

Designing Entrepreneurial Intention with Personal Values Using Soft Systems Methodology-Based Action Research

Herliana Dewi¹², Rachma Fitriati^{1*}, Radita Salsabila¹

¹ Universitas Indonesia, Depok, West Java, Indonesia

² Independent Commissioner at PT Mutu Agung Lestari Tbk, Depok, West Java, Indonesia

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ABSTRACT

The employment landscape in Indonesia is increasingly intricate and demands serious attention. Persistently high unemployment rates, coupled with a lower entrepreneurship ratio compared to other Southeast Asian nations, underscore the urgency for initiatives addressing entrepreneurial intention. Establishing an entrepreneurial intention program, anchored in personal values considerations, is imperative to align policies with community needs and ensure effective implementation. This study endeavors to craft entrepreneurial intentions intertwined with personal values, aimed at bolstering the entrepreneurial aspirations of both students and the broader community. The development of such a program involves a series of human activities ideally suited for analysis through soft systems methodology (SSM). Leveraging SSM, this study puts forth recommendations advocating for synergistic collaboration among the government, universities, entrepreneurs, and banking sectors. The objective is to devise a branding strategy for entrepreneurship, positioning it as an avenue for self-development and practical training enhancement through digital platforms. Effective implementation of this proposed program hinges on collaboration and synergistic communication among all stakeholders. It is essential for each entity involved to contribute collaboratively towards the seamless execution of this initiative.

ABSTRAK

Lanskap ketenagakerjaan di Indonesia semakin rumit dan memerlukan perhatian serius. Tingkat pengangguran yang masih tinggi, ditambah dengan rasio kewirausahaan yang lebih rendah dibandingkan negara-negara Asia Tenggara lainnya, menggarisbawahi pentingnya inisiatif untuk mengatasi niat berwirausaha. Menetapkan program niat berwirausaha, yang didasarkan pada pertimbangan nilai-nilai pribadi, sangat penting untuk menyelaraskan kebijakan dengan kebutuhan masyarakat dan memastikan implementasi yang efektif. Penelitian ini berupaya untuk menciptakan niat kewirausahaan yang terjal dengan nilai-nilai pribadi, yang bertujuan untuk memperkuat aspirasi kewirausahaan baik mahasiswa maupun masyarakat luas. Pengembangan program semacam itu melibatkan serangkaian aktivitas manusia yang cocok untuk dianalisis melalui metodologi sistem lunak (SSM). Dengan memanfaatkan SSM, penelitian ini memberikan rekomendasi yang mendorong kolaborasi sinergis antara pemerintah, universitas, pengusaha, dan sektor perbankan. Tujuannya adalah untuk merancang strategi branding kewirausahaan, memosisikannya sebagai jalan untuk pengembangan diri dan peningkatan pelatihan praktis melalui platform digital. Implementasi yang efektif dari program yang diusulkan ini bergantung pada kolaborasi dan komunikasi yang sinergis di antara seluruh pemangku kepentingan. Penting bagi setiap entitas yang terlibat untuk berkontribusi secara kolaboratif demi kelancaran pelaksanaan inisiatif ini.

1. INTRODUCTION

In recent years, the number of unemployed individuals in Indonesia has been on the rise. According to the latest data from the Central Statistics Agency (BPS) in February 2022, the unemployment rate in Indonesia stood at 5.83 percent, affecting 8.4 million people out of a total working-age population of 208.54 million (BPS, 2022). Notably, approximately 13.17 percent, or around 1.2 million individuals with diplomas and

* Corresponding author, email address: rachma.fitriati@ui.ac.id

bachelor's degrees, are among the unemployed. This significant figure of educated unemployment is concerning, given the aspirations of many Indonesians to pursue higher education in pursuit of better employment prospects. To address this pressing issue, entrepreneurship emerges as a viable solution. Entrepreneurship, being labor-intensive, offers extensive employment opportunities. It serves as a catalyst for innovation and serves as a key indicator of economic development, growth, and progress (Audretsch, 2012).

Entrepreneurship plays a pivotal role in the economy by fueling economic activity and sustaining business dynamics through the creative process (Du & O'Connor, 2018). According to the Ministry of Economic Affairs of the Republic of Indonesia, Micro, Small, and Medium-sized Enterprises (MSMEs) contribute significantly, accounting for 61 percent of the national gross domestic product (GDP). To bolster the MSME ecosystem, the Indonesian Government has implemented various regulations. Notably, Law No. 11 of 2020 concerning Job Creation, a derivative of Government Regulation Number 7 of 2021, aims to fortify this sector. This legislative effort encompasses several provisions, including: (1) Article 39, which entails guidance and registration of Micro and Small Enterprises by the Central and Regional Governments to streamline business licensing; (2) Article 48, mandating legal assistance for Micro and Small Business actors; and (3) Article 53, outlining recovery measures for Micro and Small Enterprises facing emergency situations, among other supportive measures. Despite such substantial contributions and policy support, Indonesia's entrepreneurship ratio remains low compared to its Southeast Asian counterparts. According to the Ministry of Cooperatives and SMEs, Indonesia's entrepreneurship ratio stands at a mere 3.47% of the total population (Liputan6.com, 2022). This figure falls behind other nations in the region, such as Thailand (4.26%), Malaysia (4.74%), and Singapore (8.76%). This disparity underscores a pressing challenge that necessitates government intervention to formulate effective strategies for stimulating entrepreneurial activities.

Developing planned behavior hinges on attending to fundamental aspects, notably entrepreneurial intention. Entrepreneurial intention represents a mindset directing individual focus towards business objectives to attain entrepreneurial outcomes (Kong et al., 2020). Strong intentions are imperative for individuals to translate their plans into entrepreneurial actions. Fayolle, Liñán, and Moriano (2014) further assert that personal values play a crucial role in elucidating one's inclination towards entrepreneurship, as they are intricately linked to goals. The stronger an individual's aspiration to fulfill their values, the more inclined they are to formulate a plan to realize those aspirations.

The relationship between personal values and entrepreneurial intentions remains underexplored in the existing literature, particularly lacking in-depth exploration. Prior research predominantly delves into this relationship within Western contexts. Notably, personal values have been extensively utilized in analyzing consumer behavior (Lee & Lyu, 2016), tourism trends (Kim, 2020), student attitudes (Wang & Juslin, 2012), and employee engagement (Gaile et al., 2020). However, there is a notable gap in research, particularly within developing countries like Indonesia, regarding the critical role of personal values as predictors in shaping entrepreneurial intentions, especially among the younger generation. Understanding the influence of personal values on entrepreneurial aspirations is pivotal, as it guides young individuals in making career choices that align with their intrinsic characteristics. While the Indonesian government has initiated the "Wirausaha Merdeka" entrepreneurship education program, it currently targets only university students. To promote inclusivity and accessibility, it is imperative to expand this program and leverage digital platforms to reach a broader demographic of young people.

According to the Indonesia Report of the GUESS Project 2021, conducted by GUESS 2021 and Ernst & Young, approximately 52.67 percent of respondents aspiring to join the workforce after graduation express a desire to transition to entrepreneurship within the next five years (Suhartanto, 2021). This notable interest in entrepreneurial pursuits stems from the perception of entrepreneurship as a viable and stable long-term career option. It underscores individuals' inclination to prioritize personal values in their entrepreneurial endeavors. Nursanti, Masruroh, and Irvianti (2019) highlight a correlation between the characteristics of millennial students and their propensity to embark on entrepreneurial ventures. Additionally, research by Sylva, Mol, and Hartog (2019) underscores the significance of aligning personality traits with one's profession, as it influences career decisions, individual job performance, and overall job satisfaction.

In contrast, Tanto (2021) discovered that work values serve to empower young individuals, particularly university students, in aligning their job aspirations and career trajectories with their personality traits. Throughout the process of career selection, students may perceive entrepreneurship as a fitting avenue or alternatively discern it as divergent from paths that resonate with their values. According to the Asia Pacific Young Entrepreneurs 2021 survey conducted by Herbalife Nutrition, a notable 72 percent of Generation Z

and Y individuals express interest in pursuing entrepreneurship (Nutrition, 2021). Consequently, this study endeavors to devise entrepreneurial intentions infused with personal values to augment the entrepreneurial inclinations of both students and society.

2. THEORETICAL FRAMEWORK AND HYPOTHESES

2.1. Entrepreneurial Intention

According to Ajzen (2001), intention refers to the process of converting beliefs, perceptions, and other factors into actions preceding the actual behavior. It plays a crucial role in determining the level of effort an individual puts into an action, with stronger intentions correlating with increased likelihood of taking action. Initiating a business venture entails a multifaceted process influenced by various planned actions (Fayolle et al., 2014). Entrepreneurial intention serves as a motivating force driving individuals towards entrepreneurial pursuits (Hrischi & Fischer, 2012). Fellnhofner (2017) asserts that entrepreneurial intention serves as the most reliable predictor of engaging in entrepreneurial activities, highlighting its significance in fostering entrepreneurship. Furthermore, Gomez et al. (2020) emphasize that entrepreneurial intention is pivotal in spurring entrepreneurial endeavors, as it reflects an individual's desire and commitment to initiating and managing a business. Moriano, Gorgievski, Zarafshani, Laguna, and Stephan (2011) define entrepreneurial intention as a conscious state of mind geared towards initiating a new business venture and achieving self-employment in the long run. At this stage, individuals are inclined towards taking proactive steps to establish and develop a business rather than seeking employment within existing organizations. This aligns with the perspective of Souitaris, Zerbinati, and Al-Laham (2007), who describe entrepreneurial intention as a mental state directing individuals towards self-employment rather than traditional employment. Primandaru (2019) highlights that entrepreneurial intention is cultivated through the development of risk tolerance and self-efficacy among students. This suggests that students with a propensity for risk-taking and high self-confidence are more likely to harbor strong intentions towards entrepreneurship.

2.2. Personal Values

Personal values encompass states, objects, goals, or desirable behaviors within a given context, serving as normative benchmarks for assessing and selecting actions from a range of behavioral options (Schwartz, 1992, 2012). While values are inherent aspects of personality, they differ from personality traits. Traits represent inherent inclinations to respond to situations, while values are motivational constructs guiding decisions and actions (Parks-Leduc et al., 2015; Schwartz, 2012). Schwartz's Basic Human Values theory underpins the significance of personal values in shaping decisions and behaviors. Individuals gauge the worthiness of an action based on its alignment with their prioritized values. Schwartz (1992, 2012) outlines four core values: self-transcendence, openness to change, self-enhancement, and conservation. Self-transcendence entails prioritizing the well-being of others over oneself, whereas self-enhancement emphasizes personal achievement and dominance. Openness to change drives curiosity, exploration, and innovation, while conservation emphasizes tradition, stability, and adherence to norms. Understanding that entrepreneurial decisions are inherently influenced by individuals' diverse values, attitudes, and perceptions is crucial (Krueger, 2003; Lakovleva et al., 2011; Linan, Nabi, et al., 2013). This study underscores the variability in entrepreneurial motivations among individuals (Jaen et al., 2013). Research by Hayon, George, and Zahra (2002) suggests that individualistic values are often associated with entrepreneurial intentions, with cultures emphasizing individualism exhibiting higher entrepreneurial activity within similarly developed countries (Linan, Fernandez, et al., 2013; Pinillos & Reyes, 2011). Jaen, Moriano, and Linan (2013) further support this notion, indicating that individuals prioritizing individualistic values tend to exhibit stronger entrepreneurial intentions.

2.3. Collaboration Process

Collaboration entails a collective effort among individuals or groups working towards a shared objective, which ultimately benefits all involved parties. Through pooling resources and expertise, collaborative endeavors enable participants to enhance their competitiveness (Budiarso et al., 2021, 2022). Information-sharing systems play a pivotal role in fostering collaboration, particularly in the realm of digital service development. Leveraging web-based technology and digital devices facilitates system enhancement by fostering business models that integrate various stakeholders (Devi et al., 2023). The success of system implementation

hinges on cultivating a collaborative culture and securing team commitment throughout the digital service lifecycle. Establishing aligned goals that inspire teamwork and involving mutually beneficial actors at the outset of the collaboration process are pivotal (Budiarso et al., 2021, 2022). Moreover, regulating the autonomy of each involved party is essential to preempt potential conflicts. Following the alignment of interests, explicit norms and governance mechanisms must be established to facilitate effective collaboration among all stakeholders (Devi et al., 2023).

2.4. Entrepreneurship Education

The educational setting serves as a fertile ground for nurturing entrepreneurial attitudes, as its dynamic nature motivates students to fulfill educators' objectives (Pranatasari, 2017). While educational institutions typically offer business-related courses encompassing areas such as marketing, finance, and risk, they often fall short in delivering comprehensive entrepreneurship education aimed at fostering entrepreneurial character and behavior. Pribadi (2005) emphasizes the necessity for an entrepreneurship education model capable of igniting entrepreneurial intentions, particularly among students. This study reveals that students are receptive to entrepreneurship education that adopts unconventional teaching methods and is free of charge. Consequently, it is imperative for the government and relevant stakeholders to reassess existing entrepreneurship education curricula and ensure the availability of comprehensive learning resources, particularly in the digital realm, to cultivate an entrepreneurial mindset (Purwana et al., 2018). Active involvement from universities in crafting a sustainable curriculum embedded with practical business applications holds the potential to spur business development and subsequently boost employment opportunities. Empirical findings from Fitriati and Hermiati's (2011) investigation into the entrepreneurial skills and attributes required by graduates of the Department of Administrative Sciences at the University of Indonesia underscore the importance of integrating entrepreneurial competencies into the curriculum of each study program within the department. Therefore, this study advocates for the inclusion of entrepreneurial skills and attributes in course materials to endow graduates of the Department of Administrative Sciences with a competitive edge in the job market.

3. RESEARCH METHOD

Soft systems methodology (SSM) represents an action-oriented research approach enabling users to comprehend and address problematic situations effectively (Checkland & Poulter, 2006; Reynolds & Holwell, 2020; Checkland & Scholes, 1999). According to Checkland, SSM hinges on two fundamental principles: fostering a learning process by navigating through challenging scenarios with the objective of effecting improvements (Fitriati, 2012; Santoso, 2015; Wilopo & Fitriati, 2016). Furthermore, this methodology ensures a structured and systematic learning journey by utilizing a model system as a framework for addressing real-world inquiries (Dahlan & Fitriati, 2023; Prakoso & Fitriati, 2023; Sulistiyo & Fitriati, 2023). This conceptual framework is applicable across diverse domains, making SSM a versatile tool for problem-solving (Yuliyanto & Fitriati, 2023). SSM transcends mere project completion, advocating for the sustainable management of real-world activities. It comprises two core activities: real-world observation and systemic analysis, spanning seven distinct stages (Checkland, 1990; Wheeler et al., 2000). While certain cycles may undergo modifications in practice, they remain rooted in established standard cycles. By making decisions informed by SSM, researchers can pinpoint implementation hurdles and devise suitable remedial measures.

The research conducted by Suryaatmaja et al. (2019, 2020) highlights how SSM effectively addresses challenges in implementing agile software development by facilitating the learning process. SSM serves as a framework for capturing and converting tacit knowledge into explicit knowledge, fostering shared learning, and enhancing organizational performance. This underscores the utility of SSM in aiding both practitioners and academics in comprehending the implementation of technology-related and intricate programs among early adopters. Additionally, Devi et al. (2023) contributed to this field by designing a novel collaborative system, structured upon a conceptual model that garnered consensus among stakeholders through the application of SSM.

This study will proceed with the stages of SSM through the outlined steps (refer to Appendix 1). The initial stage involves identifying the problematic situation concerning the high unemployment rate in Indonesia, coupled with the low entrepreneurial intention within the community. Data collection will involve interviews and document analysis with all relevant stakeholders, including government ministries, universities, entrepreneurs, banks, and an examination of the current unemployment scenario in Indonesia. The

second stage entails a deeper exploration of the problem through the creation of a rich picture (Checkland, P., & Poulter, J. in Reynolds, M., & Holwell, 2020; Checkland & Scholes, 1999; Checkland & Poulter, 2006). This rich picture will provide a comprehensive overview of the low entrepreneurial intention among Indonesian individuals and other pertinent stakeholders. Subsequently, the third stage involves crafting a root definition using Customer, Actor, Transformation, World View, Owner, and Environmental Constraints (CATWOE) analysis. Furthermore, the fourth step will involve the formation of a conceptual model based on the established root definition. This conceptual model serves as a foundation for the subsequent step, the fifth one, which entails comparing the model with the current conditions to identify necessary modifications. Finally, in the concluding step, researchers will devise a series of actions aimed at addressing the situation and rectifying the problem to enhance entrepreneurial intention among both students and the wider populace in Indonesia.

4. DATA ANALYSIS AND DISCUSSION

4.1. Identifying Problem Situations Considered Problematic

The study's findings, derived from literature reviews and interviews with relevant stakeholders, illuminate Indonesia's concerning disparity: a low entrepreneurship ratio coupled with a high unemployment rate. Notably, research from the SMERU Research Institute reveals that merely 0.5 out of every 100 fifteen-year-olds exhibit high skills (Lidwina, 2019). SMERU's insights underscore a critical factor contributing to Indonesia's dearth of entrepreneurs: the scarcity of highly skilled individuals. This observation is echoed by data from the Institute for Development of Economics and Finance (INDEF), which identifies three structural issues driving Indonesia's elevated unemployment rates: labor mismatch, a surplus of unskilled labor, and a deficit of available jobs (Purnomo, 2022). While the government and universities have implemented entrepreneurship enhancement initiatives to address this challenge, their efficacy remains suboptimal. Consequently, the persistently low entrepreneurship ratio and pervasive unemployment constitute significant phenomena in Indonesia's labor landscape, warranting further investigation through the lens of SSM.

4.2. Expressing Problem Situation on Rich Picture

Various factors contribute to Indonesia's complex employment landscape, characterized by both high unemployment rates and limited interest in entrepreneurship. Addressing this challenge necessitates enhancing foundational aspects such as comprehensive education and fostering collaboration among diverse stakeholders. Effective coordination and cooperation among these parties are essential to cultivate the personal values conducive to entrepreneurial endeavors. Employing the SSM in this study offers insights into how interactions among the government, universities, entrepreneurs, and banks can synergize to serve the interests of stakeholders. These findings align with those of Budiarmo et al. (2021, 2022), emphasizing SSM's suitability for facilitating collaborative processes. SSM's fundamental premise, acknowledging divergent worldviews, provides a framework for recognizing and reconciling conflicts of self-interest in pursuit of shared objectives. We elucidated the problem through a detailed rich picture, outlined in Appendix 2.

4.3. Root Definition of Relevant Purposeful Activity System

Root Definition 1

The findings indicate that implementing a branding strategy in entrepreneurial endeavors represents a crucial initiative to cultivate the perception that entrepreneurship offers lucrative and evolving career opportunities. By promoting self-enhancement values, entrepreneurial strategies can effectively stimulate students' entrepreneurial intentions, motivating them to embark on business ventures. This approach is rooted in the theory of fundamental human values, which underscores the significance of personal values as guiding principles in decision-making and action (Schwartz, 1992, 2012). Inspirational programs aimed at enhancing motivation can channel behavior towards entrepreneurial pursuits. Triggers in the form of such programs shape individuals' thoughts and actions towards achieving entrepreneurial goals, signifying "changes in heart (emotions) and mind (motivation) prompted by events or information from the program, aimed at fostering an entrepreneurial mindset" (Souitaris et al., 2007). Consequently, in crafting a branding strategy for entrepreneurial activities, collaborative efforts involving government entities, entrepreneurs, and financial institutions are imperative to facilitate cohesive and targeted communication.

Table 1. CATWOE analysis on root definition 1

CATWOE	Root Definition
C	Unemployment in Indonesia.
A	Ministry of SME Cooperatives, Entrepreneurs/Businesses, and Banks.
T	Lack of interest in business development in Indonesia → Increased public intention towards entrepreneurship as it is considered a superior career.
W	Improving the <i>branding</i> strategy of entrepreneurship as a viable career is an appropriate effort to show that entrepreneurship can fulfill the value of self-achievement and become a place for self-improvement for the community.
O	Ministry of SME Cooperatives and Unemployment in Indonesia.
E	Human resources, cost, and time.

Coordinated collaboration is equally vital for achieving dual objectives: reshaping negative perceptions of entrepreneurship and nurturing entrepreneurial drive.

Taking Root Definition 1 into account, the PQR Formula is structured as follows: The Ministry of Cooperatives and SMEs, in collaboration with entrepreneurs and banks, can position entrepreneurship as a pathway to achieve substantial profitability (P). This can be achieved by implementing entrepreneurial inspiration programs, including mentorship initiatives and educational workshops on financial management for startups (Q), aimed at fostering students' sense of self-achievement and driving them towards entrepreneurship. Furthermore, CATWOE analysis was conducted based on the rich picture to further delineate the roles and transformations of activities, as outlined in Table 1.

Root Definition 2

Root Definition 2 pertains to enhancing the skills and knowledge of practical entrepreneurial activities among students and the general populace. The interview findings reveal that many students still require sufficient hours of entrepreneurship training beyond what is offered by their universities. Data collection results indicate that entrepreneurship programs facilitated by the government and private sector are often insufficiently accessible for students. Conversely, students hold a distinct perspective regarding entrepreneurship programs provided within the campus. They assert that the university has fostered an entrepreneurial environment conducive to the entrepreneurial process, as exemplified by the following quote:

"My university has a climate that supports entrepreneurship. The university has the organizational capability to support entrepreneurial activities."

From the preceding explanation, it is evident that students' awareness of government entrepreneurship programs requires enhancement. Nonetheless, universities play a pivotal role in fostering an entrepreneurial atmosphere. Hence, collaboration between the government and universities is imperative, particularly in knowledge exchange and the development of more inclusive programs. The limited awareness among students regarding entrepreneurship initiatives beyond the campus underscores the need for the government, as a policymaker, to leverage digital media for educational purposes. Integrating digital media into entrepreneurship education can enhance accessibility, enabling students and the wider public to embrace it more readily. This information-sharing system via digital platforms can bridge the gap in disseminating information and bolster collaboration among stakeholders. Moreover, entrepreneurship education is vital for augmenting students' understanding of entrepreneurship and its psychological dimensions, thereby fostering their self-efficacy (Primandaru, 2019). Consequently, the effectiveness of system implementation hinges on collaborative efforts and unwavering commitment from all parties involved in developing digital services (Devi et al., 2023).

Considering Root Definition 2, the PQR Formula is formulated as follows: The Ministry of Cooperatives and SMEs, in collaboration with universities and the Ministry of Education and Culture, aims to enhance practical skills and knowledge among students (P). This will be achieved by leveraging digital platforms to offer business creation education through business incubators (Q), thereby reaching a broader audience, including students and the general public, and ensuring equitable distribution of entrepreneurship education. Table 2 delineates the CATWOE analysis for the transformation aimed at enhancing the business skills and competencies of students and the unemployed in Indonesia, both theoretically and practically, through digital platforms.

Table 2. CATWOE analysis on root definition 2

CATWOE	Root Definition
C	Students and Unemployment in Indonesia.
A	Ministry of Cooperatives and SMEs, Higher Education, and Ministry of Research and Technology.
T	The lack of knowledge of students and new graduates on <i>real</i> business creation → Increases the ability and business <i>skills</i> of students and unemployed people in Indonesia in a real and practical way through a digital platform.
W	Building an entrepreneurial development program with a digital business incubator can facilitate access to knowledge packaged in real-time.
O	Government and Universities.
E	Cost, technology development, and human resources.

4.4. Conceptual Model of the System Named in the Root Definition

The subsequent phase in the SSM involves constructing a conceptual model comprising pertinent activities within the human activity system's boundaries. These activities are integral to achieving the system's defined goals. The conceptual models derived from Root Definitions 1 and 2 are depicted in Appendices 3 and 4, respectively, each containing nine activities. These activities represent the minimum actions necessary to attain the system goals outlined in each root definition. Arrows connecting activities denote logical dependencies, indicating that the completion of the first activity logically precedes the second. Both conceptual models prioritize collaboration, ensuring the alignment of each party's interests, unified client service, and optimal client satisfaction (Budiarto et al., 2021, 2022).

In the first conceptual model, a crucial aspect is conducting education related to business financing provided by banks and comprehensive mentoring to foster entrepreneurial motivation. This corresponds with real-world conditions described by Pribadi (2005), wherein students favor unique or unconventional entrepreneurial learning approaches. Financial education and guidance serve to impart information concerning existing risks, fostering a spirit of risk tolerance inherent in entrepreneurship (Primandaru, 2019). Conversely, in the second conceptual model, attention should be paid to the quality of teaching staff. As highlighted by Purwana (2018), the digital disruption era necessitates educators to adeptly leverage information and technology to facilitate entrepreneurship learning. Therefore, every educator must possess knowledge, experience, and practical skills in business and digital technology.

4.5. Comparison of Models and Real World

The subsequent phase in the SSM involves comparing the conceptual model with the actual realization in the real world to ascertain its relevance to the existing problem. Through discussions and document studies conducted by researchers, Table 3 presents a comparative analysis between the real-world situation and the constructed conceptual model.

4.6. Changes Systematically Desirable, Culturally Feasible

The sixth stage in the SSM approach involves delineating systematic and culturally feasible changes aimed at enhancing entrepreneurship development programs to bolster entrepreneurial intentions among students and the general public. These changes are designed to be both practical and suitable for implementation. Systemically, this entrepreneurship program strategy is in line with the Presidential Regulation of the Republic of Indonesia Number 2 of 2022 concerning National Entrepreneurship Development for 2021-2023. This regulation aims to accelerate the entrepreneurship ratio in Indonesia by offering conveniences, recovery measures for entrepreneurs, and incentives. Hence, the branding and entrepreneurship education strategy can be systematically endorsed by stakeholders. The harmonization between the structural dimension, as outlined in written regulations, and the proposed actions will foster collaboration, as public companies are accountable to internal and external stakeholders (Budiarto et al., 2021, 2022). In terms of cultural feasibility, this branding and entrepreneurship education strategy is viable because it poses no harm to the stakeholders involved. Although students and the general public have responded to this program with skepticism and mixed attitudes, each stakeholder—whether the ministry, entrepreneurs, or universities—plays a significant role in promoting the benefits and positive impacts of this strategy. Socialization efforts can highlight several advantages, including: increased career opportunities, ease of starting a business, opportunity to generate independent profits, and acquisition of new skills that are valuable in the professional world.

Table 3. Model and real-world comparison

Actor	Conceptual Model	Real World Model
Conceptual Model 1: Root Definition 1		
Ministry of Cooperatives and SMEs	Conceptualize entrepreneurship campaign strategies through social media and entrepreneurial inspiration events. Choosing a well-recognized entrepreneur as part of the partner.	There has been a campaign called the National Entrepreneurship Movement but it is not well known by young people. The entrepreneurship development program has been massive but lacks partners to work with.
Entrepreneurs	Work with entrepreneurs as Key Opinion Leaders of campaigns. Training and awarding of certificates.	Entrepreneurship development programs make little use of role models. There has been entrepreneurship training from MOCI, but no certification.
Banking	Inform entrepreneurs to participate in entrepreneurship campaigns by creating persuasive content. Organized entrepreneurial inspiration in the form of 1-on-3 mentorship with business-related entrepreneurs. Collaborate with banks in establishing a business financial education program Contact banking representatives (brand ambassadors) from among influencers to attract their audiences. Execution of business education seminars from the financial aspect of business.	Entrepreneurship development programs have yet to leverage the role of influencer marketing. The link between business enthusiasts and trusted mentors is still minimally socialized.
Conceptual Model 2: Root Definition 2		
Government	Collaborate with startups to develop digital platforms Establish a digital platform with interactive and educational services on the theme of entrepreneurship Establish social media accounts as a promotional channel for the community Increase social media awareness for educational programs through collaboration and content.	The government has organized the Wirausaha Merdeka program but has not implemented a digital platform to increase access to all students from various regions in Indonesia.
Higher Education	Gather creative human resources as mentors Identify and assess business materials relevant to the practical world (in real-time) Establish a curriculum that is adaptive to the times and creative. Implementing online business learning methods for students and new graduates Monitor and evaluate whether the education program is beneficial to participants and provides new skills.	The Independent Entrepreneurship Program has developed in various universities but still needs more creative and relevant human resources and educational materials.

4.7. Defining to Improve the Situation

The final stage of this study involves taking action to address real-world issues or jointly developing branding strategies and entrepreneurship education to tackle the problem. Recommendations for action, such as enhancing entrepreneurship programs for students and the general public through branding strategies and utilizing digital platforms for entrepreneurship education, can be effectively implemented by the government, with the Ministry taking the lead and initiating collaborative efforts with other stakeholders. Moreover, active participation and openness from the primary beneficiaries in this scenario – students and the general public – are crucial for the success of entrepreneurship programs, ensuring mutual benefits for all parties involved.

5. CONCLUSION, IMPLICATION, SUGGESTION, AND LIMITATIONS

Based on empirical evidence from Indonesia, our country's level of entrepreneurship still lags behind that of other Southeast Asian nations. Therefore, this study proposes that each component in Indonesia can enhance entrepreneurial intentions by fostering the personal values of individuals. Cultivating personal values is crucial for stimulating intention before taking concrete actions, particularly in establishing new ventures. This can be accomplished through entrepreneurship seminars aimed at promoting self-enhancement values and enhancing inclusive entrepreneurship education programs to bolster the learning process. Both of these initiatives require active involvement from the government and society as a whole to establish a synergistic system. It is hoped that aligning the education system with personal encouragement will elevate entrepreneurial intentions through the support of collaborative efforts.

Through the application of SSM, strategies capable of enhancing entrepreneurial intentions in Indonesia include: (1) boosting interest in entrepreneurship careers: organizing seminars and community events aimed at promoting self-enhancement values. These initiatives foster a heightened interest in entrepreneurship among the public and (2) developing entrepreneurship education programs: utilizing digital platforms to ensure inclusivity of information. This approach facilitates access to entrepreneurship education across diverse segments of the population. The active involvement of the Ministry of Education and Culture, universities, and community participation is crucial for achieving a sustainable level of entrepreneurship. Despite numerous ongoing entrepreneurship campaigns, there remains a lack of integration among stakeholders. Therefore, this study seeks to bridge the gap between community needs and government policies to better address the personal values of the community.

The theoretical implications of this study highlight the significant influence of personal values, particularly self-enhancement, on entrepreneurial intentions. Consequently, it is suggested that entrepreneurship seminars and comprehensive education programs via digital platforms are effective means to address this value. For future research endeavors, it is recommended to explore additional external factors that stimulate entrepreneurial intentions beyond personal values, such as "social support," "role models," or "cultural factors." This broader investigation aims to enhance research knowledge and provide deeper insights into the entrepreneurship literature. Moreover, this study offers practical implications by urging all universities, as learning facilitators, and the government, as policymakers, to actively contribute to the entrepreneurial ecosystem. These institutions play pivotal roles in fostering an entrepreneurial mindset from an early age. Furthermore, this study aligns with the government's public policy initiative "Wirausaha Merdeka," which aims to encourage student participation in entrepreneurial ventures. However, the limitations of this research include the lack of comprehensive data from the government regarding the real impact of existing entrepreneurship programs and the absence of data on public entrepreneurial intentions beyond the university scope. To address these limitations, future research endeavors should collaborate more closely with the Ministry of Cooperatives and Small and Medium-Sized Enterprises (CSMEs) to generate more targeted and effective research outcomes.

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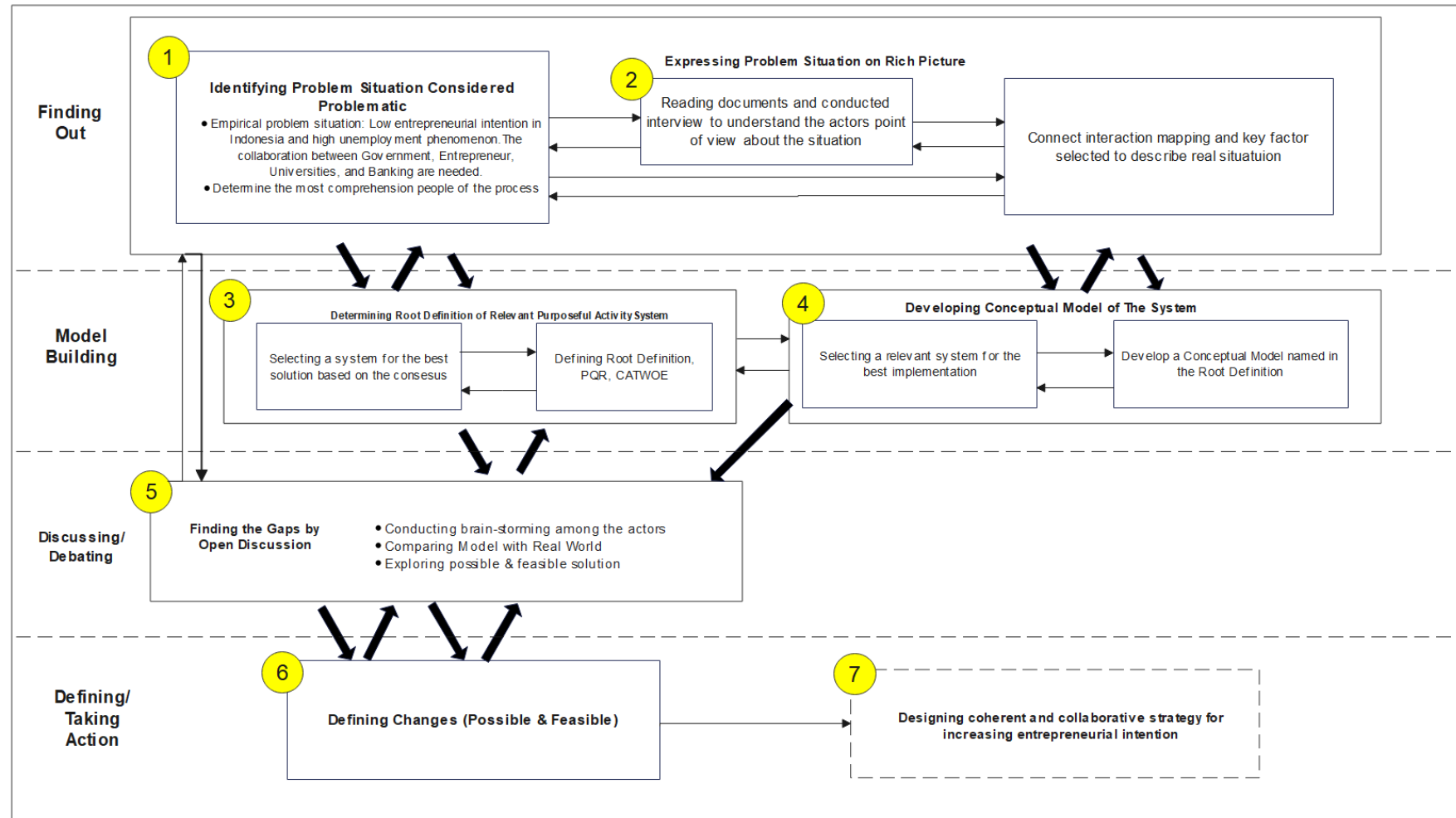
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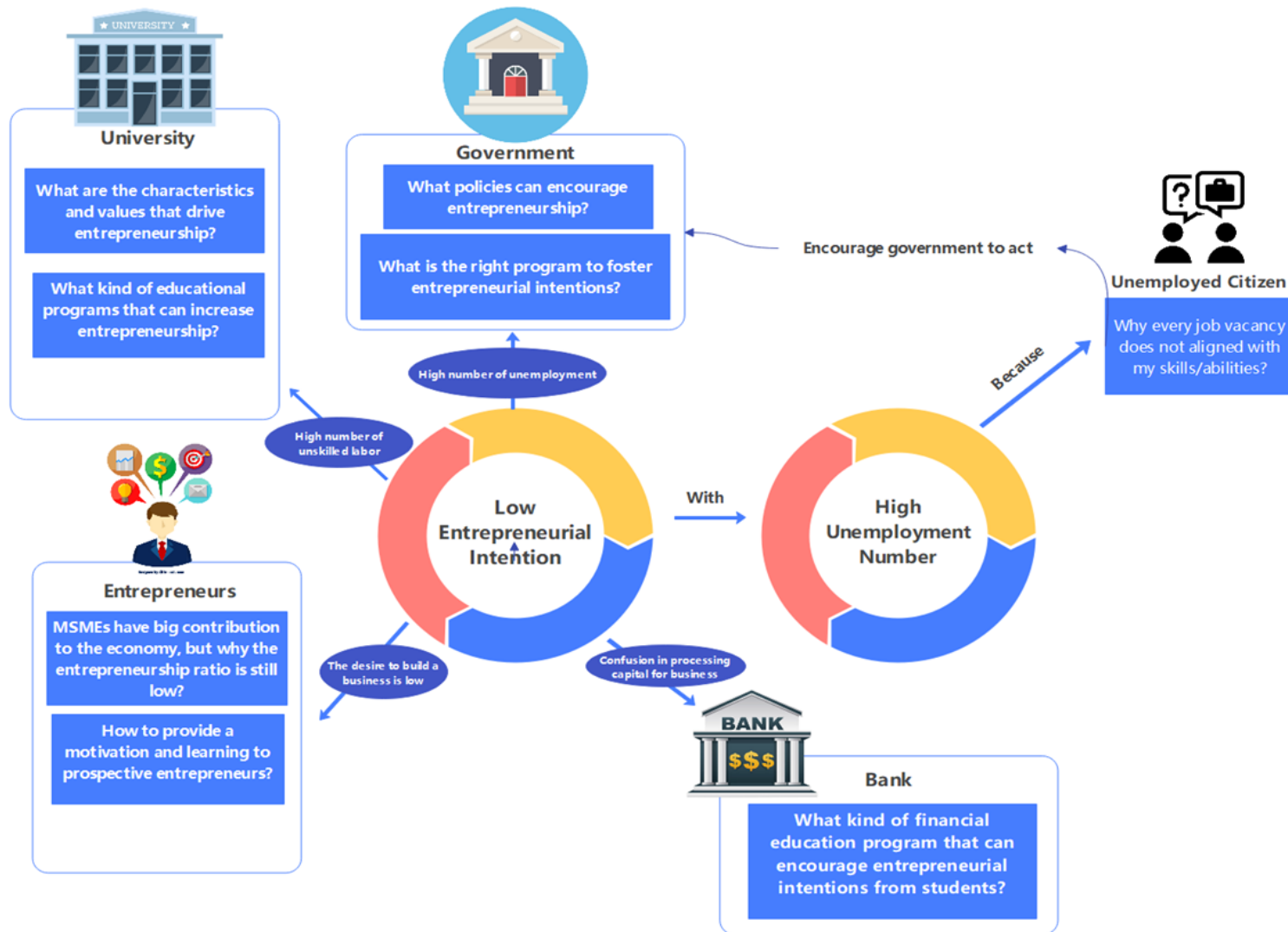
APPENDICES

Appendix 1. The pattern of stages (activities) in soft systems methodology (SSM)

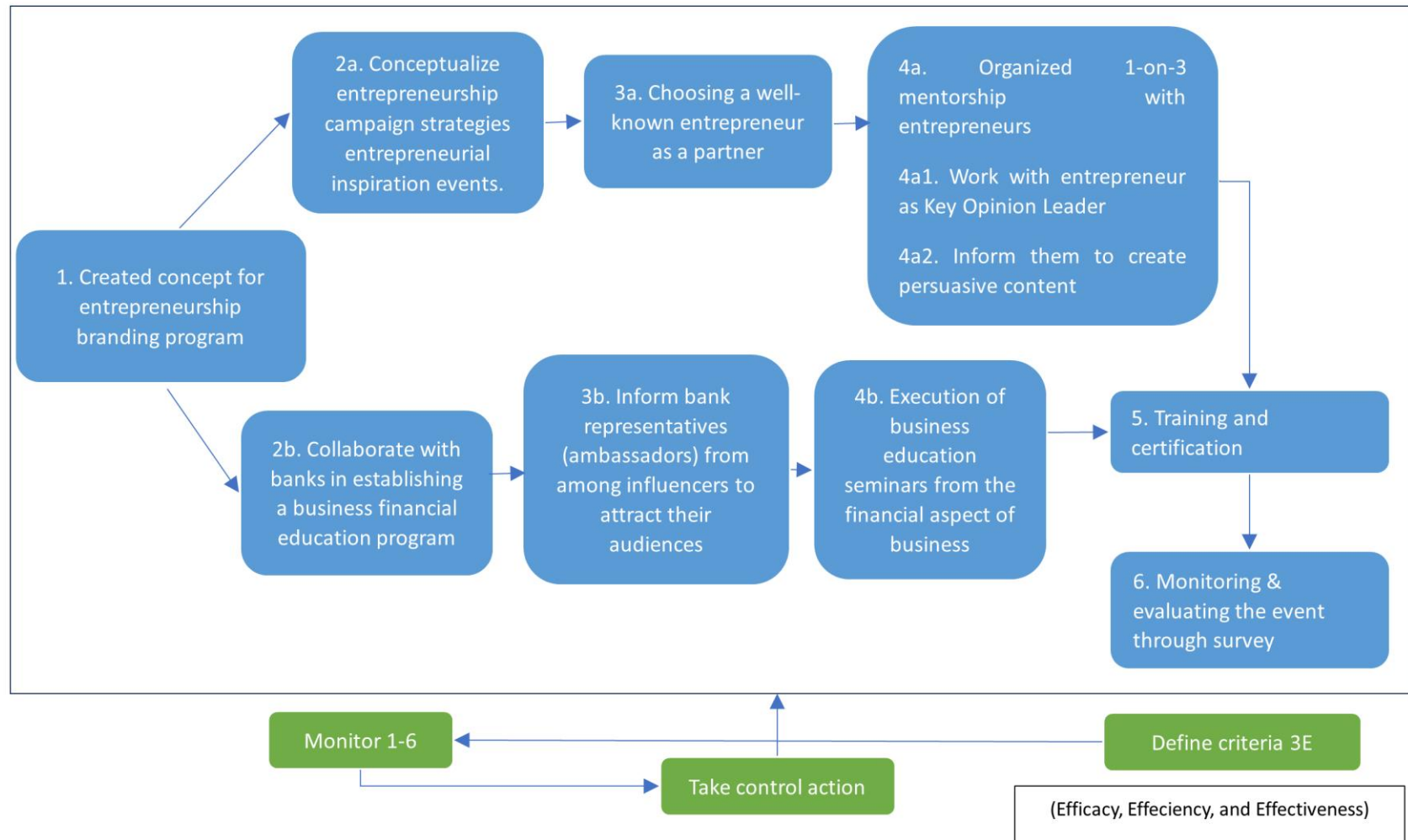


Source: Author, 2023; Adopted from (P. Checkland, 2000; 2006; 2020; Devi et al., 2023)

Appendix 2. A rich picture of the employment phenomenon in Indonesia



Appendix 3. The conceptual model for root definition 1



Appendix 4. Conceptual model for root definition 2