

Volume 1, March 2023

Proceedings of the 1st International Conference on Management and Small Medium Enterprise (ICMSME-2023)

Role of Higher Education to Nurture Entrepreneurial Character Education

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A B S T R A C T

This study aims to analyze how the role of universities in developing entrepreneurship character education. This research is a qualitative-quantitative research using Analytic Network Process (ANP) as a analysis techniques. The respondents of this study consisted of 2 categories, namely academics totaling 5 respondents and entrepreneurship practitioners totaling 4 respondents. The findings of this study are; first, the aspects that support the development of entrepreneurship education in higher education consist of three aspects: (a) the vision and mission of the campus that focuses on entrepreneurship, (b) Achievement policies and strategies in the context of entrepreneurial character education, and (c) Support of Campus Facilities and Infrastructure that support the entrepreneurial character education process. Second, the priority aspect of the role of universities in developing entrepreneurial character is the vision and mission of an entrepreneurship-based campus. The vision and mission of an entrepreneurship-based campus can be supported by a university strategic plan accompanied by sufficient funding and cost support. As a case analysis, this study compares several concepts of entrepreneurship character education in several campuses in Bogor. This research focuses solely on the context of higher education in generally. Further research is needed, especially in the aspect of education, especially the entrepreneurship education curriculum that supports the vision and mission of an entrepreneurship-based campus. Novelty is the uniqueness of the research. Research on entrepreneurship character education with a college context is still small. Research adds to the science of entrepreneurship education in higher education.

Keywords: *higher education, vision, mission, entrepreneurship*

INTRODUCTION

Indonesia is getting a demographic bonus, where the potential and productive workforce aged 15 to 64 years make up 70,72% of the total population or called window opportunity. The government is currently planning and creating strategies to ensure that the window opportunity can truly have a positive impact on increasing economic growth, reducing poverty rates, and reduce unemployment rates. Poverty and un-employments still a major issues that need to addressed by the government. Table 1 shows the data of un-employments based on the level of education.

Table 1. Un-employments based on education level

Degree	2019	2020	2021
SD (Tamatan&Belum Pernah)	2.39	3.61	3.61
SMP	4.72	6.46	6.45
SMA umum	7.87	9.86	9.09
SMA Kejuruan	10.36	13.55	11.13
Diploma I/II/III	5.95	8.08	5.87
Universitas	5.64	7.35	5.98

Sources: Survei Angkatan Kerja Nasional (Sakernas)-BPS: 2020

Table 1 shown, the un-employment rates for college graduates (diploma and university) reached 11,59% in average per year. The data shown that college graduates should be had capability and ability to compete in the market, with the entrepreneurship ability.

The Global Entrepreneurship Index (GEI, 2020) placed Indonesia at 74th among the countries of the world, compared to ASEAN countries that Singapore 27th, Malaysia 43rd, Brunei 48th, and Thailand 54th. This ranking is based on scoring of entrepreneurship pillars: entrepreneurial attitudes, abilities, and aspiration (Zoltan JA, Szerb, Lafuente, Mark, 2019). Higher education plays an important role in supporting the government's program to produce human resources with entrepreneurial character, so the students will have capability to survive, independent, and competitive advantages in the market. Higher Education institution bears responsibility of fulfilling the mandate of the National Education System Law of 2003 (UU 10/2003 SisDikNas) and Law No 12/2012 regarding Higher Education Institution.

The objectives of character education in higher education, as stipulated in the National Education System Law, are divided into 3 functions. First, formation and development of potential, which is an effort to from and develop individuals and the citizen who think, have a heart, and behave well in accordance with the Pancasila philosophy. Second, improvement and strethening are an effort to improve the character of individuals. Third, effort filters value of one's own culture to get positive values of other cultures become the character of Indonesia citizens so that they become a dignified and superior nation in the global. Education entrepreneurial is important than the government issued Presidential Regulation (PerPres) No. 87/2017 on strengthening Character Education, which was reinforced by the Regulation of Education and culture Minister (KepMen) No, 20/2018 Providing guidance for the development of character education at all level. Character education is also embedded in entrepreneurship education, according to the National Curriculum Development Center 2010, the characters of entrepreneurship described as such: Honesty, Independent, Discipline, creative and innovative, take responsibility, Cooperative, leadership, risk-taking, communicative, and

high achievement and motivation.

According to Lickona in Siswanto (2011) explains that character education will work well if it involves aspects of moral knowing, moral feeling, and moral action which are carried out continuously until become a habit. Character education instills habits (habituations) about good things so that students become aware of what is right and wrong (cognitive), able to feel good values (affective) and are used to doing it (psychomotor). Bagheri A. (2018), Firdaus V. (2017), Hafiana M. (2017), and Hasni (2018) Entrepreneurship education significantly increases students' entrepreneurial intentions so that students who have done entrepreneurship education have higher entrepreneurial attitudes, entrepreneurial self-efficacy and intentions to become entrepreneurs than students who have not done entrepreneurship education.

In addition, entrepreneurship education increases students' entrepreneurial intentions through a significant increase in self-entrepreneurial attitudes and entrepreneurial self-efficacy (Sarwiji, H., Zulianto, M., Santoso, S. (2014)). The success of entrepreneurship education program can be determined through the achievement of criteria by students, teachers, and school principle (Mulyani, E, 2011).

Research Questions

What is the role of higher education in the development of entrepreneurship education and the factors that influence it?

Research Objectives

Based on the research questioned above, the author wants to viewed the role of higher education and the factors that influence to develop character of entrepreneurship using the ANP (Analytical Network Process) methodology.

RESEARCH METHODS

Research Data

The data used in the research is primary data that obtained from literature review, in-dept interviews, and questionnaires which distributed to a number of respondents using non-probability sampling or purposive sampling techniques. The criteria of respondents based on the expertise in the field of education and business practice.

Table 2. The Respondents

Respondent	Job	Institution	Category
MH	Guru Besar (Dosen)	Unv. Mercubuana, Jakarta	Academian-1
FF	Doktor (Dosen)	Univ. IPB, Bogor	Academian -2
SFL	Doktor (Dosen)	IAI Tazkia, Bogor	Academian -3
NH	Doktor (Dosen)	IAI Tazkia, Bogor	Academian -4
IND	Doktor (Dosen)	UIKA, Bogor	Academian -5
HS	Chief Executive Officer	Media News	Expert-1
HB	Chief Operation Officer	Agriculture	Expert -2
ASR	Chief Executive Officer	Travel Agent	Expert -3
TB	Chief Executive Officer	POS App System	Expert -4

Source: Reseach Result: 2022

Technical Analysis

The research uses a mixed research approach, both of quantitative and qualitative using the ANP (Analytical Network Process) which developed by Thamas L. Saaty. The ANP is a general theory of relative measurement used to reduce the composite priority ratio for individual ratio scale that reflect of the interaction of elements with respect to control. Saaty developed the ANP qualitative method with MCDM (Multiple Criteria Decision Making) tools dueto of the increasing of criteria in the decision-making process. The process of decision making in ANP can be done using a hierarchy and feed-back network.

The stages of ANP research (Ascarya, 2012) as follows:

Model Construction

The ANP model construction refers to the process of creating structured representation of the problem or decision-making situation studied. This include identifying the elements tha make-up the problem or decision, the relationships between these elements, and the criteria that will be used to evaluate the different option or alternatives. The model should be based on a thorough literature review and input form experts in the field to ensure that it accurately reflects the problem or decision-making situation and relevants to all elements.

Model Quantification

The model quantification stage uses ANP questionnaire question in the form of pairwise comparisons between elements in the cluster to determine which of the two has a greater influence (more dominant) and how much the difference through a numeric scale of 1-9. The data resulting from the assessments are the collected and input into the Super Decision software. The output of the process will be input into their own ANP Network.

Table 3. Scale of Measurement Instrument

Priority Level	Description	Explanation
1	The same magnitude of influence / level of importance	The two elements being compared have the same importance contribution to the goal.
2		
3	Slightly greater influence / importance	Experience and judgment slightly favor one element over the other.
4		
5	Greater influence / level of importance.	Experience and strong judgment favor one element over the other.
6		
7	Very greater influence / level of importance.	One element is very much more than the other elements, and dominant is shown in practice.
8		
9	Very much greater influence / level of importance.	Evidence in favor of one other element has the highest probability of affirmation.

Source: Saaty & Vargas, 2006

Analysis and Synthesis

In the third phase, the result or synthesis of ANP network will be generated in the Super Decision software based on the researcher designed. Result export to Excel worksheet to be manipulated to produce the desired output. To ensure that all result are correct, validation is done for each step procedure. Finally, detailed interpretation and overall results can draw conclusions and become policy recommendations.

To know the result of individual assessment of the respondents and determine the opinion in the group used the Geometric Mean. Geometric Mean is a type of average calculation that show trends or certain values.

$$GM_k = \sqrt[n]{R_1 * R_1 \dots * R_n}$$

Description:

GM = Geometrik Mean

R = Judgement of individual respondent

n = number of respondents

k = number of pairwise comparisons

Rater Agreement is used to measure level of consistency or concordance between the ratings provided by different evaluators or experts on the relative importance of different factors or elements in the network. Rater Agreement. Rater agreement ensures the reliability of ANP process to assess the validity and robustness of the result.

In the ANP (Analytic Network Process) method, rater agreement refers to the level of consistency or concordance between the ratings provided by different evaluators or experts on the relative importance of different factors or elements in the network. Rater agreement is a

measure of the reliability of the ANP process and is used to assess the validity and robustness of the results. It can be calculated using different statistical methods, such as the Kendall's W coefficient, the inter-rater correlation coefficient, or the Cohen's kappa statistic. A high level of rater agreement indicates that the experts have similar perceptions and judgments, while a low level of rater agreement suggests that there is a lack of consensus or a significant degree of variability in the ratings.

Rater Agreement is a measure that shows the level of agreement of the respondents on a problem in one cluster. The tools used to measure rater agreement is Kendall's Coefficient of Concordance ($W; 0 < W \leq 1$) $W=1$ shows the perfect deal. If the W test value is 1, it can be concluded that the assessment or opinion of the respondents has perfect agreement.

To calculate Kendall's (W) is to use the following formula:

$$W = \frac{12s}{m^2(n^3 - n)}$$

Description:

W = Kendall's coefficient

n = Total objects

m = total respondents

s = sum of standard deviations square

RESULTS & DISCUSSION

Model Contruction

Table 4. Cluster Definition

Cluster	Description
Vision, Mission of Institution	The definition of vision is a statement or phrase that contains instructions on what an organization should do in the future, while in other terminology it is stated that vision is a sentence that expresses the aspirations or dreams of an organization that wants to be achieved in the future, is strategic and focused on the long term. The vision and mission of a university can be realized when the resources that it possesses can be allocated to each activity and target accurately and efficiently, so that all activities can be controlled and measured. Resources that include financial, technology, human and other facilities will become the main driving force of all activities in the university in making changes in accordance with the developments in society (Manimala & Thomas, 2017).
Strategy and Policy	Policy is a series of concepts and principles that serve as broad guidelines and the basis of plans in the implementation of a task, leadership in government or organization, statements of aspirations, goals, principles or also the purpose as guidelines in achieving targets. Higher education institutions need to creatively implement strategies based on local values, so they have a competitive advantage in the midst of intense competition among higher education institutions by providing graduates who can be agents of change in society. Policies and strategies in carrying out character education programs in higher education institutions should also take into account the developments in the industrial world, through the link-match path or internship programs so that students have a mental readiness in the global market (Volkman & Audretsch, 2017).
Infrastructure	Standart and quality of educational infrastructure can ensure the implementation and learning process that imply an improvement in the quality of educational institution (Faghih & Zali, 2018). The quality of education consists of 3 main functions: Quality planning, quality control, and quality improvement which according to the standart of facilities and infrastructure of Universities. As specified in one of the articles in Law 12/2012 on Higher Education to ensure the achievement of learning activities in Universities.

Source: Primary Data, 2022

Decomposition is to structure the complexity of the problem. The problem in this research is how to higher education plays a role in developing entrepreneurial character education. The research problem is constructed with ANP model that is compiled based on literatur review both theoretically and empirically to provide question through in-depth interview to the respondent expert. After conducting the literature review and in-depth interview analysis model can be composed into the following ANP model:

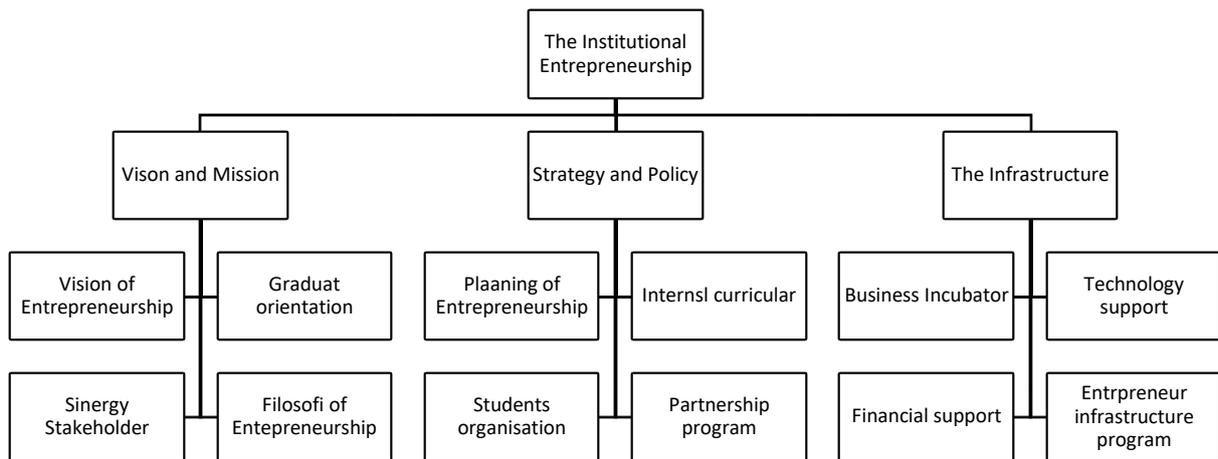


Figure 1. Model Construction of ANP
Sources: Result Decomposition, 2022

The analysis result of decomposition model ANP as follow:

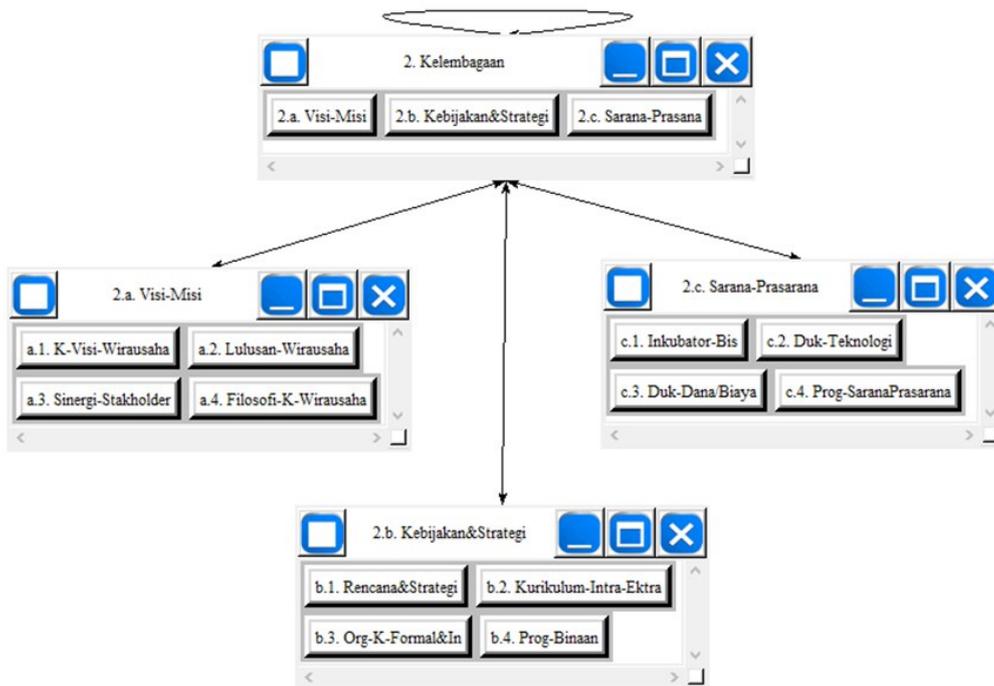


Figure 2. Model Construction of ANP on *Superdecision*
Sources: the analysis result, 2022

Analysis and Synthesis

Main Cluster Analysis: Roles of Higher Education on Entrepreneurial Character Education

The main cluster of the role of higher education in the development of entrepreneurial character education is the aspect prioritized by all respondents with a gmean of 0.397. Meanwhile, based on the respondent group, academic respondents have the same priority results as the overall respondents, but in the group of practitioner respondents, they prioritize higher education policies and strategies. Based on the level of respondent agreement with a relatively low W value, especially in the group of practitioner respondents ($W=0.063$). The low value of W indicates a high diversity of respondents in choosing which cluster is a priority as seen in Table 5:

Table 5. The main cluster analysis

Cluster	All	Rank	Academian	Rank	Expert	Rank
Vision-Mission	0,397	1	0,397	1	0,350	2
Policies and strategies	0,326	2	0,326	2	0,360	1
Infrastructure	0,269	3	0,269	3	0,260	3
W	0,198		0,520		0,063	

Source: primary analysis data, 2022

Analysis result, the higher education must develop the vision and mission to be an entrepreneurial institution to get the graduate with entrepreneurship character, due to the vision and mission will become guidance for the institution in longterm goals and define the step taken the university to achieve its entrepreneurial vision in the future. Higher education has the responsibility to conduct the Tridharma such as education learning and teaching, research, and community empowerment. Related to Tridharma of higher education, Ali (2009) states that institution has three main functions: first, to develop human resources to have character of responsibility, independent, competence, and competitive; second, to develop of knowledge and technology that produce applied sciences that contribute to society and country; third, to be a social change agent that can provide moral awareness values to society, to rebuilding the country morality. The success indicator implementation of Tridharma is how the graduates have capability and power to compete others in industry.

Cluster Vision - Mission

The prioritization of the entrepreneurial vision and mission cluster in higher education for development of entrepreneurial character is emphasized by respondents, with G_mean 3.397. According to the group of academic respondents had same priority as all respondents, while practitioner respondents prioritized on policies and strategies. The level of agreement among respondents is relatively low that indicated by the low W value especially among academic respondents around 0.096, is mean there is a high diversity among respondents in choosing the priority in cluster:

Table 6. The analysis sub-cluster Vision - Mission

Sub-Cluster	All	Rank	Academian	Rank	Expert	Rank
Vision-mission of Entre	0,323	1	0,323	1	0,272	2
Graduate with Entre	0,216	3	0,216	3	0,353	1
Stakeholder synergy	0,220	2	0,220	2	0,153	4
Philosophi of Entre	0,216	3	0,216	3	0,182	3
W	0,155		0,096		0,459	

Source: Reseach Result, 2022

Cluster Policies and strategies

The sub-cluster of the campus plans and strategies of higher education that are towards entrepreneurship oriented in development of entrepreneurial character education is be prioritized by both respondents (academics and practitioners) with G-Mean 0.298. The value of W indicates a moderate level of diversity among respondnets in choosing the priority in sub-cluster as shown in the table 7:

Table 7. Analysis sub-cluster policy and strategy

Cluster	All	Rank	Academian	Rank	Expert	Rank
Plans and strategy	0,298	1	0,298	1	0,285	1
The internal Curricular	0,239	2	0,239	2	0,250	2
Students Organization	0,163	4	0,163	4	0,144	4
Partnership program	0,237	3	0,237	3	0,244	3
W	0,264		0,278		0,259	

Source: Reseach Result, 2022

Cluster Insfrastructure

The sub-cluster of financial support to development of entrepreneurial characteri s an aspect that prioritized by both of respondents (academics and practituoners) with G-mean 0.335. Meanwhile, the group of proactitioners prioritized in incubator business caused they looks that practice is more important than the others elements in sub-cluster. The data shown in the table 8:

Table 8. Cluster Analysis

Cluster	All	Rank	Academian	Rank	Expert	Rank
Incubator-Business	0,263	2	0,263	2	0,258	1
Technology support	0,185	3	0,185	3	0,217	3
Financial support	0,335	1	0,335	1	0,217	4
Infrastructure Entr Supp	0,169	4	0,169	4	0,217	2
W	0,089		0,246		0,009	

Source: Reseach Result, 2022

DISCUSSION

Higher education institutions are now, in favourable market settings, more equipped, resourced, and resilient in dealing with external events and factors. For entrepreneurship education, this aspect of confronting and adapting is also central, as with affirming our understandings of what, how, and when to teach enterprise and entrepreneurship. Universities endure great pressures from governmental departments to devise and implement relatable and contemporary entrepreneurship education. It can be that a given institution will not see that its ethos and approach to higher education matches that of the principles and objectives of entrepreneurship education (Crammond, 2020).

To develop entrepreneurship education is needed strong political will not only from the campus but also from the Government cq Minister of Education and Culture, Minister of Religious Affairs to facilitate the establishment of this program in term of licensing and financial support. The infrastructure and facilities support is required to equipt the students to be a successful entrepreneur post-graduation (Hidayah N, 2016). There are some case studies from several university to nurtre entrepreneurial ecudation such as table 9:

Table 9. Vision and Mission to Nurture an Entrepreneurial University: Case Studies

VISION	MISSION
IPB University (statuta IPB 2013)	
To be at the forefront in strengthening the dignity of the nation through superior higher education at a global level in the fields of agriculture, marine and tropical biosciences	<ol style="list-style-type: none"> 1. Prepare educated, professional and entrepreneurial individuals in the fields of agriculture, marine and tropical biosciences; 2. Pioneering the development of superior science, technology and art in the fields of agriculture, marine and tropical biosciences; 3. Transforming science, technology, as well as IPB's superior arts and culture for enlightenment, benefit, improving the quality of life in a sustainable manner.
Institut Tazkia	
The university of choice for world-class intellectual and business leaders with TAZKIA characteristics in 2025	<ol style="list-style-type: none"> 1. Developing and disseminating knowledge in various scientific fields based on the values of T.A.Z.K.I.A. 2. Creating a work environment that is conducive to developing the potential of lecturers and employees. 3. To form intellectuals, entrepreneurs and professionals who are world class, have monotheism, have noble character and have social concern for the community. 4. Realizing the Tazkia alumni network around the world to provide maximum contribution to the people.
Universitas Ibn Khaldun	
Becoming an Excellent University Based on Islam and Technology in 2025	<ol style="list-style-type: none"> 1. Organizing superior higher education programs based on Islamic values and the application of technology. 2. Developing science, technology and art for the welfare of society as the embodiment of the majesty of Islamic teachings. 3. Developing cooperation within the national, regional and international environment in the implementation of the higher education tridharma program.
Universitas Pakuan¹	
Becoming a Superior, Independent, and Character University	<ol style="list-style-type: none"> 1. Organizing higher education to prepare human resources to explore, develop and apply science, technology and art. 2. Apply knowledge that is based on a wise and prudent attitude. 3. Produce graduates who are qualified, independent, have faith, have noble character and are patriotic.

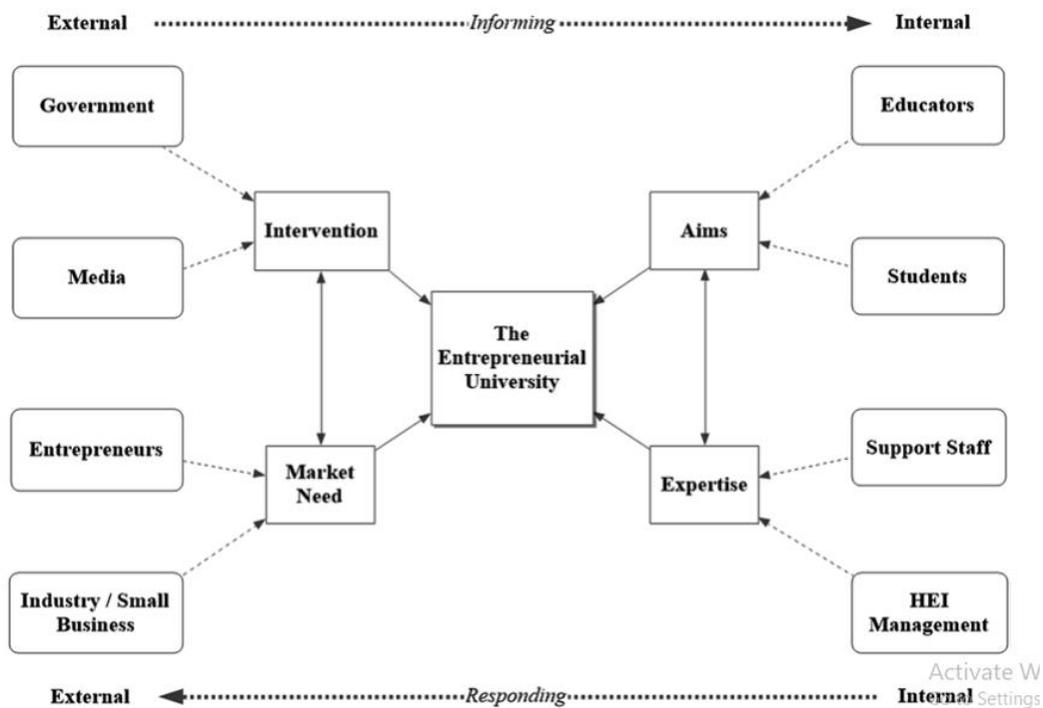
Source: Research Result, 2022

Nurturing an Entrepreneurial University

Relationships between education, business, and government influence this advancing concept of the entrepreneurial university, as it affects many internal and external stakeholders of the university. Dynamic activities and seasoned, entrepreneurial practices are therefore reliant on this process of linking national initiatives, business need, and the many objectives stipulated

from universities. This then encourages an advancement of relevant roles, responsibilities, and prevailing personalities in both the delivery and support of entrepreneurship education. These types of emerging activities within universities encourage new, local businesses, occasionally starting from the ideas of students, to address economic, societal, political, and technological issues. Subsidiary businesses within the immediate vicinity witness secondary, knock-on benefits of such schemes and long-term projects (Ismail & Sawang, 2020).

External to the university, the intervention of local and national government, and media power, impact on the operations of the university, entrepreneurially or not. Likewise, the influence of existing entrepreneurs and small businesses, putting ideas into practice and realising financial and market reward, inevitably alters the focus of institutions as they align their education and initiatives towards entrepreneurialism. This picture illustrates:



Picture 3. Entrepreneurship Education
Sources: Crammond, 2020

Opponents of entrepreneurship education regard it as pointless from an academic standpoint, a waste of financial and personnel resources, lacking student demand, and doubt towards an educational institution being able to recreate business environments familiar to the entrepreneur.

Activities Entrepreneurial University

Based on the previous framework, university entrepreneurship activities are varied in nature (Peris-Ortiz et al., 2016):

In the first place would be the promotion of an innovating culture, highlighting among others, the dissemination of cases and experiences of entrepreneurs, through workshops, seminars,

conferences, debates and sessions where entrepreneurs instruct students about their experience; networking of former entrepreneurial students to communicate their experience; facilitate the relationship of the university community with entrepreneurs; determination of the entrepreneurial profile of students in order to improve their career guidance and identify their training needs and offer programs that allow monitoring and evaluation of entrepreneurial projects.

Secondly would be advice for new entrepreneurs, highlighting the creation of entrepreneur observatories, which enable to channel the exchange of experiences and ideas and support new entrepreneurial initiatives.

Thirdly, there would be activities to enhance new business initiatives. These include, above all, business incubators and spin - offs. The former aims at boosting enterprises that are in the early stages and with great growth potential, by providing a range of services including advisory, search for financing sources, enterprise networking, etc. As for spin - offs, they are based on exploiting an initiative conceived within the university.

Fourthly, there would be programs for university entrepreneurs. Within this set of actions we can point out all the initiatives in collaboration with business organizations: business stimulation and advice workshops, entrepreneur clubs, research projects, training courses, etc.

Finally, awards and competitions for entrepreneurs can be mentioned, that seek the promotion of entrepreneurship and the most innovative and viable proposal, as well as its impact on the economy, transfer capacity, employment generation, etc.

CONCLUSION & SUGGESTION

Conclusion

Base in the result of research above, researcher conclude that the prioritized of determinant factors in developing character entrepreneurship in higher education is the Vision -mission of entrepreneurship, than financial support and infrastructure. The Institution should develop a prioritize creating clear vision-mission to become a hub for entrepreneurship.

Suggestion

To transform the campus into a hub for entrepreneurship, it is crucial to have a clear vision and mission, and to involve stakeholders in creating an ecosystem for fostering entrepreneurial education and character.

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