

The Role of Entrepreneurship Education in Family Business Succession: A Case Study of Ny. Nina Cake Shop in Tasikmalaya

Eka Sari¹, Prysya Bella Sulistia², Riska Afresy Ega Putri³, and Azizah Fauziyah, S.Pd., M.Pd.⁴

^{1,2,3,4}Faculty of Economics and Business Education, University of Education Indonesia, Jalan Dr. Setiabudi No.229

E-mail: ekas19066@gmail.com; prysabellasulistia@gmail.com; riskaafresyvegaputri10@gmail.com; azizahfauziyah@upi.edu

ABSTRACT

This study examines the role of entrepreneurship education in preparing the next generation of the family business, Toko Kue Ny. Nina, in Tasikmalaya. The purposive sample consisted of the previous business owner, the next generation, and two senior employees from the population of family members involved in the business. The method used was qualitative with a single case study; data were collected through semi-structured interviews, observations at the business premises, and documentation (photos, sales records, family archives). Analysis used a thematic approach (reading, coding, grouping themes, and interpreting). The findings show that entrepreneurship education is informal through direct learning and examples provided by the founder; the values of hard work, responsibility, and innovation form the basis for intergenerational transfer. Family support, practical experience, and formal education support succession, while obstacles arise due to differences in views on business innovation. In conclusion, informal entrepreneurship education plays an important role in the continuity of family businesses. It is recommended that family business owners develop systematic entrepreneurship education programs and utilize digital technology to support the regeneration process.

Keywords: Entrepreneurship Education; Business Succession; Business Regeneration; Family Business; Mrs. Nina's Cake Shop

INTRODUCTION

Family-run businesses play an important role in supporting a country's economy, especially in developing countries such as Indonesia, where more than 90% of businesses are managed and owned by family members. These enterprises contribute significantly to employment creation, local income generation, and community economic stability. However, a number of studies show that very few family businesses are able to survive into the third generation (Pahnke et al., 2024). This phenomenon highlights the vulnerability of intergenerational continuity in family enterprises. One of the main factors contributing to this failure is the lack of effective succession management and minimal preparation of the next generation to run the family business in a sustainable manner (Pratama & Sutanto, 2025; Katz et al., 2025). Without structured preparation, successors often face difficulties in balancing family expectations with professional management demands.

In this context, entrepreneurship education is an important element that supports the preparation of future generations. Research by Soares et al. (2021) and Khazanah et al. (2024) shows that the process of learning about entrepreneurship can strengthen the skills, values, and mindset needed to continue the family business. Entrepreneurship education not only serves to transfer managerial knowledge, but also develops values of innovation and courage in taking risks, which are the essence of an entrepreneurial orientation (Subagyo & Rahardjo, 2022). It fosters strategic thinking, adaptability, and opportunity recognition, which are essential in navigating increasingly competitive and dynamic markets. Therefore, instilling entrepreneurial values and experiences within the family plays a crucial role in preparing successors who have the ability and can adapt to the changing dynamics of today's business world.

Although various studies have explored family business succession from the perspectives of strategy, member interactions, and planning (Widodo et al., 2024; Sallay et al., 2024), there is still a lack of studies investigating the concrete role of entrepreneurship education, both formal through higher education institutions and non-formal through learning within the family, in preparing the next generation. Most studies focus more on the technical or emotional aspects of succession, while the dimension of entrepreneurship education as a means of passing on values and expertise has not been studied in depth, especially in the context of small and medium-sized enterprises in Indonesia. This gap indicates the need for empirical research that integrates educational processes with succession dynamics in real business settings.

Based on these differences, this study was conducted to explain in detail the role of entrepreneurship education in preparing the next generation of family businesses, with a focus on Mrs. Nina's Cake Shop in Tasikmalaya. Specifically, the objectives of this study are: (1) to describe the types of entrepreneurship education applied in the family environment of business owners, (2) to identify the entrepreneurial values transmitted from one generation to the next, and (3) to analyze the elements that support and hinder the succession process in family businesses. Through this focus, the study aims to contribute both theoretically and practically to the development of a more structured and sustainable family business regeneration model.

METHOD

This study uses a descriptive qualitative approach with a single case study method at Mrs. Nina's Cake Shop in Tasikmalaya City. This approach was chosen to gain an in-depth understanding of entrepreneurial education practices within families as part of the family business succession process. A qualitative case study enables the researcher to explore social phenomena in their real-life context and to capture the dynamics, values, and interactions that shape the transfer of entrepreneurial knowledge across generations.

The research site was selected intentionally because Mrs. Nina's Cake Shop represents a family-owned business that has undergone an intergenerational transition process. The business has operated for several years and demonstrates sustainability, making it relevant for examining how entrepreneurial education contributes to succession success.

Research informants were determined using purposive sampling techniques, based on specific criteria relevant to the research objectives. The informants consisted of the previous business owner (first generation), the successor from within the family (second generation), and two senior employees who had worked for more than two years and were directly involved in daily operations. This selection ensured that the data reflected multiple perspectives regarding leadership transition, knowledge transfer, and entrepreneurial learning processes within the business.

Data were collected through semi-structured interviews, direct observation, and simple documentation studies in the form of photos of activities, sales records, and family archives. Semi-structured interviews allowed flexibility in exploring participants' experiences while maintaining alignment with research themes. Direct observation was conducted to understand work culture, decision-making patterns, and interactions between family members and employees. Documentation analysis supported the triangulation process by providing objective evidence related to business performance and succession activities.

These three techniques were used triangulatively to strengthen the validity and credibility of the findings. Triangulation enabled cross-verification between interview data, observational findings, and documented records, reducing the risk of bias and increasing data reliability.

Data analysis was conducted using thematic analysis based on the steps outlined by Braun and Clarke (2019), which included: (1) familiarizing with the data through repeated reading of interview transcripts, (2) generating initial codes, (3) searching for themes, (4) reviewing and refining themes, (5) defining and naming themes, and (6) producing the final analytical report. This systematic process allowed the identification of key patterns related to entrepreneurial values, mentoring processes, skill transfer, and succession readiness.

To further enhance trustworthiness, data validity was maintained through member checking and source triangulation to ensure that the research results were valid and accountable (Lincoln & Guba, 1985). Member checking was conducted by returning summarized findings to participants for confirmation, while source triangulation compared information across different informants. Additionally, the study applied credibility, transferability, dependability, and confirmability criteria to maintain methodological rigor. Ethical considerations were also observed, including obtaining informed consent from participants and ensuring confidentiality of sensitive business information.

RESULTS AND DISCUSSION

The study's findings reveal that entrepreneurship education plays a crucial role in supporting the succession process at Ny. Nina's Cake Shop in Tasikmalaya, implemented through a dual model: formal and informal.

1. The Role of Informal Entrepreneurship Education (Value Internalization)

Informal entrepreneurial learning serves as the core foundation for succession. This process involves the founding generation instilling core values such as hard work, responsibility, and honesty through direct practical application and role modeling in daily business activities. Successors learn by observing how the founder interacts with customers, manages employees, handles financial challenges, and responds to business risks. Through continuous involvement in operational activities from an early stage, they internalize tacit knowledge that cannot be fully obtained through formal education.

This learning process occurs naturally within the family environment, where communication is more personal and intensive. Advice, correction, and motivation are delivered not only in professional contexts but also through everyday family interactions. As a result, the transfer of entrepreneurial values is not merely technical but also emotional and moral in nature. The successor develops loyalty to the business, a sense of ownership, and commitment to maintaining the family legacy.

This social learning, deeply rooted in emotional relationships within the family, is pivotal in shaping the successor's entrepreneurial character and strong work ethic, aligning with the theoretical perspective of Soares et al. (2021).

2. The Contribution of Formal Education (Skills Acquisition)

Formal education significantly contributes to the next generation's readiness to manage the business. Through studies in economics and entrepreneurship, successors acquire essential managerial knowledge, digital skills, and the ability to adapt to a competitive market. They are trained to understand financial planning, cost efficiency, market segmentation, branding strategies, and business development planning in a more systematic manner. This structured knowledge strengthens analytical thinking and improves the successor's capacity to make strategic decisions based on data rather than intuition alone.

In addition, formal education exposes successors to innovation concepts, technological developments, and modern organizational management practices that are relevant to today's dynamic business environment.

This exposure broadens their perspective beyond the family's traditional business practices and encourages continuous improvement and competitiveness. The application of digital technology in product marketing and financial management exemplifies the practical use of this formal learning, thereby reinforcing research that confirms formal entrepreneurship education can strengthen the successor's ability to maintain business sustainability (Khazanah et al., 2024).

3. Intergenerational Dynamics (Innovation vs. Tradition)

The generational transition is marked by critical relationship dynamics where differences in views often arise, particularly regarding innovation and business strategy. The founder's generation tends to favor traditional values and caution, while the successor generation is more open to product innovation and leveraging digital media. These contrasting orientations often create tension in decision-making processes, especially when determining investment priorities, marketing approaches, and risk-taking strategies. However, such tensions are not necessarily detrimental; rather, they represent a natural phase in the evolution of family businesses.

These differences reflect inherent intergenerational dynamics (Katz et al., 2025) and, when managed through open communication and mutual respect, can become a vital source of renewal and revitalization for the business. Constructive dialogue allows both generations to negotiate between preservation and change, ensuring that core values are maintained while strategic adaptations are implemented. When trust is established, generational diversity becomes a strategic asset that strengthens innovation, organizational learning, and long-term sustainability.

4. Key Factors and Conceptual Model

The main supporting factors identified include strong family support, early practical experience, and the internalization of entrepreneurial values. Family encouragement builds confidence and motivation for the successor, while early involvement in daily operations strengthens business understanding from the grassroots level. The consistent transmission of discipline, responsibility, and customer-oriented attitudes creates a solid cultural foundation that supports continuity. Conversely, the primary obstacles relate to differences in leadership styles and challenges in adapting to technological changes and consumer behavior. Generational gaps in decision-making approaches and risk preferences may initially create tension, particularly when innovation requires changes to established routines. These hurdles are overcome by establishing effective communication and collaborative learning mechanisms, underscoring the necessity of combining traditional values with an innovative orientation (Widodo et al, 2024; Subagyo & Rahardjo, 2022).

Conceptually, the findings validate the Transgenerational Entrepreneurship theory (Basco et al., 2019), highlighting that the inheritance of entrepreneurial spirit, skills, and values is key. The results demonstrate that continuity is not achieved solely through ownership transfer, but through an ongoing process of intergenerational learning and renewal. In this case, the process unfolds in three key stages: value internalization, practical learning, and innovative adaptation, forming a distinct model for Indonesian SMEs where business sustainability is determined by the balance between family values and professionalism. This balance enables family businesses to maintain their identity while simultaneously enhancing competitiveness and long-term resilience in a dynamic market environment.

CONCLUSION

This study concludes that entrepreneurship education plays a decisive role in the succession process at Mrs. Nina's Cake Shop through a synergistic dual model. The success of business regeneration is not determined by a single type of education, but by the successor's ability to synthesise both informal and formal learning. Informal education, rooted in direct emulation of the founder, transmits core entrepreneurial values such as work ethic, responsibility, and honesty that sustain the business identity and strengthen organizational culture. Meanwhile, formal education provides managerial tools, innovation capacity, digital competence, and system-based management skills necessary to enhance efficiency and adapt to a competitive market environment.

The integration of these two dimensions enables the successor to preserve the founder's legacy while simultaneously modernizing business practices. This balance reduces the risk of value erosion on one hand and managerial stagnation on the other. Furthermore, the synthesis effectively addresses generational differences by transforming potential tension into constructive dialogue built on mutual trust and shared goals. As a result, succession becomes a process of renewal rather than merely leadership transfer.

Therefore, successful succession in this case is built upon the balance between 'respect' (value continuity) and 'relevance' (strategic adaptation). Practically, family businesses are encouraged to consciously combine value-based mentoring with structured managerial education in preparing successors. Future research should examine this dual model across different SME typologies and cultural contexts to develop a more comprehensive, systematic, and generalizable framework for sustainable family business regeneration.

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