



The Role Of Ambition For Freedom In Entrepreneurship Education As Entrepreneurial Motivation

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Abstract. Entrepreneurship plays a crucial role in advancing the Indonesian economy with the potential to reduce unemployment and support economic growth. Although the government intensively encourages the spirit of entrepreneurship, there are still obstacles, especially related to not daring to face business risks. Amid the pandemic, unemployment is rising, prompting some individuals to turn to self-employment as a way of surviving. However, the number of entrepreneurs in Indonesia is still below international standards, reflecting obstacles to stimulating entrepreneurial interest. Phenomenological research on the role of ambition for freedom as an entrepreneurial motivation among students and alumni of Commerce Education at State University of Malang is still limited. Further understanding of ambition for freedom in the context of entrepreneurial learning at universities is needed to inform effective educational strategies, encourage interest in entrepreneurship at the local level, and support national economic growth. This study used a descriptive qualitative approach. The subject of the study involves Students. Data was collected through observation, interviews, and documentation. Data analysis involves the reduction, display, and inference of data, with triangulation used to ensure validity. The results showed that comprehensively, the findings of the three data collection methods consistently supported the central role of Ambition for Freedom in motivating Commerce Education students to choose and succeed in entrepreneurial careers. These overall findings provide a deep understanding of the dynamics of intrinsic motivation in the context of entrepreneurial learning. This research provides a strong foundation for advanced research related to the development of entrepreneurial learning strategies that focus more on aspects of intrinsic motivation. In addition, longitudinal research can provide a clearer picture of the long-term impact of entrepreneurial learning on the careers of students and alumni.

Keywords: Entrepreneurship; Entrepreneurship Education; Entrepreneurial Motivation.

INTRODUCTION

Entrepreneurship plays an important role in improving the nation's economy. Entrepreneurship is considered capable of being one of the activities in supporting and helping the life of the family's economy as well as being able to support economic growth in Indonesia. The existence of a business is able to reduce unemployment because it opens jobs and supports the realization of optimal income equality to reduce social inequality (Fachmy et al., 2021). Entrepreneurship plays a significant role in realizing the quality of the nation, such as South Korea, Singapore, Taiwan, America and other developed countries whose people are prosperous because they have many entrepreneurs (Gumilar, 2019; Nguyen, 2021; Putro, Rusmaniah, Mutiani, Jumriani, et al., 2022) So it is not surprising, countries that have many

entrepreneurs are more developed and prosperous, because entrepreneurship can grow a country's Gross Domestic Product and absorb labor (Sarfiah et al., 2019). The number of unemployment rates can be reduced by the courage to create their own jobs or entrepreneurship (Buffart et al., 2020; Marketing et al., 2019; Nowiński et al., 2019) That is why entrepreneurship is an important topic in various forums today, because of its huge role in growing the nation's economy.

The government continues to move the spirit of entrepreneurship to the community, through various activities and business assistance, the government has many hopes that the community will grow into entrepreneurs who are able to create jobs. (Guo et al., 2019; Petyukova & Railyan, 2019) stated that the Indonesian government pays attention and budget allocation to create entrepreneurs because of its role in overcoming various economic development problems. This budget allocation is in the form of business assistance, providing training and seminars, and many others whose aim is to foster interest in entrepreneurship. But to grow entrepreneurship in Indonesia often experiences various obstacles, so people are often reluctant to plunge directly into entrepreneurship because of the risks.

Various factors cause them to choose to become permanent workers in the company for the reason of a stable salary, rather than facing risks in the business. However, since the Covid 19 pandemic has seen more unemployment due to massive layoffs made by companies, many people have started entrepreneurship to maintain their lives. McClelland, though; Ciputra in Amrina et al., (2018) suggests that to become a prosperous country, 2% of the total population should be needed. In 2010 Indonesia only had around 400,000 entrepreneurs or only about 0.18% of the total population of Indonesia. Meanwhile, Chrysnaputra & Pangestoeti, (2021) revealed that one of the requirements to become a developed country is that the ratio of the number of entrepreneurs must be 14% of the total population in Indonesia. Akhir Dalam (Azzahra et al., 2021) said that currently Indonesia is still a developing country because entrepreneurs are only 3.1 percent. Although the ratio of entrepreneurs in Indonesia has exceeded international standards, which is 2% (Tambunan et al., 2021), which means that entrepreneurship in Indonesia is growing and entrepreneurial trends are increasingly being discussed, Indonesia needs to encourage again to pursue the country's achievements, especially in Southeast Asia. Because Singapore has currently reached 7%, while Malaysia is at the level of 5% (Tambunan et al., 2021).

In entrepreneurship, there is an underlying intention for a person's reason to become an entrepreneur. Various reasons were presented by previous researchers. The reason someone chooses to be entrepreneurial is also due to several motivations that arise in him.

Entrepreneurial motivation is defined as a desire from within to make humans competent (Ngundiati & Fitriyati, 2020). Ayu & Rara, (2019) define entrepreneurship as something that motivates or encourages someone to engage in activities and provide energy that leads to the achievement of needs, provides satisfaction or reduces imbalances by opening a business. Entrepreneurial motivation is the reason that becomes a person to create existing opportunities.

Various motivations influence entrepreneurial interest, such as the desire to be respected, continue family traditions, get a better income, and so on (Ayu & Rara, 2019). In addition, entrepreneurship can also be one way to channel hobbies positively. Liguori & Winkler, (2020); Terziev, (2019) define the motivation to become entrepreneurs because of independence and pleasure to be able to do the desired job and not have to work for others, it makes them feel life is comfortable and successful enough. Even some people also make entrepreneurship a profession. Not a few people who run entrepreneurs while being employees or students. According to Frinces, (2010) making entrepreneurship a profession is a choice for life and an honorable choice that must be well planned and mature. That is why motivation can also be defined as an inner state that energizes activity and directs or channels behavior towards goals (Maryetti et al., 2019). With motivation, a person will also easily recognize the business opportunities around him.

Entrepreneurial motivation will influence the process of opportunity recognition (Hessels et al., 2008). Taking advantage of business opportunities can be said to be the motive of opportunity, while for those who have no choice but to be entrepreneurial, their motive is motivated as a necessity (Kiyabo & Isaga, 2019; Wardana, Handayati, et al., 2020). mentioned entrepreneurial motivation, including a) Ambition for freedom; b) self realization; c) Push Factor. If you pay attention to the phenomenon of entrepreneurial motivation today, ambition for freedom is a dimension that is quite influential (Bozhikin et al., 2019; Gumilar, 2019; Ratten, 2019). Maryetti et al., (2019) in their research revealed that 77.8% of respondents chose to have their own business as the motivation that most encouraged them to open a business. They argue that by having their own business, independence can be created. The ambition of independence is defined as activities that are free, have their own business, become more respected, take the lead in implementing new ideas and develop hobbies in business (Maryetti et al., 2019). Motivation based on ambition for freedom can be obtained one of them from education.

Fostering entrepreneurship among students has become an important topic in universities and government as well as in research (Putro, Rusmaniah, Mutiani, Jumriani, et al., 2022; Shiyal et al., 2019). Universities include entrepreneurship in the curriculum as an effort

to encourage students to increase entrepreneurial motivation. This is supported by research conducted by Ngundiati & Fitriyati, (2020) that entrepreneurship education and entrepreneurial motivation have a significant effect together on entrepreneurial interest by 63.8%. So that providing entrepreneurship courses in training will provide benefits for students or students who have graduated. Students or graduates are young people who have competence in the sense of strong Knowledge, Skill and Attitude in the field of Entrepreneurship which will be the savior of the Indonesian economy. It is also considering that the competencies needed in the world of work are getting tighter, so equipping students with entrepreneurial learning can be a motivation to become entrepreneurs.

In 2021, the younger generation is dominated by millennials. Millennials are the generation born between the 1980s and 2000s (Nufzatutsaniah et al., 2021). The younger generation needs to be motivated that they are not job seekers but job creators (Novriansyah et al., 2021). It is important for educational institutions to know which skills (competencies) to develop in educating future entrepreneurs and enterprising people. The obstacle in entrepreneurship is the lack of knowledge and skills by 40% making it difficult to start a business (Martínez-Gregorio et al., 2021; Ratten & Jones, 2021; Rita Amelinda, 2020). For this reason, curriculum learning is at the University. 57% of respondents answered that through the entrepreneurship curriculum has motivated them to start a business. Entrepreneurship education is the university's effort in preparing student graduates with entrepreneurial spirit. This is because students who take entrepreneurship courses have more ideas for starting a business and interest in entrepreneurship (Ayu & Rara, 2019). Amrina et al., (2018) revealed that Entrepreneurship Education also aims to improve entrepreneurial knowledge through attitudes, knowledge and skills in the context of entrepreneurial tasks.

This entrepreneurship education has been given at universities, one of which is State University of Malang in the Commerce Education program. Although the expected competency for graduates is to become a teacher, but currently students are also directed to become entrepreneurs, by providing entrepreneurial learning. This entrepreneurship course has 3 credits and is given as a Science and Expertise (MKK) course. In addition, several programs in terms of entrepreneurship have also been carried out. For example, through practice and experience can increase entrepreneurial motivation in students and alumni, these activities include seminars and workshops, entrepreneurial visits, internships and entrepreneurial practices (Amrina et al., 2018). The better the entrepreneurship education received by students, the better the interest in student entrepreneurship (Goyal et al., 2020; Rofiaty, 2019). In this Department of Commerce Education, there are other MKK that are still related to creating

entrepreneurial motivation, including in introductory business, marketing management, and sales courses.

Based on the results of exploration of journal article references conducted, researchers have not found much qualitative research with phenomenological studies that discuss ambition for freedom as a motivation for entrepreneurial learning. Phenomenological methods are well suited to developing new and challenging insights and adding nuance to existing, often more normative and structurally oriented theories (Nurcholida et al., 2022; Soomro et al., 2021). Some of the results of research that have been conducted, including Venesaar et al., (2006) mentioned obstacles in entrepreneurship, namely lack of knowledge and skills by 40% making it difficult to start a business. The same thing was said by Amrina et al., (2018) the higher a person's education, the lower the entrepreneurial intention. This is contrary to the research of Atmaja & Margunani, (2016) which states that the better the entrepreneurship education received by students, the better the interest in entrepreneurship. In addition, Edelman, et al., in Maryetti et al., (2019) affirm also that there is still a lack of research in this area of entrepreneurial learning and more work is needed. In this case, it is also reinforced by research conducted by Bandera et al., (2018) that patterns emerge that give meaning to the results of previous inconsistent research on entrepreneurship education and entrepreneurial intentions of students. In addition, there is a lack of awareness of the purpose of entrepreneurship learning and entrepreneurial mindset among entrepreneurship lecturers (Toding & Venesaar, 2018).

Referring to the results of this research, a more in-depth study is needed related to ambition for freedom as a motivation for entrepreneurship because there is still no literature that discusses in detail and meaningfully about ambition for freedom itself. Most studies examine entrepreneurial motivation towards entrepreneurial learning with qualitative methods so that deep and consistent meaning has not been found, so that it can capture the phenomenon of ambition for freedom as motivation in entrepreneurial learning. This research seeks to develop entrepreneurial learning that encourages ambition for freedom motivation so that it can become knowledge for students and educators so as to generate interest in entrepreneurship in phenomenological studies.

Based on this presentation, researchers are interested in looking further at the phenomenon of the role of ambition for freedom as an entrepreneurial motivation for students and alumni of Commerce Education State University of Malang in entrepreneurship. Entrepreneurship is considered the main pillar in improving a country's economy. In Indonesia, entrepreneurial activities have great potential to support family economic life, reduce unemployment, and contribute significantly to economic growth. The role of entrepreneurship

in driving the economy does not only occur in Indonesia, but also becomes a key factor in the progress of developed countries such as South Korea, Singapore, and Taiwan.

These countries show that high numbers of entrepreneurs can generate people's welfare. Although the Indonesian government actively encourages the spirit of entrepreneurship through various programs and assistance, the community still faces obstacles, especially related to not daring to face business risks. Ideally, entrepreneurship should not only be an alternative job, but also a respected choice, encourage income equality, and create jobs. However, amid the COVID-19 pandemic, unemployment is rising, forcing some people to choose entrepreneurship as a way to survive. However, the number of entrepreneurs in Indonesia is still below international standards, indicating challenges in stimulating entrepreneurial interest. The government has allocated a budget to encourage entrepreneurship, including through entrepreneurship education in universities.

However, this effort still faces obstacles, and lack of awareness of business opportunities is one of the obstacles. Although there is research on entrepreneurial motivation, in-depth phenomenological research on the role of ambition for freedom as entrepreneurial motivation among students and alumni of Commerce Education State University of Malang is still limited. Ambition for freedom as an entrepreneurial motivation needs to be explored further, especially in the context of entrepreneurship learning at universities. The importance of understanding entrepreneurial motivation, especially ambition for freedom, amid economic dynamics and global challenges, provides a basis for the formation of more effective educational strategies. This research is expected to contribute to the development of entrepreneurship curriculum in Commerce Education at State University of Malang, provide insight to students and educators about the role of ambition for freedom, and motivate entrepreneurial interest at the local level which in turn can contribute to national economic growth.

THEORETICAL

The theoretical overview outlined in this study comes from a number of relevant previous studies, as the basis for the theoretical framework, determination, and analysis of the study as follows

Entrepreneurship

Almahry et al., (2019); Naimah et al., (2020); Winterstorm Värlander et al., (2020) defines entrepreneurship as building an economical business, namely innovative, profit-oriented with the ability to take risks and face environmental uncertainty. Entrepreneurship is

the process of creating something new and ready to take entrepreneurial risks while Entrepreneurship is an innovator who develops something unique and different (Amrina et al., 2018). From some of the above understandings it can be concluded that entrepreneurship is the process of creating something with all the risks that exist to achieve certain goals. While entrepreneurship is an entrepreneurial actor, or someone who acts to create and achieve these goals.

Entrepreneurship Education

Entrepreneurship education is the university's effort in preparing student graduates with entrepreneurial spirit (Chairunisa Muchtar et al., 2018; Putro, Rusmaniah, Mutiani, Abbas, et al., 2022). The subjects that provide knowledge to start a business are in the opinion of economics and logistics students as follows: entrepreneurship, various marketing subjects, business communication, administration, economic accounting, accounting finance and logistics (Venesaar et al., 2006). Exposure to entrepreneurship can increase self-confidence and entrepreneurial motivation (Novriansyah et al., 2021). Toding & Venesaar, (2018) stated the purpose of entrepreneurship education is not only to be the engine driving economic growth through job creation and new ventures, but also to develop individuals who understand the entrepreneurial process and have entrepreneurial skills and ways of thinking

Entrepreneurial Motivation

According to (Palladan & Muhammad, 2021; Sofiwati et al., 2019; Steffens & Omarova, 2019) entrepreneurial motivation can be divided into three dimensions including a) ambition for freedom; b) self realization; c) Push Factor. Ambition for Freedom is a person's ambition in achieving freedom by entrepreneurship. According to Maryetti et al., (2019) ambition for freedom is defined as activities that are free, have their own business, become more respected, take the lead in implementing new ideas and develop hobbies in business. There are indicators in freedom ambition including Be more free activity, Having own business Being more respected, Leading the way in implementing new idea, Developing hobby in business. Abramov, (2019); Lyons et al., (2021) also believe ambition for freedom is followed by the intention of self-realization and the strongest impulse, this factor is related to finding opportunities to obtain better income.

RESEARCH METHODS

This research uses a qualitative approach with a phenomenological study design to gain an in-depth understanding of the factors that play a role in becoming entrepreneurs in Commerce Education alumni. The research locations were chosen in Pasuruan, Malang, and Blitar, taking into account the business activities of alumni of the Commerce Education Program and entrepreneurship lecture activities at the Faculty of Economics, State University of Malang. The data source involves primary data from interviews and observations of students, alumni, and lecturers involved in entrepreneurship education. Eight informants were selected through purposive sampling techniques, including students and alumni of the Commercial Administration Education Study Program who became entrepreneurs, as well as entrepreneurship teaching lecturers. Secondary data are obtained from entrepreneurship books, previous research articles, and business documents of research subjects.

The data collection procedure uses triangulation through participatory observation, in-depth interviews, and documentation. Data analysis is performed with the Miles and Huberman model, which involves collecting, reducing, presenting, and drawing conclusions of data. Data validity checking using credibility, transferability, dependability, and confirmability tests. The research stages involve pre-field, data collection, data analysis, evaluation, and report preparation. The research report is prepared by describing the problem, research context, research process, and final research results, as well as discussing research findings.

RESULTS AND DISCUSSION

Result

Based on observations and the results of interviews with informants Through participatory observation methods, researchers are actively involved in the daily lives of students and alumni involved in entrepreneurial learning at the Faculty of Economics, State University of Malang. Observations are made by permeating activities in the business locations they manage, and paying direct attention to the dynamics that occur in lecture classes, following the results of observations Researchers make:

1. Observations in Business Incubator / Business Environment :

Researchers closely observed how students and alumni conducted their business activities. The focus of observation involves an understanding of the business management process, interaction with customers, marketing strategies used, and how to deal with daily challenges in the business world. The results of these observations provide an idea of the level of creativity, perseverance, and effectiveness of managing their business.

2. Observations in Class Lectures:

With direct attendance in lecture classes, researchers recorded the dynamics of interaction between students and lecturers. This includes the teaching style of the lecturer, the student's response to the material, and the extent to which the teaching creates an environment that supports the development of an entrepreneurial spirit. Classroom observations also help researchers understand more deeply how the concept of Ambition for Freedom is applied in learning contexts.

3. Dynamics of Student and Lecturer Interaction:

Through observation, researchers can identify the extent to which students actively participate in the learning process. In addition, the dynamics of interaction between students and lecturers are also reviewed to understand the extent to which entrepreneurial learning can motivate and build a strong understanding related to Ambition for Freedom. Observations include emotional responses, questions asked, and the level of student involvement in the discussion.

4. Entrepreneurship Teaching Strategy

The observations also open insights into entrepreneurial teaching strategies applied by lecturers. This includes the use of case studies, business simulations, or other active learning methods. Researchers noted the extent to which the strategy was able to awaken entrepreneurial spirit and motivate students to develop Ambition for Freedom.

By detailing this observation process, researchers can explore more deeply and present a more comprehensive picture of the effect of entrepreneurial learning on students and alumni, particularly related to the role of Ambition for Freedom in motivating them to become entrepreneurs.

Through in-depth interviews conducted with students and alumni of the Commerce Education Program, researchers focused on their understanding of the role of Ambition for Freedom in providing motivation to engage in the world of entrepreneurship. The interview focused on understanding how Ambition for Freedom, as an intrinsic motivation, contributes to shaping the motivation of students and alumni to enter the world of entrepreneurship (Bahena-Álvarez et al., 2019; Barba-Sánchez & Atienza-Sahuquillo, 2018). Key points explored include the concepts of financial freedom and time freedom as key drivers emerging from Ambition for Freedom.

Based on the interviews, it was revealed that Ambition for Freedom has a central role in encouraging students to become entrepreneurs. This intrinsic motivation drives them to achieve financial and time freedom through their own entrepreneurial efforts. Students and alumni feel a strong urge to take control of their lives, pursue their financial dreams, and achieve freedom in managing time.

In interviews, students and alumni have consistently stated that Ambition for Freedom provides the impetus for achieving financial freedom. They see entrepreneurship as a means to create an independent source of income, which in turn gives them complete control over their financial condition. In addition to financial freedom, the interview results also highlight the importance of time freedom pursued by students and alumni. Ambition for Freedom motivates them to seek forms of business that allow flexibility in schedules, allowing for more independent timing. During interviews, students and alumni expressed encouragement to be independent and take risks in entrepreneurship. Ambition for Freedom is a trigger to overcome uncertainty and build resilience to business challenges (Far et al., 2021; Hassan et al., 2020; Oumlil & Juiz, 2018).

Through an in-depth analysis of the interview results, it can be concluded that Ambition for Freedom is not only a motivation, but also a major driver that shapes the views, attitudes, and actions of students and alumni in pioneering their path as entrepreneurs.

The documentation in this study refers to secondary data obtained from various business documents, entrepreneurship books, and previous research articles. The existence of this secondary data is an important foundation to provide context and support the findings resulting from this study. Business documents such as operational plans, business licenses, and business vision and mission of students and alumni provide in-depth analysis related to business development. The business operational plan includes strategies and practical steps taken to run the business, while the business license provides an overview of legality and compliance with applicable regulations.

Documentation not only provides an understanding of operational steps, but also presents the vision and mission underlying student and alumni efforts. This document is an enlightenment for researchers to understand the philosophical foundations or values that guide the entrepreneurial steps taken.

Through documentation, researchers gain additional understanding of the business development of students and alumni. It includes financial data, marketing strategies, and business growth over time. Thus, documentation provides an important historical dimension for evaluating the entrepreneurial journey and identifying development trends.

Documentation also helps in analyzing the challenges and successes faced by students and alumni in their entrepreneurial journey. Information about obstacles overcome, strategies that work, and lessons from failure provides valuable insights for the context of business sustainability. It is important to note that data from documentation are integrated with field findings from observations and interviews. This allows researchers to present a more complete and accurate picture of the role of Ambition for Freedom in student and alumni motivation for entrepreneurship.

Thus, documentation is not only a complement to information, but a key element that provides a detailed and contextual framework for understanding the reality of entrepreneurship in the context of the Malang State University Commerce Education Program.

Discussion

Ambition for Freedom, is not just a general impulse, but is a profound and significant intrinsic force for students of Commerce Education. In this context, the ambition to achieve financial freedom and more flexible timing is not just a dream, but is the main driver that motivates students to explore the world of entrepreneurship. Observations imply that students not only pursue material success, but also yearn for personal achievement and autonomy in pioneering their entrepreneurial journey (Aparicio et al., 2019; Duan et al., 2021; Thandi & Sharma, 2003).

Financial freedom, as a key element of Ambition for Freedom, not only means seeking material gain, but creating the foundation for a more meaningful life. Students, through this ambition, seek ways to gain control over their own financial futures, avoiding reliance on conventional career paths. In addition, the desire to have more flexible timings reflects a drive for autonomy and control over their lives (Agarwal et al., 2020; Murphy et al., 2020).

A deep understanding of the complexity of intrinsic motivation shows that Ambition for Freedom is not just a drive to achieve economic goals, but rather a journey to self-fulfillment. Students not only expect to succeed materially, but also seek meaning and fulfillment in their entrepreneurial journey. Personal achievements, including skill development, the courage to take risks, and the ability to build and lead teams, became integral to their interpretation of freedom (Malecki, 2018; Oo et al., 2018; Wardi et al., 2019). In other words, Ambition for Freedom not only creates motivation for entrepreneurial action, but also shapes students' identities and value orientations. It becomes a kind of "fire within them" that continues to burn, pushing them to achieve more than just economic success. As a deeply intrinsic role, Ambition for Freedom is a driving force that not only drives practical steps, but

also shapes students' mindsets and outlook on life, making them a fundamental force in their entrepreneurial formation.

In an in-depth look at students' participation in business activities, it was revealed that their involvement goes beyond just routine. In contrast, students show a striking level of creativity and proactivity in managing their businesses. This phenomenon not only reflects the success of entrepreneurial learning in stimulating practical aspects, but also provides an in-depth look at how creativity itself can be a major catalyst in managing a business (Prabhu, 2019; Wardana, Narmaditya, et al., 2020; Wei et al., 2019).

Creativity seen in student actions includes innovation in products or services, unique marketing strategies, and creative solutions to business challenges. They don't just follow conventional steps, but rather actively seek new ways to approach problems and opportunities. These innovations not only create a competitive advantage in their business, but also create a positive impact in the surrounding entrepreneurial ecosystem. Student proactivity, as observed, includes their initiatives to identify business opportunities, overcome barriers, and respond quickly to market dynamics. They do not wait for instructions or directions, but take an active role in managing their efforts. This phenomenon can be directly connected with close interaction with lecturers. The role of lecturers as mentors and sources of inspiration provides not only theoretical understanding but also empowers students to develop managerial and leadership skills. It is important to note that this creativity and proactivity is not just the result of theoretical learning (Wang et al., 2019; Yang & Kim, 2020). They are the product of a learning environment that stimulates the exchange of ideas, supports experimentation, and provides active support to the development of students' business concepts. Therefore, interaction between students and lecturers becomes an integral element that strengthens students' creative and proactive abilities in facing business realities.

When reviewing the success of alumni efforts as indicators of learning effectiveness, documentation provides confirmation that the concepts contained in the curriculum are successfully implemented in their business practices. These data highlight the importance of integrating theory and practice as the foundation of effective entrepreneurial learning in an academic environment. The success of alumni reflects not only conceptual understanding, but also the ability to apply them in real-world challenges (Bullough et al., 2022; Farooq et al., 2020; Nicotra et al., 2018).

The results of observations, interviews, and documentation provide deep insights that can guide the development of entrepreneurial learning curricula at the higher education level. Increased focus on practical experience and direct interaction with lecturers is suggested to

reinforce the effects of learning. A deep understanding of the central role of Ambition for Freedom highlights the need for an emphasis on intrinsic motivation in curriculum design. Therefore, holistic curriculum design and oriented towards developing one's own corporate character is essential to create graduates who are ready to compete in the dynamic entrepreneurial world.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the above research, it has been concluded that comprehensively, the findings of the three data collection methods consistently support the central role of Ambition for Freedom in motivating Commerce Education students to choose and succeed in entrepreneurial careers. These overall findings provide a deep understanding of the dynamics of intrinsic motivation in the context of entrepreneurial learning.

Suggestion

This research provides a strong foundation for advanced research related to the development of entrepreneurial learning strategies that focus more on aspects of intrinsic motivation. In addition, longitudinal research can provide a clearer picture of the long-term impact of entrepreneurial learning on the careers of students and alumni.

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