

# HELIXPRENEUR IN ACTION: CULTIVATING ENTREPRENEURIAL SKILLS THROUGH EXPERIENTIAL LEARNING AMONG NON-BUSINESS UNDERGRADUATES

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**Abstract:** *This study aims to explore the development of entrepreneurial skills among non-business students through entrepreneurship education. Specifically, it focuses on 30 Applied Science students from Universiti Teknologi MARA (UiTM) who had no prior knowledge or experience in entrepreneurship. The students participated in a four-week hands-on selling activity involving Harumanis-based products. This initiative was designed within the framework of the Triple Helix Model, representing collaboration among universities, industry, and government, and was implemented using Kolb's Experiential Learning Theory to ensure practical, real-world engagement. Throughout the activity, students engaged in product promotion, customer interaction, financial tracking, and strategic business planning. As a result, they collectively generated a total revenue of RM7,377.28, earned commissions amounting to RM877.50, and received FAMA vouchers valued at RM120.00. Notably, all participating students achieved an A grade in the ENT300 entrepreneurship course, indicating strong academic and practical performance. The study identified eight key entrepreneurial skills developed through the program: self-motivation, risk-taking, creativity, leadership, communication, networking, financial literacy, and business planning. These skills emerged naturally as students navigated real-world business challenges, made decisions under pressure, and adapted to market demands. The findings demonstrate that entrepreneurship education, when supported by experiential learning and strategic collaboration among academia, industry, and government, can effectively foster entrepreneurial competencies among non-business students. This initiative proved successful in cultivating essential skills, suggesting that similar programs should be expanded to other faculties to prepare future graduates for the demands of a dynamic global economy.*

**Keywords:** *Fundamentals of Entrepreneurship, experiential learning, Triple Helix Model of Innovation, Universiti Teknologi MARA, Harumanis*

## Introduction

Entrepreneurship education is vital in preparing students to thrive in innovation-driven economies. However, non-business students often encounter challenges due to limited instructional expertise and narrow curricular offerings (Zhou, Rashid, & Cheng, 2024). Despite these barriers, such education remains crucial, particularly in STEM fields, where it supports the commercialization of research and socio-economic advancement (Blankesteyn, Houtkamp, & Bossink, 2024). To enhance its effectiveness, scholars advocate experiential learning approaches that simulate real-world entrepreneurial contexts (Tiberius & Weyland, 2024). Kolb's Experiential Learning Theory (1984), which emphasizes learning through a cycle of experience, reflection, conceptualization, and experimentation, offers a strong foundation for this pedagogical strategy. It fosters critical entrepreneurial skills such as creativity, leadership, and financial literacy (Nurunnabi et al., 2022; Pamungkas et al., 2019; Nejatifar et al., 2024).

At Universiti Teknologi MARA (UiTM), the *Fundamentals of Entrepreneurship* (ENT300) course integrates these approaches, targeting all diploma students. To address the specific needs of non-business learners, UiTM adopted the Triple Helix Model, incorporating partnerships with industry and government including DOA and FAMA to deliver experiential components such as mentorship and real-world projects.

## Literature Review

In an era marked by rapid technological change, economic uncertainty, and global interconnectivity, the demand for innovative and entrepreneurial individuals has never been greater. Educational institutions play a pivotal role in preparing students to meet these challenges by equipping them with not only academic knowledge but also practical skills, critical thinking, and adaptability. To achieve this, an integrated approach that combines theoretical models and real-world applications is essential. The Triple Helix model, which emphasizes collaboration between universities, industry, and government, offers a strategic framework for fostering innovation-driven ecosystems. When paired with Kolb's Experiential Learning Theory, a model that emphasizes learning through experience, this approach becomes particularly effective in the context of entrepreneurship education. By blending these frameworks, educators can create dynamic learning environments that not only enhance students' entrepreneurial skills but also contribute to sustainable economic development.

### Triple Helix Model

The Triple Helix Model, proposed by Etzkowitz and Leydesdorff (1998), conceptualizes innovation as the result of dynamic collaboration among universities, industry, and government. Moving beyond the traditional linear model, it emphasizes overlapping roles where universities engage in entrepreneurial activities, industries participate in research and development, and governments facilitate innovation ecosystems. This integrative approach fosters sustained knowledge production, technological advancement, and economic development through continuous, cross-sectoral interaction.

### Experiential Learning Theory

Kolb's Experiential Learning Theory views learning as a process in which knowledge is created through the transformation of experience, involving four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). The first stage, concrete experience, involves direct participation in a new situation, followed by the second stage, reflective observation, where the learner reviews and reflects on their experience. Next, abstract conceptualization allows the learner to interpret and form theories or ideas based

on the reflection. Finally, in active experimentation, the learner applies these ideas to new experiences, testing and refining them. This cycle enables more profound understanding and skill development by integrating expertise with critical thinking and application (Kolb, 1984; Nurunnabi et al., 2022; Poore et al., 2014).

Kolb's Experiential Learning Theory has been extensively applied in clinical education, particularly in medical and nursing contexts, through methods such as bedside teaching, simulation-based training, and interprofessional education. These approaches aim to strengthen students' communication, collaboration, and clinical competencies (Nurunnabi et al., 2022; Poore et al., 2014; Kolb, 1984). Similarly, in entrepreneurship education, Kolb's model promotes active, experience-based learning by engaging students in practical activities, encouraging reflection, and linking theory to real-world application. This process effectively cultivates creativity, critical thinking, and entrepreneurial skills (Pamungkas, Widiastuti, & Suharno, 2019).

### **Entrepreneurship Education and Entrepreneurial Skills**

Entrepreneurship education is increasingly recognized as a vital component in preparing the younger generation to navigate the complexities of the global economy (Mahmudin, 2023). The COVID-19 pandemic served as a wake-up call for many nations, highlighting entrepreneurship as a key pillar in stabilizing and revitalizing their economies (Nasirun et al., 2021). In response, numerous educational institutions have integrated entrepreneurship into their curricula, beginning at the school level (Nejatifar et al., 2024) and extending into higher education (Carpenter & Wilson, 2022; Colombelli et al., 2022).

At the university level, entrepreneurship education is no longer limited to business students (Nasirun et al., 2021; Nasirun & Shahidan, 2024). Increasingly, it is being offered across a wide range of disciplines, including those outside the traditional business domain (Pamungkas et al., 2019). For non-business students, entrepreneurship education provides multiple benefits. These include the development of innovative products tailored to market demands and the acquisition of skills related to their commercialization (Jardim, 2021). Moreover, it fosters essential entrepreneurial competencies such as motivation, leadership, and resilience—traits that help students cope with everyday challenges and uncertainties (Aly et al., 2021; Mani, 2013; Nejatifar et al., 2024).

The integration of the Triple Helix model, Kolb's Experiential Learning Theory, and entrepreneurship education creates a robust framework for fostering innovation, skill development, and economic resilience. The Triple Helix highlights the importance of synergy among universities, industries, and governments in driving knowledge-based development. When combined with experiential learning approaches, such as those outlined by Kolb, educational institutions can more effectively engage students through real-world experiences that cultivate critical thinking and practical skills. Entrepreneurship education, grounded in these principles, becomes a transformative tool that not only equips students—both from business and non-business backgrounds—with entrepreneurial competencies, but also prepares them to meet the challenges of a dynamic global economy. By bridging theory and practice and promoting cross-sector collaboration, these models collectively support the development of innovative, adaptable, and resilient future professionals.

## Research Methodology

### Research Design

This study investigates the development of entrepreneurial skills among non-business undergraduates through experiential learning. Using student reflection reports as the primary data source, the research explores how hands-on projects and real-world problem-solving foster competencies such as creativity, risk-taking, and adaptability. Thematic analysis was employed to identify recurring themes, providing deeper insight into how experiential learning shapes entrepreneurial development in non-business contexts.

### Helixpreneur in the Classroom Project

This study implements experiential learning approaches—such as hands-on projects, industry mentorships, and government-supported initiatives—within the context of a fundamental entrepreneurship course. This study further explores how each component of the Triple Helix Model contributes to the entrepreneurial development of non-business diploma students based on the following: (1) Athanz Innovations Sdn Bhd (AISB) (Industry): by offering real-world exposure, mentorship, and project opportunities; (2) Department of Agriculture (DoA) and Federal Agricultural Marketing Authority (FAMA) (Government): by providing infrastructure and entrepreneurship programs; and (3) Universiti Teknologi MARA (University): by designing and delivering the curriculum, coordinating partnerships, and facilitating experiential learning environments.

One of the key assessments in the ENT300 course requires students to participate in sales activities, providing them with valuable hands-on experience. Students are tasked with selling Harumanis mangoes and Harumanis-based products, allowing them to apply entrepreneurial concepts in a real-world setting. The assessment is supported by Athanz Innovations Sdn Bhd (AISB), the Department of Agriculture (DOA), and the Federal Agricultural Marketing Authority (FAMA), who offer guidance and logistical assistance. In addition to developing practical entrepreneurial skills such as self-motivation, risk-taking, creativity, leadership, communication, networking, financial literacy, and business planning, students also earn commissions from their sales. This financial incentive not only motivates them but also enriches their overall learning experience by adding real-world relevance and personal investment in their activities.

As for experiential learning, the researchers employ the four cycles of experiential learning proposed by Kolb's Experiential Learning Theory (1984). The first stage, concrete experience, involves direct participation in a new situation, where students are given a briefing about the overall assessment and complete their sales activities within four weeks. After one week, students move to the second stage, reflective observation. At this stage, students reviewed and reflected on their experiences. Next, abstract conceptualization enables students to interpret the theories they have learned in class and compare them with their own experiences. Finally, in active experimentation, students applied these ideas to new experiences, testing and refining them as needed.

After completing the assessment, students were required to submit reflective reports along with records of their sales transactions to consolidate their experiential learning. These submissions served as evidence of their active participation and engagement throughout the project. To support their reflections, students provided documentation, including transaction receipts, promotional posters, social media content, and WhatsApp messages, used during their

marketing efforts. These materials not only demonstrated the practical application of entrepreneurial strategies but also highlighted the students' creativity, communication skills, and initiative. This comprehensive assessment approach ensured that both the process and outcomes of experiential learning were meaningfully captured and evaluated.

In addition, the instructor maintained an observation record as part of the triangulation process to enhance the credibility of the research. This helped to minimize bias by providing an additional perspective that complemented and validated the students' reflection reports and other submitted evidence. Thirty students from the Faculty of Applied Science participated in this program. The program was conducted for four weeks during the semester 2024. They successfully earned RM7,377.28 for Harumanis-based products, with total commissions of RM877.50 and a FAMA voucher value of RM120.00. All students obtained an A grade for the ENT300 subject.

### Data Analysis

This study employed a qualitative approach using thematic analysis to explore student reflection reports. Braun and Clarke's (2006) six-phase framework guided the analysis, beginning with data familiarization, followed by systematic coding of meaningful patterns. Codes were then organized into eight core themes based on Nejatifar et al. (2024): self-motivation, risk-taking, creativity, leadership, communication, networking, financial literacy, and business planning. These themes were subsequently reviewed for coherence, refined, and clearly defined before being synthesized into a structured analytical narrative.

#### Theme 1: Self-motivation

Self-motivation is a vital entrepreneurial skill in entrepreneurship education, as it drives students to take initiative, persist through challenges, and remain committed to their goals. It fosters independence, resilience, and a proactive mindset, empowering learners to turn ideas into action and sustain momentum throughout their entrepreneurial journey.

One student reported that, despite experiencing deep personal grief and emotional hardship, they pushed through the project, demonstrating determination and perseverance without external pressure.

*"During the semester break, I've been doing this assignment every day, to the point where I feel completely exhausted. I often cry because I miss my mother (who passed away recently). But, in the end, I successfully finished this task."*

*(Group 1, Student 5)*

Another student demonstrates a forward-looking mindset and a strong internal drive to improve and try again, motivated by a desire for growth and resilience.

*"Even though the result is not as expected, the process is worth keeping... If there was a chance again for me to do a business, I would do the best at resolving and evolving my method of promoting, sharing, and keep the business open to everyone liking."*

*(Group 3, Student 4)*

One student said she openly identifies the need to stay motivated on her own, showing that her commitment to completing the task came from within despite external challenges.



*"I learned to continue and keep motivated to finish this assignment despite obstacles. In the end, selling Harumanis's products offers practical business and entrepreneurship lessons that I am happy to receive."*

*(Group 4, Student 1)*

Self-motivation empowers students to persevere through personal and academic challenges, as seen in their determination to complete tasks despite emotional hardship and setbacks. This inner drive fosters resilience, growth, and a proactive mindset, which are essential traits for entrepreneurial success and long-term personal development, both within and beyond the learning environment.

### **Theme 2: Risk-taking**

Risk-taking is a key entrepreneurial skill in entrepreneurship education, encouraging students to step out of their comfort zones and make decisions in uncertain situations. It builds confidence, adaptability, and resilience, helping learners embrace failure as part of growth and develop the courage to pursue innovative ideas and business opportunities.

Promoting publicly on social media, especially for the first time, can feel intimidating particularly with the fear of rejection or being ignored. The student took the risk of putting herself and her work out there, despite initial setbacks.

*"After I finished up my poster, I started to promote in my social media such as WhatsApp. Unfortunately, there are no one that reply to my status... After this happened, I chose to promote to my parents, and they bought the products."*

*(Group 4, Student 1)*

Moreover, venturing into an unfamiliar task like selling and managing customer orders without prior experience shows a willingness to take on uncertainty and potential failure.

*"I have never learnt how to sell a product, so this one is giving me a lot of skills after all... I have to handle all of the orders from the customers calmly because I'm scared that I might be overlooked on those orders."*

*(Group 5, Student 3)*

Apart from that, engaging with customers, especially when one lacks confidence, involves social and emotional risk. This student stepped out of her comfort zone, showing entrepreneurial courage.

*"I found it difficult to have productive conversations with customers before this, but I made an effort to improve my social skills in order to gain their trust."*

*(Group 3, Student 2)*

Risk-taking in entrepreneurship education empowers students to face uncertainty, build resilience, and grow through real-world challenges. As shown in their experiences, stepping beyond comfort zones fosters confidence, skill development, and a willingness to learn from failure —essential traits for success in entrepreneurial pursuits and future professional endeavors.

### Theme 3: Creativity

Creativity in entrepreneurship education empowers students to generate innovative ideas, solve problems in unique ways, and develop compelling products or marketing strategies. It encourages original thinking, adaptability, and resourcefulness as essential qualities for navigating dynamic business environments and standing out in competitive markets. Creativity transforms challenges into entrepreneurial opportunities.

The student used digital tools like Linktree and poster design to craft her marketing strategy, demonstrating creative thinking in designing promotional materials that reflect her personal style and approach.

*"Learning about marketing was incredibly fascinating. I enjoyed creating my own Linktree and poster since it allowed me to express my creativity and develop my abilities."*

*(Group 1, Student 1)*

One student applied artistic and design creativity in developing marketing material that would appeal to buyers. Her conscious use of color, layout, and clarity demonstrates entrepreneurial innovation in promotion.

*"I determined to create the poster by myself. From the poster, I stated the pictures of each product and the price to make it easier for buyers to choose... I made it colourful and interesting to attract the customers."*

*(Group 4, Student 1)*

While not explicitly about art/design, the student shows her ability to solve problems and navigate delivery issues creatively, demonstrating adaptive and innovative thinking—key elements of entrepreneurial creativity.

*"Engaging with customers taught me how to build trust and create lasting relationships... Additionally, dealing with challenges like delivery delays helped me improve problem-solving and decision-making skills."*

*(Group 3, Student 4)*

Creativity in entrepreneurship education enables students to express individuality, solve problems innovatively, and design effective marketing strategies. Through the creative use of digital tools, visual design, and adaptive thinking, students transform challenges into opportunities, demonstrating that originality and resourcefulness are essential for entrepreneurial success in today's rapidly changing business landscape.

### Theme 4: Leadership

Leadership as an entrepreneurial skill in entrepreneurship education empowers students to guide teams, make informed decisions, and inspire others toward shared goals. It cultivates responsibility, confidence, and effective communication, enabling learners to manage projects, resolve conflicts, and drive business success through vision, collaboration, and strategic direction.

The student took the initiative to lead her own marketing and communication efforts, driving engagement and customer satisfaction. She demonstrated ownership of the sales process and personal growth in confidently managing interactions.

*"Through these efforts, I received a lot of orders in a short period. What I truly love is seeing my customers' reactions when they are satisfied with the products they purchased... I got a new personality of myself which is I already know how to interact or communicate properly with peoples even only on the social media."*

*(Group 4, Student 3)*

Another student showed leadership by delegating tasks and motivating her sister to contribute, essentially forming a small team. Her ability to plan strategically and empower others reflects key leadership qualities.

*"I thought of a strategic way to sell my products which is reselling the products using my younger sister as a medium... she even got commission of her own... I'm thankful to her for agreeing to help me."*

*(Group 5, Student 1)*

Moreover, one student demonstrated leadership in handling customer relationships and resolving issues decisively. Her proactive approach to problem-solving and maintaining service quality shows a leader's mindset in business operations.

*"I learned how to focus on having clear conversations with them... I work quickly to find and solve the problem effectively to make sure that customers have good times while trying to purchase the products."*

*(Group 3, Student 2)*

The students' experiences illustrate how taking charge, motivating others, and managing customer relationships build confidence and responsibility. By leading marketing efforts, delegating tasks, and solving problems, they developed essential leadership qualities crucial for entrepreneurial and professional success.

### **Theme 5: Communication**

Communication is a crucial entrepreneurial skill in entrepreneurship education, enabling students to convey ideas clearly, negotiate effectively, and build strong relationships with stakeholders. It enhances teamwork, customer interaction, and marketing efforts. Strong communication skills foster trust, collaboration, and influence, which are essential for entrepreneurial success in diverse business contexts.

Student developed the ability to clearly and persuasively communicate product value to customers, especially when facing scepticism—an essential communication skill in sales.

*"Effective communication was a significant takeaway, as I learned to present products and highlight their value, even to doubtful customers. I improved my ability to explain features like the health benefits of green tea with mango extract or the unique taste of Harumanis gummies."*

*(Group 4, Student 2)*



This student effectively applied digital communication through marketing and promotion, utilizing visual and written strategies to engage and attract her audience—key to entrepreneurial outreach.

*"Through using Agrobazaar, I have developed various business skills... I've also become more proficient in digital marketing, learning how to create appealing advertisements and promotions that attract more customers."*

*(Group 1, Student 2)*

Ultimately, this student emphasizes her growth in interpersonal and transactional communication, ensuring clarity and trust with her customers—essential for delivering good customer service and maintaining business reliability.

*"One of the most significant (skill) was developing effective communication with customers, a responsibility I had never handled before. I ensured they received accurate product information, including prices, and confirmed that their orders were correctly placed."*

*(Group 2, Student 3)*

Communication as an entrepreneurial skill empowers students to convey value, engage audiences, and build customer trust. Through persuasive messaging, digital marketing, and clear interpersonal interactions, students developed confidence and clarity in business contexts. These experiences underscore the vital role of communication in driving sales, fostering relationships, and ensuring entrepreneurial success.

### **Theme 6: Networking**

Networking as an entrepreneurial skill in entrepreneurship education helps students build valuable relationships with peers, mentors, customers, and industry professionals. It fosters opportunities for collaboration, support, and the sharing of resources. Developing networking skills enables students to expand their influence, access new markets, and create strategic connections that support their sales activities.

As such, one student expanded her social and support circle by reaching out to dormant connections, turning them into potential customers, which demonstrates her understanding of how to leverage her network for entrepreneurial benefit.

*"For me, reconnecting with friends I rarely spoke to and relatives I wasn't very close to was one of the highlights of this experience. Catching up and letting them know what I was working on felt good."*

*(Group 1, Student 1)*

While another student recognizes the strategic value of social and business connections in supporting and sustaining a business. She highlights how positive networks influence outcomes and commitment.

*"Doing a business shows me the good side of having the right surroundings and connection because it can lead to a great commitment in the business."*

*(Group 1, Student 2)*

Finally, the student intentionally worked to expand her network beyond immediate contacts through engagement and rapport-building because she learned that networking is one of the most important entrepreneurial skills.

*"By engaging with customers and learning how to communicate effectively, I developed skills in creating trust and rapport. The drop shipping method helped me grow the business while focusing on expanding my network."*

*(Group 3, Student 4)*

Networking enables students to form valuable relationships that drive entrepreneurial success. By reconnecting with peers, utilizing their networks, and broadening their customer base, students discovered how to create opportunities, receive support, and enhance business performance. These experiences underscore the importance of networking as a crucial skill for achieving sustained success in both entrepreneurship and future careers.

### **Theme 7: Financial literacy**

Financial literacy is a vital entrepreneurial skill in entrepreneurship education, equipping students with the ability to manage budgets, track expenses, and understand profit and loss. It fosters informed decision-making, resource allocation, and financial planning. Mastering financial literacy ensures sustainable business operations and prepares students for real-world entrepreneurial success.

The student gained awareness of bookkeeping, tracking income and expenses, and the importance of financial organization—core components of financial literacy in entrepreneurship.

*"For me, the most important skill to brush up on is financial aspect. I've just realized that basic accounting and financial management abilities are required to maintain track of spending, profits, and general financial health... I learnt that proper bookkeeping habits can help you stay organized."*

*(Group 1, Student 5)*

Another student learned to manage money effectively and understand profitability within time constraints, indicating an understanding of cost control and financial decision-making.

*"I also learned more about time management, problem solving and money management, including how to turn a profit in constrained amount of time."*

*(Group 4, Student 1)*

Lastly, one student practiced daily financial tracking and understood the value of financial discipline—demonstrating applied financial literacy in a real business context.

*"I also learn how to do bookkeeping. I keep track all the expenses, commissions, order, and many more. For me, it was such a good habit to be developed because I got to trace all my expenses every day. It helps me save money too."*

*(Group 4, Student 5)*

Financial literacy equips students with essential skills to manage money, track expenses, and ensure business sustainability. Through hands-on experience, students developed habits of

budgeting, bookkeeping, and financial planning. These practices not only enhanced their entrepreneurial understanding but also prepared them for responsible, informed decision-making in real-world financial situations.

### Theme 8: Business Planning

Business planning is a key entrepreneurial skill in entrepreneurship education, teaching students how to set goals, develop strategies, and organize resources effectively. It enhances critical thinking, foresight, and decision-making. Through planning, students learn to manage risks and achieve goal-oriented progress in their entrepreneurial activities.

One student strategically planned her sales approach and resource delegation, optimizing her reach and efficiency—key aspects of entrepreneurial business planning.

*"For succeeding this learning-based experience I thought of a strategic way to sell my products which is reselling the products using my younger sister as a medium... Using this method she even got commission of her own..."*

*(Group 5, Student 1)*

Apart from that, the student also reflects an understanding of the importance of planning and routine in business operations, showing how deliberate, structured actions support sales success.

*"Having strategic and consistent habits when doing a business is the heaviest point of how our product can make a sell."*

*(Group 1, Student 2)*

Other student highlights her ability to balance time, finances, and task management, demonstrating the coordination and foresight needed in effective business planning.

*"I also learned more about time management, problem solving and money management, including how to turn a profit in constrained amount of time... I learned to continue and keep motivated to finish this assignment in spite of obstacles."*

*(Group 4, Student 1)*

Business planning equips students with the ability to set objectives, manage resources effectively, and make informed strategic decisions. By applying structured routines, effective time management, and problem-solving skills, they effectively address challenges and boost sales. These experiences highlight business planning as a crucial skill for achieving long-term success in entrepreneurship and business operations.

### Discussions

This study extends the application of the Triple Helix Model by highlighting the collaborative roles of academia (UiTM), industry (AISB), and government (DOA, FAMA) in delivering entrepreneurship education to non-business students. Their partnership exemplifies the co-production of knowledge and innovation, aligning with the model's emphasis on dynamic, cross-sectoral collaboration. Integrating the Triple Helix framework with Kolb's Experiential Learning Theory, the study presents a holistic approach to entrepreneurship education that combines theoretical grounding with practical, experience-based learning. This model supports

the development of innovation, critical thinking, and adaptability, particularly among students from non-business disciplines.

Findings show that the program successfully nurtured entrepreneurial competencies across eight core dimensions: self-motivation, risk-taking, creativity, leadership, communication, networking, financial literacy, and business planning (Pamungkas et al., 2019; Nejatifar et al., 2024). Experiential learning provided students with exposure to real-world challenges, reinforcing their resilience and preparedness for the global economy (Colombelli et al., 2022; Jardim, 2021; Mani, 2013).

### Conclusions and Recommendations

This study applies the Triple Helix Model to entrepreneurship education, emphasizing collaboration between academia (UiTM), industry (Athanliz Innovations Sdn Bhd), and government agencies (DOA, FAMA) to equip non-business students with entrepreneurial competencies. Combined with Kolb's Experiential Learning Theory, this approach fosters student-centered, real-world learning. Findings indicate that students developed key entrepreneurial skills in eight areas: self-motivation, risk-taking, creativity, leadership, communication, networking, financial literacy, and business planning. These were cultivated through hands-on engagement with actual entrepreneurial challenges. The study recommends expanding entrepreneurship education across non-business disciplines and strengthening university-industry-government partnerships to enhance relevance and impact. Incorporating reflective practices and post-program initiatives, such as incubators or student ventures, is also advised. Future research should explore the long-term effects on graduates' entrepreneurial outcomes.

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