Al-Aghniya: Journal of Syariah Business Management
DOI: https://doi.org/10.58988/aghniya.v1i1.368
E-ISSN: XXXX-YYYY
Vol. 1 No. 1 (2024)

The Application of Entrepreneurial Models in the Development of Educational Management Curriculum

Muh Ibnu Sholeh[1], Mohamed Ramadhan Abd Allah Mohamed[2], Nur 'Azah[3], Sokip[4], Asrop Syafi'i[5]

[1] KH Muhammad Ali Shodiq Islamic College; indocelllular@gmail.com
[2] South Valley University, Qena; mohamed.eletmany@sci.svu.edu.eg
[3] Hasyim Asy'ari University; azahnur@gmail.com
[4] Sayyid Ali Rahmatullah State Islamic University; ardhan6000@gmail.com
[5] Sayyid Ali Rahmatullah State Islamic University; aasrop.stainta@gmail.com

ABSTRACT

This study investigated the integration of entrepreneurial models into the development of educational management curricula within higher education institutions. Given the critical role of entrepreneurship in contemporary higher education, the research employed a library research methodology. This involves the systematic collection of data from a range of sources, including books, journal articles, theses, dissertations, research reports, and other relevant academic publications. Data is retrieved from academic databases such as Google Scholar, JSTOR, ProQuest, EBSCOhost, and university digital repositories to access literature pertinent to entrepreneurship and higher education. The analysis results indicated that each entrepreneurship model has its own strengths and challenges. The Entrepreneurship-Based Education Model integrates entrepreneurial principles holistically into various courses, while the Project-Based Entrepreneurship Model emphasises practical experience. The Case-Based Learning Model develops students' analytical skills by solving real business problems, and the Incubator and Accelerator Models provide essential support and resources to turn business ideas into successful ventures. The main challenges include resource limitations, industry support, and the need for continuous evaluation and refinement. These findings are expected to significantly contribute to the development of higher education management curricula and support the preparation of a more adaptive and innovative future generation in the field of entrepreneurship.

Keywords: *Entrepreneurship, Educational Management, Higher Education, Curriculum Development*

How to Cite Sholeh, M. I., Mohamed, M. R. A. A., 'Azah, N., Sokip, S., & Syafi'i, A. (2024). The Application of Entrepreneurial Models in the Development of Educational Management Curriculum. *Al-Aghniya: Journal of Syariah Business Management*, *1*(1), 33–42. https://doi.org/10.58988/aghniya.v1i1.368

INTRODUCTION

Entrepreneurship has increasingly become a fundamental pillar in global economic development, fostering innovation, job creation, and economic growth (Morris & Kuratko, 2016). Within higher education, entrepreneurship transcends its role as a mere academic discipline to serve as a strategic framework designed to equip students for the rapidly evolving job market (Zhao & Seibert, 2006). The integration of entrepreneurial models into educational management curricula at tertiary institutions is therefore crucial for imparting relevant, outcome-oriented skills that emphasize personal development and innovation (Fayolle, 2013). In the context of globalization and digitalization, technological advancements and shifts in the business environment are occurring at an unprecedented rate (Vick & Robertson, 2018). Higher education institutions, responsible for preparing future generations, are confronted with significant challenges in revising and updating their curricula (Huang et al., 2021). This task is essential to ensure that educational offerings remain pertinent to the evolving needs of industry and the labor market (Hattab, 2014).

The rapid pace of change necessitates that higher education institutions adapt their instructional content and pedagogical approaches to align with professional demands (Fletcher, 2004). A viable strategy for achieving this relevance is the integration of entrepreneurial models into educational management curricula(Stough et al., 2018). Such integration involves not only the theoretical aspects of entrepreneurship but also emphasizes the practical application of essential entrepreneurial skills (Sholeh et al., 2023). Incorporating entrepreneurial models into educational management curricula provides a robust framework for students to develop the requisite entrepreneurial skills needed in the business world (Fellnhofer, 2016). For example, students are trained to enhance their creativity, develop innovative solutions, and exhibit effective leadership. Moreover, other critical business competencies such as strategic planning, financial management, and marketing are addressed comprehensively (Araujo et al., 2023).

Students gain not only theoretical knowledge but also valuable practical experience (Weibl, 2014). This experience significantly enhances their ability to tackle workplace challenges and prepares them for successful entrepreneurial ventures. By enriching curricula with entrepreneurial skills, higher education institutions can help students refine their creativity and inspire them to pursue business opportunities (Maina, 2013). Furthermore the augmentation of entrepreneurial skills is anticipated to bolster graduates' competitiveness in an increasingly competitive job market (Stough et al., 2018). Graduates equipped with robust entrepreneurial skills are not only better prepared to enter the workforce but also have the potential to establish new ventures(Hindle & Klyver, 2011). This not only supports overall economic growth but also contributes to job creation and societal innovation.

By incorporating entrepreneurial models into their curricula, higher education institutions can play a pivotal role in preparing a generation that is both ready to meet labor market demands and capable of driving economic growth through entrepreneurship (Rauch & Hulsink, 2015). This strategic initiative ensures that higher education remains relevant and effective in addressing the evolving dynamics of the business environment (Rauch & Hulsink, 2015). Nevertheless, despite the increasing adoption of entrepreneurial approaches in academic programs, significant challenges persist in their implementation (Sholeh & Syafi'i, 2024). Challenges include inadequate resources, insufficient industry support, and difficulties in aligning entrepreneurial models with existing educational management curricula (Higgins & Elliott, 2011). Additionally, there is a pressing need for ongoing evaluation and refinement of the entrepreneurial models in use to ensure their continued effectiveness and relevance (Lena, 2003). This study aims to explore the application of entrepreneurial models in the development of educational management curricula in higher education.

The primary focus of this research is to examine how entrepreneurial models can be effectively integrated into existing curricula, the challenges encountered during implementation, and their impact on students' entrepreneurial competencies (Béchard & Grégoire, 2005). The study will also assess various strategies adopted by higher education institutions in implementing these models and provide recommendations for enhancing curriculum development. Therefore, the findings of this study are anticipated to contribute significantly to the advancement of educational management curricula in higher education and support efforts to prepare future generations to be more adept and innovative in the realm of entrepreneurship

METHODS

This study employed a library research method to explore the application of entrepreneurial models in the development of educational management curricula at higher education institutions. This approach aims to review and analyze relevant literature to provide in-depth insights into the implementation of entrepreneurial models within curricula, as well as to identify associated challenges and impacts. The library research methodology

encompasses the utilization of various literary sources such as books, journal articles, theses, dissertations, research reports, and other academic publications related to the research topic (Creswell, 2009). The first step in this research involves the identification of the research topic and formulation of research questions. The focus is on the integration of entrepreneurial models within educational management curricula at higher education institutions. The research questions addressed include: What entrepreneurial models are integrated into educational management curricula at higher education institutions? What are the impacts of these models on the development of students' entrepreneurial skills? What challenges are encountered in implementing these entrepreneurial models within curricula? This approach aligns with research design guidelines that encompass the formulation of research questions and objectives (Patton, 2014).

In the data collection phase, various techniques are employed to gather information. The first technique involves collecting literature from sources such as books, journal articles, theses, dissertations, research reports, and other relevant academic publications. Academic databases such as Google Scholar, JSTOR, ProQuest, EBSCOhost, and university digital repositories will be utilized to access literature related to entrepreneurship and higher education. Literature selection criteria include credibility, relevance, and currency, focusing on works authored by experts in the fields of entrepreneurship or higher education, and reflecting recent developments and practices (Shull et al., 2008). For search techniques, keywords such as "entrepreneurial models," "educational management curriculum," "entrepreneurship education," "entrepreneurship integration," and "higher education" will be used to identify relevant sources. Additionally, references from primary literature will be utilized to locate supplementary materials related to the research topic. A systematic approach to searching will be employed to ensure the retrieval of precise and relevant information (Fink, 2019).

The data analysis phase will involve several analytical techniques. Coding and categorization processes will be applied to highlight and group important information from the literature into main categories or themes, such as entrepreneurial models, implementation challenges, and impacts on students. Thematic analysis will be used to identify patterns, themes, and relationships within the literature related to the application of entrepreneurial models in curricula. Synthesis and integration of results from various sources will be conducted to develop a coherent understanding of the application of entrepreneurial models and their impact on higher education curricula. The quality of information will also be assessed to ensure accuracy and consistency in the analysis (Mertens, 2023). Conclusions and recommendations will be formulated based on the results of the data analysis. Conclusions will summarize the effectiveness of entrepreneurial models within curricula and their impact on the development of students' entrepreneurial skills. Recommendations will be proposed for more effective curriculum development, including strategies to address challenges and optimize the use of entrepreneurial models. The research findings will be presented in a research report that includes background, methodology, analytical results, conclusions, and recommendations, with data presented in clear and structured formats such as tables, graphs, and diagrams to facilitate comprehensive understanding (Gliner & Morgan, 2017).

RESULTS AND DISCUSSION

Analysis of Entrepreneurship Education Models

1. Entrepreneurship-Based Education Model

The Entrepreneurship-Based Education Model integrates entrepreneurial principles throughout all aspects of the management education curriculum. The primary focus of this model is the development of entrepreneurial skills and attitudes among students. It adopts a holistic approach, incorporating entrepreneurship elements into various courses rather than limiting them to specialized entrepreneurship courses. Consequently, students learn not only

the theory of entrepreneurship in an isolated context but also apply it across diverse situations and disciplines (Karl, 2001).

An example of this model's implementation can be found at Harvard Business School, where entrepreneurship is integrated into every management course. The curriculum adopts a real-world project approach, where students are directly involved in the development of relevant entrepreneurial projects. Students not only learn the theory in the classroom but also apply it in the context of real projects. This enables them to gain practical experience and deepen their understanding of how entrepreneurial principles can be applied in various business scenarios (Murphy Jr, 2010).

2. Model Project-Based Entrepreneurship Model

The Project-Based Entrepreneurship Model focuses on students' direct involvement in real entrepreneurial projects. This model emphasizes the importance of practical experience as an integral part of the learning process. Students are given the opportunity to work on actual entrepreneurial projects, often in collaboration with startups or small businesses (Kolb, 2014). At Stanford Graduate School of Business, students engage with startups as part of their learning experience. This program provides students with the chance to collaborate with startup founders and work on real entrepreneurial challenges. Through this involvement, students learn about market dynamics, product development, and business strategies in a real and practical context. This approach helps students develop the practical skills necessary for success in the entrepreneurial world (Jansen et al., 2015).

3. Case-Based Learning Model

The Case-Based Learning Model uses real-world case studies to teach entrepreneurship principles. This model enables students to analyze and solve actual business problems, using real-world cases as learning tools. This approach helps students understand entrepreneurship concepts in a more realistic and complex context (Ridder, 2017). At the Massachusetts Institute of Technology (MIT), case studies of startup companies are used to teach students about entrepreneurial strategy and innovation. Students analyze cases from emerging companies and solve the problems these companies face. This approach provides students with insights into the real challenges entrepreneurs encounter and allows them to apply theory to relevant situations (Roberts, 2011).

4. Incubator and Accelerator Model

The Incubator and Accelerator Model provides facilities and support to foster student business ideas. This model often includes mentors, resources, and funding to help students develop and launch their business ideas. Incubation and acceleration facilities serve as supportive environments, allowing students to receive the guidance and resources needed to transform business ideas into successful ventures (Mian, 2011). At the Berkeley Haas School of Business, the business incubator offers various facilities and support for students looking to start ventures. The programs provide experienced mentors, technical resources, and initial funding to help students develop and launch their entrepreneurial projects. This approach gives students access to professional networks and critical resources necessary for their success in the entrepreneurial world(Solt et al., 2005).

The analysis of entrepreneurial education models shows that each model has its own advantages and challenges. The Entrepreneurship-Based Education Model offers a holistic approach by integrating entrepreneurial principles into various courses, strengthening cross-disciplinary understanding. The Project-Based Entrepreneurship Model emphasizes practical experience, equipping students with the skills needed in the real world. The Case-Based Learning Model helps students develop analytical skills by solving real business problems, while the Incubator and Accelerator Model provides essential support and resources to turn business ideas into successful ventures. Effective implementation of these models can significantly contribute to developing students' entrepreneurial skills and preparing them to face challenges in the business world.

Comparative Analysis

1. Integration of Entrepreneurial Principles Across Disciplines

The integration of entrepreneurial principles across various disciplines aims to disseminate entrepreneurial spirit throughout higher education. This method emphasizes the importance of teaching entrepreneurial skills not only in business programs but also in the sciences, engineering, arts, and social sciences. It enables students from diverse academic backgrounds to acquire relevant skills and think innovatively within their respective fields of study. For instance, at Harvard University, entrepreneurial principles are integrated into every management course, allowing students to apply entrepreneurial theory in various academic and professional contexts (Chia, 1996). This approach enhances cross-disciplinary understanding and promotes collaboration among students from different majors, ultimately creating a more dynamic and creative learning environment. The main challenge in this integration is ensuring that all faculty members have sufficient understanding and capability to teach entrepreneurial principles within the context of their respective fields.

2. Experiential Learning in Entrepreneurship Education

Experiential learning in entrepreneurship education emphasizes learning through direct experience. Students are provided with opportunities to engage in entrepreneurial projects, such as collaborating with startups, internships, or real-world class projects. At Stanford University, this model is implemented by involving students in startups as part of their learning experience, allowing them to develop practical skills essential for success in the entrepreneurial world (Shah & Pahnke, 2014). This approach offers significant benefits in developing practical skills and real-world problem-solving abilities, which are often unattainable through traditional learning methods. However, implementing experiential learning requires strong industry partnerships and often necessitates greater resources to ensure students gain meaningful experiences.

3. Contextual and Analytical Learning in Entrepreneurship Education

Contextual and analytical learning in entrepreneurship education involves using real-world case studies to teach entrepreneurial principles. This method enables students to analyze and solve business problems derived from actual business situations, using real-life cases as learning tools. At the Massachusetts Institute of Technology (MIT), startup case studies are employed to teach students about entrepreneurial strategies and innovation, providing insights into the real challenges faced by entrepreneurs (Jansen et al., 2015).

This approach helps students develop critical analytical skills and understand how entrepreneurial theory is applied in complex and realistic situations. Challenges of this method include sourcing relevant and current cases and ensuring students possess the analytical skills needed to understand and address the problems presented in the case studies. Through this comparative analysis, it is evident that each entrepreneurship education model has its own strengths and weaknesses. Integrating entrepreneurial principles across various disciplines broadens the scope of entrepreneurship education, experiential learning provides deep practical skills, and contextual and analytical learning sharpens students' analytical abilities. Higher education institutions should consider the strengths and challenges of each approach to develop the most effective entrepreneurship curriculum that meets students' needs and the evolving demands of the business world.

Recommendations for Entrepreneurship Education

1. Adopting an Integrated Approach

Adopting an integrated approach in entrepreneurship education is crucial for ensuring that students gain a holistic understanding of entrepreneurship. This approach involves embedding entrepreneurial principles across various disciplines and curricula, rather than limiting them to specialized courses. It allows students to see how entrepreneurial principles

can be applied in diverse contexts, ranging from business to technology, the arts, and social sciences. This integration helps students develop relevant and adaptable skills that can be applied across different situations and industries (Hermann & Bossle, 2020). The integrated approach also includes the use of diverse teaching methods, such as project-based learning, case studies, simulations, and internships. These methods not only enhance student engagement but also enable them to develop practical and analytical skills necessary for the business world. Moreover, the integrated approach encourages collaboration among faculty from various disciplines, fostering an environment that supports innovation and creativity.

2. Investment in Resources and Support

Investment in resources and support is a critical element for the success of entrepreneurship education programs. Higher education institutions should allocate adequate resources to support entrepreneurial activities, including incubation facilities, business accelerators, and mentoring programs. Incubation facilities provide the space and tools for students to develop their business ideas, while business accelerators offer programs that help students accelerate the growth of their ventures through guidance and access to professional networks(Liu et al., 2021).

In addition to physical facilities, support from mentors and industry professionals is essential. Experienced mentors can offer valuable insights, guide students through business challenges, and help them build a robust network. Collaboration with industry can also provide students with access to resources and real opportunities to test and develop their ideas in a genuine business context. Investment in technology and digital learning tools is also necessary to support modern entrepreneurship education. Online learning platforms, simulation tools, and business management software can enhance the learning experience and prepare students for an increasingly digital workforce(Lesinskis et al., 2023). Overall, adopting an integrated approach and investing in resources and support are two key recommendations that can help higher education institutions develop effective and relevant entrepreneurship education programs. With these approaches, students will gain not only theoretical knowledge but also the practical skills needed to become successful entrepreneurs in the future.

Challenges and Future Directions

1. Resource Limitations and Solutions

One of the main challenges in entrepreneurship education is resource limitation, including funds, facilities, and competent faculty. Many higher education institution struggle to provide adequate incubation facilities, accelerators, and mentoring programs. Additionally, financial constraints often limit the ability of institutions to develop and update curricula that align with industry needs (Amalia & Von Korflesch, 2021). Addressing these resources limitation involves several strategic steps. First, institutions can form partnerships with the private sector and government to secure financial support and additional resources. Collaboration with companies and non-profit organizations can open access to facilities, mentors, and internship opportunities for students. Second, leveraging technology can help overcome physical limitations. Online learning platforms, simulation tools, and business management software can offer immersive learning experiences without requiring significant investments in physical infrastructure. Third, professional development and training for faculty can enhance the quality of entrepreneurship education. Faculty and mentors with practical entrepreneurial experience can provide deeper and more relevant insights to students.

2. Aligning with the Business Landscape

The business landscape is rapidly evolving due to technological advancements, globalization, and market dynamics. Consequently, entrepreneurship education curricula must be continually updated to remain relevant to industry needs. The primary challenge is

ensuring alignment between the taught content and the skills required by the ever-changing market (Narula & Dunning, 2010). To address this challenge, higher education institutions should implement regular curriculum evaluation and updates. This involves close collaboration with industry stakeholders to obtain feedback on the skills and knowledge required in the workforce. Additionally, entrepreneurship programs should encourage students to think adaptively and innovatively, enabling them to adjust to changes and capitalize on new opportunities. Integrating project-based learning and industry internships into the curriculum can also provide students with real-world experience of current business dynamics.

3. Inclusivity and Equal Access

Inclusivity and equal access are critical challenges in entrepreneurship education. Not all students have the same access to resources and opportunities, with factors such as economic background, gender, and geographical location influencing their ability to participate in entrepreneurship programs (Agarwal et al., 2020). To ensure inclusivity, higher education institutions must adopt an inclusive approach in designing and implementing entrepreneurship programs. This includes providing scholarships and financial aid for students in need and creating a supportive learning environment for all students, regardless of their background. Additionally, institutions should actively reach out to underserved communities and offer programs specifically designed to support their participation in entrepreneurship education (Smith et al., 2017). By focusing on inclusivity, institutions can ensure that all students have equal opportunities to develop entrepreneurial skills and access available opportunities. This approach not only enhances diversity in the business world but also fosters innovation and more inclusive economic growth. Overall, addressing the challenges of resource limitations, aligning with the evolving business landscape, and ensuring inclusivity and equal access are crucial steps towards a successful and sustainable future for entrepreneurship education.

CONCLUSION

This study explored the implementation of entrepreneurship models in management education curricula at higher education institutions and reveals several key findings. Models such as project-based, case-based learning, and business incubators have proven effective in enhancing students' entrepreneurial skills. These models not only enrich the learning experience but also motivate students to pursue business opportunities, boosting creativity, innovation, and readiness for the workforce. However, implementing these models also faces significant challenges, including resource limitations, gaps between theory and practice, and insufficient industry support. Therefore, to address these challenges, higher education institutions need to adopt strategic measures. Strengthening partnerships with the industry is crucial to provide students with mentorship, networking opportunities, and practical support. Additionally, institutions should increase funding, facilities, and experienced faculty to effectively support entrepreneurship programs. Finally, curricula need to be updated regularly to include relevant entrepreneurship elements and offer practical experiences aligned with current business trends.

REFERENCES

Agarwal, S., Ramadani, V., Gerguri-Rashiti, S., Agrawal, V., & Dixit, J. K. (2020). Inclusivity of entrepreneurship education on entrepreneurial attitude among young community: Evidence from India. *Journal of Enterprising Communities: People and Places in the Global Economy*, *14*(2), 299–319. https://doi.org/10.1108/JEC-03-2020-0024

Amalia, R. T., & Von Korflesch, H. F. O. (2021). Entrepreneurship education in Indonesian higher education: Mapping literature from the Country's perspective. *Entrepreneurship Education*, *4*(3), 291–333. https://doi.org/10.1007/s41959-021-00053-9

Araujo, C. F., Karami, M., Tang, J., Roldan, L. B., & Dos Santos, J. A. (2023). Entrepreneurial alertness: A meta-analysis and empirical review. *Journal of Business Venturing Insights*, *19*, e00394. https://doi.org/10.1016/j.jbvi.2023.e00394

Béchard, J.-P., & Grégoire, D. (2005). Entrepreneurship Education Revisited: The Case of Higher Education. *Aacademy of Management Learning and Education.*, *4*(1).

Chia, R. (1996). Teaching Paradigm Shifting in Management Education: University Business Schools and The Entrepreneurial Imagination. *Journal of Management Studies*, *33*(4), 409–428. https://doi.org/10.1111/j.1467-6486.1996.tb00162.x

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed). Sage Publications.

Fayolle, A. (2013). Personal views on the future of entrepreneurship education. *Entrepreneurship & Regional Development*, *25*(7–8), 692–701. https://doi.org/10.1080/08985626.2013.821318

Fellnhofer, K. (2016). The organizational pervasiveness of entrepreneurial orientation across hierarchical levels. *The International Journal of Entrepreneurship and Innovation*, *17*(4), 217–227. https://doi.org/10.1177/1465750316669906

Fink, A. (2019). *Conducting research literature reviews: From the internet to paper.* Sage publications.

Fletcher, D. (2004). International entrepreneurship and the small business. *Entrepreneurship & Regional Development*, *16*(4), 289–305. https://doi.org/10.1080/0898562042000263267

Gliner, J. A., & Morgan, G. A. (2017). *Research Methods in Applied Settings: An integrated approach to design and analysis.*

Hattab, H. W. (2014). Impact of Entrepreneurship Education on Entrepreneurial Intentions of University Students in Egypt. *The Journal of Entrepreneurship*, *23*(1), 1–18. https://doi.org/10.1177/0971355713513346

Hermann, R. R., & Bossle, M. B. (2020). Bringing an entrepreneurial focus to sustainability education: A teaching framework based on content analysis. *Journal of Cleaner Production*, *246*, 119038. https://doi.org/10.1016/j.jclepro.2019.119038

Higgins, D., & Elliott, C. (2011). Learning to make sense: What works in entrepreneurial education? *Journal of European Industrial Training*, *35*(4), 345–367. https://doi.org/10.1108/03090591111128324

Hindle, K., & Klyver, K. (Eds.). (2011). *Handbook of research on new venture creation*. Edward Elgar.

Huang, Y., An, L., Wang, J., Chen, Y., Wang, S., & Wang, P. (2021). The Role of Entrepreneurship Policy in College Students' Entrepreneurial Intention: The Intermediary Role of Entrepreneurial Practice and Entrepreneurial Spirit. *Frontiers in Psychology*, *12*, 585698. https://doi.org/10.3389/fpsyg.2021.585698

Jansen, S., Zande, T. V D., Brinkkemper, S., Stam, E., & Varma, V. (2015). How education, stimulation, and incubation encourage student entrepreneurship: Observations from MIT, IIIT, and Utrecht University. *The International Journal of Management Education*, *13*(2), 170–181. https://doi.org/10.1016/j.ijme.2015.03.001

Karl, K. A. (2001). *Achieving success through social capital: Tapping the hidden resources in your personal and business networks.*

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development.* FT press.

Lena, L. (2003). Attitude Towards Entrepreneurship Education And New Venture Creation. *Journal of Enterprising Culture*, *11*(4).

Lesinskis, K., Mavlutova, I., Spilbergs, A., & Hermanis, J. (2023). Digital Transformation in Entrepreneurship Education: The Use of a Digital Tool KABADA and Entrepreneurial Intention of Generation Z. *Sustainability*, *15*(13), 10135. https://doi.org/10.3390/su151310135

Liu, H., Kulturel-Konak, S., & Konak, A. (2021). Key Elements and Their Roles in Entrepreneurship Education Ecosystem: Comparative Review and Suggestions for Sustainability. *Sustainability*, *13*(19), 10648. https://doi.org/10.3390/su131910648

Maina, S. (2013). The Role of Entrepreneurship Education on Job Creation among Youths in Nigeria. *International Letters of Social and Humanistic Sciences*, *15*, 87–96. https://doi.org/10.18052/www.scipress.com/ILSHS.15.87

Mertens, D. M. (2023). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods.* Sage publications.

Mian, S. A. (2011). University's involvement in technology business incubation: What theory and practice tell us? *International Journal of Entrepreneurship and Innovation Management*, *13*(2), 113. https://doi.org/10.1504/IJEIM.2011.038854

Morris, M. H., & Kuratko, D. F. (2016). *Entrepreneurship: Theory, Process, and Practice.* Cengage Learning.

Sholeh, M. I., Wardini, S. U., Fuad, U. F., Al Farisy, F., Sutrisno, S., & Maulana, M. Z. (2023). Pengembangan Kesejahteraan Anggota Melalui Implementasi Strategi Manajemen Pendidikan Bisnis di Outlet Ngunut Community (ONC) Tulungagung. *ASPIRASI: Publikasi Hasil Pengabdian dan Kegiatan Masyarakat*, *1*(6), 183–201. https://doi.org/10.61132/aspirasi.v1i6.105

Murphy Jr, B. (2010). *The Intelligent Entrepreneur: How Three Harvard Business School Graduates Learned the 10 Rules of Successful Entrepreneurship.* Henry Holt and Company.

Narula, R., & Dunning, J. H. (2010). Multinational enterprises, development and globalisation: Some clarifications and a research agenda. *Oxford Development Studies*, *38*(3).

Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice.* Sage publications.

Rauch, A., & Hulsink, W. (2015). Putting Entrepreneurship Education Where the Intention to Act Lies: An Investigation into the Impact of Entrepreneurship Education on Entrepreneurial Behavior. *Academy of Management Learning & Education*, *14*(2), 187–204. https://doi.org/10.5465/amle.2012.0293

Ridder, H.-G. (2017). The theory contribution of case study research designs. *Business Research*, *10*(2), 281–305. https://doi.org/10.1007/s40685-017-0045-z

Roberts, E. B. (2011). Entrepreneurial Impact: The Role of MIT. *Foundations and Trends® in Entrepreneurship*, *7*(1–2), 1–149. https://doi.org/10.1561/0300000030

Shah, S. K., & Pahnke, E. C. (2014). Parting the ivory curtain: Understanding how universities support a diverse set of startups. *The Journal of Technology Transfer*, *39*(5), 780–792. https://doi.org/10.1007/s10961-014-9336-0

Sholeh, M. I., & Syafi'i, A. (2024). *The Influence of Price Strategy in the Marketing Mix on Costumer Purchasing Decisions at Indocellular Tulungagung*. *5*(1), 31–50.

Shull, F., Singer, J., & Sjøberg, D. I. K. (Eds.). (2008). *Qualitative Methods in Empirical Studies of Software Engineering*. Springer.

Smith, A. M. J., Jones, D., Scott, B., & Stadler, A. (2017). Designing and Delivering Inclusive and Accessible Entrepreneurship Education. In P. Jones, G. Maas, & L. Pittaway (Eds.), *Contemporary Issues in Entrepreneurship Research* (Vol. 7, pp. 335–357). Emerald Publishing Limited. https://doi.org/10.1108/S2040-724620170000007019

Solt, M., Osland, A., & Basu, A. (2005). How To Start A University Business Plan Competition: The Experience Of San Jose State University. *2005 Annual Conference Proceedings*, 10.705.1-10.705.24. https://doi.org/10.18260/1-2--15403

Stough, T., Ceulemans, K., Lambrechts, W., & Cappuyns, V. (2018). Assessing sustainability in higher education curricula: A critical reflection on validity issues. *Journal of Cleaner Production*, *172*, 4456–4466. https://doi.org/10.1016/j.jclepro.2017.02.017

Vick, T. E., & Robertson, M. (2018). A systematic literature review of UK university–industry collaboration for knowledge transfer: A future research agenda. *Science and Public Policy*, *45*(4), 579–590. https://doi.org/10.1093/scipol/scx086

Weibl, G. (2014.). *International Student Mobility and Internationalisation of Universities*.

Zhao, H., & Seibert, S. E. (2006). The Big Five personality dimensions and entrepreneurial status: A meta-analytical review. *Journal of Applied Psychology*, *91*(2), 259–271. https://doi.org/10.1037/0021-9010.91.2.259