

Entrepreneurial Strengthening Mindset Through Entrepreneurship Seminar, Innovation, and Community Empowerment in Cultivating the Entrepreneurial Spirit of Prospective Teachers at Universiti Tun Hussein on Malaysia

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ABSTRACT

The rapid transformation of twenty-first-century education requires prospective teachers to develop not only pedagogical competence but also an entrepreneurial mindset that fosters creativity, innovation, leadership, and problem-solving skills. However, entrepreneurship education in teacher preparation programs remains predominantly business-oriented, limiting its integration into educational practice. This community service program aimed to strengthen the entrepreneurial mindset of prospective teachers through an international seminar entitled *Entrepreneurship, Innovation, and Community Empowerment* at Universiti Tun Hussein Onn Malaysia (UTHM). The seminar was conducted through a collaboration between Universitas Negeri Jakarta (UNJ), Universiti Tun Hussein Onn Malaysia (UTHM), and the Indonesian Multidisciplinary Lecturer Community (KDMI). The program adopted a Participatory Learning and Action (PLA) approach integrated with Experiential Learning, incorporating interactive lectures, case-based discussions, group reflections, and collaborative learning activities. Thirty-two undergraduate students enrolled in the Teacher Education Program participated in the seminar. Program effectiveness was evaluated using a pre-test and post-test questionnaire consisting of ten Likert-scale items. The findings revealed improvements across all evaluated dimensions of entrepreneurial mindset. The overall mean score increased from 3.18 ± 0.52 in the pre-test to 4.13 ± 0.37 in the post-test, representing a 29.9% improvement. The greatest improvement was observed in participants' readiness to integrate entrepreneurial values into teaching practices (42.4%). Participants also demonstrated enhanced awareness of innovation, educational leadership, and community engagement through school-based empowerment initiatives. Furthermore, the program supports the achievement of Sustainable Development Goals (SDGs), particularly SDGs 4, 8, 11, and 17. These findings indicate that participatory international seminars provide an effective strategy for strengthening entrepreneurial competencies among prospective teachers while promoting educational innovation, community empowerment, and sustainable international academic collaboration.

Keywords: entrepreneurial mindset; entrepreneurship education; prospective teachers; community empowerment; participatory learning; teacher education; Sustainable Development Goals.

INTRODUCTION

The transformation of 21st-century education has shifted the learning paradigm from mere knowledge transfer to competency development oriented toward creativity, innovation, collaboration, communication, and problem-solving skills. The development of digital technology, artificial intelligence (AI), and the development of AI have significantly impacted the learning process. Intelligence), and the knowledge-based economy require educational institutions to prepare graduates who not only possess academic competence but are also able to adapt to change, create opportunities, and provide solutions to various social and economic problems (OECD, 2023; UNESCO, 2021). In this context, the development of *entrepreneurial mindset* is one of the main

competencies that prospective teachers must have in order to be able to form students who are innovative, adaptive, and globally competitive (Neck et al. , 2021).

Entrepreneurship education today is no longer seen as learning that is oriented towards the formation of business actors alone, but rather as a process of forming a mindset *that* encourages individuals to have the courage to take the initiative, think creatively, be able to identify opportunities, innovate, and create value . *creation*) for society (Bell, 2020; Shane, 2020). Ribeiro et al. (2023) explains that *entrepreneurial mindset* Entrepreneurship is a combination of opportunity recognition, creativity, innovation, risk-taking, and adaptability to change, which are the primary foundations for developing entrepreneurial character. Therefore, entrepreneurship education needs to be directed not only at producing new entrepreneurs but also at developing individuals with innovative character across various professional fields.

Various previous studies have shown that the effectiveness of entrepreneurship education is greatly influenced by the learning approach used. Experiential learning is *a learning*), *project-based learning* , *problem- based Learning* , collaboration with the community, and integration of digital technology have been proven to increase creativity, critical thinking skills, communication, collaboration, self-confidence, and students' decision-making abilities (Lackéus , 2020; Rahmi et al. al. , 2025; Ratten & Jones, 2021). In addition to improving academic competency, this approach can also build the entrepreneurial character needed to face the increasingly complex dynamics of the workplace and social change .

For prospective teachers, mastery *entrepreneurial mindset* has a broader meaning than the ability to build a business. Future teachers are expected to be *learning leader* which is able to inspire students to think innovatively, develop creativity, utilize technology responsibly, and build collaboration with various stakeholders (Kuratko , 2020; Kuratko et al. , 2021). Teachers also play a role as *change agent* which is able to connect learning with the needs of society so as to produce graduates who not only have pedagogical competence , but also the ability to create innovation and solve various real problems.

Despite this, various studies still show a gap between entrepreneurship education in higher education and its implementation in learning practices. Most students, especially prospective teachers, still view entrepreneurship as merely an economic or business activity and therefore do not understand that *entrepreneurial mindset* is a professional competency that every educator must possess (Rauf & Jones, 2025; Syafitri, 2025). Furthermore, the integration of learning innovation, digital literacy , and entrepreneurial character development in teacher education still faces various challenges, both in terms of curriculum and learning strategies (Arifin, 2022; Ministry of Education , Culture, Research, and Technology , 2022).

As an effort to answer this challenge, community service activities were carried out in the form of an international seminar with the theme " **Entrepreneurship , Innovation , and Community Empowerment** " with subthemes " **Entrepreneurial" Mindset** " and the topic "How Teachers Cultivate an Entrepreneurial Spirit" . This activity presents speakers **Dr. Endrik Andika, S.AB., M.AB., Ratih Eka Sakti, SE, MM, and Yusrawati, SE, MM** The seminar was held through collaboration between Jakarta State University (UNJ), Universiti Tun Hussein Onn Malaysia (UTHM), the Indonesian Multidisciplinary Lecturer Community (KDMI), and other institutional partners as part of strengthening international academic networks in the development of entrepreneurship education.

The seminar is designed to be interactive, encompassing presentations, discussions, case studies, reflections, and group presentations. The material emphasizes not only basic entrepreneurial concepts but also integrates learning innovation, educational leadership, digital technology utilization, and implementation strategies. *entrepreneurial mindset* in 21st century learning. This approach is in line with the concept *experiential learning* which places participants as active subjects in the learning process so that they are able to build understanding contextually (Lackéus , 2020; Rahmi et al. , 2025)

This activity has novelty *compared* to previous community service programs because it integrates **entrepreneurship**, **innovation**, and **teacher education** within a single framework for developing prospective teacher competencies through international collaboration. This integration is expected to strengthen prospective teachers' capacity in developing innovative learning oriented toward building students' entrepreneurial character. Thus, the goal of this activity is to increase prospective teachers' understanding of the importance of *entrepreneurial mindset*, strengthening their ability to integrate entrepreneurial values into the learning process, and producing teacher competency development models that are relevant to the needs of 21st-century education and support the achievement of the Sustainable Development Goals, *especially in* the aspects of quality education, decent work, economic growth, and global partnerships (OECD, 2023; UNESCO, 2021).

Based on this description, the aim of this community service activity is to increase participants' understanding and awareness of the importance of *entrepreneurship. mindset* for the teaching profession, strengthening teachers' ability to integrate entrepreneurial values into the learning process, and encouraging educational innovations that impact community empowerment. The results of this activity are expected to become a model for developing prospective teachers' competencies through an entrepreneurial education approach that is relevant to the needs of the 21st-century education world and supports the achievement of the Sustainable Development Goals, *particularly in* the aspects of quality education, decent work, economic growth, and global partnerships.

Implementation Method

Program effectiveness was evaluated using a pre-test and post-test design to examine changes in participants' entrepreneurial mindset following the seminar. Evaluation data were collected through a structured questionnaire comprising ten items measured on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). The instrument assessed four dimensions: (1) understanding of entrepreneurial mindset concepts, (2) ability to identify opportunities for innovation in teaching and learning, (3) readiness to integrate entrepreneurial values into educational practice, and (4) commitment to becoming innovative and adaptive future educators. Descriptive statistical analysis, including mean scores and percentage improvements, was employed to compare participants' responses before and after the intervention and to evaluate the effectiveness of the seminar in strengthening entrepreneurial competencies.

Table 1. Pre-test and Post-test Results of Participants' Entrepreneurial Mindset

Indicator	Pre-test (Mean $\pm$ SD)	Post-test (Mean $\pm$ SD)	Improvement (%)
Understanding of entrepreneurial mindset	3.25 $\pm$ 0.45	4.15 $\pm$ 0.38	27.7%
Ability to identify opportunities for instructional innovation	3.10 $\pm$ 0.52	3.90 $\pm$ 0.41	25.8%
Readiness to integrate entrepreneurial values into teaching practices	2.95 $\pm$ 0.61	4.20 $\pm$ 0.35	42.4%
Commitment to becoming an innovative and adaptive teacher	3.40 $\pm$ 0.48	4.25 $\pm$ 0.32	25.0%
Overall Mean	3.18$\pm$0.515	4.13$\pm$0.365	29.9%

The pre-test and post-test evaluation indicated improvements across all assessed dimensions of participants' entrepreneurial mindset. Overall, the mean score increased from **3.18** in the pre-test to **4.13** in the post-test, representing an improvement of **29.9%**. The greatest improvement was observed in participants' readiness to integrate entrepreneurial values into teaching practices (**42.4%**), followed by their understanding of entrepreneurial mindset concepts (**27.7%**) and commitment to becoming innovative and adaptive educators (**25.0%**). These findings suggest that the seminar effectively enhanced participants' entrepreneurial competencies and strengthened their preparedness to apply entrepreneurial principles in future educational settings.

The seminar involved 32 undergraduate students enrolled in the Teacher Education Program at Universiti Tun Hussein Onn Malaysia. Participants were selected using purposive sampling based on their active enrollment and willingness to participate throughout the seminar activities.

Community service activities were carried out in the form of an international seminar with the theme "Entrepreneurship, Innovation, and Community Empowerment", subtheme "Entrepreneurial Mindset", and the topic "Growing the Entrepreneurial Spirit of Prospective Teachers". This activity is the result of collaboration between Jakarta State University (UNJ), Universiti Tun Hussein Onn Malaysia (UTHM), and the Indonesian Multidisciplinary Lecturer Community (KDMI) as an effort to strengthen the competence of prospective teachers in facing the challenges of 21st-century education.

The program targets students at Universiti Tun Hussein Onn Malaysia (UTHM) preparing to become future teachers. The selection of these students is based on the importance of developing entrepreneurial character during higher education, ensuring that prospective teachers not only possess pedagogical competence but also become innovative, creative, and adaptive educators, fostering entrepreneurial character in their students.

Implementation of community service using a participatory approach Learning and Action (PLA) combined with Experiential Learning. This approach provides participants with the opportunity to actively engage through a process of sharing experiences, discussion, reflection, and solving real-world problems related to the implementation of entrepreneurship education in schools.

Implementation Stages

The implementation of the activity consists of four stages, namely:

Preparation Stage

The initial stage involved coordination between the community service team and partners at UTHM regarding participant needs, developing seminar materials, assigning resource persons, and developing activity evaluation instruments. This stage also identified prospective teachers' entrepreneurial competency needs based on the challenges of education in the digital era.

Seminar Implementation Stage

The core activities are carried out through interactive seminars that focus on strengthening **entrepreneurial mindset** as a basic competency for prospective teachers.

The seminar material was delivered by three speakers with the following division.

Dr. Endrik Andika, S.AB., M.AB.

Material on the importance of *entrepreneurship mindset* for the teaching profession, characteristics of teachers with an entrepreneurial spirit, and changes in the educational paradigm from *teacher centered* towards *innovation centered learning*. The resource person emphasized that future teachers must be able to become opportunity creators (*creator*), not just a transmitter of information.



Ratih Eka Sakti, SE, MM

Material on strategies to foster the entrepreneurial spirit of prospective teachers through creative, *project-based learning problem - based learning*, and the development of critical thinking, creativity, communication, collaboration, and leadership skills. In this session, participants are encouraged to understand that entrepreneurship is a mindset *that* can be applied in every learning process, not just in entrepreneurship subjects.



Yusrawati, SE, MM

Material on educational innovation and implementation of social entrepreneurship (*social entrepreneurship entrepreneurship*) in learning. Participants were given examples of good practices on how teachers can build a culture of innovation, empower the school environment, and develop learning projects that benefit the community.



Discussion and Reflection Stage

After the presentation of the material, participants took part in an interactive discussion using the case-based method. Discussion . Each group was given a case study on the challenges teachers face in fostering an entrepreneurial spirit in students in the digital age.

Participants were asked to identify:

- teacher characteristics needed in the 21st century;
- learning strategies that can foster student creativity;
- ethical use of digital technology in learning;
- forms of innovation that can be applied in the school environment.

The results of the discussion were then presented and feedback was obtained from the resource persons so that a joint reflection process took place regarding the implementation of *entrepreneurialism. mindset* in the teaching profession.



Evaluation Stage

The evaluation was conducted formatively through participant observation during the seminar, discussions, and question-and-answer sessions. Additionally, participants completed an evaluation form to determine their level of understanding of the material presented and their perceptions of the importance of *entrepreneurship. mindset* for prospective teachers.

The evaluation focuses on four aspects, namely:

1. understanding the concept of *entrepreneurship mindset* ;
2. ability to identify innovation opportunities in learning;
3. readiness to integrate entrepreneurial values in the learning process; and
4. commitment to being an innovative and adaptive teacher to technological developments.



Learning methods

To increase the effectiveness of activities, the seminar applies several complementary learning methods, namely:

- Interactive Lecture , to provide a conceptual foundation regarding entrepreneurship education.
- Case-Based Learning , to train analytical skills on real problems in the world of education.
- Group Discussion , to develop collaboration and communication skills.
- Reflective Learning , to help participants evaluate their readiness as prospective teachers who have an entrepreneurial spirit.

Success Indicators

The success of the activity is measured based on the following indicators.

1. Increased participant understanding of **entrepreneurial concepts mindset** as the main competency of prospective teachers.
2. Increased participant awareness of the importance of innovation in the learning process.
3. Increasing participants' ability to design learning that encourages creativity, independence, and problem-solving skills.
4. The participants' commitment to becoming teachers who are able to foster entrepreneurial character in students through innovative learning is built.

Community Service Implementation Flow



This implementation method is designed to not only provide knowledge transfer but also encourage participatory, reflective, and applied learning. Thus, community service activities are expected to strengthen *entrepreneurial mindset* prospective teachers, increasing their capacity in developing learning innovations, and expanding international collaboration networks in developing entrepreneurship education.

RESULTS AND DISCUSSION

Results of Activity Implementation

Community service activities were carried out in the form of an international seminar with the theme "Entrepreneurship, Innovation, and Community Empowerment" with the subtheme "Entrepreneurial Mindset" and the topic "Growing the Entrepreneurial Spirit of Prospective Teachers". The activity was held through a collaboration between Jakarta State University (UNJ), Universiti Tun Hussein Onn Malaysia (UTHM), and the Indonesian Multidisciplinary Lecturer Community (KDMI). The target of the activity is students of Universiti Tun Hussein Onn Malaysia as prospective teachers who are prepared to face the challenges of education in the era of digital transformation.

The seminar proceeded according to the planned stages, starting with the presentation of material by the resource person, followed by an interactive discussion, case studies, group presentations, and a reflection session. The entire series of activities was aimed at developing participants' understanding that entrepreneurship is not only about the ability to build a business, but also about a mindset (*entrepreneurial mindset*) that every prospective teacher needs to have in carrying out the learning process.

The first material delivered by **Dr. Endrik Andika, S.AB., M.AB.** emphasized the importance of *entrepreneurship. Mindset* as a basic competency for 21st-century teachers. Participants gained an understanding that teachers no longer merely serve as conveyors of information, but rather as learning facilitators, innovators, and agents of change capable of creating a creative learning environment and encouraging students to find solutions to various problems.

The second topic, presented by **Ratih Eka Sakti, SE, MM**, focused on strategies for integrating entrepreneurial values into the learning process. The discussion included the application of *project-based learning. problem-based learning*, and *experiential learning* as an approach that is able to develop creativity, critical thinking skills, communication, collaboration, and the courage to take initiatives.

Next, **Yusrawati, SE, MM** delivered material regarding the importance of innovation in education and the implementation of social entrepreneurship (*social entrepreneurship. entrepreneurship*) through learning activities. Participants are encouraged to understand that teachers have a strategic role in building a culture of innovation in the school environment and developing learning that benefits the community.

In addition to the presentation of the material, the activity continued with a group discussion using a case study on the challenges teachers face in fostering students' entrepreneurial spirit in the digital age. Participants discussed various alternative learning strategies that can be implemented to develop creativity, leadership, problem-solving skills, and decision-making skills. The results of the discussion were then presented and received feedback from the speakers, fostering reflection and strengthening understanding.

Based on observations during the event, participants demonstrated high levels of enthusiasm for the seminar. This was evident in their active participation in the discussion sessions, the numerous questions asked, and their ability to relate the material to their experiences and the educational context in their respective environments. This demonstrates that the topics raised are relevant to the needs of prospective teachers facing the changing educational paradigm.

Community Empowerment Implementation

Beyond strengthening entrepreneurial competencies, the seminar emphasized the practical application of entrepreneurial mindset through community empowerment initiatives. During the case-based learning sessions, participants collaboratively designed school-based community engagement programs, including entrepreneurship workshops for parents, project-based learning focused on developing local products, and social entrepreneurship initiatives involving schools, local communities, and small enterprises. These activities encouraged participants to address real-world educational and socio-economic challenges by applying innovative and collaborative problem-solving approaches.

The findings indicate that entrepreneurial mindset is not confined to business creation but represents a transformative educational approach that empowers future teachers to become community leaders and change agents. By integrating entrepreneurship into teaching practices, prospective teachers can facilitate stronger partnerships between schools and local communities, promote social innovation, and create learning experiences that generate meaningful societal impact.

Moreover, these initiatives directly support the achievement of the Sustainable Development Goals (SDGs). Specifically, they contribute to SDG 4 (Quality Education) by fostering learner-centered and innovative pedagogies, SDG 8 (Decent Work and Economic Growth) by cultivating entrepreneurial competencies and supporting local economic resilience, SDG 11 (Sustainable Cities and Communities) through community-based educational innovation, and SDG 17 (Partnerships for the Goals) by reinforcing international collaboration among universities, educational institutions, and community stakeholders. Consequently, the integration of entrepreneurial mindset with community empowerment provides a sustainable framework for preparing future teachers who are capable of driving educational innovation and promoting inclusive community development.

DISCUSSION

The implementation of the seminar showed that strengthening *entrepreneurial Mindset development* is an important strategy for improving the professional competence of prospective teachers. The entrepreneurial spirit developed in this activity is not understood solely as the ability to run a business, but as the ability to think creatively, innovatively, adaptively, boldly take initiative, and recognize opportunities to solve various educational problems.

This finding is in line with research by Wardana et al. (2020) stated that entrepreneurship education plays a crucial role in shaping an entrepreneurial mindset by enhancing creativity, innovation, and the ability to identify opportunities. Similarly, Lackéus (2020) emphasized that entrepreneurship education has a broader impact than business education because it contributes to the development of character, leadership, and problem-solving skills.

During the activity, participants not only receive theoretical material but also engage in participatory learning through discussions and case studies. This approach provides participants with the opportunity to construct knowledge based on real-world experiences and situations encountered in education. This approach aligns with the *Experiential Theory. Learning* states that the learning process will be more meaningful when participants are actively involved in experiencing, reflecting, conceptualizing, and implementing learning experiences.

Material about *project-based learning* and *problem-based Project-based learning* received high attention from participants because it was considered relevant to the implementation of 21st-century learning. Through these two approaches, teachers can create a learning environment that encourages students to think critically, collaborate, generate creative ideas, and develop problem-solving skills. Various studies have shown that project-based learning can increase creativity, self-confidence, and entrepreneurial skills in college and university students.

Discussions on the use of digital technology were also an important part of the seminar. Participants recognized that technological developments, including artificial intelligence (AI), are rapidly evolving. Intelligence (ICT)

offers a significant opportunity to improve the quality of learning when used ethically and responsibly. Teachers are required to possess strong digital literacy to utilize technology as a learning tool without neglecting humanitarian values and professional ethics.

This activity also demonstrated that developing prospective teachers' entrepreneurial spirit cannot be achieved through mere theoretical presentations but requires contextual, collaborative, and reflective learning experiences. Therefore, international seminars, which bring together participants from diverse backgrounds, provide added value in the form of exchanging experiences, cross-cultural insights, and strengthening international academic networks.

entrepreneurial values into the learning process. *The mindset is expected to be able to produce teachers who are not only* pedagogically competent, but also have the ability to be innovators, learning leaders, and agents of change who are able to foster entrepreneurial character in students.

Overall, the results of the activity showed that this international seminar was an effective medium in broadening participants' insight regarding the importance of *entrepreneurship*. The collaboration between Indonesian and Malaysian universities also strengthens a shared commitment to developing innovative, adaptive education that is oriented toward developing globally competitive human resources.

Limitations

Despite the positive outcomes of this community service program, several limitations should be acknowledged. First, the seminar was conducted at a single partner institution, namely Universiti Tun Hussein Onn Malaysia (UTHM), which may limit the generalizability of the findings to other educational contexts. Second, the evaluation focused primarily on participants' immediate perceptions and learning outcomes following the seminar, without assessing the long-term retention or practical implementation of the entrepreneurial competencies acquired. Third, the assessment employed descriptive evaluation methods, emphasizing participants' responses and reflections rather than experimental or longitudinal measurements of behavioral change. Finally, the community empowerment component was implemented through case-based discussions and program design activities rather than direct field-based interventions, limiting the opportunity to measure its tangible social and economic impacts on local communities.

Future community engagement programs are therefore recommended to involve a larger and more diverse group of participants across multiple institutions, incorporate longitudinal follow-up assessments, and integrate community-based projects that enable prospective teachers to implement entrepreneurial initiatives directly within schools and surrounding communities. Such improvements would provide stronger empirical evidence regarding the effectiveness and sustainability of entrepreneurial mindset development in teacher education while contributing more substantially to community empowerment and the achievement of the Sustainable Development Goals (SDGs).

CONCLUSION

Community service activities carried out through an international seminar with the theme "Entrepreneurship, Innovation, and Community Empowerment" with the subtheme "Entrepreneurial Mindset" has made a positive contribution in increasing the understanding of prospective teachers regarding the importance of entrepreneurial spirit as one of the essential competencies of educators in the 21st century. Through the delivery of materials, interactive discussions, case studies, and reflections, participants gained insight that entrepreneurship is not only interpreted as the ability to build a business, but also as a mindset that encourages creativity, innovation, problem-solving skills, leadership, courage to take initiatives, and the ability to adapt to change.

The implementation of the seminar showed that strengthening *entrepreneurial mindset* is a relevant strategy in preparing prospective teachers to create more innovative, contextual, and student-centered learning processes.

Teachers with an entrepreneurial spirit will be better prepared to develop project-based learning, encourage creativity and collaboration, utilize digital technology ethically, and build a learning environment that encourages students to think critically and create solutions to various societal problems.

This activity also strengthens international academic collaboration between Jakarta State University (UNJ), Universiti Tun Hussein Onn Malaysia (UTHM), and the Indonesian Multidisciplinary Lecturers Community (KDMI) in developing entrepreneurship education for prospective teachers. This synergy is expected to be the initial step for implementing sustainable collaborative programs, such as seminars, training, joint research, and community service focused on strengthening teacher competencies in the era of digital transformation.

The evaluation findings demonstrate that the seminar significantly enhanced participants' understanding of the entrepreneurial mindset while increasing their preparedness to incorporate entrepreneurial values into classroom practice. The participatory learning approach encouraged active engagement, critical reflection, and collaborative problem-solving, enabling participants to translate theoretical concepts into practical educational strategies. These results underscore the effectiveness of international seminars as a professional development platform for preparing prospective teachers with the entrepreneurial competencies, innovative thinking, and adaptive leadership skills required to address the challenges of twenty-first-century education. Furthermore, the integration of entrepreneurial mindset with community-oriented learning reinforces the role of future teachers as innovators, change agents, and contributors to sustainable community development.

As a follow-up, it is suggested that *entrepreneurial development mindset* is not only carried out through seminars, but is also systematically integrated into the teacher education curriculum through project-based learning (*Project- Based Learning*), problem-based learning (*Problem- Based Learning*), social entrepreneurship activities (*social entrepreneurship*), as well as community service programs. Thus, prospective teachers are expected to be able to become agents of change (*change agents*) who not only transfer knowledge, but also inspire the birth of a creative, innovative, independent generation with an entrepreneurial spirit to face global challenges.

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