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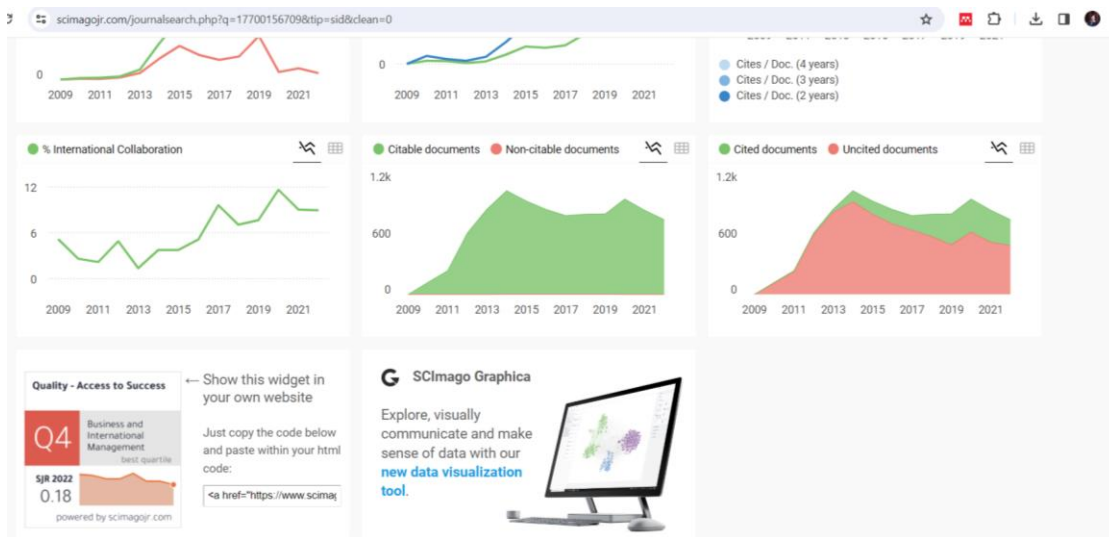
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## Document details - The Effectiveness of Learning Methods to Improve Entrepreneurial Skills, Spirit, Entrepreneurship Intensity

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### The Effectiveness of Learning Methods to Improve Entrepreneurial Skills, Spirit, Entrepreneurship Intensity(Article)(Open Access)

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#### Abstract

This research was conducted to measure how the subject Entrepreneurship, manifested in several courses and activities held by the Faculty of Business, Maranatha Christian University is related to the entrepreneurial spirit, skills, and intensity of the students taking the subject. These three aspects of entrepreneurship are equally important not only for active entrepreneurs but also for university graduates. Entrepreneurial spirit which

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# The Effectiveness of Learning Methods to Improve Entrepreneurial Skills, Spirit, Entrepreneurship Intensity

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## Abstract

*This research was conducted to measure how the subject Entrepreneurship, manifested in several courses and activities held by the Faculty of Business, Maranatha Christian University is related to the entrepreneurial spirit, skills, and intensity of the students taking the subject. These three aspects of entrepreneurship are equally important, not only for active entrepreneurs but also for university graduates. Entrepreneurial spirit, which includes an attitude of optimism, never giving up, and a desire to learn and progress. The effectiveness of the learning methods in promoting students' entrepreneurial intensity is proven to be significant. This research also revealed that the effective learning methods to build students' entrepreneurial spirit are sales sessions and entrepreneurial projects. Furthermore, the effective learning methods for building students' entrepreneurial skills are the entrepreneurship project, also lectures. Finally, the effective learning methods to build students' entrepreneurial intensity are the methods of, lectures, and a combination of entrepreneurial projects.*

**Keywords:** *entrepreneurial intensity, entrepreneurial projects, entrepreneurial skills, entrepreneurial spirit, learning methods*

## Introduction

Higher education is a forum for fostering the academic community to always flourish in all areas of life, including in the field of entrepreneurship. Entrepreneurial skills, entrepreneurial spirit, and entrepreneurial intensity have been the focus of most universities in their effort to pursue a triumphant entrepreneurship attainment. Research findings indicate a positive and significant economic impact of teaching, research, and entrepreneurial activities in higher education on the entrepreneurship accomplishments (Akhtar et al., 2020; Guerrero et al., 2015; Vargas-Hernandez, 2020). Furthermore, researchers suggest that entrepreneurship is not only the work of one party, but it also involves the industry and the government (Gümüşay & Bohné, 2018) and most scientific literature assumes that entrepreneurial activities, in a broad sense, are positive for economic growth. Thereby, most universities in Indonesia, including Maranatha Christian University (Universitas Kristen Maranatha), take part in achieving one of the government's goals that is increasing the number of outstanding entrepreneurs in Indonesia.

When launching the program Education 4.0 at Maranatha Christian University, Prof. Armein Z.R. Langi, the former Rector of Maranatha Christian University, stated that in order to prepare graduates to embrace the 21st Century Values, one should adopt a strategy of four learning pillars declared by UNESCO; including, (1) learning to know, (2) learning to do, (3) learning to be, and (4) learning to live together. These pillars are supported by lifelong educational strategies. The end products of Education 4.0 are Maranatha individuals who possess an entrepreneurial frame of mind who can be scholarly resources

in serving the community. Considering the significance of the implementation and sustainability of the Education 4.0 program, we propose a study which aims at improving the human resources, particularly the students and the academic community of Maranatha Christian University in their entrepreneurial spirit, entrepreneurial skills and entrepreneurial intensity through effective learning methods. The purpose of this research is thus to find out which methods are effective in helping the students improve their entrepreneurial spirit, skills, and intensity. This research gains data by making use of a questionnaire allowing students to assess the effectiveness of the learning methods from their own perspectives. This research tool had been carried out by other researchers when they examined students' perceptions of the entrepreneurial climate at German public universities (Bergmann et al., 2018; Jam, Singh, Ng, & Aziz, 2018). Therefore, this paper is conducted to bring about enhancement of students' entrepreneurial skills, spirit and intensity through profound research in the effectiveness of the learning methods. Based on this reason, we propose to elaborate on the topic of the Effectiveness of Learning Methods in Improving Students' Entrepreneurial Skills, Spirit, and Intensity: A Case Study in Maranatha Christian University.

Entrepreneurship and entrepreneurship education in higher education. Entrepreneurship is the spirit, attitude, behavior, and ability of a person in administering a business or activity that leads to increasing efficiency in finding, creating, and implementing new ways of working, in technology and in products as an effort to implement better services and obtain greater profits. Entrepreneurship can be enhanced through entrepreneurship education (Khan, Akbar, Jam, & Saeed, 2016; Schelfhout et al., 2016). Entrepreneurship education can directly

change the mindset, attitude, and behavior of a person to become an entrepreneur, which leads to one's choosing entrepreneurship as a career choice ( Ahmad & Akbar, 2021; Lestari & Wijaya, 2012; Portuguese Castro & Gómez Zermeño, 2020). Therefore, entrepreneurship education in higher education is imperative to implement for several reasons. First, students can develop stronger self-efficacy for their entrepreneurial performance as it offers students the opportunity to be repeatedly involved in a project or a task, to take up the project, to grasp how to do the project effectively, and to improve students' confidence in carrying out the related task more successfully in the future. Additionally, in an effort to expose students to experiential learning, teachers can engage students in doing entrepreneurial projects or assignments on market analysis or writing a business plan. Second, entrepreneurship education also involves exposure to real role models by inviting guest speakers or exploring case studies of real, prominent entrepreneurs, which can inspire students to consider the positive aspects of being an entrepreneur as a way of life or career. Providing such models of perceived control to overcome obstacles and difficulties encountered on the way, opens the door to inspire and strengthen one's yearning to become an entrepreneur (Jam et al., 2020; Jacob, 2018; Shinnar et al., 2014). Third, entrepreneurship education provides opportunities for both formal and informal interactions with instructors and peers. In a lot of cases, students can become versed from observation and participation in practice through competitions, internships or business incubators. A study was conducted on the perceived benefits of EEPIS for science and engineering students at two major European universities (Souitaris et al., 2007). Such activities in entrepreneurship education were proven to be more informative and inspiring (Bae et al., 2014).

They also evoked emotions and triggered events that changed the mindset of the graduates, resulting in positive attitudes toward entrepreneurship (Aziz, 2022; Martin et al., 2013)(Nabi et al., 2017).

This study aims to answer several problems as formulated in the research problem; namely, to test and analyze differences in the ANOVA testing result of the learning methods on entrepreneurial skills, to test and analyze differences in the ANOVA testing result of the learning methods on entrepreneurial spirit, to test and analyze differences in the ANOVA testing result of the learning methods on the entrepreneurial intensity and to analyze what learning methods considered effective for improving entrepreneurial skills, spirit, and intensity.

The learning methods explored for the subject of Entrepreneurship in this study is based on The Cone of Experience by Edgar Dale (1929)(Wagner, 1970). The Cone of Experience by Edgar Dale (Fig. 1) elaborates on how people learn, as illustrated in the following: 10% from what they read, 20% from what they hear, 30% from what they see, 50% from what they see and hear, 70% from what they say and write, and 90% from what they do. Learning outcomes that involve defining, describing, listing, and explaining can be gained from what people read and hear. Learners can demonstrate, apply, and practice from what they see, including by viewing pictures, watching videos, attending exhibitions, and watching demonstrations. In addition, people can analyze, define, create, and evaluate when they do the actions of saying and writing, and conducting bodily movements. Although the theory is still polemical, some people still consider it significant.



Figure 1. Edgar Dale's Cone of Experience Resource: (Wagner, 1970)

Furthermore, students need to be exposed to experiential learning in order to optimally apprehend the entrepreneurial insights. Olokundun examined the effects of experiential entrepreneurship teaching methods and university's entrepreneurial interests on students' business startups in Nigeria (Olokundun et al., 2018). The results showed the growing need for students to elevate their entrepreneurial skills and universities were forced to realize the significance of experiential teaching methods and their impact on students' entrepreneurial interests and business startups. Moreover, previous research conducted by Olokundun, et al. showed the adopted experiential pedagogical approach could also stimulate a shared vision in students to identify business opportunities (Atiq et al., 2020; Olokundun et al., 2018). However, there is still

a gap in the scientific literature in the area of entrepreneurship education, specifically those involving research on the evaluations of entrepreneurship education.

Entrepreneurship education is crucial in fostering entrepreneurial activity (Anggadwita & Dhewanto, 2016; Bischoff et al., 2018). Thus, a reliable and valid measurement is needed to evaluate the on-going programs and to ensure further development of entrepreneurship education. Previous research has been conducted to develop an instrument with behavioral indicator scales as the basis for providing more concrete feedback to students concerning entrepreneurial competence (Schelfhout et al., 2016). Such scale can provide a thorough evaluation, not only on the learning process, the teacher, and

the programs, but also on mapping the students' competence before going through entrepreneurship education (Schelfhout et al., 2016).

However, the use of simpler indicator such as the Likert scale survey is still valid for evaluating the on-going and completed programs. Malinda's research (2018) (Malinda, 2018) reveals several conclusions. First, students' point of view, lectures, entrepreneurial projects, and sales sessions are believed to enhance entrepreneurial skills. Second, to increase students' entrepreneurial motivation, it is significant to have entrepreneurial projects, project presentations, sales sessions and knowledge-sharing about the culture of other countries. Third, the students' preferred learning methods to increase the entrepreneurial spirit are entrepreneurial projects, lectures, sales sessions, and project presentations. Upon completing the lessons, the percentage of students who are motivated to become entrepreneurs is 67%, to become professionals who have an entrepreneurial spirit is 43% and 64.1% of the students wish to learn more about entrepreneurship. Further research by Malinda (2019) found that after being involved in Business Planning subject, 71.4% of the respondents had a desire to learn entrepreneurship, 52% of participants wish to be entrepreneurs and 42.9% intend to be intrapreneurs (Malinda, 2019).

## Methods

### Research design

One of the purposes of this study was to analyze the effectiveness of learning methods in improving students' entrepreneurial skills, entrepreneurial spirit, and entrepreneurial intensity. In addition, this study also aimed to analyze which learning methods were considered effective for improving entrepreneurial skills, entrepreneurial spirit, and entrepreneurial intensity. Based on the purposes of this research, the type of this research was explanatory research. Explanatory research is research that aims to study why one variable affects another variable (Cooper & Schindler, 2011; Mutasher & Al-Lami, 2022). This study employed the independent variable, namely the learning method, and the dependent variables; namely, entrepreneurial skills, entrepreneurial spirit, and entrepreneurial

intensity to reveal to what extent the independent variables affect the dependent variables.

### Sample and data collection

A population is a collection of objects that have the disposition to be studied in accordance with the research objectives. While a sample is part of the population that has the same characteristics as the population to be studied (Holmes et al., 2017). The population of this research was Maranatha Christian University students; while, the sample of this research was Maranatha Christian University students who took the courses of Entrepreneurship and Innovation and Business Planning as many as two semesters in the year of 2020-2021.

Moreover, this research employed a non-probability sampling method and purposive sampling method. Non-probability sampling means that in the sampling framework, each member does not have the same opportunity to be selected (Crask et al., 1995). Additionally, purposive sampling method is a sampling method that meets certain criteria as sample members (Cooper & Schindler, 2011).

Furthermore, an adequate sample size is at least 50 respondents but for the foremost result, it should be more than 100 respondents (Hair et al., 1998). The minimum sample size to get an error rate of 1% and a population of 950 is 391 and the maximum sample size is 500 respondents (Sekaran & Bougie, 2020). This study exploited a minimum sample size of 391 people.

In addition, this study employed a questionnaire as a survey data collection instrument. A survey is a direct collection of data from the respondents (Sekaran & Bougie, 2020). A survey as a system for gathering information broadly from a broad set of subjects of interest in a variety of diverse fields (Fink, 1995). A questionnaire is a survey instrument to collect data, especially primary data consisting of statement items (Neuman, 2006). This study took up a closed questionnaire for the students to choose from and for them to rate which learning methods improved their entrepreneurial skills, spirit, and intensity.

### Instruments and procedures

Variable	Operational Definition Variable	Indicator	Scale
Learning Method (Independent Variable)		Lecture	Nominal
		Entrepreneurial project: report Sales session Prototyping Project presentation Seminar/public lecture Product-making videos Discussion session Becoming an investor Doing a survey to customers	
Entrepreneurial Spirit (Dependent Variable)	Independent	I want to do my own obligated class work without depending on others	Likert
	Creative	I dare to put forward an opinion related to the main task I want to come up with a new idea I want to describe the concept in my own words	
	Courageous in taking risks	I like challenging tasks I dare to accept the consequences of my own actions	
	Action-oriented	I want to put ideas into action I like doing something / don't like sitting idly	
	Leadership	I am open to suggestions and criticism	

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		I like being the leader in a group I like dividing tasks in groups I like being a role model/ a good example for others	
	Hard work	I want to finish the task at the appointed time I don't give up when facing learning difficulties I always focus on work or study	
	Want to learn	I want to understand the basic concepts of entrepreneurship I want to learn something new	
Entrepreneurial Skills (Dependent Variable)	Skill	I can identify business opportunities I can do a simple analysis of the opportunities and risks I can formulate and design a business venture I can practice opening a new business in groups or individually with a profit target.	Likert
Entrepreneurial Intensity (Dependent Variable)		I am ready to do entrepreneurial activities I want to become an entrepreneur	Likert
		I will wholeheartedly start and run my business.	
		I want to run a business in the future	
		I have a desire to establish a company	

Table 1. Definition of operational variable

No	Learning Description	Method	Descriptions
1	Lecture		The lecturer and students meet in an online/onsite class discussing entrepreneurial theory and practice and how to write business plans.
2	Entrepreneurial project:		Groups of students carry on a project starting from making a design product until it is ready to sell.
3	Make a report		Students report the business plan in a written form.
4	Sales session at MED:		Groups of students had the experience to sell an innovative product on Maranatha Entrepreneurship Day.
5	Prototyping:		Before selling products, the students are obligated to create prototypes and tests or survey the operation on the customers.
6	Project presentation		After doing the entrepreneurial projects, students have to present their business plan in class.
7	Entrepreneurship Seminar		Students attend several entrepreneurship seminars as participants.
8	Making videos of Product		Groups of students design a product video for promotion.
9	Discussion sessions:		The discussion sessions are incorporated in lectures and presentations
10	Become an Investor:		Students try to be real investors by investing their own money for covering the project expenses, including for buying materials, transportation costs, marketing costs, and so on.
11	Survey to Customers:		Students conduct an interview with customers for obtaining ideas and inputs.

Table 2. Learning method descriptions

## Analyzing of data

Before doing the ANOVA test, it is necessary to test the homogeneity of variance to make an assumptive test to check whether the dependent variable has the same variance in each category of independent variables (Ghozali, 2001). If there is more than one independent variable, then there must be homogeneity of variance in the cell formed by the categorical independent variable. Homogeneity of variance test is also needed if the number of cases in each cell is different (Norusis, 2002). The criterion for this test is that the Levene test value should be above 5% so that the null hypothesis can be accepted, meaning that the group average has the same variance. On the other hand, if the Levene test value is below 5%, the null hypothesis is rejected so that the average group has a different variance. Non-random sampling of each cell in the population can cause inhomogeneous data distribution so that the average sample is different from the population. If this

happens, it is better to transform the data into a logarithmic form so that the data is closer to normal or has the same variance (Huck, 2000). However, if the group variances are still different, data analysis using ANOVA can still be carried on because ANOVA is robust for small and moderate deviations from the homogeneity of variance, which must be 3 or less than 3 (Ghozali, 2001). If the assumption of homogeneity of variance is violated, it is better to use a multiple comparison procedure which does not assume the same variance and this procedure is used if the number of cases in each cell is different (Norusis, 2002). One of the multiple comparison procedures that can be used is the Bonferroni procedure.

ANOVA is a method to examine the relationship between one dependent variable in the form of metrics and one or more independent variables in the form of non-metric or categories (Ghozali, 2001). In general, the ANOVA is used to test the null hypothesis by using the F test or probability. If the result is less than 0.05, the null hypothesis will be rejected, which means that

the average category of independent variables is not the same in influencing the dependent variable. Or else, there is a direct influence of the independent variable (main effect) on the dependent variable or the existence of the interaction between the independent variables (interaction effect) in influencing the dependent variable. If the null hypothesis is accepted, it does not mean it is wrong, as there is a logical reason for its truth (Huck, 2000). Additionally, the analysis of variance can also be used to provide predictions on how much the relative contribution of sources in the model as an independent variable

to differences in the dependent variable (Belk, 1974).

## Results and Discussion

### Results

#### Validity test results

Variable	Indicator	Correlated Item-Total Correlation (r-test)	r-table	result
Entrepreneurial Spirit	SB1	0,408	0,105	VALID
	SB2	0,506	0,105	VALID
	SB3	0,557	0,105	VALID
	SB4	0,623	0,105	VALID
	SB5	0,514	0,105	VALID
	SB6	0,403	0,105	VALID
	SB7	0,636	0,105	VALID
	SB8	0,542	0,105	VALID
	SB9	0,414	0,105	VALID
	SB10	0,506	0,105	VALID
	SB11	0,360	0,105	VALID
	SB12	0,431	0,105	VALID
	SB13	0,426	0,105	VALID
	SB14	0,568	0,105	VALID
	SB15	0,543	0,105	VALID
	SB16	0,498	0,105	VALID
	SB17	0,478	0,105	VALID
Entrepreneurial Skills	KB1	0,636	0,105	VALID
	KB2	0,608	0,105	VALID
	KB3	0,645	0,105	VALID
	KB4	0,567	0,105	VALID
Entrepreneurial Intensity	IB1	0,626	0,105	VALID
	IB2	0,769	0,105	VALID
	IB3	0,762	0,105	VALID
	IB4	0,797	0,105	VALID
	IB5	0,578	0,105	VALID

Table 3. Validity test results

Table 3 shows that all statement indicators are valid because  $r\text{-count} > t\text{-table}$  (0.105). This study uses an r-count between 0.360 to 0.797. Thus, it can be concluded that all indicators of this study accurately measure each variable.

#### Reliability Test Results

Variable	Cronbach Alpha	criteria	result
Entrepreneurial Spirit	0.868	0.7	Reliable
Entrepreneurial Skills	0.797	0.7	Reliable
Entrepreneurial Intensity	0.874	0.7	Reliable

Table 4. Reliability test results

Table 4. shows that all research indicators are reliable because the Cronbach Alpha value is  $> 0.7$ . The Cronbach Alpha value for the entrepreneurial spirit variable is 0.868. The Cronbach Alpha value for the entrepreneurial skills variable is 0.797. The Cronbach Alpha value for the entrepreneurial intensity variable is 0.874. Thus, it can be concluded that all indicators of this study reliably measure each variable.

#### Hypothesis Testing Results

Before testing the hypothesis using one-way ANOVA, it is better to test the assumptions called the homogeneity test because the number of cases in each cell is different. Homogeneity tests can show that the dependent variable has the same variance in each category of independent variables using the Bonferroni method of multiple comparison procedure (Kirch, 2008). However, the Homogeneity test in this study could



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not be carried out because more than fifty groups were involved in this study. The result of the ANOVA is as follows:

Research Hypothesis 1: There are differences in the ANOVA testing result of the learning methods on the entrepreneurial spirit.

Statistical Hypothesis:

Ho: There is no difference in the ANOVA testing result of the learning methods on the entrepreneurial spirit.

H1: There are differences in the ANOVA testing result of the learning methods on the entrepreneurial spirit.

Testing Criteria:

Ha is accepted if sig, = 0.05

Result: sig. = 0.392 > 0.05 (see Table 5)

Conclusion: There is no difference in the ANOVA testing result of the learning methods on the entrepreneurial spirit.

Means of Entrepreneurial Spirit					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	30.672	174	.176	1.043	.392
Within Groups	28.909	171	.169		
Total	59.581	345			

Table 5. Entrepreneurial spirit: ANOVA test results

Research Hypothesis 2: There are differences in the ANOVA testing result of the learning methods on the entrepreneurial skills.

Statistical Hypothesis:

Ho: There is no difference in the ANOVA testing result of the learning methods on the entrepreneurial skills.

H1: There are differences in the ANOVA testing result of the

learning methods on the entrepreneurial skills.

Testing Criteria:

Ha is accepted if sig, = 0.05

Result: sig. = 0.276 > 0.05

Conclusion: There is no difference in the ANOVA testing result of the learning methods on the entrepreneurial skills.

Means of Entrepreneurial Skills					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	65.738	191	.344	1.097	.276
Within Groups	48.323	154	.314		
Total	114.061	345			

Table 6. Entrepreneurial skills: ANOVA test results

Research Hypothesis 3: There are differences in the ANOVA testing result of the learning methods on the entrepreneurial intensity.

Statistical Hypothesis:

Ho: There is no difference in the ANOVA testing result of the learning methods on the entrepreneurial intensity.

H1: There are differences in the ANOVA testing result of the

learning methods on the entrepreneurial intensity.

Testing Criteria:

Ha is accepted if sig, = 0.05

Result: sig. = 0.045 < 0.05

Conclusion: There are differences in the ANOVA testing result of the learning methods on the entrepreneurial intensity.

Means of Entrepreneurial Intensity					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	70.990	191	.372	1.301	.045
Within Groups	44.004	154	.286		
Total	114.993	345			

Table 7. Entrepreneurial intensity: ANOVA test results

Research Results of the Most Effective Learning Methods for Improving Entrepreneurial Spirit

In determining the most effective learning methods, the researchers used a sample assumption of at least two respondents in one learning method group. This assumption is

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derived because the researchers apply the average method, and a comparison of answers was needed. In addition, the researchers also took the highest average score from more than

10 respondents in choosing the learning method group. The finding on the most effective methods to improve entrepreneurial spirit can be seen in Table 8.

Method	Sample	Means
Sales session	13	4,1900
Lecture (online & on-site)	12	4,0588
Entrepreneur Project	11	4,0374
Seminars/public lectures/webinars	13	3,9910

Table 8. Effective learning methods in improving entrepreneurial spirit

Table 8 shows the most effective learning methods in building entrepreneurial spirit. Sales sessions and seminars/public lectures/webinars were opted by most respondents as many as 13 people. The average score for the sales session method is 4.1900 out of a scale of 5 and the average value for the seminar/public lecture/webinar method is 3.9910 out of a scale 5. Furthermore, the second highest choice is online and on-site lectures which were selected by 12 people with an average score of 4.0588 out of a scale of 5. Lastly, the entrepreneurial project was preferred by 11 people with an

average value of 4.0374.

## Research Results of the Most Effective Learning Methods in Improving Entrepreneurial Skills

The same assumption on sample and the taking the highest average score from more than 10 respondents was also applied in this category. The finding shows that the most effective learning method for building entrepreneurial skills are entrepreneurial project and lectures as can be seen in Table 9.

Method	Sample	Means
Entrepreneurial Project	23	4,1413
Lectures (online and on-site)	20	4,1000

Table 9. Effective learning methods in improving entrepreneurial skills

Table 9 shows the most effective learning methods in improving entrepreneurial skills. The entrepreneurial project was the most popular choice selected by 23 respondents and it had an average score of 4.1413 out of a scale of 5. Furthermore, the second choice was online and on-site lectures, which were favored by 20 respondents, and which had an average value of 4.1000 out of a scale of 5.

Research Results of the Most Effective Learning Methods in Improving Entrepreneurial Intensity In determining the most effective learning methods, the researchers still applied the assumption and average method. Table 10 shows the most effective learning method for building entrepreneurial intensity.

Method	Sample	Means
Entrepreneurial projects	17	4,5412
Seminars/public lectures/webinars	17	4,4000
An entrepreneurial project and a sales session	13	4,2000

Table 10. Effective learning method in improving entrepreneurial intensity

Table 10 shows the most effective learning methods in building entrepreneurial intensity. Entrepreneurial projects and seminars/public lectures/webinars gained the highest favor by 17 respondents. The average score for the entrepreneurial project method is 4.5412 out of a scale of 5 and the average score for the seminar/public lecture/webinar method is 4.4000 out of a scale 5. The second popular choices are an entrepreneurial project and a sales session which were selected by 13 respondents with an average score of 4.2000 out of a scale of 5.

number of respondents, as many as 13 people. The average score for the sales session method is 4.1900 out of a scale of 5 and the average value for the seminar/public lecture/webinar method is 3.9910 out of a scale of 5. Furthermore, the second highest favored methods, which were chosen by 12 people, are online and on-site lectures with an average score of 4.0588 out of a scale of 5. The least favored method which was opted by 11 people is entrepreneurial project having an average value of 4.0374.

The results of testing the first hypothesis indicate that there is no difference in the learning methods on improving students' entrepreneurial spirit with the value of sig.  $0.392 > 0.05$ . The effective methods to build an entrepreneurial spirit are by employing the methods of sales sessions and seminars/public lectures/webinars. These methods were selected by the highest

The results of testing the second hypothesis suggest that there is no difference in learning methods on improving students' entrepreneurial skills with sig values of  $0.276 > 0.05$ . The effective method for building entrepreneurial skills is the entrepreneurial project method. The method was opted by the highest number of respondents, as many as 23 people, with an average score of 4.1413 out of a scale of 5. Then the second

highest favored option is online and on-site lectures which were chosen by 20 people with an average value of 4.1000 out of a scale of 5.

## Discussion

The results of testing the third hypothesis indicate that there are differences in learning methods on improving students' entrepreneurial intensity with the value of sig. of  $0.045 < 0.05$ . The highest number of respondents, as many as 17 people, selected the entrepreneurial project method and seminars/public lectures/webinar as the effective methods to build their entrepreneurial intensity. The average score for the entrepreneurial project method is 4.5412 out of a scale of 5 and the average score for the seminar/public lecture/webinar method is 4.4000 out of a scale 5. The second favored options are an entrepreneurial project and a sales session which were chosen by 13 people, and which has an average score of 4.2000 out of a scale of 5.

## Conclusion and Recommendation

There are a considerable number of conclusions of this research; among others, first, there is no difference in the learning methods on enhancing students' entrepreneurial spirit. Second, there is no difference in the learning methods on improving students' entrepreneurial skills. Third, there are differences in the learning methods on building students' entrepreneurial intensity. Fourth, effective learning methods which are demonstrated to be minor in enhancing students' entrepreneurial spirit are sales session methods, seminars/public lectures/webinars, online and on-site lectures, and entrepreneurial projects. Fifth, effective learning methods which are proven to be inferior in advancing students' entrepreneurial skills are entrepreneurial projects and online and on-site lectures. Finally, effective learning methods which are indicated to be significant in intensifying students' entrepreneurial intensity are entrepreneurial project methods, seminars/public lectures/webinars, and a combination of entrepreneurial projects.

Suggestions for future researchers and practitioners, first for researchers in university can we can collaboration with others higher education to research effectiveness of entrepreneurship education methodology for students. For practitioners don't be hesitate to collaboration with higher education to research also in industries about entrepreneurship education, in small, medium business area, to expand or developing business.

The research limitation of this study is that it utilizes a questionnaire as a survey instrument which incorporates a combination of learning methods that are proven to be over the Homogeneity test limit. Therefore, it is highly unlikely to be able to be measured in the Homogeneity test. Homogeneity tests can only be executed when the group formed has a maximum of 50 groups. Therefore, for further research, it is expected to employ an experimental method as a data collection method by only forming a maximum of 50 groups so that the Homogeneity test can be optimally implemented.

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