

Entrepreneurship Education For Sustainable Development, Opportunities And Challenges In Indonesia

Rusdiaman Rauf¹, Abd. Azis²

¹Entrepreneurship, Universitas Handayani Makassar

²Prodi Manajemen Fak. Ekonomi Universitas Alkhairaat Palu

email: rusdiaman@yahoo.com



©2018 –Bongaya Journal of Research in Management STIEM Bongaya. Ini adalah artikel dengan akses terbuka dibawah licenci CC BY-NC-4.0 (<https://creativecommons.org/licenses/by-nc/4.0/>).

Abstract : Entrepreneurship education has emerged as an important component in encouraging sustainable development, especially in developing countries such as Indonesia. This article aims to explore the opportunities and challenges associated with entrepreneurship education for sustainable development in the Indonesian context. The study uses a qualitative approach, utilizing in-depth interviews with key stakeholders, including policymakers, educators, and entrepreneurs. These findings reveal that entrepreneurship education in Indonesia has great potential to encourage sustainable development by fostering innovative and socially responsible entrepreneurs. However, the study also identified several challenges, such as the need for better integration of sustainability principles into entrepreneurship curricula, limited access to funding and resources for sustainable startups, and a lack of collaboration between educational institutions and industry. This paper presents a comprehensive framework for strengthening entrepreneurship education for sustainable development in Indonesia. The framework highlights the importance of aligning educational programs with the United Nations Sustainable Development Goals, fostering public-private partnerships, and promoting experiential learning opportunities that emphasize sustainable business practices. In addition, the study recommends policy interventions to support sustainable entrepreneurship, such as tax incentives, access to financing, and the establishment of incubation centers.

Keywords: Entrepreneurship Education; Sustainable Development; Pedagogy; Curriculum

Abstrak : Pendidikan kewirausahaan telah menjadi elemen penting dalam mendorong pembangunan berkelanjutan, terutama di negara berkembang seperti Indonesia. Artikel ini bertujuan untuk mengkaji peluang dan tantangan yang berkaitan dengan pendidikan kewirausahaan yang mendukung pembangunan berkelanjutan dalam konteks Indonesia. Menggunakan desain penelitian kualitatif, studi ini mengandalkan wawancara mendalam dengan para pemangku kepentingan utama—pembuat kebijakan, pendidik, dan pengusaha. Temuan penelitian menunjukkan bahwa pendidikan kewirausahaan di Indonesia memiliki potensi besar untuk memajukan pembangunan berkelanjutan dengan menumbuhkan wirausahawan yang inovatif dan bertanggung jawab secara sosial. Namun demikian, studi ini juga mengungkap beberapa kendala, termasuk perlunya integrasi yang lebih kuat antara konsep keberlanjutan dan kurikulum kewirausahaan, keterbatasan akses terhadap pendanaan dan sumber daya bagi startup berorientasi keberlanjutan, serta kurangnya kolaborasi antara institusi pendidikan dan industri. Makalah ini mengusulkan sebuah kerangka komprehensif

untuk memperkuat pendidikan kewirausahaan dalam mendukung pembangunan berkelanjutan di Indonesia. Kerangka tersebut menekankan pentingnya penyelarasan program pendidikan dengan Tujuan Pembangunan Berkelanjutan Perserikatan Bangsa-Bangsa, mendorong kemitraan antara sektor publik dan swasta, serta memperluas pembelajaran berbasis pengalaman yang menekankan praktik bisnis berkelanjutan. Selain itu, studi ini merekomendasikan langkah-langkah kebijakan untuk mendorong kewirausahaan berkelanjutan, seperti insentif pajak, peningkatan akses pembiayaan, dan pembentukan pusat inkubasi bisnis.

Kata kunci: Pendidikan Kewirausahaan, Pembangunan berkelanjutan, Pedagogi, Kurikulum

INTRODUCTION

The global landscape is undergoing a significant transformation, driven by the urgent need to address pressing environmental, social, and economic challenges. Sustainable development has emerged as a fundamental paradigm, emphasizing the harmonious integration of economic prosperity, social inclusion, and environmental management. In this context, entrepreneurship has been recognized as a powerful force for driving sustainable development, as entrepreneurs have the creativity, innovation, and ability to take risks to create solutions that address social and environmental problems (Iyer-Raniga & Dalton, 2017).

Entrepreneurship education plays a crucial role in fostering a new generation of sustainable entrepreneurs, equipping them with the knowledge, skills, and mindset necessary to launch and grow businesses that contribute to sustainable development. By integrating sustainability principles into entrepreneurship curricula, educational institutions can empower aspiring entrepreneurs to develop innovative business models that balance economic, social, and environmental considerations (Atikoh et al., 2024; Titisari et al., 2020).

In the economic field, the State of Indonesia is one of the countries whose economic growth has grown rapidly and steadily in the last 5 years. In maintaining its economic growth, it is faced with a series of unique challenges and opportunities in the realm of sustainable development. The country's vibrant entrepreneurial ecosystem, coupled with its commitment to the Sustainable Development Goals (SDGs) United Nations, presents an interesting case for the exploration of entrepreneurship education for sustainable development (EESD) (Yudhistyra et al., 2022). However, the integration of sustainability into entrepreneurship education in Indonesia remains a complex and diverse endeavor, requiring a comprehensive understanding of the opportunities and challenges that exist in the local context (Purmono, 2023).

By examining the perspectives of policymakers, educators, and entrepreneurs, this study provides valuable insights that can inform the development of strong and impactful entrepreneurship education for sustainable development (EESD) programs in Indonesia and similar developing countries (Gustomo et al., 2025; Susilowati et al., 2024).

The topic of entrepreneurship education for sustainable development (EESD) is increasingly receiving attention in the academic and policy fields, especially in the context of developing countries such as Indonesia. Several studies have explored various aspects related to entrepreneurship education (Rauf et al., 2021; Vilmala et al., 2022; Rauf et al., 2024).

Researchers have emphasized the importance of incorporating sustainability principles into entrepreneurship education curricula to foster a new generation of sustainable entrepreneurs. Studies have highlighted the need for an experiential learning approach that allows students to develop the necessary competencies, such as systems thinking, opportunity recognition, and sustainable business model design (Hadi, 2023; Suwarno, 2019).

The role of the entrepreneurial ecosystem in supporting sustainable entrepreneurship has been the subject of investigation. Researchers have examined the importance of public-private partnerships, access to financing, and the availability of incubation and acceleration programs in fostering sustainable startups.

Studies on entrepreneurship education for sustainable development (EESD) in developing countries have highlighted the unique challenges and opportunities faced by this context. Challenges include the limited integration of sustainability into entrepreneurship curricula, the lack of funding and resources for sustainable startups, and the need for stronger collaboration between educational institutions and industry (Adnyana et al., 2023; Pratono et al., 2023). Opportunities include the alignment of entrepreneurship education for sustainable development (EESD) with the national sustainable development agenda and the potential to harness the entrepreneurial spirit of local populations.

The study aims to build on the existing literature by providing a comprehensive understanding of the landscape of entrepreneurship education for sustainable development (EESD) in Indonesia, exploring key opportunities and challenges, and proposing recommendations to improve the effectiveness of entrepreneurship education for sustainable development (EESD) in promoting sustainable development in the country.

METHOD

This study uses a qualitative research approach to investigate the opportunities and challenges associated with entrepreneurship education for sustainable development (EESD) in the Indonesian context. The qualitative approach is chosen to gain a comprehensive understanding of the perspectives and experiences of key stakeholders involved in the entrepreneurship education ecosystem for sustainable development (EESD).

The main data collection method used was semi-structured interviews with key stakeholders, including governments, academics, and practitioners in the field of entrepreneurship and sustainability.

The sampling process is carried out by directly appointing stakeholders involved in the entrepreneurial ecosystem in Indonesia with the aim of obtaining various perspectives. The number of interview participants was determined based on the principle of data saturation, where data collection was stopped when no significant new information was found.

The interview data was then transcribed and analyzed using a thematic approach. The data analysis process involves open-ended coding, axial coding, and selective coding to identify key themes, sub-themes, and patterns that emerge from the data. The analysis is carried out repeatedly to ensure the depth of understanding of the phenomenon being studied.

To validate the findings, researchers triangulation data by collecting and analyzing policy documents, curriculum, and other relevant secondary sources. In addition, the results of the analysis were also discussed with several key participants to get feedback and verification. The findings of the study were then synthesized to produce a comprehensive understanding of the opportunities and challenges of entrepreneurship education for sustainable development in Indonesia.

Data Collection

The main data collection methods used in this study are in-depth interviews with various stakeholders, including:

1. Policymakers from the Ministry of Education, the Ministry of Cooperatives and SMEs, and other relevant government agencies
2. Educators from leading universities and vocational institutions offering entrepreneurship programs
3. Entrepreneurs who have successfully launched sustainable businesses in Indonesia
4. Representatives from entrepreneurial support organizations, such as incubators, accelerators, and non-profit organizations.
5. Interviews are conducted either in person or through online video conferencing platforms, depending on the availability and preferences of the participants. Each interview lasts about 60-90 minutes and is recorded with the consent of the participants.

Data Analysis

The interview data was transcribed verbatim and analyzed using a thematic analysis approach. The researchers followed a systematic process of coding, categorizing, and identifying recurring themes that emerged from the interviews. This analytical approach allows researchers to gain in-depth insights into the key opportunities, challenges, and potential solutions related to entrepreneurship education for sustainable development (EESD) in Indonesia.

Ethical Considerations

The research was conducted in accordance with the ethical guidelines of the research institution. Informational consent is obtained from all participants, and steps are taken to ensure the confidentiality and anonymity of the data. The researchers also obtained the necessary approvals from the relevant authorities before carrying out the fieldwork.

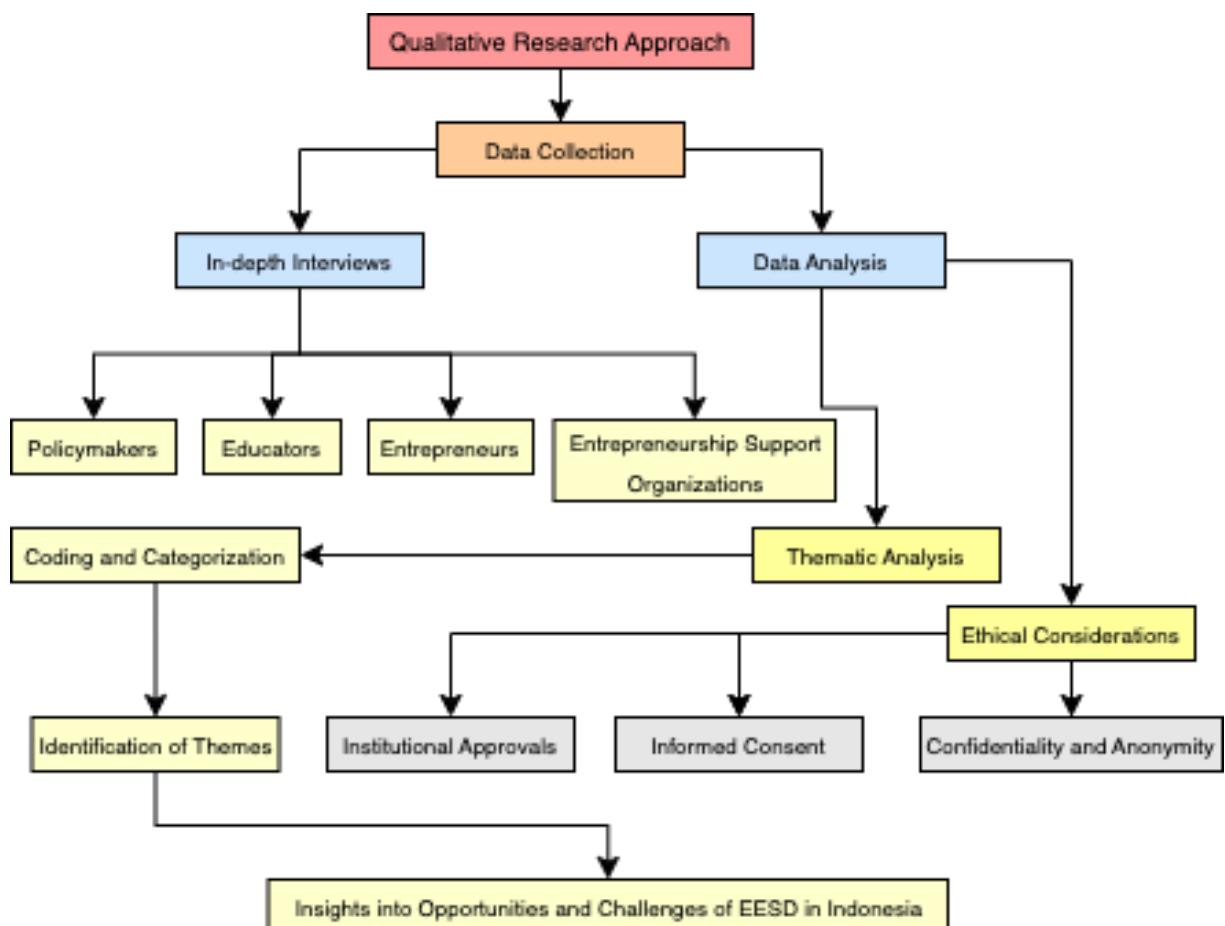


Figure 1. Research Methodology Flowchart

RESULTS AND DISCUSSION

Results

The analysis of the interviews reveals some key findings regarding the opportunities and challenges of entrepreneurship education for sustainable development (EESD) in Indonesia:

Opportunities:

- There is a growing recognition among policymakers and educators of the importance of integrating sustainability into entrepreneurship education.
- Public-private partnerships are emerging as an important mechanism to support sustainable startups, providing access to resources and mentorship.
- Experiential learning programs, such as internships and workshops, are increasingly being implemented to equip students with practical skills.

Challenges:

- a. Current curriculums often lack a strong emphasis on sustainability principles, limiting students' understanding of sustainable business practices.
- b. Access to funding for sustainable startups remains a significant barrier, with many entrepreneurs struggling to secure the necessary capital.
- c. Collaboration between educational institutions and industry is often inadequate, leading to a gap between academic training and real-world entrepreneurial needs.

Discussion

The findings underscore the important role of entrepreneurship education for sustainable development (EESD) in encouraging sustainable entrepreneurship in Indonesia. The recognition of sustainability as a core component of entrepreneurship education—identified as an opportunity in the Results section—indicates a positive shift in mindset among policymakers and educators. However, the challenges found in the Results also show that systemic reforms are needed in the areas of curriculum, funding, and collaboration to maximize the potential of EESD. To respond to the opportunities and address the identified challenges, systemic changes in entrepreneurship education require reforms in three main aspects: curriculum, funding mechanisms, and collaboration frameworks. Importantly, each reform aspect directly corresponds to the opportunities and challenges identified earlier, namely:

1. The entrepreneurship education curriculum must be more adaptive, skills-based, and relevant to the needs of the industry and technological developments.

By adapting the entrepreneurship education curriculum to be more relevant to the needs of the job market, educational institutions, especially universities, can help produce entrepreneurs who are not only practically ready, but also ready to innovate in facing future challenges with.

Project-based approaches and technology integration can improve learning effectiveness (Rahmawati et al., 2020; Nawaz & Mahmood, 2023). A project-based learning system approach, students are given the opportunity to engage in complex projects that require creative problem-solving, working collaboratively, and integrating a wide range of skills and knowledge according to current market circumstances and needs (Susanti et al., 2019; Almulla, 2020). Another benefit of project-based learning systems is that they are collaborative between students and teachers to develop their comprehensive capacity (Guo & Yang, 2012; Anazifa & Djukri, 2017).

In addition to a project-based learning approach, integrating the use of technology is the best solution in keeping up with today's technological developments, such as bringing artificial intelligence to the entrepreneurship education curriculum in schools, especially in higher education. Artificial intelligence can analyze students' strengths and weaknesses to provide material that matches their level of understanding. In addition, artificial intelligence can be implemented in the form of distance learning in the form of e-learning, learning curriculum development and can simplify and ease the burden that teachers can carry in the learning process (Anas & Zakir, 2024; Rauf et al., 2024).

The findings obtained by the author in the field, generally in universities, especially those managed by the private sector in Indonesia, are difficult to integrate the learning system of entrepreneurship education using technology because it is not supported by campus facilities that provide laboratories equipped with technological devices such as computers.

2. A more transparent and sustainable funding mechanism, with diversification of funding sources such as industrial collaboration, research grants, and subsidies for underprivileged communities.

The government must provide funding assistance to universities to strengthen the sustainability and quality of education and research (Agung & Santoso, 2017; Liu & Gao, 2021; Lorensius & Ping, 2021). For example, research programs funded by research grants can collaborate with industry for further development, while the government provides subsidies to support operational and infrastructure aspects. Overall, collaboration between universities, industry, and government can create a mutually beneficial ecosystem in

improving the quality of education and research in higher education, ultimately supporting economic and social development.

3. The Collaboration Framework should be strengthened through synergy between academia, industry, and government to ensure more inclusive and applicable education policies. Collaboration between universities, industry, and government must be deepened to bridge the gap between theoretical teaching and real entrepreneurial practice. Effective governance requires both top-down and bottom-up approaches to overcome barriers in policy, culture, and infrastructure. Strengthened collaboration can enhance experiential learning and create a more supportive ecosystem for sustainable entrepreneurship.

Research conducted in Iran by Farahani, (2024), The obstacles to the implementation of collaborative governance in the relationship between education and industry consist of six factors, namely (i) causal conditions, factors such as lack of financial resources and absence of legal infrastructure were identified as major barriers, (ii) contextual conditions including inappropriate organizational culture and traditional attitudes towards collaborative governance that were less supportive, and (iii) Intervention conditions highlighted the impact of rapid technological change and inadequate policy-making. Therefore, a combined top-down and bottom-up approach is recommended to overcome barriers in the world of education. This approach can encourage effective interaction between academic institutions, industry, and government, thereby enabling the successful implementation of collaborative governance.

In creating a framework for collaboration, governments should play an active role as policymakers in promoting effective collaboration to stimulate institutional initiatives, support effective planning and implementation, secure stakeholder support, centralize resources, and achieve policy alignment.(Williams, 2017). Research conducted by Hidayah et al., (2025), In a comparative study between Malaysia and Indonesia, that in Indonesia the Collaboration Framework should be strengthened through synergy between academia, industry, and the government to ensure a more inclusive and applicable education policy.

To address some of the challenges in the entrepreneurial education learning system, it is important to improve the integration of sustainability principles into the entrepreneurship education curriculum. This can be achieved through curriculum reforms that emphasize the practical application of sustainable business practices, as well as the inclusion of case studies and real-world examples that can help students understand concepts in a more in-depth and actionable way, so that graduates will be better prepared to face future business challenges and be able to create innovative sustainable solutions, for example:

1. Integration of Sustainable Business Principles is teaching the concept of circular economy, business ethics, and corporate social responsibility (CSR).
2. The Case Study-Based Learning Method uses real cases from global and local companies so that students can analyze and find solutions.
3. Collaboration with Industry is to present business practitioners as guest lecturers and provide hands-on work experience through internships or consulting projects.
4. The use of Digital Technology in the learning process, for example through business simulations with the use of digital technology, such as how to use social media to promote a product, payment systems through digital platforms, and the use of artificial intelligence in sustainable decision-making.

In addition, strengthening public-private partnerships by facilitating access to practical resources, training, and mentorship for aspiring entrepreneurs. Some concrete steps in building partnerships to create a more inclusive, innovative, and highly competitive business ecosystem, while driving entrepreneurship-based economic growth, include:

1. Incubation and Acceleration Programs. The government and private companies can work together to provide business incubation, mentoring, and funding for aspiring startups. A business incubation program is a program designed to support the development and growth of a new business or startup by providing a variety of necessary resources and

services. This program can be used as a learning place for students to learn to become entrepreneurs or start small businesses.

2. Industry-Based Entrepreneurship Education. The educational curriculum can be structured by involving the company as a partner in the implementation of real training and business projects.
3. Infrastructure and Funding Support. The private sector can contribute through grants, venture capital investments, or CSR program allocations for college graduates who want to start businesses. Meanwhile, the government provides tax incentives and regulations that support.
4. Business Networks and Ecosystems. Collaborations with industry associations, digital platforms, and business communities can open up wider market opportunities for new entrepreneurs.

By utilizing established business expertise and networks, educational institutions can create a more supportive ecosystem for the creation of new startups from university graduates, so that they can create jobs through innovative and sustainable startups. This landscape needs to be followed up by the government in the form of ease in obtaining permits and providing tax incentives in building a startup community among startups.

Collectively, aligning curriculum reform, funding mechanisms, and collaborative governance directly addresses the challenges while leveraging the opportunities identified in the Results section.

Ultimately, this research contributes to the understanding of entrepreneurship education for sustainable development (EESD) in Indonesia by highlighting growth opportunities and barriers that must be overcome. The insights gained can inform policymakers, educators, and practitioners in their efforts to foster a vibrant sustainable entrepreneurial community capable of driving Indonesia's sustainable development agenda.

Conclusion

This study has shed light on the opportunities and challenges associated with entrepreneurship education for sustainable development (EESD) in the Indonesian context. These findings highlight the significant potential of entrepreneurship education for sustainable development (EESD) to foster a new generation of innovative and socially responsible entrepreneurs who can contribute to the achievement of the United Nations' Sustainable Development Goals (SDGs).

Key opportunities identified include aligning entrepreneurship education for sustainable development (EESD) with Indonesia's commitment to sustainable development, the ability to foster public-private partnerships, and the promotion of experiential learning approaches that equip aspiring entrepreneurs with the knowledge and skills necessary to launch sustainable businesses.

However, the study also reveals some challenges that need to be addressed, such as the limited integration of sustainability principles into entrepreneurship curricula, lack of access to funding and resources for sustainable startups, and the need for stronger collaboration between educational institutions and industry. To address these challenges and capitalize on opportunities, the study recommends a multifaceted approach. This includes policy interventions, such as tax incentives, access to financing, and the establishment of dedicated incubation centers for sustainable startups. In addition, strengthening the entrepreneurship education for sustainable development (EESD) framework through increased collaboration between policymakers, educators, and the entrepreneurship ecosystem can significantly increase the effectiveness of entrepreneurship education for sustainable development (EESD) in promoting sustainable development in Indonesia.

By implementing these recommendations, Indonesia can position itself as a leader in entrepreneurship education for sustainable development (EESD), empowering a new generation of sustainable entrepreneurs who can contribute to the country's economic, social, and

environmental prosperity. The insights gained from this study can also inform the development of entrepreneurship education programs for sustainable development (EESD) in other developing countries that face similar challenges and opportunities.

Reference

Abrahams, G. (2017). Constructing definitions of sustainable development. *Smart and Sustainable Built Environment*, 6(1), 34–47. <https://doi.org/10.1108/SASBE-03-2017-0009>

Adnyana, I., Mahendra, K. A., & Raza, S. M. (2023). The Importance of Green Education in Indonesia: An Analysis of Opportunities and Challenges. *Education Specialist*.

Agung, I., & Santoso, A. (2017). Dinamika LPTK Menuju Perguruan Tinggi Kelas Dunia (World Class University/WCU). *Perspektif Ilmu Pendidikan*, 31(1), 43–54.

Almulla, M. A. (2020). The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning. *SAGE Open*, 10(3). <https://doi.org/10.1177/2158244020938702>

Anas, I., & Zakir, S. (2024). Artificial Intelligence: Solusi Pembelajaran Era Digital 5.0. *Jurnal Sains Komputer & Informatika (J-SAKTI)*, 8(1), 35–46.

Anazifa, R. D., & Djukri. (2017). Project- based learning and problem- based learning: Are they effective to improve student's thinking skills? *Jurnal Pendidikan IPA Indonesia*, 6(2), 346–355. <https://doi.org/10.15294/jpii.v6i2.11100>

Atikoh, N., Isro'iyah, L., Rohim, A. R. (2024). Development Goals (SDGs): Condition of Education in Indonesia, Educulture Entrepreneurship, Improving Quality Education Through Educulture Entrepreneurship on Education

Farahani, F. M. (2024). Challenges and Barriers to Implementing Collaborative Governance for Linking Education and Industry. 6(3), 164–173.

Guo, S., & Yang, Y. (2012). Project-Based Learning: an Effective Approach to Link Teacher Professional Development and Students Learning. *Journal of Educational Technology Development and Exchange*, 5(2), 41–56. <https://doi.org/10.18785/jetde.0502.04>

Gustomo, A., Ghina, A., Zailani, S. (2025). Analyzing innovation capability: a case study of Timor Leste Business School and Indonesia Business School Education, Skills and Work . <https://doi.org/10.1108/heswbl-10-2024-0297>

Hadi, P. (2023). Factors Contributing to Sustainable Growth Performance in Indonesian SMEs: The Role of Business Incubators. *International Journal of Sustainable Development*

Henry, C., & Lewis, K. (2018). A review of entrepreneurship education research. *Education + Training*, 60(3), 263–286. <https://doi.org/10.1108/ET-12-2017-0189>

Hidayah, J., Adekamisti, R., Asha, L., & Warlizasusi, J. (2025). Mengatasi kesenjangan teori dan praktik dalam manajemen pendidikan: studi komparatif indonesia-malaysia. 4, 166–181.

Iyer-Raniga, U., & Dalton, T. (2017). A holistic view for integrating sustainability education for the built environment professions in Indonesia. of Sustainable Development in Higher Education https://doi.org/10.1007/978-3-319-47895-1_22

Keiner, M. (2005). History, definitions and models of sustainable development. *ETH Zurich Research Collection*, 21(6), 12–19. <https://doi.org/10.3929/ethz-a-010025751>

Lackeus, M. (2015). Entrepreneurship In Education - What, Why, When, How. https://vcplist.com/wp-content/uploads/2014/10/Lackeus-2014_WP_Entrepreneurship-in-Education-FINAL-for-OECD-141023.pdf

Liu, L., & Gao, L. (2021). Financing university sustainability initiatives in China: actors and processes. *International Journal of Sustainability in Higher Education*, 22(1), 44–58. <https://doi.org/10.1108/IJSHE-11-2019-0333>

Lorensius, & Ping, T. (2021). Model Pembiayaan Pendidikan di Perguruan Tinggi Pada Masa Covid-19. *Indonesian Journal Of Education And Humanity*, 1(2), 107–119.

Nawaz, S., & Mahmood, A. (2023). Interplay of Design Thinking &Technology Integration: A Project-Based Learning Design. *Trends and Issues in Education*, 2(2), 77–94. <https://jctie.tread.com.pk/index.php/JCTIE/article/view/33%0Ahttps://jctie.tread.com.pk/index.php/JCTIE/article/download/33/29>

Pratono, A. H., Nawangpalupi, C. B., & Sutanti, A. (2023). Achieving sustainable development goals through digitalising creative works: some evidence from social enterprises in Indonesia. *In and Sustainable Development*. Springer. <https://doi.org/10.1007/s44265-023-00011-4>

Purmono, B. B. (2023). Entrepreneurial education and entrepreneurial skills: Study of higher education students in Indonesia. *Ilomata International Journal of Management*.

Rachel, E. (2015). The Concept of Sustainable Development: Definition and Defining Principles | Scinapse. In *BRIEF For GSDR 2015*. BRIEF For GSDR 2015. <https://www.scinapse.io/papers/2184349672>

Rahmawati, A., Suryani, N., Akhyar, M., & Sukarmin. (2020). Technology-Integrated Project-Based Learning for Pre-Service Teacher Education: A Systematic Literature Review. *Open Engineering*, 10(1), 620–629. <https://doi.org/10.1515/eng-2020-0069>

Rauf, R., Raheni, C., Tovan, Mardia, Setiawan, L., & Rodliyatun, M. (2024). Entrepreneurship education and digital transformation, opportunities and challenges in Indonesia. *Journal of Infrastructure, Policy and Development*, 8(12), 1–15. <https://doi.org/10.24294/jipd.v8i12.7740>

Rauf, R., Wijaya, H., & Tari, E. (2021). Entrepreneurship education based on environmental insight: Opportunities and challenges in the new normal era. *Cogent Arts and Humanities*, 8(1), 0–15. <https://doi.org/10.1080/23311983.2021.1945756>

Samwel Mwasalwiba, E. (2010). Entrepreneurship education: a review of its objectives, teaching methods, and impact indicators. *Education + Training*, 52(1), 20–47. <https://doi.org/10.1108/00400911011017663>

Susanti, Susilowibowo, J., & Tantri Hardini, H. (2019). Effectiveness of Project-based Learning Models to Improve Learning Outcomes and Learning Activities of Students in Innovative Learning. *KnE Social Sciences*, 3(11), 82. <https://doi.org/10.18502/kss.v3i11.4000>

Susilowati, E., Basuki, A., & ... (2024). Analysis of the Role of Social Entrepreneurship in Achieving the Sustainable Development Goals (SDGS) in Indonesia.