

From Dreamer to Player: Improve Entrepreneurial Mindset Student

Dari Pemimpi Menjadi Pelaku: Meningkatkan Pola Pikir Kewirausahaan bagi Mahasiswa

Frida Zakiya Harasuna¹, Alfiesyahrianta Habibie^{2*}, Aulia Suhesty³
Suhardiman⁴, M. Ibnu Ashari. R⁵

¹⁻³Department Psychology, Universitas Mulawarman

^{4&5}Department Administration Public, Universitas 17 Agustus 1945 Samarinda
email correspondence: alfiesyahrianta@fisip.unmul.ac.id

Abstract

Educated unemployment, which remains high in Indonesia, requires universities to produce job-seeking graduates and job creators through entrepreneurship development. However, students' interest in entrepreneurship is often not matched by adequate readiness of mindset. This study aims to analyze the effectiveness of role model-based entrepreneurship seminars in shaping the entrepreneurial mindset of new members of the Student Entrepreneur Community (SEC) at the Faculty of Social and Political Sciences, Universitas Mulawarman. The implementation methods included initial assessment, group formation, core training by real business practitioners, direct mentoring for business idea presentations, and cognitive evaluation through pre- and post-tests using a standardized questionnaire analyzed with the t-test. The results showed a significant increase in entrepreneurial mindset scores ($p=0.040$), accompanied by a shift in participants' mindset from passive to more active, willing to take risks, and confident in starting a business. Soft skills, such as tolerance for uncertainty and action orientation, increased, while hard skills in drafting simple business plans were also honed. Participant evaluation of the role model showed a very high satisfaction rate (90–98%). Role model-based entrepreneurship workshops were effective in shaping students' entrepreneurial mindset. Longitudinal studies and the development of psychological capital are recommended for future research.

Keywords: entrepreneurial mindset; role model; student

Abstrak

Pengangguran terdidik, yang tetap tinggi di Indonesia, menuntut perguruan tinggi untuk menghasilkan lulusan pencari kerja dan pencipta lapangan kerja melalui pengembangan kewirausahaan. Namun, minat mahasiswa terhadap kewirausahaan sering kali tidak diimbangi dengan kesiapan pola pikir yang memadai. Studi ini bertujuan untuk menganalisis efektivitas seminar kewirausahaan berbasis role model dalam membentuk pola pikir kewirausahaan anggota baru Student Entrepreneur Community (SEC) di Fakultas Ilmu Sosial dan Ilmu Politik Universitas Mulawarman. Metode pelaksanaan meliputi asesmen awal, pembentukan kelompok, pelatihan inti oleh praktisi bisnis nyata, pendampingan langsung untuk presentasi ide bisnis, serta evaluasi kognitif melalui pre-test dan post-test menggunakan kuesioner standar yang dianalisis dengan t-test. Hasil penelitian menunjukkan adanya peningkatan signifikan skor pola pikir kewirausahaan ($p=0,040$), disertai dengan pergeseran pola pikir peserta dari pasif menjadi lebih aktif, berani mengambil risiko, dan percaya diri untuk memulai usaha. Keterampilan lunak, seperti toleransi terhadap ketidakpastian dan orientasi tindakan, meningkat, sedangkan keterampilan keras dalam merancang rencana bisnis sederhana juga terasah. Evaluasi peserta terhadap role model menunjukkan tingkat kepuasan yang sangat tinggi (90–98%). Workshop kewirausahaan berbasis role model efektif dalam membentuk pola pikir kewirausahaan mahasiswa. Studi longitudinal dan pengembangan modal psikologis direkomendasikan untuk penelitian selanjutnya.

Kata Kunci: entrepreneurial mindset; role model; mahasiswa

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INTRODUCTION

The current workforce challenges require universities to respond to the issue of educated unemployment, which remains relatively high in Indonesia. According to data from the Central Bureau of Statistics (BPS), the number of unemployed in Indonesia reached 7.28 million in February 2025, an increase compared to the same period the previous year (Zulfikar, 2025). This phenomenon does not occur only in Indonesia; many developing countries face similar challenges in which the expansion of higher education is not matched by the creation of sufficient employment opportunities. Consequently, universities are increasingly required to produce not only job seekers but also job creators. Entrepreneurship has been identified as a strategic pathway to reduce educated unemployment and promote economic self-reliance (Rodriguez & Lieber, 2020; Zemlyak et al., 2022). However, students' interest in entrepreneurship is often not followed by concrete action due to the lack of an adequate entrepreneurial mindset.

The partner in this community service activity is the Student Entrepreneur Community (SEC) at the Faculty of Social and Political Sciences, Universitas Mulawarman. Based on initial discussions and observations, several specific issues have been identified as follows: (1) most new members have a strong interest in starting a business but are still in the dreamer phase without taking concrete action; (2) they experience fear of failure, perfectionism, and a high lack of self-confidence; (3) many believe that entrepreneurial ability is an innate talent (fixed mindset), rather than a skill that can be learned; (4) previous entrepreneurship seminars provided by the university have been theoretical and have not addressed psychological barriers; and (5) the SEC has never evaluated the effectiveness of its training programs on changes in members' mindsets. This situation justifies the urgency of community service activities. Without targeted interventions that shift the mindset from passive (dreamer) to active (player), most students will remain unemployed or work below their educational level after graduation, failing to contribute to job creation as expected by the national policy.

Previous research has consistently shown that entrepreneurship education can significantly enhance students' entrepreneurial mindset, but only if it includes psychological and experiential components. Iddris, (2024) found that the development of an entrepreneurial mindset is closely related to action readiness, risk management, and opportunity recognition. Kuratko et al., (2021) emphasized that a growth mindset, which frames challenges and failures as learning processes, is a core element of entrepreneurial success. Mathushan (2020) reviewed that short-term entrepreneurship education interventions, including seminars, have a positive impact, but their effectiveness must be empirically tested beyond mere motivation. In addition, government policies, such as the National Entrepreneurship Ratio target (reaching 4% by 2025) and the Kampus Merdeka program, encourage higher education institutions to integrate entrepreneurship training into the curriculum. However, the national entrepreneurship ratio remains in the range of 3.35–3.47%, which is lower than Singapore (8.76%) and Malaysia (4.74%) (Putra, 2025). Thus, evidence-based interventions focusing on mindset are urgently needed.

In addition, the entrepreneurial mindset helps students develop how individuals perceive opportunities, face uncertainty, and act in an entrepreneurial context. The entrepreneurial literature views the entrepreneurial mindset as including belief in one's entrepreneurial abilities (entrepreneurial self-efficacy) (Günzel-Jensen et al., 2017), the intention to start a business (entrepreneurial intention) (Zemlyak et al., 2022), action

orientation and proactive attitudes (Pidduck et al., 2023), tolerance for risk and uncertainty, as well as a growth mindset in interpreting challenges and failures as learning processes. In the context of students, developing an entrepreneurial mindset is crucial because this stage represents a transition from entrepreneurial interest to actual readiness to act. An adaptive, innovative, and resilient mindset is the main foundation for sustaining a business when facing various challenges and changes over time.

To address the identified problems, this community service initiative offers a structured solution in the form of a role model-based entrepreneurship workshop entitled "From Dreamer to Player." This solution consists of (a) an initial assessment and focus group discussion (FGD) to identify psychological barriers; (b) core training delivered directly by real business practitioners (role models) who share personal experiences of failure and recovery, as well as concrete strategies for overcoming fear; (c) group business idea presentations with direct guidance from a mentor and mentoring team; and (d) cognitive evaluation through pre- and post-tests to measure changes in mindset. Unlike conventional lectures, this solution emphasizes vicarious learning through the observation of successful role models and verbal persuasion (Hao & Fang, 2024).

This study revisits a community service research project aimed at addressing the lack of action orientation and courage to start among students through workshop with presenter by pelaku bisnis (role model). The primary objective of the original research was to enhance students' entrepreneurial mindsets, with the explicit goal of transforming their perspective from merely being dreamers to becoming players who have the courage to test business ideas in real life. The intervention consisted of a series of workshops and mentoring sessions involving role models who had experienced the real dynamics of running a business (including failure and recovery). This community service included sessions in which role models shared their experiences, interactive workshops with real business case studies, business plan presentations, mentoring sessions, and final reflections.

IMPLEMENTATION METHOD

1. Lecturer Activities

At the "From Dreamer to Player" entrepreneurship workshop, the lecturers focused on organizing and facilitating core training sessions. The lecturers acted as instructors by delivering introductory material on the entrepreneurial mindset. In addition, they served as workshop facilitators by presenting and bringing in role models (actual business practitioners), ensuring that material on strategies to transform fear into action was delivered interactively. During the Q&A session, lecturers provided guidance by assisting the role model in answering participant questions and reinforcing key messages, such as the importance of starting with available resources rather than waiting for the perfect plan. At the end of the session, the lecturers conducted a guided reflection as a form of follow-up training to ensure that the participants could connect the material with concrete action plans after the workshop.

2. Student Activities

Student activities in this community service program include active participation in the entire series of "From Dreamer to Player" workshops. Students begin by taking a pre-test to assess their initial entrepreneurial mindset and then participate in an FGD to identify fears and psychological barriers such as fear of failure, perfectionism, and lack of self-

confidence. During the workshop sessions, students attend presentations delivered by role models and the lecturer team and actively ask questions and discuss challenges and solutions in entrepreneurship. In groups, students develop a simple business plan and present their business ideas in front of other participants, role models, and the lecturer team. After the presentations, the students received mentoring in the form of reflection and direct input using the sandwich feedback method. At the end of the activity, students took a post-test to measure changes in mindset and filled out an evaluation questionnaire to assess the quality of role models and the implementation of the program.

3. Implementation Step

3.1 Pre-Activity (Preparation)

Before the workshop, the implementation team conducted a series of preparatory activities. First, coordination with the SEC partner was conducted by the lecturers and the head of the SEC to agree on the schedule, venue, and technical aspects of the implementation. Next, the lecturers' team and the head of the SEC identified and contacted role models who were real business practitioners with experience in failure and recovery. The lecturers also prepared pre- and post-test instruments in the form of an entrepreneurial mindset questionnaire based on the material presented.

3.2 Activity

Table 1. Details of Community Service Activities

No	Activites	Facilitator	Form of Activity
1	Pretest, FGD (identification of fear of failure)	Research team	Socialization and group discussion
2	Entrepreneurship Workshop "From Dreamer to Player"	Speaker	Lecture and Q&A
3	Business idea presentation	Participant	Participant presentation
4	Mentoring from a role model	Mentor and Speaker	Reflection

a. Initial Assessment and Group Formation

The activity began with a pre-test in the form of questions about the entrepreneurial mindset. Subsequently, a brief focus group discussion (FGD) was held to explore the psychological barriers that cause students to remain stuck in the dreamer phase, such as fear of failure, perfectionism, and lack of self-confidence. The students were divided into small, heterogeneous groups of five to six people based on their academic background, gender, and semester level. This stage resulted in initial data on the participants' mindset profiles and the formation of collaborative-learning groups.

b. *Entrepreneurship Workshop* "From Dreamer to Player"

This training is delivered directly by a role model who is also a business practitioner. The role model demonstrates how to start a business with limited resources without waiting for the perfect plan. The material on turning fear into fuel is presented chronologically, outlining the fears that have been experienced (fear of going bankrupt, fear of being rejected by the market, and fear of losing capital), along with the concrete strategies used to start and sustain a business. All sessions are designed to be interactive, featuring case studies from the role model's real business, so students not only hear the theory but also see living proof that a change in mindset is the key to surviving in the dynamic world of business.

c. Business idea presentation with direct mentoring from role model

Students present the business ideas that they have studied. Each group developed a simple business plan that included the added value of the product/service, target market, marketing strategies, available resources, and actions for the first week. All business plans were then presented in front of the role model and other participants. The role model acts as a mentor, providing input, corrections, and challenges based on their real-world experience.

3.3 Monitoring and Evaluation

Two levels of evaluation were applied: cognitive and reaction. Cognitive evaluation data were obtained through pre- and post-tests using the Entrepreneurial Mindset Questionnaire and analyzed using a t-test to assess the differences in knowledge before and after the training. Reaction evaluation used a satisfaction questionnaire that measured the clarity of explanations, mastery of topics based on real business experience, ability to answer questions, delivery of interactive materials, and interaction with the participants.

RESULTS

This community service activity was conducted as an entrepreneurship workshop for new student members of the Student Entrepreneur Community (SEC) at the Faculty of Social and Political Sciences, Universitas Mulawarman. A total of 42 members participated in all sessions and completed both the pre- and post-tests. The activities included: (1) group division and FGD to identify concerns about starting a business as a beginner; (2) delivery of material on the entrepreneurial mindset and the differences between dreamers and players; (3) presentation of business ideas by participants; and (4) mentoring from the speaker regarding the business ideas presented. The methods used were interactive lectures, guided group discussions, Q&A sessions, business idea presentations, and feedback from mentors to help participants shift their mindset from passive to active and become more willing to take risks.

The implementation of activities was conducted in a participatory manner, marked by the active involvement of students during material delivery by business practitioners, group discussion sessions and business presentations in front of facilitators and other participants. Documentation of these activities is shown through photographs covering group formation and FGD sessions (Figure 1), the main session with business practitioners (Figure 2), and the business idea presentation session (Figure 3). This documentation demonstrates that the activities were not merely one-way, but also provided space for dialogue, clarification, and direct mentoring related to various psychological barriers faced by participants, such as fear of failure, perfectionism, and fixed mindset.



Figure 1. Group Formation and FGD

Figure 1 documents the process of group formation and the initial FGD, in which 42 participants were divided into seven heterogeneous groups to explore the psychological barriers that kept them in the dreamer phase. From the FGD, three main fears experienced by novice students in entrepreneurship were identified: fear of failure due to losses and lack of market interest; perfectionism, as participants felt the need to plan the business perfectly and be fully prepared before starting; and lack of self-confidence, as they doubted their own abilities and viewed entrepreneurial spirit as an innate talent. Thus, Figure 1 represents not only the initial open diagnosis of participants' fears within a supportive group atmosphere.



Figure 2. Core Workshop from the Business Actor

Figure 2 documents the core workshop session delivered directly by the role model, a real business practitioner who has experienced failure and bounced back to success. In this session, the role model systematically addressed the fears identified in the FGD (fear of failure, perfectionism, and lack of self-confidence) by honestly and chronologically sharing personal experiences, from the fear of going bankrupt and being rejected by the market to running out of capital, as well as concrete strategies used to survive and adapt, such as starting with available resources without waiting for a perfect plan and reframing failure as learning data. In addition, the role model also presents various real obstacles faced in running a business, such as fluctuations in income, intense competition, and customer complaints, along with practical solutions, such as product diversification, building customer loyalty through a personal approach, and developing a network of partners. Throughout the session, the role model actively fostered an entrepreneurial mindset by emphasizing the importance of action orientation, tolerance of uncertainty, and a growth mindset that entrepreneurial skills can be learned and developed, not merely innate talent.



Figure 3. Q&A Session

Figure 3 shows active participants asking questions to the facilitator regarding the feasibility of their business ideas and how to overcome psychological barriers such as fear of failure and hesitation to start. This active questioning demonstrates two important things: First, the participants showed strong enthusiasm for entrepreneurship, as evidenced by each

participant asking at least one question during the session. Second, the act of questioning itself reveals that various concerns experienced by participants (such as fear of loss, embarrassment about starting on a small scale, or doubts about their own abilities) are also experienced by almost all other participants. Through group discussions and responses from the role model, participants realized that these concerns are normal and can be addressed with concrete strategies, for example, by starting a business from the smallest scale, treating failure as evaluation material, and seeking support from the community.



Figure 4. Business Idea Presentation from Participants

Figure 4 documents the business idea presentation sessions from each participant group, in which each group presented a simple business plan covering product/service added value, target market, marketing strategy, available resources, and the action plan for the first week. After the presentations, the facilitator (role model) and mentor (lecturer team) provided direct feedback to the participants, such as praising the creativity of ideas, then delivering corrections based on real-life experience (for example, suggesting to start on a smaller scale first, to test the market in straightforward ways, or to adjust promotional strategies to a limited budget), and concluded with motivational encouragement to immediately implement the idea. This reflection process helps participants realize that a business plan does not need to be perfect from the start; what matters most is the courage to begin and learn from feedback.

Tabel 2. Pre-test and Post test Knowledge Scores

N (Participants)	Pre-Test Mean	Post-Test Mean	T-value	p-value	Note
42	80.50	83.81	-2.119	0.040	Significant

Based on Table 2, there was an increase in participants' entrepreneurial mindset knowledge scores from the pre-test (mean = 80.50) to the post-test (mean = 83.81) after they attended the workshop. The results of the paired t-test showed a statistically significant difference ($t = -2.119$; $p = 0.040$), indicating that this outreach activity was effective in improving the students' entrepreneurial mindset.

Table 3. Participants' Assessment of the Role Model (n = 42)

Assessment Aspects	Positive (Very Good/Good)	Negative Rating (Sufficient/Insufficient)
The role model explains the material clearly	40 (95%)	2 (5%)
Role model masters the topic (based on real business experience)	41 (98%)	1 (2%)
Role model answers questions well	39 (93%)	3 (7%)
The role model delivers the material in an interactive manner	38 (90%)	4 (10%)
The role model interacts well with the participants	40 (95%)	2(5)

Table 3 quantifies this positive reception based on collected data. Participants' subjective evaluations of their role models were mostly positive. They assessed the role based on the clarity of explanations, mastery of the topic (which was grounded in real business dynamics), and the ability to create an engaging and interactive atmosphere through authentic stories and practical insights. This quantitative feedback indicated a high level of participant satisfaction with the learning experience delivered by the role models.

DISCUSSION

The results of the statistical tests indicated that the applied intervention had a significant impact on improving students' entrepreneurial mindset. These findings confirm that an entrepreneurial mindset is not an innate, static characteristic but a dynamic psychological attribute that can be developed through structured interventions. The participants experienced a shift from possessing passive knowledge to having more active mental readiness after the intervention. This is in line with the previous literature, which states that psychological intervention-based entrepreneurship education is more effective in changing mindsets than traditional teaching methods (Boldureanu et al., 2020; Byun et al., 2018).

The success of this activity can be explained from the perspective of social cognitive theory, in which exposure to structured material serves as a vicarious experience and a strong verbal persuasion. This process increases students' self-efficacy, making them believe that they are capable of running a business in the future. The increase in the average score from the pre-test to the post-test indicates that mental barriers, such as fear of failure or lack of technical knowledge in entrepreneurship, were successfully reduced. Previous studies support these findings, stating that educational interventions focusing on psychological aspects can significantly increase entrepreneurial intentions through self-efficacy mediation (Al-Qadasi et al., 2023; Jiatong et al., 2021).

Overall, this implies that higher education institutions need to shift from a purely theoretical approach to one that incorporates psychological interventions. A brief yet intensive intervention model has proven effective in restructuring students' cognitions within a relatively short period. For future research, it is recommended to expand the sample size to validate the findings across gender subgroups and to conduct longitudinal studies to determine whether these mindset changes persist over the long term. This is crucial

considering that the sustainability of entrepreneurship is also influenced by post-education ecosystem factors (Peng et al., 2021; Vuorio et al., 2018).

Therefore, interventions should not be limited to brief knowledge transmission but should be internalized and maintained over time. In addition, psychological intervention approaches are needed to build psychological capital, which includes hope, optimism, and resilience. Through this activity, it is possible to develop psychological capital that serves as an internal foundation for students to withstand the uncertainties and setbacks of the business world. Without this foundation, technical business knowledge alone will be insufficient to sustain enterprises after graduation. Recent literature emphasizes that students with PsyCap are better equipped to initiate new businesses because they perceive obstacles as challenges rather than threats (Loi et al., 2025). Ultimately, this can foster a spirit of achievement among novice learners.

Positive feedback from participants regarding the role model reflected the narrative appeal, practical credibility, and storytelling skills of the role model, as well as the ease of understanding gained from passively listening to life experiences. Inspirational and interactive sessions require less mental effort than active learning, which demands that participants face problems and build their own understanding (Ramdani et al., 2025). This activity can also foster students' mental competencies before they enter the business world. Universities need to shift their educational paradigm by changing the curriculum and focusing not only on academic achievement (GPA) but also on developing adaptive and innovative character traits that are ready to compete in the global business arena. This aligns with the concept of an entrepreneurial university, which emphasizes the importance of integrating character development into the modern higher education ecosystem (Cunningham & Menter, 2021). Thus, universities can transform not only by producing graduates but also by producing competent entrepreneurs.

The main obstacles stem from the characteristics of the participants, most of whom are still in the early stages of their studies and are teenagers with unstable emotions. These include being easily afraid of failure, perfectionism, difficulty in accepting criticism, being easily distracted, and having a fixed mindset that entrepreneurial abilities are innate talents. To address this, the service team and role models have implemented a psychological scaffolding approach by sharing relatable stories of role model failures, facilitating reflective ice-breaking activities for emotional regulation, using the sandwich feedback method (praise–critique–encouragement), forming heterogeneous groups to facilitate peer modeling, and encouraging the habit of writing down "small wins" every day to gradually build self-efficacy.

CONCLUSION AND SUGGESTIONS

Based on the initial objective of this study to analyze the effectiveness of entrepreneurship seminars in developing students' entrepreneurial mindset, the results show that seminars combined with mentoring from real business role models have proven effective. This is evidenced by a statistically significant increase in the entrepreneurial mindset scores based on the paired t-test ($p=0.040$). However, qualitatively, there was also a shift in participants' mindset—from merely possessing passive knowledge to becoming more active, daring to take risks, and having greater self-efficacy to start a business. In addition, soft skills such as tolerance for uncertainty, action orientation, and the ability to view failure as part of the learning process also improved, while hard skills, such as preparing simple

business plans, were practiced through business idea presentations. As a follow-up recommendation, longitudinal research with a larger and more diverse sample is needed to test the sustainability of mindset changes over the long term. Furthermore, applied service activities focusing on advanced psychological interventions, such as the development of psychological capital (hope, optimism, and resilience) for students in other universities, are recommended, considering that short-term mindset changes need to be reinforced with continuous guidance to transform them into concrete actions for job creation after graduation.

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