3rd International Conference of Bunga Bangsa Cirebon (ICOBBA)
PROCEEDINGS ICOBBA
ISSN : 3032-5641, DOI: 10.47453
Web Journal : https://journal.ljpi.bbc.ac.id/icobba/index

The Role of Lecturers as Role Models in the Formation of Islamic Value-Based Technopreneurship Competencies in Students at Kuningan University

Gentur Priguna Suwarto[1]✉

[1]Universitas Kuningan, Indonesia
Email : genturboy@gmail.com

Received: 2025-10-28; Accepted: 2026-1-30; Published: 2026-3-12

ABSTRACT

This study aims to analyze the role of lecturers as role models in shaping students' technopreneurship competencies based on Islamic values at Kuningan University. Technopreneurship competence refers to the ability to integrate technology, innovation, and entrepreneurship within an ethical and spiritual framework of sustainable development. This research employed a qualitative descriptive approach, with data collected through in-depth interviews, participatory observation, and documentation. The results indicate that lecturers play a strategic role in fostering Islamic-based technopreneurial character through exemplary conduct (uswah hasanah), and by integrating values of tawhid, trustworthiness (amanah), diligence, and ethical innovation into the learning process. Moreover, project-based learning and spiritual mentoring effectively enhance technopreneurship competencies oriented toward social benefit and community welfare. The study recommends strengthening Islamic value-based academic culture so that the lecturers' role as role models can be further optimized in developing outstanding Muslim technopreneurs with global competitiveness.

Keywords: *lecturers, role model, technopreneurship, Islamic values*

INTRODUCTION

The development of the digital economy and the acceleration of technological transformation require universities to produce not only technically skilled graduates but also graduates with a technology-based entrepreneurial

spirit (technopreneurship). In Indonesia, the concept of technopreneurship is a crucial strategy for absorbing an educated workforce and encouraging competitive local innovation. However, several studies indicate that despite increasing interest in technopreneurship among students, there remains a gap between this interest and the practical skills (competencies) needed to start and sustainably run a technology-based business. One of the determining factors in addressing this gap is the role of educators, including lecturers, as agents of value socialization, skills development, and role models for entrepreneurial behavior (Rafiana, 2023).

More specifically, lecturers' role as role models can influence students' attitudes, motivation, perceived abilities, and entrepreneurial intentions through observational learning mechanisms (social learning). Research in the context of higher education has found a positive relationship between the presence of entrepreneurial role models and increased entrepreneurial calling, perceived behavioral control, and entrepreneurial intentions among students. However, most of these studies have not thoroughly examined how lecturers, with their dual roles as teachers and role models, integrate religious values (particularly Islamic values) into the development of technopreneurship competencies in Islamic campuses or Islamic-based public universities. This raises both practical and theoretical questions: to what extent are lecturers, as role models, capable of shaping students' technopreneurship competencies when the internalized value framework is Islamic (e.g., trustworthiness, honesty, benefit, and work ethic) (Jin et al., 2023).

Specific issues identified in the context of Kuningan University are: (1) whether lecturers actively and consistently act as technopreneurship role models that integrate Islamic values; (2) what factors (teaching methods, mentoring activities, practical experience, faculty policies) strengthen or hinder the effectiveness of this role; and (3) to what extent does the lecturer's role impact the development of students' technopreneurship competencies (technological knowledge, innovation skills, business orientation, and Islamic ethics in entrepreneurial practice). These questions are relevant because their empirical answers can form the basis for curriculum policy recommendations, lecturer capacity development, and a holistic learning model at Kuningan University. (Rafiana, 2023)

To address the aforementioned issues, this study combines a social learning theory approach with a study of entrepreneurship education and the integration of Islamic values. The proposed approach includes: (1) mapping lecturers' practices as role models (classroom observations, documentation of community service/entrepreneurial projects, and in-depth interviews with lecturers and

students); (2) measuring students' technopreneurship competencies using instruments that assess technical aspects, innovation, business orientation, and ethical/Islamic dimensions; and (3) analyzing the relationship (correlation/causal) between lecturer role characteristics (frequency of role modeling, value integration, mentoring) and students' technopreneurship competency levels. This mixed-methods approach (qualitative for context and narrative, quantitative for relationship testing) will provide a comprehensive overview of the mechanisms of influence of lecturers as role models. Recent studies support the importance of a combination of project-based learning, mentoring, and exposure to role models in increasing interest in and competency in technology-based entrepreneurship. (Jin et al., 2023).

In general, this research has the following objectives: (1) To describe the role of lecturers as role models in the technopreneurship learning process at Kuningan University. (2) To identify the methods and models for integrating Islamic values by lecturers into technopreneurial teaching and mentoring practices. (3) To examine the influence of lecturers' roles as role models on the development of students' technopreneurship competencies (technical aspects, innovation, business orientation, and ethics). (4) To formulate recommendations for academic policies and practices to strengthen lecturers' role as role models in developing technopreneurship based on Islamic values.

Social learning theory (Bandura) explains that individuals learn through observational learning of the behavior of models deemed relevant or high-achieving. In the context of higher education, lecturers who demonstrate entrepreneurial behavior, such as innovative attitudes, courage to take calculated risks, work ethic, and consistency in practice, can be interpreted as role models that encourage students to emulate and internalize these behaviors. Modern empirical research confirms that exposure to entrepreneurial role models is positively correlated with increased entrepreneurial intentions and readiness in students. (Jin et al., 2023)

Technopreneurship refers to a form of entrepreneurship that focuses on the use of technology and innovation to create economic and social value. Technopreneurship competencies generally include: technological literacy, innovation and product development skills, digital business management, digital marketing skills, and an orientation toward technology-based solutions. In Indonesia, literature since 2022 has emphasized that technopreneurship education must combine practical learning (project-based learning), campus incubators, and industry collaboration to produce graduates ready for technology entrepreneurship. (Rafiana, 2023)

Islamic values, such as amanah (trust/responsibility), honesty, justice, maslahat (public benefit), and worship-oriented intentions, can serve as an ethical framework for entrepreneurial practice. Several recent quantitative and qualitative studies have shown that when religious values are internalized in the entrepreneurship curriculum, they have the potential to increase entrepreneurs' motivation, self-confidence, and ethical orientation; and can moderate the relationship between entrepreneurial intentions and actual behavior. Thus, the integration of Islamic values is not only normative but also functional in developing sustainable and socially responsible entrepreneurs (Boubker, 2024).

The digital transformation in higher education opens up opportunities for lecturers to become technical learning facilitators and practical mentors, for example, facilitating student startup projects, utilizing digital platforms for product validation, and interdisciplinary collaboration. However, lecturers' capacities (technological skills, entrepreneurial experience, and understanding of value integration) vary; therefore, capacity-building programs and institutional incentives are needed to ensure the consistent realization of their role as role models. Related studies indicate that infrastructure support and institutional policies are determining factors in the effectiveness of technopreneurship learning. (Aripradono et al., 2024)

This research is expected to provide theoretical contributions (enriching studies on the interaction between academic role models and the integration of religious values in the development of technopreneurship) and practical contributions to Kuningan University, namely: guidelines for developing the capacity of lecturers as technopreneur mentors, a model curriculum or technopreneurship learning module based on Islamic values, and recommendations for campus policies (incubators, industry collaborations, reward systems). The findings are expected to help produce graduates who are not only technically competent and innovative, but also ethical and oriented towards the welfare of others. (Jin et al., 2023)

METHOD

This research uses a qualitative approach with a case study design because its primary focus is to deeply understand the phenomenon of lecturers' roles as role models in developing students' technopreneurship competencies based on Islamic values in the context of Kuningan University. This approach was chosen to capture the meaning, values, and processes that occur naturally in technopreneurship learning activities, rather than simply measuring results quantitatively. The case study is deemed relevant because it allows the researcher to deeply explore the dynamics of interactions between lecturers, students, and

the academic environment at Kuningan University as a unified whole that mutually influences the process of learning technopreneurship based on Islamic values.

The researcher is directly present in the field as the primary instrument, playing an active role in observing, interacting with, and interpreting the meaning behind the data obtained. The researcher's presence is not merely as a passive observer, but also as a participant involved in academic activities such as classroom observations, technopreneurship project assistance, and entrepreneurial mentoring activities on campus. To maintain objectivity, the researcher consistently strives to build professional and ethical relationships with the research subjects, ensuring that the data collected reflects the actual situation without excessive intervention. The primary subjects of this research were lecturers at Kuningan University who teach technopreneurship courses or programs, both in the faculties of economics, education, and technology. Students participating in technopreneurship learning activities served as key informants to gain perspectives on learning experiences and perceptions of lecturer role models. Supporting informants included study program managers, heads of entrepreneurship centers, and representatives from the university's Quality Assurance Institute (LPM), who were familiar with academic policies related to the integration of Islamic values into the curriculum. Informants were selected using purposive sampling, based on their perceived understanding of the phenomenon under study and their direct experience in the technopreneurship learning process.

Data collection was conducted using three primary techniques: participant observation, in-depth interviews, and documentation studies. Observations included classroom learning activities, entrepreneurial project activities, and interactions between lecturers and students outside of class, such as during mentoring activities, seminars, and entrepreneurship fairs. Interviews were conducted with technopreneurship lecturers and students at Kuningan University to explore their perspectives on the internalization of Islamic values—such as trustworthiness, hard work, honesty, and responsibility—in the technopreneurship learning process. Documentation included syllabi, Semester Learning Plans (RPS), student activity reports, and university policy documents related to the technopreneurship program and the integration of Islamic values.

The research location was Kuningan University, West Java, which institutionally has a vision to develop education based on Islamic values and technopreneurship. This research was conducted over four months, from May to August 2025. During this period, researchers conducted repeated observations and in-depth interviews to obtain comprehensive and in-depth data regarding

the role of lecturers as role models in shaping students' technopreneurial character.

To ensure the validity of the data, researchers used triangulation techniques, including triangulation of sources, methods, and time. Source triangulation was conducted by comparing data from lecturers, students, and program administrators to ensure consistency of findings. Method triangulation was conducted by comparing the results of observations, interviews, and documentation to ensure that the information obtained complemented and reinforced each other. Temporal triangulation was conducted by collecting data on several different occasions to assess the stability of the information received from the informants. Furthermore, researchers conducted member checks with several key informants to validate the interpretation of the interview results and ensure their meaning aligned with actual experiences.

All collected data was analyzed interactively using the stages of data reduction, data presentation, and conclusion drawing as outlined by Miles et al., 2014. The analysis was conducted continuously from the beginning of the data collection process to identify patterns, meanings, and key themes that illustrate the role of lecturers as technopreneurship role models within the context of Islamic values. The results of the analysis were then presented narratively, depicting the real dynamics occurring within the Kuningan University environment, accompanied by theoretical reflections that enrich the understanding of technopreneurship education based on Islamic values.

RESULTS AND DISCUSSION

A. Research Findings: The Role Of Lecturers As Role Models Of Islamic Technopreneurship

Almost all informants (lecturers and students) stated that good lecturers not only teach technopreneurship theory but also consistently demonstrate Islamic values in their behavior: trustworthiness, honesty, inclusiveness, and social responsibility. For example, lecturers consistently emphasize the importance of halal (lawful) business results, fairness in teamwork, and concern for the impact of the business on society.

Findings from interviews with several lecturers at Kuningan University confirm that their role as role models is fundamental to developing students' technopreneurship competencies based on Islamic values. From their perspective, lecturers function not only as teachers (mu'allim) but also as good role models, moral, spiritual, and professional role models, reflecting the integration of science, technology, and Islamic values (Maktumah & Minhaji, 2020).

One lecturer emphasized that lecturers serve as role models, demonstrating how to integrate innovation, ethics, and responsibility. This is consistent with observational learning theory and empirical findings showing that exposure to ethical and productive role models increases students' entrepreneurial self-efficacy and entrepreneurial intentions. Relevant studies demonstrate the importance of role models in shaping entrepreneurial confidence and adaptability to real-world situations (Montoro-Fernández et al., 2022).

Another lecturer stated: "Students don't just look at what we teach, but also how we behave. If we talk about business but aren't honest or trustworthy ourselves, that's contradictory. So, leading by example is key." (Technopreneurship lecturer, UNIKU).

The coding results of the interview data showed that the lecturer role model category recurred and was connected to the subthemes of personal integrity, business ethics, and orientation toward the greater good. This pattern indicates that students interpret technopreneurship not merely as a technical skill, but as a value-based entrepreneurial practice.

This view aligns with social learning theory (Bandura, 1977), which asserts that individuals learn through observing the behavior of others, particularly respected authoritative figures. In the context of Islamic education, this principle parallels the concept of al-uswah al-hasanah as enshrined in the Qur'an (QS. Al-Ahzab: 21), which emphasizes the importance of role models in the formation of morals and character. Thus, when lecturers demonstrate trustworthy behavior, hard work, and responsibility in academic activities and technopreneurship projects, students not only acquire knowledge but also emulate the ethical values that shape the personality of a Muslim technopreneur.

Technopreneurship learning activities at Kuningan University include technology-based projects, the use of digital platforms to validate business ideas, and direct mentoring with lecturers with entrepreneurial experience. Students stated that exposure to real-life case studies, feedback from lecturers, and workshops strengthen their skills in innovation, management, and technology adaptation.

Interviews indicated that the values of trustworthiness, ikhtiar (initiative), and tawakkul (religious commitment) are emphasized in the technopreneurship learning process. This strategy aligns with findings (Mulyany et al., 2023) that spiritual values such as honesty and responsibility strengthen the entrepreneurial self-efficacy of Muslim students. This role model is not doctrinal in nature, but is manifested through daily practices, such as beginning classes with prayer, linking modern business theory to the principles of halal (halal) and

thayyib (good) practices, and providing examples of successful Muslim entrepreneurs who maintain Islamic ethics (Khasanah et al., 2025).

Furthermore, a study (Rahman & Putra, 2021) found that lecturers who behave ethically and productively in innovative activities have a vicarious learning effect on students, increasing their self-confidence to innovate with a moral orientation. This finding reinforces the view that lecturers' behavior serves as an "inspirational mirror" that motivates students to become creative yet Islamic technopreneurs.

The research findings align with social learning theory, which emphasizes that individuals learn through observing the behavior of figures considered authoritative and credible (Bandura, 1977). In this context, lecturers who demonstrate innovative, ethical, and responsible behavior serve as role models who encourage students to emulate and internalize these values. This is reinforced by the following student statement: "We are more confident in becoming entrepreneurs because the lecturers provide direct examples, not just theory. They also always remind us about trustworthiness and responsibility." (Technopreneurship student, Kuningan University).

Interviews indicate that students at Kuningan University have high technopreneurship potential, but still require moral guidance to ensure their innovations remain within Islamic ethics. This underscores the importance of the dual mentoring role of lecturers: as both technical mentors and spiritual guides. This finding was further reinforced by interviews with Kuningan University students on August 8, 2025.

A study (Hajar, 2024) states that the character formation of Muslim technopreneurs is inseparable from ta'dib—the process of integrating knowledge, good deeds, and good manners—which must be directly exemplified by educators. Thus, the development of technopreneurship competencies is not only skill-based but also value-based. This concept is reinforced by (Widodo et al., 2024), who found that lecturers who combined spiritual mentoring with business project guidance produced students who were more resilient, adaptive, and ethical in facing the challenges of the digital economy.

Interview results revealed an emphasis on ikhtiar (effort) and tawakkul (trust in God)—attitudes that, according to studies on religiosity and resilience, support psychological coping and resilience in Muslim entrepreneurs. Empirical research also links religiosity/spiritual capital with increased resilience to crises and business adaptability. (Yacine et al., 2025). The implication is that mentoring programs that include spiritual aspects (reflection on intentions, failure management from an Islamic perspective) can increase students' resilience in facing risks and failures in the digital business world.

B. Discussion of The Role of Lecturers As Role Models Of Islamic Technopreneurship

The above results align with and expand upon findings from recent literature: First, a study on the Digital Entrepreneurship Competence of Vocational Students found that digital entrepreneurship competencies, including resilience, digital marketing, and business management, are essential components of technopreneurship. (Mahmudah et al., 2023) The findings on the integration of technology and innovation by lecturers as a practical model support that technical and digital competencies are an indispensable part of developing technopreneurship.

Second, a study on the Integration of Islamic Education and Entrepreneurship to Develop the Muslim Economy in East Java showed that an Islamic curriculum embodying the values of honesty, social responsibility, and perseverance can foster an ethical entrepreneurial mindset. (Sitepu et al., 2025) In this study, lecturers' exemplary Islamic values have a similar influence: not merely norms but internalization; this demonstrates that lecturers as role models are not only teachers but also concrete moral examples.

Third, the article "The Impact of Islamic Work Ethics, Attitude, and Hedonic Values on the Intention to Establish Sustainable Entrepreneurship among Muslim Students in Java" confirms that Islamic attitudes and work ethics have a significant influence on sustainable entrepreneurial intentions. (Sutisna et al., 2024). This research shows that lecturers who demonstrate values such as trustworthiness and honesty influence student motivation, potentially shaping business intentions and practices that are not solely profit-oriented.

Fourth, the Business Incubation Model and Practice Based on Technopreneurship Learning Factory were also identified as a solution that connects theory and practice through mentoring on real-life projects. (Indriaturrahmi et al., 2024). In your context, students benefited from mentoring and hands-on projects, as repeatedly observed by the researchers; this reinforces the importance of learning by doing and real-world practice for developing technopreneurship competencies. Fifth, literature studies such as "Islamic Education Entrepreneurship in the Digital Era: Opportunities, Challenges, and Innovations" highlight the need for digital training for educators and institutional collaboration as part of innovation in Islamic entrepreneurship education. (Khasanah et al., 2025). The barriers identified in this study, including lecturers' lack of practical experience and limited resources, align with the challenges identified in the literature, which emphasize the need for institutional support (infrastructure, training, policies).

Based on the results and literature, several key points can be concluded: First, the role of lecturers as role models is multifaceted: not only in terms of teaching technical content, but also in the practice of Islamic ethics in relationships, integrity, and orientation towards social benefit. This suggests that ideal technopreneurship competencies should encompass dimensions of Islamic ethics, not just innovation and technological capabilities.

Second, effective learning methods include a combination of real-life projects, mentoring involving Islamic values, and evaluation that incorporates both moral and technological aspects. Students respond more positively when they are not only taught but also mentored and provided with concrete examples. Third, institutional policies are crucial for enabling lecturers to serve as effective role models: allocating time for mentoring, training for lecturers in technopreneurship and the integration of Islamic values, supporting facilities (laboratories, incubators, workshops), and rewards or recognition for lecturers who successfully combine pedagogical and moral roles.

Fourth, value alignment between lecturers and students is crucial. When interpretations of Islamic values align, integration is smoother. If there is a gap, ambiguity arises in the implementation of values, which may prevent students from fully grasping the integration of Islamic values.

CONCLUSION

This study concludes that lecturers play a strategic role as role models in developing students' technopreneurship competencies, particularly when these examples are integrated with Islamic values such as trustworthiness, sincerity, responsibility, and orientation toward the greater good. The presence of lecturers who demonstrate practical, ethical and innovative technopreneurship practices has been shown to strengthen entrepreneurial self-efficacy, increase entrepreneurial motivation, and foster digital ethics awareness in students. These findings align with findings by Hassan & Lewis, 2014 and Mukarom et al., 2024, which emphasize the importance of educators' role models in internalizing spiritual values in the modern entrepreneurship learning process.

Furthermore, the integration of Islamic values in technopreneurship education serves not only a normative function but also a functional one, shaping ethical thinking in digital business decision-making and strengthening students' resilience in the face of business failure and uncertainty (Yacine et al., 2025). This approach fosters awareness that the success of technopreneurship is measured not only by profitability but also by the benefit and moral sustainability of the business.

Furthermore, this study found that effective technopreneurship learning requires the support of a collaborative campus ecosystem, such as the existence of a sharia business incubator, a spiritual mentoring program, and a curriculum that balances technological mastery with the internalization of Islamic ethics. (Rakib et al., 2023) The active involvement of lecturers in these activities not only fosters learning by doing but also strengthens learning by observing, where students emulate the ethical, disciplined, and resilient behavior exemplified by lecturers.

Thus, the role of lecturers as ethical, innovative, and spiritual role models is a key foundation in preparing a generation of Muslim technopreneurs who are adaptive to digital developments while remaining rooted in Islamic principles. This exemplary role model bridges the gap between theoretical knowledge and practical practice in the world of technopreneurship and ensures that digital transformation on campus aligns with the vision of rahmatan lil 'alamin (blessing for the universe).

REFERENCES

Al-Qur'an. (2010). Al-Qur'anul Karim Miracle The Reference. Bandung: Sygma Publishing.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. Psychological Review, 84(2), 191–215.

Boubker, O. (2024). Does religion raise entrepreneurial intention and behavior of Muslim university students? An extension of Ajzen's theory of planned behavior (TPB). The International Journal of Management Education, 22(3), 101030. https://doi.org/10.1016/j.ijme.2024.101030

Hajar, A. (2024). Navigating globalization: Reforming Islamic education for the 21st century. Sinergi International Journal of Islamic Studies, 2(1), 53–65. https://doi.org/10.61194/ijis.v2i1.599

Hassan, M. K., & Lewis, M. K. (2014). Handbook on Islam and economic life. Cheltenham: Edward Elgar.

Indriaturrahmi, I., Prayogi, S., & Gummah, S. (2024). Business incubation based on technopreneurship learning factory: Model design and expert perspectives. International Journal of Essential Competencies in Education, 3(2), 158–183. https://doi.org/10.36312/ijece.v3i2.2258

Jin, D., Liu, X., Zhang, F., & Wen, Z. (2023). Entrepreneurial role models and college students' entrepreneurial calling: A moderated mediation model. Frontiers in Psychology, 14, 1129495. https://doi.org/10.3389/fpsyg.2023.1129495

Khasanah, A., Widiastuti, E., & Noviarita, H. (2025). Islamic education entrepreneurship in the digital era: Opportunities, challenges, and innovations. FAJAR: Jurnal Pendidikan Islam, 5(1), 1–12.

Maktumah, L., & Minhaji. (2020). Prophetic leadership dan implementasinya dalam lembaga pendidikan Islam. Jurnal Pendidikan Islam Indonesia, 4(2), 133–148. https://doi.org/10.35316/jpii.v4i2.196

Mahmudah, F. N., Baswedan, A. R., & Cahyono, S. M. (2023). Digital entrepreneurship competence of vocational students. Jurnal Pendidikan Teknologi dan Kejuruan, 29(2), 1–16. https://doi.org/10.21831/jptk.v29i2.55497

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Qualitative data analysis: A methods sourcebook (3rd ed.). London: Sage.

Montoro-Fernández, E., Cárdenas-Gutiérrez, A. R., & Bernal-Guerrero, A. (2022). Entrepreneurial resilience: A case study on university students. International Journal of Environmental Research and Public Health, 19(5), 2589. https://doi.org/10.3390/ijerph19052589

Mukarom, Z., Darmawan, D., Agustin, M., Dwijantie, J. S., & Samadi, M. R. (2024). Islamic education curriculum innovation in the digital era: Challenges and opportunities. International Education Trend Issues, 2(2), 317–328. https://doi.org/10.56442/ieti.v2i2.874

Mulyany, R., Muhammad, S., Geumpana, T. A., Halim, H., Muslim, M., Miksalmina, & Pertiwi, C. D. (2023). A potential framework for an impactful technopreneurship education. Indonesian Journal of Business and Entrepreneurship, 9(2), 208–219. https://doi.org/10.17358/ijbe.9.2.208

Rafiana, N. N. (2023). Technopreneurship strategy to grow entrepreneurship career options for students in higher education. ADI Journal on Recent Innovation, 5(2), 110–126. https://doi.org/10.34306/ajri.v5i2.995

Rahman, A., & Putra, F. A. (2021). Pengembangan pendidikan Islam di era Revolusi Industri 4.0. Jurnal Pendidikan Islam, 7(2), 97–110.

Rakib, M., Isma, A., Rahman, V., Hasdiansa, I. W., & Nugraha, M. E. S. (2023). Technopreneurship: Teori dan aplikasi. Tahta Media.

Sitepu, R. B., Utami, C. W., Sembiring, M. J., & Nainggolan, R. (2025). Integration of Islamic education and entrepreneurship to develop the Muslim's economy in East Java. Indonesian Journal of Humanities and Social Sciences, 6(1), 213–222.

Sugiyono. (2012). Memahami penelitian kualitatif. Bandung: Alfabeta.

Sutisna, F. A., Durohman, H., & Anugrah, M. Y. (2024). The impact of Islamic work ethics, attitude, and hedonic values on the intention to establish

sustainable entrepreneurship among Muslim students in Java. Al-Dzahab, 5(1), 8–24. https://doi.org/10.32939/dhb.v5i1.3503

Widodo, W., Atmaja, I. K., Siswanto, H., Firmansyah, A., & Yusuf, A. (2024). Entrepreneurship-based non-formal education program development through coaching clinic. Journal of Nonformal Education, 10(1), 1–9. https://doi.org/10.15294/jone.v10i1.1587

Wijayanto Aripradono, H., Nursyamsi, I., Wahab, A., & Sultan, Z. (2024). Educational technology for digital transformation of higher education institutions into entrepreneurial universities. Policy & Governance Review, 8(3), 303. https://doi.org/10.30589/pgr.v8i3.1019

Yacine, H., Al-Jubari, M., Al-Aalawi, A., Amjed, I., Sohail, E., & Mohamed, A. (2025). Religiosity and resilience in entrepreneurship: Uncovering the underlying mechanism through the lens of spiritual capital. International Journal of Entrepreneurial Behavior & Research, 31(5), 1287–1310. https://doi.org/10.1108/IJEBR-02-2024-0187