



## The Effect of Entrepreneurial Orientation on the Employability of Final Year Students

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### Abstract

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Unemployment of university graduates has been a severe problem faced by all parties involved in the world of work. Therefore, students are expected to be ready to join the workforce and pursue career development after graduation. This research examined the relationship between entrepreneurial orientation and student employability in facing challenges at the workplace. Entrepreneurial Orientation involves the processes, practices, and decision-making activities aimed at achieving successful outcomes. It impacts students' employability, encompassing the skills, knowledge, and personal attributes that enhance graduates' chances of securing employment and thriving in their chosen careers. This, in turn, benefits the individuals, the workforce, the community, and the economy. This research used a survey method, and the data was collected through an online questionnaire. A total of 478 final-year students of universities in West Java Province, chosen using the quota sampling technique, participated in this study. The linear regression analysis showed a significant influence of entrepreneurial orientation on employability by 50.2%. This shows that entrepreneurial orientation will affect the higher employability of final-year students in their career development.

## INTRODUCTION

The increasing number of unemployed college graduate students is becoming an inevitable issue in the industry. The number of available job vacancies is not proportional to the number of students who graduate from university yearly. Graduating from university; students must be independent and keep up with other graduates. Entrepreneurship is one of the keys to ensure the graduates have job and can be economically and socially independent. Therefore, the demand for entrepreneurial skills among graduates has become increasingly important. In an era of rapid technological advancements and a dynamic job market, there is a growing need for individuals with an entrepreneurial mindset who can create their opportunities. This research investigates entrepreneurial orientation impact on final-year students' employability.

The rationale for this research stems from recognizing the changing landscape of the job market and the increasing emphasis on entrepreneurship as a viable career path. Creating entrepreneurship can be done by cultivating student entrepreneurial orientation.

The higher education program must prepare its students to develop their entrepreneurial orientation and innovative behavior from their education to achieve the right graduate skills to make students better prepared to enter the current and future labor market (Pereira et al., 2019).

Investment in entrepreneurship skills through entrepreneurship education helps individuals to find a suitable job. Entrepreneurship education underlines the importance of flexibility, problem-solving, finding the right creative strategy, and the ability to innovate and adapt. These skills are helpful for both aspiring entrepreneurs and graduates seeking a job. Entrepreneurship becomes the outcome of higher education, so students are better prepared to enter the labor market.

Entrepreneurship is the ability to become creative and innovative, see opportunities, and be always open to every entry and positive change that can bring the business to continue to grow (Mazla et al., 2020). Entrepreneurship is vital because it can create fieldwork, absorb labor, increase state tax revenue, encourage innovation and community independence, and indicate national superiority and competitiveness (Zeb & Ihsan, 2020).

Entrepreneurial success, the ultimate objective of entrepreneurship, is significantly influenced by entrepreneurial orientation (Bernoster et al., 2020; Rauch et al., 2009). An improved assessment of future success could result from understanding the strategic posture and its determinants. Additionally, it could empower individuals to make well-informed decisions regarding their aspirations to become entrepreneurs. Becoming an entrepreneur requires mental capacity starting from an entrepreneurial orientation.

Entrepreneurial orientation is the view that underlies the mind, attention, or inclination in entrepreneurial activities of a creative nature, innovative, able to plan, take risks, and take decisions and actions to achieve goals (Lumpkin & Dess, 1996b). In settings companies, entrepreneurial orientation affects company performance, covering profitability, growth, and product innovation in entrepreneurial companies, while in an individual setting, it has a positive relationship with one's performance (Lumpkin & Dess, 1996b). Therefore, orientation entrepreneurship can be used in an individual setting as an entrepreneur and in company settings displayed through its employees.

Employability is a person's readiness to get the job they want. A person with high employability has the skills, knowledge, understanding, and personal attributes that are adequate to make them more able to have employment options and maintain a job that will make them feel more fulfilled and successful (Pool, 2017). Thus, student job readiness becomes the outcome of higher education at this time.

Some studies explain the relationship between orientation entrepreneurship and employability (Ferns et al., 2019; Shivor et al., 2017; Yusof & Jamaluddin, 2017; Oliver, 2015b). Skill instillation entrepreneurship is also related to graduates who are more employable or able to be employed. It states that it is necessary to know what the potential and skills in entrepreneurship can also affect students' readiness to work. This study

examines the connection between entrepreneurial orientation and employability to offer valuable insights into the skills and mindset that can improve students' job market prospects and their capacity to create opportunities for themselves.

This research complements the topics needed in strategic issues of limited employment, the Human Development Index, and low and weak competition (Industri et al., 2019) as one of the Targets of Research Performance. In addition, this research is essential to be researched to achieve the target agenda of Sustainable Development Goals Indonesia number 8, namely to reduce the proportion of young people who are not employed, uneducated, or trained (Alisjahbana & Murniningtyas, 2018).

The seminal work on entrepreneurial orientation provides a comprehensive framework for understanding the entrepreneurial mindset within organizations (Raposo et al., 2011). Their conceptualization of entrepreneurial orientation encompasses various dimensions, such as innovativeness, proactiveness, and risk-taking (Hisrich et al., 2007). Additionally, the work of Pool and Sewell (2007) on employability emphasizes the importance of possessing both hard and soft skills and the ability to adapt to changing work environments (Pool & Sewell, 2007).

While existing literature has separately addressed entrepreneurial orientation and employability, there is a gap in understanding how these concepts intersect, particularly in the context of final-year students. This research seeks to bridge this gap by investigating the relationship between entrepreneurial orientation and the employability of final-year students, thereby contributing to a deeper understanding of the factors that influence graduates' transition into the workforce. Originality from this research is essential for contributing to the existing body of knowledge on entrepreneurial orientation's influence on final-year students' employability. This research aims to bridge the gap in understanding how the practical application of entrepreneurial orientation and the cultivation of soft skills can significantly impact students' employability.

Moreover, measuring entrepreneurial orientation in students provides valuable insights into their readiness for the professional world. By assessing and developing these dimensions, educational institutions can better prepare students for their careers, ultimately contributing to their employability and success in the workforce. Based on the identified research gap, the central question of this study is: How does entrepreneurial orientation influence the employability of final-year students? This question will guide the research process and serve as a focal point for investigating the relationship between entrepreneurial orientation and employability among final-year students.

## **METHOD**

Data was collected from final-year students using online surveys. The university was selected for its status as one of the top 10 universities in Indonesia. The employed sample approach was quota sampling, a type of non-probability sampling. The response rate is 91% of the number of chosen samples. The study included a total of 478

participants selected from all the faculties within the university. The study groups exhibited structural diversity in gender and academic departments, as depicted in Table 1.

Before completing the questionnaire, all study participants had to provide explicit consent. The informed consent should include the following: (1) a clear explanation of the study's purpose, expected duration, and procedures; (2) the participant's right to refuse participation and to withdraw from the study after it has started; (3) an explanation of the potential consequences of declining or withdrawing; (4) identification of factors that may affect the participant's willingness to participate; (5) disclosure of any potential benefits from participating in the study; (6) clarification of the limits of confidentiality; (7) disclosure of any incentives provided for participation; and (8) contact information for any questions regarding the study and the rights of the participants (American Psychological Association, 2002; August et al., 2010).

This study aims to see the influence of entrepreneurial orientation on employability. Both variables will be identified through quantitative data processing. Quantitative research design is a research design that quantifies phenomena using statistical analysis. Non-experimental quantitative research describes a particular situation or phenomenon, identifies causal relationships, identifies variables in certain situations, and describes the relationships between these variables (Firmansyah & Dede, 2022). Regression analysis is a method used to measure the influence of the independent variable on the dependent variable.

This study's independent variable is entrepreneurial orientation, while the dependent variable is employability. The data collection method used in this study was a questionnaire. The Entrepreneurial Orientation instrument used in this study was developed by Lotz & Van Der Merwe (Lotz & Van Der Merwe, 2013). The instrument consisted of 5 dimensions based on Lumpkin & Dess (Lumpkin & Dess, 1996b), including autonomy, innovative, risk-taking, proactiveness, and competitive aggressiveness. It has 27 items and a 0.937 Cronbach Alpha score, indicating a reliable measuring instrument. Sample of the original items for each dimension was “I am able and willing to be self-directed in the pursuit of opportunities” (autonomy), “I can generate new ideas” (innovative), “I am willing to invest a certain amount of time on something that might yield a high return” (risk-taking), “I would rather try to solve the problem” (proactiveness), and “I easily take chances compared to others” (Competitive Aggressiveness). Each item used a 5-point Likert scale, ranging from 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree.

Employability instruments were developed by Pool et al. (Pool et al., 2014). It has five dimensions: Career Development Learning, Experience, Degree Subject Knowledge, Skills and Understanding, Generic Skills, and Emotional Intelligence (Pool, 2017). It has 28 items and a 0.925 Cronbach Alpha score, indicating a reliable measuring instrument. Sample of the original items for each dimension were “I know what is required for me to

successfully secure the sort of work I want to do ” (Career Development Learning), “I have a lot of work-relevant experience” (Experience), “I know to reach my dream job” (Degree Subject Knowledge), “manage my time effectively” (Generic Skills) and “I can adapt easily to new situations” (Emotional Intelligence). Each item used a 5-point Likert scale, ranging from (1) strongly disagree to (5) strongly agree.

## RESULTS

The respondents of this study were 478 final-year students in West Java Province, Indonesia. The results of the study include hypothesis testing in the form of the influence of entrepreneurial orientation on employability, the relationship between the two variables, the description of each variable and its dimensions, the difference between the two variables based on supporting data, and the results of qualitative data processing.

**Table 1**  
*Demography Respondents*

<b>Data</b>	<b>Category</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
<b>Gender</b>	Male	169	35.4
	Female	309	64.6
<b>Semester</b>	7	396	82.8
	9	60	12.6
	11	12	2.5
	13	10	2.1
<b>Entrepreneurial Activity</b>	Have Done Before	106	22.2
	Was Done Before	137	28.7
	Never Done Before	235	49.2
<b>Entrepreneurial Training</b>	Have	191	40
	Did not Have	287	60

Table 1 shows the percentage of respondents based on gender, semester, age, entrepreneurial activities, and experience participating in entrepreneurship training. Based on gender, female respondents had a percentage of 64.6%, while male respondents had 35.4%. Most respondents were in semester VII (82.8%) and aged 21 years old (59.6%). This means most final-year students are women and are in semester VII. Students in semester VII constitute the majority because they still have not graduated, while semesters IX to XIII have graduated. Regarding age, VII semester students are between 20-22 years old. Therefore, the majority of respondents are 21 years old.

In terms of entrepreneurial activities, 235 of respondents never having participated in entrepreneurial activities (which means almost half of the total respondents), while the remaining respondents have participated. Furthermore, the ratio of respondents who have attended entrepreneurial training compare with those who have never attended entrepreneurial training is 2 to 3. This means most final-year Bandung students were never participating in entrepreneurial activities and attending entrepreneurial training.

This study hypothesizes that entrepreneurial orientation affects employability. Normality and linearity tests must be performed as a prerequisite for conducting regression tests. The normality test results show that: (1) Final-year students'

entrepreneurship orientation scores are normally distributed, and (2) The employability score of final-year students is normally distributed. Regarding the linearity test, the deviation from linearity is 0.129 or greater than 0.05. This means that relationship between entrepreneurial orientation and employability is significantly linear.

The regression test carried out to know the linearity of the data. The analysis provides value of  $R$  square value (coefficient of determination), which indicates the strength of the relationship between the variables, and the regression equation model. As a result, we obtained the value of  $r(478) = 0.709$ ,  $p < 0.05$ . That is, there is a significant relationship between entrepreneurial orientation and employability. According to Edeh et al. (2023), the relationship between entrepreneurial orientation and employability falls into strong positive relationships.

Furthermore, the results of regression test show that the value of the coefficient of determination seen from the  $R$  square was 50.2%. That is, the independent variable contributes 50.2% to the dependent variable. This study's independent variable is entrepreneurial orientation, while the dependent variable is employability. The regression equation is  $Y = 1.71 + 0.677 X$ . The equation means a constant of 1.71, meaning that if the entrepreneurial orientation score is 0, then the employability score is 1.71. The regression coefficient is 0.677, which means that if the entrepreneurial orientation increases by one unit, employability will increase by 0.677. It can be concluded that if a person's entrepreneurial orientation score increases, his employability score will also increase.

Apart from carrying out a linear regression test, researchers also carried out a multiple regression test to see the contribution of each dimension of the entrepreneurial orientation variable to the workability variable. The results are explained in Table 2.

**Table 2**  
*Result of Multiple Regression*

Dimension	B	Sig.	Information
Autonomy	.145	.000	If the autonomy score increases by one unit, then employability will increase by .145
Innovativeness	.325	.000	If the innovativeness score increases by one unit, then employability will increase by .325
Risk-taking	.034	.323	The risk-taking dimension does not have a significant effect on employability.
Proactiveness	.156	.000	If the proactiveness score increases by one unit, then employability will increase by .156
Competitive Aggressiveness	.038	.148	The competitive aggressiveness dimension does not have a significant effect on employability.

From the data above, it can be seen that the most influenced dimension on workability is the innovativeness dimension. Other dimensions that have an influence are autonomy and proactiveness, while risk-taking and competitive aggressiveness do not have a significant effect on the workability variable. This means that by increasing innovativeness or realizing new and unique ideas, increasing autonomy or independence

in carrying out tasks without the help of others and increasing proactivity or anticipatory behavior towards problems and changes, one can improve one's workability.

**Figure 1**

*Comparison Entrepreneurial Orientation and Employability Percentage*

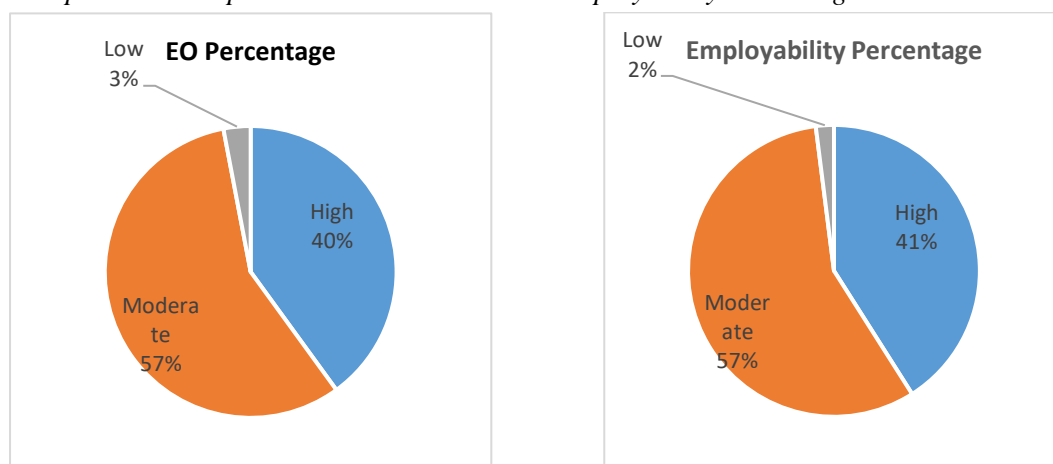
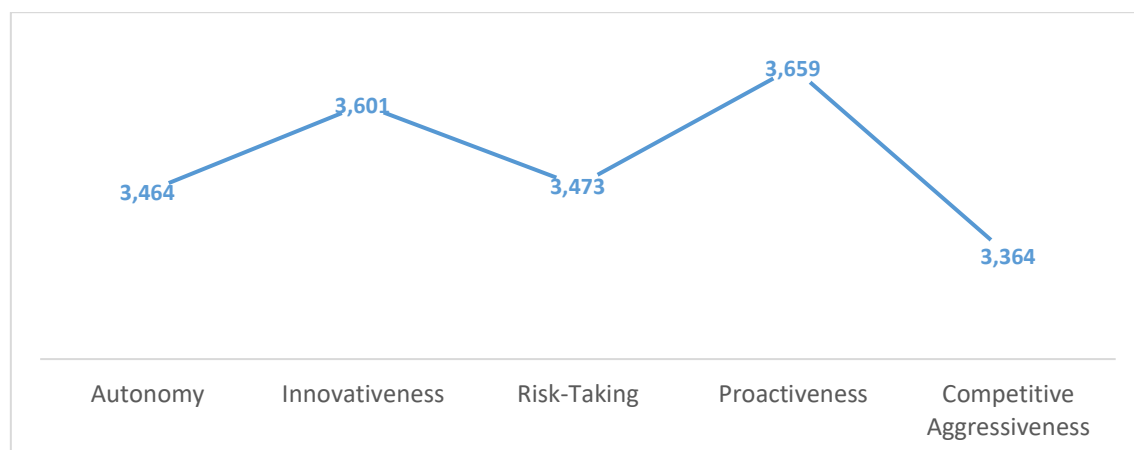
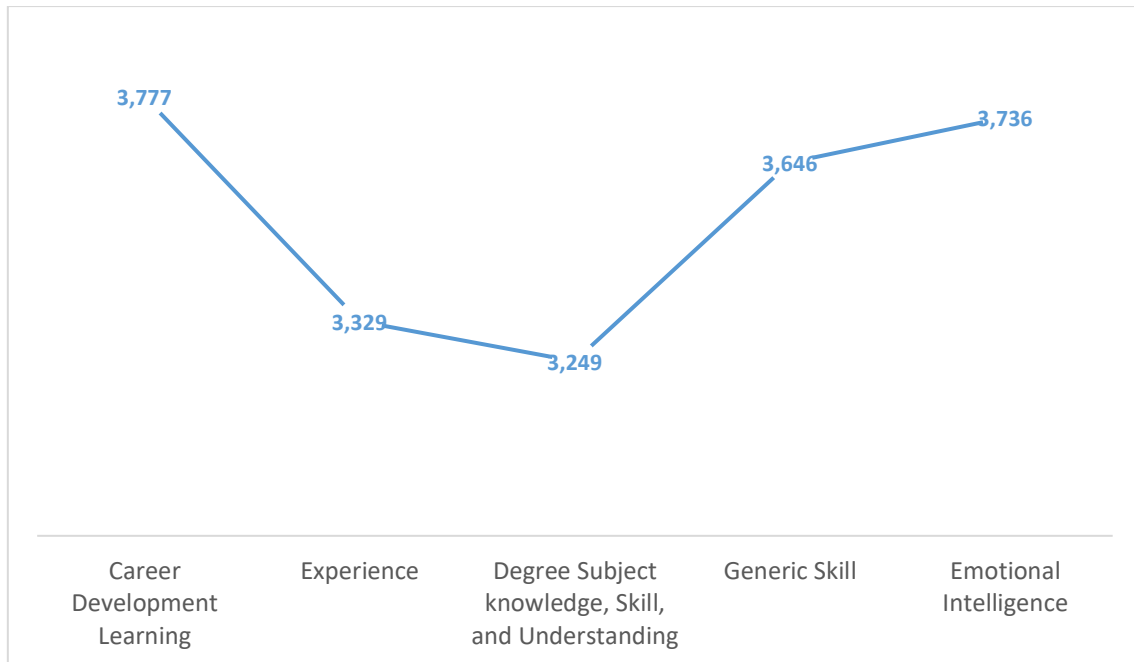


Figure 1 shows that most final-year students are in the average category for entrepreneurship orientation and employability scores. There are still those who have low scores. For this reason, effort to improve final-year students' entrepreneurial orientation and employability is necessary.

**Figure 2**

*Average Score Entrepreneurial Orientation Dimensions*



**Figure 3***Average Score Employability Dimensions*

From Figure 2, final-year students have an average score for all Entrepreneurial Orientation dimensions. From Figure 3, it can be seen that final-year students need to improve their scores on the experience, degree subject knowledge, skills, and understanding dimensions and generic skills dimensions. The experience dimension can be strengthened by increasing experience to support working readiness, such as internships, joining organizations, or entrepreneurship. Degree subject knowledge, skills, and understanding can be improved by increasing academic achievement in class and in doing coursework. The generic skills dimension can be improved by honing skills in the world of work, such as information technology, problem-solving, thinking out of the box, and others. Entrepreneurial activities and training can improve the generic skills and experience dimensions.

## DISCUSSION

This study aims to determine the effect of entrepreneurial orientation on employability or job readiness. From the regression analysis conducted, it was found that entrepreneurial orientation affects the employability of final-year students. These results support previous studies, namely that entrepreneurial orientation affects employability. This result aligns with research by Ardelean (2021) that found that entrepreneurial attitude orientation contributes positively to employability mediated by entrepreneurial personality. This can be explained through Obschonka and Stuetzer's (2017) statement about entrepreneurial personality: entrepreneurial students are equipped with tools for company creation and increased employability. The research suggests some relationship



between specific entrepreneurial traits and job classification. According to them, students with a higher entrepreneurial spirit will be more active, employable, and likely to get higher-level jobs for university graduate. Entrepreneurship provides benefits in the form of communication skills, new knowledge, simplicity, problem-solving skills, confidence, and experience handling real problems outside of lectures in the classroom (Krieger et al., 2022). This is because social entrepreneurship increases the employability of graduates. After all, it creates differentiation, makes graduates stand out, builds networks and relationships during college, increases job opportunities, and provides value-added experiences for graduates (Khan et al., 2022).

Based on the different demographic tests conducted, it was found that the position of the semester students had no difference in the entrepreneurial orientation and employability possessed by students. However, there is a difference between these two variables when viewed from gender, entrepreneurial activity, and students' participation in entrepreneurial training. This requires a more profound study to follow up on strengthening the aspects of entrepreneurial orientation and employability in final-year students.

The study also measured the contribution and influence of each dimension of entrepreneurial orientation to employability. The dimension that has the highest influence is the innovativeness dimension. Innovativeness means having a unique and new idea—a better idea—and making a business out of it (Lumpkin & Dess, 2013). In this case, autonomy is needed to explore new ideas independently. Autonomy refers to the independent action of an individual or team in coming up with an idea or vision and bringing it to completion (Rauch et al., 2009). In general, this means the ability and willingness to direct oneself in pursuing opportunities. Proactiveness indicates a forward-looking perspective accompanied by innovative or new activities (Lee & Peterson, 2000). A proactive person does things by taking initiative and acting opportunistically to "shape the environment," that is, to influence trends and even create demand. These three concepts from Lumpkin and Dess (1996) emphasize creativity, namely creating new ideas and solving problems. Innovation relates to creativity because creativity alludes to new ideas, and innovation refers to the practice of these ideas in shaping a product, process, or both (Gao et al., 2022).

Creativity is one of the generic skills (Pool & Sewell, 2007). Besides of creativity, other related skills are working independently and flexibly (autonomy). According to Pool et al. (2014), enterprising graduates will be more appreciated in any organization because they are described as enterprising, imaginative, creative, adaptable, and willing to learn. Enterprising skills encompass the abilities, expertise, and qualities required to effectively implement imaginative ideas and innovations into practical solutions. These skills include initiative, independence, creativity, problem-solving, recognizing and pursuing opportunities, leadership, acting rationally, and responding to challenges (Pool,

2017). Pool and Sewell's (2007) CareerEDGE model recognizes that enterprising skills are essential to graduate employability (Braunerhjelm & Lappi, 2023).

Thus, based on this and previous studies, entrepreneurial orientation is related to one's job readiness. Based on the CareerEDGE Pool model and Sewell (2007), job readiness can be improved by increasing experiences that can support and improve job readiness, both from the world of work and daily life, delving deeper into knowledge, skills, and understanding to achieve the desired career; and dig deeper into the skills needed in the world of work (Pool, 2017). The generic skills dimension can be improved by increasing autonomy, innovativeness, and proactiveness because they have the highest correlation. This aligns with research from Taatila and Down (2012). Namely, there are differences in dimensions of entrepreneurial orientation between entrepreneurial respondents and non-entrepreneurial respondents. This is also in line with Ferns et al. (2019), who mentioned that entrepreneurial students are provided with the necessary resources to establish their businesses and have better chances of finding employment. This is because individuals with a robust entrepreneurial mindset tend to be more proactive, have higher employability, and are more likely to secure higher-level positions after completing their studies. In addition to entrepreneurial activities, entrepreneurship training that has been attended also has an influence. This can be seen from the difference in entrepreneurial orientation and employability scores between students who have attended entrepreneurship training and those who have not. The scores of students who have attended entrepreneurship training are higher than those who have not. Investing in entrepreneurial skills through entrepreneurship education helps individuals find suitable jobs (Oliver, 2015a). According to them, entrepreneurship education underscores the importance of flexibility, problem-solving, finding the right creative strategy, ability for innovation, and adaptation (Jiatong et al., 2021). These skills are useful not only for entrepreneurial students after graduation but also for graduates who are not creating a business after completing their education but are looking for regular employment.

Researchers looked at the difference in scores between final-year students who had attended entrepreneurship training and those that could not be seen from each dimension of entrepreneurial orientation, as well as the experience dimension and generic skills of the employability variable. These dimensions show higher scores on final-year students who have attended entrepreneurial training. This can be explained through the results of qualitative data processing about what is obtained and the impact on those who take part in entrepreneurship training. Entrepreneurship training gives final-year students the desire to be entrepreneur, innovate, and come up with ideas to create something, gain courage, be able to see, search, and analyze opportunities and risks, anticipate changes in circumstances, and know there are competitors in similar business fields (Krieger et al., 2022). These things make students who have attended entrepreneurship training have higher scores for each dimension of entrepreneurship orientation. Their scores are also higher for the experience and generic skills dimensions because, through

entrepreneurship training, they gain experience sharing from entrepreneurs and acquire basic skills in entrepreneurship.

The results of this study show that entrepreneurial orientation significantly influences employability, especially seen from the dimensions of autonomy, innovativeness, and proactiveness. This study also provides results in the form of conditions for final-year students who have moderate scores in the dimensions of autonomy, innovativeness, and proactiveness. These three scores need to be improved because they significantly influence employability. Moreover, final-year students are still included in the average category for the average employability score. The experience, degree subject knowledge, skills, and understanding dimensions, as well as the generic skills dimensions, need to be improved again.

Although it influences the job readiness of final-year students, the entrepreneurial orientation of final-year students is in the average category. Independence, innovation, risk-taking courage, proactive attitude, and aggression in competition still need to be improved because they are all in the average category. Final-year students must improve their autonomy, especially in creativity, and try new methods and decision-making methods. Innovation needs to be improved, especially in realizing or executing new ideas that come to mind. Risk-taking can be increased by preferring more challenging activities to do. Proactiveness can be improved by generating new ideas to maximize the work results. The last dimension, Competitive Aggressiveness, can be improved by being aggressive and competitive.

In general, from the results of this study, it can be seen that the work readiness of final-year students is in the average category. This is mainly in the constituent dimensions of work readiness, which are also in the average category, namely experience that supports job readiness, knowledge, understanding, and skills related to educational background, as well as general skills to support job readiness. Experience can be increased by increasing experience related to the desired job. Degree subject knowledge, skills, and understanding can be improved by improving academic achievement or grades. Then, general skills can be improved by improving presentation, written communication, managing time effectively, business understanding, creating new ideas, and thinking clearly despite facing problems. By improving the things mentioned above, according to the results of this study and previous research, final-year students can have a set of skills, knowledge, understanding, and personal attributes that make them more able to have job choices and keep a job that will make them feel more satisfied and successful.

Previous research revealed that entrepreneurial attitude orientation contributes positively to employability (Xie et al., 2021). Entrepreneurship and employability go hand in hand as entrepreneurship education helps graduates acquire competencies, skills, and abilities (Ferns et al., 2019). The results of previous research can be explained by linking the dimensions of entrepreneurial orientation and employability. One dimension of employability, namely generic skills, can be supported by the dimensions of

entrepreneurial orientation, namely autonomy and innovativeness. In addition to the generic skills dimension, another employability dimension that entrepreneurship can influence is experience. According to Johnson et al. (2019), entrepreneurship provides individuals with experience to deal with real problems outside of lectures in the classroom. According to them, entrepreneurship also provides value-added experiences for graduates. Previous research shows that proactive disposition and achievement motivation are statistically related to the tendency of graduates to be employed in professional or managerial positions six months after graduation. It was also found that entrepreneurial attitude orientation contributes positively to employability. Employability facilitates a student's identification of jobs and career opportunities.

The implications of this study extend to various stakeholders involved in final-year students' education and career development. Firstly, educational institutions can utilize the findings to tailor their curriculum and programs to incorporate entrepreneurial education and soft skills development. By integrating these aspects, institutions can prepare students better for the dynamic and competitive job market. Career development centers can leverage the insights from this research to design targeted career readiness initiatives that focus on fostering entrepreneurial mindsets and cultivating essential soft skills among students. This can include mentoring programs, innovation and creativity workshops, and real-world experiential learning opportunities.

Policymakers in the education sector can use the results of this study to advocate the integration of entrepreneurial education into the broader educational framework. Policymakers can create a more adaptable and enterprising workforce by fostering an environment that nurtures entrepreneurial thinking and skill development. Furthermore, the implication of this study also underscores the significance of promoting interdisciplinary collaboration and partnerships between academia, industry, and government to create opportunities for students to apply their entrepreneurial knowledge and skills in real-world contexts.

While this research aims to provide valuable insights into the relationship between entrepreneurial orientation and employability, it is essential to acknowledge certain limitations that may impact the generalizability of the findings. One of the study's limitations is the potential for self-reporting bias in quantitative phases. The survey responses may be influenced by participants' self-assessment of their entrepreneurial orientation, soft skills, and employability, leading to potential biases in the results.

Additionally, the generalizability of the findings may be constrained by the specific demographic characteristics and academic backgrounds of the final-year students who participate in the research. The study's sample may not fully represent the diverse range of students across different universities, disciplines, and cultural backgrounds, thereby limiting the broader applicability of the conclusions drawn from the data analysis.

Furthermore, the cross-sectional nature of the research design may restrict the ability to establish causal relationships between entrepreneurial orientation, soft skill

development, and employability. Longitudinal studies would be required to provide more robust evidence of the long-term impact of entrepreneurial experiences on students' career trajectories and professional outcomes.

Despite these limitations, the findings from this research can still offer valuable insights and implications for educators, career advisors, and policymakers seeking to support students in developing entrepreneurial mindsets and enhancing their employability. To address these limitations, future research endeavors could employ more diverse and representative samples, utilize longitudinal research designs, use mixed methods, and incorporate objective measures of entrepreneurial orientation and employability to strengthen the validity and generalizability of the findings. Future studies and initiatives can further refine strategies to enhance students' entrepreneurial orientation and employability, ultimately contributing to developing a more innovative and resilient workforce by addressing the identified limitations and building upon the insights gained from this research.

## CONCLUSION

Based on the results and discussions conducted with final-year students, it was concluded that entrepreneurial orientation positively affects employability. Students can enhance their ability to adapt to the dynamic job market and stand out to potential employers by fostering autonomy, innovativeness, risk-taking, proactiveness, and competitive aggressiveness. This skill set not only equips students to create and identify opportunities but also allows them to effectively navigate challenges and take calculated risks, essential qualities employers seek in today's competitive work environment. However, there still needs to be an improvement so that the final year students' assessment of the views underlying the process, practice, and decision-making activities to create something new can increase. In comparison, the employability score of final-year students is included in the average category. That is, there still needs to be an improvement so that the final year students' assessment of having skills, knowledge, understanding, and personal attributes is higher so that they can choose a job and keep a job that will make them feel more satisfied and successful. The results showed that the dimension of entrepreneurial orientation that most influenced the employability variable was Innovativeness. Other influential dimensions are autonomy and proactivity. Further research is needed to increase employability, especially regarding the influence and relationship with Innovativeness, Autonomy, and Proactiveness. This shows that developing an entrepreneurial orientation in students will increase employability in future career development. Furthermore, understanding the practical application of entrepreneurial orientation in real-world scenarios is crucial for students. By engaging in practical projects, internships, or entrepreneurial ventures, students can gain firsthand experience in applying their entrepreneurial skills. This enhances their employability and provides valuable insights into the challenges and opportunities of the professional world.

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