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Analysis of Student Satisfaction with the Content and Teaching Methods of Agroindustrial and Environmental Entrepreneurship

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Abstract

This study aims to analyse student satisfaction with the content and teaching methods of the Agroindustrial and Environmental-Based Entrepreneurship course, which is crucial in shaping students' entrepreneurial mindset and skills in the context of sustainable development. The increasing demand for environmentally conscious entrepreneurs in the agroindustry sector highlights the significance of this course. The research uses a descriptive quantitative approach with a survey design involving 46 respondents. The results show that, in general, students are satisfied with the content, with an average score of 3.68, falling into the high category (3.41 - 4.20). Specific areas of satisfaction include content relevance to needs (3.85), content supporting entrepreneurial interest (3.78), content ease of understanding (3.62), and content applicability and contextuality (3.48). Satisfaction with teaching methods also indicates a high level (mean = 3.69), with interactive teaching (3.87), interesting case studies (3.73), discussions aiding understanding (3.65), and practical applications (3.50). External factors also show relatively high satisfaction (mean = 3.64), including classroom facilities (3.82), teaching aids quality (3.71), learning environment comfort (3.60), and availability of learning resources (3.41). The findings reveal that students from the Counselling and Guidance Study Program at the University of Jambi have high satisfaction with the course content and teaching methods. Despite high satisfaction, there are areas for improvement, such as enhancing the applicability of content and increasing the intensity of practical experience. External factors, such as classroom comfort and learning resources, should also be improved. To enhance learning quality, integrating more practical experiences and complex case studies, alongside digital technology and more applicable teaching materials, will enrich the learning experience. Further research in other programs and with a deeper approach will provide more comprehensive insights.

Keywords: Satisfaction, content, agroindustrial-environmental, entrepreneurship

A. Introduction

Entrepreneurship education is increasingly becoming a primary focus in preparing students to face dynamic global challenges. This education aims not only to build technical skills but also to encourage students to think critically and innovatively in creating opportunity-based solutions. (Jaenicke & Lengkeek, 2008). In the context of agroindustry and the environment, entrepreneurship education plays a crucial role in supporting sustainability through innovations focused on resource efficiency. (Meynard et al., 2017; Yani et al., 2022) and responsible environmental management (Azmi et al., 2023; Magrini et al., 2016).

Jambi University (UNJA) has set a vision to become a world-class university excelling in agroindustrial and environmental-based entrepreneurship. In line with this vision, UNJA's mission includes providing access to quality and affordable higher education, the development of knowledge, technology, and arts through education, research, and community service, as well as

fostering entrepreneurial creativity among students. This vision and mission serve as strategic guidelines in delivering relevant and contextual education, particularly in supporting the development of sustainable entrepreneurship. According to Jean-Vasile et al (2020), effective entrepreneurship education must strike a balance between theory and practice in order to make a significant impact on the development of students' character and skills. This includes providing learning materials that are relevant to industry needs, as well as implementing teaching methods that emphasise experiential learning (Dobryagina, 2023; Gadanakis et al., 2024; Hassink et al., 2016), such as business simulations, case studies, and real entrepreneurship projects. This approach not only increases student engagement but also helps them understand the practical challenges they will face in the workforce. In the agroindustry field, common challenges include dependence on natural resources (Hajar Setyaji, Metha Monica, Suryanto, 2024; Jaenicke & Lengkeek, 2008), supply chain sustainability (Grass Ramírez et al., 2023; Ras & Vermeulen, 2009; Safriyana et al., 2020), and climate change (Kangogo et al., 2020). Therefore, the integration of environmental issues in entrepreneurship education becomes increasingly important (Azmi et al., 2023). Through environmentally-based education, students can be taught to develop innovative, environmentally-friendly solutions, such as efficient waste processing technologies or bio-economy-based products. This approach aligns with the growing focus on sustainability principles in future industries (Hajar Setyaji, 2024; Saputra & Nurchaini, 2020; Wagner & Lutz, 2017).

On the other hand, the study by Kangogo et al (2020) Shows that interactive, collaborative-based teaching methods can enhance student satisfaction with learning. In the context of agroindustry entrepreneurship, collaboration between students, lecturers, and industry players plays a crucial role in facilitating knowledge transfer and the development of practical skills. This collaboration also helps students understand real-world challenges in the industry while building professional networks that will be useful in the future. (Logue et al., 2018; Rijanto, 2020). Additionally, the development of digital technology provides new opportunities in entrepreneurship education. Bogoviz et al (2019) Highlight that online learning platforms, virtual simulations, and other digital applications can be used to enrich students' learning experiences. This technology enables students to access educational resources flexibly and engage in more personalised learning experiences. In the context of agroindustry, digital technology can also be used to teach skills such as IoT-based data analysis or the use of software for supply chain planning. (Maïga et al., 2020).

The agroindustry sector has different dynamics in various parts of the world. For example, in the context of Balkan countries, such as Bulgaria and Romania, there has been significant development in agroindustry-based entrepreneurship that focuses on family business systems. (Poutziouris et al., 1997). This provides valuable lessons on family business development strategies that can be adapted to the local context. (Muhammad Hamdi et al., 2022). In this regard, understanding how agroindustry entrepreneurship can thrive within family business systems can provide important insights for developing agroindustry-based entrepreneurship curricula in Indonesia. Moreover, state support through policies and innovations in the agroindustry sector is also crucial. For example, in Russia, research by Bogoviz et al (2019) Shows that innovative approaches in state policies to support the agroindustry can enhance the competitiveness and sustainability of agroindustry products. This approach is relevant for the development of sustainable agroindustry-based entrepreneurship in Indonesia, which needs to be integrated into entrepreneurship education. Innovative policies, such as the use of digital technology to support the agroindustry sector, could serve as a model for developing curricula that prioritise technology in entrepreneurship education.

With all these elements, entrepreneurship education not only functions as a means to produce competent graduates but also as a platform to create agents of change who can bring positive impacts to society and the environment (Asongu & Tchamyou, 2016). Therefore, it is important for educational institutions to continuously evaluate and develop teaching approaches to meet the demands of the times (Hamdi, 2014, 2016). However, the success of entrepreneurship education largely depends on two main aspects: content and teaching methods. Relevant and contextual content will motivate students to understand and apply entrepreneurial concepts in real-world scenarios (Alan & Köker, 2023; Alvarez et al., 2021). On the other hand, interactive and student-centred teaching methods, such as project-based learning and case studies, have

been proven to be more effective in enhancing understanding and learning satisfaction (Ataei et al., 2020).

Agroindustry and environmental-based entrepreneurship courses play a significant role in preparing students to become entrepreneurs who not only understand market dynamics but also focus on environmental sustainability and the efficient use of natural resources. In this context, entrepreneurship is not solely focused on economic profit but also integrates sustainability principles oriented towards the environment. (Meynard et al., 2017). Agroindustry and environmental-based entrepreneurship education must cover two main dimensions: innovative business management and responsible environmental management. (Utami et al., 2020), so that students are not only capable of managing businesses efficiently but also of minimising negative impacts on the environment.

Previous research has shown that student satisfaction with the learning process is an important indicator of the success of entrepreneurship education. (Gadanakis et al., 2024). This satisfaction is influenced by various factors, including the quality of the material, its relevance to industry needs, the teaching approach, and the active involvement of students in the learning process. (Gallego-Bono & Tapia-Baranda, 2022). Therefore, analysing student satisfaction with the content and teaching methods in agroindustry and environmental-based entrepreneurship courses is crucial for improving the quality of education. The agroindustry plays a major role in the economy, especially in developing countries like Indonesia. (Djuwendah et al., 2018). Agroindustry and environmental-based entrepreneurship education aims to prepare students to understand and manage businesses in this sector with a more sustainable approach. (Altman & Farrell, 2022). Success in agroindustry entrepreneurship highly depends on the ability to efficiently manage supply chains and agroindustry products, as well as adapt technologies and innovations that support sustainability. (Ras & Vermeulen, 2009; Rijanto, 2020).

Furthermore, in the context of environmental-based entrepreneurship, sustainability principles are not only applied in operations but also in creating business models that can adapt to the needs of a society increasingly aware of environmental issues. As Azmi et al (2023) Stated, environmental-based entrepreneurship not only creates economic value but also reduces negative environmental impacts through efficient resource use, proper waste management, and the development of environmentally friendly products. Sustainable entrepreneurship, particularly in the agroindustry sector, integrates various principles that not only focus on short-term profits but also create long-term value for society and the environment. Bogoviz et al (2019) Stated that sustainable entrepreneurship involves creating business models that can address social and environmental challenges, such as climate change and food security. In the agroindustry sector, this could include the use of green technologies in production, converting waste into useful products, and implementing more environmentally friendly farming systems. The application of sustainable entrepreneurship also involves the adoption of a circular economy, a business model focused on reusing and recycling resources to reduce waste and pollution. (Bogoviz et al., 2019). In this regard, agroindustry and environmental-based entrepreneurship courses need to introduce students to these concepts and encourage them to design products and services focused on long-term sustainability.

It is essential to separate the two main dimensions in agroindustry and environmental-based entrepreneurship education. On one hand, agroindustry-based entrepreneurship education focuses on efficient and innovative business management, emphasising an understanding of the latest technologies, resource efficiency, and optimal supply chain management. Grass Ramírez et al (2023) suggest that this approach should also involve practical elements, such as real-world case studies in the agroindustry. On the other hand, environmental-based entrepreneurship education emphasises the importance of integrating sustainability principles into every stage of business. Concepts such as energy efficiency, waste reduction, and the use of renewable resources need to be taught to students so they can develop business models that are environmentally responsible. Azmi et al (2023) state that to prepare environmentally conscious entrepreneurs, it is essential to address broader global issues, such as climate change and natural resource scarcity. Additionally, collaboration between academia, industry, and society also becomes a crucial element in agroindustry and environmental-based entrepreneurship education. Kangogo et al (2020) noted that collaboration can enrich the learning experience and provide direct insights into the challenges and opportunities within the agroindustry and sustainability sectors. By

involving the industrial sector directly in the learning process, students can gain deeper and more relevant knowledge.

On the other hand, digital technology is increasingly playing an important role in agroindustry and environmental-based entrepreneurship education. Morris et al (2017) Suggest that in the agroindustry sector, digital technologies can be used to teach students about big data analysis, IoT-based supply chain management, and the use of green technologies in production and distribution. Furthermore, Sklyarov dan Sklyarova (2013) State that the development of small enterprises in the agroindustry sector is crucial for strengthening the local economy and creating more jobs. They further argue that creating favourable conditions for small entrepreneurs heavily relies on providing access to resources, as well as fostering better relationships between farming enterprises. Managing small businesses in the agroindustry requires special attention to sustainability and resource efficiency to ensure that the businesses can grow sustainably without harming the environment.

Recent research shows that environmental-based entrepreneurship can encourage students to think more critically and creatively in finding environmentally friendly solutions. Zolnikov et al (2024) Highlight that an environmental-based approach in entrepreneurship education not only enhances business skills but also promotes the creation of innovations focused on the efficient and sustainable management of natural resources. Additionally, research by Hall et al (2010) Found that the introduction of sustainability concepts in environmental-based entrepreneurship increases awareness of the importance of social and environmental responsibility in business. This approach not only motivates students to create environmentally friendly products but also fosters a positive attitude toward sustainable business practices, as suggested by various studies examining the relationship between entrepreneurship and sustainability.

This study offers a new perspective by focusing on the analysis of student satisfaction with the content and teaching methods of agroindustry and environmental-based entrepreneurship courses. While there has been research on entrepreneurship education in general, there remains a gap in understanding the specific relevance and effectiveness of educational approaches that integrate sustainability issues within agroindustry and environmental contexts. Therefore, this study aims not only to measure student satisfaction but also to identify influencing factors focused on innovation in agroindustry and environmental-based teaching. The findings from this study are expected to provide practical recommendations for the development of curricula that are more adaptive to the evolving needs of industries, particularly in the sustainable agroindustry sector.

B. Methodology

This study employs a descriptive quantitative approach, aimed at describing the level of student satisfaction regarding the content and teaching methods in the course of Agroindustry and Environmental-based Entrepreneurship. According to Creswell (2014), a descriptive quantitative approach is used to explain phenomena based on numerical data that are analysed statistically. This approach is suitable for understanding student perceptions and satisfaction levels in an objective manner. The research design employed is survey research. Survey research allows researchers to collect data from respondents efficiently in terms of time and cost. (Moleong, Lexy J., M.A, 1989). Survey research is commonly used in educational studies to evaluate teaching effectiveness or to measure student satisfaction with the learning experience.

The population of this study consists of all students in the Counselling and Guidance Study Program at Universitas Jambi who have attended the Agroindustry and Environmental-based Entrepreneurship course. Using purposive sampling, the criteria for sample selection are as follows:

1. Active students in the Counselling and Guidance Study Program.
2. Students who have completed the Agroindustry and Environmental-based Entrepreneurship course at least one semester before the research took place.

The sample size for this study is 46 students, considered representative of the target population, as suggested by Creswell. (2014), where a sample size of 10%-30% of the population is usually adequate for survey research. Data is collected using two methods:

1. Questionnaire: The primary instrument for data collection is a closed-ended questionnaire based on a 5-point Likert scale, designed to measure student satisfaction with aspects of course content and teaching methods. The content validity of the questionnaire is tested by involving three experts in the field of entrepreneurship education. The reliability of the questionnaire is tested using Cronbach's Alpha, which yields a value of 0.89, indicating a high level of reliability (Sugiyono, 2009).
2. Interviews: Interviews are conducted at the initial stage of the research to identify students' needs regarding the course. Qualitative data from interviews are analysed thematically and used to refine the questionnaire.

The data collected is analysed using several methods:

1. Descriptive Analysis: The mean, standard deviation (Std), and frequency distribution are used to describe the level of student satisfaction. The interpretation of scores uses the following criteria (Sugiyono, 2009)

Table 1. Interpretation score

Score Range	Satisfaction Level
1.00 - 1.80	Very Low
1.81 - 2.60	Low
2.61 - 3.40	Moderate
3.41 - 4.20	High
4.21 - 5.00	Very High

2. Validity and Reliability Testing: Validity is tested through content validity, involving experts to ensure that the questionnaire measures what it is supposed to measure. Reliability is tested using Cronbach's Alpha, with a value >0.7 considered sufficient.
3. Factor Analysis: Factor analysis is used to identify the key dimensions that affect student satisfaction. This technique is used in survey research to reduce complex data into simpler components.

C. Findings and Discussion

1. Findings

This study aims to analyse students' satisfaction levels regarding the content and teaching methods, as well as the factors influencing their experience in the Entrepreneurship Course Based on Agroindustry and Environment. The results of the descriptive analysis show that the majority of the aspects measured fall into the "High" satisfaction category, based on the interpretation criteria used.

Table 2. Respondent demographics

		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Lk	3	6.5	6.5	6.5
	Pr	43	93.5	93.5	100.0
	Total	46	100.0	100.0	
Semester	5	38	82.6	84.4	84.4
	7	7	15.2	15.6	100.0
	Total	45	97.8	100.0	
	Missing System	1	2.2		
		46	100.0		

Table 3. Descriptive analysis of student satisfaction levels

Aspect	Question Item	Mean	Stdev	Satisfaction Level Category
Satisfaction with Content	Content is relevant to needs	3.85	0.62	high
	Content supports entrepreneurial interest	3.78	0.70	high
	Content is easy to understand	3.62	0.55	high

	Content is applicable and contextual	3.48	0.68	high
	Total	3.68	0.64	high
Satisfaction with Teaching Methods	Interactive teaching	3.87	0.60	high
	Interesting case studies	3.73	0.57	high
	Discussions aid understanding	3.65	0.58	high
	Practical application of concepts	3.50	0.63	high
	Total	3.69	0.60	high
External Factors	Classroom facilities	3.82	0.72	high
	Quality of teaching aids	3.71	0.66	high
	Comfortable learning environment	3.60	0.74	high
	Availability of learning resources	3.41	0.70	high
	Total	3.64	0.71	high

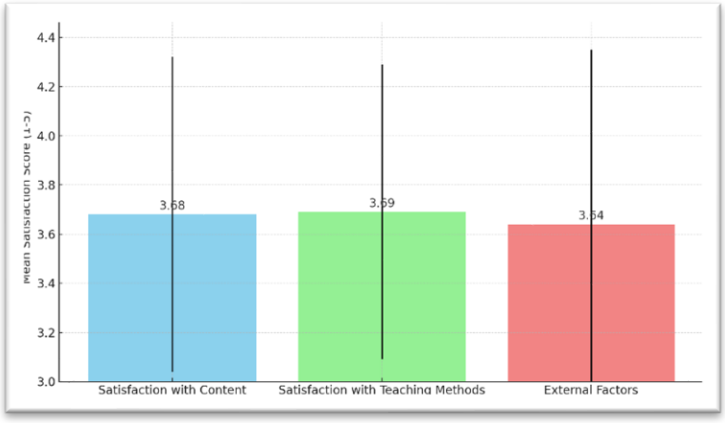

Figure 1. Average student satisfaction across categories

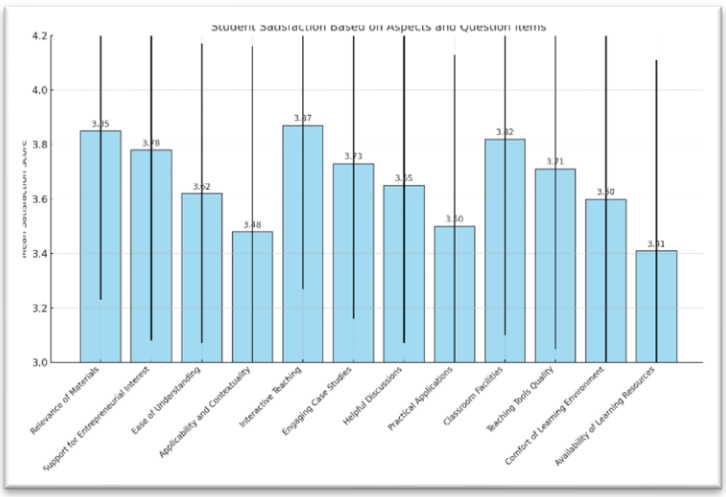

Figure 2. Students' satisfaction with aspects of the question items

2. Discussion

Student Satisfaction with the Course Material

Based on the table above, it is evident that students exhibit a high level of satisfaction with the materials provided in the Entrepreneurship course, focusing on agroindustry and the environment. The overall mean score of 3.68 falls within the "High" category (3.41–4.20). Specifically, the material was deemed relevant to students' needs (Mean = 3.85), supportive of

entrepreneurial interest (Mean = 3.78), and easy to understand (Mean = 3.62), all of which are classified as "High" (3.41–4.20). This indicates that the course material is perceived as relevant to both the academic and practical needs of students. The alignment of course content with developments in the agroindustry sector plays a critical role in enhancing the quality of entrepreneurship education. Seuneke et al (2013) assert that materials directly connected to industry needs provide deeper and more applicable insights for students, preparing them for real-world entrepreneurial challenges. This aligns with the perspective that entrepreneurship education must bridge the gap between theoretical knowledge and industry practice (Boldureanu, 2020; Nowiński, 2019).

Relevant entrepreneurship education should not only focus on fundamental business theories but also encompass aspects that are contextual to current market demands and socio-economic conditions. (Alan & Köker, 2023; Serhan & Yannou-Lebris, 2021). In other words, adapting materials to the local market context and emerging industries better equips students to innovate and pursue entrepreneurship with a broader perspective. According to Sili & Dürr (2022)This approach is especially pertinent to agroindustry, where environmental challenges and business sustainability are integral to entrepreneurial success. Consequently, a more applied and industry-based curriculum enhances students' ability to formulate and implement business ideas. (Akrong & Kotu, 2022; Lediana et al., 2023).

However, despite the generally high satisfaction levels, the score for "applicative and contextual material" was relatively lower (Mean = 3.48), though still within the "High" category, but closer to the lower threshold (3.41–4.20). This indicates a gap between the theory taught in class and its practical application in real-world scenarios. This issue is often encountered in traditional entrepreneurship education, where theoretical content tends to dominate over more contextualised practice. (Seuneke et al., 2013). As market demands and industry needs evolve, students must be equipped with the ability to apply theoretical concepts in real-world contexts, particularly within the agroindustry, which presents unique dynamics. Ripoll et al (2017) Emphasise that in entrepreneurship education, bridging the gap between theory and practice is crucial to better prepare students for real-world challenges. Relying solely on theoretical concepts is insufficient to prepare students for the complexities they will encounter in the workforce. It is therefore essential for educators to integrate more case studies, simulations, and real-world industry experiences into course materials. In line with this, Lediana et al (2023) Argue that experiential learning methods, such as simulations and real-world projects, significantly enhance students' practical skills for navigating real business situations. The importance of connecting course materials to real-world applications is further highlighted by Nhamo & Chikoye. (2017), who note that direct exposure to real-world problems in the agroindustry enables the development of innovative solutions and increases students' confidence in launching their ventures. As such, experience-based teaching methods, such as internships, industrial visits, or even agroindustry-focused entrepreneurial projects, would greatly benefit students by connecting theoretical knowledge to more applicable, hands-on practices.

Furthermore, the relevance of entrepreneurship materials to real-world conditions is also emphasised by (Astuti, 2019), who argues that entrepreneurship education should focus on enhancing students' ability to make business decisions based on analyses grounded in relevant industry data. This is particularly pertinent to entrepreneurship materials based on agroindustry, which are often influenced by external factors such as changes in environmental regulations. (Azmi et al., 2023; Santini, 2017), fluctuations in raw material prices (Holloway et al., 2000), and emerging new technologies (Carayannis et al., 2018; Rijanto, 2020).

Thus, integrating more applicable materials, such as recent case studies from the agroindustry sector and best practices adopted by leading companies, can enrich students' understanding and better prepare them to navigate the increasingly complex challenges of the business world.

Satisfaction with Teaching Methods

The teaching methods employed in the Entrepreneurship in Agroindustry and Environment course received a high average score, particularly in the aspects of interactive teaching (mean = 3.87) and engaging case studies (mean = 3.73), both of which fall into the High category (3.41–4.20). This indicates that students felt the teaching methods effectively fostered their engagement in the learning process. Emphasising interactive teaching allows students to actively participate in discussions and engage in the learning process. Peşman (2012) notes that interaction-based

teaching methods, such as group discussions and debates, enhance student engagement, deepen understanding of the material, and promote better learning outcomes. Classroom interactions not only improve theoretical understanding but also cultivate essential entrepreneurial skills, such as communication and collaboration (Aslan, 2021; Van Paassen et al., 2014).

The implementation of engaging case studies also received positive responses from students, with an average score of 3.73. This aligns with Zhao (2019) Viewing case studies allows students to explore real-world problems and gain a realistic perspective on the challenges and opportunities in agroindustry-based entrepreneurship. Well-designed case studies help students draw connections between theory and practice and stimulate critical thinking to solve problems. This approach sharpens students' analytical abilities in addressing complex business challenges (Shirazi, 2019; Thornhill-Miller, 2023).

However, while aspects such as interactive teaching and engaging case studies scored highly, the aspect of hands-on practical application had a slightly lower average score (mean = 3.50), though still within the High category (3.41–4.20). This suggests a need to enhance students' practical experience, which is a crucial component of entrepreneurship education. Blesia (2021) Highlights that experiential training is essential for building students' entrepreneurial skills. Practical learning, such as implementing field projects, internships, or problem-based learning, can enrich students' skills and deepen their understanding of entrepreneurial concepts. (Castro, 2021; Maïga et al., 2020). Moreover, experiential learning aligns with Dornan. (2019) Perspective that students learn more effectively through direct experience and reflection on those experiences. In the context of agroindustry-based entrepreneurship, direct experiences, such as field entrepreneurship projects requiring students to design and manage small businesses, provide opportunities to face real-world business challenges, including resource management, marketing, and sustainability (Altieri & Toledo, 2011; Donner et al., 2020; Saputra & Zakiah, 2022). Additionally, experiential learning is crucial in developing students' problem-solving abilities. (Rasimin & Hamdi, 2021). The learning process should go beyond classroom knowledge and include experiences within an environment conducive to practical skill development. (Akben, 2020; Grande et al., 2011). In this regard, more experiential teaching methods would offer students opportunities to better understand entrepreneurship concepts as applied in real-world scenarios while enhancing decision-making skills. (Mardani, 2020; Reardon et al., 2009; Safriyana et al., 2020).

To enhance the quality of learning, it is recommended to increase the incorporation of practical experiences in the teaching process. (Hamdi et al., 2022). This can be achieved by involving students in agroindustry-based entrepreneurial projects, industrial visits, or internships at agroindustrial companies. Such initiatives ensure that students gain not only theoretical knowledge but also essential practical skills critical for success in agroindustry- and environment-based entrepreneurship. These experiential learning opportunities allow students to bridge the gap between theory and practice, preparing them to navigate the complexities of real-world entrepreneurial challenges effectively.

External Factors

The classroom facilities and quality of teaching aids in the agroindustry- and environment-based entrepreneurship course achieved high scores (mean = 3.82 and 3.71, respectively), indicating that these facilities effectively support the learning process. Classrooms equipped with adequate teaching aids, such as projectors, digital whiteboards, and internet access, facilitate smoother instruction and enhance students' understanding of the material. This aligns with Cheryan. (2014), who highlighted that the quality of physical facilities in the learning environment significantly impacts the effectiveness of education. The availability of high-quality teaching aids enables students to engage with the material more interactively and visually. (Banks, 2018; Simin & Wan Athirah, 2015), thereby improving comprehension of the concepts taught. Similarly, Brink (2021) Emphasised that effective teaching tools enhance student engagement in the learning process.

However, despite the high scores for classroom facilities and teaching aids, the comfort of the learning environment received a slightly lower score (mean = 3.60), reflecting variations in student perceptions regarding the physical comfort of classrooms. Factors such as uncomfortable room temperature, inadequate lighting, or suboptimal acoustics reduce student comfort and

focus during lectures. In line with Bottalico (2016), physical classroom comfort plays a critical role in supporting student concentration and engagement. Research indicates that well-ventilated classrooms with sufficient lighting and good acoustics can enhance students' mental endurance during lectures and improve the overall quality of the learning process. This is further supported by findings from Hodgson (2002), who reported that a comfortable classroom environment positively influences students' psychological and physical well-being, which, in turn, impacts learning effectiveness. In addition to classroom comfort, the availability of learning resources is another key external factor influencing the success of the learning process. A mean score of 3.41 for resource availability indicates room for improvement, particularly in providing students access to supplementary materials, such as journals, up-to-date reference books, or additional modules that could deepen their understanding of agroindustry-based entrepreneurship topics. Rich and diverse learning resources are essential to enriching the educational experience. Wang (2014) noted that the availability of high-quality learning materials can enhance student motivation and provide broader perspectives on the topics being discussed. Consistent with this, Pekrun et al (2002) stressed that quality education requires adequate access to academic resources that are relevant to current developments in the field, especially in the dynamic world of entrepreneurship.

Preliminary interviews revealed that some students experienced difficulties accessing more practical learning materials, such as recent industry case studies or modules directly linked to agroindustry and environmental entrepreneurship. These findings suggest that while basic learning resources are available, there is a lack of materials that effectively bridge theory with practical applications. Albanese & Mitchell (1993) Emphasised the importance of providing practical learning resources, such as case studies and recent research articles, which connect theoretical concepts to real-world scenarios. Real-world case studies enrich students' understanding of the challenges faced by entrepreneurs in the agroindustry sector. (Hassink et al., 2016; Sargani et al., 2020) And provide deeper insights into applying entrepreneurial theories in tangible, practical contexts. On the other hand, the role of Information and Communication Technology (ICT) cannot be overlooked in enhancing the availability of learning resources. According to Simin & Wan Athirah (2015)Educational technology plays a crucial role in supporting active and experiential learning. In this context, providing e-learning platforms or other digital resources enables students to access learning materials anytime and anywhere. (Dagger et al., 2007; Scalise & Gifford, 2006). Technologies such as video tutorials, webinars, and online discussion forums allow students to explore topics related to agroindustry-based entrepreneurship more flexibly. Furthermore, as Benta et al (2014) Noted, the integration of technology in learning can help students develop essential digital skills, which are increasingly critical in a technology-driven entrepreneurial world. In addition, educational institutions need to provide access to digital libraries or academic journals relevant to agroindustry and environment-based entrepreneurship. (Thong et al., 2002; Weiyin Hong et al., 2001). This access allows students to stay updated on the latest developments in the agroindustry and environmental sectors, offering broader insights into entrepreneurial practices and theories applicable to agroindustry-based and environmental ventures. Such resources enhance students' understanding of the challenges and opportunities in these sectors. Barron et al (1998) Emphasised that research-based learning and access to up-to-date literature are vital components of entrepreneurship education.

While classroom facilities and teaching aids have received high scores, there remain areas for improvement to enhance the comfort and availability of learning resources. To create an optimal learning environment, improvements are needed in the quality of classroom comfort as well as the provision of more practical and technology-based learning resources. Strengthening this infrastructure will enrich students' learning experiences and better prepare them to face the challenges of agroindustry- and environment-based entrepreneurship more readily and effectively.

D. Conclusion

This study demonstrates that students of the Guidance and Counselling Study Program at Universitas Jambi exhibit a high level of satisfaction with the content and teaching methods of the Agroindustry- and Environment-Based Entrepreneurship course. The aspects of relevance, support for entrepreneurial interests, and interactive teaching methods are key strengths.

However, there is room for improvement in terms of more practical content and increased intensity of hands-on practice. External factors such as learning facilities and classroom comfort also need enhancement.

To improve the quality of learning, the study program is advised to develop more practical content, increase the intensity of hands-on practice, and provide better supporting facilities. Innovations in teaching methods, such as the integration of digital technology and more complex case studies, are also important to strengthen students' understanding. Similar research in other study programs and more in-depth research approaches are recommended to achieve more comprehensive results.

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