

Livelihood of FKIP Alumni in Developing Businesses: A Case Study in Mendalo Indah, Jambi Luar Kota District, Muaro Jambi Regency

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Abstract

Livelihood is an individual's effort to maintain and improve the sustainability of life, one of which is through entrepreneurial activities. This study aims to describe and understand the experiences of FKIP alumni in developing and maintaining businesses in Mendalo Indah, Muaro Jambi Regency, using a phenomenological case study approach with two informants. Data were collected through in-depth interviews, field observations, and documentation, then analyzed using NVivo to identify themes related to livelihood assets, namely human resources (education, skills, experience) and financial capital (initial capital, income). The results show that human resources play a major role as assets in business development and sustainability, particularly through the alumni's ability to interpret experiences, manage knowledge and skills, and adapt to business challenges. Financial capital functions as a supporting factor, but is relatively secondary. These findings confirm that the success of FKIP alumni businesses is determined more by the ability of individuals to manage and interpret livelihood assets adaptively in the local social and economic context, rather than by the amount of financial capital alone.

KEYWORDS

livelihood; developing businesses; human capital; financial capital; FKIP alumni

Introduction

Livelihood is a development term that describes the capabilities, ownership of resources (social and material), and activities that a person/community needs to live their lives. Livelihoods will be sustainable if they enable people/communities to cope with and recover from stresses and shocks, enable people/communities to manage and strengthen their capabilities and ownership of resources (assets) for their current and future welfare, and do not degrade the quality of existing natural resources (Saragih, S., Lassa, J., & Ramli, 2007). The concept of livelihood was developed by the Department for International Development (DFID) in the 1990s with a conceptual framework to help formulate various action programs for the implementation of work to eradicate poverty and underdevelopment that often occurs in developing countries (Knutsson, P. E. R., & Ostwald, 2023). This can be optimized through the sustainable livelihood approach, namely the advantages and disadvantages of sustainable livelihood, vulnerability mapping, the pentagon of assets, transformation of the process and structure of livelihood strategies, and the resulting outputs.

Humans can take advantage of the various livelihood assets they have to maintain survival, not limited to one type of asset. Livelihood assets, such as natural capital, human resources, physical capital, financial capital, and social

capital, are interconnected in running a business to meet the needs of life. Everyone may have different livelihood strategies, depending on the livelihood assets available and the vulnerabilities faced (Wijayanti, R., Baiquni, M., & Harini, 2016).

Human capital is the most important component of livelihoods, as its knowledge and skills are needed to manage other livelihood assets. Humans also can develop strategies to optimally utilize each type of asset. At the same time, human behavior greatly affects the sustainability of other livelihood resources. Human capital formation is the process of acquiring and increasing the number of people who possess the skills, education, and experience that are critical to a country's development and politics (Syayuti, 2022). In addition, other livelihood assets are supported by financial capital. Capital is inseparable from business activities because it is one of the aspects that business actors have before running their business. There are two sources of financial capital, namely own capital and external capital such as credit institutions. The importance of financial capital is because financial capital is used to finance daily business operations. Especially those that have a short term such as purchasing raw materials, salaries or wages, and other operational costs (Kamsir, 2014).

In an effort to continue their livelihoods, every student and alumni have essentially considered, initiated, and determined the direction of their lives after completing higher education. Alumni are a direct representation of the products of educational institutions, so the career choices they make reflect the quality, relevance, and adaptability of the educational institution to the dynamics of social and economic needs. FKIP alumni, as university graduates equipped with educational competencies, are normatively expected to have primary career prospects as educators or teachers. Therefore, the quality of alumni is often used as an indicator of an educational institution's success in producing professionals in the field of education.

However, assessing graduate quality cannot be done solely on academic achievement, such as mastery of knowledge, learning experience, skills, formal attitudes, or grade point average. A more comprehensive evaluation is needed, examining post-campus educational outcomes, particularly alumni employment profiles, job suitability to educational background, the benefits of courses taken in the workplace, and alumni input regarding strengthening graduate competencies in the future (Nugroho, N. E., Irianto, J., & Suryanto, 2024; Succu, C., & Canovi, 2020).

In this context, the phenomenon of FKIP alumni choosing entrepreneurship over teaching is important to examine. This career choice not only demonstrates the diversification of alumni livelihoods but also reflects the ability of FKIP graduates to transform their academic knowledge, skills, and experience into non-formal education sectors. Research on FKIP alumni who become entrepreneurs provides a broader understanding of the relevance and flexibility of educational competencies in facing the increasingly competitive realities of the job market. Therefore, this study is crucial for assessing the extent to which FKIP education is able to equip its graduates with adaptive human capital, not only to become educators but also to become independent and sustainable entrepreneurs.

In the context of entrepreneurship as a means of livelihood, business development is an important process experienced and directly interpreted by the perpetrator. Business development includes continuous efforts to improve capacity, performance, and business continuity, thus supporting the achievement of progress and success in the future (Nurrohmah, 2015). For entrepreneurs,

especially college alumni, business development is not only seen as an economic strategy, but also as part of the life experience in building independence and livelihood sustainability.

Macroeconomically, business development, especially in the micro, small, and medium enterprise (MSMEs) sector, contributes significantly to national economic development. MSMEs play a role in poverty alleviation, reducing unemployment, increasing people's purchasing power, and creating new business opportunities and jobs. (Anoraga, 2014) emphasizes that business development is the responsibility of every MSMEs actor, which requires foresight, creativity, motivation, and the ability to read opportunities. If this process is carried out consistently, businesses that were originally micro-scale have the potential to grow into small, medium, and even larger-scale businesses.

Various studies show that the success of MSMEs development is greatly influenced by the quality of human resources and the socio-economic conditions of business actors. (Wahyono, 2017) argues that factors such as education level, capital size, length of business, and working hours have an influence on the income and sustainability of MSMEs. Similar findings were also revealed by (Tambunan, 2019), who stated that education and business experience play an important role in improving the decision-making and adaptability of MSMEs actors to market changes. This shows that business development does not solely depend on financial capital, but also on the human capital possessed by business actors.

This phenomenon is evident in Mendalo Indah Village, Jambi Luar Kota District, which is a strategic area because it borders directly with the city of Jambi and is the main access point to higher education centers, including two large campuses in Jambi Province. These conditions create high population mobility and diverse economic needs, thereby encouraging the growth of various MSMEs in the area. This socio-economic environment has become a significant space for university alumni, including FKIP alumni, to build and develop businesses as alternative livelihoods.

Based on initial interviews with MSMEs entrepreneurs in Mendalo Indah Village, human resources are considered a key asset in running and developing a business. Entrepreneurs with a bachelor's degree view higher education as a factor that shapes their mindset, courage to take risks, and ability to create business opportunities and jobs for others. In addition, 6-10 years of business experience provides practical lessons that enrich entrepreneurial skills, expand networks, and improve skills in financial management, procurement, and employee management. These findings are in line with research by (Suryana, S., & Bayu, 2014) which emphasizes that experience and continuous learning are key factors in entrepreneurial success.

Based on initial interviews with MSMEs entrepreneurs in Mendalo Indah Village, human resources are considered a key asset in running and developing a business. Entrepreneurs with a bachelor's degree consider higher education to be a factor that shapes their mindset, courage to take risks, and ability to create business opportunities and open up employment opportunities for others. Therefore, the purpose of this study is to describe and understand the life experiences of FKIP alumni in developing businesses as a source of livelihood, with a focus on the role of human capital and financial capital in the context of MSMEs in Mendalo Indah Village. The research questions asked in this study are: how do human capital and financial capital play a role in maintaining the sustainability of their businesses.

Methods

Research Approaches and Types

This study uses a qualitative method with a phenomenological approach to gain a deep understanding of the livelihoods of FKIP alumni in developing businesses in Mendalo Indah Village, Jambi Luar Kota District, Muaro Jambi Regency. The phenomenological approach was chosen because this study focuses on exploring the lived experiences of FKIP alumni as entrepreneurs, particularly in understanding how they interpret the process of building, running, and maintaining business sustainability as part of their livelihood strategy.

This approach allows researchers to explore the subjective meanings, perceptions, and daily dynamics experienced by key informants, Informant 1 and Informant 2, which cannot be fully explained through a quantitative approach. Phenomenology is relevant because business success and sustainability are influenced not only by material factors such as financial capital, but also by experience, knowledge, skills, and how individuals interpret the challenges and business opportunities they face. Thus, the phenomenological approach helps uncover how livelihood assets, particularly human resources, are practiced and interpreted within the local social and economic context.

Research Location

This research was conducted on MSMEs on Jalan Raya Muaro Bulian Km. 15, Mendalo Indah, Jambi Luar Kota District, Muaro Jambi Regency.

Informants

The informants in this study were alumni of the Faculty of Teacher Training and Education (FKIP) who run micro and small businesses as a source of livelihood. Informants were selected using a purposive sampling technique based on criteria relevant to the research objectives: (1) FKIP alumni aged 22–30 years, (2) owning and managing their own businesses, (3) holding at least a bachelor's degree (S1), and (4) having at least 1–2 years of business experience.

Based on these criteria, two key informants were selected, subsequently coded as Informant 1 (I1) and Informant 2 (I2). This limited number of informants was chosen because this study uses a phenomenological approach, which emphasizes in-depth exploration of the informants' lived experiences and subjective meanings rather than the number of participants. The experiences of these two informants were deemed sufficient to describe the livelihood phenomena of FKIP alumni in developing and maintaining business sustainability in the local context of the study.

Instrumentation or Tools

In this qualitative study, the main instrument is the researcher himself. The researcher acts as the planner, data collector, analyst, and interpreter of the meaning of each piece of information obtained. To support the researcher's role as the main instrument, several research tools are used, namely:

1. Interview guidelines compiled in the form of a semi-structured list of questions.
2. Observation sheets containing indicators or aspects observed while the researcher was at the business location.
3. The researcher used voice recording devices, such as cell phones or recorders, to ensure that the information obtained from the interviews was well documented.

4. Cell phone cameras were used to take photos of the business location, informant activities, and other supporting documents.

Data Collection Procedures

The data collection techniques used in this study employed three main methods, namely a) observation: conducted directly on the business activities carried out by informants at the research location in Mendalo Indah, b) in-depth interviews conducted with key informants, namely Informant 1 and Informant 2, who are FKIP alumni as well as business actors, c) documentation used to supplement the data from observation and interviews. The documents collected included photos of the business location, environmental conditions, informant activities, and notes related to the business journey. These three techniques were used simultaneously to obtain a comprehensive picture of the livelihood experiences of FKIP alumni in developing their businesses.

Data Analysis

Data analysis uses three streams of activities (triangulation), namely: data reduction, data presentation, verification, or data summarization. The next stage is coding and making themes in the research, among others: 1) Reading and re-reading; 2) Initial noting; 3) Developing Emergent themes; 4) Searching for connections across emergent themes; 5) Moving the next cases; and 6) Looking for patterns across cases. These stages use the help of the Nvivo analysis tool program.

Data validity

The validity of the data in this study was maintained through the application of method and source triangulation. Method triangulation was conducted by comparing and confirming data obtained from in-depth interviews, field observations, and documentation to ensure consistency of information related to informants' livelihood experiences and practices. Meanwhile, source triangulation was conducted by comparing data between Informant 1 and Informant 2 to identify similarities and differences in experiences in managing livelihood assets.

Result and Discussion

Based on the research conducted on 2 informants, information was obtained about human capital, which is a livelihood asset in business seen from the level of education, skills, and experience.

Human Capital

From the aspect of human resources, the research results were analyzed using NVivo and the following findings were obtained. (See [Figure 1](#)).

Based on coding, it can be concluded that:

Education

The importance of higher education, which is a form of investment in human resources, through education, changing mindsets in life, and increasing relationships in business, highly educated people can open jobs for people, amidst the availability of minimal/difficult jobs.

The results of the study show that both informants understand higher education as an important asset in shaping mindsets, expanding relationships, and increasing business capacity. Informant 1 stated:

"The higher a person's education, the more it will change their mindset. Through education, I also gained a wider

network of relationships that taught me to survive and thrive in the business world” (I1).

Despite having a background in history, I1 supplemented his business knowledge through entrepreneurial communities:

“I continue to explore knowledge about the business world from outside sources, such as through business communities” (I1).

Meanwhile, Informant 2 emphasized that higher education shapes a long-term mindset for entrepreneurship:

“Higher education influences mindset, not only thinking about making money, but also how to start a business and provide employment opportunities” (I2).

As a graduate of educational administration, I2 feels that the learning material supports the development of his entrepreneurial spirit:

“In learning, there is a lot of focus on business, and this suits the business spirit that I continue to develop” (I2).

Phenomenologically, both informants interpret education as a human resource asset that plays a role in shaping adaptive abilities, expanding networks, and supporting business sustainability.

Skill

Practical and managerial skills are important assets for both informants. Informant 1 uses digital and online marketing skills through WhatsApp, Instagram, and TikTok, as well as utilizing mentors to learn promotional strategies and social media management:

“Mentors teach various business strategies, such as when and how often to post on Facebook” (I1).

Informant 2 emphasizes planning skills, team management, and organic business capacity development, including production management, marketing, and revenue targets based on financial reports:

“Campusstore is not just a place to make money, but also a place to learn, develop personal capacity, and manage production and marketing efficiently” (I2).

Phenomenologically, both informants utilize these skills to face business challenges, optimize resources, and maintain business sustainability, so that skills become a

reinforcement of human resource assets acquired through education and experience.

Experience and Business Management

Informant 1 has been running his business since 2015 and began to significantly expand his business since 2019. His business operates with long working hours, from 7:00 a.m. to 10:00 p.m. at the Mendalo branch, and from 9:00 a.m. to 8:00 p.m. at other branches. I1 manages six branches with a total of 12 employees, and daily management tasks such as organization, control, and purchasing are carried out independently:

“I started the business in 2015 and began expanding it in 2019. The business has been running for almost 10 years “(I1).” In Mendalo, we are open from 7:00 a.m. to 10:00 p.m., while other branches are open from 9:00 a.m. to 8:00 p.m.”(I1).” There are 12 employees for 6 branches” (I1). “In running Awan Cell, the organization, control, and purchasing of goods are done independently” (I1).

Meanwhile, Informant 2 has been running the business for four years with operating hours from 8:00 a.m. to 9:00 p.m., divided into two shifts. In managing the business, I2 emphasizes a clear organizational structure with a division of tasks among team members consisting of a CEO, Secretary, COO, CSO, and CAO. This team of 10 people is managed collaboratively and egalitarianly, without the term “employee” so that there are no boundaries between superiors and subordinates:

“This business has been running for 6 years” (I2). “Campusstore is open from 8:00 a.m. to 9:00 p.m., divided into 2 shifts” (I2). “The division of labor within the team includes the Chief Executive Officer (CEO), Secretary, Chief Operating Officer (COO), Chief Servicer Officer (CSO), and Chief Administrative Officer (CAO)” (I2). “There are no employees; we call it a team so that there are no boundaries between superiors and subordinates” (I2).

Phenomenologically, both informants showed different operational experiences in terms of scale and business organization, but both placed human resource management and work structure as important factors in maintaining and developing their businesses.

Table 1. Numerical data related to the capital, income, and assets

Aspect	Informant 1 (I1)	Informant 2 (I2)
Initial Capital	IDR 5,000,000 (own capital + parental support)	IDR 300,000 (initial capital for hijab business), assets ~IDR 500,000,000
Monthly Revenue	IDR 300,000,000 (6 AWAN CELL branches)	IDR 150,000,000 (Campusstore)
Personal Income	IDR 30,000,000 (10% of revenue before expenses)	IDR 15,000,000 (from multiple sources)
Employee Salary	IDR 1,000,000 per month	Minimum Wage (UMR) + profit-sharing system
Number of Employees/Team	12 employees (6 branches)	10 team members with structured roles

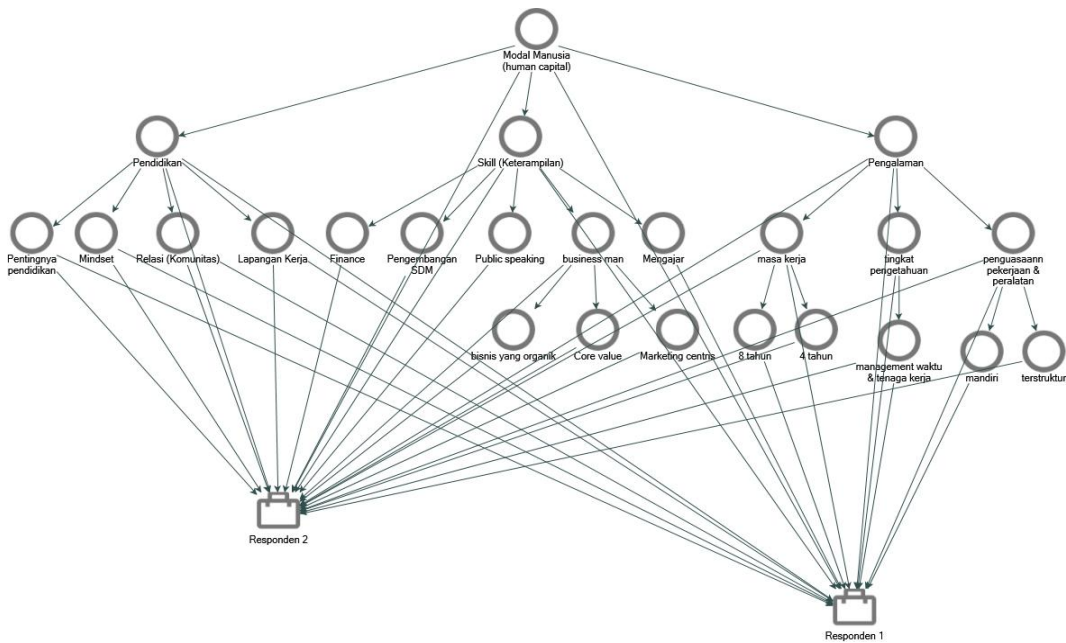


Figure 1. Human Capital Coding Results

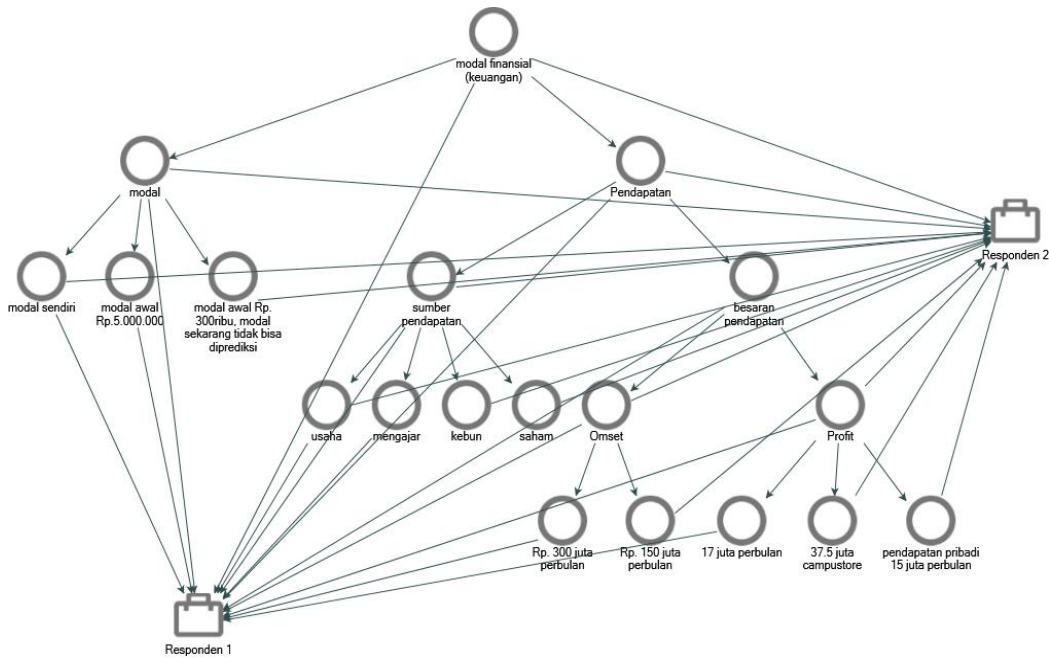


Figure 2. Financial Capital Coding Result

Financial Capital (see [Figure 2](#))

Initial Capital

Both informants started their businesses with initial capital from personal sources. Informant 1 started a mobile phone credit sales business with an initial capital of Rp 4,000,000 plus assistance from his parents amounting to Rp 1,000,000, bringing the total initial capital to Rp 5,000,000, which was used to purchase equipment and stock.

"The initial capital came from my own funds. The initial capital to start a mobile phone credit sales business was IDR 4,000,000, plus IDR 1,000,000 from my parents, for a

total of IDR 5,000,000 to buy a display case and goods" (I1).

Meanwhile, Informant 2 started the business with very little capital, only IDR 300,000 in 2017 to sell hijabs. The capital for Campusstore is not specified, but the current business assets are estimated at around Rp 500,000,000:

"The initial capital was unique, Rp 300,000 in 2017 to sell headscarves. The capital to run the Campusstore business is uncertain, but the assets are around Rp 500,000,000" (I2).

Phenomenologically, the initial capital possessed by both informants originated from personal financial limitations but was managed with strategy and experience so that the

business could grow significantly over time.

Business Income

Informant 1 reported that the combined turnover of the six AWAN CELL branches was Rp 300,000,000 per month. From this turnover, his personal income is around 10%, or IDR 30,000,000 per month before expenses for employee salaries and operational costs. Employee salaries are set at around IDR 1,000,000 per month, with operational costs such as electricity and water at around IDR 500,000 per month:

“The turnover from the 6 AWAN CELL branches is IDR 300,000,000/month, my income is 10%, which is IDR 30,000,000/month, not including wages and operational costs” (I1). “Employee wages are around IDR 1,000,000/month, operational costs are around IDR 500,000/month” (I1).

Meanwhile, Informant 2 stated that Kampusstore’s turnover was IDR 150,000,000 per month with a profit margin of around 25%. His personal income comes from various sources, including wages at Kampusstore, farm yields, and shares, with a total of around Rp 15,000,000 per month. The wage system for the team follows the Regional Minimum Wage (UMR) and uses a profit-sharing scheme for management:

“Kampusstore’s turnover is IDR 150,000,000/month with a profit of 25%. Personal income includes wages, farm, shares of around IDR 15,000,000/month” (I2). “The team receives wages that are already UMR and a profit-sharing system for management” (I2).

Phenomenologically, both informants were able to manage business income and profit sharing by considering business sustainability and team welfare, indicating managerial skills that played a role in the development of their businesses.

Numerical data related to the capital, income, and assets of the two informants are summarized in [Table 1](#) to facilitate comparison and understanding of business conditions.

FKIP alumni develop businesses by utilizing their education, skills, experience, capital, and business income. Higher education helps shape mindsets and expand relationships, while digital, managerial, and operational planning skills support business sustainability. Practical experience, including managing operating hours and teams, strengthens the informants’ adaptive abilities. Initial capital comes from personal sources and is managed strategically, while income is used for operations and team welfare. Phenomenologically, businesses are not only a source of income but also a means of self-development and job creation, emphasizing that success is determined more by individual abilities than by the amount of financial capital

The Livelihood in Developing a Business is seen from Human Capital Assets as Measured by the level of Education Skill and Experience.

The results of the study indicate that human resources are the most dominant factor in the business development of FKIP alumni in Mendalo Indah. This finding is evident from the higher education, entrepreneurial skills, and practical experience of both informants. Formal education serves as long-term capital that strengthens critical thinking, managerial skills, and entrepreneurial readiness. The informants emphasized that higher education helps expand networks, acquire new knowledge through communities, and improve adaptive abilities in facing business competition (I1, I2). These findings are in line with modern human capital theory, which emphasizes that investment in education and skills increases individual productivity and adaptive capacity (Krieger et al., 2022; Listyaningrum, 2023; Osman et al., 2023; Rangkuti & Rizky, 2024; Rosdiana & Somantri, 2024). In addition to education, entrepreneurial skills have proven to be important in business management effectiveness. Alumni master technical and managerial skills, including digital marketing, operational management, team organization, and adaptive business strategy planning. Mastery of these skills supports business sustainability and confirms that skills are strategic assets for productivity and innovation (Fadliyanti et al., 2022; Shepherd & Patzelt, 2018; Suyono et al., 2024). This case study adds local evidence that FKIP alumni integrate formal and informal skills to face real challenges in the Mendalo Indah market.

Entrepreneurial experience has also proven to be important in increasing business resilience and adaptive capabilities. Informant 1, with nearly ten years of experience, was able to manage branches and employees independently, while Informant 2 built an organized team structure with a clear division of labor. These findings support the literature emphasizing that long-term experience shapes a deep understanding of market dynamics and improves operational efficiency (Dwita et al., 2022; Prasetyo & Kistanti, 2020; Utami & Umami, 2023).

Overall, the integration of education, skills, and experience shapes strong and adaptive human resources. The findings of this case study indicate that the business success of FKIP alumni is determined more by their individual ability to manage human assets strategically than solely by financial capital. This reinforces the literature showing that the quality of human resources is the main foundation for business resilience, growth, and innovation.

The livelihood of fkip alumni in developing a business seen from financial capital assets

Financial capital has been proven to play an important role in supporting the sustainability of fkip alumni businesses, although it is not the main factor determining success. the findings show that both informants started their businesses with personal capital. informant 1 started their initial business with capital of idr 5,000,000, which came from personal savings and additional funds from their parents, while informant 2 started their business with very little capital, only idr 300,000 to sell headscarves, before later developing the kampusstore business with assets of around idr 500,000,000 (i1, i2). these findings confirm that initial capital serves as the basis for starting a business, while operating income becomes a source of internal financing for expansion, capacity building, and reinvestment, demonstrating the ability of alumni to optimally utilize internal resources.

As the business grew, income increased significantly. informant 1 earned a total turnover of rp300,000,000 per

month from six awan cell branches, while personal income was around 10% of turnover. informant 2 earned a turnover of idr 150,000,000 per month from campustore, with a 25% profit that was also part of personal income sourced from other businesses, shares, and farms (i1, i2). this increase in income reflects the effectiveness of operational strategies, good business management, and mature financial management capabilities.

Additionally, the study shows that alumni apply income diversification and profit reinvestment practices to strengthen business capacity, consistent with the findings of [Pardiman et al., \(2022\)](#); [Tantri et al., \(2023\)](#). the financial literacy of alumni has proven to play an important role in cash flow management, risk assessment, and financial decision-making, supporting their business resilience ([Kusumaningrum et al., 2023](#); [Selfiani, 2024](#)).

The findings also show that financial capital does not stand alone, but interacts closely with social capital. professional networks, mentors, and business communities provide access to opportunities, market information, and strategic support that aid financial decision-making and strengthen business stability. for example, informant 1 joined a local entrepreneur community to learn business strategies, while informant 2 utilized campus connections to expand marketing networks and collaborations (i1, i2). this interaction between financial and social capital expands alumni's ability to face market challenges and increases business competitiveness ([Aidoo et al., 2020](#); [Talip & Wasiuzzaman, 2024](#); [Utariani, 2024](#)).

Thus, this study confirms that the entrepreneurial success of fkip alumni does not only depend on financial capital, but also on the synergy between human resources, social capital, and financial management capabilities. alumni who are able to integrate these three types of capital demonstrate higher adaptive and innovative capacities, enabling them to build sustainable, competitive businesses that are resilient to economic challenges. these findings confirm that financial capital is only one supporting factor, while the ability to manage internal resources and social networks is the key to long-term success.

Conclusion

Key Findings

This study shows that the livelihood development of FKIP alumni in Mendalo Indah is greatly influenced by human resources, including education, skills, and entrepreneurial experience. Financial capital supports business sustainability, but it is not the main factor. The integration of human capital, social capital, and financial capital enables alumni to build adaptive, innovative, and sustainable businesses. These findings confirm that entrepreneurial success is determined more by the ability to manage internal resources and social networks than by the amount of initial capital.

Practical Implications

For Universities (Faculty of Teacher Training and Education): Universities can strengthen entrepreneurship education and provide mentoring programs for alumni, including business management training, financial literacy, and professional network development. This can improve alumni's ability to manage businesses independently and sustainably.

For Policy Makers: The government and stakeholders can design programs to support young entrepreneurs, especially education graduates, through access to capital, training, and facilitation of business networks around campuses or regencies.

For Alumni and Students: Alumni and students can develop strategies that integrate formal education and practical experience, utilize social networks, and manage capital efficiently to increase business competitiveness.

Research Limitations

This study has several limitations: it only involved two informants, was conducted in one location (Mendalo Indah), and used qualitative case studies, so the findings are contextual and cannot be generalized broadly.

Suggestions for Future Research

Future studies could use larger samples and cover multiple locations to obtain a more representative picture. Comparative studies between graduates of education programs and non-graduates could be conducted, and quantitative approaches could be applied to measure the impact of human, social, and financial capital on business success in a more systematic manner.

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entrepreneurship studies.

Conflict of interest

The author declares that there is no conflict of interest in the preparation of this article. The entire process of

research, data analysis, and writing of the article was conducted independently without any pressure, influence, or personal or institutional interests that could affect the results of the research. All information presented is based on field data and the author's objective interpretation.

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