

## Good Communication for Entrepreneurial Literacy at Pesantren

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**Abstract:** *Entrepreneurship greatly contributes to increasing competitiveness, creating jobs, gaining career opportunities, and accelerating economic growth. There have been many studies related to entrepreneurship, but unfortunately, none of them has reviewed the competency framework of entrepreneurship as a life skill, especially in pesantren (Islamic boarding schools). The purpose of this research is to provide an overview of the state of entrepreneurial literacy and skills based on its competency framework. This study describes how to obtain ideas and opportunities, map the resources owned, and take actions to map the entrepreneurial culture built by pesantren. This research is conducted at Pesantren Sirojul Huda. The method used is a qualitative descriptive research method with data collection techniques through interviews and observation. As a result, three thematic areas: (1) ideas and opportunities, (2) resources, and (3) into action, it was found that the mapping of Islamic boarding school entrepreneurial culture was going well, and synergy between the parties in the Islamic boarding school was created thanks to the interpersonal communication carried out. Interpersonal communication has a big role in making this happen.*

**Keywords:** *communication, literacy, entrepreneurship, pesantren*

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### INTRODUCTION

The growth of entrepreneurship has continued to expand over the past two decades (Bell & Bell, 2016; Martin, McNally, & Kay, 2013; Temple, 2016). Entrepreneurship has a key role in socially beneficial employability as a result of innovative thinking. Entrepreneurship is an important driver of prosperity that impacts not only the creation of new businesses but also boosts inclusive economic growth. An axiom underlying the entrepreneurial process is the challenge to think creatively and innovatively. Entrepreneurship plays a role in increasing competitiveness, creating jobs, gaining career opportunities, and accelerating economic growth (Davey, Hannon, & Penaluna, 2016).

Entrepreneurial literacy and skills are conceptualized as relevant

competencies for entrepreneurial behavior. Both can stimulate equal opportunities for entrepreneurship. Entrepreneurial literacy and skills are skills of lifelong learning through creative and innovative problem-solving. Entrepreneurial literacy and skills are understood as attitudes, competencies, and behaviors that help individuals act on opportunities and transform them into value for others.

Entrepreneurship programs started to enter the school curriculum in Europe in the late 1990s. This was an important moment in recognizing entrepreneurship education as an essential capability for every citizen. The importance of entrepreneurship is recognized not only in its 'narrow' form relating to being self-employed (entrepreneur or employee) but also as a lifelong learning ability or life

skill (Baggen & Kaffka, 2022; Lackeus, 2015). Entrepreneurial culture is crucial since it concerns how new ideas can add value economically.

Entrepreneurship education is about learners developing the skills and mindset to be able to transform creative ideas into entrepreneurship. Entrepreneurship development plays an important role in improving the welfare of families and communities (Franco, M., Godinho, L., & Rodrigues, 2021), as it has a direct impact on poverty alleviation in a country. Entrepreneurship development is also recognized as providing opportunities to encourage the development of entrepreneurial mindsets, attitudes, and skills (European Commission. Directorate-General for Employment, 2021), allowing students to become more creative and confident.

The reason that strengthens the choice of Sirojul Huda Islamic boarding school compared to Islamic boarding schools with an entrepreneurship concept is that this Islamic boarding school is a pilot for Islamic boarding-based economic empowerment as well as a pilot for economic development for boarding school management.

For more than 20 years, starting from 1980, the Sirojul Huda Islamic boarding school has contributed to socio-religious change in the community of Parungserab-Bandung Village.

Islamic boarding schools (pesantren) have a strategic role in fostering students. They also play a role in teaching independence and economic empowerment. Pesantrens grow and develop not only as educational institutions but also as community empowerment and liberation institutions. Epistemologically, Islamic boarding school comes from the word *santri*. Pesantren means a place where students live.

Islamic boarding schools are places where students gain religious knowledge

(*Tafaqquh fi ad-Diin*). Pesantren is a traditional form of education in Indonesia whose history is deeply rooted.

Kakouris, Alexandros; Georgiadis, (2016) emphasize that the common goal of educational institutions throughout the world is to instill entrepreneurial intentions among graduates through entrepreneurship education. The efforts of pesantren in implementing entrepreneurship education are a positive step to encourage students to have life skills after leaving the pesantren.

Li (2014) suggests that various entrepreneurship education programs are relevant to diverse target groups. Such as students who are inexperienced and new to the business world, which can help develop skills and help students choose business creation as a career choice.

Pesantren contains Islamic meaning as well as Indonesian authenticity. In its development, Islamic boarding schools were divided into two; first, there were Salafiyah Islamic boarding schools (traditional) and Khalafiyah Islamic boarding schools (modern). Pesantrens have a unique pattern of life because they are able to absorb outside culture through an internalization process without losing their identity. Pesantren Sirojul Huda is one of 8,343 pesantrens in West Java that is constantly developing its entrepreneurship program. Pesantrens can survive amidst various education systems due to their high entrepreneurial spirit. This is known from the large number of pesantrens that teach entrepreneurship to their students as a provision for life in the community.

The Sirojul Huda Islamic Boarding School has contributed a lot to changes in society, especially changes in the socio-religious field. Islamic boarding school empowerment is carried out with the concept of the people, for the people, and by the people.

The education system in pesantren

adheres to thirteen principles. Theocentric principle views that all human activities must always be directed towards achieving the value of worship. The principle of volunteering and serving, many students devote themselves to Islamic boarding schools to achieve Allah's approval. The principle of wisdom emphasizes the importance of wisdom in daily behavior. The principle of simplicity means living in a reasonable, proportional and not excessive manner, especially in material things. The principle of collectivity prioritizes the obligations and interests of others above one's interests. The principle of Independence is that students are trained to organize and be responsible for their own needs. The principle of glorifying knowledge, viewing knowledge as something great and a way to achieve happiness. The principle of Kiai's blessing is to obtain blessings. The relay principle is where students have the responsibility to guide new students. The principle of the relationship between parents and children, not just the relationship between teacher and student. The principle of guided freedom while still adhering to religious law. The principle is without a diploma because success does not have to be marked with a diploma containing numbers. Finally, the Principles regulate joint activities, starting from implementation to evaluation. The principles of Islamic boarding school education are actually universal truth values.

The application of the principle of independence varies in accordance with the entrepreneurial competency framework. This independence is in line with the entrepreneurial spirit. The concepts of entrepreneurship and entrepreneurism have different definitions according to interests and situations. Entrepreneurship is a term that is often associated with business actors. People who are entrepreneurs bear most of the risks and

also enjoy the profits of the business they start. Meanwhile, entrepreneurship is the process of establishing and running a business. Entrepreneurial principles refer to 9M, namely motivation, mindset, mentality, make it, market, management, mentor, capital and morals.

Pesantren Sirojul Huda develops the abilities of its students by providing entrepreneurial extracurricular content, known as santripreneurship. Santripreneur means a person who studies at an Islamic boarding school, who has his own business, and who dares to take risks by taking advantage of opportunities. Extracurricular activities at Pesantren Sirojul Huda consist of several business fields that can be selected according to the interests of the students. Entrepreneurship education in the pesantren curriculum and the development of an entrepreneurial vision continue to adapt to environmental conditions. Santri entrepreneurship education is a conscious and planned effort carried out by Islamic boarding schools to increase the independence of santri.

Social intelligence, often referred to as interpersonal intelligence, is a part of the world of education and boils down to the ability to live life and interact with the environment. Social sensitivity, social insight, and social communication in entrepreneurial practice are essential.

There have been many studies related to entrepreneurship, including research related to pesantren as character-building educational institutions (Syafe'i, 2017). The independence of pesantrens and students teaches that entrepreneurship education is not only engaged in the religious sector but is oriented towards the empowerment and independence of students (Djumransjah, 2001).

Another study examined marketing communication in pesantrens as well as a model and conceptual overview of pesantrens for wealth creation

(Lewrick, Omar, Raeside, & Sailer, 2011), which resulted in outcomes that can improve the marketing of products and services offered.

Entrepreneurship culture in interpersonal relationships is built through the contribution of effective communication between the key actors involved, namely teachers, students, parents, and the surrounding community. The relationship between teachers and students becomes the main driving force (Triwardhani, Trigartanti, & Putra, 2020)

There have not been many discussions regarding the entrepreneurial competency framework, especially those that specifically talk about pesantren entrepreneurship. Effective communication among the speech community in pesantren, namely teachers, students, users, and stakeholders, is the focus of this entrepreneurial competency framework.

## **METHOD**

This research uses qualitative research methods to map the entrepreneurship competency framework that occurs at the Sirojul Huda Islamic boarding school. Qualitative research methods were chosen to describe phenomena specifically and in more depth. The implementation is done through words, not numbers and statistical formulas.

(Creswell, 2016) firmly states that qualitative research is a type of research that aims to explore and understand the meaning of a number of individuals and groups. Qualitative research can generally be used for research on people's lives, history, behavior, concepts or phenomena, and social problems. In this research, it is necessary to clearly map out the entrepreneurial competency framework in Islamic boarding schools as the research object. 15 items grouped into 3 themes in detail were

emerged. Hints and descriptors from existing thematic areas are explained clearly through extracting interview data. How interpersonal communication at the Sirojul Huda Islamic boarding school is carried out in relation to entrepreneurship is explained based on 3 major categories of themes. The Islamic boarding school environment has characteristics that differentiate it from other environments. Informants are selected based on certain selection based on the research needs to be obtained. Rizki Amalia Solihah was chosen to play the role of administrator and teacher. In his management, he plays a role in organizing and compiling programs and directing students in entrepreneurial activities. Rida Nurul Padilah and Neng Emy Malihah were also selected from among the students to represent the coordinators of their respective fields. All informants came from the Sirojul Huda Islamic boarding school environment.

Data collection was carried out through interviews, specifically referring to the research design. Supporting data through field observations was also carried out to synchronize interview data with observing Islamic boarding school entrepreneurial activities.

## **RESULTS AND DISCUSSIONS**

KH founded Sirojul Huda Islamic Boarding School. Tohir Rohili, better known as Ajengan Encep O'ing. Sirojul Huda Islamic Boarding School is a Salafiyah Islamic boarding school located at Kampung Parungserab, Parungserab Village, Soreang District, Bandung Regency.

One way of determining community economic development is through entrepreneurship. It is very relevant that entrepreneurship plays an important role in development. On the other hand, education is also the most important pillar for the development of a nation. Thus,



FIGURE 1: The EntreComp Wheel: 3 Competence Areas

attention to entrepreneurship education programs becomes very meaningful. Entrepreneurship education is the driving force for endogenous economic development and is an important characteristic of advanced, knowledge-based economies.

In summary, the entrepreneurial competency framework addresses fifteen competencies that have been operationalized and grouped into three thematic areas: (1) ideas and opportunities, (2) resources, and (3) into action. The implications of this concept can be seen in the communication activities focused on these three thematic areas as shown in Figure 1.

In the first area, as shown in Figure 2, namely ideas and opportunities, the competency is spotting opportunities. Pesantren Sirojul Huda has identified needs and challenges and built new connections to seize opportunities to advance and create value for the entrepreneurship program. Pesantrens have a great opportunity to develop entrepreneurship, which is expected to boost national economic progress.

The business sector carried out at

the Sirojul Huda Islamic Boarding School provides many changes to the progress of the students. Some of the business fields are catering with many menu choices and pastries that offer delicious tastes but competitive prices, and they have produced various products from sewing clothes to cloth masks.

**Creativity.** Pesantren Sirojul Huda has developed several ideas and opportunities to create value, including better solutions to anticipate future challenges. An innovative approach is also taken by combining knowledge and resources. Ideas and concepts are realized to establish entrepreneurship by utilizing existing assets.

**Vision.** Pesantren Sirojul Huda envisions the future by developing a vision to transform ideas into concrete actions, which is done by visualizing the future to guide current actions. Forming a positive mindset is key to entrepreneurship.

At the beginning of the marketing process, Islamic boarding school entrepreneurship was only carried out conventionally. Now, Islamic boarding schools are starting to carry out digital-based marketing activities. The students

chose the Instagram social media platform to present informative and interesting content about the products offered.

**Valuing Ideas.** Sirojul Huda Islamic Boarding School makes the best use of ideas and opportunities in literacy education and the entrepreneurial skills of the students by holding regular brainstorming sessions to generate fresh and new ideas. Opportunities for developing literacy and entrepreneurial skills are increasingly relevant (Bacigalupo, Kampylis, Punie, & Brande, 2016).

Through a business called Queen SH, students develop skills in producing mukena in various decorative shapes using ribbon embroidery techniques. This ribbon embroidery is a characteristic of Islamic boarding school products.

**Ethical and Sustainable Thinking.** It is not only about creative entrepreneurial ideas. Pesantren Sirojul Huda also assesses the consequences and impacts of ideas, opportunities, and actions that it will later carry out.

To realize the goals in this first area, interpersonal communication between teachers and students needs to be strengthened. Pesantren encourages students to seize opportunities to create value for the entrepreneurship program. An equal attitude is needed so that students can freely express their bright ideas. After that, the teacher, as a facilitator, leads the santri to critically assess the ideas, opportunities, and actions that will be carried out later.

Teachers communicate by ensuring that students also have the same vocabulary, especially related to the discussion of vision and valuing ideas. After teachers and students use the same language, it is also necessary to ensure the nonverbal communication system is used since effective communication will not occur if both do not have the same communication system.

Teachers and students have a close

relationship because the conditions of the pesantren environment require them to be in constant contact, so it will not be difficult to recognize the cues used and understand their meaning.

Interaction between teachers and students in the context of entrepreneurship learning includes approaches to teaching, interaction, implementation of the learning process, and evaluation of students' achievements in learning. Interpersonal communication is one strategy for achieving effective communication. The effectiveness of communication is formed through openness, empathy, support, positive thinking and equality. It doesn't stop there. The basic types of building relationship strength are also considered. Be it referent, legitimate, expert, information or persuasion, reward, or coercive power. Each complements the other.

Communication is believed to be a channel for building mutual understanding between communication actors to develop knowledge so that it has use value.

The second area of the EntreComp (entrepreneurial competency) framework is resources, which consists of five competencies as follows:

**Self-awareness and self-efficacy.** Pesantren is very optimistic about its entrepreneurial development. Pesantrens have also thought about their needs, aspirations, and desires in the short, medium, and long term. In addition, they have also analyzed their strengths and weaknesses and believed in the ability of human resources (santri) to deal with uncertainty, setbacks, and failure.

**Motivation and perseverance.** Motivation plays an important role in entrepreneurial activities, namely, to stay focused and not give up. Pesantren are determined to turn ideas into concrete actions, be patient, and keep trying to achieve common goals. In addition,

pesantren entrepreneurship has been forged to always be resilient under pressure and difficulties.

**Mobilizing resources.** Pesantren collects and manages the resources needed, be they material, non-material, or digital. Pesantren always equips itself with the ability to manage everything needed in the entrepreneurial process by focusing on being able to utilize limited resources. Entrepreneurship refers to activities carried out by optimally utilizing the potential of the resources owned. Digital entrepreneurship plays a positive role in digitalization and small business management (Rosca, Agarwal, & Brem, 2020).

**Financial and economic literacy.** Developing financial and economic knowledge is also an important part of learning at pesantren. Pesantren is required to be able to estimate the costs of turning ideas into activities that create value. In addition, the ability to plan, implement, and evaluate financial decisions over time is necessary to ensure that entrepreneurship can survive in the long term.

**Mobilizing others.** Pesantren are also expected to inspire, raise enthusiasm, and invite others to join their programs. For this reason, building extensive relationships can be very beneficial. The ability to communicate well, persuade, negotiate, and show leadership are valuable points. The importance of networks and the role of networks in entrepreneurship are suggested by (Jack, Moul, Anderson, & Dodd, 2010; Lewrick et al., 2011; Pittaway & Cope, 2007). Networking with other entrepreneurs helps entrepreneurs learn more about entrepreneurship. Each relationship is built differently depending on its depth and breadth (Devito. A. J, 2013).

How individuals successfully create and manage new businesses through networking and learning is

increasingly popular in entrepreneurship literature (Fayolle, 2013).

Communication that includes content and relationship dimensions between teachers and students has been well established. Familiarity during the stay in the pesantren and the principle of a parent-child relationship becomes the reinforcement of human resources in the pesantren. In this communication situation, the content and relationship dimensions are ensured to be the same. Teachers and students can capture the intentions and recognize the difference between the content and relationship dimensions.

Another thing that needs to be anticipated is the communication approach between Akhwat (women) and Ikhwan (men). Research findings state that men focus more on the content dimension than the message, while women focus more on the relationship dimension. The teacher's approach to interpersonal communication needs to pay attention to this aspect so that he or she is able to communicate effectively and the entrepreneurial framework can be conveyed properly. This is in accordance with the results of previous research conducted by (Triwardhani, I. J., & Chaerowati, 2019).

The third area of into action is taking the initiative. Pesantren Sirojul Huda started a process that creates value through the implementation of entrepreneurship in various fields, including catering, cookie products, fisheries, animal husbandry, and hand-made embroidery mukena (prayer women's cloth). Holding tight to the foundations of entrepreneurship is a track of journey that continues to be traveled by santri and administrators.

Tubbs et al. (1991) stated that intention serves as a stepping stone to carrying out entrepreneurial behavior. Intention plays a key role in explaining human behavior. Entrepreneurship

is not a theory but a practice. The entrepreneurial formula is 3A+3S+3D, namely 3A (Action, Action, Action), 3S or 3N (Now, Now, and Now), and 3D or 3F (From Small One, From Home, From Simple One).

Planning and management. The target of this section is to prioritize, organize, and follow up on ideas that have been initiated. Pesantren Sirojul Huda has set short-, medium-, and long-term goals, as well as priorities and action plans. Pesantren Sirojul Huda tries to be able to adapt to unexpected changes that occur in digital marketing communication in the Sirojul Huda santripreneur program (Putra, Rachmawati, Triwardhani, Komunikasi, & Bandung, 2023) which presents digital marketing content as an impact of the development of internet-connected communication media.

Coping with uncertainty, ambiguity, and risk. Pesantren Sirojul Huda is able to cope with undesirable situations and

minimize the risk of failure by performing a SWOT analysis for each variant of the entrepreneurial field in pesantren.

Working with others. Pesantren Sirojul Huda has cooperated, collaborated, and networked with many users of entrepreneurial products and stakeholders in the pesantren environment. The challenges faced are the capitalization and marketing of production results. Capital relies on relatively minimal funds.

Learning through experience. Similar to other pesantren who run entrepreneurship, the term learning by doing is also carried out by Pesantren Sirojul Huda, which uses every initiative for value creation as a learning opportunity.

Teachers and students partner together in collaborative, entrepreneurial activities. The relationship between teachers and students is intensively built through interpersonal communication. Strong relationships are built through a

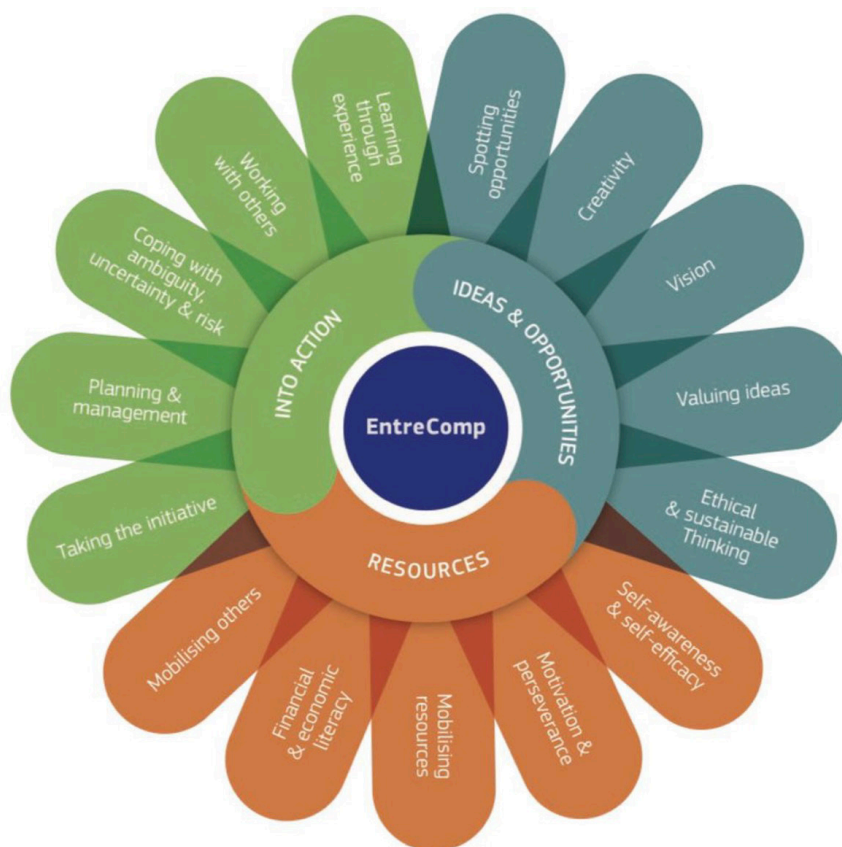


FIGURE 2: The Entrecomp Wheel: 3 Competence Areas And 15 Competences



personal approach by paying attention to the uniqueness and interesting nature of each individual, where each student is seen as different in the eyes of the teacher because each has its character (Triwardhani, I. J., & Chaerowati, 2019). The relationship between various parties in the pesantren environment refers to various principles that are fluid in their implementation. At one moment, the teacher acts as a mentor with a superior position, and at other times, the teacher also takes on an equal role. Teachers have the power to build interpersonal communication.

Teachers must have the ability to build a communication context for entrepreneurship learning. The interactive classroom strategy is a suitable strategy to support entrepreneurship learning among students. The power of persuasion is easier to accept if it is built on a critical attitude. Students learn not to be self-oriented. Teachers must continue to stimulate the discovery of new ideas, including providing added value to entrepreneurial products.

Developing students' adaptive skills as "preparation for future learning" stimulates individuals' ability to learn new information, utilize resources effectively, and discover new procedures to support learning and problem-solving.

PFL helps individuals, in this case, students, learn how to learn. Creative problem solving, which is the essence of PFL, is a means in education to train individuals to take different perspectives. To explain how entrepreneurs learn, it is none other than learning based on experience or learning by doing.

Independence and competence need to be continuously fostered so that students can get capital for entrepreneurship. The interpersonal relationship between teachers and students is built within the framework of pesantren's entrepreneurial competence. The ability of teachers to

motivate students is very influential in achieving the entrepreneurial competency framework of pesantren.

#### Dimensions of Interpersonal Intelligence

Teachers are expected to be able to feel and observe students' reactions and changes in the learning process, which are demonstrated both verbally and non-verbally. Indicators of this social sensitivity are empathy and prosocial attitudes. Teachers are expected to have an understanding of students based on the students' points of view, perspectives, needs, and experiences. This will create a meaningful relationship. Meanwhile, prosocial attitudes are moral actions such as sharing, helping, collaborating, and expressing sympathy. The teacher's prosocial attitude towards students will lead to a relationship that is fluid and free from barriers.

Social insight focuses on students understanding and finding effective solutions to problems so that these problems do not hinder or destroy the social relations that have been built. Apart from that, intelligence in understanding social situations and social ethics also needs attention. The basis of this social insight is the development of students' self-awareness so that they are able to understand and be aware of the emotions they feel. It can be concluded that social insight refers to self-awareness, understanding of social situations and social ethics, as well as problem-solving skills.

Social Communication is a skill that both teachers and students must possess to use the communication process to establish and build effective interpersonal relationships. Teachers and students, in the process, create, build and maintain social relations through a communication process that includes verbal and non-verbal communication. Indicators of success are effective

communication and effective listening.

Basic communication skills that need to be trained, namely giving feedback, expressing feelings, supporting and responding to others and accepting oneself and others. Teachers and students need to develop these abilities. In contrast to effective listening, listening requires attention and empathy so that people feel understood and appreciated. Teachers and students must be able to develop, create, and maintain social relationships, empathize, and be aware of verbal and non-verbal communication that occurs with other people. Being sensitive to social change and its demands is also included.

## CONCLUSION

The framework of entrepreneurial competence in interpersonal communication is inevitable. The application of three thematic areas carried out in entrepreneurship at Pesantren Sirojul Huda produces findings that lead to good interpersonal communication skills from teachers to students, especially in conveying the pesantren entrepreneurship competency framework. In the first area, ideas and opportunities are obtained through intense interpersonal communication between teachers and students in entrepreneurship development. The mapping of resources owned and establishing the pesantren's entrepreneurial culture are carried out through supportive communication between the parties involved.

Interpersonal intelligence in relation to entrepreneurship refers to the ability to understand other people, what motivates them, and how to work cooperatively. The dimensions are related to social insight, b) social sensitivity, and c) social communication. These three dimensions constitute a unified whole and complement each other. Developing and creating social relationships, empathizing

with other people, solving problems that occur, and effective communication skills will strengthen the success of students and help them carry out their entrepreneurship.

Overall, it can be concluded that the entrepreneurial competency framework at Pesantren Sirojul Huda includes a series of attitudes, skills, and behaviors that enable individuals to act on opportunities and turn them into value by honing their learning abilities. Increased entrepreneurial skills result in santri having better jobs and generating more income. These results also lead us to understand that interpersonal communication between teachers and santri, in particular, has created distinctive ways and patterns according to their categories. Furthermore, communication culture through an ethnographic approach can be researched within an entrepreneurial framework.

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