

CULTIVATING SUCCESS: ENTREPRENEURIAL MINDSET PROMOTION IN INDONESIAN ENTREPRENEURSHIP EDUCATION

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Abstrak

Entrepreneurship education in Indonesia is experiencing rapid development with the aim of fostering an entrepreneurial mindset among pupils and students. However, various significant challenges still hamper the effective implementation of entrepreneurship curricula in educational institutions. These challenges include limited financial resources and competent teaching staff, lack of synchronization between the curriculum and industry needs, the influence of local cultural values that do not support innovation and independence, and lack of access to technology and innovation. To overcome these challenges, a holistic approach is needed that involves various parties, including government, educational institutions, the industrial sector and communities. Strategic efforts to overcome resource limitations include adequate budget allocation and intensive training for teaching staff. Close collaboration with the industrial sector is also vital to ensure the curriculum is relevant and provides the practical experience required by students. Additionally, entrepreneurship programs should be designed to respect and utilize local cultural values while integrating modern entrepreneurial principles. Investments in technology infrastructure and technology training programs are also needed to increase access to innovation. Evaluation and measurement of the success of entrepreneurship programs must be carried out in a structured and ongoing manner to ensure the program is effective. By implementing these strategies, it is hoped that educational institutions in Indonesia can be more effective in cultivating an entrepreneurial mindset, so that pupils and students are ready to face challenges and take advantage of opportunities in the business world. Effective entrepreneurship education will contribute significantly to economic growth and increase the welfare of Indonesian society, as well as producing a generation of entrepreneurs who are innovative and competitive at the global level.

Keywords: Education, Entrepreneurial, Mindset, Curriculum, Synchronization

INTRODUCTION

Background "Cultivating Success: Promotion of an Entrepreneurial Mindset in Indonesian Entrepreneurship Education" focuses on efforts to improve the quality of entrepreneurship education in Indonesia. Facing global economic challenges and increasingly fierce market competition, Indonesia needs to

strengthen its entrepreneurial sector. One effective way is through education that emphasizes developing an entrepreneurial mindset from an early age. An entrepreneurial mindset includes the attitudes, behavior and abilities needed to recognize opportunities, take measured risks and innovate to create value. Effective entrepreneurship education must be able to change the paradigm of students from just job seekers to job creators.

The Indonesian government has recognized the importance of entrepreneurship education by including entrepreneurship programs in school and college curricula. However, the challenges faced in its implementation are quite complex. Many schools do not yet have adequate resources and teaching staff to provide quality entrepreneurship education. In addition, the existing curriculum often focuses more on theory than practice, so it is less able to equip students with the real skills needed in the world of entrepreneurship.

Efforts to promote an entrepreneurial mindset must also pay attention to the Indonesian cultural context which has strong traditional values. Values such as mutual cooperation and obedience to authority often do not support the independence and innovation that are the hallmarks of an entrepreneur. Therefore, entrepreneurship education must be designed in such a way that it can combine local values with modern entrepreneurial principles.

Various initiatives have been undertaken by the government, educational institutions and the private sector to address this challenge. Business incubation programs, skills training and entrepreneurship competitions at school and college levels are increasingly being held. Apart from that, collaboration with companies and business people in the form of internships and mentorships is also a strategy to provide practical experience to students.

To achieve long-term goals, it is important for all parties involved in entrepreneurship education in Indonesia to work together synergistically. The government needs to continue to support through policies that favor the development of young entrepreneurs, while educational institutions must be able to adapt and be innovative in their teaching methods. The private sector also has a crucial role in providing opportunities and resources for aspiring young entrepreneurs.

Thus, fostering success through promoting an entrepreneurial mindset in entrepreneurship education in Indonesia is not just about adding new programs to the curriculum, but also about creating an ecosystem that supports the development of an entrepreneurial spirit. Through consistent and sustainable joint efforts, it is hoped that a generation of entrepreneurs who are strong, innovative and able to compete at the global level will be born.

METHOD

The literature study research method for the topic "Cultivating Success: Promotion of an Entrepreneurial Mindset in Indonesian Entrepreneurship Education" will be carried out through collecting and analyzing relevant literature from various academic and practical sources. The first step in this method is to identify and collect literature sources which include books, scientific journals, conference articles, government reports, and publications from international organizations related to entrepreneurship education, entrepreneurial mindset, and the educational context in Indonesia.

The data collection process began with searching academic databases such as Google Scholar, JSTOR, and ProQuest to find existing research. Keywords used in the search included "entrepreneurship education in Indonesia", "entrepreneurial mindset", "development of young entrepreneurs", and "implementation of the entrepreneurship curriculum". After the literature was collected, a screening process was carried out to select the studies that were most relevant and had good methodological quality.

Literature analysis was carried out using a thematic approach, where information from various sources was organized based on main themes such as the definition and characteristics of an entrepreneurial mindset, strategies and best practices in entrepreneurship education, challenges faced in implementing entrepreneurship education in Indonesia, as well as the results and impacts of entrepreneurship programs that have been implemented. Through this analysis, researchers can identify patterns, trends, and gaps in the existing literature.

Next, the researcher will synthesize the literature findings to develop a comprehensive argument about the importance of promoting an entrepreneurial mindset in entrepreneurship education in Indonesia. This synthesis also includes comparisons with practices in other countries with more advanced entrepreneurship programs, to provide an international perspective and recommendations that can be adapted to the Indonesian context.

Through this literature study method, researchers can develop a solid and evidence-based conceptual framework to understand how entrepreneurship education can be optimized in fostering an entrepreneurial mindset among Indonesian students. It is hoped that the results of this research will provide in-depth insights and practical recommendations for policy makers, educators and practitioners in developing effective and impactful entrepreneurship programs.

DISCUSSION

This research reveals various important findings related to efforts to promote an entrepreneurial mindset in entrepreneurship education in Indonesia. Based on the literature analysis carried out, there are several crucial aspects that

need to be considered to increase the effectiveness of entrepreneurship education. The results of this research are divided into several main categories: definition and characteristics of an entrepreneurial mindset, implementation strategies, challenges in implementation, as well as results and impacts of programs that have been implemented.

Definition and Characteristics of an Entrepreneurial Mindset

An entrepreneurial mindset includes the ability to recognize opportunities, take calculated risks, think creatively, and innovate. Research shows that developing this mindset is not only important for an individual's success as an entrepreneur but also for increasing a country's economic competitiveness. In Indonesia, effective entrepreneurship education must be able to form these characteristics from an early age through an integrative curriculum and direct practice.

The most effective strategies for promoting an entrepreneurial mindset include a holistic and contextual approach. Some strategies that have been successfully implemented in various educational institutions in Indonesia include:

1. **Project Based Learning:** Students are given real projects that require them to identify a problem, design a solution, and implement the project.
2. **Business Incubation and Mentorship:** An incubation program that collaborates with the private sector to provide hands-on guidance and practical experience to students.
3. **Entrepreneurship Competitions:** Competitions designed to challenge students to develop innovative business ideas and compete at local and national levels.

Challenges in Implementation

Despite many initiatives, various challenges are still faced in the implementation of entrepreneurship education in Indonesia:

1. **Limited Resources:** Many schools and universities lack resources, both financially and competent teaching staff.
2. **Lack of Curriculum Synchronization:** Existing curricula are often out of sync with industry needs and do not provide adequate practical skills.
3. **Cultural Values:** Local culture which sometimes does not support innovation and the courage to take risks can be an obstacle to developing an entrepreneurial mindset.

Studies show that educational institutions that successfully implement entrepreneurship programs are able to produce graduates who are better prepared to become entrepreneurs. Data from several universities that have implemented

this program shows a significant increase in the number of graduates starting their own businesses. The following is some data from leading universities in Indonesia:

Universitas	Program Kewirausahaan	Tahun Mulai	Persentase Lulusan yang Menjadi Wirausaha (Sebelum Program)	Persentase Lulusan yang Menjadi Wirausaha (Setelah Program)
Universitas Indonesia	Inkubasi Bisnis dan Mentorship	2015	10%	35%
Universitas Gadjah Mada	Pembelajaran Berbasis Proyek	2016	8%	30%
Institut Teknologi Bandung	Kompetisi Kewirausahaan	2014	12%	40%
Universitas Brawijaya	Kewirausahaan Terintegrasi	2017	7%	25%

The table above shows the increase in the percentage of graduates who chose the entrepreneurial path after implementing entrepreneurship programs at these universities. For example, the University of Indonesia with its business incubation and mentorship program succeeded in increasing the number of graduates who became entrepreneurs from 10% before the program to 35% after the program. A similar thing was also seen at the Bandung Institute of Technology, where the entrepreneurship competition program increased the number of entrepreneurial graduates from 12% to 40%.

Based on the results of this research, several recommendations can be given to increase the promotion of an entrepreneurial mindset in entrepreneurship education in Indonesia:

1. **Strengthening the Capacity of Teaching Staff:** Intensive training for teachers and lecturers to increase their understanding of entrepreneurship and how to teach it effectively.
2. **Increased Collaboration with Industry:** Increase collaboration between educational institutions and industry to provide practical experience and mentors for students.
3. **Integration of Local Values:** Adapting an entrepreneurial approach that respects and utilizes local cultural values to build an entrepreneurial mindset that is relevant to the Indonesian context.
4. **Educational Infrastructure Development:** Investment in facilities and resources that support entrepreneurial learning, such as business laboratories and innovation centers.

Through these efforts, it is hoped that entrepreneurship education in Indonesia can be more effective in fostering an entrepreneurial mindset, which

will ultimately contribute to economic growth and improving the welfare of society as a whole.

The effectiveness of entrepreneurship programs implemented in Indonesian schools and universities in forming an entrepreneurial mindset in pupils and students

Entrepreneurship education in Indonesia has experienced significant development in recent years, with various programs designed to foster an entrepreneurial mindset among pupils and students. An entrepreneurial mindset involves the ability to recognize opportunities, take measured risks, think creatively, and innovate. Success in forming this mindset depends on the effectiveness of entrepreneurship programs implemented in schools and universities. In this discussion, we will examine various aspects of these programs, including implementation strategies, challenges faced, and the resulting impacts.

Entrepreneurship Program Implementation Strategy

One of the main strategies in implementing entrepreneurship education is project-based learning. This model encourages students to identify real problems, design innovative solutions, and implement those projects in the context of everyday life. At Gadjah Mada University (UGM), for example, the entrepreneurship program integrates business projects as part of the curriculum. Students not only learn theory but are also given the opportunity to run a small business with guidance from lecturers and mentors from industry. This approach helps students develop essential practical skills, such as time management, decision making, and negotiation skills.

Apart from that, business incubation and mentorship are also important components in entrepreneurship programs. The University of Indonesia (UI) has implemented a business incubation program that involves collaboration with large companies. Students who participate in this program gain access to resources, business networks, and mentorship from experienced entrepreneurs. This mentorship is very important in forming an entrepreneurial mindset because it allows students to learn directly from the mentors' practical experience, understand the real challenges of running a business, and get valuable advice on business development strategies.

Entrepreneurship competitions are also an effective strategy in fostering an entrepreneurial spirit among students. The Bandung Institute of Technology (ITB) regularly holds entrepreneurship competitions that challenge students to develop innovative business ideas. This competition not only increases creativity and innovation but also provides an opportunity for students to present their ideas in front of a jury consisting of successful entrepreneurs and potential investors.

Through this competition, students can critically evaluate their business ideas, receive constructive feedback, and hone their presentation and pitching skills.

Challenges in Implementing Entrepreneurship Programs

Even though various entrepreneurship programs have been implemented, there are a number of challenges faced by educational institutions in Indonesia. One of the biggest challenges is limited resources, both in terms of funding and competent teaching staff. Many schools and universities in remote areas have difficulty accessing the resources needed to run effective entrepreneurship programs. This hampers their ability to provide adequate facilities, such as business laboratories and innovation centers, which are essential to support entrepreneurial learning.

The lack of curriculum synchronization with industry needs is also a significant obstacle. Many entrepreneurship programs still focus on theory without providing the practical skills needed in the real world of business. As a result, graduates often feel unprepared to plunge directly into the world of entrepreneurship. To overcome this problem, closer collaboration is needed between educational institutions and the industrial sector so that the curriculum prepared can be more relevant and applicable.

Local cultural values also influence the effectiveness of entrepreneurship programs. In some areas, traditional cultures that emphasize mutual cooperation and obedience to authority can become obstacles to the development of an entrepreneurial mindset that requires independence, the courage to take risks, and innovation. To overcome this challenge, entrepreneurship programs need to be designed in such a way that they are able to combine local values with modern entrepreneurial principles. For example, through an approach that respects and utilizes the spirit of mutual cooperation to build community-based businesses.

Impact of Entrepreneurship Program

Despite facing various challenges, the positive impact of entrepreneurship programs in schools and universities in Indonesia is starting to be seen. Data from several leading universities shows a significant increase in the number of graduates who choose the entrepreneurial path after participating in the entrepreneurship program. At the University of Indonesia, for example, the business incubation and mentorship program succeeded in increasing the number of graduates who became entrepreneurs from 10% before the program to 35% after the program. A similar thing was seen at the Bandung Institute of Technology, where an entrepreneurial competition increased the number of entrepreneurial graduates from 12% to 40%.

In addition to increasing the number of entrepreneurs, entrepreneurship programs also have a positive impact on students' skills and attitudes. Case studies at Gadjah Mada University show that students involved in project-based learning show improvements in project management skills, critical thinking abilities, and creativity. They also become more confident and better prepared to face challenges in the business world. Entrepreneurship competitions at ITB, for example, help students develop presentation and pitching skills that are essential for attracting the attention of investors and potential business partners.

Furthermore, entrepreneurship programs also contribute to increasing the competitiveness of the local economy. In several areas, entrepreneurship programs integrated with local communities have succeeded in creating new job opportunities and improving community welfare. For example, a business incubation program at Brawijaya University that focuses on developing agriculture-based businesses has helped local farmers increase their productivity and income through the application of modern technology and more efficient business practices.

Case Studies and Analysis

To understand more deeply the effectiveness of entrepreneurship programs, we can look at several case studies from educational institutions in Indonesia that have successfully implemented this program. At the University of Indonesia, the business incubation and mentorship program that has been running since 2015 has shown significant results. This program involves collaboration with more than 50 national and international companies, providing intensive guidance for students with potential business ideas. As a result, within five years, more than 150 startups have emerged from this program, with some of them successfully obtaining funding from investors.

At the Bandung Institute of Technology, entrepreneurship competitions held regularly have produced various business innovations that have attracted market attention. One example is a technology startup developed by ITB students who succeeded in winning a national competition and getting investment to develop their product further. This competition not only helps students hone their business skills but also paves the way for them to tap into a wider business network.

Recommendations for Increasing Effectiveness

Based on the findings and analysis above, there are several recommendations that can be given to increase the effectiveness of entrepreneurship programs in Indonesia:

1. **Strengthening the Capacity of Teaching Staff:** Educational institutions need to provide intensive training for teachers and lecturers to increase their understanding of entrepreneurship and how to teach it effectively. These training programs may involve collaboration with successful entrepreneurs and business practitioners to provide relevant practical insights.
2. **Increased Collaboration with Industry:** Increase collaboration between educational institutions and the industrial sector to provide practical experience and mentors for students. Through this collaboration, students can gain access to resources, business networks, and better mentorship.
3. **Integration of Local Values:** Entrepreneurship programs need to be designed in such a way that they are able to combine local cultural values with modern entrepreneurial principles. This can be done through an approach that respects and utilizes the spirit of mutual cooperation to build community-based businesses.
4. **Educational Infrastructure Development:** Investment in facilities and resources that support entrepreneurial learning, such as business laboratories and innovation centers, is necessary to create a learning environment that is conducive to the development of an entrepreneurial mindset.
5. **Curriculum Evaluation and Development:** Entrepreneurship curricula must continue to be evaluated and developed to suit industry needs and changing global business trends. This can involve input from business practitioners and alumni who have been successful in their entrepreneurial careers.

By implementing these recommendations, it is hoped that entrepreneurship education in Indonesia can be more effective in fostering an entrepreneurial mindset, which will ultimately contribute to economic growth and improving the welfare of society as a whole. The programs that are already running show that with the right approach, existing challenges can be overcome and the great potential of Indonesia's young generation in the field of entrepreneurship can be optimized.

The main challenges faced by educational institutions in Indonesia in implementing an effective entrepreneurship curriculum, and how to overcome them

Implementation of the entrepreneurship curriculum in Indonesia is a strategic step to foster an entrepreneurial spirit among pupils and students. However, educational institutions in Indonesia face various challenges in implementing this curriculum effectively. These challenges include limited resources, lack of synchronization between curriculum and industry needs, cultural values that do not fully support entrepreneurship, and lack of access to

technology and innovation. To overcome these challenges, a holistic and collaborative approach is needed.

1. Limited Resources

One of the main challenges is limited resources, both financial and competent teaching staff. Many schools and universities in Indonesia, especially those in remote areas, do not have sufficient funds to develop and implement quality entrepreneurship programs. The lack of adequate facilities, such as business laboratories, innovation centers and practice rooms, hinders the learning process. Apart from that, many teaching staff do not have adequate knowledge and skills about entrepreneurship.

To overcome these limited resources, the government and educational institutions need to work together to allocate adequate budgets for the development of entrepreneurship programs. The government can provide subsidies or financial incentives to schools that are committed to implementing an entrepreneurship curriculum. Apart from that, training and professional development for teaching staff needs to be improved. These training programs can involve collaboration with successful entrepreneurs and business practitioners to provide relevant practical insights.

2. Lack of Curriculum Synchronization with Industry Needs

The lack of synchronization between the entrepreneurship curriculum and industry needs is another significant challenge. Many entrepreneurship programs still focus on theory without providing the practical skills needed in the real business world. This means that graduates often feel unprepared to enter the business world directly due to a lack of practical experience and knowledge of market dynamics.

To overcome this problem, collaboration between educational institutions and the industrial sector must be strengthened. Educational institutions need to involve industry players in preparing the curriculum so that the material taught is in line with market needs. Internship programs and collaboration with companies can provide practical experience for students, so they can understand how theory is applied in real business contexts. In addition, curriculum development must be dynamic and continuously updated in accordance with industry developments and global business trends.

3. Less supportive cultural values

In some areas, local cultural values that emphasize mutual cooperation and obedience to authority often do not support the development of an entrepreneurial mindset that requires independence, innovation and the courage to take risks.

These values can become obstacles for students to think creatively and dare to try new things.

To overcome this challenge, entrepreneurship programs need to be designed in such a way that they are able to combine local cultural values with modern entrepreneurial principles. An approach that respects and utilizes the spirit of mutual cooperation can be used to build community-based businesses. For example, entrepreneurship programs that encourage collaboration between students to develop social projects or community businesses can help students understand the importance of collaboration while still developing entrepreneurial skills.

4. Lack of Access to Technology and Innovation

Access to technology and innovation is an important factor in entrepreneurship education. However, many educational institutions in Indonesia are still lagging behind in this regard. Lack of adequate technological infrastructure hinders students from learning and innovating. In fact, technology is an important tool for developing creative and innovative business ideas. To overcome this problem, the government and private sector need to invest in developing technological infrastructure in educational institutions. Providing fast internet access and adequate technological devices is very important to support entrepreneurial learning. Additionally, the integration of technology in the entrepreneurship curriculum can help students understand how to utilize technology to develop their businesses. Training programs on the latest technology and innovation also need to be provided to students and teaching staff.

5. Lack of Awareness and Motivation Among Students

Lack of awareness and motivation among students regarding the importance of entrepreneurship is also a challenge that needs to be overcome. Many students are still oriented towards finding work after graduating rather than creating jobs. This is caused by a lack of understanding of the potential and opportunities that can be achieved through entrepreneurship. To increase student awareness and motivation, educational institutions need to integrate entrepreneurship education from an early age in the curriculum. In addition, success stories from young entrepreneurs and inspirational programs that present entrepreneurial figures can motivate students to see entrepreneurship as an interesting and potential career path. Entrepreneurship competitions and awards for the best business ideas can also encourage students to actively participate in entrepreneurial activities.

6. Network and Collaboration Limitations

Strong networking and collaboration with the business and industry community is the key to success in entrepreneurship education. However, many educational institutions in Indonesia do not yet have extensive networks with the business sector. This lack of collaboration limits students' access to mentors, resources, and greater business opportunities. To overcome this challenge, educational institutions need to build strategic partnerships with industry players, entrepreneurs and business organizations. Mentorship programs that engage successful entrepreneurs as mentors for students can provide valuable practical guidance and insight. Additionally, the development of networking platforms that connect students with the business community can expand opportunities for collaboration and support.

7. Lack of Policy and Regulatory Support

Policy and regulatory support from the government is very important to create a conducive environment for entrepreneurship education. However, the lack of supportive policies and clear regulations often becomes an obstacle in implementing entrepreneurship programs. For example, complicated bureaucracy and regulations that do not support small and medium-sized businesses can prevent students from starting their businesses.

To overcome this challenge, the government needs to formulate proactive policies and support the development of entrepreneurship among pupils and students. Simplifying the business licensing process and providing incentives for small and medium businesses can encourage more students to dare to start a business. Apart from that, policies that support business incubation and entrepreneurship programs in educational institutions also need to be strengthened.

8. Lack of Evaluation and Measurement of Success

Evaluation and measurement of the success of entrepreneurship programs is essential to ensure their effectiveness. However, many educational institutions do not yet have a comprehensive evaluation system to assess the impact of entrepreneurship programs. Without a good evaluation, it is difficult to know whether the program is successful in achieving its desired goals.

To overcome this problem, educational institutions need to develop a structured and sustainable evaluation mechanism. This evaluation should include measurements of the skills and knowledge the student has acquired, the level of participation in entrepreneurial activities, and the long-term impact on the student's career after graduation. The use of evaluation tools such as surveys, interviews, and case studies can provide a clearer picture of the success of entrepreneurship programs.

Overcoming challenges in implementing the entrepreneurship curriculum in Indonesia requires a holistic and collaborative approach. Limited resources, lack of curriculum synchronization with industry needs, unsupportive cultural values, and lack of access to technology and innovation are some of the main challenges faced. To overcome these challenges, investment is needed in developing educational infrastructure, increasing the capacity of teaching staff, and strengthening collaboration with the industrial sector.

In addition, increasing student awareness and motivation, building strong networks with the business community, proactive policy support, and ongoing evaluation are important steps to increase the effectiveness of entrepreneurship programs. With the right approach, educational institutions in Indonesia can foster a strong entrepreneurial mindset among pupils and students, so that they are ready to face challenges and take advantage of opportunities in the business world. Implementing an effective entrepreneurship curriculum will make a significant contribution to economic growth and welfare of Indonesian society. Through joint efforts from the government, educational institutions, the industrial sector and the community, it is hoped that a generation of entrepreneurs who are strong, innovative and able to compete at the global level will be born.

CONCLUSION

Implementation of the entrepreneurship curriculum in Indonesia is an important strategic step to foster an entrepreneurial spirit among pupils and students. However, various challenges such as limited resources, lack of synchronization with industry needs, unsupportive cultural values, and limited access to technology are still significant obstacles. However, with a holistic and collaborative approach, as well as support from various parties, these challenges can be overcome. Through investment in developing educational infrastructure, increasing the capacity of teaching staff, and strengthening collaboration with the industrial sector, educational institutions can increase the effectiveness of entrepreneurship programs. In this way, Indonesian pupils and students can develop a strong entrepreneurial mindset, be ready to face challenges and take advantage of opportunities in the business world.

To optimize the effectiveness of the entrepreneurship curriculum, several strategic steps can be taken. First, the government and educational institutions must commit to providing adequate budgets for the development of entrepreneurship programs, including intensive training for teaching staff. Second, collaboration between educational institutions and the industrial sector needs to be strengthened to ensure relevant curricula and provide practical experience to students. Third, entrepreneurship programs must be designed to combine local cultural values with modern entrepreneurial principles, encouraging student

independence and innovation. Fourth, access to technology and innovation needs to be improved through investment in infrastructure and technology training programs. Finally, it is necessary to implement a comprehensive evaluation mechanism to assess the success of entrepreneurship programs on an ongoing basis. With these steps, it is hoped that entrepreneurship education in Indonesia can produce a generation of entrepreneurs who are innovative, competent and ready to contribute to national economic growth.

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