

Social Entrepreneurship as Students' Social Transformation in an Indonesian Islamic University

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ARTICLE INFO

Keywords:

Social Entrepreneurship;
Social Transformation;
Campus World

Article history:

Received 2022-01-18

Revised 2022-03-09

Accepted 2022-05-26

ABSTRACT

This research aims to find out the work of students as young social entrepreneurs who are supported by curriculum instruments, understand the process of students consolidating themselves as young social entrepreneurs as well as thinkers, and the emergence of new awareness among students as a young social entrepreneur figure. This research is descriptive qualitative research. Informants in the study numbered 70 students who had businesses such as culinary, service providers, fashion, and others. However, the participants who were willing to be interviewed were only 9 students. Data collection is done through interviews, then the data is analyzed through data reduction, data presentation, and conclusion drawing. From the results of the study showed that there was a change in student self-orientation as an agent of change characterized by the process of consolidation into a young social entrepreneur who has the ability to find loopholes and opportunities outside of their academic tasks. The ability to do this cracking zone, actually students want to get out of their comfort zone while trying to realize new awareness to become young social entrepreneurs in the midst of uncertain social, economic, and political conditions.

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1. INTRODUCTION

The last decade, there has been a new wave among students. Previously they struggled on socio-political issues that could make him move massively. Even if there is a change in the issue, it usually also remains related to the two aspects above. In historical roots in Indonesia for example, the student movement also grew from a critical attitude of seeing the reality around them (Prasetyo, 2014).

Dian (2018) suspected that the student movement in historical roots is also widely suspected, whether their actions are really voices that call for morality purely, or only used politically by interested parties. Conditions like this are precisely what becomes to have its own attraction for student

movement action. Although it has its own typology of movements, which are characterized by militancy, loyalty, the epistemological roots of movements, action axiology, and ideology, so far student actions are indeed politically motivated. No wonder if in the future the distribution of ex-student cadres is more sucked into the political world, as party functionaries, board members, and political bureaucrats, and also the drivers of non-governmental organizations. At least this kind of pattern that we can find in seeing student action in the era of 1966, 1974, and 1998. However, in the past decade, there has been a new phenomenon among students. Namely the start of the massive movement of economic independence which is characterized by the rise of the entrepreneurial spirit among them. On various campuses, entrepreneurship dialogues and seminars are considered as important as political discussions and religious deliberations. This shift in issues, from socio-political to creative economy can be one of the markers if the trend of student movements can spread in a more positive direction. If previously the demands were revolutionary, massive, and idealistic, then with reference to the growth of this young entrepreneurship, the direction of the movement is more evolutive, personal, and realistic.

There are many records about the student movement, from 1974, the MALARI movement is the best and most conducive time. The press has the freedom to express its views, attitudes, and stances through editorials and corner notes on the events that occurred around it. There are several impacts of the MALARI movement, namely the removal of the positions of several military officials of the TNI-AD (Indonesian National Army – Army), such as the replacement of the Chairman of BAKIN (National Intelligence Coordinating Agency), the Commander of KOPKAMTIB (Command for Security and Order Recovery Operations), and the removal of the Presidential ASPRI institution (Suwirta, 2018). Entering 1977 students again carried out the 1977 election supervision action carried out by Jakarta, followed by the action to eradicate ignorance carried out in Bandung, as well as the statement of the Pledge of Indonesian students at the ITB campus carried out by the student council throughout Indonesia (Arismunandar, 2012). In 1997, when Indonesia... This new wave has germinated over the past decade. The phenomenon of the flood of technology flows, the latest types of applications, to the development of social media also provides opportunities for the growth of young entrepreneurs, especially among students. They no longer rely on monthly allowances or tuition from parents. They move agilely by utilizing the existing potential for the sake of economic stagnation from an early age. At least, they can meet their own needs, free to express their will and creative mindset, so that, if the business continues to grow, it can give their colleagues the opportunity to join their business lines.

The development of these young entrepreneurs is characterized by several things: first, the massive use of technological devices, the use of social media networks as marketing fulcrums, product packaging with designs tailored to the style of young people, strengthening the network of young entrepreneurs, utilizing creative ideas that break, and so on (Sanchaya Hendrawan & Sirine, 2017).

Second, on various campuses, concern for the rise of young entrepreneurs is also characterized by the entrepreneurship curriculum. Entrepreneurship is one of the courses that not only introduces the concept of business independence, but also on the growth of creative ideas, marketing patterns, strengthening and expanding networks, packaging products, to how to minimize risks. Some campuses also often hold expo products of the superior products of these students. In several events, intra-campus organizations also sponsored the arrival of business motivators to encourage these young entrepreneurs. This kind of official support makes students excited in fostering economic independence among them (Azwar, 2013).

According to Syarif (2021), on Islamic campuses such as UIN Sunan Ampel Surabaya, awareness to popularize the entrepreneurship movement is present ahead of the reform. At that time, in 1997, there began to be an Entrepreneurship Course at the Faculty of Ushuluddin UIN Sunan Ampel Surabaya. The presence of courses with a weight of 3 credits is indeed prepared to support the potential of students in the field of entrepreneurship as well as provide preparation for them if they have graduated and want to work freely without being tied to diploma status. In some faculties then also followed to put this course in the curriculum. Its name is "Social Entrepreneurship" or Social

Entrepreneurship.

In the Social Entrepreneurship Semester Learning Plan (RPS) there are several things that become the fulcrum of learning. Students are expected to be able to work together and have social sensitivity and concern for the community and the environment. Internalize the spirit of self-reliance, entrepreneurship, and entrepreneurship. In addition, there are several things that are the main points of this lecture material: (1) introduction to the principles of entrepreneurship; (2) excavation of creative ideas; (3) polishing the potential of entrepreneurs; (4) the principle of benefit of the business carried out as part of social entrepreneurship. The four basic points above are breakdown into a lecture syllabus run by students in one semester (Khairani & Fridiyanto, 2020).

In addition to strengthening basic potential as an entrepreneur, students are expected to become a young entrepreneur who cares about the social conditions around him so that he can empower the community. This is a good idea based on the concept of Maslahat. In the Maslahat concept, kindness is not considered a good, unless it provides benefits to the surrounding environment.

It's just that, first, it is necessary to distinguish between maslahat which is "subjective individual" and maslahat which is "social-objective". Maslahat, which is individual-subjective, is a maslahat that concerns the interests of a person who is existentially independent, and separate from the interests of others. In this category, because of its very subjective nature, the right to determine and at the same time as a judge is of course the person concerned. No collective force has the right to determine what a person personally considers to be maslahat. While maslahat which is social-objective is a maslahat that concerns the interests of many people. In this case, the authority entitled to give judgments that and at the same time become the judge is none other than the crowd, where the goodness and principle of expediency are also felt by them. In this realm, the desired maslahat of social entrepreneurship can be expected to have a significant impact (Jubaedi et al., 2018).

UIN Sunan Ampel Surabaya, which has the slogan *Khairun Nas 'Anfauhum Linnas* or "the best human beings are the ones who benefit others", the implementation of this slogan finds its practice space through Social Entrepreneurship, where students are not only taught economic independence, but also care for others. With the empowerment of themselves and others, the entrepreneur is not only trying, but also expected to open opportunities for cooperation with other parties, or even open jobs, as well as community differentiation. By realizing Social Entrepreneurship, the Islamic principle of *Rahmatan Lil' Alamin* will find its echoes. What Islam means *Rahmatan Lil Alamin* is Islam as a grace for the entire universe, where Social Entrepreneurship can provide benefits for all circles around.

Nurfaqih (2018) his research mentions that Social Intrepreneurship is one of the processes of community empowerment to create a community environment that will have a high economic growth rate will also affect social conditions. Through the provision of salaries / wages carried out to workers carried out by corporate institutions is an economic aspect, while there is an increase in income that can change the behavior and lifestyle of the community into other aspects that can be considered in terms of social. Moreover Azwar (2013) report that social entrepreneurship is an entrepreneurial spirit built to bridge between science and market capabilities. Entrepreneurship includes the formation of new companies, entrepreneurial activities and managerial abilities needed by an entrepreneur. So that students can implement the knowledge obtained to contribute to the welfare of the community economy. More specifically, Wibowo (2021) reveals several types of social entrepreneurship actors: 1) Civic innovator, is an innovator who appears in civil society, 2) Founder of a revenue generating social enterprise, individual social entrepreneurship actors who have the ability to increase income, and 3) Launcher of a related revenue generating activity to create a surplus to support social vision, the activities of the main actors related to increasing income so as to create added value to support social vision. The purpose of research is to know the work of students as a young social entrepreneur figure supported by curriculum instruments, understand the student process of consolidating himself as a young social entrepreneur figure as well as a thinker, and the emergence of new awareness among students as a young social entrepreneur figure.

2. METHODS

The research was conducted at UIN Sunan Ampel Surabaya. This research is a descriptive qualitative study, where data obtained through the results of interviews and then presented to draw a conclusion. The population is randomly selected with various forms of business with a young age 19 to 27 years old. The interviewed population was 70 people, consisting of 23 people who were in culinary business, 5 people in the field of Service Providers, 25 people in the Business of Fashion and Beauty Products, and 17 people in the field of Business Combination. But the participants who were willing to be interviewed were only 9 students because the business managed was not far from UIN Sunan Ampel Surabaya. The interview process is carried out according to the participants' schedules to feel relaxed and flexible. Data collection is done through interviews what needs to be prepared in starting a business and also how to have a positive influence on employees and the community around their place of business. There are 5 principles of business ethics that can be studied in social entrepreneurship included in this research, namely: 1) Upholding a sense of social justice, 2) Carrying out analysis and empowerment of new ideas to improve community creativity, 3) making the environment conducive and environmental care, 4) The application of social goals in entrepreneurial activities, 5) Monitoring again about the development of economics as a value-free science (Baidowi, 2010). Then the data is analyzed through data reduction, data presentation, and conclusion draw.

3. FINDINGS AND DISCUSSION

As social entrepreneurs, students are present in situations and conditions needed by the community. Although students, at a certain level, through the learning process of carrying out the practice of social entrepreneurship, they at least appear to realize the importance of building social value through business activities. That is, it is not profit that is the main goal in doing business, but how much benefit is felt by the community in improving mutual welfare and community development. If mapped based on the type of business pursued by UIN Sunan Ampel Surabaya students, from 70 students who were made informants, about 23 people who were engaged in culinary business, 5 people engaged in service providers, 25 people were involved in fashion and beauty products, and 17 people were involved in the business combination business. From various experiences and struggles to become a young social entrepreneur, it seems that students have the ability to play free gaps in between doing academic tasks, namely lectures.

"IZ" of the student entrepreneurship activists, claimed to be able to buy daily necessities by using the profit from selling cakes. The risk of selling also exists. Because the cake is wet, then if it is not sold out, it will be stale and wasted. Because of this risk, he always considers the aspect of sales stability. There is no need to make many cakes, as long as it is proportionate and exhausted, so among the principles of the wet cake business. Indana said her parents never protested against what she did. The condition, continued this girl from Lamongan, her business did not interfere with her college.

In addition to IZ, there is VSR who sells burgers. "He claimed to only sell burgers at home, and occasionally offered them to friends on campus. For him, selling burgers can increase his pocket money and can replace the cost of gasoline when going to campus. The business he has been living since a few months ago is supported by his brother and parents. This way VSR can meet his daily needs without relying on parental gifts anymore."

This student admitted that he learned self-taught from the internet about how to make a good burger. After trying dozens of times he finally found a suitable recipe on the young man's tongue. He is targeting the market share of young people because in addition to them having a modern lifestyle, these young people are also considered a good marketing object because VSR has to adjust the price of burgers made by young people to the standards of young people's pockets, including student-style price standards. The profit he gets for each burger varies, between Rp. 4000-5000, depending on the size. Of this amount, he can earn between Rp 2,000,000 to Rp 2,500,000 per month. At his home, he has one employee who is in charge of preparing his sales to serve buyers at his front stall. This part-time employee he earns Rp. 750,000 per month.

UQ explained when he was selling with the intention of finding additional income. His parents

supported his move. According to UQ, he does not need capital at all, because all he does is become a reseller of fried noodle-shaped food products with childhood.

At first, he sold by leaving things in the honesty canteen. But because a lot was missing, he changed his strategy. This time he toured the faculty offering his food products to his friends. According to him, his income is not much, only Rp 15,000 per day. He sells when the active day of lectures only, 4 days. Thus in a month he can earn approximately Rp 450 thousand.

According to him, the nominal amount is already very sufficient for daily needs. But in other ways it can still be saved, because it wants to rotate this result for business development. According to him, if the existence of the honesty canteen is maximized, more and more UINSA students will be interested in pursuing entrepreneurship. In addition, what is very urgent is the existence of a business center to accommodate student products.

According to the student who was inspired by the figure of Dahlan Iskan, to achieve success, four main things are needed, namely persistent, know opportunities, understand how to play money, and tenacious. If these four steps are carried out he optimis that every step will be accompanied by success. He admitted, although in FISIP there are no entrepreneurship courses, but he always learns independently by doing business. What he did was inspired by the figure of Dahlan Iskan.

Some of the above informants are in the culinary business field, among others, because in this field it is not complicated and practical. Although the risk is stale if it does not sell, but for the drivers of this culinary business, the choice is right. Moreover, they also like the product. VSR, for example, because since childhood he liked burgers, then it is very natural that he currently opened a burger business. Similarly, M. DY, FISIP student who sells meatballs.

He chose this menu as his flagship product because of his fondness for meatball tofu. In this way he can promote his culinary products to his friends on campus. For now he has not been able to produce meatball tofu independently, therefore he chose kulak to the manufacturer. From there he peddled it to his friends. The integrity per tofu meatballs is not much, only Rp 800 to Rp 1000, but just calculate it with the products sold.

He usually earns income per day from tofu meatballs of approximately Rp 40 thousand, sometimes up to Rp 60 thousand. It depends on the number of sales. But he is grateful for being able to meet daily needs without relying on parental submissions. The goal in doing business in addition to earning income (economic factors) is also because it wants to increase experience and expand the network.

In addition to pursuing the culinary business field, some students who become entrepreneurs also pursue business in the field of services. For example, selling pulses, laundry, hape service and computers, product design. Among the choices in the business of this service, among others, because of minimal risk. Although they have to spend a lot of capital when starting a business, but they assume that the business that is very prospects until at any time is a business in the field of service providers.

RF, a Psychology student, said that she sells pulses / data packages to her friends on campus. He uses simple marketing, which is to send WA (WhatsApp) to his friends if they need a credit please contact him. What he did turned out to be effective, every day there are friends who buy credit / data. Prospective buyers simply submit a request for charging credit / data, then promise about payment. If there is a friend who asks for charging credit / data but the payment is owed first until tomorrow he is still mentholelir, but if the day after tomorrow, he refuses. The reason, because the capital must continue to be rotated to top up again.

RF admits that because friends pay for the wishes (right time). Because they know if the profit is small, often they exceed the payment money. For example, a credit of Rp 10,000. Actually pay Rp 11,500, but by them given Rp 12,000, sometimes even Rp 15,000. From the advantages, you can get additional income. He admits that no one has cheated yet.

RF admitted that he initially had to spend Rp 400,000 for his capital. Now he admits that his capital has returned even though he has not been fully able to save. He only uses the profits obtained for daily needs. Risca admitted that the choice to pursue this credit business was due to consideration of minimal risk and the amount of capital that was not too much because he did not need to rent a kiosk and carry mobile devices like other credit / data business people.

At first he was interested in the credit / data business because he saw opportunities that were open. On campus, in the environment of the Faculty of Da'wah building, when you want to buy credit / data students must exit through the back door. Therefore he chose to provide credit / data charging services. The profit is not much, only Rp 1000 to Rp 1500 per transaction. But every day there are at least 15 transactions that he makes. Both on campus and in boarding houses. Although he did not open a special kiosk charging credit / data but he has regular customers. They know from "getuk tular", marketing by word of mouth.

Another service business was pursued by ASA. The owner of this Paradise Laundry House business admitted that he initially worked for others. After that, you decided to resign and set up your own business. He used the rented house that was inhabited with his friends as a laundry location. It is located in Margorejo. At that time the capital he needed was Rp 3 million which he used to buy washing machines, detergents, fragrances, irons, hangers and so on.

After seeing this laundry business opportunity, he decided to open a more crowded kiosk. ASA sees that the Jemurwonosari neighborhood as a very stretagis area because in this area there are many student boarding houses and close to the campus. Therefore, in April 2016 he decided to find a contract in Jemurwonosari. The capital he needed rp 23 million that he used to add more washing machines, detergents, fragrances, ironing tables, and pay rent. This huge capital comes from his savings and help from his parents. His parents gave permission on the condition that his business did not interfere with his control.

The reason ASA chose this business was to see the opportunity that at this time the busyness of people made him not have time to wash clothes, and chose to give it to the laundry so that he only received it in a clean and fragrant condition. As a differentiator from other laundry businesses, Shobah decided to create a shuttle system. He picked up dirty clothes and delivered them when they were clean and tidy. In order to facilitate this system he printed many stickers and pasted them in strategic places and printed pamphlets to divide. He also uses Facebook, Twitter, and Whatsapp as promotional media.

ASA said "that with this shuttle cara turned out to be effective. He was lucky that someone wanted to wash his clothes. Even his college friends are also many who become customers. But because he does not have employees, he reduces activities in SMEs and focuses on his needs. Until he hopes that next month will find employees."

When asked about the monthly turnover, ASA declined to mention it. Student Fak. Adab and Humanities only answer if the income is more than enough to meet daily needs. The location of Rumah Surga Laundry on Jl. Jemurwonosari Gg Lebar 133 Surabaya according to him is widely known precisely from the stickers he pastes in various places and promotions on social media.

In addition to pursuing culinary and service, there are many UINSA students who pursue the field of fashion and beauty. 90% who pursue this field are students, only one student pursues this business, it is also included in the category of T-shirt business. The tendency of women to pursue this field is among others because they are more comfortable doing something that they already know the intricacies of the product. For example, HK who does business hijab and Muslim women's clothing. She decided to do this business because at first she liked the hijab model that varies and continues to grow. Husnul also admitted that he also likes the way of hijab whose patterns vary. From there she can find out the details of the type of fabric that is comfortable to use, brands that offer cooperation for resellers without complicated conditions, to hijab models that are trending in Indonesia and abroad.

Because she already knew the details, she decided to become a reseller of a well-known hijab brand. Because he became a reseller, he needed the initial capital to cultivate. Although there are not many but the initial capital he uses comes from his parents. In this way then he promotes. At first only a few bought, but because HK promoted through social media and used pamphlets, then gradually his business went smoothly and developed.

HK saw that the growing hijab trend was an open market share for anyone to pursue this business. He also mentioned some of the names of his best friends who are also in the Muslim women's clothing business. With this business, he earned Rp 2 million to Rp 3 million. A sum that is more than enough for a single woman like herself. Husnul saw that until now the hijab business trend is still stable, but to avoid market stagnation that may occur in the next few years, he has got around it by starting to sell Muslim women's

clothes for children.

In addition to students who focus on one field, there are also their friends who deliberately pursue two businesses, even more. This combination of businesses is done so that there is a balance of their balance sheet. For example, what was done by KA Student Fak. Ushuluddin is currently in the culinary business by selling food and drinks and selling perfume. He assumes that with this combination of businesses he can diligently study each product. For example, because she sells perfume, she must learn to smell perfume and recognize her type and brand. Including how to combine two perfumes so that it can produce a new type of aroma that is friendly in the sense of smell.

When pursuing this business, he claimed zero capital aka not using capital at all. What he uses is people's trust in him. This trust he holds well, because even if later he behaves untrustfully then his reputation will be destroyed and no one believes in him. In the culinary field, he took packaged rice and noodles at the manufacturer and then left it in several stalls. From that sale he can make a profit. The amount is uncertain, but Kartika explained that in every month she earns a profit of approximately Rp 700,000. A pretty good amount for a student like himself.

As for selling perfume, he also does not need capital. At first, she just wanted to help her best friend who was selling perfume. By her best friend she was introduced to different types of perfumes and how to detect their scents. After that he brought a wide variety of perfumes in small bottles for him to sell on campus. It turned out that the response was quite positive, the sales were in demand. Per small bottle he gets a profit of Rp 2000. From this effort, many of his friends also left perfume to him. His friend brought an empty bottle, which he then filled with a certain type of perfume and the next day he returned it to the booker. That's where he benefits. This way sometimes there is a friend who gives more money or some kind of tip for him.

The involvement of entrepreneurial students in the UINSA environment, in fact, is not solely driven by economic factors, but encouraged because it is a hobby, or even they want to make the experience as the best teacher. Of all informants (70 students), almost 80% admitted that economic factors were driving them into a business field. They want that in addition to monthly allowances from parents, they have their own income, both to meet daily needs and lecture needs. They bring their products to campus and do business in a faculty environment. In faculties other than Tarbiyah, in observations can still be found some students who do business transactions. But in the Tarbiyah and Teacher Training faculty building there is already a ban on selling food and drinks, so this area is sterile from students who sell food-beverage products.

AB, said "his experience in entrepreneurship since the first semester. Initially, AB was in the book business. He sells in the campus environment. The books he sells are all kinds of themes. He bought books at Toga Mas and Kampoeng Ilmu on Jl. Semarang Surabaya, then resold them on campus. The advantages of selling this book for him are quite good to increase income. However, he is also prepared for the risk if the rain and his book can be damaged. But this book business he then ended because his activities on campus were getting denser."

AB then switched to a more relaxed business, which was selling snacks. At that time he saw that in the building of the Faculty of Tarbiyah and Teacher Training opened the honesty canteen. He also took the initiative to buy donuts and risoles to others and then he put them in this honesty canteen. The system, he refused to the doughnut manufacturer and then left it in the honesty canteen. If the product does not sell, it is returned to AB, but AB does not return it to the manufacturer, because he has bought it from the beginning. From the manufacturer he got a price of Rp 1000, then he sold it to the honesty canteen of Rp 1,700 which was then resold by them for Rp 2500. The profit is not much, only Rp 700, but it can be multiplied by the number of donuts and risoles he carries.

For him entrepreneurship is fun. Because he can practice self-reliance, exercise confidence, learn to socialize well with others, and so on. So when he graduated, he was not confused about finding a job, because he had started it since college. He assumes that a person's independence must be fostered since college so as not to stutter when he becomes a scholar. What was expressed by Bram was also the same as what was said by ZN, the mahasiswa of the PAI Fak Department. Tarbiyah and UINSA Teacher Training. For him entrepreneurship aka being an entrepreneur is a valuable experience. Because, he can measure his

confidence, how to socialize products, to how to deal with fussy buyers. For almost a year she has been selling Muslim women's clothes and hijab. He uses social media to offer his products. ZN is not a manufacturer, but a reseller. From every product sold he gets a fee or profit of 15%. She sells Muslim women's clothing products for children at a price of Rp 200,000 to 250,000. Every month there are not many (that sell). Usually 10-15 pieces of clothes. From there alone can get a minimum profit of Rp 2,000,000. So in this way he can make ends meet in Surabaya and for savings.

There is also a reason if they are determined not to rely on remittances from parents. This is done so that in addition to practicing the entrepreneurial instincts they need after graduating from college, they train themselves independently from the beginning. With considerable profits, ZN admitted that he was saving for his future. On the other hand, there is FAN. This student of the Faculty of Tarbiyah Department of PAI admitted that at first he accidentally pursued the field of entrepreneurship. At first he and his mother objected if they wanted to buy a Muslim woman's clothes, because the price was very expensive. After observing the materials, designs, and cirak that the market is interested in, finally his mother took the initiative to open a boutique called "Dina Collection". This boutique is the idea of his mother who self-taught to learn to sew and paint clothes. Fitri admitted that the price of Muslim women's clothes in her boutique is very affordable. In carrying out his promotion, Fitri utilizes social media such as twitter, facebook, WhatsApp, BBM, line, and so on. He used this technology to develop his mother's business. Fitri admitted that the most important obstacle in running this business is the presence of rivals and power limitations. Although he already has a boutique, until now his mother is the one who designs and sews. Once, said Fitri, he had two employees, but both were dismissed because of customer complaints that judged the results of the two were not good.

The economic factors behind these business students are an integral part of the entrepreneurial aspect. The initial capital of their business in addition to strong determination is the help of parents, as spoken by students who sell fashion and beauty products. Millions of rupiah capital is usually used to buy products and resell them. From the results of this sale they can turn their profits again for the capital of other products. Some students who pursue the field of fashion see if the initial capital issued comes from parents who give him, or lend him a nominal amount of money. This is very reasonable, because, one of the beauty product businesses called Oriflame uses an MLM system that requires buying products of several hundred thousand and millions of rupiah.

Another reason students are involved in the field of entrepreneurship is because they want to make the experience as teachers. IA, Fak student. Da'wah semester VI said that by selling veils and snacks he could gain valuable experience as an entrepreneur. Economic benefits certainly exist, but he assumes that the monthly allowance from parents he receives is still more than enough for daily needs. Therefore, running this hijab business is more on the aspect of looking for experience. He wants to focus on college, as if he wants to do business seriously he will do it later after graduating from college. This student from Kediri explained that currently experience is very valuable in her current age. He assumes that "if the experience in interacting with others, the experience of selling products, and so on is a valuable provision later after he graduated from college. What is the motive of students in involving themselves in entrepreneurship is a good step so that they become one of the younger generation who fall into the category of 2% of prospective entrepreneurs from 240 million Indonesians. The economy and independence of a nation can be established when there are many people who become entrepreneurs and become drivers of microeconomics through creative industries."

3.1. Indonesian Student Social Transformation

Nurul Indarti dan Rokhima Rostiani (2008) noted some interesting things attached to the student entrepreneurship program. The sample of this study was undergraduate students (S1) from Gadjah Mada University, Indonesia, Agder University College, Norway and Hiroshima University of Economics (HUE), Japan. Sampling is based on judgement or purposive sampling, the sample is selected in the presence of certain criteria used by the researcher (Remenyi et al., 2000). The two noted some early hopotesis comparing student entrepreneurship in the three countries. Among other things, first, the need for achievement (need for achievement) affects entrepreneurial intentions. If an

entrepreneur has an unyielding attitude, enterprising, and wants to make achievements, then the success rate is also high. Second, self-efficacy affects entrepreneurial intentions. Efficacy, in Albert Bandura's concept, is defined as a person's confidence in his ability to complete a job. The level of confidence in solving problems, realizing ideas, and giving breakthroughs is one part of self-efficacy. Students in these three countries have a good degree of efficacy. They have confidence as well as a good problem-solving concept. Third, the readiness of the instrument affects entrepreneurial intentions. Among the most important instruments in the world of entrepreneurship are capital, information, and the quality of social networks owned. The readiness of this instrument will determine the success or failure of a business initiated. Fourth, entrepreneurial intentions are related to gender; men have higher entrepreneurial intentions. Admittedly or not, so far young entrepreneurs are more filled by men. Although the number of students who are interested in opening a business is also not inferior. But studies conducted in three countries prove that men are better prepared to accept the risk of failure in business. Mazzarol et al., (1999) This proves that women tend to be less likely to open new businesses than men. Fifth, young students have higher entrepreneurial intentions than those who are older. Militant, not too much theory, rich in ideas despite lack of capital, and more innovation makes young students more agile to move in marketing ideas and packaging their products compared to those who are older. Research conducted by Sinha (1996) di India, it shows that most successful entrepreneurs are relatively young. This is in line with Reynolds et al., (1999) It states that a person aged 25-44 years is the most active age for entrepreneurship in western countries. In the records of trade in Islam, the companions of the Prophet who started the business at a young age showed more success, such as Sayyidina Uthman bin Affah, Sayyidina Abdurrahman bin Auf, and so on. Sixth, students with a background in economic and business education have higher entrepreneurial intentions than those with non-economic and business education backgrounds. In terms of passion, students with a background in economic and business education, are better prepared to enter the field of entrepreneurship. This is because they have accepted the theory of entrepreneurship, they are also surrounded by an environment that makes them more able to work and a career in the field of economic development. A study from India proves that educational background is one of the important determinants of entrepreneurial intentions and the success of the business carried out (Sinha, 1996). Other research, Lee (1996) those who studied entrepreneurial women found that university-educated women have a need for high achievement to become entrepreneurs. Seventh, students who have work experience have higher entrepreneurial intentions compared to those who have never worked before. In these three countries (Indonesia, Norway and Japan), students who pioneered business independence from scratch and experienced a fall and fall, had higher intentions compared to students who had never worked before. Work experience is one of the aspects that determine mental toughness and intelligence to find solutions to existing problems.

The studies conducted by the two researchers above are interesting if contextualized at this time. The study was conducted in three countries with different tendencies. Norway as a prosperous country in the Scandinavian region, Japan as one of the most developed countries in the field of manufacturing and automotive industry in the Asian region, while Indonesia is still one of the developing countries. The tendencies that exist based on the above research, there are similar patterns as well as differences.

Among one of the different things is, the growth of the start-up industry driven by Indonesian students and students. There is no gender segregation here. Everyone has the same rights and creativity. Business ideas are also creative. These young business movers have the same passion by utilizing the potential of technology applications, as well as social media networks. Unusual, unique, and funny forms of promotion are also made according to their market share. This is something to be grateful for, because along with the third wave (in Alvin Toffler terms), the flow of business reform in Indonesia has also changed (Syauqi, 2016).

The development of the world of technology also makes young people creative. If they don't have a large capital, they only become resellers with dropship systems. The capital is only mobile phones and laptops, waiting for product updates from manufacturers, then after that they are free to move to

market their products online. This pattern continues to run, so that the benefits obtained can be used to finance daily needs to pay for college. Even if saved, it can be used to grow its business (Qurbani et al., 2020).

3.2. New Form of Student Social Transformation

When the Covid-19 pandemic hit, their business lines were challenged. However, some of them can survive, because in addition to relying on online lines, they can move agilely utilizing posts that cannot be absorbed by large companies. For example, in the fashion business line, they can survive because they touch the order line on a limited basis (custom), while in the culinary field they can touch segmented market share, and in other types of businesses, these young entrepreneurs make various breakthroughs so that their business lines do not fall (Bayu Mitra A. Kusuma & Theresia Octastefan, 2020).

The development of the national entrepreneurial world signifies a new wave of student movements. If previously a lot of focus on socio-political discourse, then also penetrated on cultural and environmental issues, then in the past decade, the new direction of the student movement also penetrated the sector of economic independence.

Patterns and forms of new social transformation spaces for students, among others, are caused by: first, the awareness if student independence starts from college, not after graduation. Lectures are no longer a means of preparing to find work as predicted by the 1990s generation, but rather a vehicle for creativity growth and network strengthening. Working in the office industry sector as well as in the bureaucrat area, only becomes a choice of work, not the main choice after they graduate. Students today begin to think if they can be independent, in the sense of being able to find their own income with their abilities and creativity. No need to wait for graduation to work (Chusnul, 2021).

Second, the development of technology. With the existence of laptop devices and mobile phones owned, students can open a business online. From small, medium, to large-scale businesses. From without capital, based only on the trust of big-sellers and consumers, they become resellers with a good turnover. There are also those with small capital but have a large network so as to provide opportunities to develop for them. There are also businesses with large capital, from loans from parents and friends, to bank loans, which make them eager to work hard because they are pressed by the loans they make. All of them are still students. Most importantly, they use technological devices and social media networks as a means of strengthening their business (Ismunandar, 2019).

Third, the shift in discourse. In the 1980s and a decade later, the image of activists was inherent for students who cared and moved on socio-political issues, while remaining based on academic discourse. However, since the 2000s and above, there has been a shift. Issues of economic independence, entrepreneurship for youth, creativity in the economic world, began to germinate among students. This is supported by a technology-based business orientation, and the growth of marketplace and the growing popularity of social media networks such as Facebook, Instagram, Whatsapp, Youtube, Twitter, and so on as a promotional medium. On the other hand, the campus also facilitates the growth of this entrepreneurial movement through several product exhibitions, entrepreneurship seminars, and the provision of entrepreneurship curriculum (alputra sudirman, 2016).

Using the criteria formulated by Bornstein (2007) Students as social entrepreneurs at least have some of the following characteristics. 1) Students as reformers have a vision to solve community problems with very strong ideas to improve people's living standards, 2) Generally not famous people, for example: doctors, lawyers, engineers, management consultants, social workers, teachers and journalists, 3) People who have transformative power, namely people with new ideas in the face of Big problems, who are tireless in realizing their mission, like challenges, have high endurance, people who really do not know the word give up until they succeed in spreading their ideas as far as they can, 4) People who are able to change people's performance power by continuously improving, strengthening, and expanding ideals, 5) People who advance systemic change: how they change behavior patterns and understanding, 6) The most creative problem solvers, 7) Able to reach far more people with far less money or resources, with the courage to take risks so that they must be very innovative in proposing problem solving, 8) People who cannot stand still,

who want to solve problems that have failed to be addressed by existing institutions (countries and market mechanisms), 9) They go beyond the old formats (established structures) and are driven to discover new forms of organization, and 10) They are freer and more independent, more effective and choose more productive engagements.

In the book Muhammad Shafi'i Antonio (2009), It is said that Muhammad (SAW) started his trading career when he was 12 years old and started his own business when he was 17 years old, a relatively young age. This work continued until the eve of his revelation (aged about 37 years). Thus, Muhammad SAW had been a merchant for 25 years when he received the revelation. This figure is slightly longer than his apostolic period which lasted about 23 years.

Reflecting on the spirit of the Prophet's success, there are at least two main exemplary principles of the Prophet's business journey. First, money is not the main capital in doing business, but the main capital is to build trust and trustworthiness (al-amin). "Money is not number one capital in business, the number one capital is trust". Second, competencies and technical abilities related to business. The Prophet knew very well the markets and trading places in the Arabian Peninsula, in addition to understanding the ins and outs of trading activities and the dangers of usury so as to encourage buying and selling and abolishing the usury system.

3.3. Driving Factors for Student Transformation

The growth of student awareness to involve themselves in the field of social entrepreneurship is a step forward to consolidate himself, society, and his social environment. The change in student self-orientation as an agent of change is characterized by the process of consolidation into young social entrepreneurs who have the ability to find gaps and opportunities outside their academic tasks.

In Purdi E. Chanda terms (2004), Good effort is done by walking, there is no need to wait for experience. Both Purdi and Bob Sadino use this principle. According to him, to do business does not need grandiose planning, do not need to think too much, and do not need to think too much about business risks. All can be lived by carrying out the plan first while learning while running a business.

Some entrepreneurial students at UINSA mostly move their respective businesses based on business instincts. They have never worked in an agency or worked for anyone else. They learn self-taught, either ask those who have experience, learn through books, or read experiences and business tips on the internet. This is experienced by the majority of students engaged in fashion retail and beauty products, as well as those who have a combination of businesses. The business skills they master based on strong willpower and habituation are carried out continuously. Even if there is a loss they realize to be part of the business risk. While entrepreneurial students who pursue business in the culinary field, 80% of them practically do not use capital. They mostly become resellers of other products by depositing them to various stalls or peddling them on campus. The risk is not so great, because even if it does not sell, snacks and food will only be stale, and the loss is also not too great. This is different from how to produce their own food and wet cakes, automatically they issue capital that is nominally large and even if it does not sell the risk is also great. However, baik culinary business, services, fashion and beauty products and combination efforts, students conduct social learning to open opportunities to be advanced.

3.4. Campus Support for the Growth of Student Entrepreneurship

The change in movement direction, no longer focusing on sociopolitical, but to areas such as economy and independence, is one of the inevitability in the student movement. According to Muhammad Syarief, lecturer of Aqidah Philosophy Faculty of Ushuluddin UINSA, the main reason is because now the socio-political realm is no longer the main door for students to achieve the future. Entering that realm costs a lot. 1998 was the last year that students used socio-political doors as the main thing. Furthermore, according to him, technological developments make students more optimistic and creative looking to the future.

Therefore, when the entrepreneurship course entered the Ushuluddin Faculty since 1997, he who at that time served as the Head of the Hadith Tafsir Department assessed that the course with a load of 2 credits was very good to support student preparation later after graduation, if he could not work in accordance with his scientific field. Although on these college campuses this course has not been able to awaken the entrepreneurial spirit, and has not seen the data of alumni who can become entrepreneurs but he hopes that

as an academic, this lecture can stir optimism in entrepreneurship. Muhammad Syarief's hope has been implemented by Rofiqoh, a V semester student at the Ushuluddin Faculty.

Since the third semester he has been running a culinary business. The goal is to be independent and not burden parents. But because of covid-19 and his stalls continue to experience a decrease in turnover, he slammed the steering wheel by opening an online shop business. The selling product is in the form of a mask. He realized, this business is also a lot of competitors. The solution must be to look for varied fabric motifs as well as other breakthroughs, such as providing free promotion of postage for certain areas, and so on. Rofiqoh also admitted that so far entrepreneurship courses have helped him enough in developing his potential. On the other hand, the campus also provides student space in creating, for example, the provision of land to sell for students. Usually they sell culinary, books, accessories, and so on. The results of this selling activity that they use to finance events held by intra-campus organizations that they participate in.

The impact of entrepreneurship courses on student ability was also conveyed by Chandra Kartika, a lecturer at the Faculty of Da'wah. He explained that the Entrepreneurship Course that began to be taught since 2012 greatly helped improve the academic quality and skills of students. Meanwhile, Muhammad Faris, a lecturer in Saintek at the same campus, explained that the Technopreneurship Course has been in the Faculty of Saintek since its inception (2013). The urgency of this course, among others, to meet the needs of student passion, as well as the utilization of SEO technology, so that students are ready to carry out thematic service (KKN), by fostering MSMEs in the village of devotion. Incubation Room in the form of student assistance in carrying out social entrepreneurship works.

In addition, Ahsan, a lecturer in Entrepreneurship Courses at the Faculty of Islamic Business Economics (FEBI) explained that this lecture has been taught since 2013. According to him, FEBI has carried out many assistance to MSMEs in built villages, including in Ujung Pangkah, developing Tourism Villages in collaboration with local cadets coral. FEBI also regularly organizes Entrepreneurship Competitions that aim to encourage the spirit of young entrepreneurship, in addition to finding talented student start-ups.

In this Faculty, Ghea, Semester V, felt the benefits of entrepreneurship courses. The existence of an entrepreneurship course whose final task requires having a business, finally more like the taichan satay business, it just so happens that he also likes spicy. I run this business online at gofood and grabfood.

It's just that, since mid-September 2020, Ghea's business has decreased due to the impact of Covid-19. In fact, he admitted, if in a day sometimes there is no sale. However, he did not give up. The choice of selling online to reduce the spread of covid-19, in addition to providing discount promos on gofood and grabfood, also innovates on the products he sells, namely by providing a new menu.

Meanwhile, Azizah, one of the lecturers at FISIP on the same campus explained that the Entrepreneurship Course was taught since 2017. According to him, with this course, students can be more free in their creative development. In the future, in the midst of intense competition in the world of work, opportunities for students and alumni who are creative in working are more open.

In order to improve this quality, FISIP held a creative business competition that was routinely held since 2018, including the home industry product competition in the built village. Even In September 2020 FISIP signed an MoU with UGM and Unibraw for the Social Entrepreneurship program.

Meanwhile, Wigati, a lecturer in Entrepreneurship Courses at the Faculty of Sharia and HuKum at UIN Sunan Ampel explained that since 2011. The teaching of this course is a follow-up to a cooperation program with IDB and Sydney University; building capacity universal entrepreneurship education for small to medium enterprise, also Ausid Australian Leadership Award Fellowship. The opportunity to participate in training and competitions is their laboratory.

In addition, we also have a built village, and send our students in various training and entrepreneurship competitions at various levels. It becomes one of the positive business incubators in the development of their capabilities

Through various speakers of students and lecturers above, the entrepreneurial climate at UIN Sunan Ampel Surabaya is quite good. It is characterized by: first, the willingness of students in the development of independence in the field of creative economy. They start their business persistently, accompanied by creativity, products, marketing power tailored to the style of young people.

Second, the campus provides a stimulus in the form of an entrepreneurship course curriculum. This course is taught in all faculties. This is done so that they can prepare themselves after graduation if they have not found a suitable job in accordance with their academic capacity. But what happens, students actually work not in accordance with their academic ability or degree, but based on their passion and creativity. For example, there are students of the Faculty of Da'wah who develop culinary businesses, Fak students. Sharia and Law who have potential in the field of fashion, there are also FISIP students who have start-ups in the field of agrobusiness business, as well as alumni of the Faculty of Adab and Humanities who become photographers. All work according to their passion, not based on a diploma. The choice of this profession is legitimate, because the entrepreneurial world really appreciates one's passion.

Third, the campus also facilitates the development of student abilities. Among other things, by organizing a student product exhibition expo. Also send entrepreneurial students in various off-campus events, both in regional and national scopes. Another effort is to provide a space or display desk if there are students who want to put their products in several events held by the campus, such as workshops, seminars, competitions, and so on. Admittedly or not, such a formula becomes an effective incubator in order to grow the business environment among students. On the other hand, because an entrepreneur must have an honest nature, the Faculty of Islamic Business Economics also pioneered the Honesty Canteen since 2018. This canteen is still operating until the eve of the Covid-19 pandemic. In the Ushuluddin Faculty, usually students are also free to hold trading stalls. Among those presented, their culinary products, clothes, hijab, peci, books, and so on. They sell in order to increase the rupiah coffers for the needs of organizing the event. At the Faculty of Sharia and Law, when they become the organizer of an event, students choose to peddle their products to fellow students and lecturers. The products peddled by kulak from the manufacturer, then the profits obtained will be used for the activities they will run. This is where independence is applied from the beginning, so that the proposal for applying for funds as early as possible is avoided.

Fourth, the campus cooperates with several regions, especially villages, as a village for business development. For example, cooperation with villages in Ujungpangkah Gresik, East Java. Residents and students work together to develop products. Residents become producers, while students become the promotion and marketing team. In this way, in addition to helping residents in developing their products, students can learn promotion, marketing, and business management techniques, according to what they have learned in entrepreneurship courses.

In this process, students can freely maximize their abilities in product design, marketing targets, network strengthening, to financial management and profit sharing. They are directly involved in handling the details, and are responsible from upstream to downstream for the products they handle. Residents are also happy because they feel helped.

The students who optimistically want to become entrepreneurs are more oriented to the second aspect, namely market orientation. For example, when they saw that a type of franchise business called Capcin (Capucino Cincau) was mushrooming in various areas, they began to open a network of these businesses in the neighborhood around campus. There are even several selling points for Capcin which are run by middle-semester students at the UIN Sunan Ampel Surabaya campus. There are also those who open a coffee shop business. Young entrepreneurs who open this type of business see an open opportunity when students who incidentally are coffee fans want a place to enjoy coffee that has adequate land accompanied by wifi facilities. In the field of maid service, there are also some students who are starting a business in the massage field. A type of business opportunity that is rarely glimpsed but prospective.

What some students do with their respective business variants above, will directly increase their economic gain graph. Economic theory that is lightly studied in books, they will feel directly in the field. In addition, they will be honed mentally and psychologically through, for example, how to attract buyers, retain customers, maintain product quality, and how to lobby and build networks. In terms of marketing they must also continue to innovate so that their products are more in demand. Things like this are direct learning that is not obtained in college. It is this kind of experience that will enrich their perspective when they are students and after graduation in the future.

From the various reviews above, there is a correlation if this entrepreneurial climate grows, among others, because the environment that supports a person realizes his desire to do business.. In the book *Become a True Entrepreneur*, William E. Heinecke (2002) Explain 21 secrets of the success of world managers in starting and developing their respective businesses. Among the most influential is the environment, where this can encourage a person to become an entrepreneur if the environment supports him in that direction. Someone who gets along with a businessman, may gradually be interested in doing business as well. Environmental factors that are used as a learning event are closely correlated with the theory of Social Learning initiated by Albert Bandura. In addition, interaction with the surrounding environment will allow a person to utilize the social network he already has as social capital and as part of the market share of his products.

4. CONCLUSION

Social entrepreneurship is a new social space to carry out social transformation that begins with the development of mutual awareness among students through business activities that are not only profit-oriented, but oriented to the benefit of the ummah. The tendency of how to articulate themselves has experienced a shift that was originally an agent of socio-political change by exerting control over power towards socio-economic change by strengthening and empowering the economy of the ummah of social value. That is why, students as social entrepreneurs are not excessive.

The change in student self-orientation as an agent of change is characterized by the process of consolidation into young social entrepreneurs who have the ability to find gaps and opportunities outside their academic tasks. The ability to do this cracking zone, in fact, students want to get out of their comfort zone and at the same time try to realize new awareness to become young social entrepreneurs in the midst of uncertain social, economic, and political conditions. That is why, the growth of the number of young social entrepreneurs is increasing along with the emergence of new awareness among students about the creative industry. The development of the creative industry among students can at least be seen from a variety of business packaging with the latest styles and touches, ranging from culinary businesses, fashion, transportation, online buying and selling, digital application providers, to service providers in certain fields.

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