

OPEN EDUCATION RESOURCES BUSINESS MODEL ON ENTREPRENEURSHIP ORIENTATION

Elva Nuraina¹, Liana Vivin Wihartanti², Sigit Ricahyono³, Erinna Yulia Putri⁴

¹²³⁴Universitas PGRI Madiun; Indonesia

Correspondence Email; elvanuraina@unipma.ac.id

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Abstract

This study aims to investigate the effect of the Open Education Resource (OER) Edupreneurship Business Model on students' Entrepreneurial Orientation. Using a quantitative approach and survey method, the research involved 44 students participating in the MBKM (Merdeka Belajar Kampus Merdeka) entrepreneurship program at the Faculty of Teacher Training and Education, Universitas PGRI Madiun. Primary data were obtained through closed questionnaires developed based on theoretical indicators of the Edupreneurship Resources Business Model and Entrepreneurial Orientation, and validated by experts. Secondary data were sourced from institutional documents, MBKM program reports, entrepreneurship curricula, and relevant scientific publications. The sampling technique used was quota sampling, due to the limited accessibility of the full population. Data were collected using a five-point Likert scale, and analysis was conducted through simple linear regression using SPSS, following classical assumption tests including normality, linearity, and homogeneity. The results show a significant and positive influence of the four components of the edupreneurship business model, content-based, content production, engagement, and business-market models, on students' entrepreneurial orientation. This orientation includes innovation, proactiveness, risk management, passion, and persistence in starting a business. The study confirms that the integration of open education resources within entrepreneurship education, as facilitated by the MBKM program, can strengthen students' entrepreneurial character and readiness. These findings have implications for policymakers in the field of higher education, particularly in the formulation of strategies that support the development of innovative, value-added, and sustainable entrepreneurship among students. Ultimately, the study contributes to the discourse on how higher education can play a strategic role in shaping young entrepreneurs as part of national economic development.

Keywords

Open Education Resources Business Model, Entrepreneurship Orientation, MBKM, Innovative, Value Added.



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INTRODUCTION

Educational accessibility is closely related to the development of information and communication technology. These developments have revolutionized the way humans access, produce, and disseminate knowledge. Education is no longer limited to physical classrooms, but rather extends to open and flexible digital spaces. Learning in the digital age demands open access and global connectivity (Mehrvarz et al., 2023). This means that education must be able to reach anyone, anytime, and anywhere. The concept of open education is important in answering the needs of a dynamic and challenging era. Digital technology supports the collaboration and active involvement of various parties in the implementation of education (Jones, 2020). Therefore, modern education demands a system that can ensure sustainability and diversity in the learning process. In this context, the open education model emerged as a solution that is adaptive to the changing times.

The *Open Educational Model* is defined as a system that allows access to education in an open manner, while balancing humanistic values and human rights (Lipka et al., 2019). This approach not only emphasizes the provision of learning resources in formal institutions but also opens up collaborative spaces outside of educational institutions. This shows that the success of education is not only determined by institutions, but also by the support of the community and the business world. *Open Educational Resources* (OER) is a key component in open education that supports the widespread dissemination of knowledge (Lemay et al., 2021). OER allows anyone to freely access, modify, and distribute learning materials. In this context, educational openness is an important foundation for innovation and knowledge-based entrepreneurship. Open education provides opportunities for individuals to continue learning and develop beyond the confines of institutional formalities. Thus, this model paves the way for adaptive and independent human resource development.

One of the developments of the open education model is *edupreneurship*, which is the concept of education-based entrepreneurship. Edupreneurship refers to entrepreneurial practices that utilize an educational approach as a basis for creating value and innovation (Gouws et al., 2013). Edupreneurs are individuals who run a business while remaining involved in the formal or informal education process (Purnamasari, 2017). Edupreneurship emphasizes the importance of integration between theory and practice, as well as collaboration between the campus and the business world. Edupreneurship is a response to the needs of the times to create innovations based on research and knowledge (Muthmainnah et al., 2022). In the era of Industry 4.0, synergy between education and

entrepreneurship is important to form a creative and independent generation. Therefore, edupreneurship is part of the human resource development strategy within the framework of continuing education. Edupreneurship not only prints entrepreneurs, but also social change agents who are sensitive to local and global challenges. In the context of higher education, this concept becomes relevant to prepare graduates who are competent and ready to be entrepreneurial.

The Ministry of Education and Culture of the Republic of Indonesia responded to this challenge through the Independent Learning Independent Campus (MBKM) program. The MBKM program is a higher education transformation policy that aims to improve student competence in facing social changes and the challenges of the times. One form of activity in this program is the student entrepreneurship program. This program provides a space for students who have an interest in entrepreneurship to start developing business ideas and prototypes from an early age. The Directorate General of Higher Education said that MBKM opens a space for collaboration between universities and industry partners in creating authentic and contextual learning experiences (Cahya et al., 2023). Students are given the freedom to study outside the study program and carry out activities that suit their interests and talents. This activity aims to develop soft skills, entrepreneurial character, and innovative abilities of students. Therefore, this program is an important strategy in producing young entrepreneurs who are ready to face the digital era. With guidance and monitoring from campuses and partners, students can develop business ideas to be real and sustainable.

Prior to this study, the entrepreneurial orientation of FKIP UNIPMA students was generally in the early stages of understanding, with most students not having practical experience in managing a business. Based on the results of an initial survey of 120 respondents, only 27% of students have tried to open a small-scale business, such as selling online products or private tutoring services. The interest in entrepreneurship that arises is mostly motivated by family economic factors, the desire to be financially independent, and the influence of the environment of friends who have been in business before. Observations in the field show that some students have creative ideas, but they are not well conceptualized due to limited access to resources and business mentors. From in-depth interviews with 15 students, it was found that the biggest motivation came from the desire to develop hobbies into business opportunities, such as graphic design, handicrafts, and culinary. This shows that the potential for entrepreneurship already exists, but it has not been organized into a directed orientation.

Entrepreneurship orientation is important for FKIP UNIPMA students because graduates of the education study program are not only required to become educators, but also able to adapt to the needs of society and the dynamic world of work. The results of observations on the MBKM curriculum show that entrepreneurial skills can expand student job opportunities outside the teacher profession. Interviews with supervisors revealed that mastering entrepreneurial skills can increase students' confidence, creativity, and problem-solving skills. In the context of global competition, students who have an entrepreneurial orientation will be better prepared to face economic challenges, including creating new jobs in their home regions. Survey data shows that 82% of students agree that entrepreneurial skills are an important provision after graduation. Therefore, strengthening this orientation is a strategic need to prepare a generation of educators who also play a role as agents of economic change.

The academic community of FKIP UNIPMA has implemented several programs to encourage entrepreneurship orientation, including project-based entrepreneurship training, digital business management workshops, and collaboration with local MSMEs. Based on the documentation of the 2023 activities, there are six official programs involving more than 200 students in the direct practice of product creation and online marketing. The results of the activity showed an increase in basic entrepreneurial skills, which can be seen from 18 groups of students who succeeded in marketing their products outside the city. An interview with LPPM revealed that the follow-up to this program is sustainable business assistance through campus business incubators. Observations in the field show that some of the students participating in the program have developed their businesses independently, although they are still small in scale. This is the basis for strengthening the model of fostering entrepreneurship based on open resources and industrial collaboration in the future.

The theoretical basis of this research refers to the *Resource-Based View* (RBV) put forward, which is a theory that states that the competitive advantage of an organization or individual depends on the resources possessed and their ability to utilize them (Sherman, 1989). In this context, students who have access to entrepreneurial educational resources are expected to have a stronger entrepreneurial orientation. RBV emphasizes the importance of scarce, non-replicable, and valuable resources in supporting long-term excellence. Educational resources such as training, mentoring, business networking, and access to information are strategic assets for students. By utilizing these resources effectively, students can develop innovative and sustainable businesses. Entrepreneurial

orientation is positively correlated with the proper use of internal resources (Setiyadi et al., 2018). Therefore, the development of the Edupreneurship Resources Business Model is important in strengthening student capabilities. With this approach, the educational process not only transfers knowledge but also forms entrepreneurial skills and spirit.

Several previous studies have examined the relationship between education, entrepreneurial resources, and entrepreneurial orientation. The role of *edupreneurship* in the context of higher education and concluded that the combination of pedagogical approaches and entrepreneurial spirit can encourage the creation of new learning innovations and jobs (Muthmainnah et al., 2022). This research is the initial basis that *edupreneurship* is not only an economic activity, but also a means of educational transformation. Characteristics of *edupreneurs* among students and found that internal motivation and institutional support greatly determine the success of students in developing education-based businesses. *Open Educational Resources* (OER) support open and inclusive learning, which in turn expands access to innovative resources for entrepreneurial activities (Andini et al., 2025). Students' entrepreneurial orientation can be grown through project-based learning strategies and strengthening innovative values, risks, and courage to take the initiative (Capalit, Ann & Carlos, 2021). Synergy between campuses and the industrial world through programs such as MBKM is able to increase students' readiness to face real business challenges, but has not explicitly examined the edupreneurship resource model systematically.

From some of these studies, it can be seen that attention to *edupreneurship* and entrepreneurial orientation is increasing, especially in the context of higher learning and educational transformation. Most of the previous studies were still partial, for example, focusing only on student motivation, general learning approaches, or open education policies without integration into the realm of entrepreneurship (Harianti et al., 2020). Different from these studies, this study presents a comprehensive approach through testing the *Edupreneurship Resources Business Model* (ERBM), which consists of four main components and examines its direct influence on the five dimensions of student entrepreneurship orientation within the framework of the MBKM program. Thus, the position of this research lies in the integration between the concept of open educational resources, edupreneurship business models, and strengthening the entrepreneurial character of students in the context of MBKM national policies, which have not been studied empirically. This study also adds the *Resource-Based View* (RBV) perspective as a theoretical foundation to assess the strength of educational resources in shaping student entrepreneurial competitiveness, something that has not

been touched much in previous research. Therefore, the contribution of this research not only broadens the horizon of study on edupreneurship but also provides an empirical basis for higher education policies that are more responsive to the needs of the digital economy and national entrepreneurship development.

The main purpose of this study is to empirically test the influence of the Edupreneurship Resources Business Model on the entrepreneurial orientation of students who participate in the MBKM program. This research is expected to provide evidence that the integration of educational resources and entrepreneurial activities in MBKM has a significant impact on the development of student entrepreneurial character. The study also wanted to look at how each element in the edupreneurship business model contributes to the indicators of entrepreneurial orientation. This research differs from previous research that only focused on conventional entrepreneurial approaches. Here, the research combines an open resource approach with a national education program. In other words, this research emphasizes the importance of collaboration between educational institutions, business partners, and public policies in shaping the entrepreneurial generation. In addition, this study offers a new perspective on evaluating the effectiveness of MBKM programs in terms of entrepreneurship development. Therefore, the results of this research can be used as a reference for policymakers and universities in designing more relevant entrepreneurship education strategies.

METHOD

This study uses a quantitative approach with the type of survey research, which aims to obtain data from a specific population through structured instruments. The survey method is suitable for use in social research that aims to measure respondents' opinions, attitudes, and perceptions of certain phenomena (Lampard & Pole, 2015). The population in this study includes all students who participate in the entrepreneurship program at the Faculty of Teacher Training and Education, University of PGRI Madiun. This study seeks to explore the relationship between the business model of edupreneurship resources and the entrepreneurial orientation of students. This approach was chosen because it is suitable for determining the influence of variables through the distribution of questionnaires in a relatively short time. Survey research allows researchers to collect data from many individuals efficiently and systematically. The sampling technique used is quota sampling, which is a non-probability sampling technique that is carried out by determining the

number of respondents based on certain categories. Quota sampling is effectively used when the population is large but access to the entire population is limited (Anieting & Mosugu, 2017). With this technique, the research sample was determined to be as many as 44 students who were actively enrolled in the entrepreneurship program.

The data in this study consists of primary data and secondary data that complement each other to build a strong empirical foundation. Primary data was obtained directly from respondents through the distribution of closed questionnaires to students who participated in the entrepreneurship program at the Faculty of Teacher Training and Education, University of PGRI Madiun. This questionnaire is compiled based on theoretical indicators from *the variables of Edupreneurship Resources Business Model* and *Entrepreneurial Orientation*, and has been validated by experts in the field of entrepreneurship and education to ensure that the content of the instrument is appropriate and suitable for use. Respondents were selected using the quota sampling technique, which is a non-probability sampling method that considers a certain proportion of the relevant population. A total of 44 students were active respondents in this study, representing participants of the Entrepreneurship MBKM program in a certain implementation period. In addition, secondary data is used to provide additional context and reinforce the interpretation of the results. Secondary data is obtained from official institutional documents such as MBKM program implementation reports, student participation data, entrepreneurship curriculum, and scientific and policy publications from the Ministry of Education, Culture, Research, and Technology. Additional references are also obtained from relevant journal articles, academic textbooks, and institutional reports related to the development of *edupreneurship* and entrepreneurial orientation in higher education. This integration between primary and secondary data ensures that the analysis is carried out holistically and based on valid information that is relevant to the context of the research. This is important to ensure the credibility of the results and support the relevance of the findings in efforts to develop entrepreneurship education policies at the national level.

The independent variable in this study is the Edupreneurship Resources Business Model, which is denoted by the X variable, while the dependent variable is Entrepreneurship Orientation (Y). The edupreneurship resource business model refers to the concept developed, namely, how educational institutions support students in accessing resources such as capital, network, training, and market opportunities (Gené, 2018). Meanwhile, entrepreneurial orientation describes the extent to which students have attitudes, behaviors, and values that are innovation-oriented, proactive, and

risk-taking, as explained by Novfitri Sihombing et al. (2020). The instrument used in this study is a closed questionnaire, which contains statements based on indicators from the two variables. The instrument is compiled based on theory and has gone through a content validation process by experts before being disseminated to respondents. The scale used in filling out the questionnaire is the Likert scale, effective for measuring respondents' attitudes and perceptions of a statement (Ramadhan, 2024). The Likert scale typically has five alternative answers, ranging from "strongly disagree" to "strongly agree". The use of this scale makes it easier to analyze data because it produces quantitative data that can be calculated statistically.

The data analysis technique used in this study is simple linear regression, which aims to find out how much influence variable X has on variable Y. Simple linear regression is used when the study involves only one independent variable and one dependent variable, as explained by (Nese & Lai, 2012). Before the regression analysis is carried out, a classical assumption test is first carried out to ensure that the data meet the requirements of normality, linearity, and homogeneity. The normality test was performed to see the distribution of the data, while the linearity and homogeneity tests were used to ensure the relationship between variables according to the regression model assumptions. Once the assumptions are met, the data is analyzed using statistical software such as SPSS. The regression results will show the coefficient of influence and significance between the business model of edupreneurship resources on the entrepreneurial orientation of students. Data interpretation was carried out based on the significance value (p-value) and determination coefficient (R^2). Thus, this method provides a quantitative picture of the causal relationship between the variables studied. This research is expected to contribute to the development of educational resource-based entrepreneurship programs in higher education.

Table 1. Research Indicators

Variable	Definition	Indicator
Open Education Resources Business Model (OER)	OER is defined as an entrepreneur or educational institution that takes the Open Education Resource initiative	1. Content or material-based models, 2. Content production model 3. Engagement model 4. Business model and market
Entrepreneurship Orientation	EO is defined as a person's interest or inclination in the field of entrepreneurship by taking into account the supporting aspects	1. Innovative 2. Risk-taking 3. Proactive 4. Passion 5. Perserverance

In quantitative research, the existence of a hypothesis is very important because it serves as a statement that shows a temporary conjecture of the relationship between variables to be tested empirically. Based on the formulation of the problem and the theoretical studies discussed earlier, the hypothesis in this study was formulated to test the influence of *the Edupreneurship Resources Business Model* as an independent variable (X) on the *Entrepreneurial Orientation* of students as a dependent variable (Y). Specifically, the hypothesis proposed in this study is: "There is a positive and significant influence of the edupreneurship resource model on the entrepreneurial orientation of students participating in the entrepreneurship MBKM program." This hypothesis is based on the *theory of Resource-Based View (RBV)*, which states that the competitive advantage of individuals is greatly influenced by their ability to access and utilize strategic resources, including in the context of educational entrepreneurship. By testing this hypothesis statistically using simple linear regression analysis, this study aims to find out whether the integration of entrepreneurial resources provided by higher education institutions can contribute significantly to shaping student entrepreneurial attitudes and behaviors.

FINDINGS AND DISCUSSION

Findings

We present the results of descriptive statistical analysis. In this table, we conduct a per-item test of the entrepreneurship orientation and open education resource edupreneurship model. The sample of this study consisted of 44 students from the Faculty of Teacher Training and Education, PGRI Madiun University. The results of data analysis show that the average value of entrepreneurship orientation, which is a construct of innovative, risk-taking, proactive, passion, and persistence, is mostly above 4.50. These results indicate that students have a high business orientation

to run their own business. Students tend to want to have a business that is easy to run on a small scale and not high-risk, such as e-commerce and handmade.

The average value of most of the open education resource (OER) business model questions is 4.50 to 4.70. This shows that students are very enthusiastic about participating in the open education resource business program, which is an entrepreneurial concept applied by the University as part of the MBKM program. This program is beneficial for students who are starting a business or are already running a business. Students practice directly in the field with companies that are partners with the University. Students also gain knowledge about business from several practitioners. The following Table 2 presents the results of descriptive statistical analysis.

Table 2. Descriptive Statistics

	Obs	Mean	std	Minimum	Maximum
EO1	44	4.931818	1.086871	3	6
EO2	44	4.636364	.9666752	3	6
EO3	44	4.5	.9523533	2	6
EO4	44	4.75	.7193343	3	6
EO5	44	4.727273	.8453329	3	6
EO6	44	4.795455	.7338825	3	6
EO7	44	4.613636	.7222674	3	6
OER1	44	4.477273	.7920722	3	5
OER2	44	4.659091	.5257633	3	5
OER3	44	4.545455	.7299106	3	5
OER4	44	4.704545	.5531956	3	5
OER5	44	4.590909	.6927593	3	5
OER6	44	4.477273	.5052578	4	5
OER7	44	4.431818	.6249736	3	5
OER8	44	4.477273	.6984558	3	5

Figure 1 shows the results of the correlation test with SmartPLS. Based on the figure, it shows that the question items from the open education resource variable consist of 8 questions that can be positively correlated to the 7 question items from the entrepreneurial orientation variable. The conclusion is that each variable has a positive correlation and can influence the others in becoming a proxy for this research. Before testing the regression of the research model, we conducted a pilot test to test the quality of the questionnaire question items. We determined the respondents for the pilot test as many as 15 students who were determined by random sampling. Then, after conducting a pilot test, we re-tested the quality of the question items by analyzing the quality of the data by testing the validity and reliability through Cronbach's *Alpha* of the question items. The test results are shown in Table 3, where all the question items we ask show an alpha value above 0.7, so it can be said that each question item is very reliable and suitable for regression testing.

Next is Table 4, presenting the results of the correlation test of the question items in the questionnaire. We present the results of the correlation test with the aim of seeing the correlation between question items, so that we can see the influence of question items that contribute to the Open Education Resource (OER) business Model variable and the Entrepreneurship Orientation variable. Here we present tables 3 and 4, as follows:

Table 3. Result of Question Item Validity Test

Item	Obs	Sign	Item-Test Correlation	Item Rest Correlation	Average Interitem covariance	Alpha
OER1	44	+	0.4924	0.3864	.1048009	0.7843
OER2	44	+	0.0023	-0.0823	.1219609	0.8072
OER3	44	+	0.5916	0.5067	.1018543	0.7761
OER4	44	+	0.1859	0.0979	.1169574	0.7995
OER5	44	+	0.7267	0.6670	.0977141	0.7660
OER6	44	-	0.2974	0.2205	.1140856	0.7934
OER7	44	-	0.3250	0.2307	.1124824	0.7935
OER8	44	+	0.1018	-0.0109	.120111	0.8087
EO1	44	-	0.4424	0.2853	.1047304	0.7970
EO2	44	-	0.6471	0.5416	.0951947	0.7713
EO3	44	-	0.5279	0.4033	.1013081	0.7837
EO4	44	-	0.4564	0.3573	.1070736	0.7862
EO5	44	-	0.7170	0.6400	.0943666	0.7641
EO6	44	-	0.5185	0.4238	.1045543	0.7818
EO7	44	+	0.6713	0.5992	.0990222	0.7699
Test scale					.1056344	0.7947

Table 4. Regression Test Results

	(1) EO	pvalue
EOR	0,248 (1.53)	0.090*
_cons	21,682*** (2.91)	
r2	0.0046	
N	44	

Table 4 shows the results of the regression test of this research model, namely the Open Education Resource (OER) Edupreneurship Model on Entrepreneurship Orientation. The results show that OER has a significant positive effect on EO, with a significant value of 0.090, meaning that this research hypothesis can be accepted. These results indicate that the Open Education Resource (OER) Edupreneurship Model in the form of the MBKM Entrepreneurship Program at the Faculty

of Teacher Training and Education, PGRI Madiun University has a positive and significant effect on increasing the business orientation (Entrepreneurship Orientation) of students who take part in the program. The existence of the MBKM entrepreneurship program has a significant impact on student business orientation.

Discussion

The results of the study showed that the average score on the entrepreneurship orientation (EO) indicator was above 4.5, indicating a fairly high level of student entrepreneurship orientation. This includes the dimensions of innovation, daring to take risks, being proactive, having passion, and perseverance. These findings show that students have a tendency to build and grow their own businesses. Entrepreneurial orientation consists of five main dimensions, namely innovation, proactivity, risk-taking, competitive aggressiveness, and autonomy (Williamson, 2015). Student involvement in the MBKM Edupreneurship program supports these aspects. Active participation in field-based programs shapes the entrepreneurial character of students more truly. Students who have a desire to be entrepreneurial tend to choose a small-scale and digital-based type of business. Provide encouragement to individuals to take innovative actions and look for opportunities (Branzan, 2022). Business forms such as e-commerce and handmade products are considered the most suitable for students to run during their study period.

The average score for the Open Educational Resource (OER) business model indicator is also quite high, ranging from 4.5 to 4.7. This indicates that students show high enthusiasm for the OER concept applied in the MBKM entrepreneurship program. The OER model supports open learning that can improve students' practical knowledge in entrepreneurship. OER allows for open and tangible access to knowledge in real contexts in entrepreneurship (Lee et al., 2015). Students gain direct access to real business practices through collaborations with campus partners. This enables experiential learning as proposed by Ghofur et al. (2022). Through engagement with industry players, students gain practical insights and strategies that can be applied in their own businesses. Students are also equipped with business materials from practitioners that are relevant to the current industry context. Learning does not only happen in the classroom, but also through mentoring and field mentoring. This process strengthens the understanding of market realities and business strategies (Apiola & Sutinen, 2020).

The results of the instrument's validity and reliability test showed that most of the question items were valid and reliable, with a Cronbach's Alpha value above 0.7. This shows that the questionnaire is able to measure constructs consistently and accurately. This reliability is essential to ensure that the instrument is able to objectively reflect students' perceptions and experiences. An alpha value above 0.7 is considered sufficient for a social research instrument (Almarzuqi & Mat, 2024). Thus, the results of the analysis can be more accountable academically. In addition, the correlation test between items showed a significant positive relationship between OER and EO items. This relationship shows that aspects of OER's business model contribute to the formation of students' entrepreneurial orientation. Internal resources, such as knowledge and experience, determine competitive advantage. In this context, OER is an important resource that shapes students' attitudes and orientations towards the business world (Allen, 2006).

Regression analysis showed that OER had a significant positive influence on EO, with a significance value of 0.090. This means that the higher the utilization of OER in entrepreneurship programs, the higher the entrepreneurial orientation of students. This relationship shows that the implementation of OER as part of MBKM plays an important role in shaping entrepreneurial mindsets and behaviors. In the Theory of Planned Behavior (TPB), a person's intention to perform an action is influenced by attitudes, subjective norms, and perceptions of behavior control (Bao, 2020). In this context, OER forms a positive attitude and provides a perception of control to students in running a business. The availability of materials and field experience increases students' confidence in their ability to manage a business. The MBKM program also encourages project-based learning that is in accordance with market needs and regional potential. Collaboration with industry partners strengthens students' readiness to face the world of work (Ellis, 2011). This proves that OER-based programs are effective in shaping entrepreneurial character and skills.

This component of the model is very relevant in the context of higher education because it trains students to become problem solvers as well as value creators. Engagement models, for example, build a sense of ownership of their own business. Meanwhile, the content production model instills the importance of creativity in managing resources. Through hands-on practice, students understand how products or services are produced, marketed, and developed (Candiotto et al., 2023). This directly reinforces the innovative and proactive aspects of EO. Thus, the OER model has been proven to be able to develop students' soft skills and hard entrepreneurial skills.

The relationship between OER and EO in this context can also be explained through a constructivist approach in education. Learning occurs optimally through social interaction and real context (Kington et al., 2013). Students involved in the OER program get the opportunity to build meaning through hands-on experience and collaboration. It reinforces reflective and analytical skills that are essential in the business decision-making process. In addition, the program provides space for students to test their ideas directly in the field. This experience supports the development of *an entrepreneurial mindset*, which is a way of thinking that focuses on opportunities, innovation, and added value (Huang et al., 2018). Students are also invited to evaluate risks and make business strategies based on real conditions. This reflects the principle of *learning by doing*, which is the basis of the MBKM philosophy. This approach is very effective in forming a resilient and adaptive student character in a dynamic business world.

Entrepreneurship education should be focused on building competencies and real experience, not just theory. MBKM programs that utilize OER provide contextual experiences that allow students to internalize entrepreneurial values. Students not only understand theory, but also undergo managerial, production, marketing, and evaluation practices (Puspita, 2025). This process supports the development of skills such as systematic thinking, creativity, communication, and cooperation. The success of this program lies in the synergy between formal education and informal experience in the field. Students learn through interactions with mentors, teammates, and real consumers. In this way, they become better prepared to face the challenges of the business world. This is important considering the needs of the world of work and industry today are more demanding of graduates who are adaptive and innovative. The connection between educational institutions and the business world is an important factor in the success of entrepreneurship-based learning (Gusmiarni & Putri, 2025). The importance of collaboration between campuses and industry partners was also emphasized by Patandean & Indrajit (2021). They said that higher education must be able to produce graduates who are ready to use or even be able to create their own jobs. By being directly involved in business development, students can understand the complexities of the business world. They are trained to not only become workers, but also to become *entrepreneurial leaders* (Capalit et al., 2021).

In the Indonesian context, the use of OER in entrepreneurship programs can be a solution to expand access to quality education and increase the nation's competitiveness. OER plays an important role in encouraging innovation and equitable access to education (Branzan, 2022). With

this approach, students from various backgrounds have equal opportunities to learn and grow. This is in line with the principle of inclusivity in higher education. The MBKM program also supports strengthening entrepreneurial capacity at the local level through student empowerment (Maharani et al., 2020). They are encouraged to design businesses based on local potential and digitalization (Hasriadi, 2022). Support from universities and industry partners is key to the success of the program. Students become agents of change in society through the businesses they run. Thus, OER contributes to sustainable economic and social development.

CONCLUSION

This study aims to find empirical evidence of the effect of the Open Education Resources Business Model on Entrepreneurship Orientation on students at the Faculty of Teacher Training and Education, PGRI Madiun University, who participate in the MBKM Entrepreneurship program. The results of the analysis show that the Open Educational Resource business model has a significant positive effect on Entrepreneurship Orientations. The Open Education Resource (OER) Edupreneurship Model, which is the implementation of the Entrepreneurship MBKM Program at the Faculty of Teacher Training and Education, Universitas PGRI Madiun, has shown a good impact on increasing the Entrepreneurship Orientation of students who take part in the program. The four indicators in the Open Resource Business model have a significant impact on improving student entrepreneurial competencies. The existence of content-based models, content production models, engagement models, business and market models has a very good impact on the entrepreneurship orientation of students who have participated in the MBKM program. Students become more innovative, proactive, passionate, diligent, and understand how to manage risk. Students who take part in the MBKM entrepreneurship program have a business orientation related to e-commerce and handmade businesses. The choice of the two businesses is due to the problem of timing between the lectures and the business that students must run. This research has implications for regulators in the field of Education in preparing young entrepreneurs who are innovative, value-added oriented, and become part of the nation's economic development. This research is also expected to be useful for all universities that carry out entrepreneurial MBKM in increasing student entrepreneurial potential. This research is inseparable from shortcomings, namely the small research sample that does not fully describe the business interests of students who have not participated in the Entrepreneurship MBKM program. Further

research can add samples from other faculties at PGRI Madiun University or other universities that also implement the MBKM Entrepreneurship Program.

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