in Table 3.

Table 3. Validity and Reliability of Research Instruments

Variable	Indicator	Statement	Validity score	Reliability score
PI	Partcp	I participate optimally in implementing the SEDEP.	0.82	0.82
	LoA	Give rating for your activity in implementing the SEDEP (1 the lowest; 7 the highest).	0.81	
	WtIPO	I strive to achieve optimal targets in implementing the SEDEP.	0.83	
	Att	I prioritize the SEDEP over other activities.	0.86	
	WtPR	I am willing to invest the resources needed for the success of the SEDEP.	0.82	
	CoA	I am highly motivated to implement the SEDEP.	0.79	
DTBMC	SM	I am able to operate software programmes to support my business activities.	0.83	0.84
	MDI	I am able to analyse data and information related to my business activities.	0.81	
	UDP	I am able to implement e-commerce applications.	0.86	
	DBM	I am able to utilize digital technology for marketing activities.	0.82	
	DDA	I am able to analyse marketing performance, customer behaviour, and market trends.	0.84	
	ULT	I am able to apply the latest technology to support my marketing activities.	0.83	
	DSL	I understand the importance of data security.	0.81	
	DTBC	I am able to communicate with digital technology devices such as email, Zoom, Google Meet.	0.84	

	MW	I am able to manage a website as a marketing medium.	0.83	
	DT	I am able to conduct financial transactions with digital technology devices.	0.85	
MCC	ACI	I am able to convey my business information to customers.	0.82	0.83
	AL	I am able to listen well to what customers complain and expect.	0.83	
	AWR	I am able to write financial reports.	0.81	
	ACF-I	I am able to communicate with customers in both formal and informal situations.	0.85	
	AP	I am able to persuade customers.	0.82	
MNC	APN	I am able to analyse customer needs.	0.79	0.79
	AMAO	I am able to create an attractive offer concept for customers.	0.80	
	AtN	I am able to negotiate with business partners.	0.81	
	AtME	I am able to manage emotions when receiving complaints from customers.	0.82	
	AtRC	I am able to resolve conflicts with win-win solutions.	0.83	

5. Results

5.1 Level of involvement of supervisors, mentors and students in implementing the SEDEP.

The success of learning activities is influenced by the involvement of educators, mentors, and students and thus, the level of the involvement of supervisors, mentors, and students in the education programme needs to be evaluated. Learning participants are the parties involved in the SEDEP, namely: supervisors, mentors, and students. The involvement of participants in implementing the SEDEP is a term used to describe their interest and enthusiasm for the programme, thus influencing their academic behaviour (Hastuti et al., 2020).

The involvement of participants in implementing the learning programme is a complex term because it is influenced by many factors. Earlier studies revealed an interdependent relationship between participants that affects the effectiveness of the programme. This study assessed the involvement of participants in implementing the SEDEP (see Table 4).

Table 4. Level of participant involvement in the SEDEP

Indicators	Participant					
	Supervisor		Mentor		Student	
	Score	Category	Score	Category	Score	Category
Partcp	6.275	VH	5.937	H	6.587	VH
LoA	6.450	VH	5.900	H	6.737	VH
WtIPO	6.625	VH	5.837	H	6.850	VH
Att	6.587	VH	5.737	H	6.850	VH
WtPR	6.325	VH	5.280	SH	6.675	VH
CoA	6.275	VH	5.112	SH	6.712	VH
Mean	6.422	VH	5.635	H	6.735	VH

Source: The data compiled by a researcher

This study revealed the level of participants' involvement in the SEDEP from highest to lowest in order was as follows: students, supervisors, and mentors. Students showed the highest-level involvement in the SEDEP, indicating that the SEDEP proved able to activate student learning. Supervisors showed higher involvement than mentors, suggesting that supervisors interacted more with students in implementing the SEDEP than mentors did. Mentors showed the lowest level of involvement because of their position as business professionals.

Nevertheless, the level of mentors' involvement in the SEDEP is in the "high" category, illustrating a good level of commitment to strengthen students' marketing competencies. The SEDEP has thus proved to be effective in strengthening students' marketing competencies. The implementation of the SEDEP in the form of project-based learning indicates the importance of strengthening practical learning in higher education to deliver effective learning activities.

5.2 Development of students' marketing skills during the SEDEP

Student involvement in the SEDEP was expected to strengthen their marketing communication competency and marketing negotiation competency. The following data illustrates the development of students' marketing competency at the beginning, in the middle, and after completing the SEDEP (see Table 5).

The students' marketing communication competency is described as follows: First, at the beginning of their involvement in the SEDEP, the students' marketing communication competency was in the slightly low (SL) category. All indicators showed the SL category, except for the ACI indicator which was in the moderate (M) category. In the middle of their involvement in the SEDEP, the students' marketing communication competency was in the M category with all indicators showing the M category. After completing the SEDEP, the students' marketing communication competency was in the M category. Apart from the AWR and ACF-I indicators which were in the slightly high (SH) category, the other indicators were in the High (H) category.

Table 5. The development of students' marketing communication competencies

Indicators	Assessment Period					
	Start		Middle		Completed	
	Score	Category	Score	Category	Score	Category
ACI	3.700	M	3.910	M	5.437	H
AL	3.490	SL	3.790	M	5.337	H
AWR	3.500	SL	3.740	M	5.225	SH
ACF-I	3.400	SL	3.688	M	5.262	SH
AP	3.300	SL	3.730	M	5.525	H
Mean	3.470	SL	3.770	M	5.357	H

Source: Data compiled by a researcher

The research data provide evidence that student involvement in the SEDEP contributed positively to strengthening students' marketing communication skills.

Students' involvement in the SEDEP was also anticipated to strengthen marketing negotiation competencies. The following data illustrate the development of students' marketing negotiation competencies at the beginning, in the middle, and after completing the SEDEP (Table 6).

Table 6. The development of students' marketing negotiation competencies

Indicators	Assessment Period					
	Start		Middle		Completed	
	Score	Category	Score	Category	Score	Category
APN	3.437	SL	3.975	M	5.637	H
AMAO	3.387	SL	4.025	M	5.662	H
AtN	3.362	SL	4.187	M	5.512	H
AtME	3.325	SL	4.012	M	5.525	H
AtRC	3.237	SL	3.987	M	5.712	H
Mean	3.350	SL	4.037	M	5.610	H

Source: The data compiled by a researcher

The marketing negotiation competency of students is as follows: at the beginning of their involvement in the SEDEP, students' marketing negotiation competency was in the slightly low (SL) category, as were all other indicators. In the middle of their involvement in the SEDEP, the marketing negotiation competency of students had moved to the M category, together with all the other indicators. After completing the SEDEP, the marketing negotiation competency of students was in the H category, together with all the indicators.

This study revealed that student involvement in the SEDEP contributed positively to strengthening students' marketing competencies, including negotiation and communication competencies, supporting the idea that learning activities intended to strengthen negotiation and communication skills should be implemented by practice-based learning, and should be carried out continuously.

5.3 The impact of the intensity of participant involvement in the SEDEP in strengthening students' marketing competencies.

Educators expect increased student involvement as a common learning goal. Educational experts believe in the importance of the role of educators, mentors, or supervisors in strengthening students' involvement in implementing learning programmes, highlighting the interdependent relationship between educators, mentors, and students.

This study revealed a positive relationship between supervisors' and mentors' involvement in fostering students' participation in the SEDEP. Statistical tests showed that supervisor and mentor involvement had a significant effect on fostering student engagement in participating in the SEDEP, with loading factor coefficients of 0.688 and 0.234 respectively (see Table 7).

Table 7. The effect of mentors' and supervisors' involvement on students' involvement in implementing the SEDEP.

Model	Unstandardized Coefficients		Standardized Coefficients	t	sig
	B	Std. Error	Beta		
(Constant)	1.670	.456		3.658	.000
Mentors' involvement	.199	.062	.234	3.204	.002
Supervisors' involvement	.594	.063	.688	9.402	.000

Dependent Variable: students' involvement

This study also revealed a positive relationship between students' involvement in the SEDEP and marketing communication competency. Statistical tests showed that the SEDEP had a significant effect on strengthening marketing communication competency, with a loading factor coefficient of 0.540 (see Table 8).

Table 8. The influence of students' involvement in the SEDEP on students' marketing communication competencies

Model	Unstandardized Coefficients		Standardized Coefficients	t	sig
	B	Std. Error	Beta		
(Constant)	1.557	.716		2.175	.033
Students' involvement	.601	.106	.540	5.660	.000

Dependent Variable: communication competencies

There was also a positive relationship between students' involvement in the SEDEP and marketing negotiation competency. Statistical tests showed that students' involvement in the SEDEP significantly strengthened marketing negotiation competency, with a loading factor coefficient of 0.766 (Table 9).

Table 9. The effect of students' involvement in the SEDEP on students' marketing negotiation competencies

Model	Unstandardized Coefficients		Standardized Coefficients	t	sig
	B	Std. Error	Beta		
(Constant)	.639	.480		1.331	.187
Students' involvement	.750	.071	.766	10.524	.000

Dependent Variable: negotiation competencies

Students' marketing negotiation competencies also confirmed a positive relationship between the mentors' and supervisors' involvement in the SEDEP. Statistical tests showed that the mentors' and supervisors' involvement in the SEDEP strengthened marketing negotiation competencies, with loading factor coefficients of 0.652 and 0.405, respectively (see Table 10).

Table 10. The influence of mentors' and supervisors' involvement in the SEDEP on students' marketing negotiation competencies

Model	Unstandardized Coefficients		Standardized Coefficients	t	sig
	B	Std. Error	Beta		
(Constant)	.419	.367		1.142	.257
Mentors' involvement	.541	.050	.652	10.862	.000
Supervisors' involvement	.342	.051	.405	6.740	.000

Dependent Variable: negotiation competencies

This study evidenced a positive relationship between the involvement of mentors and supervisors on students' marketing communication competencies with the statistical tests showing their involvement significantly strengthened marketing communication competencies, with loading factor coefficients of 0.284 and 0.286, respectively (see Table 11).

Table 11. The influence of mentors' and supervisors' involvement on students' marketing communication competencies

Model	Unstandardized Coefficients		Standardized Coefficients	t	sig
	B	Std. Error	Beta		
(Constant)	2.286	.738		3.097	.003
Mentors' involvement	.268	.100	.284	2.673	.009
Supervisors' involvement	.276	.102	.286	2.699	.009

Dependent Variable: communication competencies

Overall, the relationship between supervisors, mentors, and students in strengthening marketing communication competencies and marketing negotiation competencies can be described with an interaction model as follows:

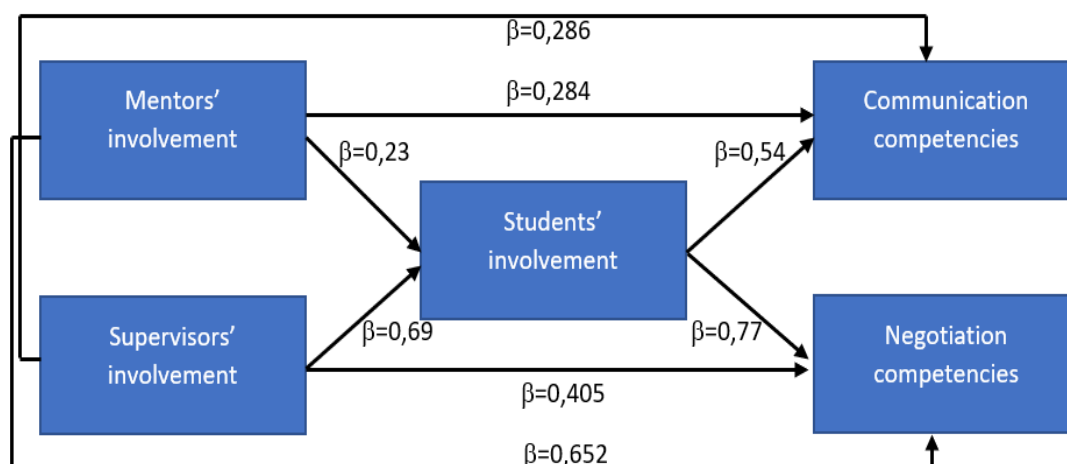


Figure: Interaction between participants' involvement in the SEDEP and students' marketing competencies

This study clearly revealed the positive role of mentors and supervisors in strengthening students' involvement in the SEDEP. Mentors contribute predominantly to strengthening marketing competencies, especially those related to students' negotiation skills as key skills in business activities.

6. Discussion and Implications

This study described four activities carried out by participants (supervisors, mentors, and students) in implementing the SEDEP, namely: I-PS, BP, DB, and managing emotions (ME), and revealed that students appear more confident in carrying out these four activities. Students are serious about learning and strengthening business skills, and this seriousness in implementing the SEDEP had a positive impact on the growth of marketing communication skills and marketing negotiation skills. Mentor activities in the SEDEP were more dominant in business planning and business implementation activities whereas supervisor activities were more dominant in investigation-problem solving, monitoring, and evaluation activities.

The involvement of participants (supervisors, mentors, and students) in the SEDEP was indicated by behavioural involvement, affective involvement, and cognitive involvement. The findings of this study are in line with previous studies on the importance of learning involvement in supporting student learning success (Firman et al., 2024). This study revealed the involvement of participants in the implementation of the SEDEP as indicated by participation, activeness, level of attention, curiosity, interest, optimism, willingness to invest resources, and commitment to implementing the learning programme.

Overall, the involvement of participants in implementing the SEDEP was in the high and very high categories, indicating their belief that the SEDEP is an effective learning approach to strengthening students' marketing competencies. The findings of this study support previous studies that show that the involvement of participants in learning has a positive impact on the quality of the learning process and outcomes (Prianto et al., 2022).

Students' involvement in the SEDEP aimed to strengthen their marketing competencies, and the programme provided students with the opportunity to build understanding through business practice activities accompanied by supervisors and mentors oriented towards practical learning. Practical learning activities, or learning by doing, have proved to strengthen core skills and deepen learning competencies (Closs et al., 2022; Firman et al., 2024; Prianto et al., 2022; Torre-neches et al., 2020).

Students' involvement in implementing learning programmes is impacted by their interests and enthusiasm, which affect their academic performance and behaviour. The idea of student involvement was based on the belief that learning becomes more effective when students are curious, interested, or inspired. Conversely, learning tends to decrease when students are bored, unmotivated, or dissatisfied, leading students to avoid involvement in learning programmes (Ginting, 2021; Prianto & Firman, 2022; Tholibon et al., 2022).

The effectiveness of the learning programme can be measured by the level of involvement by supervising lecturers, mentors, and students (Ginting, 2021; Prianto et al., 2022). This study revealed the involvement of mentors, supervising lecturers and students in implementing the SEDEP in the high and very high categories, providing evidence that the SEDEP is an effective learning approach to strengthen students' marketing competencies.

The intensity of students' involvement in implementing the learning programme also reflects the students' learning motivation (Tholibon et al., 2022; Wong, 2021). In this study, students' involvement in implementing the SEDEP was in the very high category, showing that their motivation to strengthen marketing competencies was also in the very high category.

According to self-determination theory (SDT), the main purpose of learning is to involve students in educational and learning activities (Wong, 2021). The most positive aspect of students is that they are curious, enthusiastic, motivated, keen to learn and develop themselves (Prianto et al., 2022). Students achieve their best when they are inspired, trying to learn, mastering new competencies, and becoming responsible individuals (Tholibon et al., 2022; Wong, 2021).

The increase in students' marketing competencies was the result of their increasing interest in and motivation to participate in the SEDEP. A popular quote is, "practice makes perfect" illustrating the importance that learning activities in higher education should combine theoretical and practical learning. Prospective college graduates who are expected to master entrepreneurial theory should be able to apply the theory in real life. Therefore, assessing students' competency in the practical application of entrepreneurship theory should be an integral part of entrepreneurship learning.

This study revealed that students' involvement in implementing the SEDEP was in the very high category confirming the effectiveness of the SEDEP as a learning approach that fosters enthusiasm and motivation for students to develop themselves, and to learn and master marketing competencies to support their

start-up businesses. Students' involvement in implementing the SEDEP also illustrated their need for achievement and interest in entrepreneurship. Guidance from supervisors, and from business-practitioner mentors was effective in strengthening students' marketing competencies.

This study is in line with previous studies that revealed the important role of mentors in building student involvement in strengthening their marketing competencies (Hastuti et al., 2020; Kiradoo, 2021; Munawaroh et al., 2024; Prastyaningtyas et al., 2025). The findings of this study are in line with previous research findings that reveal the importance of the role of mentors in strengthening students' business mindsets (Ahsan et al., 2018; Babatunde & El-Gohary, 2019; Fauchald et al., 2022; Jeske & Linehan, 2020; Manafe et al., 2023).

Students learn to analyse the market, create business plans, plan marketing activities, and to run effective and efficient business activities (Manafe et al., 2023). As business professionals, mentors have more experience in conducting business negotiation activities, reinforcing the importance of involving business practitioners in entrepreneurship learning in higher education. Entrepreneurship among students is more effective when business professionals are involved, as implemented in the SEDEP.

7. Conclusions and Recommendations

This study concluded:

1. The involvement of supervisors and students in the SEDEP was in the very high category, demonstrating the effectiveness of the programme as a learning model that strengthens business skills, specifically those related to marketing communication and negotiation. The involvement of mentors from business in the SEDEP was in the high category, evidence that the business world provides strong support to universities in preparing prospective graduates with adequate marketing communication and negotiation competencies. Marketing skills are essential in order to run start-up businesses successfully.
2. The communication and marketing negotiation skills of students developed in tandem with the increasing intensity of their involvement in running the SEDEP, showing the effectiveness of the SEDEP as an approach to strengthening students' communication and marketing negotiation competencies.
3. The intensity of the involvement of supervisors and mentors was shown to strengthen students' involvement in the SEDEP and ultimately had a positive impact on strengthening students' communication and marketing negotiation competencies. This proves that the involvement of business practitioners in learning activities aimed at strengthening business skills, communication competencies and marketing negotiations increase students' effectiveness.

This study recommends that universities should implement entrepreneurship learning based on business practices. Theoretical learning is not sufficient to prepare students as prospective entrepreneurs. Entrepreneurship learning in universities should be complemented with business practice involving mentors.

To realize this goal, a commitment from business practitioners to be actively involved in entrepreneurship learning is necessary, and campuses need to promote stronger partnerships with business actors. The business world could optimize corporate social responsibility programmes by providing resources, facilities, and funding to strengthen entrepreneurship learning in universities, while the universities should develop business incubators to strengthen industry-based entrepreneurship practices and cultivate students' entrepreneurial competencies.

In addition, universities should synergize with the business world to strengthen the effectiveness of entrepreneurship learning. Synergy with the business world can be implemented in the form of practitioner lectures, guest lectures, and field lectures accompanied by a business practitioner.

8. References

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Appendix

RESEARCH QUESTIONNAIRE ON PARTICIPANTS' INVOLVEMENT IN THE STUDENT ENTREPRENEURSHIP DEVELOPMENT PROGRAMME (SEDEP)

Dear Participants

Please answer the questions in this questionnaire to describe your involvement in implementing the SEDEP Programme. This questionnaire uses a scale of 1-7 (1 = very low, 2 = low, 3 = slightly low, 4 = moderate, 5 = slightly high, 6 = high, 7 = very high).

Thank you for participating.

Please provide answers according to what is actual!

I. Respondent identity

1. Your position in the SEDEP programme: (a) Supervisor (b) Mentor (c) Mahasiswa
2. Status of the university where you are studying (if you are a student): (a) Private university (b) State university.

II. Questionnaire statement

Item	Statement	Your rating						
		1	2	3	4	5	6	7
Participants' involvement in the SEDEP programme								
1	I participate optimally in implementing the SEDEP programme							
2	Give your rating to describe your activeness in implementing the SEDEP (1 the lowest; 7 the highest)							
3	I strive to achieve optimal targets in implementing the SEDEP programme							
4	I prioritize the SEDEP over other activities							
5	I am willing to invest the resources needed for the success of the SEDEP programme							
6	I am highly motivated to implement the SEDEP programme							
Digital Technology Based Marketing Competence (DTBMC)								
7	I am able to operate software programmes to support my business activities							
8	I am able to analyse data and information related to my business activities							
9	I am able to implement e-commerce applications							
10	I am able to utilize digital technology for marketing activities							
11	I am able to analyse marketing performance, customer behaviour, and market trends							
12	I am able to apply the latest technology to support my marketing activities							
13	I understand the importance of data security							
14	I am able to communicate with digital technology devices such as email, zoom, google meet							
15	I am able to manage a website as a marketing medium							

16	I am able to conduct financial transactions with digital technology devices								
Marketing communication competencies (MCC)									
17	I am able to convey my business information to customers								
18	I am able to listen well to what customers complain and expect								
19	I am able to write financial reports								
20	I am able to communicate with customers in both formal and informal situations								
21	I am able to persuade customers								
Marketing negotiation competencies (MNC)									
22	I am able to analyse customer needs								
23	I am able to create an attractive offer concept for customers								
24	I am able to negotiate with business partners								
25	I am able to manage emotions when complained by customers								
26	I am able to resolve conflicts with win-win solutions								