

---

---

## Strengthening Students Entrepreneurial Mindset through Participatory Learning Implications for Entrepreneurial Motivation and Business Sustainability

Adiba Maulidiyah<sup>1</sup>, Moch. Salman Alfarizi,<sup>2</sup> Nensa Widiawati Sukma,<sup>3</sup> Muhammad Alfi Syahrin<sup>4</sup>

- <sup>1</sup> Institut Teknologi Bisnis dan Kesehatan Muhammadiyah Tulungagung; dibadb9@gmail.com
- <sup>2</sup> Institut Teknologi Bisnis dan Kesehatan Muhammadiyah Tulungagung; msalmanalfarizie4646@gmail.com
- <sup>3</sup> Institut Teknologi Bisnis dan Kesehatan Muhammadiyah Tulungagung; nensawidya3@gmail.com
- <sup>4</sup> Institut Ahmad Dahlan Probolinggo; alvinalsyahrin@gmail.com

---

### Article history

Received: 04/05/2026 Revised: 26/06/2026 Accepted: 28/06/2026

---

### Abstract

*This community engagement program aimed to strengthen students' entrepreneurial mindset through participatory learning and to examine its implications for enhancing entrepreneurial motivation and business sustainability among students of Ahmad Dahlan Institute of Probolinggo. The program employed the Participatory Learning and Action (PLA) approach, implemented through several stages, including needs assessment, material delivery, interactive discussions, case studies, business development planning, mentoring, and activity evaluation. Data were collected through observation, documentation, questionnaires, and participatory evaluation and were analyzed using a descriptive qualitative approach. The findings revealed that participatory learning effectively improved students' understanding of the entrepreneurial mindset concept, strengthened their ability to identify business opportunities, increased their self-confidence in initiating and developing business ventures, and fostered higher levels of entrepreneurial motivation. Furthermore, participants demonstrated an enhanced understanding of the importance of innovation, digital technology adaptation, and business planning as critical factors in ensuring business sustainability. These findings indicate that participatory learning represents an effective approach to developing students' entrepreneurial competencies by holistically integrating entrepreneurial knowledge, skills, and attitudes.*

---

### Keywords

*Entrepreneurial, Participatory, Business, Students*



---

© 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

---

## 1. INTRODUCTION

The rapid development of the digital economy, the Fourth Industrial Revolution (Industry 4.0), and the emergence of artificial intelligence (AI) based technologies have significantly transformed the global employment landscape (Sarman et al., 2025). Numerous conventional occupations have experienced disruption, while the demand for human resources who are adaptive, creative, innovative, and capable of creating business opportunities continues to increase (Raja et al., 2024). In this context, higher education institutions can no longer function merely as producers of job seekers rather, they are increasingly expected to cultivate graduates who possess entrepreneurial competencies and the capacity to become job creators.

Consequently, strengthening students' entrepreneurial mindset has become a strategic priority in higher education, aimed at preparing younger generations to navigate future economic and labor market challenges (Ephrem et al., 2021). Despite the implementation of various entrepreneurship programs within higher education institutions, evidence suggests that students' interest in and willingness to initiate and sustain business ventures remain relatively low. Many students continue to perceive entrepreneurship as a high-risk career option that requires substantial capital investment and involves considerable uncertainty compared with salaried employment. This condition indicates that the primary challenge lies not only in the lack of entrepreneurial knowledge but also in the weakness of students' entrepreneurial mindset.

Such a mindset encompasses the ability to identify opportunities, take calculated risks, demonstrate resilience in the face of failure, generate creative solutions to problems, and maintain a strong orientation toward innovation (Balogun, Usman, Ayodele, Aasa, 2020). These challenges are also evident among students at Ahmad Dahlan Institute of Probolinggo. As a higher education institution committed to developing competent and character-oriented human resources, the institute has continuously promoted entrepreneurial culture through various academic and extracurricular programs (Tiganis et al., 2023). Nevertheless, many students still encounter difficulties in developing sustainable business ideas, lack confidence in initiating entrepreneurial ventures, and struggle to identify business opportunities aligned with the rapidly evolving digital economy.

Furthermore, students who have already established businesses often face challenges related to limited innovation capacity, inadequate digital marketing strategies, and low business resilience in increasingly competitive market environments. These issues suggest that entrepreneurship education requires more contextualized and participatory learning approaches. Conventional teaching methods, which are predominantly lecture based, tend to generate conceptual understanding but are often insufficient for fostering an applied entrepreneurial mindset (Ado, 2016). In an economy driven by knowledge and innovation, students must be actively engaged in learning processes through

discussions, case studies, business simulations, problem solving activities, collaborative projects, and reflective practices based on real world experiences.

Participatory learning enables students to become active agents in the learning process, thereby enhancing critical thinking, creativity, communication, collaboration, and decision-making skills, all of which constitute essential characteristics of successful entrepreneurs. Beyond its contribution to entrepreneurial mindset development, participatory learning also has important implications for students' entrepreneurial motivation. Motivation represents a critical psychological factor influencing an individual's decision to initiate and develop a business venture (Weingart & De Dreu, 2016). Students with high entrepreneurial motivation tend to be more optimistic when facing business challenges, demonstrate stronger commitment to entrepreneurial goals, and exhibit greater perseverance in overcoming obstacles and failures.

Conversely, low entrepreneurial motivation often discourages students from taking concrete entrepreneurial actions, even when they possess adequate entrepreneurial knowledge and skills. Furthermore, business sustainability has emerged as a crucial issue in contemporary student entrepreneurship. Many student led business ventures survive only for a short period and cease operations after encountering initial challenges. This phenomenon indicates that entrepreneurial success is determined not only by the ability to establish a business but also by the capacity to maintain and develop it over time.

From the perspective of modern entrepreneurship, business sustainability is strongly influenced by a robust entrepreneurial mindset, adaptability to environmental changes, continuous innovation, and sustained entrepreneurial motivation. Previous studies have extensively examined the relationship between entrepreneurship education and students' entrepreneurial motivation. However, research specifically investigating how participatory learning contributes to strengthening students' entrepreneurial mindset and its implications for entrepreneurial motivation and business sustainability remains relatively limited, particularly within the context of Islamic higher education institutions in regional settings.

This gap is significant because the social, cultural, and economic characteristics of students at Ahmad Dahlan Institute of Probolinggo present unique dynamics that require deeper understanding to ensure that entrepreneurship education programs are effectively aligned with local needs and conditions (Mansour & Bujosa Vadell, 2024). Based on the foregoing discussion, there is a need to examine the strengthening of students' entrepreneurial mindset through participatory learning and its implications for entrepreneurial motivation and business sustainability.

This study is expected to contribute theoretically to the development of entrepreneurship learning models in higher education while also providing practical recommendations for Ahmad Dahlan Institute of Probolinggo in designing more effective learning strategies. Ultimately, these efforts are intended to foster a generation of young entrepreneurs who are adaptive, innovative, and capable of creating sustainable business ventures amid the challenges and opportunities of the contemporary digital economy.

## **2. METHODS**

This community engagement program was conducted at Ahmad Dahlan Institute of Probolinggo and targeted university students who demonstrated interest and experience in entrepreneurial activities. The program employed the Participatory Learning and Action (PLA) approach, which positions participants as active agents in the learning and business development process. This approach was selected because it encourages experiential learning, active participation, collaborative problem-solving, and reflective engagement, all of which are essential for strengthening entrepreneurial competencies and fostering sustainable business practices among students.

The implementation of the program consisted of several sequential stages. The first stage involved a needs assessment through direct observation and the distribution of preliminary questionnaires to identify participants' levels of entrepreneurial mindset and entrepreneurial motivation. The results of this assessment served as the basis for designing learning activities that were responsive to participants' needs and contextual challenges within the contemporary digital economy. The second stage focused on participatory learning activities, including interactive discussions, case study analyses, brainstorming sessions, business problem-solving simulations, and the preparation of business development plans.

These activities were designed to encourage students to critically examine entrepreneurial opportunities, develop innovative solutions, and formulate business strategies relevant to current market dynamics. Through collaborative learning experiences, participants were encouraged to actively exchange ideas, reflect on entrepreneurial challenges, and enhance their capacity for decision-making and strategic planning. Following the learning sessions, participants received mentoring and assistance in implementing the business strategies they had developed (Aiman et al., 2025). The mentoring process emphasized product innovation, digital marketing strategies, and business sustainability practices. This stage aimed to facilitate the practical application of entrepreneurial knowledge and skills while strengthening participants' confidence and readiness to manage business ventures in competitive and rapidly changing economic environments.

Program evaluation was conducted using a combination of pre-test and post-test assessments, participatory observation, and participant response questionnaires. These evaluation instruments were utilized to measure changes in participants' understanding of entrepreneurship concepts, the strengthening of their entrepreneurial mindset, improvements in entrepreneurial motivation, and their preparedness to develop sustainable business ventures. Quantitative data obtained from the assessments and questionnaires were analyzed descriptively to identify patterns of change, while qualitative data derived from observations and participant reflections were analyzed to provide a deeper understanding of participants' experiences and perceptions regarding the effectiveness of the program. Through this mixed descriptive approach, the study sought to comprehensively evaluate the effectiveness of participatory learning in supporting the development of entrepreneurial capacities among students at Ahmad Dahlan Institute of Probolinggo and to identify its implications for entrepreneurial motivation and long-term business sustainability.

### **3. FINDINGS AND DISCUSSION**

The community engagement program implemented at Ahmad Dahlan Institute of Probolinggo received highly positive responses from participating students. Based on observations conducted throughout the program, a noticeable increase in students' enthusiasm was evident across all stages of the activities, including instructional sessions, group discussions, case study analyses, and the preparation of business development plans.

At the initial stage of the program, most participants demonstrated a limited understanding of the concept of an entrepreneurial mindset (Yi-En Zeng et al., 2025). Entrepreneurship was generally perceived as an economic activity primarily aimed at generating profit, with little consideration given to innovation, opportunity recognition, risk-taking capacity, and resilience in facing business challenges. This condition was reflected in the preliminary discussions, during which many participants expressed hesitation about starting a business due to limited capital, lack of experience, and concerns regarding potential failure.



**Figure 1.** Entrepreneurial Mindset Strengthening Session

Following the instructional sessions on entrepreneurial mindset development and the characteristics of entrepreneurs in the digital economy era, participants exhibited a substantial shift in perspective (Aboobaker et al., 2023). Students began to recognize that business success is not solely determined by the amount of financial capital available but also by an individual's ability to identify opportunities, generate innovation, and adapt to changing business environments.

During the question-and-answer sessions, participants demonstrated considerable interest in various strategies for technology-based business development, social media marketing, and the utilization of digital platforms to expand market reach (Lindberg, Bohman, Hulten, et al., 2017). These findings indicate that the learning materials effectively broadened students' understanding of entrepreneurial opportunities emerging from advancements in information and communication technologies.



**Figure 2.** Interactive Discussion and Business Opportunity Identification

During the participatory learning stage, students were organized into several groups to discuss and analyze potential business opportunities based on local environmental conditions and market demands. The results revealed that participants were able to identify a variety of business opportunities relevant to both community needs and the expanding digital economy (Lindberg, Bohman, & Hultén, 2017). Several business ideas emerged from the discussions, including locally based food and beverage products, digital marketing services for micro, small, and medium sized enterprises (MSMEs), reseller and dropshipping businesses, and social media based creative ventures.

The active involvement of students throughout the discussions reflected improvements in critical thinking and problem-solving abilities that were not evident during the initial stages of the program. In addition to generating business ideas, the discussion activities significantly enhanced participants' communication and teamwork skills (Mukhtar et al., 2021). Students actively presented ideas, formulated arguments, and proposed solutions to business related problems presented in the case studies. This collaborative learning process provided practical experience regarding the importance of teamwork in entrepreneurial activities.

Observational findings further revealed that students who had initially been passive became more willing to express their opinions and participate in group decision-making processes. These outcomes suggest that participatory learning successfully created a dynamic learning environment that encouraged active engagement and meaningful interaction among participants.



**Figure 3.** Business Development Plan Preparation and Presentation

The subsequent stage involved the preparation of business development plans conducted collaboratively within each group. Participants were required to formulate business strategies encompassing market opportunity analysis, consumer segmentation, marketing strategies, product

innovation, and sustainability initiatives. The findings demonstrated that most groups were capable of developing systematic and realistic business plans. Students increasingly recognized the importance of business planning as a fundamental component of sustainable entrepreneurial practice. Moreover, participants successfully incorporated digitalization strategies into their business plans, including the utilization of social media platforms, online marketplaces, and digital applications to support business operations and marketing activities.

The group presentation sessions further demonstrated a notable increase in participants' self confidence when presenting entrepreneurial ideas. Most students were able to explain their business concepts logically and persuasively. Furthermore, participants provided constructive and critical feedback on the presentations of other groups, creating a productive two way learning process. These activities not only improved students' business communication skills but also enhanced their understanding of the importance of continuous evaluation and improvement in entrepreneurial development.



**Figure 4.** Mentoring and Program Evaluation Activities

At the evaluation stage, the majority of participants reported that the program had significantly contributed to enhancing their entrepreneurial understanding and motivation. Questionnaire results indicated that students felt more confident in initiating business ventures after participating in the activities. In addition, participants demonstrated increased awareness of the importance of innovation, technological adaptation, and sustainable business management practices. These findings suggest that the entrepreneurial mindset strengthening program implemented through participatory learning successfully achieved its intended objectives by enhancing students' motivation and readiness to address the challenges of contemporary entrepreneurship.

The success of this program can be attributed to the active-learning orientation embedded within the Participatory Learning and Action (PLA) approach. By encouraging students to engage directly in

problem identification, idea generation, collaborative decision-making, and business planning, the program facilitated experiential learning processes that are essential for entrepreneurial development. The findings support the argument that entrepreneurial competencies are more effectively developed through participatory and experiential learning environments than through conventional lecture-based approaches.

Furthermore, the observed improvements in entrepreneurial motivation and business sustainability awareness indicate that entrepreneurial mindset development extends beyond cognitive understanding and encompasses affective and behavioral dimensions (Sutiadiningsih et al., 2025). Students not only acquired entrepreneurial knowledge but also developed greater confidence, resilience, adaptability, and commitment toward business development. These attributes are particularly important in the context of the digital economy, where entrepreneurs are required to continuously innovate and respond to rapidly changing market conditions. Therefore, participatory learning can be considered an effective educational strategy for fostering entrepreneurial capacities and promoting sustainable entrepreneurial ecosystems within higher education institutions.

The findings of this community engagement program demonstrate that participatory learning plays a crucial role in shaping and strengthening students' entrepreneurial mindset (Sutrisno et al., 2024). The results indicate that learning processes that actively engage students in knowledge construction and problem-solving activities are more effective in fostering entrepreneurial thinking than traditional teacher-centered approaches. Prior to participating in the program, most students perceived entrepreneurship as an activity requiring substantial financial capital and involving considerable risk. However, following the implementation of participatory learning activities, students began to recognize that entrepreneurial success is largely determined by an individual's ability to identify opportunities, generate innovative ideas, adapt to changing circumstances, and make strategic decisions.

This transformation reflects a shift from a passive mindset toward a more proactive, opportunity-oriented, and innovation-driven entrepreneurial perspective. These findings are consistent with Experiential Learning Theory proposed by David Kolb, which posits that effective learning occurs when individuals actively engage in concrete experiences, reflect upon those experiences, develop conceptual understanding, and subsequently apply newly acquired knowledge in practical situations (Wiyanto & Widayati, 2024). Throughout this program, students were not merely passive recipients of theoretical information; rather, they actively participated in discussions, case study analyses, business simulations, and the development of business plans. Such experiential activities enabled participants to construct meaningful learning experiences and develop a deeper understanding of entrepreneurial concepts.

Consequently, participatory learning can be regarded as an effective pedagogical approach for fostering entrepreneurial competencies within higher education environments.

The increase in entrepreneurial motivation observed among participants further suggests that participatory learning generates positive psychological outcomes. Students who initially expressed uncertainty and low confidence regarding entrepreneurial activities demonstrated noticeable improvements in self efficacy and optimism after engaging in interactive learning experiences. Participants became more confident in their ability to initiate business ventures and more optimistic about identifying and exploiting entrepreneurial opportunities.

These findings align with McClelland's Need for Achievement Theory, which argues that individuals with high achievement motivation are more likely to pursue challenging goals, take calculated risks, and strive for success through personal effort and perseverance (Maria Joao & Miguel Silva, 2020). By providing opportunities for students to generate business ideas, develop entrepreneurial strategies, and present their proposals to peers, the program enhanced participants' sense of competence and personal accomplishment, thereby contributing to increased entrepreneurial motivation. Another significant finding concerns students' growing awareness of business sustainability as an essential dimension of entrepreneurship.

Before participating in the program, most students primarily focused on the process of initiating a business venture without considering long-term sustainability factors. Following the instructional and mentoring sessions, however, participants demonstrated a broader understanding of the strategic importance of adaptability, continuous innovation, and digital transformation in sustaining business operations. Students increasingly recognized that entrepreneurial success extends beyond business establishment and requires ongoing efforts to respond effectively to market changes, customer needs, and technological developments.

This finding supports the concept of sustainable entrepreneurship, which emphasizes the integration of economic value creation, innovation, and long-term sustainability within entrepreneurial activities. Sustainable entrepreneurship highlights the importance of balancing profitability with adaptability and continuous improvement in order to ensure organizational resilience in dynamic business environments. In the context of the digital economy, entrepreneurs are expected not only to generate innovative products and services but also to leverage technological advancements strategically to maintain competitiveness and business continuity.

The increased awareness demonstrated by participants suggests that participatory learning can effectively cultivate sustainability oriented entrepreneurial thinking among university students. From a higher education perspective, the results indicate that entrepreneurship development cannot rely solely on theoretical instruction. Instead, it requires learning approaches capable of bridging the gap

between conceptual understanding and practical application (Handayati et al., 2020). Participatory learning proved effective in creating an active, collaborative, and contextualized learning environment in which students were encouraged to engage with real world entrepreneurial challenges.

Through this process, participants developed critical competencies, including critical thinking, communication, teamwork, creativity, and problem solving skills. These competencies are widely recognized as essential attributes for entrepreneurial success in increasingly complex and competitive business environments shaped by rapid digital transformation (Purwanti et al., 2024). Furthermore, the findings reinforce previous studies suggesting that experience based entrepreneurship education exerts a stronger influence on entrepreneurial mindset formation than conventional instructional models. Learning experiences generated through discussions, simulations, collaborative projects, and business planning activities provide opportunities for students to internalize entrepreneurial values more effectively than passive forms of instruction.

Such experiential engagement facilitates not only cognitive development but also affective and behavioral transformation, thereby contributing to a more comprehensive entrepreneurial learning process (Jung & Lee, 2020). The implications of these findings are particularly relevant for higher education institutions seeking to strengthen their entrepreneurial ecosystems. The successful implementation of participatory learning within this program suggests that universities should incorporate more experiential and student-centered approaches into entrepreneurship education curricula.

By fostering environments that encourage active participation, innovation, collaboration, and reflective learning, institutions can better prepare students to navigate the uncertainties of the digital economy and develop sustainable entrepreneurial ventures. Therefore, participatory learning represents a promising strategy for Ahmad Dahlan Institute of Probolinggo in its efforts to cultivate adaptive, innovative, and resilient young entrepreneurs capable of contributing to sustainable economic development in an increasingly dynamic and technology-driven world.

#### **4. CONCLUSION**

The community engagement program implemented through participatory learning at Ahmad Dahlan Institute of Probolinggo demonstrated a significant contribution to strengthening students' entrepreneurial mindset, enhancing entrepreneurial motivation, and increasing awareness of business sustainability in the digital economy era. Active participation in discussions, case study analyses, business planning activities, and mentoring sessions facilitated a transformation in students' entrepreneurial perspectives, shifting them from conventional views of entrepreneurship toward a

more innovative, adaptive, and opportunity oriented mindset. The program not only improved students' self-confidence and readiness to initiate and develop business ventures but also strengthened their capacity to design business strategies that are responsive to market dynamics and technological advancements. These findings suggest that participatory learning constitutes an effective approach to entrepreneurship education in higher education institutions, as it enables the holistic integration of entrepreneurial knowledge, skills, and attitudes. Therefore, the adoption of participatory learning strategies can play a vital role in fostering competitive, resilient, and sustainable young entrepreneurs capable of responding effectively to the challenges and opportunities of the contemporary digital economy.

## REFERENCES

- Aboobaker, N., D. R., & K.A, Z. (2023). Fostering entrepreneurial mindsets: the impact of learning motivation, personal innovativeness, technological self-efficacy, and human capital on entrepreneurial intention. *Journal of International Education in Business*, 16(3). <https://doi.org/10.1108/JIEB-10-2022-0071>
- Ado, R. (2016). Accounting , Accountability and Governance in Upstream Petroleum Contracts. *Technology Guide: Principles - Applications - Trends*, 5(3).
- Aiman, Bano, D. S., Muhammad, N., & Kakar, S. (2025). Linking Ethical Leadership to Employee Green Behaviour: Mediating Mechanism of Green Organizational Identity. *Inverge Journal of Social Sciences*, 4(4). <https://doi.org/10.63544/ijss.v4i4.197>
- Balogun, Usman, Ayodele, Aasa, and A. (2020). Fuelwood Consumption and Clean Cooking fuel Poverty in Kaduna State, Nigeria: Implication for Sustainable Forest Management. *Human Relations*, 3(1).
- Ephrem, A. N., Nguetzet, P. M. D., Charmant, I. K., Murimbika, M., Awotide, B. A., Tahirou, A., Lydie, M. N., & Manyong, V. (2021). Entrepreneurial motivation, psychological capital, and business success of young entrepreneurs in the drc. *Sustainability (Switzerland)*, 13(8). <https://doi.org/10.3390/su13084087>
- Handayati, P., Wulandari, D., Soetjipto, B. E., Wibowo, A., & Narmaditya, B. S. (2020). Does entrepreneurship education promote vocational students' entrepreneurial mindset? *Heliyon*, 6(11). <https://doi.org/10.1016/j.heliyon.2020.e05426>
- Jung, E., & Lee, Y. (2020). College students' entrepreneurial mindset: Educational experiences override gender and major. *Sustainability (Switzerland)*, 12(19). <https://doi.org/10.3390/su12198272>
- Lindberg, E., Bohman, H., & Hultén, P. (2017). Methods to enhance students' entrepreneurial mindset: a Swedish example. *European Journal of Training and Development*, 41(5). <https://doi.org/10.1108/EJTD-10-2016-0078>

- Lindberg, E., Bohman, H., Hulten, P., & Wilson, T. (2017). Enhancing students' entrepreneurial mindset: a Swedish experience. *Education and Training*, 59(7–8). <https://doi.org/10.1108/ET-09-2016-0140>
- Mansour, N., & Bujosa Vadell, L. M. (2024). Artificial Intelligence, Digitalization and Regulation: A Legal Framework for Business . In *Contributions to Management Science*.
- Maria Joao, I., & Miguel Silva, J. (2020). Developing an Entrepreneurial Mindset among Engineering Students: Encouraging Entrepreneurship into Engineering Education. *Revista Iberoamericana de Tecnologias Del Aprendizaje*, 15(3). <https://doi.org/10.1109/RITA.2020.3008105>
- Mukhtar, S., Wardana, L. W., Wibowo, A., & Narmaditya, B. S. (2021). Does entrepreneurship education and culture promote students' entrepreneurial intention? The mediating role of entrepreneurial mindset. *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2021.1918849>
- Purwanti, S., Handayani, P., & Kusdiyanti, H. (2024). The Effect of Entrepreneurship Education and Curriculum on Student Entrepreneurial Intention moderated by Student Entrepreneurial Mindset. *Asian Journal of Agricultural Extension, Economics & Sociology*, 42(5). <https://doi.org/10.9734/ajaees/2024/v42i52415>
- Raja, E. A. L., Rozaini, Prasetya, B. A., Setiawan, A., & Bachtiar, L. E. (2024). The Effect of Digital Transformation, Digital Leadership, Entrepreneurial Motivation, and Entrepreneurial Interest on MSMEs' Business Performance. *Journal of Ecohumanism*, 3(4). <https://doi.org/10.62754/joe.v3i4.3707>
- Sarman, R., Affandi, A., Priadana, S., Djulius, H., Alghifari, E. S., & Setia, B. I. (2025). Business Success in Emerging Markets: Entrepreneurial Motivation and Entrepreneurial Self-Efficacy. *Journal of Small Business Strategy*, 35(1). <https://doi.org/10.53703/001c.124013>
- Sutiadiningsih, A., Dewi, I. H. P., Ratnasari, W., Taufiq, A., & Miranti, M. G. (2025). How do digital competencies promote entrepreneurial intention among vocational students? A mediation analysis of entrepreneurial self-efficacy and entrepreneurial mindset. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2025.2482486>
- Sutrisno, S., Ausat, A. M., Diawati, P., & Suherlan, S. (2024). Do Entrepreneurship Education and Peer Groups Promote Students' Entrepreneurial Intention During Covid-19 Pandemic? The Mediating Role of Entrepreneurial Mindset. *Quality - Access to Success*, 25(201). <https://doi.org/10.47750/QAS/25.201.20>
- Tiganis, A., Grigoroudis, E., Chrysochou, P., Creppy, P., Bicknell, K., Renwick, A., Persson, O., Hinton, J. B., Bouchenine, A., Abdel-Aal, M. A. M., AL-Shboul, A., Tian, S., Wu, L., Ciano, M. P., Ardolino, M., Pawar, K. S., Gardas, R., Narwane, S., Schwidtal, J. M., ... Craike, M. (2023). ScienceDirect Peer-review under responsibility of the scientific committee of the 5th International Conference on Industry 4.0 and Smart Manufacturing. *EAI Endorsed Transactions on Internet of Things*, 10(2).
- Weingart, L. R., & De Dreu, C. K. W. (2016). Task Versus Relationship Conflict, Team Performance, and

Team Member Satisfaction: A Meta-Analysis Carsten. In *Journal of Business Research* (Vol. 22, Number 4).

Wiyanto, H., & Widayati, C. (2024). The impact of sustainable entrepreneurship education and self-efficacy on students' entrepreneurial mindset and attitude. *Edelweiss Applied Science and Technology*, 8(5). <https://doi.org/10.55214/25768484.v8i5.2562>

Yi-En Zeng, K., Preuss, L., Thapa Karki, S., & Brieger, S. A. (2025). How Do Entrepreneurs Make Sense of and Respond to Sustainability Tensions? Insights From Sustainability-driven Enterprises. *British Journal of Management*. <https://doi.org/10.1111/1467-8551.70026>