

## From Entrepreneurial Intention to Venture Creation: Leveraging Inclusive Sociopreneurship to Strengthen Student Entrepreneurship in Semarang

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### Volume

7

### Issue

1

### Edition

May

### Page

233-243

### Year

2026

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### Article History

Submission: 24-02-2026

Review: 15-03-2026

Accepted: 09-05-2026

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### Keyword

Sociopreneurship;  
Entrepreneurial Intention;  
Sustainable Entrepreneurship;

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### How to cite

Sakitri, W., Santoso, J. T. B., & Miftahunnajah, N. A. P. (2026). From entrepreneurial intention to venture creation: Leveraging inclusive sociopreneurship to strengthen student entrepreneurship in Semarang. *Jurnal Pengabdian Masyarakat*, Volume 7(1), 233-243. <https://doi.org/10.32815/jpm.v7i1.2941>

### Abstract

**Purpose:** This study seeks to advance inclusive and sustainable entrepreneurship through a sociopreneurship-based approach among prospective student entrepreneurs by strengthening capabilities in marketing, branding, business strategy, and financial management.

**Method:** A participatory action framework was applied, involving observation, training, focus group discussions, internships, apprenticeships, and mentoring with selected partners. Data were collected through interviews, direct observation, and daily reports, and analysed using qualitative descriptive methods with triangulation.

**Practical Applications:** The results highlight the relevance of an inclusive, sociopreneurship-oriented entrepreneurship model that supports higher education institutions in fostering competence development and translating entrepreneurial intention into meaningful action.

**Conclusion:** The program enhanced students' competencies, networks, and entrepreneurial commitment, while facilitating the practical realisation of business initiatives, thereby contributing to the emergence of new entrepreneurs.



## Introduction

The small proportion of student entrepreneurs within the Faculty of Economics and Business at Universitas Negeri Semarang highlights a structural disconnect between institutional provisions and students' entrepreneurial engagement. Out of 2,037 students, only 12 are either preparing to initiate or currently operating business ventures, suggesting that entrepreneurial inclination has not effectively materialised into concrete action. This situation is noteworthy considering the Faculty's supportive ecosystem, including the presence of qualified entrepreneurship educators and the incorporation of entrepreneurship within the curriculum. The persistence of low entrepreneurial participation despite these enabling conditions indicates that existing academic interventions may not be sufficient to activate or sustain students' entrepreneurial drive.

A situational assessment of the Economic Education Study Program at Universitas Negeri Semarang reveals that, structurally, the program is equipped with substantial institutional capacity to foster student entrepreneurship. This capacity can be observed across three key dimensions: human resources, curriculum, and institutional support. In terms of human resources, the program is supported by highly qualified entrepreneurship academics, including a full professor in entrepreneurship, senior lecturers specialising in the field, and a considerable number of lecturers holding functional academic positions in entrepreneurship. From an institutional standpoint, such a concentration of expertise should ideally contribute to the emergence of new student entrepreneurs. Existing literature also suggests that the presence of competent entrepreneurship educators plays a significant role in nurturing students' entrepreneurial mindset (Peltonen, 2015).

From a curricular perspective, the program has implemented an academic framework intended to stimulate entrepreneurial interest, intention, and behaviour. Entrepreneurship education is embedded within the university-wide Common Ground curriculum and is delivered to all students at Universitas Negeri Semarang. Empirical studies consistently demonstrate that entrepreneurship education positively influences entrepreneurial interest (Merdekawaty, 2018), intention (Aladejebi, 2018; Hattab, 2014; Hussain & Norashidah, 2015; Maresch, et. al., 2016), and entrepreneurial behaviour (Riani & Almujaab, 2019). Furthermore, the program offers a series of business-oriented courses, including Introduction to Business, Introduction to Management, Introduction to Accounting, Financial Management, Marketing, Digital Marketing, and Business Feasibility Studies. These subjects represent key business determinants that have been empirically shown to enhance students' entrepreneurial interest (Nurlina, 2020).

However, despite the availability of competent academic personnel and a supportive curricular ecosystem, the anticipated growth in student entrepreneurship remains limited. This suggests that the existence of educational resources alone may not be sufficient to translate institutional readiness into actual entrepreneurial engagement. The discrepancy between structural support and entrepreneurial outcomes indicates the presence of underlying barriers that may constrain the effectiveness of current academic interventions in fostering entrepreneurial action among students.

To better prepare students and bridge academic learning with real-world practice, the Economic Education Study Program at Universitas Negeri Semarang has established collaborations with various external partners, including micro, small, and medium enterprises (MSMEs), Startup Campus Yayasan Bakti, and other industry stakeholders that provide practical knowledge and entrepreneurial skills. As a study program operating under the Faculty of Economics and Business, and supported by qualified human resources, a structured curriculum, and strategic partnerships, the Economic Education Study Program is institutionally positioned to foster the emergence of new entrepreneurs.

The development of new entrepreneurs is particularly important given their role in addressing unemployment challenges. Entrepreneurship contributes significantly to job creation, thereby supporting economic expansion (Sher et. al., 2020) and plays a strategic

role in accelerating national economic growth (Lingappa et. al., 2020). Strengthening the entrepreneurial mindset among younger generations represents a critical pathway to realising this potential (Mardatilah & Hermanzoni, 2020).

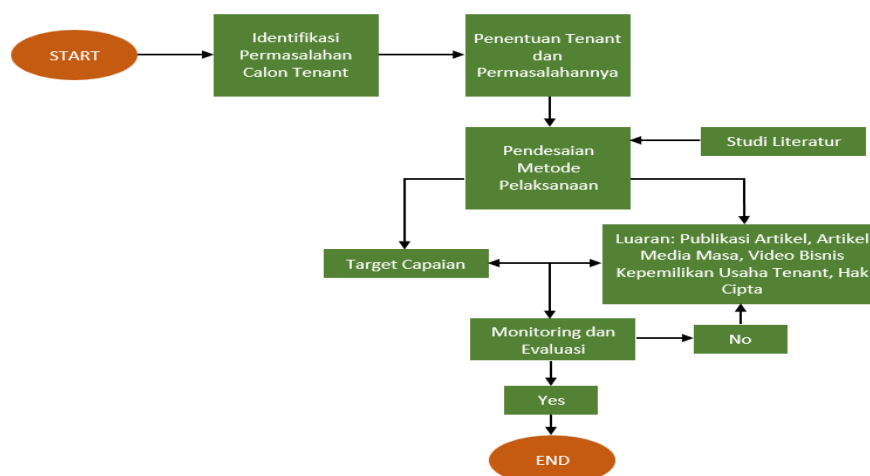
One approach that can support universities in nurturing young entrepreneurs is the promotion of inclusive and sustainable entrepreneurship grounded in sociopreneurship principles. Such an approach has the potential to enhance students' entrepreneurial interest and motivation by equipping them with the capacity to respond to real challenges across diverse business sectors. The relevance of inclusive solutions arises from the alignment between students' needs and the realities of various industry sectors, academic specialisations, and market segments. This process is further reinforced by the development of a sociopreneurial orientation, as students become increasingly sensitive to identifying opportunities and addressing challenges within their chosen business fields.

This study seeks to advance inclusive and sustainable entrepreneurship grounded in sociopreneurship among students with entrepreneurial potential. It specifically examines strategic efforts to strengthen students' inclusive entrepreneurial capacity across key functional domains, including marketing, branding, business strategy, and financial management.

## Method

The Entrepreneurship Development Program was conducted over an eight-month period, from February to September 2024, and took place at the KWU Building, Universitas Negeri Semarang, located in Sekaran, Gunungpati District, Semarang City. The program was designed for students of the Economic Education Study Program who were already engaged in business activities. The implementation stages of the program are outlined as follows.

Figure 1. Activity Implementation Flowchart



Source: Author's Work, 2024.

Based on data compiled by the Economic Education Study Program at Universitas Negeri Semarang in 2023, no students were recorded as recipients of funding from the Student Creativity Program (PKM). Nevertheless, 12 students were identified as actively managing business ventures while encountering operational challenges. These individuals were therefore considered eligible as prospective tenants for the program.

A screening process was subsequently undertaken to select 10 tenants from this initial group. The selection criteria prioritised students facing the most pressing constraints, particularly in digital marketing and business planning. Additionally, the selection process aimed to ensure representation across different business sectors. Based on these

considerations, students operating in the fashion and culinary sectors were chosen, resulting in a final cohort of 10 tenants.

Understanding the challenges and needs encountered in students' business activities served as the primary basis for determining appropriate intervention strategies. Socialisation sessions and workshops involving student entrepreneurs and MSME partners were conducted to provide insights and perspectives on practical solutions to existing business constraints. The initial socialisation session, facilitated by the proposing team, introduced the implementation framework of the entrepreneurship development program. This was followed by a workshop led by MSME partners, who shared experiences related to their respective business sectors. The session concluded with presentations from each tenant (student entrepreneur), outlining the specific needs and challenges faced in their ventures.

This stage functioned as a foundation for collaborative efforts between MSME partners and student entrepreneurs to design business strategies tailored to address identified issues and operational requirements. Many MSME actors still demonstrate limited understanding of business branding, often assuming that the existence of a logo and business name sufficiently represents branding. In practice, branding extends beyond visual identity and encompasses the development of a distinct business image that resonates with customers. It also involves strategic marketing considerations, including product or service positioning and service delivery. In addition to branding and marketing challenges, financial management remains a common issue among MSMEs. In particular, there is a lack of practical knowledge regarding the development and implementation of accessible digital financial management systems.

To address these challenges, a workshop and socialisation phase was implemented to provide foundational understanding of inclusive entrepreneurship grounded in sociopreneurship within the higher education context. This stage also introduced practical approaches to overcoming common field constraints, particularly in marketing and financial management. Selected student entrepreneurs received preliminary training as preparation for subsequent internship and apprenticeship activities with partner organisations. The sessions were delivered collaboratively by the proposing team and external partners to equip participants with strategies for addressing fundamental business issues. Additionally, this phase served as a basis for informed decision-making in refining business ideas and initiatives to be implemented in the later stages of the program.

To operationalise the business strategies developed in response to identified needs and challenges, mentoring and structured discussions were conducted between student entrepreneurs and relevant MSME partners. These sessions were carried out individually, allowing each student entrepreneur to engage directly with their assigned partner. This process served as a preparatory stage prior to students' participation in internship and apprenticeship activities within partner organisations.

Mentoring was designed to provide guidance, strategic input, and practical recommendations in addressing business-related challenges. The primary objective of this stage was to refine and establish concrete, context-specific ideas aligned with the operational needs of student entrepreneurs as tenants. Through mentoring and dialogue, participants formulated actionable strategies, focusing on areas such as marketing planning, promotional approaches, brand strengthening within digital marketplaces, and financial performance recording systems tailored to their respective business sectors.

The mentoring process also facilitated alignment between students and MSME partners in terms of understanding business constraints and operational requirements. This stage supported the development of realistic and implementable solutions applicable to both existing and prospective business activities. Mentoring sessions were conducted once a week or adjusted according to participants' needs.

The internship phase was conducted through direct, practice-based engagement with partner MSMEs and entrepreneurs, providing students with hands-on work experience [22]. The structure of the internship or on-the-job training was aligned with each student's business sector, with particular emphasis on addressing the specific challenges and operational needs

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of their ventures. Ensuring alignment between the business fields of partner organisations and student entrepreneurs was considered essential, given the importance of product and service relevance in supporting the effectiveness of the proposed Entrepreneurship Development Program.

The primary objective of the internship was to promote a learning-by-doing approach, enabling students to enhance both knowledge and practical competencies, especially in managing business-related challenges and operational demands (Azwar, 2019). Through collaboration with MSME and entrepreneurial partners, the internship component was expected to optimise the implementation of the program. Training activities were integrated throughout the internship period, particularly to address technical challenges in promotional strategies and marketing practices. In addition, mentoring and training sessions were conducted to improve students' financial literacy, with the aim of strengthening their capacity to manage business finances effectively. Student entrepreneurs participated in internships at designated partner locations for a predetermined duration.

To ensure structured implementation, the proposing team collaborated with MSME and entrepreneurial partners to develop an Internship Module and Program Learning Outcomes, which served as guiding references throughout the internship process. Students were also required to maintain a logbook documenting their activities, which functioned as an evaluative tool to assess the alignment between internship experiences, business challenges, and the predefined learning outcomes. The logbook was intended to track progress and support monitoring activities, with recorded tasks reflecting internship activities relevant to each student's academic discipline.

Continuous mentoring was provided by MSME and entrepreneurial partners in collaboration with the proposing team to support student entrepreneurs in cultivating an inclusive entrepreneurship culture grounded in sociopreneurship principles. This approach was implemented by taking into account the urgency of addressing students' fundamental business needs, particularly in the realisation of business ideas and the development of existing ventures. Emphasis was placed on key operational areas such as promotional strategies, marketing practices, and financial management.

The mentoring process aimed to facilitate the practical implementation of previously formulated business ideas by providing students with structured support and guidance. Periodic monitoring, conducted on a monthly basis, was integrated to ensure sustained progress and continuity. Through this ongoing support mechanism, the program was expected to generate long-term positive impacts on the development and sustainability of students' business activities.

## **Result**

The community engagement program commenced with an inclusive entrepreneurship training phase designed to provide student entrepreneurs with foundational understanding of sociopreneurship-based inclusive entrepreneurship. This phase involved workshops and socialisation activities conducted in collaboration with MSME partners. The primary objective was to establish a shared understanding of the business challenges faced by students while offering practical insights into marketing strategies, branding development, and financial management.

Through interactive discussions, students were able to identify the constraints affecting their business operations and collaboratively formulate appropriate solutions with MSME partners. Throughout the training process, students assumed an active role as participants. Rather than functioning as passive recipients of information, they engaged directly in discussions, posed questions, and shared experiences related to their ongoing business activities. Each student was encouraged to present the specific challenges encountered in their ventures and to work jointly with MSME partners in developing suitable responses. In addition, participants were involved in simulations and case-based learning exercises aimed

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at strengthening their analytical capabilities in addressing real business situations. This active engagement was essential to ensure that students not only comprehended the conceptual material but were also capable of effectively applying it within their own entrepreneurial practices.

Figure 2. Team, Partners, and Student Entrepreneur Tenants



Source: Private Documentation, 2024.

The partners involved in this initiative included Ardian Rizqi from PT Ardata Media, Purnama, S.S from CV Agrotera, Doni Puji Laksono, S.Pd from NAKAMA, Lydia Katarina, S.Pd from Lydia Beauty, Faizal Hidayat from CV ITS MILK INDONESIA, Siti Anisyah, S.Pd from Unyil Pet Shop, and Anggi from ANHESA GROUP. These partners played a significant role in providing mentorship, industry insights, and practical experience aligned with their respective business sectors. Meanwhile, students participating as tenants in this entrepreneurship development program demonstrated an increase in their intention to establish business ventures, as presented in Table 2 below.

Table 1. Tenant Students' Business Sectors

Number	Student	Business fields
1	JNA	Hijab fashion field
2	RAB	Hijab fashion field
3	ABK	Hijab fashion field
4	NFN	Flower bouquet field
5	DANF	Snack food sector
6	SYS	Snack food sector
7	SF	Snack food sector
8	IW	Main course food sector
9	PAL	Flower bouquet field
10	FPCS	Flower bouquet field

Source: Private Documentation, 2024.

The results indicate an increase in the entrepreneurial intention of student tenants, with initial interest evolving into a stronger intention after participating in the first partner-sharing session. This collaboration contributed to the enhancement of students' practical capabilities and business readiness. The next phase focused on the implementation of business ideas through mentoring and structured discussions with MSME partners. These activities supported students in developing practical business strategies, particularly in marketing planning, promotional approaches, branding, and financial management.

To apply these strategies, students participated in internship and apprenticeship programs with selected MSME partners. This experiential learning process enabled them to gain hands-on business experience, confront real operational challenges, and apply the strategies developed during mentoring. As a result, students demonstrated improved knowledge and skills in managing issues within their respective business activities.

Figure 3. Tenants Participating in Internship



Source: Private Documentation, 2024.

As illustrated in Figure 3, the implementation of workshop and internship activities was supported by periodic monitoring conducted on a monthly basis to ensure program effectiveness and long-term impact. This monitoring process aimed to evaluate the progress achieved by student entrepreneurs, identify emerging challenges, and provide further guidance when necessary. Through this continuous support, students were expected to develop their businesses sustainably, apply inclusive sociopreneurship principles, and strengthen their business foundations.

Figure 4. Workshop Activities with Mentors



Source: Private Documentation, 2024.

Meanwhile, Figure 4 presents the workshop sessions conducted with mentors at both the initial and final stages of the program. The initial session provided tenants with an overview of the program process, mentoring structure, and internship agenda. The concluding session focused on delivering feedback and evaluating tenant performance as well as overall program outcomes. Student tenants also submitted activity reports documenting their progress throughout the program. The results indicate that participating tenants have begun establishing business ventures aligned with their interests, supported by strengthened entrepreneurial intention and ongoing mentorship from program partners. The businesses established are as follows.

Table 2. Business Conditions of Student Tenants

Num	Student	Business fields	At present
1	JNA	Hijab fashion field	already in operation
2	RAB	Hijab fashion field	already in operation
3	NFN	Flower bouquet field	already in operation
4	DANF	Snack food sector	already in operation
5	SYS	Snack food sector	already in operation
6	SF	Snack food sector	already in operation
7	FPCS	Flower bouquet field	already in operation

Source: Private Documentation, 2024.

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The table 2 indicates that student tenants who were initially identified as experiencing challenges in business establishment, business planning, branding, licensing, and financial management were able to overcome these barriers through participation in the program. As a result, they have successfully initiated their business ventures and obtained the necessary business permits. Overall, the program facilitated the establishment of business activities among 10 student tenants. Notably, 7 of these tenants have successfully formalised their enterprises by registering for and obtaining a Business Identification Number (NIB), as illustrated in the following figure.

Figure 5. Proof of Business Identification Number (NIB)



**PEMERINTAH REPUBLIK INDONESIA**  
**PERIZINAN BERUSAHA BERBASIS RISIKO**  
**LAMPIRAN**  
**NOMOR INDUK BERUSAHA: 2409240100309**

Lampiran berikut ini memuat daftar bidang usaha untuk:

No	Kode KBLI	Judul KBLI	Lokasi Usaha	Tingkat Risiko	Perizinan Berusaha		
					Jenis	Status	Keterangan
1	56103	Kedai Makanan	Jalan Margasatwa, Desa/Kelurahan Sekaran, Kec. Gunungpati, Kota Semarang, Provinsi Jawa Tengah Kode Pos: 50229	Rendah	NIB	Terbit	-

1. Dengan ketentuan bahwa NIB tersebut hanya berlaku untuk Kode dan Judul KBLI yang tercantum dalam lampiran ini.
2. Pelaku Usaha wajib memenuhi persyaratan dan/atau kewajiban sesuai Norma, Standar, Prosedur, dan Kriteria (NSPK) Kementerian/Lembaga (K/L).
3. Pengawasan pemenuhan persyaratan dan/atau kewajiban Pelaku Usaha dilakukan oleh Kementerian/Lembaga/Pemerintah Daerah terkait.
4. Lampiran ini merupakan bagian tidak terpisahkan dari dokumen NIB tersebut.

Source: Private Documentation, 2024.

## Discussion

The findings of this program demonstrate a substantive advancement in students' entrepreneurial preparedness, encompassing cognitive understanding, strengthened entrepreneurial intention, and enhanced operational competencies. This progression was reflected in participants' improved capacity to conceptualise and implement structured business strategies, alongside the formal registration of seven Business Identification Numbers (NIB). The issuance of these legal business credentials signifies a shift from latent entrepreneurial aspiration toward institutionalised entrepreneurial engagement. Such evidence reinforces prior scholarship that underscores capability development as a pivotal mechanism in enabling the realisation of entrepreneurial motivation into observable entrepreneurial activity (St-Jean & Audet, 2012).

Beyond individual-level outcomes, the program contributed to the reinforcement of relational linkages between student entrepreneurs and MSME partners, thereby supporting the emergence of a more enabling entrepreneurial support environment. These collaborative interactions are particularly relevant in mitigating early-stage business constraints and fostering operational resilience. Furthermore, the integration of internship and apprenticeship components enabled participants to engage in experiential learning processes, facilitating the contextual application of theoretical knowledge within authentic business settings. This approach reflects the experiential learning paradigm, which has been widely recognised as instrumental in strengthening entrepreneurial competence formation.

At a systemic level, the outcomes highlight the significance of structured entrepreneurial interventions in fostering a more inclusive and sustainability-oriented entrepreneurial culture within higher education ecosystems. The observable increase in students demonstrating

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readiness to initiate and expand business ventures suggests that mentoring-driven initiatives, complemented by ecosystem-based support structures, may enhance sustained entrepreneurial participation. This observation aligns with prior evidence indicating that institutional support mechanisms and collaborative learning environments contribute to the development of adaptive, opportunity-driven entrepreneurial behaviour (Nabi et al., 2017; OECD, 2021).

The enhancement of students' entrepreneurial knowledge and competencies observed in this program reflects not only an improvement in technical business capabilities but also a shift toward a more socially embedded entrepreneurial orientation. Within the framework of sociopreneurship, entrepreneurial activity is not solely driven by profit maximisation but is simultaneously shaped by the intention to generate broader social value. The mentoring and experiential learning processes implemented in this program enabled students to move beyond conventional business thinking and begin aligning their venture development strategies with community-oriented needs and inclusive value creation.

This outcome supports prior evidence suggesting that entrepreneurship education can cultivate not only analytical and strategic abilities but also socially responsible decision-making capacities when experiential engagement is embedded within the learning process (Nabi et al., 2017). The integration of real-world mentoring further reinforces the argument that sociopreneurial competencies emerge through practice-based learning environments where individuals are exposed to the complexities of balancing economic sustainability with social contribution (Lackéus, 2015). In this regard, the program functioned as an enabling mechanism that connected entrepreneurial intention with socially relevant implementation pathways.

From a capability development perspective, the program illustrates how sociopreneurial learning is strengthened through iterative interaction between students and MSME partners who operate within real community-based market structures. As highlighted by Fayolle and Gailly (2015), entrepreneurship education becomes more transformative when it supports decision-making processes that extend beyond individual gain toward broader stakeholder considerations. The mentoring approach adopted in this initiative appears to have encouraged students to embed social sensitivity within their business strategies, thereby fostering ventures that are not only economically viable but also socially responsive.

More critically, the transition of 7 out of 10 intention-driven tenants into formally registered business actors, as evidenced by the issuance of Business Identification Numbers (NIB), represents an important step toward legitimising sociopreneurial engagement. Rather than merely signalling business formation, this transition reflects the institutionalisation of ventures that have the potential to contribute to local socio-economic ecosystems. Existing literature emphasises that mentoring relationships play a crucial role in enabling emerging entrepreneurs to navigate structural barriers and align business development with community needs (St-Jean & Audet, 2012).

Moreover, sustained mentoring support has been widely recognised as a determinant of both business continuity and social impact orientation (Babatunde & Olanrewaju, 2023). The relational learning environment created through collaboration with MSME partners in this program appears to have reinforced students' commitment to transforming entrepreneurial intention into socially grounded business activity. Recent findings further indicate that structured support systems contribute significantly to strengthening entrepreneurial behaviour that integrates economic resilience with social responsibility (Nguyen et al., 2024).

Taken together, these outcomes highlight that university-led entrepreneurship initiatives can serve as strategic platforms for cultivating sociopreneurial ecosystems rather than merely increasing the number of start-ups. The effectiveness of such programs lies in their ability to embed social purpose within entrepreneurial capability development, thereby fostering ventures that operate at the intersection of market sustainability and community empowerment. This suggests that sociopreneurship-oriented interventions may play a critical

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role in shaping a more inclusive and impact-driven entrepreneurial culture within higher education environments.

## Conclusion

This community engagement program was initiated in response to the relatively low number of student entrepreneurs within the Faculty of Economics and Business at Universitas Negeri Semarang, which reflects the limited optimisation of faculty-led mentoring support—particularly in areas such as marketing, branding, business strategy, and financial management. By introducing an inclusive and sustainable entrepreneurship strengthening framework grounded in sociopreneurship for potential student entrepreneurs, the program implemented a series of structured interventions, including workshops, socialisation sessions, discussions, internships, apprenticeships, and periodic monitoring. These initiatives effectively enhanced students' entrepreneurial knowledge and transformed their intentions into actual entrepreneurial engagement, enabling them to address key challenges related to marketing, branding, strategic planning, and financial management.

The primary outcomes indicate measurable improvements in students' entrepreneurial competencies, intentions, and practical capabilities, as reflected in their ability to design and implement effective business strategies. This progress was further evidenced by the issuance of seven Business Identification Numbers (NIBs). Additionally, the program fostered stronger collaborative networks between students and MSME partners and generated scholarly outputs and media publications documenting the development of student-led businesses.

From an academic perspective, the program offers valuable insights into efforts to increase both entrepreneurial intention and participation among students. The findings suggest that entrepreneurship education alone is insufficient without sustained mentoring beyond formal coursework. Ultimately, the program framework may achieve greater impact if integrated into a continuous entrepreneurial learning pathway, linking entrepreneurship-related courses within a project-based structure supported by ongoing community engagement and monitoring.

## Acknowledgements

We would like to express our deepest appreciation and sincere gratitude to all parties involved in the program *From Entrepreneurial Intention to Venture Creation: Leveraging Inclusive Sociopreneurship to Strengthen Student Entrepreneurship in Semarang*, particularly the highly committed implementation team and the student tenants. The program has generated tangible outcomes in strengthening participants' capabilities and entrepreneurial intentions, as evidenced by the establishment of seven newly initiated business ventures. Our gratitude is also extended to the Institute for LPPM of Universitas Negeri Semarang for providing financial support that enabled the successful implementation and practical impact of this program. We further acknowledge the valuable contribution of our program partners — Ardian Rizqi from PT Ardata Media; Purnama, S.S from CV Agrotera; Doni Puji Laksono, S.Pd from NAKAMA; Lydia Katarina, S.Pd from Lydia Beauty; Faizal Hidayat from CV ITS Milk Indonesia; Siti Anisyah, S.Pd from Unyil Pet Shop; and Anggi from ANHESA Group — whose involvement as FGD collaborators, mentors, and internship hosts significantly supported the execution of this initiative.

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