

The Role of Campus Entrepreneurship Communities in Enhancing Students' Entrepreneurial Mindset in Indonesia

Logi Mulawarman^{1*}

¹Jambi University, Jl. Raya Jambi Muara Bulian Km 15, Kecamatan Jambi Luar Kota, Kabupaten Muaro Jambi, Jambi, Indonesia, 36361.

<logimulawarman@unja.ac.id>

ARTICLE INFO

Received: (23 October 2025)

Received in revised:

(28 October 2025)

Accepted: (10 November 2025)

Published: (29 December 2025)

Open Access

ABSTRACT

This study explores how campus entrepreneurship communities enhance the entrepreneurial mindsets of university students in Indonesia. Using a qualitative approach, data were collected from 16 active community members across Western, Central, and Eastern Indonesia through online interviews, documentations, and analyzed with NVivo. Findings show five key roles of these communities: (1) educational role, providing practical entrepreneurial skills; (2) incubative role, supporting idea development and venture readiness; (3) network facilitation role, connecting students with mentors and industry actors; (4) psychological support role, building confidence and resilience; and (5) transformational role, influencing long-term career orientation toward entrepreneurship. These roles together bridge the gap between formal coursework and real entrepreneurial practice. The study also highlights the relevance of the Theory of Planned Behaviour, showing that community engagement strengthens students' entrepreneurial attitudes, norms, and perceived control. Overall, campus entrepreneurship communities play a crucial role in fostering entrepreneurial mindsets and career readiness among Indonesian students.

Keywords: Campus Entrepreneurship Communities, entrepreneurial mindsets, university students

1. Introduction

Entrepreneurship has increasingly emerged as a central focus in higher education as universities, including those in Indonesia, strive to prepare students for rapidly shifting economic and employment landscapes (Syed et al., 2023; Alzamel, 2024). The accelerating evolution of global markets, continuous technological advancement, and the expansion of digital economies require graduates who possess not only disciplinary knowledge but also creativity, adaptability, and entrepreneurial thinking (Khan et al., 2024). Consequently, higher education institutions are encouraged to cultivate entrepreneurial ecosystems that foster students' capacity to innovate, identify opportunities, and undertake calculated risks. One initiative that has gained growing attention in this context is the establishment of campus-based entrepreneurship communities.

Campus entrepreneurship communities function as collaborative platforms that bring together students with shared interests in business creation, innovation, and personal development (Hoover, 2021). Broadly, a community refers to a group of individuals who share common interests, values, or goals and engage in sustained interactions to support collective growth (Peng et al., 2022). In the context of Indonesian higher education, such communities commonly take the form of student entrepreneurship clubs, technopreneurship groups, business incubator-affiliated communities, and student organizations dedicated to startup development and innovation. These communities operate through workshops, seminars, mentoring sessions, business competitions, and networking events designed to enhance students' entrepreneurial skills beyond traditional classroom instruction. Their presence reflects a broader shift toward experiential learning models that integrate theory with practice in higher education institutions.

The development of entrepreneurial mindsets in these communities can be understood more comprehensively through the Theory of Planned Behaviour (TPB). Krueger and Carsrud (1993) emphasize that entrepreneurial action is determined by entrepreneurial intentions, which arise from three core components: (1) attitudes toward entrepreneurship, (2) subjective norms or social pressures supporting entrepreneurial engagement, and (3) perceived behavioral control, reflecting one's belief in their capability to perform entrepreneurial actions. Campus entrepreneurship communities can function as environments

* Corresponding author

E-mail addresses: logimulawarman@unja.ac.id

2776-8139/ © 2025 P3M Politeknik Negeri Bengkalis. All rights reserved.

that strengthen these three determinants simultaneously—by providing positive mastery experiences that shape attitudes, by fostering peer and mentor interactions that reinforce supportive social norms, and by nurturing skills and confidence that improve perceived behavioral control. Thus, TPB offers a useful theoretical lens for explaining how participation in entrepreneurial communities fosters stronger entrepreneurial intentions and mindset formation among students.

Despite the expansion of entrepreneurship programs, many students continue to face challenges in internalizing entrepreneurial mindsets (Colombelli et al., 2022). Limited exposure to authentic business environments, insufficient access to mentorship, and low confidence often hinder students' ability to transform ideas into viable initiatives (Aithal & Aithal, 2023; Bais et al., 2025; Costin et al., 2022). Campus entrepreneurship communities are expected to address these gaps by providing supportive, practice-oriented environments that enhance opportunity recognition, experimentation, and collaborative learning. Such communities also cultivate social capital (Putro et al., 2022) by connecting students with peers and industry practitioners who contribute to skill development and broaden entrepreneurial networks.

However, a clear research gap remains. Existing studies tend to examine entrepreneurship education or university-led entrepreneurship initiatives separately, while very few empirical studies specifically investigate student-driven campus entrepreneurship communities as distinct learning ecosystems. Even fewer studies integrate these communities with the construct of entrepreneurial mindset, despite their potential to shape students' cognitive, motivational, and behavioral orientations toward entrepreneurship. Furthermore, bibliometric mapping in this study reveals that research discussing “campus entrepreneurship communities,” “entrepreneurial mindset,” and “university students” still appears in separate clusters, indicating that the conceptual relationships across these constructs remain weakly addressed. Notably, studies combining all three concepts within the Indonesian higher education context are almost nonexistent.

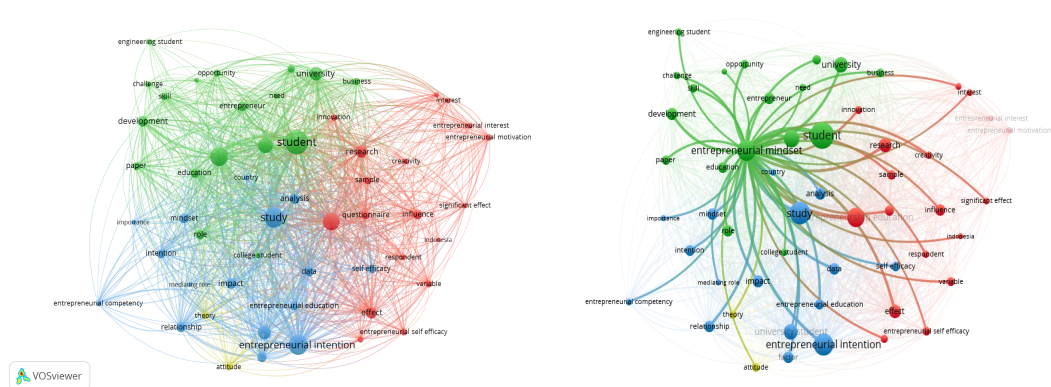


Figure 1. Gap analysis with VOSviewer

Building on this gap, the present study offers novelty by providing an integrated examination of how campus entrepreneurship communities contribute to entrepreneurial mindset development—linking community activities, peer interactions, and mentorship directly with TPB-based mechanisms of intention formation. This focus distinguishes the study from previous research that tends to emphasize broader entrepreneurship education programs rather than community-based, student-led ecosystems.

Therefore, this research seeks to investigate the contributions of campus entrepreneurship communities to the development of entrepreneurial mindsets among university students. Grounded in the Theory of Planned Behaviour, this study asks how community-based learning environments shape students' entrepreneurial attitudes, subjective norms, and perceived behavioral control. By examining students' experiences, this research uncovers the mechanisms through which community participation influences motivation, creativity, and entrepreneurial readiness. Ultimately, the analysis connects theoretical constructs with field-based empirical insights, enabling a more comprehensive understanding of how campus entrepreneurship communities function as influential environments for fostering entrepreneurial mindsets in Indonesian higher education.

2. Research Method

This study employed a qualitative descriptive research design to examine the role of campus entrepreneurship communities in fostering students' entrepreneurial mindsets in Indonesia. A qualitative approach was selected to facilitate an in-depth exploration of students' experiences, perceptions, and interactions within the community setting. Data were collected through online semi-structured interviews with active members of university-based entrepreneurship communities, complemented by supporting documentation such as organizational profiles, activity reports, and program descriptions. The combination of these data sources enabled the researchers to obtain rich, contextual, and holistic insights into the mechanisms through which the communities operate and contribute to entrepreneurial development.

Data collection was conducted in three stages. First, the researchers coordinated with representatives of entrepreneurship communities at three universities and distributed recruitment notices to identify

potential informants who met the inclusion criteria: (1) active involvement in community programs for at least six months, (2) participation in mentoring, workshops, or incubation activities, and (3) willingness to participate in interviews. Second, semi-structured interviews were conducted online via WhatsApp Call to ensure geographical accessibility. Each interview lasted between 35–55 minutes. The interview protocol consisted of open-ended questions covering topics such as students' learning experiences, mentoring processes, community activities, challenges, and perceived impacts on their entrepreneurial mindset. Interviews were recorded with participants' consent and subsequently transcribed verbatim. Third, supporting documents—such as program schedules, activity reports, organizational guidelines, and community portfolios—were collected to triangulate interview data. These documents were used to validate the accuracy of participants' descriptions regarding the structure, activities, and functions of the entrepreneurship communities.

Informants were selected through purposive sampling, targeting students actively engaged in entrepreneurship communities across Western (Jambi University Students, $n = 6$), Central (Mataram University Students, $n = 6$), and Eastern Indonesia (Musamus University Students, $n = 6$). A total of 16 informants were included to capture variations in geographical and organizational contexts, thereby enhancing the comprehensiveness of the findings. The determination of this sample size aligns with Hennink et al. (2017), who differentiate between code saturation, typically reached after approximately nine interviews when core thematic issues begin to emerge, and meaning saturation, which generally requires 16–24 interviews to achieve a rich and nuanced understanding of the research topic.

Table 1. Informant Characteristics

| Informant Code | University Region | Gender | Length of Community Involvement | Type of Activities Followed |
|----------------|--|---------------------------|---------------------------------|---|
| I1 – I6 | Western Indonesia (Jambi University) | M ($n=4$) & F ($n=2$) | 6–18 months | workshops, mentoring, business competitions |
| I7 – I12 | Central Indonesia (Mataram University) | M ($n=3$) & F ($n=3$) | 7–24 months | incubation, mentoring, networking events |
| I13 – I16 | Eastern Indonesia (Musamus University) | M ($n=2$) & F ($n=4$) | 6–12 months | project-based activities, workshops, peer collaboration |

Following data collection, thematic analysis was employed to identify recurring patterns, concepts, and relationships related to students' entrepreneurial motivation, skill development, and readiness to engage in business initiatives. All interview transcripts and supporting documents were first imported into NVivo 12 and assigned to case nodes to facilitate demographic comparison. The analysis began with open coding, during which researchers conducted line-by-line examination of the data to generate initial codes that captured key experiences, perceptions, challenges, and reflections expressed by participants. These preliminary codes were then organized through axial coding, where conceptually similar codes were grouped into broader categories with the assistance of NVivo's node matrix and coding comparison queries, enabling the identification of linkages across categories—such as the connection between motivation, self-confidence, and peer encouragement within the psychological support dimension. The coding process advanced to selective coding, in which the categories were synthesized into five core themes representing the educational, incubative, network facilitation, psychological support, and transformational career-orientation roles of entrepreneurship communities. To enhance analytical rigor, the emerging themes were validated through cross-case comparisons, triangulation with supporting documents, and member checking, whereby selected participants reviewed summary interpretations to ensure accuracy. This systematic procedure resulted in a comprehensive thematic structure that illuminates the mechanisms through which campus entrepreneurship communities contribute to the development of students' entrepreneurial mindsets.

3. Result and Discussion

3.1 Result

Findings from interviews with 16 informants indicate that campus entrepreneurship communities play several strategic roles that directly contribute to the development of students' entrepreneurial mindsets. These findings are categorized into five main roles: (1) educational role, (2) incubative role, (3) network facilitation role, (4) psychological support role, and (5) transformational role in career orientation. To identify these five roles, the researchers conducted a systematic thematic analysis using NVivo. Interview transcripts and supporting documents were coded through an iterative process that involved open coding to capture initial ideas, followed by axial coding to group related concepts, and selective coding to consolidate dominant patterns that appeared consistently across participants. Throughout this process, similar statements, shared experiences, and recurring themes were compared across informants from Western,

Central, and Eastern Indonesia. The convergence of these codes formed five stable thematic categories that represent the core functions of campus entrepreneurship communities in shaping entrepreneurial mindset. The overall coding structure and relationships among themes are visualized in Figure 2.

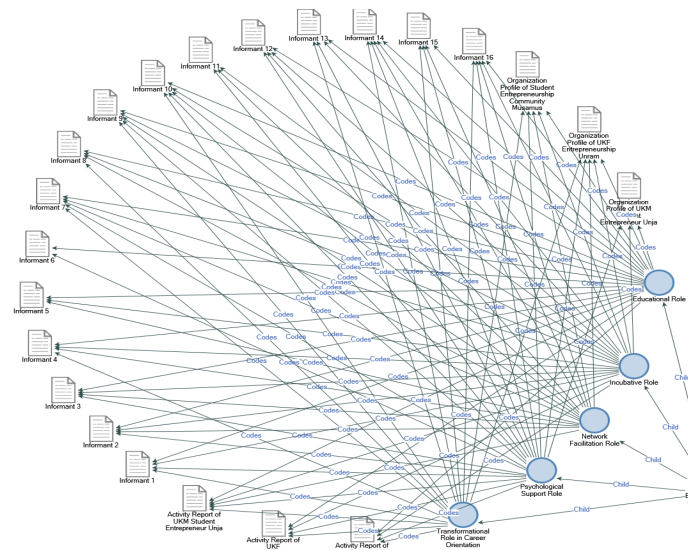


Figure 2. Interview transcripts and documents mapping with NVivo

Figure 2 illustrates five main roles of Campus Entrepreneurship Communities in enhancing Students' Entrepreneurial Mindsets in Indonesia. These findings indicate that the five roles are evident across different regions of Indonesia, including Western, Central, and Eastern Indonesia. The consistent presence of these roles nationwide is supported by the data presented in the figure, derived from interviews with 16 informants as well as documentation from several entrepreneurship communities, all of which demonstrate a point of saturation. Further elaboration on each role can be seen in the following figure depicting the Distribution of Coding References Across Informants:

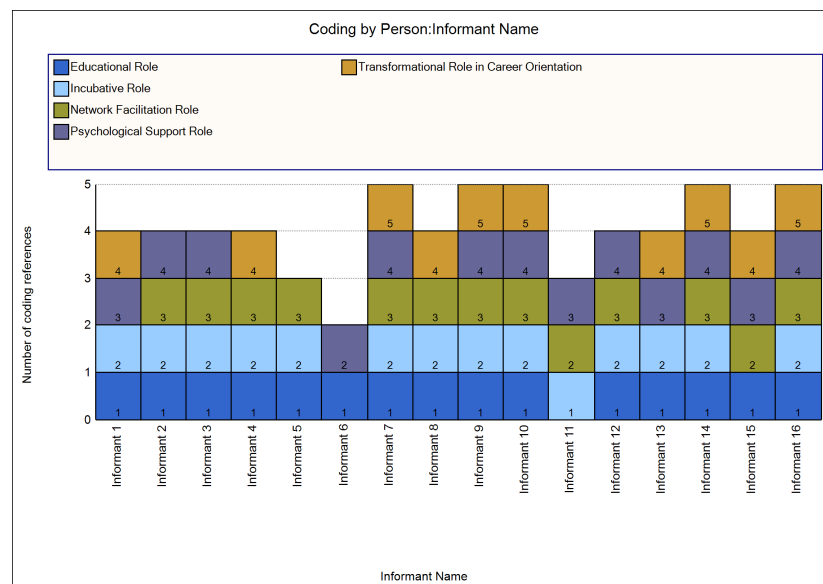


Figure 3. Distribution of coding references across informants

Figure 3 shows the distribution of each role based on the frequency with which it was mentioned by the informants. The results are as follows: (1) the educational role was mentioned by 15 informants, (2) the incubative role was mentioned by 14 informants, (3) the network facilitation role was mentioned by 13 informants, (4) the psychological support role was mentioned by 13 informants, and (5) the transformational role in career orientation was mentioned by 10 informants. A more detailed explanation of each role is presented below.

1. Educational Role

The educational role highlights how the community provides structured learning spaces that help students strengthen their foundational understanding of entrepreneurship. Through workshops, semi-

nars, mentoring sessions, and peer-learning forums, students gain practical exposure to essential aspects such as business planning, opportunity identification, market assessment, and value creation. Informants consistently noted that these activities help bridge the gap between theory-heavy coursework and the practical demands of real entrepreneurial practice. For many, the community serves as a complementary platform where theoretical concepts can be applied directly in realistic or simulated settings. Some informants said:

"The community has been very helpful in deepening my understanding of entrepreneurship and the strategies I can use in the future." (I1)

"The community helped me figure out how to validate a business idea using real feedback from customers, something we didn't really practice in class." (I3)

"Most of the workshops here give clear and practical guidance, especially on financial projections and market analysis. It feels more applicable than regular lectures." (I12)

"I finally got a clearer sense of what entrepreneurship actually involves, not just theories, but also practical strategies shared by mentors." (I5)

This educational function does more than supply information; it encourages the development of an entrepreneurial mindset grounded in curiosity, critical thinking, and iterative problem-solving. Students not only acquire technical skills but also learn to interpret business challenges within real-world contexts. The interactive and experiential nature of the learning process strengthens cognitive engagement and promotes greater independence and reflection. Ultimately, the community becomes an applied learning environment where knowledge is transformed into actionable insight and genuinely meaningful personal experience.

2. Incubative Role

The incubative role refers to the community's capacity to facilitate systematic incubation processes that support members as they develop early-stage ventures. These processes include ideation workshops, guidance on refining business models, prototyping support, and access to various incubation facilities. Informants described the environment as a safe space where they could test ideas, receive constructive evaluations, and gradually prepare their products or services for market readiness. Some informants said:

"During the incubation program, I got step-by-step guidance on building my prototype and testing it with potential users." (I7)

"The mentoring I received during the incubation stage helped me fix major gaps in my business model before launching it." (I2)

"What I value most is the structured flow, ideation, validation, prototyping. It gave me a clear roadmap to develop my startup more systematically." (I16)

This role helps accelerate students' entrepreneurial development by transforming initial ideas into workable outputs through systematic support. The combination of mentoring, iterative design processes, and continuous feedback helps reduce uncertainties often faced by novice entrepreneurs. Students also learn to approach innovation with a disciplined and research-oriented mindset that emphasizes user needs, evidence-based testing, and strategic planning. As a result, the ventures they build tend to have stronger conceptual foundations and greater prospects for sustainability when they enter the wider entrepreneurial ecosystem.

3. Network Facilitation Role

The network facilitation role reflects how the community actively connects students to broader entrepreneurial networks, including industry professionals, alumni entrepreneurs, investors, competition organizers, and government-related programs. These connections offer students access to partnerships, collaboration opportunities, and up-to-date industry insights. Informants emphasized that such exposure significantly enhances their understanding of real business environments.

"Through the community, I met alumni who are now running their own businesses. Their insights and connections opened up real collaboration opportunities." (I8)

"We often get invited to meet-ups and networking events, which help us build relationships with potential partners or mentors." (I4)

"Without the community, I wouldn't have access to investors or startup competitions. They really connect us to the wider ecosystem." (I15)

Beyond expanding access to external resources, this role supports the development of students' social capital, an essential component of entrepreneurial success. Interactions with experienced practitioners help students gain multiple perspectives, understand industry expectations, and identify potential collaborative pathways. These relationships not only facilitate access to resources but also strengthen students' credibility and visibility in the entrepreneurial landscape. By positioning itself as a mediator between students and external stakeholders, the community enables students to navigate entrepreneurial ecosystems with greater confidence and long-term engagement.

4. Psychological Support Role

The psychological support role emphasizes the emotional and moral encouragement provided by the community. Since entrepreneurship involves uncertainty and risk, students often face stress or self-doubt. Informants underscored the importance of having peers and mentors who understand these challenges and offer empathetic support. This inclusive environment helps students build resilience and maintain their motivation. Some informants said:

"When I felt discouraged because my idea got rejected, people in the community encouraged me to revise it instead of quitting." (I10)

"Being around peers with similar ambitions boosts my confidence. I don't feel like I'm facing the challenges alone." (I6)

"The mentors always remind us that failure is part of the journey. That mindset keeps me motivated to keep going." (I11)

This psychological dimension is vital because emotional factors significantly influence entrepreneurial persistence and creativity. Supportive peer interactions help students adopt a growth mindset, viewing difficulties as learning moments rather than personal shortcomings. This encouragement reduces fear of failure, enhances self-efficacy, and fosters perseverance—traits that are essential for navigating uncertainty. Over time, the supportive culture within the community strengthens students' emotional readiness, allowing them to handle entrepreneurial setbacks with greater optimism and resilience.

5. Transformational Role in Career Orientation

This role describes how involvement in the community reshapes students' long-term career perspectives. Students who initially planned to pursue conventional employment often begin to view entrepreneurship or innovation-driven careers as realistic options. Exposure to hands-on experiences, mentorship, and role models influences how they imagine their professional futures and strengthens their entrepreneurial identity.

"Before joining, I was planning to work in a corporate setting. Now I feel more confident about choosing entrepreneurship as a career path." (I9)

"The community changed how I picture my future. I now want to build something meaningful rather than just pursue a stable job." (I14)

"Seeing alumni succeed as entrepreneurs inspired me to rethink my career plans. It made entrepreneurship feel like a real possibility." (I13)

This transformational impact signifies a deeper personal shift in how students interpret their abilities, goals, and opportunities. Engaging in entrepreneurial activities gives them a stronger sense of agency and purpose. They begin to perceive themselves as potential innovators or founders, rather than solely as job seekers. This shift encourages proactive decision-making and long-term career planning, qualities crucial in today's dynamic economic landscape. Ultimately, the community plays a key role in shaping students' career identities and supporting pathways that align with their personal values and aspirations.

3.2 Discussion

The findings of this study demonstrate that Campus Entrepreneurship Communities play a central role in shaping students' entrepreneurial mindset through five interconnected dimensions: educational, incubative, network facilitation, psychological support, and transformational career orientation. These roles collectively provide a holistic ecosystem that nurtures students' readiness to engage in entrepreneurial practice. The multidimensional support system offered by these communities bridges the gap between theoretical learning within formal education and the practical demands of entrepreneurial activity. This highlights the unique value of community-based entrepreneurial initiatives as complementary learning environments within higher education institutions in Indonesia.

The educational role identified in this study reinforces the argument that entrepreneurship education should be experiential, contextual, and grounded in real practice. Students emphasized that the

community offers hands-on learning opportunities, practical workshops, and accessible mentoring mechanisms that are often absent in formal classroom settings. This aligns with existing scholarship suggesting that experiential learning enhances opportunity recognition, creativity, and problem-solving, core elements of entrepreneurial mindset formation (Rao et al., 2024). The emphasis on practical engagement suggests that university entrepreneurship programs must adopt more applied pedagogical approaches to effectively cultivate entrepreneurial competencies.

The incubative role further supports the notion that structured entrepreneurial guidance significantly influences the development of viable business ideas. Students' accounts reveal that incubation processes, such as idea refinement, prototyping, and iterative feedback, help reduce uncertainty and provide clearer pathways for venture creation. These findings strengthen the literature on business incubation, which posits that mentorship, structured stages, and supportive infrastructure contribute to entrepreneurial success (Robinson, 2022). Within Indonesian higher education, such incubative environments appear essential in addressing the common challenge of students lacking confidence and technical direction in early-stage venture development.

The role of network facilitation also emerged as a critical factor in expanding students' access to entrepreneurial ecosystems. The ability to connect with alumni entrepreneurs, industry actors, investors, and external communities widens students' exposure to opportunities and diversifies the resources available to them. This finding aligns with prior studies suggesting that social capital significantly influences entrepreneurial growth by providing channels for collaboration, legitimacy, and market access (Rijal et al., 2024; Utami & Murniningsih, 2021). In the Indonesian context, where formal entrepreneurial networks may be less accessible to university students, the community's role as a bridging institution becomes even more crucial.

The psychological support role highlights the emotional and motivational dimension of entrepreneurial development, which is often underestimated in traditional entrepreneurship education. Students consistently reported feelings of encouragement, reduced anxiety, and increased resilience due to supportive interactions within the community. This affirms the view that entrepreneurship is not only a cognitive process but also an affective one, influenced by social reinforcement, peer support, and perceived emotional safety. As entrepreneurship inherently involves failure, risk, and ambiguity, the existence of a psychologically secure environment becomes an enabling factor that strengthens students' persistence and entrepreneurial self-concept (Shang et al., 2023; Gómez-Jorge et al., 2025).

The transformational role in career orientation underscores the long-term influence of community engagement on students' professional trajectories. Exposure to entrepreneurial role models, success stories, and real venture-building processes contributes to a re-evaluation of students' career goals (Sari, 2023). Many students expressed a shift from conventional employment pathways to more entrepreneurial or innovation-driven aspirations. This transformation suggests that campus entrepreneurship communities act as catalysts for reshaping students' identities, fostering a sense of agency, and reinforcing the attractiveness of entrepreneurship as a legitimate career path in Indonesia's evolving economic landscape.

These findings resonate strongly with Krueger & Carsrud (1993) application of the Theory of Planned Behaviour (TPB) in explaining entrepreneurial intentions. According to TPB, entrepreneurial intentions are shaped by three core determinants: attitudes toward entrepreneurship, subjective norms, and perceived behavioural control. The five roles identified in this study correspond directly with these determinants. The educational and incubative roles strengthen students' attitudes by providing positive, mastery-oriented entrepreneurial experiences. The network facilitation and psychological support roles enhance subjective norms through social validation, peer encouragement, and exposure to entrepreneurial role models. The transformational career orientation role, supported by the community's comprehensive ecosystem, increases perceived behavioural control by boosting students' confidence in their ability to pursue entrepreneurship. Thus, campus entrepreneurship communities operationalize the key mechanisms proposed by Krueger & Carsrud, ultimately strengthening students' entrepreneurial intentions in a holistic and experiential manner.

4. Conclusion

This study demonstrates that campus entrepreneurship communities in Indonesia play a strategic and multifaceted role in enhancing students' entrepreneurial mindsets through five key functions: the educational role, the incubative role, the network facilitation role, the psychological support role, and the transformational role in career orientation. These roles consistently emerged across various regions of Indonesia and were reinforced by the high frequency with which informants mentioned them. Overall, campus entrepreneurship communities serve not only as platforms for practical learning and venture development but also as gateways to wider entrepreneurial ecosystems and supportive social environments that foster motivation, psychological resilience, and shifts in students' long-term career perspectives.

Based on these findings, this study recommends that higher education institutions strengthen the capacity and sustainability of campus entrepreneurship communities by providing more systematic institutional support, such as improving mentor quality, expanding access to incubation facilities, and enhancing collaboration with industry stakeholders. Moreover, entrepreneurship communities should continue to develop programs focused on sustained mentoring, cross-sector networking, and structured psychological support mechanisms that help students navigate the uncertainties inherent in

entrepreneurship. Future research is encouraged to examine the long-term impact of participation in such communities on graduates' career success and entrepreneurial ventures, as well as to compare community models across institutions to identify best practices that can be replicated nationally.

Reference

- Aithal, P. S., & Aithal, S. (2023). Super innovation in higher education by nurturing business leaders through incubationship. *International Journal of Applied Engineering and Management Letters (IJAEML)*, 7(3), 142-167.
- Alzamel, S. (2024). Building a resilient digital entrepreneurship landscape: the importance of ecosystems, decent work, and socioeconomic dynamics. *Sustainability*, 16(17), 7605.
- Bais, P., Bahadur, P. S., & Bais, A. (2025). *Endorsing Entrepreneurship and Innovation in Higher Education System. In Global Perspectives on Quality Management and Accreditation in Higher Education (pp. 433-460)*. IGI Global Scientific Publishing.
- Colombelli, A., Loccisano, S., Panelli, A., Pennisi, O. A. M., & Serraino, F. (2022). Entrepreneurship education: The effects of challenge-based learning on the entrepreneurial mindset of university students. *Administrative Sciences*, 12(1), 10.
- Costin, Y., O'Brien, M. P., & Hynes, B. (2022). Entrepreneurial education: Maker or breaker in developing students' entrepreneurial confidence, aptitude and self-efficacy?. *Industry and Higher Education*, 36(3), 267-278.
- Gómez-Jorge, F., Bermejo-Olivas, S., Díaz-Garrido, E., & Soriano-Pinar, I. (2025). Success in entrepreneurship: the impact of self-esteem and entrepreneurial orientation. *International Entrepreneurship and Management Journal*, 21(1), 1-43.
- Hennink, M. M., Kaiser, B. N., & Marconi, V. C. (2017). Code saturation versus meaning saturation: how many interviews are enough?. *Qualitative health research*, 27(4), 591-608.
- Hoover, D. (2021). Entrepreneurship ecosystem builders: Philanthropy, entrepreneurs, universities, and communities working collaboratively. *Annals of entrepreneurship education and pedagogy*, 151-168.
- Khan, S. D., Datta, S., Kumar, K., Anjutha, M. S., Santhanalexmi, K., Sasirekha, K., & Srihari, T. (2024). Entrepreneurship, innovation, and technological change: Catalysts of economic evolution; A descriptive study. *Migration Letters*, 21(S1), 962-971.
- Krueger, N. F., & Carsrud, A. L. (1993). Entrepreneurial intentions: Applying the theory of planned behaviour. *Entrepreneurship & regional development*, 5(4), 315-330.
- Peng, G., Lacagnina, C., Downs, R. R., Ganske, A., Ramapriyan, H. K., Ivánová, I., & Moroni, D. F. (2022). *Global Community Guidelines for Documenting, Sharing, and Reusing Quality Information of Individual Digital Datasets*.
- Putro, H. P. N., Rusmaniah, R., Mutiani, M., Jumriani, J., & Subiyakto, B. (2022). The relevance of social capital in efforts to develop entrepreneurship education. *Journal of Education and Learning (EduLearn)*, 16(3), 412-417.
- Rao, S. P., Sekhar, S. C., Yadav, T. C., Kumar, V. P., & Haran, B. H. (2024). Implementing Experiential Learning Strategies for Enhanced Business Education in India: Challenges and Opportunities. *Journal of Informatics Education and Research*, 4(3), 20-33.
- Rijal, S., Utomo, B., & Ramdhani, R. (2024). The influence of social capital on entrepreneurial success: a study of networks and relationships in MSMEs. *International Journal of Business, Law, and Education*, 5(2), 1686-1696.
- Robinson, M. J. (2022). Factors impacting entrepreneurial success in accelerators: revealed preferences of sophisticated mentors. *Review of Corporate Finance*, 2(3), 617-661.
- Sari, D. K. (2023). *Dilema Studentpreneur dalam Menjalani Dual Function (Studi Kasus Mahasiswa Aktif yang Menjadi Wirausaha di Yogyakarta)* (Doctoral dissertation, Universitas Islam Indonesia).
- Shang, Q., Ma, H., Wang, C., & Gao, L. (2023). Effects of background fitting of e-commerce live streaming on consumers' purchase intentions: a cognitive-affective perspective. *Psychology research and behavior management*, 149-168.
- Syed, R. T., Singh, D., & Spicer, D. (2023). Entrepreneurial higher education institutions: Development of the research and future directions. *Higher Education Quarterly*, 77(1), 158-183.
- Utami, R., & Murningsih, R. (2021, February). Pengaruh Modal Sosial dan Karakteristik Wirausaha Terhadap Pertumbuhan UMKM (Studi Pada UMKM Bidang Pariwisata Kabupaten Magelang). *In UMMagelang Conference Series* (pp. 664-669).