

Strategy for Actualization of the Entrepreneurship-Based Curriculum: A Case Study at Madrasah Aliyah

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Abstract: This article comprehensively examines the strategy employed for the modernization and actualization of an entrepreneurship-based curriculum at Madrasah Aliyah Miftahul Ulum in Lumajang. The study adopts a qualitative research approach, utilizing a descriptive method through a case study framework and an analysis of relevant entrepreneurship curriculum documents with seven sources of information, including the principal, vice principal, teachers, and 3 students. The research data, gathered from interviews, observations, and documentation, undergoes rigorous analysis through data condensation, data display, and conclusion formulation. The findings indicate that the strategy for the modernization and actualization of the entrepreneurship-based curriculum at MA Miftahul Ulum encompasses several key components, including the formulation of the vision, mission, and objectives of the curriculum; an analysis of individual expertise and responsibilities and an evaluation of program implementation by the entrepreneurship education implementation team.

Keywords: Strategy, modernization, curriculum actualization, entrepreneurship.

Abstrak: Artikel ini mendeskripsikan tentang strategi modernisasi dan aktualisasi kurikulum berbasis kewirausahaan di Madrasah Aliyah Miftahul Ulum Lumajang. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif melalui pendekatan studi kasus dan studi dokumen kurikulum kewirausahaan dengan 7 sumber informasi antara lain kepala sekolah, wakil kepala, guru dan 3 siswa. Analisa penelitian data dari hasil wawancara, observasi dan dokumentasi dengan tahapan kondensasi data, display data dan penarikan kesimpulan. Hasil penelitian menyimpulkan Strategi Modernisasi dan Aktualisasi Kurikulum Berbasis Kewirausahaan di MA Miftahul Ulum Lumajang melalui; perumusan visi-misi dan tujuan kurikulum berbasis kewirausahaan, analisis keahlian dan tugas individu hingga tahapan evaluasi program, tim pelaksana pendidikan kewirausahaan.

Kata Kunci: Strategi, modernisasi, aktualisasi kurikulum, kewirausahaan

Introduction

Each educational institution is free to innovate what programs to offer; program planning is based on supporting factors in schools ranging from facilities and infrastructure to students' conditions. The government determines several main

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program themes, including entrepreneurship (Saputra & Novilia, 2023). The entrepreneurship theme teaches students creativity and skills in producing craft products, and students are introduced to various techniques for producing craft products, as well as cultivation and management (Block & Kuckertz, 2023).

Students can explore, plan production, evaluate, and utilize existing technology and resources through entrepreneurship projects. Entrepreneurship projects can develop students' abilities and skills by integrating knowledge and disciplines based on STEAM (Science, Technology, Engineering, Arts, and Mathematics) (Amril & Hardiani, 2021). With entrepreneurship projects, education can realize students' entrepreneurship skills starting from education.

Based on the 2023 Global Entrepreneurship Index (GEI) data, Indonesia is included in the list of 8 countries with the largest decline in GEI scores compared to the previous year. The results of this measurement are based on 14 pillars, which are grouped into three sub-indexes: entrepreneurial attitudes, entrepreneurial skills, and entrepreneurial ideas (Elyta & Jamaliah, 2023). The spirit of entrepreneurship must be instilled in school. Therefore, an interest in entrepreneurship must be integrated into the education process at every level of education, which must be responded to by the Indonesian government through innovation and curriculum changes because curriculum development is an instrument to improve the quality of education (Novita & Prasetyo, 2022).

The curriculum change in Indonesia was not long ago, namely when the shift from curriculum 13 (k13) to the independent curriculum (MBKM) in 2022; there has even been a proposal from the new Minister regarding the deep learning curriculum proposed by Minister Prof. Dr. Abdul Mu'ti, M.Ed. So far, the classic adage has emerged: "change ministers change curriculum" or "change ministers change books" (Hacohen & Weinshall, 2019). When the curriculum changes, of course, it has different characteristics. The Deep Learning Curriculum is designed to strengthen students' understanding through a deeper approach. The goal is to provide students with a more meaningful and enjoyable learning experience (Hassan et al., 2023).

This is supported by three main pillars in the deep learning curriculum: mindful learning, meaningful learning, and joyful learning. The Deep Learning Curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens

who are faithful, productive, creative, innovative, and effective and can contribute to the lives of society, nation, state, and world civilization (Nana & Brenya, 2024). The curriculum is designed for students through teachers who have a real influence on students during the learning process through strengthening programs that are actualized intracurricularly and strengthening school extracurricular activities (Miller & Krajcik, 2019).

In this study, the educational institution chosen was Madrasah Aliyah Miftahul Ulum Lumajang, an educational institution that has been established for a long time and is known to many people in terms of quality and quantity. Although Madrasah Aliyah Miftahul Ulum is a private school, it can be equated with public schools. It is proven that the school's curriculum usage at each class level can complete several project themes from the curriculum set by the government following the predetermined planning.

Based on the description of the gap between theory, field facts, and previous research, the researcher offers a novelty of research on the focus of modernization strategies and the actualization of the entrepreneurship-based curriculum at Madrasah Aliyah Miftahul Ulum Lumajang.

Research Method

The research is situated within an interpretive or post-positivistic framework and employs a qualitative methodology, specifically utilizing a case study approach (Usmeldi et al., 2017). Data are gathered in a natural setting with seven sources of information, including the principal, vice principal, teachers, and three students, serving as the primary source of information (Richey, 2022). This investigation concentrates exclusively on the observation and comprehensive analysis of the modernization strategy and the implementation of an entrepreneurship-based deep learning curriculum at Madrasah Aliyah Miftahul Ulum Lumajang, located at Jalan Raya Krai Km 07 Number 71, Kunir Village, Yosowilangun District, Lumajang Regency, East Java Province.

Field research was conducted from June 15 to June 30, 2024, followed by subsequent stages of the study, which were completed by July 13, 2024. The selection of informants was not dictated by quantity; rather, it was conducted purposively to align with the specific needs of the research. Participants included the principal, the vice

principal, and three educators. Data collection methods encompassed interviews, observations, and documentation, with observational and interview findings complemented by various documents, including written materials, photographs, and other relevant artifacts (Morgan & Harmon, 2021).

Data analysis was performed through systematic processing, organization, and categorization of information into manageable units (Patel, 2024). This involved detailed descriptions, pattern identification, and highlighting significant insights, ultimately leading to conclusions that could be communicated to others, based on interview transcripts, field notes, documentation, and other relevant materials (Strijker & Bosworth, 2020).

Result and Discussion

Strategy for the Actualization of the Entrepreneurship-Based Curriculum at Madrasah Aliyah Miftahul Ulum Lumajang

a. Analysis of Entrepreneurial Vision Formulation

The initial phase of the entrepreneurship-based curriculum modernization strategy, informed by observations and interviews, involves the identification of competency requirements through a SWOT analysis. This internal analysis assesses the institution's strengths, weaknesses, vision, mission, and goals. In contrast, the external analysis seeks to identify opportunities and threats, addressing issues such as the demand for entrepreneurial competencies and employer feedback regarding graduates. The Head of Madrasah Miftahul Ulum articulated this vision by stating:

"As a leader, in 2019, I conceptualized how our institution could transcend traditional Islamic boarding school education by incorporating entrepreneurship-based education. While entrepreneurs are already present within our institution, I aim to maintain the traditional educational model while enhancing it with diverse entrepreneurial educational offerings, ensuring the community finds a comprehensive learning environment here." (Interview, Nur Yasin, July 2024)

This perspective is further supported by the Deputy Head of Miftahul Ulum Madrasah, who remarked:

"The entrepreneurship-based curriculum, spearheaded by the leadership, necessitates the involvement of all stakeholders within the Islamic boarding school, including administrators, deputy administrators, the head of the

madrasah, teaching staff, and educational leaders. Consequently, all facets of the proposed plan for quality improvement among students are influenced by the participation of these various elements within Miftahul Ulum Madrasah." (Interview, Siti Aminah, July 2024)

In discussing the integration of general subjects within the curriculum, the Head of Miftahul Ulum Madrasah emphasized:

"The modernization of the pesantren curriculum is essential to ensure alignment with contemporary advancements. The pesantren employs several strategies to cultivate an entrepreneurial spirit among students. Initially, a commitment to mental development is instilled in new students through indirect means, specifically emphasizing the importance of diligence. Entrepreneurs must exhibit diligence in all endeavors, particularly in financial management. Students are educated on the importance of saving as a component of prudent financial oversight." (Interview, Siti Aminah, July 2024)

A similar sentiment was expressed by a teacher of the tenth grade at Miftahul Ulum Islamic High School, who noted:

"This Islamic boarding school is rooted in agriculture and commerce. Therefore, when parents enroll their children here, they need not concern themselves with school fees, communication protocols at the boarding school, or the supply of their children's needs. Furthermore, this institution significantly aids economically disadvantaged guardians through economic empowerment initiatives facilitated by the school's entrepreneurship education, which all stakeholders collaboratively manage." (Interview, Fauzan, July 2024)

The curriculum innovation at Madrasah Miftahul Ulum is initiated with a comprehensive assessment of existing systems, opportunities, challenges, and all elements pertinent to implementing entrepreneurial activities by effectively leveraging the school's resources. The analysis conducted by the researcher underscores the importance of internalizing the vision and mission within the entrepreneurial curriculum at Madrasah Miftahul Ulum.

b. Task analysis and the development of individual competencies

Concerning task analysis and the development of individual competencies within the organization, allocating responsibilities involves systematically grouping

individuals, tools, and tasks, as well as authority and accountability, thereby establishing an organized structure capable of functioning cohesively toward achieving predefined goals.

Within the task allocation framework at Madrasah Miftahul Ulum, the researcher plans to elucidate various subsystems of Islamic boarding school education. As Nur Yasin elaborates:

The management of Madrasah Miftahul Ulum emphasizes that administrators adhere closely to the established vision and mission during the implementation of Islamic boarding school activities. This approach reflects the management's objective of cultivating a school characterized by moral integrity, in line with the principle of "*al muhafadotu 'ala al-qodimi al-sholihi wa al-akdzu bi al-jadidi al-ashlah*," which advocates for the preservation of beneficial traditional practices while embracing superior contemporary approaches. ." (Interview, Nur Yasin, July 2024)

Additionally, the leadership at Madrasah Miftahul Ulum delegates authority to relevant units, as noted by Fauzan said:

This delegation entails the leader determining specific powers for each department or section head. In executing agribusiness entrepreneurship education, attention is given to character development in the students of Madrasah Miftahul Ulum, evidenced through the learning planning format, particularly in the teaching and learning activities (KBM) section, which outlines expected student characteristics. ." (Interview, Fauzan, July 2024)

To enhance the overall quality of educators, it is imperative to facilitate ongoing professional development through coaching, training, seminars, and analogous initiatives. The principal of Madrasah Miftahul Ulum reiterates that:

The teaching staff and asatidz must maintain a commitment to quality improvement, supported through engagement in various training sessions, seminars, and workshops. Special workshops for asatidz and teachers are organized every three months to advance teacher quality, enhance learning experiences, and provide motivation and guidance within the institution. (Interview, Nur Yasin, July 2024)

By involving these trainings, educators gain experience and additional knowledge. In addition, it can add physical evidence of improving the quality of some certification requirements. Training at Madrasah Miftahul Ulum can directly increase the enthusiasm of its participants. As explained by the vice principal that:

It is true that the principal often allows teachers to participate in training held by the committee at Madrasah Miftahul Ulum. We are very happy to undergo it because, in addition to increasing knowledge and experience, which are the objectives of the training, we also get a certification, which can be used as physical evidence of improving quality to become professional teachers, as the leadership and the community expect. (Interview, Siti Aminah, July 2024)

Based on this explanation, researchers can understand that management also involves all existing personnel participating in various activities that can support the quality of the organization's program. In line with the theory of organizational behavior, by working together, all tasks become easier (Eko Setiono & Zahidah Ismah Nabilah, 2023). At this stage, empowering human resources in their respective fields can make school activities more focused and of higher quality to provide results that can improve the welfare of all individuals in an organization.

c. Program evaluation, implementation team, and entrepreneurial output

In conducting program evaluations, Madrasah Miftahul Ulum continuously improves quality by holding weekly, monthly, and annual meetings. He believes that the need for education always changes according to the times. So, an evaluation of the work program and performance that has been carried out is necessary to adjust to these needs and developments. This is by the explanation of the management of Madrasah Miftahul Ulum, who said:

Once a year, Madrasah Miftahul Ulum holds a workshop and study seminar attended by all students and teaching staff, both Asatidz and teachers of Madrasah Miftahul Ulum, for two days to evaluate. We evaluated the work program in the past year during those two days. In the lessons one year ago, they predicted en masse by all the pesantren delegates, gave rise to enlightenment, then evaluations, and gave rise to new knowledge." (Interview, Siti Aminah, July 2024)

The presentation of the administrators was similarly expressed by one of the teachers at Madrasah Miftahul Ulum, who said:

That is indeed a routine agenda that is expected to produce goodness for students and is committed; at Madrasah Miftahul Ulum, there are seminar activities every half year and annual workshops, meaning that every year all students of Madrasah Miftahul Ulum must attend the event. The contents of these activities are coaching, evaluation of work program plans for compiling future programs, and others. ." (Interview, Fauzan, July 2024)

The explanation follows the statement of the principal of Madrasah Miftahul Ulum, who said:

Guidance at Madrasah Miftahul Ulum in the form of socialization and workshops for all Asatidz and all teaching staff is to improve professionalism as a teacher. The socialization and workshop were held by the khadimul ma'had or kiyai of the Al-Ittifaq Bandung Islamic Boarding School together with the foundation. ." (Interview, Nur Yasin, July 2024)

The leader's statement was also strengthened by the explanation of the Deputy Principal of Madrasah Miftahul Ulum, who said:

In assessing the education of the Al-Ittifaq Bandung Islamic Boarding School (homeroom teachers, staff, library staff, and cleaning staff), it is necessary to conduct observations regarding the quality and quantity of work in supporting the implementation of character development of students at Madrasah Miftahul Ulum. ." (Interview, Siti Aminah, July 2024)

Based on this explanation, researchers can understand that the agenda once a year at Madrasah Miftahul Ulum is to hold workshops and study seminars attended by all students and teaching staff, teachers, and education personnel at Madrasah Miftahul Ulum for two days. We consecutively evaluate the implementation of the entrepreneurship learning program.

In the evaluation, teachers and administrators conveyed their aspirations regarding improving the quality and quantity of Islamic boarding school education, starting from the curriculum, educational programs, facilities, infrastructure, and so on. They responded directly to the committee or administrators of Madrasah Miftahul Ulum, which were then included in the curriculum next year for the improvement of

the Islamic boarding school if it was needed and agreed by the entire leadership council.

Discussion

Strategy for the Actualization of the Entrepreneurship-Based Curriculum at Madrasah Aliyah Miftahul Ulum Lumajang

The curriculum innovation at Madrasah Miftahul Ulum is initiated with a comprehensive assessment of existing systems, opportunities, challenges, and all elements pertinent to implementing entrepreneurial activities by effectively leveraging the school's resources. The analysis conducted by the researcher underscores the importance of internalizing the vision and mission within the entrepreneurial curriculum at Madrasah Miftahul Ulum.

This internalization not only enriches students' educational experiences but also proves beneficial post-graduation, particularly as graduates engage in agribusiness ventures that may yield greater financial outcomes than traditional employment (Elpisah, 2024). Consequently, alumni of Madrasah Miftahul Ulum are well-positioned to pursue entrepreneurial paths, given their expertise in education, while others may take on teaching roles that reflect the educational principles instilled by the institution (Riyadh Rahman, 2023).

In addition to increasing knowledge and experience, which are the objectives of the training, they also get certification, which can be used as physical evidence of improving quality to become professional teachers who follow the expectations of leaders and the community. According to Iqbal & Yi (2022), a good strategy involves coordinating the work team, which aims to identify supporting factors following the principles of rationally implementing ideas, efficiency in funding, and tactics to achieve goals effectively.

The approach to developing human resources in the division of school tasks, which he called the System Model (Kurnia Fatmawati, 2023), includes four criteria, namely (1) adaptation, which is the question of an organization's ability to adapt to its environment, (2) integration, which is a measurement of the level of an organization's ability to conduct socialization, consensus development and communication with various other organizations, (3) motivation, which is a measurement of the attachment and relationship between organizational actors and their organizations and the

completeness of facilities for carrying out the main tasks and functions of the organization, (4) production, which is an effort to measure the effectiveness of the organization concerning the number and quality of organizational output and the intensity of an organization's activities (Putro & Subiyakto, 2022).

In improving the quality of education in this educational institution, it tries to empower existing resources for students through active cooperation. It provides opportunities for all education personnel to improve their profession by participating in training, seminars, socialization, or continuing to the next level.

According to the researcher's analysis, it can be explained that for the assessment, monitoring of the performance of teaching and education staff is carried out, including in developing the entrepreneurial character of students at Madrasah Miftahul Ulum, including internal and external monitoring (Emmanuel E. Achor, 2020). Internal monitoring for educators is carried out by teachers together with administrators at least once in the form of observation; after all educators have been observed, a learning evaluation meeting is held, including the development of the entrepreneurial character of students at Madrasah Miftahul Ulum.

The leadership, the foundation, and all teaching staff of Madrasah Miftahul Ulum carry out external monitoring. There is a link between program evaluation, the implementation team, and the output of the entrepreneurship education process (Forero-Corba & Bennasar, 2024). Evaluation is preceded by assessment. Assessment is a systematic and continuous process or activity that collects information about students' learning process and results to make decisions based on certain criteria and considerations.

The assessment used at Madrasah Aliyah Miftahul Ulum Lumajang is the diagnostic assessment theory, which aims to diagnose the basic abilities of human resources and determine the final condition of implementing the student entrepreneurship program (Shah et al., 2020). Diagnostic assessment is divided into non-cognitive diagnostic assessment and cognitive diagnostic assessment. The entrepreneurship-based curriculum wants to create a learning atmosphere that provides direct experience.

Table 1. Results of a study on Madrasah Aliyah Miftahul Ulum Lumajang

Entrepreneurship Curriculum Renewal	Technical actions
1. Analysis of Entrepreneurial Vision Formulation	The initial phase of the entrepreneurship-based curriculum modernization strategy, informed by observations and interviews, involves identifying competency requirements through a SWOT analysis.
2. Task analysis and the development of individual competencies	Concerning task analysis and the development of individual competencies within the organization, the leaders of Madrasah Miftahul Ulum fully support improvement by including training and workshops for teachers to improve the quality.
3. Program evaluation, implementation team, and entrepreneurial output	Program evaluation is an assessment of the educational program organized by Madrasah Miftahul Ulum. It is led directly by the management of Madrasah Miftahul Ulum.

Conclusion

Based on the findings of the research, it can be concluded that the strategy for the modernization and actualization of an entrepreneurship-based curriculum at Madrasah Aliyah Miftahul is executed in a phased manner. This process encompasses formulating a vision, mission, and objectives, which serve as indicators for developing the entrepreneurship curriculum. It also involves an analysis of individual skills and responsibilities within the organization regarding implementing this curriculum, establishing a shared commitment through program evaluation, and the composition of an implementation team that aims to achieve the desired outcomes in entrepreneurship education.

The initiatives to enhance competencies at Madrasah Aliyah Miftahul Ulum Lumajang have been successfully realized, primarily due to the commitment of employees to elevate their educational qualifications, supported by organizational policies aimed at improving human resource knowledge. These improvements contribute to the effective implementation of entrepreneurship programs while enriching educators' professional experience.

An articulated vision is instrumental in delineating organizational objectives and identifying strategic targets that align with these goals. Such a vision should be straightforward, cultivate a sense of accountability among school personnel, provide challenges, and remain both practical and realistic. The vision of enhancing the entrepreneurial spirit serves as the foundational basis for Madrasah Aliyah Miftahul Ulum in devising strategies to attain institutional objectives.

The final phase involves monitoring the performance of both teaching and educational staff, particularly in fostering the entrepreneurial character of students at Madrasah Miftahul Ulum. This monitoring encompasses both internal and external assessments. Internal monitoring is conducted collaboratively by teachers and administrators, typically occurring once through observations. Following the observation of all teaching personnel, a learning evaluation meeting is convened to discuss the development of students' entrepreneurial attributes. External monitoring is undertaken by leadership in conjunction with the foundational body and all Madrasah Miftahul Ulum teaching staff.

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