

ABSTRAK

Pembelajaran kewirausahaan di perguruan tinggi cenderung berorientasi kognitif, terbatas pada penguasaan teori dan konsep, sementara dunia bisnis dan industri menuntut lulusan yang memiliki keterampilan praktis berwirausaha. Kesenjangan ini menunjukkan perlunya model pembelajaran yang mampu mengintegrasikan pengetahuan dan keterampilan secara kolaboratif dan aplikatif. Penelitian ini bertujuan mengembangkan model *pentahelix edupreneurship* untuk meningkatkan keterampilan berwirausaha mahasiswa.

Penelitian ini menggunakan pendekatan *research and development* (R&D) dengan desain pembelajaran model Dick dan Carey dan desain pengembangan model Borg and Gall. Penelitian dilaksanakan pada Program Studi Pendidikan Ekonomi Universitas Lampung dan Program Studi Biologi UIN Raden Intan Lampung, dengan subjek mahasiswa yang menempuh mata kuliah Kewirausahaan. Pengumpulan data dilakukan melalui observasi, wawancara, angket, tes, dokumentasi, dan portofolio. Analisis data mencakup uji validitas, reliabilitas, normalitas, homogenitas, *multivariate analysis of variance* (MANOVA), uji *post hoc* Bonferroni, dan *effect size*.

Hasil penelitian menunjukkan bahwa model *pentahelix edupreneurship* memiliki karakteristik kreatif, kolaboratif, dan aplikatif, serta dinyatakan layak secara konseptual, struktural, dan operasional berdasarkan penilaian validator ahli. Efektivitas model dibuktikan secara empiris melalui rata-rata nilai postes kelas eksperimen yang lebih tinggi (88,23 dan 93,65) dibandingkan kelas kontrol (77,45), serta perbedaan yang signifikan antara kelas eksperimen dan kontrol ($p < 0,05$) yang mengonfirmasi bahwa model *pentahelix edupreneurship* efektif dalam meningkatkan keterampilan berwirausaha mahasiswa.

Kebaruan penelitian ini mencakup tiga aspek. Pertama, pada tataran teoretis, model ini mengintegrasikan *social constructivism*, *connectivism*, dan *experiential learning theory*, menegaskan bahwa keterampilan berwirausaha tidak cukup dipahami, melainkan harus dialami. Kedua, pada tataran konseptual pedagogis, penelitian ini menawarkan rekonseptualisasi *pentahelix*, dari ekosistem bisnis menjadi ekosistem pembelajaran kewirausahaan. Ketiga, pada tataran model, penelitian ini menghasilkan model *pentahelix edupreneurship* yang dirancang secara sistematis untuk konteks pembelajaran di perguruan tinggi.

Kata kunci: keterampilan berwirausaha, model *pentahelix edupreneurship*, perguruan tinggi, *research and development*

ABSTRACT

Entrepreneurship education in higher education tends to be cognitively oriented, confined to the mastery of theory and concepts, while the business and industry sectors demand graduates equipped with practical entrepreneurial skills. This gap underscores the need for a learning model capable of integrating knowledge and skills in a collaborative and applied manner. This study aims to develop a pentahelix edupreneurship model to enhance students' entrepreneurial skills.

This study employed a *research and development* (R&D) approach, utilizing the Dick and Carey model for instructional design and the Borg and Gall model for development design. The study was conducted at the Economics Education Study Program, University of Lampung, and the Biology Study Program, UIN Raden Intan Lampung, with students enrolled in Entrepreneurship courses as subjects. Data were collected through observation, interviews, questionnaires, tests, documentation, and portfolios. Data analysis encompassed validity and reliability testing, normality and homogeneity tests, *multivariate analysis of variance* (MANOVA), Bonferroni *post hoc* test, and *effect size* analysis.

The findings indicate that the pentahelix edupreneurship model is characterized by creativity, collaboration, and applicability, and was assessed as feasible conceptually, structurally, and operationally by expert validators. The model's effectiveness was empirically demonstrated through higher mean post-test scores in the experimental groups (88.23 and 93.65) compared to the control group (77.45), and a statistically significant difference between experimental and control groups ($p < 0.05$), confirming the model's effectiveness in enhancing students' entrepreneurial skills.

The novelty of this study encompasses three dimensions. First, at the *model* level, this study produces a pentahelix edupreneurship model systematically designed for the higher education learning context. Second, at the *theoretical* level, the model integrates *social constructivism*, *connectivism*, and *experiential learning theory*, asserting that entrepreneurial skills must not merely be understood but actively experienced. Third, at the *conceptual-pedagogical* level, this study offers a reconceptualization of the pentahelix framework, from a business ecosystem to an entrepreneurial learning ecosystem.

Keywords: entrepreneurial skills, higher education, pentahelix edupreneurship model, *research and development*