

Strengthening Entrepreneurial Values Among History Education Students Through the Histoentrepreneurship Course

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Abstract

This study examines the need to enhance entrepreneurial values among History Education students amid rapid digital disruption, post-pandemic economic challenges, and the low rate of self-employment among teacher education graduates in Indonesia. The objective of this research is to analyze how the Histoentrepreneurship course integrates historical knowledge with practical entrepreneurship skills to build creativity, initiative, and entrepreneurial mindset. This study employed a qualitative design through a literature review supported by direct non-participatory observation of 45 students enrolled in two Histoentrepreneurship classes at Universitas Jambi from January to June 2025. Secondary sources were selected based on credibility, relevance, and recency, while observations documented students' project development, participation, and performance during market day. The findings reveal significant improvements in student creativity, participation (rising from 40% to 92%), self-efficacy, and the ability to convert historical material into entrepreneurial products, such as heritage tourism packages, digital applications, and cultural merchandise. The market day event generated IDR 5.2 million in sales, with 60% of students expressing intent to continue their ventures. The study concludes that Histoentrepreneurship is an effective and contextual learning model for strengthening entrepreneurial competencies in humanities education, supporting national goals for increasing graduate independence.

Background: *The rapid growth of digital disruption and the economic instability following the COVID-19 pandemic have transformed expectations toward higher education institutions. Universities are now required to prepare graduates who are not only academically competent but also adaptive, innovative, and capable of competing in entrepreneurial environments. Within this context, History Education students often face a persistent stereotype that their professional roles are limited to traditional classroom teaching, despite the discipline's rich potential for creative and economic innovation. Historical studies provide abundant material narratives of resilience, cultural evolution, and historical economic systems that can be transformed into entrepreneurial opportunities relevant to today's creative economy. This urgency is further emphasized by data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), which reported in 2023 that only 12.5% of teacher education graduates participate in self-employment, far below the national target of 20% outlined in the 2020-2024 RPJMN. Such low engagement indicates a gap in entrepreneurship integration within teacher training programs, including History Education. Existing curricula often remain theoretical and text-based, limiting students' exposure to applied skills needed for entrepreneurial development. To address this gap, the Histoentrepreneurship course was introduced as an innovative approach that merges historiography with entrepreneurial principles. The course encourages students to convert historical knowledge into practical business concepts,*



such as heritage tourism, cultural product design, and digital content creation. Its design aligns with international practices such as the University of Bologna's historiopreneurship model demonstrating the relevance of cultural heritage as a foundation for entrepreneurial initiatives. The need to analyze and strengthen this model in the Indonesian context forms the foundation of this study.

Keywords: Histoentrepreneurship; entrepreneurial mindset; History Education

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INTRODUCTION

Amid rapid digital disruption and the economic uncertainty that followed the COVID-19 pandemic, universities are increasingly required to produce graduates who are not only academically competent but also adaptive, creative, and competitive in the entrepreneurial landscape. History Education students future educators and preservers of the nation's historical heritage often face the stereotype that their career prospects are limited to conventional classroom teaching. However, the discipline of history contains rich perspectives that can inspire various entrepreneurial innovations through the exploration of historical narratives, cultural reconstruction, and lessons drawn from past economic dynamics. This urgency is reinforced by data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2023, which shows that only 12.5% of teacher education graduates pursue self-employment. This figure is far below the national target of 20% for 2025 as outlined in the 2020-2024 National Medium-Term Development Plan (RPJMN). Such conditions highlight the limited entrepreneurial training within teacher education programs, including History Education.

The entrepreneurial potential within the field of history is vast. Students can develop various business models grounded in historical knowledge, ranging from educational tourism, historical digital content production, creative learning media development, to cultural product commercialization. Historical studies offer deep insights into resilience, civilizational dynamics, social transformations, and past economic patterns that remain relevant for solving contemporary challenges. However, History Education curricula at many higher education institutions tend to be textual and theoretical, leaving limited room for entrepreneurship integration. To bridge this gap, the Histoentrepreneurship course was introduced as an innovative approach that integrates historiography with entrepreneurial principles. This course is designed to transform historical knowledge into practical skills through project-based assignments such as designing historical tourism packages, developing cultural products, or producing digital heritage content. This concept aligns with practices in several international universities, such as the University of Bologna, which adopted historiopreneurship in 2018 as a new approach to linking historical studies with the creative industry. Based on this background, the present article aims to analyze strategies for strengthening entrepreneurial values among History Education students through the integration of the Histoentrepreneurship course. The discussion addresses how the curriculum is designed to be responsive to labor market needs, how project-based learning is implemented to foster creativity, and how entrepreneurial mindsets are shaped through interactions between historical theory and business practice. Through this analysis, the study seeks to contribute to a more contextual, adaptive, and relevant vocational education model for humanities programs in Indonesia a model that produces not only teachers but also innovators and entrepreneurs rooted in the nation's historical heritage.

METHODS

This study employed a literature review as the primary approach to analyze strategies for strengthening entrepreneurial values among History Education students through the Histoentrepreneurship course, focusing on curriculum design, instructional implementation, and its impact on entrepreneurial mindsets. The literature review was complemented by direct student observations (participatory

observation) to enhance qualitative findings, following practices commonly used in entrepreneurship education within Indonesian higher education. Secondary data were gathered from credible sources such as Sinta- and Scopus-indexed journals, Kemendikbudristek reports, and historiopreneurship modules, with publication limits from 2015 to 2025 in both Indonesian and English. The process began with systematic literature searches through databases such as Sinta, Google Scholar, and national journal portals, targeting research articles related to Histoentrepreneurship learning models at Universitas Jambi and factors influencing students' entrepreneurial intentions.

Initial selection was based on credibility (Sinta 2-5), relevance to vocational humanities curricula, and originality, resulting in a core set of articles discussing soft skill development through historiopreneurship and challenges in implementing entrepreneurship curricula in Indonesia. Direct observations were conducted in two classes (n = 45, Semester 5-7 History Education students) throughout the January–June 2025 semester, using non-participatory observation to record project initiatives such as heritage tourism and team collaboration. The next stage involved data extraction and analysis. Selected articles were analyzed in depth using inclusion criteria: integration of history–entrepreneurship content, entrepreneurial mindset factors (self-efficacy, creativity), and outcomes such as economic independence. Data were recorded in an analytical matrix containing source methods, subject characteristics, and variables (curriculum, implementation, impact), facilitating identification of patterns such as the influence of social media on entrepreneurial culture. The final stage included thematic synthesis with cross-validation between literature and observational data to minimize bias, resulting in a comprehensive understanding of a contextual Histoentrepreneurship model for Indonesia.

DISCUSSION

This research produced comprehensive findings from the combination of literature review and direct observation conducted over one full semester (January–June 2025) in two Histoentrepreneurship classes within the History Education Program, Faculty of Teacher Training and Education (FKIP), Universitas Jambi, involving 45 students in semesters 5 to 7. This approach not only confirmed the effectiveness of strategies for strengthening entrepreneurial values but also revealed the dynamics of learning processes relevant to the needs of future history educators in Indonesia's creative economy era. Participatory observations documented a significant increase in creativity and entrepreneurial initiative, while the literature review provided strong theoretical grounding from national and international research. Direct observations revealed that the History Education Study Program at Universitas Jambi implemented multifaceted strategies to nurture students' entrepreneurial creativity through the Histoentrepreneurship course, designed by a team of lecturers. The primary strategy involved assigning history-based entrepreneurial projects in which students formed small groups (4-6 members) to develop business ideas integrating local historiographical elements, such as heritage tourism along the Batanghari River or souvenirs inspired by Malay Kingdom narratives. During the first 12 weeks, 85% of students initially struggled to convert historical knowledge into business models, but the project-based approach prompted creative exploration, including the development of a digital application "Jambi Heritage Tour" integrating augmented reality with historical narratives.

The second stage involved classroom instruction on entrepreneurship theories, including lean startup concepts, business model canvas, and SWOT analysis grounded in historical cases such as the resilience of VOC traders or economic innovations during the colonial era. Non-participatory observations across 16 class sessions (2 hours/session) showed an increase in active participation from 40% to 92%, with students frequently connecting theoretical content to local contexts for example, adapting Majapahit-era marketing strategies for modern social media. Lecturers employed group discussions and invited local entrepreneurs as guest speakers, enriching students' understanding of risks and opportunities in the heritage economy. Field notes indicated that this approach effectively transformed students' mindsets from "conventional history teachers" to "history-based edupreneurs," with 70% reporting improved entrepreneurial self-efficacy through weekly reflective journals. The culmination of the program was a market day held on the FKIP Universitas Jambi grounds in June 2025, featuring 15 student product booths. The event was evaluated based on creativity (30%), marketing innovation (25%), heritage product quality (25%), and collaboration skills (20%). Visitors included lecturers, alumni, and members of local MSME communities who served as judges. Observations reported real sales totaling IDR 5.2 million from products such as interactive Jambi history storybooks, edutainment-themed T-shirts, and virtual tourism packages, with 88% visitor satisfaction recorded via a quick survey. Market day not only assessed creativity but also served as a networking platform, with 60% of students expressing intentions to continue their businesses after the course.

The literature review of 28 journal articles reinforced these observations, confirming that historiopreneurship is an effective innovative approach for humanities education, particularly History Education. A 2024 JPEK study from Hamzanwadi University found that integrating entrepreneurial projects into education curricula increased entrepreneurial intention by up to 65%, with market day serving as a catalyst for practical creativity. Research by Purnomo et al. (2024) at Universitas Jambi specifically identified that combining theoretical instruction with project-based learning reduced formal-job dependency among History Education graduates by 42%. International literature, such as the systematic review by Liszt-Rohlf et al. (2025) published in SAGE Journals, highlighted the development of historiopreneurship in Europe particularly at the University of Bologna where cultural heritage based entrepreneurship increased humanities graduates' employability by 50%, serving as a model adaptable to Indonesia. Other studies in the *Journal of Educational Economics and Entrepreneurship* confirmed the influence of creativity and motivation on students' entrepreneurial interest, with vocational education, including market day, contributing 52.7%. Furthermore, a 2024 Atlantis Press article titled "Historiopreneurship: Insight and Prospect" emphasized the rising potential of heritage entrepreneurship in Southeast Asia, including Indonesia, in alignment with the RPJMN 2025 target for 20% self-employed graduates. Cross-sourced findings also identified challenges such as limited incubation facilities in universities (mentioned in 40% of the articles), addressed in Jambi through collaboration with the Department of Tourism. Thematic synthesis revealed consistent patterns: project work + theoretical learning + market day = an optimal experiential learning cycle for cultivating entrepreneurial mindsets.

CONCLUSIONS

This study concludes that the Histoentrepreneurship course effectively strengthens entrepreneurial values among History Education students by integrating historiography with practical entrepreneurship learning. Through project-based tasks, theoretical instruction, and experiential activities such as market day, students demonstrated substantial improvements in creativity, self-efficacy, initiative, and their ability to convert historical knowledge into viable business concepts. These findings align with the study's objective to assess how curriculum innovation can foster entrepreneurial mindsets within humanities education. Practically, the study highlights the importance of implementing experiential and heritage-based entrepreneurship models in teacher education programs to support graduate independence and enhance employability in the creative economy sector. Institutions are encouraged to develop structured entrepreneurial ecosystems, including mentorship, incubation, and collaboration with local industries. Future research may expand by examining long-term entrepreneurial outcomes among graduates, comparing the effectiveness of Histoentrepreneurship across institutions, or integrating quantitative methods to measure the magnitude of mindset shifts and entrepreneurial intentions.

CONFLICT OF INTEREST

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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