



## Strengthening Entrepreneurship Education in Society era 5.0 Through Tactical Programs and *En-Tre-Pr-E-N-E-U-R-S-H-I-P* Attitudes Development

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Article Info	Abstract
<b>Article History</b> Received: September, 2025 Revised: October, 2025 Published: December, 2025  <b>Keywords:</b> Entrepreneurship, Strengthening, Tactical Program, Attitude  Doi: <a href="http://dx.doi.org/10.23960/E3/v8.i2.242-249">http://dx.doi.org/10.23960/E3/v8.i2.242-249</a>	This study aims to provide an applicable conceptual contribution to stakeholders in order to strengthen entrepreneurship education in the era of Society 5.0. This article uses a qualitative approach through a literature study that focuses on the dynamics and implementation of entrepreneurship education in higher education institutions. The findings of this study indicate that the strengthening of entrepreneurship education can be optimised through six collaborative programmes involving relevant stakeholders, tailored to the policies and characteristics of each higher education institution. In addition, this study also proposes the development of a basic <i>En-Tre-Pr-E-N-E-U-R-S-H-I-P</i> attitude as a conceptual foundation for the formulation of a relevant and contextual entrepreneurship curriculum in higher education.

### INTRODUCTION

The development of science and technology in society era 5.0 has had a significant impact on contemporary human life. This advancement is evident in the massive trend of digitalization through online media-based technologies, characterized by multivariate innovations that enhance global human connectivity and simultaneously drive disruptions across various domains, including education and entrepreneurship, which are directly affected (Dito & Pujiastuti, 2021). As widely recognized, society era 5.0 represents a new social paradigm grounded in technology, emerging as a strategic response to the Industrial Revolution 4.0, which has often been criticized for its potential to degrade human roles by replacing them with robotic technologies. In contrast, Society 5.0 emphasizes the central role of humans as the main drivers of technological advancement (Padmawati & Pihung, 2022). Upon closer examination, society era 5.0 can be seen as a response to the disruptive impacts of the Industrial Revolution 4.0—an era marked by volatility, uncertainty, complexity, and ambiguity (VUCA) within societal structures (Wijayanti, Yunarti, & Harmaningsih, 2022). In the context of society era 5.0, individuals and communities are required to develop technology-based problem-solving capabilities by integrating various cutting-edge innovations, such as the Internet of Things (IoT), artificial intelligence (AI), big data, and other robotics technologies. This approach aims to improve effectiveness and efficiency in various dimensions of human life in a sustainable manner.

The advent of society era 5.0 has brought both enormous opportunities and complex challenges for the development of education and entrepreneurship to remain relevant and competitive. This era demands broader integration of information and communication technology in the learning process, with a focus on developing university graduates who are adaptable to the dynamics of social change at the local level. Contextualising learning is crucial in equipping students with the competencies needed to respond to and manage future challenges, while encouraging the utilisation of opportunities through continuous capacity building and skills enhancement. In this context, entrepreneurship education in higher education institutions needs to be reformulated so that it is able to position students as key actors in the learning and innovation process in society era 5.0. The role of lecturers should ideally transform into that of facilitators who guide students through a contextual, interactive, and dynamic learning process, thereby fostering active participation and enthusiasm, both in the classroom and in field practice (Abidah et al., 2022). In the framework of entrepreneurship education, it is important to provide a space that allows students to develop their creativity and formulate innovative ideas, which

have the potential to make a real contribution to national economic development through their role as future entrepreneurs. As stated by Cahyani (2017), entrepreneurs have a strategic position in driving the country's economic growth. These contributions include the creation of new jobs, reduction of unemployment rates, increase in community income, increase in productivity, and improvement in overall social welfare (Tresna Gumelar et al., 2023).

In response to the emergence of society era 5.0, entrepreneurship education in Indonesia must receive serious attention from the government in order to fulfill its objectives and adapt to the rapid advancement of science and technology. This necessity arises from the fact that entrepreneurship education serves as a fundamental component in driving national development and is widely regarded as an essential indicator of a nation's progress in achieving higher levels of human development (Afif, 2019). However, the issue of job creation remains one of the most pressing and persistent challenges in Indonesia's pursuit of sustainable national development. One of the underlying causes is the limited entrepreneurial skills among university graduates. Entrepreneurial opportunities aligned with students' academic disciplines have not been fully explored or developed within higher education institutions. This is largely due to a lack of understanding regarding the goals and practical implementation of entrepreneurship education, as well as the insufficient quality of graduates, who are often perceived as not yet capable of becoming change agents for empowering communities toward a more prosperous and dignified life—even though they have completed entrepreneurship courses during their studies (Affandi et al., 2022). This condition is further reflected in the significant number of university graduates who are not absorbed into the workforce, primarily due to a passive job-seeking attitude—waiting for employment opportunities rather than creating them. As a result, the unemployment rate among university graduates continues to rise.

Entrepreneurship education is a vital element that must be studied and systematically developed by higher education institutions in Indonesia to produce graduates capable of creating employment opportunities through entrepreneurial ventures. Entrepreneurship is considered a crucial subject that should be embedded in university curricula, as it is expected to empower students to contribute effectively to reducing the high unemployment rate in Indonesia (Edwar, 2017). Through entrepreneurship education, students are expected to gain both theoretical insights and practical experiences that foster creativity, independence, discipline, honesty, perseverance in the face of challenges, and most importantly, the ability to shift their mindset from being job seekers to becoming job creators—for themselves and for others (Sumual, 2022). Given its strategic urgency, entrepreneurship education in higher education is now regarded as a national priority program and a key policy initiative to stimulate economic development. This is based on the understanding that entrepreneurship reflects the actualization of an individual's capacity to create something new and of substantial value for society at large.

Considering the urgency of entrepreneurship education in higher education institutions, which should play a significant role in shaping students' entrepreneurial mindset and independence in their work, mastery of science and technology, as well as skills to anticipate, strategize, and utilize business opportunities relevant to their study programs, this has yet to be fully developed. This shortfall is primarily due to a limited understanding of the objectives and practical implementation of entrepreneurship education itself. The main goal of entrepreneurship education in higher education is to foster and cultivate students' entrepreneurial spirit, enabling them to identify future business alternatives by providing comprehensive entrepreneurial knowledge related to real-world business contexts. Additionally, it aims to equip students with tactical analytical skills as part of self-actualization and adaptation to environmental conditions, alongside offering training relevant to the entrepreneurial context tailored to students' talents and interests. In response to this, it is time for higher education institutions to cultivate entrepreneurial awareness and motivation among students as an essential effort to improve the quality of human resources characterized by independence, resilience, hard work, perseverance, responsibility, risk-taking courage, economic motivation, time management, opportunity utilization, productivity, creativity, and innovation. This will enable the emergence of an entrepreneurial spirit and young entrepreneurs who are well-prepared to support the advancement of Indonesia's economic development in the future (Santosa, 2017).

Based on the background and literature review presented above, this article addresses the following

research question: How can entrepreneurship education in higher education institutions be strengthened in society era 5.0 through tactical programs and EN-TRE-PR-E-N-E-U-R-S-H-I-P attitude development? The article purpose is to provide practical contributions to policymakers (stakeholders) as a form of reinforcement for entrepreneurship education in higher education institutions in society era 5.0.

## **METHODS**

The method employed in this article is a qualitative research approach using library research as the primary technique, focusing on a review of literature relevant to entrepreneurship education in higher education institutions within the context of society era 5.0. The objective of this literature review is to produce a comprehensive analysis in response to the issues under investigation, particularly concerning the strengthening of entrepreneurship education in higher education during the society era 5.0. Data gathering for this literature-based research was carried out through a methodical approach to identify, select, and synthesize pertinent scholarly resources, which included monographs, peer-reviewed journal articles, conference proceedings, and existing research results. These materials were then thoroughly and critically analyzed in alignment with the research goals and thematic focus of the study (Adlini, et al., 2022).

## **RESULTS AND DISCUSSION**

Entrepreneurship education has emerged as a key focus in higher education in Indonesia, as indicated by Minister of Education and Culture Regulation No. 3/2020, which emphasizes that entrepreneurship learning is a major component of the "Merdeka Belajar Kampus Merdeka" (MBKM) initiative. This program is encapsulated in the Entrepreneurship Program within the MBKM framework (KW-MBKM), which is closely connected to efforts aimed at improving entrepreneurship education in universities (Widjatmaka & Praptiwi, 2022). Before KW-MBKM was officially presented to the public, the Ministry of Research, Technology, and Higher Education (Kemenristekdikti) had been backing entrepreneurship education in universities since 1997 via the Entrepreneurship Development Program. This program encompassed a range of activities including Entrepreneurship Courses, Entrepreneurship Internships, Business Practice Programs, Business Consulting and Job Placement Services, and New Entrepreneur Incubators. These initiatives were further institutionalized through Government Regulation No. 17/2010, which emphasized the scope and importance of entrepreneurship education aimed at shaping students to become critical, creative, innovative, independent, self-confident, and entrepreneurial individuals (Susilaningsih, 2015). Taken together, these developments underscore that entrepreneurship education has become not only a national policy priority but also a core pillar of higher education learning activities, with the ultimate objective of preparing students to become entrepreneurs who are ready to contribute meaningfully to society.

The strengthening of entrepreneurship education can be realized through six tactical programs implemented in collaboration with relevant stakeholders—including government agencies, business partners, investors, banking institutions, financing companies, university leadership, and other related organizations—aligned with the entrepreneurship context, institutional policies, and the unique characteristics of each university. The first tactical program involves initiating the establishment of an integrated campus-based entrepreneurship center, where students are actively engaged in various entrepreneurial activities such as workshops, talk shows, short courses, and business simulations. These programs are conducted in collaboration with key business partners, including MSMEs and industry players, through business partnerships and mentoring programs provided by competent and experienced entrepreneurs (Chrismastianto, 2020). The second program focuses on prioritizing the development of entrepreneurship courses by making them mandatory in the academic curriculum, with an emphasis on connecting course content to stakeholders in the vicinity of the university. The third program aims to encourage active student participation in the "Entrepreneurship—Merdeka Belajar Kampus Merdeka" (KW-MBKM) initiative, in accordance with the implementation mechanisms and performance indicators set by the respective universities, based on the regulatory framework issued by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia.

The fourth tactical initiative involves collaboration between higher education institutions and strategic partners such as banks, MSMEs, and private, state-owned, or regionally owned enterprises (SOEs and ROEs), to organize entrepreneurship competitions and internship programs that students can participate in on a regular basis, both at the national and international levels. The fifth initiative is focused on enhancing students' entrepreneurial competencies through partnerships with nearby Vocational Training Centers or Balai Latihan Kerja (BLK) under the supervision of the Ministry of Manpower and Transmigration of the Republic of Indonesia (Kemenakertrans RI). The sixth initiative entails universities establishing cooperation with the Ministry of Cooperatives and Small and Medium Enterprises (Kemenkop RI) to provide interest-free business capital loans for students.

The enhancement of entrepreneurship education in higher learning institutions can be furthered by creating the *EN-TRE-PR-E-N-E-U-R-S-H-I-P* attitude framework, which represents the following concepts: EN-vision, TRE-atment, Pr-ofessional, E-nthusiasm, N-atural, E-lastict, U-seful, R-esponsible, S-pirituality, H-onesty, I-nterpersonal, and P-ersistent. This attitude development framework can act as a basis for crafting an entrepreneurship education curriculum that focuses on character development and a robust work ethic, intended to equip students to be ethical and socially responsible entrepreneurs who make significant contributions to society. Below is a comprehensive explanation of each element within the *EN-TRE-PR-E-N-E-U-R-S-H-I-P* attitude framework:

*EN-vision* refers to an entrepreneur's ability to create a long-range vision or perspective concerning the industry sector they aim to follow. This perspective must consider both financial and business possibilities, especially via a sociopreneurship method that is combined with the truths of community existence. Sociopreneurship is defined as an entrepreneurial system that integrates business objectives with the fulfillment of social welfare, emphasizing both economic and social value creation (Utami et al., 2018). Entrepreneurs are expected to identify and pursue business opportunities based on various timeframes. Short-term opportunities (1–2 months): These include seasonal or event-based businesses such as selling merchandise during sports events (e.g., football jerseys, sports accessories), campaign materials for elections (e.g., banners, t-shirts, pamphlets), religious holidays, or back-to-school seasons. Medium-term opportunities (1–3 years): These may include property agency services, data analysis and consulting, private tutoring, graphic design services, or content creation such as YouTube channels. Long-term opportunities (more than 3 years): These encompass more stable and scalable ventures such as photocopy and printing services, retail or franchise businesses, and restaurants or culinary enterprises.

*TRE-atment* refers to the essential entrepreneurial trait of being consistently creative and innovative, with a persistent drive to explore and seize new opportunities for business development. An entrepreneur must possess the creativity to generate high-value innovations, whether through individual ventures or collaborative entrepreneurial activities (Hasan et al., 2022). Creativity enables entrepreneurs to develop new ideas and implement them in problem-solving processes by identifying relationships between observed phenomena—including the development of entrepreneurial concepts. This creative thinking fosters the ability to produce new and meaningful contributions in the form of concepts, definitions, discoveries, or creative works that lead to the production of valuable and beneficial goods or services (Khairiah & Amir, 2019). Such creative thinking skills empower entrepreneurs to initiate change and offer concrete solutions to problems, which in turn facilitates the identification and pursuit of various business opportunities in response to real-world challenges within the community.

*PR-ofessional*, an entrepreneur is expected to demonstrate professionalism and competence in managing their business, supported by solid knowledge in the field of entrepreneurship. This entrepreneurial competence includes understanding how to operate a business, as well as mastery of operational and marketing management (Moelrine & Syarif, 2022). With such competencies, entrepreneurs can improve both their income and asset growth, allowing their ventures to expand and gain broader public recognition. Professionalism in entrepreneurship also entails adherence to ethical standards, commitment to continuous learning, and the ability to implement best practices that enhance organizational performance. Entrepreneurs who demonstrate such competence are better equipped to enhance their venture's financial outcomes, including income generation and asset accumulation, which are vital indicators of business growth and sustainability. Additionally, these capabilities support the

scalability of the enterprise and contribute to building a reputable brand image that attracts customers, investors, and strategic partners. Hence, professionalism serves as a fundamental pillar of entrepreneurial success, facilitating the integration of theoretical insights with real-world practice. It enables entrepreneurs to translate innovative concepts into viable and competitive business models, thereby enhancing their prospects for long-term viability and wider market recognition.

*E-ntusiasm*, to succeed in their businesses, especially in society era 5.0, entrepreneurs need to keep a strong sense of excitement and drive. This energy helps them deal with the many challenges they face. Having a strong entrepreneurial spirit is key to overcoming common problems, like not having enough money because they aren't good at planning finances or don't have access to loans or investors. They also need to be mentally ready for tough times, like going bankrupt or losing money. Even when they are doing well, they should stay humble and not get too comfortable with success. It's important to balance high energy with humility and staying grounded. Entrepreneurs should stay modest and not become too confident, even when things are going great. This balance helps them keep working on new ideas, act ethically, and stay connected with their customers and partners. These things help the business grow and make a good difference in society. In short, enthusiasm is more than just feeling excited, it's a lasting tool that helps leaders make smart decisions and adapt to changes in the world today.

*N-atural*, Entrepreneurs should act in a genuine and honest way when dealing with customers. This means being truthful in how they provide services and avoiding any tricks or fake behavior just to get customers to buy things. Being real helps build trust and strong, lasting relationships with customers, which are important for a business to grow and stay successful over time. Real entrepreneurs match their personal beliefs with how they run their business, making sure their promises match what they do. This honesty makes customers trust them more on an emotional level, which is key to keeping customers coming back and growing the business. As trust grows, so does customer loyalty, which is very important for business success in tough markets.

*E-lastic*, an entrepreneur should possess the ability to adapt (be elastic) to technological changes and current developments in the digital world. As digitalization continues to evolve, especially through platforms such as e-commerce, entrepreneurs can leverage these technologies to conduct business transactions more efficiently and with greater ease. E-commerce also contributes to cost-effectiveness by minimizing expenses related to promotion, storage, and procurement (Budiarto et al., 2024). Elasticity also implies a willingness to learn continuously, experiment with emerging tools, and pivot business models in response to shifting market dynamics. In this context, being "elastic" is not simply about adopting technology but about cultivating a mindset of digital agility, where adaptation becomes a strategic capability rather than a reactive necessity. Therefore, digital elasticity is a critical entrepreneurial attribute that supports business continuity, scalability, and long-term sustainability in society era 5.0 and beyond.

*U-seful*, an entrepreneurs are expected to contribute positively to their surrounding communities through the businesses they establish. Entrepreneurship has a significant macroeconomic impact, at local, regional, and national levels, by creating employment opportunities for others and thus playing a tangible role in reducing unemployment rates in Indonesia. Beyond just seeking personal or financial benefits, entrepreneurs are expected to play a bigger role in society by tackling local problems, offering useful products or services, and helping more people take part in the economy. One clear way they do this is by creating jobs, which has a big impact on the economy at different levels local, regional, and national. In Indonesia, where unemployment is still a major issue, especially for young people and those in the informal sector, entrepreneurship is key to reducing joblessness and boosting economic activity. As entrepreneurs grow their businesses, they help cut down on reliance on government jobs and create networks of innovation and support that help the region develop. Because of this, entrepreneurship is an important tool for improving society and economy, making it a crucial part of national plans aimed at fair growth and reducing poverty.

*R-esponsible*, An entrepreneur needs to show responsibility in every choice they make, including being ready to take smart business risks. Taking risks is a key part of being an entrepreneur, and it means making decisions carefully and wisely, even when there's uncertainty and the possibility of losing money. When making these choices, they should think about important things like workers, money, and

the people involved in the business who are actually helping run it (Yudhaningrum et al., 2021). Entrepreneurs need to be accountable for both the results of their business and the way they got there. This means being willing to take risks, but doing so in a thoughtful, planned way and being clear about how these risks might affect different people connected to the business. They should balance short-term chances with long-term goals, making sure to mix new ideas with careful risk management. Responsibility also means following the law, treating employees fairly, and being open and honest in how the business is run, all of which help build trust and make the business more credible. Therefore, responsible entrepreneurship not only enhances firm performance but also strengthens the social contract between business and society, particularly in environments where institutional safeguards may be limited.

*S-prituality*, an entrepreneur should possess good spirituality or religious life, so that in running their business they continuously seek wisdom and divine guidance. Spirituality affirms the entrepreneurial commitment to developing their business as an effort to enhance productivity, flexibility, and creativity in business planning, as well as maintaining a positive perspective towards their work as a calling, thereby creating a meaningful and enjoyable business experience for themselves and others (Wahyu, 2020). Spirituality thus plays a vital role in creating a meaningful and enjoyable entrepreneurial experience that benefits not only the individual entrepreneur but also employees, customers, and society at large. Incorporating spirituality into entrepreneurship highlights the interplay between inner values and external business outcomes, aligning with the growing scholarly attention to ethical and values-driven entrepreneurship. By embedding spiritual principles into their ventures, entrepreneurs can enhance productivity, foster innovation, and sustain motivation, ultimately supporting long-term business resilience and social impact.

*H-onesty*, an entrepreneur should behave honestly in managing business finances, including ensuring the quality of services provided to consumers (the public). Honesty is crucial for entrepreneurs to build and maintain public trust towards their business, which potentially positively impacts the sustainability of the business in the future (Toledano & Horie, 2025). Entrepreneurs are responsible not only for-profit generation but also for maintaining ethical conduct in all aspects of their operations, particularly in the management of business finances and the delivery of goods or services to consumers. Acting honestly involves ensuring that financial reporting is accurate, transactions are fair, and the quality of products or services meets established standards. This ethical behavior fosters public trust and enhances the business's reputation in the marketplace.

*I-nterpersonal*, an entrepreneur must have the competence to build healthy and dynamic relationships with business partners, consumers, and employees. Interpersonal intelligence encompasses the skill of working together by recognizing and empathizing with others, coordinating teams to achieve shared objectives, and nurturing business connections that benefit everyone involved. Entrepreneurs function in settings that require ongoing engagement with customers, staff, suppliers, investors, and other essential partners. Consequently, having the ability to communicate well, work together effectively, and promote trust among parties is vital. Interpersonal intelligence signifies the entrepreneur's ability to comprehend, empathize, and react suitably to the feelings, drives, and hopes of others. This skill allows entrepreneurs to manage and direct groups, resolve disputes, negotiate outcomes that are advantageous to all parties, and create unified teams committed to common goals. Therefore, interpersonal skills are more than just soft skills; they represent a strategic resource that boosts social capital and supports enduring business viability. Strong interpersonal connections promote teamwork, creativity, and customer devotion elements that are essential in today's fiercely competitive and ever-evolving entrepreneurial environment.

*P-ersistant*, an entrepreneur should have resilience, commitment, and high consistency towards their business and should not easily give up when facing failures. Persistent plays a pivotal role in the entrepreneurial process, serving as a key determinant of entrepreneurial success and venture sustainability. In the face of high levels of uncertainty, dynamic market conditions, and frequent failures, entrepreneurs must exhibit not only innovative capacity but also a strong sense of resilience, commitment, and behavioral consistency. These qualities are essential in ensuring that entrepreneurs do not abandon their efforts prematurely, especially when confronted with challenges during critical stages of venture creation. As emphasized by Santosa (2017), persistence supports entrepreneurs in

progressing through multiple phases of business development, such as ideation, resource mobilization, capital acquisition, infrastructure development, talent recruitment, and market penetration (Santosa, 2017). Within the broader domain of entrepreneurship, persistence is not merely an individual psychological trait; it constitutes a strategic capability that enables entrepreneurs to learn from failure, adapt their business models, and remain competitive over time. In this context, persistence underlies entrepreneurial endurance and contributes significantly to long-term business growth, especially in emerging and resource-constrained environments.

## CONCLUSIONS AND SUGGESTIONS

Based on the findings and discussions presented above, the reinforcement of entrepreneurship education in higher education institutions in the Society 5.0 era can be implemented through six tactical programs in collaboration with key stakeholders—including government bodies, business partners, investors, banking institutions, financing companies, university leadership, and other relevant agencies. These programs should be tailored to the entrepreneurial context, institutional policies, and specific characteristics of each university. In addition, the development of the *EN-TRE-PR-E-N-E-U-R-S-H-I-P* attitude—which encompasses key entrepreneurial values—can serve as a guiding framework for designing entrepreneurship curricula aimed at preparing students to become morally grounded and socially impactful entrepreneurs who contribute positively to the broader community.

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