



Enhancing student competencies through entrepreneurship and cultural collaboration: A community engagement approach

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ARTICLE INFO	ABSTRACT
<p>Article history Received: 2023-10-23 Revised: 2023-11-03 Accepted: 2023-11-15 Published: 2023-11-16</p> <p>Keywords Community engagement Cultural collaboration Entrepreneurship MSMEs Student competencies</p>	<p><i>Entrepreneurship plays a crucial role in the global economy, Driving job creation, fostering innovation, and contributing to economic growth. However, Indonesia faces challenges in increasing the number of entrepreneurs and enhancing economic productivity. This article presents a case study on the Faculty of Economics and Business at Syiah Kuala University's community engagement activities aimed at developing students' entrepreneurial and cross-cultural competencies. The activities encompass experiential learning, mentorship, networking, and cultural collaboration, aligning with achieving Sustainable Development Goals (SDGs). Through experiential learning, students gain practical knowledge, problem-solving skills, and a global mindset, equipping them for entrepreneurship and business. Collaborative initiatives with international partners, such as Universiti Kebangsaan Malaysia, and interactions with Indonesian diaspora entrepreneurs in Singapore enhance students' cross-cultural competence. They learn to respect diversity, adapt to different cultural norms, and collaborate effectively across cultures. The activities also facilitate networking and collaboration, enabling students to establish connections with diaspora entrepreneurs and international peers. These connections can lead to future partnerships and collaborative efforts. The community engagement activities empower students with the skills, knowledge, and global perspective necessary to excel as entrepreneurs and positively impact the achievement of SDGs. The emphasis on economically viable, culturally sensitive, environmentally sustainable, and socially responsible entrepreneurship aligns with the broader goals of sustainable development, contributing to the development of sustainable entrepreneurship in higher education.</i></p>
<p>Kata Kunci Kewirausahaan Kolaborasi budaya Kompetensi mahasiswa Pengabdian kepada masyarakat UKM</p>	<p>Peningkatan kompetensi mahasiswa melalui kewirausahaan dan kolaborasi budaya: Pendekatan pelibatan masyarakat. Kewirausahaan memiliki peran penting dalam perekonomian global, mendorong penciptaan lapangan kerja, inovasi, dan berkontribusi pada pertumbuhan ekonomi. Namun, Indonesia menghadapi tantangan dalam meningkatkan jumlah wirausahawan dan meningkatkan produktivitas ekonomi. Artikel ini menyajikan sebuah studi kasus tentang kegiatan pengabdian masyarakat Fakultas Ekonomi dan Bisnis di Universitas Syiah Kuala yang bertujuan untuk mengembangkan kompetensi kewirausahaan dan kolaborasi lintas budaya mahasiswa. Kegiatan-kegiatan tersebut mencakup pembelajaran berbasis pengalaman, bimbingan, jaringan, dan kolaborasi lintas budaya, yang tentunya sejalan dengan pencapaian Tujuan Pembangunan Berkelanjutan (SDGs). Melalui pembelajaran berbasis pengalaman, mahasiswa mendapatkan pengetahuan praktis, keahlian dalam memecahkan masalah, dan pemahaman global yang mempersiapkan mereka untuk berwirausaha dan berbisnis. Inisiatif-inisiatif kolaboratif dengan mitra internasional, seperti dengan Universiti Kebangsaan Malaysia, dan interaksi dengan pengusaha diaspora Indonesia di Singapura telah memberikan dampak pada peningkatan kompetensi kewirausahaan dan lintas budaya mahasiswa. Mereka belajar untuk menghormati keragaman, beradaptasi dengan norma budaya yang berbeda, dan berkolaborasi secara efektif dengan rekan dari lintas budaya. Kegiatan-kegiatan tersebut juga memfasilitasi jaringan dan kolaborasi, memungkinkan mahasiswa untuk menjalin hubungan dengan pengusaha diaspora dan rekan-rekan internasional, yang dapat mengarahkan pada kemitraan dan upaya kolaboratif di masa depan. Tentunya, berbagai</p>

kegiatan pengabdian masyarakat yang memberdayakan mahasiswa dengan keahlian, pengetahuan, dan pandangan global ini sangat diperlukan untuk sukses sebagai wirausahawan, serta memberikan dampak positif pada pencapaian SDGs. Penekanan pada wirausaha yang layak secara ekonomis, sensitive terhadap perbedaan budaya, berkelanjutan secara lingkungan, dan bertanggung jawab sosial sejalan dengan tujuan pembangunan berkelanjutan, dan berkontribusi pada pengembangan kewirausahaan berkelanjutan di perguruan tinggi.

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INTRODUCTION

Entrepreneurship has become increasingly important in economic theory due to its significant role in the development of today's global economy, and its impact extends beyond business growth and achieving business-environment sustainability (Apostolopoulos et al., 2018; Hannon, 2013; Isac et al., 2023; Mariani et al., 2022). Entrepreneurship also plays a vital role in achieving the United Nations Sustainable Development Goals (SDGs). Entrepreneurial activities usually cover multiple SDGs, promoting economic growth, innovation, and social and environmental sustainability. For example, SDG 8 aims to promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. Entrepreneurship contributes to achieving this goal by creating new businesses and jobs, particularly in emerging economies. Therefore, governments consider encouraging new entrepreneurship a significant political purpose, from its contribution to business development and job creation and social and environmental perspectives (Isac et al., 2023). Sustainable entrepreneurship pursues economic, ecological, and social goals integrated into business operations. While recognizing and using business opportunities, entrepreneurs can support social transformation by favoring more sustainable products and services, which contributes to achieving several SDGs (Apostolopoulos et al., 2018; Isac et al., 2023).

Entrepreneurship is a process of creating, developing, and managing businesses with specific objectives, including increasing profits, innovation, and meeting market needs. Entrepreneurship encompasses activities such as start-ups, micro-enterprises, new product development, new divisions within large businesses, and non-profit endeavors. To date, entrepreneurship has become a vital foundation in the global economy because, in addition to creating job opportunities and generating innovation, it has proven itself as a pillar of the local economy and has contributed to the economic growth of a country. This is evidenced by the numerous Small and Medium Enterprises (SMEs) that have been able to withstand periods of economic downturn, such as the 1998 monetary crisis and the COVID-19 pandemic. Based on data from the Ministry of Cooperatives and Small and Medium Enterprises (SMEs) in 2021, the contribution of domestic gross product from SMEs amounted to 61.07% or IDR 8,573.89 trillion, with a workforce absorption rate of 97% and the ability to attract investments in Indonesia amounting to 60.4% (djkn.kemenkeu.go.id). According to the Global Entrepreneurship Index in 2021, on average, developed countries have approximately 14% of their population engaged in entrepreneurship. However, Indonesia ranks at the lowest position in Southeast Asia, with only 3.1% of its population involved in entrepreneurship, which is lower than Singapore at 8.76%, Malaysia at 5%, and Thailand at 4.26% (www.jawapos.com, accessed on October 11, 2023). Indonesia's low number of entrepreneurs reflects the country's relatively low economic productivity level. According to the World Bank, Indonesia's Total Factor Productivity (TFP) is 0.7. This is further supported by data from UNCTAD and UNDP in 2021, which concluded that the main factors contributing to Indonesia's low TFP include the low quality of human resources, limited research capacity, a lack of creativity and innovation, and entrepreneurship.

Building and developing entrepreneurship is a process that involves the development of skills, knowledge, and a mindset for creating and managing a successful business. This is because entrepreneurship is a dynamic and ongoing process that requires continuous learning, adaptation, and overcoming obstacles (Lackeus, 2015). Therefore, individuals must optimize all available resources, such as learning from successful entrepreneurs, drawing from their own experiences, and remaining open to new opportunities and ideas. This aligns with the findings of Politis (2005), who identified three main components in the entrepreneurial learning process: the career experiences of entrepreneurs, the transformation process, and entrepreneurial knowledge in terms of effectively recognizing and acting on entrepreneurial opportunities and the ability to deal with setbacks.

Wei et al. (2019) mention that entrepreneurship education plays a significant role in developing skills in both business and personal life, fostering attributes such as creativity, innovation, and self-confidence. Their study, conducted on 269 young entrepreneurs in the health sector in China, revealed a positive relationship between the perception of entrepreneurship education and innovation. Furthermore, their research found that entrepreneurial skills and

opportunities mediate the relationship between entrepreneurship education perception and innovation. This underscores the importance of entrepreneurship education in enhancing business skills and nurturing qualities that can benefit individuals in various aspects of life. The importance of understanding entrepreneurship is also emphasized by Nasrullah et al. (2016) in their study of undergraduate students at Bahawalpur University, which showed a positive relationship between entrepreneurship education and academic performance. This aligns with the view of the European Commission in 2005, which believes in the significance of teaching entrepreneurship at all levels of education and the need for support for entrepreneurial activities among students, researchers, and university members through education and training systems. Additionally, institutions and socializing agents such as the media are essential in promoting a society oriented towards entrepreneurship education for developing and exploiting students' entrepreneurial capital.

The importance of universities in developing and exploiting students' entrepreneurial capital is highlighted by empirical evidence (Hannon, 2013; Hassan, 2020; Isac et al., 2023; Sharma et al., 2020; Vig, 2023). Universities serve as incubators for entrepreneurial talent and play a pivotal role in creating an environment that fosters entrepreneurial mindsets (Hassan, 2020). Universities provide students with the essential knowledge and skills to start and run a business. Entrepreneurial education equips students with a strong entrepreneurship and business management foundation, covering business planning, marketing, finance, and strategy. University training and entrepreneurial education also help develop graduates' motivation and capabilities to engage effectively in entrepreneurial activities. It instils in them the confidence and skills needed to take on the challenges of entrepreneurship, helping to shape their entrepreneurial intentions and developing an entrepreneurial way of thinking and skills (Isac et al., 2023). They encourage students to think creatively, take calculated risks, and explore innovative solutions. This mindset is essential for identifying opportunities and challenges in the business world. Additionally, the knowledge, attitudes, and skills acquired in the education system, particularly through entrepreneurial education in universities, are transferred to the economic system. This knowledge transfer leads to the creation of new companies and enhances their viability. Entrepreneurial graduates are well-prepared to establish and manage businesses. The university's role in developing and exploiting students' entrepreneurial capital is to support the implementation of SDG 4 by providing quality education and promoting lifelong learning, including the development of students' entrepreneurial capital. This aligns with the broader mission of ensuring equitable and sustainable education opportunities for all. Additionally, the entrepreneurial skills and mindset fostered by universities can contribute to achieving other sustainable development goals, such as SDG 8, which aims to promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all, and foster innovation and develop new technologies and products, which can contribute to achieving SDG 9. Therefore, it is necessary to continuously develop several entrepreneurial-educational programs, curricula related to entrepreneurship, and extracurricular activities for entrepreneurial education in universities (Hassan, 2020; Isac et al., 2023).

Furthermore, cultural collaboration is another way to develop and exploit students' entrepreneurial capital and competencies (Stephan, 2022; Mariani et al., 2022). Cultural collaboration is a process of working with people from various cultural backgrounds to achieve common goals and promote understanding and appreciation of each other's cultures. It can involve multiple forms of cooperation in the fields of (1) Arts, such as joint art exhibitions, performances, or displays; (2) Education, involving collaborations with educational institutions, cultural exchange programs, and more; (3) International business, encompassing joint product and service development, entering global markets, or understanding the needs and preferences of consumers from different cultural backgrounds; and (4) Social, comprising social and humanitarian initiatives as well as cultural diplomacy. Incorporating cultural collaboration into the student experience through joint projects, exchange programs, cultural events, and international business ventures can be a powerful way to develop students' entrepreneurial capital and competencies. It equips them with practical skills and broadens their horizons, making them better prepared to navigate the complex and interconnected world of entrepreneurship. For example, exposure to different cultural perspectives and values through collaboration helps students develop cultural competence, leads to the development of unique and innovative solutions in entrepreneurship, and provides an opportunity for students to build a diverse network of contacts, which is essential for entrepreneurial success, enhance language skills and facilitating effective communication in a global business context, market expansion, promotes tolerance, inclusivity, and appreciation of diversity, and foster positive relations between different cultures and nations. The Cultural collaboration embodies the spirit of SDG 17, which emphasizes the importance of partnerships for achieving sustainable development. These partnerships can contribute to achieving multiple SDGs as they promote cultural exchange, economic growth, and social inclusion (Stephan, 2022; Mariani et al., 2022).

Entrepreneurship and cultural collaboration significantly impact each other (OECD, 2022; Thurik et al., 2023). Cross-cultural experiences positively affect the entrepreneurial ecosystem's performance (Shen et al., 2003). Entrepreneurial culture also positively moderates the relationship between an individual's entrepreneurial personality and innovation (Ahmetoglu et al., 2018). Furthermore, culture influences innovation through four theoretical perspectives: cultural fit, cultural mismatch, cultural, social support, and culture as a resource (Stephen, 2022). Entrepreneurial culture also acts as a positive driver for workplace culture, promoting innovation, creativity, and risk-taking, which helps organizations become more competitive (OECD, 2022). Promoting entrepreneurial culture through training programs or internships can assist students in gaining practical experience in their areas of interest. One common characteristic of successful start-ups is having charismatic, enthusiastic founders with a competitive mindset. This is because courage and a willingness to take risks are ways to overcome disappointment from the failures that start-ups often encounter. Successful entrepreneurs must understand the current work environment, which is significantly different from the year 2000. They need to comprehend the diversity and values in their workplace, as approximately one-third of the world's population is now

composed of millennials who demand values aligned with their perspectives. This aligns with the views of Brattstrom and Wennberg (2021), who depict entrepreneurship as a solution to current challenges. This is reflected in the active role played by governments and private organizations worldwide in focusing on entrepreneurship programs and initiatives.

Based on the elaboration above, it can be concluded that entrepreneurship plays a crucial role in the economy, and the contribution of the Small and Medium Enterprises (UMKM) sector to Indonesia's economy is significant. However, this remains a challenge regarding increasing productivity and the number of entrepreneurs in Indonesia. Therefore, this community service aims to provide an understanding of entrepreneurship and cultural collaboration in enhancing students' competencies. This includes developing business skills and fostering performance in the entrepreneurial ecosystem, such as innovation, creativity, and the courage to take risks in facing the challenges of the present time. Faculty of Economics and Business Universitas Syiah Kuala, as one of the formal education institutions, strives to support the government's program to encourage 4 million young entrepreneurs to strengthen the national economic structure. One of the activities is the cultural collaboration program for students at the Faculty of Economics and Business. The goal is for students to learn and understand cross-cultural values, which can enhance their competencies, expand their business networks, and open opportunities for additional resources in business development. This program supports the United Nations Sustainable Development Goals (SDGs) by promoting sustainable entrepreneurship, creating jobs, driving economic growth, addressing environmental challenges, and enabling youth to turn their creative energy into ideas. The link between entrepreneurship and cultural collaboration is significant in developing students' entrepreneurial cultures, which, in turn, influences students' training and education in higher education. The program also supports the government's program to encourage 4 million young entrepreneurs to strengthen the national economic structure. The program's activities align with SDG 4, which aims to promote quality education, and SDG 8, which aims to promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. Finally, this program also embodies the spirit of SDG 17, which emphasizes the importance of partnerships for achieving sustainable development—collaborative projects between individuals, institutions, and nations from different cultural backgrounds foster cooperation and international understanding.

METHOD

The core objectives of the community service program are centered on enhancing students' competencies in entrepreneurship through cultural collaboration, focusing on practical experience, creativity, confidence, networking, and fostering positive impacts at both the individual and community levels. The program employs the experiential learning approach to achieve these goals and emphasizes partnership and collaboration as its primary method. Experiential learning is a highly effective method for this program, emphasizing "learning by doing" to provide students with practical experience, the application of theoretical knowledge, and the development of essential skills in real-world contexts (Koustas & Salehi, 2021; Gemmell & Kolb, 2013). Experiential learning is crucial for several reasons, as it helps students develop practical skills, gain a deeper understanding of course material, increase engagement and motivation, foster personal growth and development, and prepare students to face the challenges of the working world (Kong, 2021; Bates, 2019). Several studies have highlighted the positive impact of experiential learning on students' competencies in a professional context (Lin et al., 2023). Experiential learning is recognized as a valuable approach to entrepreneurship education. Experience-based learning positively influences learning by helping students develop practical skills, better understand the material, increase motivation and engagement, and shape more reliable personal attributes (Motta & Galina, 2023). Experiential learning provides a valuable framework for fostering entrepreneurial creativity and innovation, assisting entrepreneurs in solving customer problems and generating innovative products and services (Gemmell & Kolb, 2013).

This method can be a powerful tool in preparing students to become influential entrepreneurs and culturally competent individuals (Couetil et al., 2016). Furthermore, the program also employs cultural collaboration to enhance students' competencies in entrepreneurship. This collaboration encourages students to learn, share knowledge, and effectively manage resources, enhancing their real-world capabilities (Hoekstra et al., 2018; Nystrom et al., 2018; Bansal et al. (2019). The approach helps students develop new skills and become resilient and reliable individuals. The implementation of the cultural collaboration approach among students in the Faculty of Economics and Business aims not only to build a culture of partnership but also to eliminate barriers, identify market opportunities, create cross-sector and cross-country collaborations, thus fostering a more collaborative and effective work environment capable of producing better outcomes. The importance of students building a culture of partnership is to create entrepreneurs who can collaborate across cultures, accept differing viewpoints, and compromise in uncontrollable conditions. To develop and enhance cultural collaboration to improve students' competencies, the Faculty of Economics and Business employs the following steps. These steps are comprehensive in fostering cultural collaboration among students and promoting cultural competence:

1. Introduce a cultural awareness program that educates students about the importance of cultural collaboration and provides insights into different cultures, traditions, and values. The goal is to help students understand and appreciate cultural diversity within the classroom, building cross-cultural competencies and confidence.

2. Incorporate diverse learning activities encouraging students to collaborate in multicultural teams, nurturing understanding and respect for different perspectives. This promotes collaboration and interaction among students and helps them work together more effectively, building teamwork skills.
3. Create an inclusive environment where students feel valued and respected regardless of their cultural backgrounds, fostering open communication and collaboration among peers. Establish a supportive educational environment where students are encouraged to share their cultural experiences and perspectives, fostering a sense of belonging and cultural appreciation.
4. Organize intercultural workshops and training sessions to equip students with the necessary skills to communicate and collaborate effectively with individuals from diverse cultural backgrounds. Guide students through team-building stages to help them understand the collaboration process and develop teamwork skills.
5. Implement cross-cultural projects requiring students to work with peers from diverse backgrounds, enabling them to develop cross-cultural communication skills and a deeper understanding of cultural differences. Facilitate cultural exchange programs that allow students to interact with individuals from different cultures, promoting mutual understanding and cultural collaboration.
6. Encourage students to engage with the local community and participate in cultural events and activities, enabling them to immerse themselves in various cultural experiences and develop a broader cultural understanding.
7. Provide training to faculty and staff on promoting cultural collaboration and competence, enabling them to effectively support and guide students on their cultural learning journey. Regularly evaluate the effectiveness of cultural collaboration initiatives and gather feedback from students to identify areas for improvement and make necessary adjustments to enhance the learning experience.

To implement experiential learning activities relevant to entrepreneurship and cultural collaboration, the Faculty of Economics and Business at Universitas Syiah Kuala employs a variety of approaches, including business simulations, cultural immersion programs, project-based learning, and service learning that enable students to apply their entrepreneurial and cross-cultural competencies to address community needs, and collaborative community projects. In 2023, the UKM INKUBATOR Usahawan Muda FEB USK, under the guidance of Dr. Iskandarsyah, SE, MM, organized visits to Malaysia and Singapore. These visits involved 30 students from various academic levels who were part of the UKM INKUBATOR. The purpose of these visits was to provide students with firsthand insights into the role of culture in entrepreneurship development, allowing them to experience cultural collaboration and entrepreneurship in action in different countries. These experiential learning activities help students develop practical skills, gain cultural insights, and apply their knowledge to real-world scenarios, ultimately enhancing their entrepreneurship and cultural collaboration competencies.

We employed some qualitative measures to measure the program's effectiveness or success. Qualitative measures are relevant because they provide a comprehensive and in-depth understanding of the program's impact on individuals, communities, and cultural collaboration. They help uncover personal experiences, behavioral changes, and contextual factors that quantitative measures alone may not capture. This qualitative data is essential for a holistic evaluation of the program's effectiveness. For instance, qualitative measures allow us to capture program participants' personal experiences and stories. This is particularly important in assessing the impact of a program that aims to enhance individual competencies and cultural understanding. Qualitative data can reveal the depth and nuances of how the program has influenced students' lives. The qualitative measure is well-suited to reflect cultural experience and cross-cultural competencies. It can capture how participants have developed cultural empathy, adaptability, and the ability to collaborate effectively with individuals from diverse backgrounds.

Therefore, to measure the effectiveness of this program, we employed qualitative data collected through observation during activity and interviews with the program's participants. Qualitative data is well-suited to assess the program's effectiveness in enhancing cultural understanding, adaptability, and collaboration skills, which are critical components of entrepreneurship and cross-cultural competence. These insights will provide a holistic and human-centered evaluation of the program's impact (Creswell & Creswell, 2023). The qualitative data and participants' responses to questions were recorded, documented, exported into transcripts, and analyzed using thematic analysis (Hsieh & Shannon, 2005). Thematic analysis is a qualitative research method that involves identifying patterns of meaning within data and interpreting them concerning the research question (Hsieh & Shannon, 2005; Creswell & Creswell, 2023). The use of thematic analysis can help evaluate the effectiveness of the community service program at the Faculty of Economics and Business Universitas Syiah Kuala in reinforcing students' entrepreneurial value orientation and equipping them with knowledge, skills, and sustainability education to encourage entrepreneurial success. The program supports the government's program to encourage 4 million young entrepreneurs to strengthen the national economic structure and aligns with SDG 4 and SDG 8.

RESULTS AND DISCUSSION

The core objectives of the community service program are centered on enhancing students' competencies in entrepreneurship through cultural collaboration, focusing on practical experience, creativity, confidence, networking, and fostering positive impacts at both the individual and community levels. The approach taken by the Faculty of Economics and Business at Syiah Kuala University to enhance students' competency in entrepreneurship and cultural collaboration is commendable. It aligns with the broader goal of preparing students for success in a globalized and diverse business

environment. It involves a combination of educational strategies, field practices, and ecosystem support. This includes incorporating entrepreneurship curriculum into the coursework of students across various disciplines. The approach ensures that entrepreneurial knowledge and skills are integral to their education, irrespective of their chosen field of study.

Another approach formal educational institutions can employ to enhance entrepreneurial competency is cultural immersion programs. These programs allow students to visit foreign countries and interact directly with entrepreneurs in those regions. This firsthand experience helps them understand different cultures and gain specific perspectives on entrepreneurship in diverse cultural contexts. Such programs enable students to gain a deep and practical insight into the challenges and opportunities that entrepreneurs may face in various cultural settings. All these approaches, including curriculum integration and cultural immersion programs, aim to prepare students to become more competent entrepreneurs with a broader understanding of the global challenges in the business world. Through the combination of these strategies, formal educational institutions can play a crucial role in supporting inclusive and sustainable entrepreneurial growth.

The Faculty of Economics and Business at Syiah Kuala University organizes annual visits to various ASEAN countries to enhance students' competence through cultural integration. The student activity unit (UKM) manages these visits, "INKUBATOR Usahawan Muda FEB USK." The purpose of these visits is to provide students with insights into the role of culture in entrepreneurship development. In 2023, the UKM INKUBATOR Usahawan Muda FEB USK visited Malaysia and Singapore under Dr Iskandarsyah, SE, MM. These visits were attended by 30 students who were part of the UKM INKUBATOR from various academic levels.

In Malaysia, the initial activities began with a visit to Pusanika, Universiti Kebangsaan Malaysia. Associate Professor Dr. Noor Azuddin bin Yakob (the Director of UKM CESMED) and Associate Professor Dr. Muhamad Azry bin Khoiry (the Deputy Director of UKM CESMED) welcomed the contingent. The welcoming gesture by Associate Professor Dr. Muhamad Azry bin Khoiry from Universiti Kebangsaan Malaysia demonstrates the spirit of collaboration and hospitality. Such receptions create a positive and inclusive atmosphere for the visiting students. The collaborative activities with Universiti Kebangsaan Malaysia were conducted in several sessions, which included a sharing session with speakers featuring Dr. Iskandarsyah, SE, MM, representing Syiah Kuala University, and Associate Professor Dr. Muhamad Azry bin Khoiry, representing Universiti Kebangsaan Malaysia. The activities also included networking opportunities and a joint exhibition showcasing products from each country.

The sharing sessions featuring Dr. Iskandarsyah from Syiah Kuala University and Associate Professor Dr. Muhamad Azry bin Khoiry from Universiti Kebangsaan Malaysia are valuable components of knowledge exchange (shown in Fig 1). These sessions provide insights, expertise, and diverse perspectives on entrepreneurship and cultural collaboration. During the sharing session, both speakers emphasized the changes occurring in the business landscape, where entrepreneurs are compelled to understand and accommodate the needs and desires of customers. Therefore, entrepreneurs must continuously learn about market changes by fostering cross-country and cross-cultural collaborations. This is because each culture possesses unique characteristics that can only be comprehended when entrepreneurs explore the potential of each culture. For example, Indonesia and Malaysia share cultural similarities, but each country has unique attitudes and behaviours that reflect the values of their respective cultures. Therefore, through this joint engagement program, both educational institutions hope for the exchange of knowledge and entrepreneurial insights.



Figure 1. Sharing session by Dr. Iskandarsyah, SE, MM, and Associate Professor Dr. Muhamad Azry bin Khoiry

Overall, these sharing sessions contribute to developing students' entrepreneurial and cross-cultural competencies, enhance their understanding of entrepreneurial practices, and prepare them for the complexities of the global business landscape. The emphasis on continuous learning and exploring diverse cultures aligns with the program's objectives. From these sharing sessions, some impressive achievements are appropriate as best practices for the development of students' entrepreneurial and cross-cultural competencies, including:

1. Enhanced entrepreneurial knowledge and practical perspectives: Dr. Iskandarsyah and Associate Professor Dr. Muhamad Azry bin Khoiry, as experienced professionals and educators, bring insights and expertise to the sharing sessions. Their knowledge and perspectives on entrepreneurship and cultural collaboration enrich the learning experience for students. Additionally, the sessions provide practical perspectives on entrepreneurship by sharing real-world experiences and challenges. This practical understanding prepares students for the complexities they might encounter in their entrepreneurial ventures.
2. Cultural understanding: The presence of speakers from different institutions and countries provides students with diverse perspectives on entrepreneurship. This diversity is essential for broadening students' knowledge of business practices and cultural nuances. Students learn to appreciate and understand cultural nuances, values, and behaviors. This cultural understanding is crucial for conducting business in diverse cultural contexts and collaborating effectively with individuals from different backgrounds. Students also learn that there are multiple ways of approaching business and understanding cultural nuances. This exposure helps them appreciate the complexity and richness of different cultural contexts.
3. Cross-Country and Cross-Cultural Collaborations: The speakers highlight the significance of cross-country and cross-cultural collaborations to understand and leverage unique cultural characteristics. This promotes a global mindset among students. They enforce to think beyond their local or national contexts and consider the global implications of their entrepreneurial endeavors. Therefore, students acquire skills related to cross-cultural collaboration, such as effective communication, negotiation, and conflict resolution. These skills are essential for building global business relationships.
4. Adapting to market changes: The emphasis on understanding and accommodating the changing needs and desires of customers or preferences in the evolving business landscape is a crucial lesson. It underscores the importance of agility and adaptability in entrepreneurship. Students also gain insights into different markets and consumer behaviors in various cultural contexts. This understanding helps them tailor their entrepreneurial strategies to specific markets. Therefore, students learn how to be innovative and adaptive in their business approaches. Additionally, exposure to diverse perspectives encourages open-mindedness among students. They become more receptive to new ideas and approaches essential for entrepreneurship and problem-solving.
5. Cultural similarities and differences: The recognition that Indonesia and Malaysia share cultural similarities and have unique cultural attitudes and behaviors underscores the importance of cultural sensitivity and awareness in business interactions. The sharing sessions also promote a culture of respect for diversity. Students learn to value and celebrate cultural differences, essential for fostering inclusive and sustainable entrepreneurship.
6. Exchange of knowledge: The joint engagement program between the two educational institutions aims to facilitate the exchange of knowledge and entrepreneurial insights. This collaborative approach benefits students by giving them a broader perspective on entrepreneurship.
7. Networking opportunities: The sessions provide networking opportunities, allowing students to connect with experts and peers from different cultural backgrounds. These connections can lead to future collaborations and business partnerships.

In summary, these sharing sessions contribute to the holistic development of students' entrepreneurial and cross-cultural competencies by providing knowledge, practical skills, cultural understanding, and a global perspective. This well-rounded development prepares students to excel in the global business landscape and engage in cross-cultural entrepreneurial activities effectively. The various benefits of these sharing sessions are also reinforced by Raysa's perspective (the club's leader), who states that sharing sessions with experienced professionals and educators improves club members' entrepreneurial and cross-cultural competencies (shown in Fig 2). Raysa mentions that the benefits of these sharing sessions include:

1. Hands-on experience: Direct involvement in developing business ideas, running businesses, managing resources, and receiving market feedback.
2. Mentorship and coaching: Dr. Iskandarsyah and Associate Professor Dr. Muhamad Azry bin Khoiry, as experienced professionals and educators, provide students with guidance and insights that help students design business ideas and develop businesses.
3. Access to resources: The sharing session offers access to resources such as consultation space, legal and financial advice, and networking opportunities.
4. Cross-cultural collaboration: Students gain communication and cross-cultural collaboration skills by organizing events that promote cultural exchange and create a multicultural environment.
5. Presentation and pitching skills: Students are encouraged to participate in activities where they present their business ideas to entrepreneurship experts to attract funding and partnerships.



Figure 2. Collaboration between the Faculty of Economics Incubator Club (UKM INKUBATOR FEB USK) and UKM-CESMED Universiti Kebangsaan Malaysia.

The second stage of this student engagement activity involves networking opportunities or networking events. To enhance the student's competence, the UKM INKUBATOR FEB organized cultural exchange events, including cultural exhibitions, food festivals, and art exhibitions representing various cultural backgrounds (shown in Fig 3). The goal is to promote interaction and understanding among different cultures and create an entrepreneurial ecosystem. Ultimately, students are prepared to compete in business and succeed in the global marketplace. During the event in Malaysia, the students showcased a cultural exhibition that featured traditional clothing from various Acehese ethnic groups. They also hosted a food festival, introducing well-known Acehese products such as Gayo Arabica coffee, Acehese cakes (boi, karah), and melinjo crackers. On the other hand, students from UKM-CESMED UKM presented Malaysia's local food products like cendol, traditional clothing, and handicrafts created by UKM students.



Figure 3. Networking Opportunities and Networking Events

The cultural exchange events, including cultural exhibitions, food festivals, and art exhibitions representing various cultural backgrounds, can significantly increase students' entrepreneurial competence. For example, students gain insights into the global marketplace by showcasing products and cultural elements from diverse backgrounds. They become more aware of consumer preferences and potential market niches. Exposure to different cuisines, art forms, and cultural products can inspire students to create innovative products that blend cultural elements or cater to specific cultural markets. The cultural exchange events also create networking opportunities. Students can connect with individuals from various cultures, potentially leading to international business partnerships or collaborations. Additionally, these events provide a unique opportunity for students to conduct market research on a small scale. They can gather feedback and insights from visitors to improve their products or business strategies. Finally, immersion in different cultures helps students develop cultural competence, an asset in international business dealings. They understand the nuances and intricacies of different cultures, making them more effective entrepreneurs. Therefore, students develop a more profound

respect for cultural diversity and recognize its value in entrepreneurship. This can influence their business decisions and practices positively. In summary, cultural exchange events provide a rich learning experience beyond traditional entrepreneurship education. They expose students to the complexities and opportunities of a multicultural business world, enhancing their entrepreneurial competence and preparing them for success in global markets.

Finally, the community engagement activities ended with a visit to the Indonesian diaspora engaged in business in Singapore. The theme of the activity is the role of Indonesian SME players in Singapore. The activities arranged for students to learn experiential from the diaspora engaged in business in Singapore (shown in Fig 4). Experiential learning from diaspora entrepreneurs in Singapore is a powerful educational approach that equips students with practical knowledge from real-world experiences, mentorship, networking opportunities, and the skills necessary to become competent entrepreneurs. These experiences enhance students' readiness to enter entrepreneurship and succeed in a global and culturally diverse business environment. There are several achievements for the increasing development of students' entrepreneurial and cross-cultural competencies to be achieved through this activity:

1. Building student's self-confidence: Meeting and discussing with businesspeople who have been active in business will motivate students to become entrepreneurs. Furthermore, consulting with experts will help students better understand the entrepreneurship landscape, encouraging them to take risks, predict risks, and develop innovative ideas. At the same time, students can learn from real-life examples in the field, hearing stories and struggles of businesspeople competing in Singapore while maintaining Indonesian product characteristics such as Indonesian cuisine and batik. On this occasion, the students from the UKM INKUBATOR FEB gained an understanding of business in Singapore, such as how to make a business successful in a highly heterogeneous society with people from various cultures.
2. Cultivating a global perspective: Through interactions with international entrepreneurs and participation in international events, it is expected that FEB students will know various business models, market trends, and cultures, enabling them to compete in the global market. Another goal of this activity is to encourage students to have empathy by listening and understanding the perspectives of different cultures so that they develop a sense of care and appreciation for the cultural viewpoints of others. In addition, cultivating a global mindset can also help students understand:
 - a. Cultural sensitivity: assisting students in navigating the cultural scope in business interactions, and this understanding becomes an asset for those who want to enter the global market.
 - b. Customer understanding: entrepreneurs with empathy understand the needs and preferences of their consumers, allowing them to develop products and services suitable for diverse cultural markets.
 - c. Conflict resolution: equipping students to resolve conflicts effectively and diplomatically. This skill is crucial for entrepreneurs in business negotiations and compromises.
 - d. Networking: students with empathy will quickly build relationships that lead to partnerships, collaborations, and mentoring opportunities in the business world.
 - e. Innovation: understanding various perspectives encourages innovative thinking.
 - f. Adaptability: enhancing resilience and understanding and appreciating changes in market demands, consumer behavior, and cultural trends that allow them to design or modify their entrepreneurial strategies for business improvement.



Figure 4. Experiential Learning with the Indonesian Diaspora in Singapore

The community engagement activities described contribute significantly to developing students' entrepreneurial and cross-cultural competencies and align with achieving Sustainable Development Goals (SDGs). Engaging in collaborative activities with Universiti Kebangsaan Malaysia and Indonesia's diaspora entrepreneurs in Singapore and participating in cultural exchange events fosters cross-cultural competence among students. They learn to respect diversity, adapt to different cultural norms, and effectively collaborate across cultures. These activities' experiential learning, mentorship, and real-world exposure enhance students' entrepreneurial competencies. They acquire practical knowledge, problem-solving skills, and a global mindset, making them better equipped to pursue entrepreneurship and create businesses aligned with SDG 8 (Decent Work and Economic Growth). Furthermore, the activities facilitate networking and collaboration, enabling students to build connections with diaspora entrepreneurs and international peers. These connections can lead to future partnerships and collaborative efforts aligned with SDG 17 (Partnerships for the Goals). All these described activities empower students with the skills, knowledge, and global perspective necessary to excel as entrepreneurs and positively impact the achievement of SDGs. They prepare students to engage in entrepreneurial endeavors that are economically viable, culturally sensitive, environmentally sustainable, and socially responsible, aligning with the broader goals of sustainable development to develop sustainable entrepreneurship.

CONCLUSION

In conclusion, the community engagement activities conducted by the Faculty of Economics and Business at Syiah Kuala University have profoundly impacted the development of students' entrepreneurial and cross-cultural competencies. Through experiential learning, mentorship, and real-world exposure, students have acquired the practical knowledge, problem-solving skills, and global mindset necessary to thrive in the entrepreneurial landscape. These activities have prepared students for entrepreneurship and aligned with Sustainable Development Goals, particularly SDG 8 (Decent Work and Economic Growth) and SDG 17 (Partnerships for the Goals).

The collaborative initiatives with Universiti Kebangsaan Malaysia and the interaction with Indonesian diaspora entrepreneurs in Singapore have fostered cross-cultural competence among students. This experience has taught them the value of diversity, the ability to adapt to different cultural norms and effective collaboration across cultures. Furthermore, the activities have facilitated networking and collaboration, enabling students to establish connections with diaspora entrepreneurs and international peers, potentially leading to future partnerships aligned with SDG 17.

These community engagement activities empower students with the skills, knowledge, and global perspective necessary to excel as entrepreneurs and positively impact the achievement of SDGs. The focus on economically viable, culturally sensitive, environmentally sustainable, and socially responsible entrepreneurship aligns with the broader goals of sustainable development, contributing to sustainable entrepreneurship development. Overall, the Faculty of Economics and Business at Syiah Kuala University exemplifies how formal educational institutions can play a pivotal role in nurturing competent entrepreneurs and fostering a global perspective, ultimately contributing to the sustainable development of economies and societies. Therefore, the Faculty of Economics and Business Universitas Syiah Kuala, need to continue to promote and support entrepreneurship and cultural collaboration programs to empower students with the skills, knowledge, and global perspective necessary to excel as entrepreneurs and positively impact the achievement of SDGs. They prepare students to engage in entrepreneurial endeavors that are economically viable, culturally sensitive, environmentally sustainable, and socially responsible, aligning with the broader goals of sustainable development to develop sustainable entrepreneurship.

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