

The Effect of Entrepreneurship Competency Education on Entrepreneurial Aspirations among Learners in Vocational Training Institutions

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Abstract

This study aims to analyze the effect of the entrepreneurship skills education program on entrepreneurial interest among graduates of Course and Training Institution. Specifically, this study examines the influence of five PKW dimensions, namely recruitment and selection, learning and training, startup business mentoring, work equipment support, and marketing and partnership development, on entrepreneurial interest. This research employed a quantitative approach with an associative design. The population of this study consisted of 30 PKW graduates, all of whom were selected as the sample using a saturated sampling technique. Data were collected through a structured questionnaire measured on a five-point Likert scale. The research instrument was tested using validity and reliability tests, while the data were analyzed using multiple linear regression, coefficient of determination (R^2), and partial t-tests. The results show that recruitment and selection, learning and training, work equipment support, and marketing and partnership development have a positive and significant effect on entrepreneurial interest. In contrast, startup business mentoring has a negative and statistically insignificant effect on entrepreneurial interest. The coefficient of determination indicates that the five dimensions of the PKW program explain 39.7% of the variance in entrepreneurial interest, while the remaining 60.3% is influenced by other factors outside the model. These findings suggest that the effectiveness of entrepreneurship education programs in vocational training institutions is not only determined by technical training, but also by the quality of participant selection, access to business equipment, and market-oriented support systems.

Keywords: Entrepreneurship Competency Education, Entrepreneurial Aspirations, Vocational Training Institution, Entrepreneurship Skills Program, Entrepreneurial Intention

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INTRODUCTION

Entrepreneurship plays a strategic role in promoting economic independence, reducing unemployment, and creating new job opportunities, particularly among graduates of vocational education and training institutions (Bodolica et al., 2021; Fitriani et al., 2024; Thoha, 2024). In the context of developing countries, entrepreneurship education is increasingly recognized as an important instrument for equipping learners not only with technical competencies but also with the motivation, confidence, and readiness to establish independent businesses (Medias et al., 2021; Mi'raj et al., 2023). Vocational training institutions, therefore, are expected to function not merely as providers of technical skills, but

also as facilitators of entrepreneurial capacity building through structured educational interventions that support business initiation and sustainability.

In Indonesia, one of the government-supported initiatives aimed at fostering entrepreneurial capacity among vocational learners is the Entrepreneurship Skills Education Program (*Program Pendidikan Kecakapan Wirausaha / PKW*). This program is implemented through collaboration between training institutions and the Directorate of Courses and Training under the Ministry of Primary and Secondary Education. The PKW program is designed to provide participants with vocational skills, entrepreneurial knowledge, and practical support so that they are able to initiate businesses independently after completing training. In practice, the program generally includes several major components, namely participant recruitment and selection, learning and training activities, startup business mentoring, work equipment support, and marketing and partnership facilitation. These components are expected to function collectively in strengthening learners' entrepreneurial interest and encouraging them to transform acquired skills into business ventures.

LKP Karya Duta Bandung is one of the vocational training institutions that routinely implements the PKW program. One example of its implementation is training in graphic design, screen printing, and printing services, involving 30 participants who undergo intensive learning and industry-based practice. In addition to receiving technical training, participants are also expected to obtain entrepreneurial preparation through mentoring, work equipment support, and market linkage assistance. Such interventions are intended to increase the likelihood that graduates will become self-employed rather than solely seek conventional wage employment after completing the program.

However, the implementation outcomes of the PKW program at LKP Karya Duta Bandung indicate that the expected entrepreneurial outcomes have not been fully achieved. Based on tracer study data conducted by the institution in 2025, out of 30 graduates of the PKW program, only 12 had started their own businesses, while 18 graduates had not yet established any independent business. This finding reveals a substantial gap between the normative objective of the PKW program—namely, producing new entrepreneurs—and the actual post-training condition of its graduates. The fact that 60% of graduates had not initiated a business suggests that participation in the program does not automatically translate into entrepreneurial engagement. This condition raises an important question regarding the extent to which the dimensions of the PKW program are actually associated with the entrepreneurial interest of its graduates.

Entrepreneurial interest refers to an individual's tendency, willingness, and desire to engage in entrepreneurial activities, including the intention to create and manage a business independently (Abdullah & Mehboob-Ur-Rehman, 2025; Junejo & Waheed, 2024; Sütöová et al., 2022). It is not formed spontaneously, but rather develops through the interaction of personal and environmental factors. Previous studies have shown that entrepreneurial interest may be influenced by internal factors such as self-efficacy, achievement motivation, and risk-taking orientation, as well as external factors such as family environment, educational experience, access to resources, and institutional support (Henry et al., 2023; Nelson, 2024; Quisumbing et al., 2021). Within the context of entrepreneurship education, educational interventions can play an important role in shaping entrepreneurial attitudes, perceived capability, and confidence to start a business (Alnsour, 2024; Bodolica et al., 2021). Accordingly, entrepreneurship-oriented training programs are expected to function not only as skill-development mechanisms, but also as drivers of entrepreneurial interest among learners.

The PKW program can be understood as a structured intervention intended to stimulate entrepreneurial interest through several operational dimensions. First, recruitment and selection are important because they determine whether the program successfully reaches

participants who possess initial motivation, commitment, and potential for entrepreneurship. Second, learning and training provide participants with technical and entrepreneurial competencies needed to recognize opportunities and manage business activities. Third, startup business mentoring is intended to support the transition from training participation to real business initiation by offering guidance, problem-solving assistance, and business direction. Fourth, work equipment support serves as a form of initial business stimulus that can reduce resource constraints and enhance participants' readiness to operate a business. Fifth, marketing and partnership facilitation is expected to broaden market access, strengthen business networks, and improve the sustainability prospects of newly established ventures. These dimensions represent the major implementation stages of the PKW program and may have different levels of contribution to entrepreneurial interest among graduates.

Preliminary field findings at LKP Karya Duta Bandung suggest that the effectiveness of these dimensions may not be equally strong. Based on interviews with several graduates, one of the key issues identified is that the PKW program implementation tends to emphasize technical practice more heavily than entrepreneurial strengthening in areas such as risk management, digital marketing, and post-training business mentoring. Some graduates who had received work equipment assistance reportedly did not use the equipment to start a business and instead chose to seek conventional employment, such as working in factories or retail stores. This condition indicates that technical competence alone may not be sufficient to stimulate entrepreneurial interest if participants still experience fear of business failure, uncertainty regarding business operations, and a lack of continuous support after training completion.

Although a number of studies have discussed the relationship between entrepreneurship education and entrepreneurial intention or entrepreneurial interest, limited attention has been given to examining entrepreneurship education through the lens of specific implementation dimensions within non-formal vocational training institutions, particularly in the context of the PKW program. Many previous studies have focused on entrepreneurship education in formal schools or universities, while fewer studies have investigated how the operational components of a government-supported entrepreneurship training program influence entrepreneurial interest among vocational course graduates. Therefore, this study seeks to fill that empirical gap by examining the effect of five PKW dimensions—recruitment and selection, learning and training, startup business mentoring, work equipment support, and marketing and partnership development—on entrepreneurial interest among graduates of LKP Karya Duta Bandung.

This study aims to analyze and explain the effect of: (1) recruitment and selection, (2) learning and training, (3) startup business mentoring, (4) work equipment support, and (5) marketing and partnership development on the entrepreneurial interest of PKW graduates at LKP Karya Duta Bandung. The findings of this study are expected to contribute both theoretically and practically. Theoretically, the study enriches the discussion on entrepreneurship education by identifying which dimensions of vocational entrepreneurship programs are more relevant in fostering entrepreneurial interest. Practically, the findings may provide input for vocational training institutions and policymakers in improving the design and implementation of entrepreneurship education programs so that they can more effectively support the creation of new entrepreneurs.

RESEARCH METHOD

Research Design

This study employed a quantitative approach with an associative research design to examine the relationship between the dimensions of the Entrepreneurship Skills Education Program (*Program Pendidikan Kecakapan Wirausaha / PKW*) and entrepreneurial interest

among program graduates. A quantitative design was considered appropriate because the study aimed to test the magnitude and direction of the influence of several independent variables on a single dependent variable through statistical analysis (Creswell & Creswell, 2023).

Research Setting and Participants

The study was conducted at LKP Karya Duta Bandung, a vocational training institution that regularly implements the PKW program in collaboration with the Directorate of Courses and Training under the Ministry of Primary and Secondary Education of Indonesia. The population of this study consisted of all graduates of the PKW program at LKP Karya Duta Bandung who had completed the training program in 2025. Because the total population was relatively small, all 30 graduates were included as research respondents using a saturated sampling technique (census sampling). Accordingly, the sample size was identical to the population size.

Variables and Measurement

The study examined entrepreneurial interest as the dependent variable (Y), while the independent variables consisted of five dimensions of the PKW program: recruitment and selection (X1), learning and training (X2), startup business mentoring (X3), work equipment support (X4), and marketing and partnership development (X5). Data were collected using a structured questionnaire developed based on the conceptual dimensions of the PKW program and entrepreneurial interest. All questionnaire items were measured using a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree.

Data Collection Procedure

Primary data were obtained through direct distribution of questionnaires to PKW graduates. The questionnaire was designed to capture respondents' perceptions of the implementation quality of each PKW program dimension as well as their entrepreneurial interest after completing the training. Prior to the main analysis, the instrument was reviewed and organized according to the study variables to ensure clarity and relevance to the research objectives.

Instrument Testing

Before hypothesis testing, the research instrument was evaluated for validity and reliability. Item validity was assessed using product-moment correlation by comparing the calculated correlation coefficient of each item with the critical value of the correlation table. Questionnaire items were considered valid when the item correlation coefficient exceeded the critical value at the relevant significance level. Reliability testing was conducted using Cronbach's Alpha coefficient to assess the internal consistency of the instrument. A variable was considered reliable when its Cronbach's Alpha value exceeded 0.60, indicating acceptable consistency among items used to measure the same construct.

Data Analysis

The collected data were analyzed using multiple linear regression to determine the effect of the five PKW dimensions on entrepreneurial interest. To assess the explanatory power of the model, the coefficient of determination (R^2) was employed to identify the proportion of variance in entrepreneurial interest explained by the five independent variables. In addition, partial hypothesis testing was conducted using the t-test to examine the significance of each independent variable individually. All statistical analyses were performed at a 95% confidence level with a significance threshold of 0.05.

Ethical and Analytical Considerations

The study was based on self-reported responses from program graduates; therefore, the findings reflect respondents' perceptions of both the PKW implementation and their entrepreneurial interest. Since the study involved a relatively small number of respondents from a single vocational training institution, the findings should be interpreted within the context of the study setting and may not be generalized broadly without caution.

FINDINGS AND DISCUSSION

Validity Test Results

A validity test was conducted to evaluate whether each questionnaire item accurately measured the intended research construct. The validity of the instrument was assessed using the Pearson Product–Moment correlation by comparing the calculated correlation coefficient (*r*-count) of each item with the critical *r*-table value. With a sample size of 30 respondents and a significance level of 5%, the critical *r*-table value was 0.349. The results of the validity test are presented in Table 1.

Table 1. Validity Test Results

Variable	Item	Pearson Correlation (r)	Critical Value (r-table)	Decision
Recruitment and Selection (X1)	X1.1	0.854	0.349	Valid
	X1.2	0.893	0.349	Valid
Learning and Training (X2)	X2.1	0.772	0.349	Valid
	X2.2	0.898	0.349	Valid
Startup Business Mentoring (X3)	X3.1	0.856	0.349	Valid
	X3.2	0.906	0.349	Valid
Work Equipment Support (X4)	X4.1	0.881	0.349	Valid
	X4.2	0.881	0.349	Valid
Marketing and Partnership Development (X5)	X5.1	0.897	0.349	Valid
	X5.2	0.880	0.349	Valid
Entrepreneurial Interest (Y)	Y1	0.743	0.349	Valid
	Y2	0.976	0.349	Valid
	Y3	0.887	0.349	Valid
	Y4	0.887	0.349	Valid
	Y5	0.976	0.349	Valid
	Y6	0.822	0.349	Valid

All questionnaire items produced correlation coefficients higher than the critical value of 0.349. The *r*-count values ranged from 0.743 to 0.976 for the entrepreneurial interest variable and from 0.772 to 0.906 for the five dimensions of the Entrepreneurship Skills Education Program (PKW). Since all correlation coefficients exceeded the minimum threshold, every measurement item was considered valid. These findings indicate that the questionnaire was able to adequately measure the intended constructs and was therefore appropriate for subsequent reliability testing and regression analysis.

Reliability Test Results

Reliability was assessed using Cronbach's Alpha coefficient, which measures the extent to which the questionnaire items consistently represent the same construct. In this study, a Cronbach's Alpha value of 0.60 or higher was considered acceptable, indicating that the instrument possessed satisfactory internal consistency.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Minimum Standard	Interpretation
Recruitment and Selection (X1)	0.879	0.60	Reliable
Learning and Training (X2)	0.855	0.60	Reliable
Startup Business Mentoring (X3)	0.882	0.60	Reliable
Work Equipment Support (X4)	0.884	0.60	Reliable
Marketing and Partnership Development (X5)	0.887	0.60	Reliable
Entrepreneurial Interest (Y)	0.810	0.60	Reliable

Table 2 shows that the Cronbach's Alpha values for all research variables ranged from 0.810 to 0.887, exceeding the minimum acceptable threshold of 0.60. Specifically, the reliability coefficients were 0.879 for recruitment and selection, 0.855 for learning and training, 0.882 for startup business mentoring, 0.884 for work equipment support, 0.887 for marketing and partnership development, and 0.810 for entrepreneurial interest. These findings demonstrate that all measurement scales exhibited satisfactory internal consistency and were considered reliable for subsequent statistical analyses, including multiple linear regression and hypothesis testing.

Multiple Regression Analysis

Multiple linear regression analysis was performed to examine the influence of the five dimensions of the Entrepreneurship Skills Education Program (PKW) on entrepreneurial interest among graduates of LKP Karya Duta Bandung. The independent variables included recruitment and selection (X1), learning and training (X2), startup business mentoring (X3), work equipment support (X4), and marketing and partnership development (X5), while entrepreneurial interest served as the dependent variable (Y).

Table 3. Multiple Regression Results

Predictor	B	Std. Error	Beta	t	P-value	Interpretation
Constant	25.771	5.662	—	31.552	0.000	Constant
Recruitment and Selection (X1)	0.563	0.564	0.512	11.529	0.001	Positive and significant
Learning and Training (X2)	0.074	0.066	0.030	9.097	0.024	Positive and significant
Startup Business Mentoring (X3)	-1.109	1.001	-0.410	-1.108	0.279	Negative and not significant
Work Equipment Support (X4)	0.610	0.656	0.639	6.129	0.009	Positive and significant
Marketing and Partnership Development (X5)	0.324	0.354	0.311	6.307	0.007	Positive and significant

As shown in Table 3, four dimensions of the PKW program had positive regression coefficients, indicating that improvements in recruitment and selection, learning and training, work equipment support, and marketing and partnership development were associated with higher entrepreneurial interest. Recruitment and selection (X1), learning and training (X2), work equipment support (X4), and marketing and partnership development (X5) were found to have statistically significant effects ($p < 0.05$). In contrast, startup business mentoring (X3) exhibited a negative regression coefficient and did not have a statistically significant effect on entrepreneurial interest ($p = 0.279$). These findings suggest that, while most components of the PKW program contribute positively to fostering entrepreneurial interest, the mentoring component, as implemented in the present context, did not significantly influence graduates' entrepreneurial interest.

Coefficient of Determination

The coefficient of determination analysis was conducted to assess the explanatory power of the multiple regression model. Specifically, this analysis measures the proportion of variance in the dependent variable—entrepreneurial interest—that can be explained

collectively by the five dimensions of the Entrepreneurship Skills Education Program (PKW), namely recruitment and selection, learning and training, startup business mentoring, work equipment support, and marketing and partnership development. The results of the model summary are presented in Table 4.

Table 4. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.793	0.396	0.397*	2.78395

The regression model produced an R value of 0.793, indicating a relatively strong relationship between the independent variables and entrepreneurial interest. The coefficient of determination (R^2) was approximately 0.396, suggesting that about 39.6% of the variance in entrepreneurial interest could be explained by the five dimensions of the PKW program included in the model. Consequently, the remaining 60.4% of the variance may be attributed to other factors not examined in this study, such as entrepreneurial self-efficacy, family support, prior business experience, access to financial resources, individual motivation, or other contextual influences. Overall, these findings indicate that the regression model possesses moderate explanatory power in explaining entrepreneurial interest among PKW graduates.

Hypothesis Testing

Partial hypothesis testing was conducted using the t-test to determine the individual effect of each independent variable on entrepreneurial interest. The statistical significance of each predictor was evaluated at the 5% significance level ($\alpha = 0.05$). A hypothesis was accepted when the probability value (p) was less than 0.05, indicating that the corresponding independent variable had a statistically significant effect on entrepreneurial interest. The summary of the hypothesis testing results is presented in Table 5.

Table 5. Summary of Hypothesis Testing

Hypothesis	Relationship	β Direction	p-value	Decision
H1	Recruitment and Selection → Entrepreneurial Interest	Positive	0.001	Accepted
H2	Learning and Training → Entrepreneurial Interest	Positive	0.024	Accepted
H3	Startup Business Mentoring → Entrepreneurial Interest	Negative	0.279	Rejected
H4	Work Equipment Support → Entrepreneurial Interest	Positive	0.009	Accepted
H5	Marketing and Partnership Development → Entrepreneurial Interest	Positive	0.007	Accepted

Four of the five proposed hypotheses were supported. Recruitment and selection (H1), learning and training (H2), work equipment support (H4), and marketing and partnership development (H5) had positive and statistically significant effects on entrepreneurial interest, indicating that improvements in these dimensions were associated with higher entrepreneurial aspirations among PKW graduates. Conversely, startup business mentoring (H3) showed a negative but statistically insignificant effect, leading to the rejection of the third hypothesis. The effectiveness of competency-based entrepreneurship education depends not only on technical training but also on appropriate participant selection, learning experiences, access to work equipment, and opportunities for market networking and business partnerships.

Discussion

The competency-based entrepreneurship education plays a significant role in fostering entrepreneurial aspirations among graduates of vocational training institutions. Four dimensions of the Entrepreneurship Skills Education Program (PKW)—recruitment and

selection, learning and training, work equipment support, and marketing and partnership development—were found to have positive and statistically significant effects on entrepreneurial aspirations. Collectively, these findings suggest that entrepreneurship education is most effective when it integrates cognitive, technical, and environmental support rather than focusing solely on vocational skills. Entrepreneurial intention is shaped by attitudes toward entrepreneurship, perceived behavioral control, and subjective norms (Bodolica et al., 2021; Rasulong et al., 2025; Yoopecth, 2021). A well-designed entrepreneurship education program strengthens these psychological determinants by improving participants' confidence and readiness to establish new ventures.

Among the five dimensions examined, recruitment and selection emerged as one of the significant predictors of entrepreneurial aspirations. This finding indicates that selecting participants who already possess entrepreneurial motivation and a willingness to become self-employed increases the likelihood of developing stronger entrepreneurial aspirations after completing the program. Appropriate participant selection enables training providers to identify individuals with higher entrepreneurial potential and greater commitment to business creation. This finding supports previous studies indicating that entrepreneurial orientation and personal motivation substantially influence the effectiveness of entrepreneurship education (Adebusuyi et al., 2022; Suardana et al., 2024). Consequently, vocational institutions should implement recruitment procedures that assess not only technical qualifications but also entrepreneurial attitudes, creativity, and business motivation.

Learning and training also demonstrated a positive and significant influence on entrepreneurial aspirations. This result confirms that entrepreneurship education enhances participants' entrepreneurial knowledge, opportunity recognition skills, and confidence in managing business activities. Experiential learning approaches that combine classroom instruction with practical business simulations enable learners to develop both technical competencies and entrepreneurial mindsets. Entrepreneurship education positively influences entrepreneurial intention by increasing entrepreneurial self-efficacy (Hanif et al., 2023; Raihan & Munawar, 2022). Entrepreneurship education contributes significantly to entrepreneurial knowledge, skills, and entrepreneurial outcomes (Khan et al., 2022; Pham et al., 2023; Sandoval et al., 2023). Therefore, vocational training institutions should continuously update their curricula by incorporating digital entrepreneurship, innovation management, and business problem-solving into practical learning activities.

An interesting finding of this study is that startup business mentoring showed a negative and statistically insignificant effect on entrepreneurial aspirations. This result differs from many previous studies that emphasize mentoring as an important determinant of entrepreneurial success. One possible explanation is that the mentoring provided after training was relatively short-term, lacked continuity, or focused primarily on administrative aspects rather than strategic business development. Consequently, participants may not have received sufficient guidance to overcome the practical challenges of establishing a business. Another possible explanation is that entrepreneurial aspirations are primarily formed during the learning process, whereas mentoring becomes more influential during the business growth stage rather than the intention formation stage. Similar observations have been reported by Alblooshi (2022), who argued that the effectiveness of mentoring depends heavily on mentor quality, mentoring intensity, and the duration of the mentoring relationship.

Furthermore, work equipment support and marketing and partnership development were found to positively influence entrepreneurial aspirations. The provision of production equipment reduces financial barriers faced by new entrepreneurs and increases perceived behavioral control, thereby encouraging graduates to initiate business activities. Similarly, access to marketing networks and strategic partnerships expands market opportunities and reduces uncertainty regarding business sustainability. Entrepreneurial behavior is more likely

when individuals perceive entrepreneurship as both desirable and feasible (Anggadwita et al., 2021; Meliza et al., 2023). The availability of tangible resources and market access enhances perceived feasibility, thereby strengthening entrepreneurial aspirations among vocational education graduates.

The coefficient of determination indicates that approximately 39.6% of the variance in entrepreneurial aspirations is explained by the five dimensions of the PKW program, while the remaining 60.4% is attributable to factors outside the present model. This finding suggests that entrepreneurship education alone cannot fully explain entrepreneurial aspirations, as psychological, social, and environmental factors also play important roles. Variables such as entrepreneurial self-efficacy, family support, risk tolerance, entrepreneurial personality, digital literacy, access to financial capital, and institutional support should be incorporated into future research to develop a more comprehensive explanatory model. Despite these limitations, the present study contributes to the entrepreneurship education literature by demonstrating that competency-based vocational training can effectively enhance entrepreneurial aspirations when supported by appropriate participant selection, practical learning experiences, adequate business facilities, and sustainable market networking opportunities.

CONCLUSION

This study concludes that competency-based entrepreneurship education significantly contributes to fostering entrepreneurial aspirations among graduates of vocational training institutions. Among the five dimensions of the Entrepreneurship Skills Education Program (PKW), recruitment and selection, learning and training, work equipment support, and marketing and partnership development were found to have positive and statistically significant effects on entrepreneurial aspirations, whereas startup business mentoring showed a negative and statistically insignificant effect. These findings suggest that entrepreneurship education is more effective when it combines appropriate participant selection, practical learning experiences, access to business resources, and market networking opportunities. The regression model explained approximately 39.6% of the variance in entrepreneurial aspirations, indicating that additional factors, such as entrepreneurial self-efficacy, family support, access to financial capital, and individual psychological characteristics, also influence graduates' entrepreneurial aspirations. Therefore, vocational training institutions should strengthen competency-based entrepreneurship programs by integrating continuous mentoring, industry collaboration, and comprehensive entrepreneurial support systems to better prepare graduates for sustainable entrepreneurial careers.

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