

THE I.D.E.A.: MODEL FOR INCLUSIVE AND SUSTAINABLE ENTREPRENEURSHIP GROWTH

Zaharatul Akmar Ahmad Zainuddin¹, Zurain Z.zaharuddin², Iffah Sabrina
Mohd Zahrul³

¹²³ Jabatan Perdagangan, Politeknik Sultan Salahuddin Abdul Aziz Shah, Shah
Alam, Selangor

Corresponding E-mail: akmar@psa.edu.my

ABSTRACT

Objective: This study aims to develop the I.D.E.A. Model (Inspire–Develop–Empower–Apply), a holistic framework that integrates Islamic values, experiential learning, and sustainability principles to strengthen entrepreneurship education in Malaysian polytechnics. The model seeks to cultivate ethical, innovative, and socially responsible entrepreneurs aligned with national priorities and Sustainable Development Goals (SDGs).

Research Method: A qualitative conceptual approach was adopted, incorporating document analysis and semi-structured interviews with two educators and three students at Politeknik Sultan Salahuddin Abdul Aziz Shah. Data from institutional documents, policy frameworks, and interviews were analysed thematically, supported by triangulation and member checking to ensure credibility.

Findings: The analysis produced the I.D.E.A. Model, structured around four interconnected phases. Inspire nurtures ethical awareness and creativity informed by Islamic values such as *amanah* and *ihsan*. Develop facilitates innovation through experiential tools including design thinking and Business Model Canvas. Empower enhances confidence, leadership, and resilience through mentoring and collaborative activities. Apply bridges theory and practice via real-world entrepreneurial engagement, community involvement, and sustainability-driven initiatives. Together, these phases foster entrepreneurial competence, ethical reasoning, and a stronger sense of purpose among students.

Originality: The study presents a novel framework that uniquely integrates Islamic ethics with experiential and sustainability-focused entrepreneurship education. The I.D.E.A. Model offers a contextualised pedagogical approach aligned with Malaysia's PolyTVET 2030 agenda and SDGs, promoting inclusive and sustainable entrepreneurial growth in the TVET ecosystem.

Keywords: Entrepreneurship education; I.D.E.A. Model; Islamic values; SDGs; inclusive growth.

1. INTRODUCTION

In the face of increasingly complex global challenges, the role of entrepreneurship education has gained renewed importance—not only for economic growth but also for promoting social inclusion and sustainability. According to UNESCO and contemporary scholars, higher education institutions must go beyond traditional knowledge transfer to foster entrepreneurial mindsets, creativity, and resilience among students (Ashari et al., 2021). Within the Malaysian context, the Technical and Vocational Education and Training (TVET) sector, particularly polytechnics, is recognised as a vital engine for national transformation, responding to both labour-market needs and Sustainable Development Goals (SDGs) (Nalathambi, 2023).

Despite the strategic integration of entrepreneurship modules in polytechnic curricula, research indicates persistent gaps in their effectiveness. Studies have shown that entrepreneurship education in Malaysian polytechnics has not yet fully cultivated

the necessary entrepreneurial knowledge, skills, and attitudes among students (Othman & Ishak, 2013). Concurrently, scholars emphasise that integrating Islamic values into entrepreneurship education holds significant potential for reinforcing ethical, purposeful, and resilient entrepreneurial behaviours—especially within Muslim-majority contexts such as Malaysia and the broader ASEAN region. Recent studies have demonstrated that Islamic values positively influence entrepreneurial intention when mediated by entrepreneurial mindset (Wibowo et al., 2024).

Given the convergence of three imperatives—entrepreneurship education, value-based ethics (particularly Islamic principles), and the pursuit of sustainable development (notably SDG 4 for quality education and SDG 8 for decent work and economic growth)—there is a strong need for an integrated model tailored to polytechnic-level implementation. In this regard, the present study introduces the I.D.E.A. Model for Inclusive and Sustainable Entrepreneurial Growth, which comprises four interrelated phases: *Inspire*, *Develop*, *Empower*, and *Apply*. This model is designed to bridge the gap between theoretical instruction and value-driven entrepreneurial practice in both community and market contexts.

The objectives of this study are threefold: (1) to conceptualise the I.D.E.A. Model as a holistic framework that synthesises Islamic values, experiential learning, and sustainable development; (2) to examine its applicability within Malaysian polytechnic settings, particularly at Politeknik Sultan Salahuddin Abdul Aziz Shah; and (3) to explore its implications for student empowerment, institutional policies, and community-based entrepreneurship. Through this inquiry, the study contributes to both theory and practice by proposing a contextualised framework that fosters inclusive and sustainable entrepreneurial growth in the TVET ecosystem.

2. LITERATURE REVIEW

2.1 ENTREPRENEURSHIP EDUCATION IN THE 21ST CENTURY

Entrepreneurship education has moved beyond traditional business training. It now focuses on developing students' competencies, mindsets and social awareness through experiential learning (Fayolle & Gailly, 2015). Global studies reveal that successful entrepreneurship programs combine theory with practical approaches such as simulation, mentoring and project-base learning (Nabi et al., 2017). In Malaysia, entrepreneurship has become a compulsory component across TVET and polytechnic programmes, reflecting the government's aspiration to nurture graduates who are job creators rather than job seekers (Ministry of Higher Education Malaysia, 2021). Nevertheless, evidence reveals that while entrepreneurship education increases awareness, it often fails to cultivate the deeper entrepreneurial mindset required for long-term sustainability and self-efficacy (Ratten, 2022). Hence, contemporary frameworks are moving toward value-driven and experiential learning models to embed purpose, ethics, and innovation in entrepreneurial practice.

2.2 ISLAMIC VALUES AND ENTREPRENEURIAL ETHICS

Islamic entrepreneurship is based on *maqasid al-shariah* principles such as honesty (*sidq*), fairness (*adl*), trust (*amanah*), and social responsibility (*mas'uliyah*). These values differentiate it from profit-oriented business model (Ahmad & Owoyemi, 2012). Scholars such as Beekun and Badawi (2005) argue that entrepreneurship in Islam represents an act of worship (*ibadah*) when conducted ethically and with community benefit in mind. Integrating Islamic ethics into entrepreneurship education has been shown to strengthen moral reasoning, discipline, and social purpose among students (Rahman & Abdullah, 2020).

Recent empirical studies confirm that Islamic work ethics positively influence entrepreneurial intention and resilience, particularly when supported by institutional mentoring and peer networks (Wibowo et al., 2024). Therefore, embedding such values

within entrepreneurship curricula not only enhances ethical behaviour but also fosters inclusive and sustainable business practices.

2.3 ENTREPRENEURSHIP EDUCATION AND THE SUSTAINABLE DEVELOPMENT GOALS (SDGS)

Entrepreneurship learning plays a vital role in achieving the United Nations' SDGs, particularly SDG 4 and SDG 8. UNESCO highlights creativity, collaboration, and ethical decision-making as essential entrepreneurial skills for sustainable growth (UNESCO, 2023). When educational programmes integrate sustainability and social innovation, students are more likely to launch ventures addressing local and global issues such as waste reduction, green technologies, and inclusive employment (Hameed & Al-Sharif, 2022).

In Malaysia, initiatives such as the Malaysia Madani and PolyTVET 2030 frameworks encourage institutions to embed sustainability principles into teaching and campus entrepreneurship ecosystems (Ministry of Higher Education Malaysia, 2023). This shift requires re-conceptualising entrepreneurship as a vehicle for societal transformation rather than merely economic advancement.

2.4 GAPS AND THE NEED FOR AN INTEGRATED MODEL

Many models have been developed globally, but few integrate Islamic ethics with sustainability. Most focus on technical and business aspects, overlooking personal values and social impact (Othman et al., 2020). Malaysian scholars highlight the need for a holistic approach that combines spiritual, emotional, and cognitive development to produce resilient entrepreneurs (Mohd Yusoff et al., 2021).

The I.D.E.A. Model responds to this gap by integrating ethical inspiration, skill development, empowerment, and real-world application. By aligning Islamic values, experiential learning theory (Kolb, 1984), and SDG targets, the model aspires to bridge the disconnect between theory and purposeful practice in polytechnic-level entrepreneurship education.

3. METHODOLOGY

This study employed a qualitative conceptual design supported by reflective and descriptive analysis. Such an approach was selected to explore and conceptualise the development of the I.D.E.A. Model for Inclusive and Sustainable Entrepreneurial Growth within the context of Malaysian higher education, particularly polytechnic institutions. This study adopts a qualitative conceptual approach to construct a theoretical model grounded in literature and expert reflection (Merriam & Tisdell, 2016). This approach enabled the researchers to interpret relationships between Islamic values, entrepreneurship education, and sustainability goals through a contextual lens.

The study was conducted within the Malaysian polytechnic ecosystem, focusing on *Politeknik Sultan Salahuddin Abdul Aziz Shah (PSA)*. This institution was selected due to its active entrepreneurship initiatives, student innovation projects, and community engagement aligned with the Sustainable Development Goals (Ministry of Higher Education Malaysia, 2023).

Participants were two (2) entrepreneurship educators and three (3) students directly involved in entrepreneurship development programmes and student innovation projects. A purposive sampling technique was used to ensure that participants possessed relevant experience in entrepreneurship teaching, mentoring, and learning (Creswell & Poth, 2018).

Data were collected using two complementary techniques. First, document analysis was conducted, where secondary data were drawn from institutional reports, policy frameworks, and scholarly literature related to entrepreneurship education, Islamic values, and the implementation of Sustainable Development Goals (SDGs) within Malaysian polytechnics (UNESCO, 2023). In addition, semi-structured

interviews were carried out with two educators and three students to explore their experiences and perceptions of entrepreneurship education and values-based learning.

This interview approach allowed for a flexible, conversational exchange that encouraged participants to share their insights openly (Kvale & Brinkmann, 2015).

Each interview lasted between 30 and 45 minutes and was carried out online or face-to-face, depending on participants' availability. All participants provided informed consent, and their anonymity was preserved throughout the research. Data were transcribed, coded, and analysed using thematic analysis following the six phases outlined by Braun and Clarke (2006): familiarisation, initial coding, theme development, review, definition, and reporting. The analysis process identified emerging themes related to *inspiration*, *skill development*, *empowerment*, and *application*. The researchers then synthesised these themes into the conceptual structure of the I.D.E.A. Model. To ensure credibility and dependability, the researchers employed triangulation through multiple data sources (documents and interviews) and reflective journaling (Cohen et al., 2018). Member checking was conducted with two participants who reviewed the thematic summary to verify accuracy and clarity of interpretation. A reflexive journal was maintained throughout the study to document analytical decisions and ensure transparency in the research process. Ethical approval for the study was obtained from the institutional research unit. Participants were informed about the study's objectives, procedures, and their right to withdraw at any time without consequence. Overall, this methodology enabled a comprehensive and values-based understanding of how entrepreneurship education can be enhanced through the I.D.E.A. Model, integrating ethical awareness, experiential learning, and sustainable development principles in the polytechnic setting.

4. RESULTS AND DISCUSSIONS

The findings of this study resulted in the development of the I.D.E.A. Model for Inclusive and Sustainable Entrepreneurial Growth, which integrates Islamic values, experiential learning, and sustainability education. Thematic analysis revealed four interconnected phases - Inspire, Develop, Empower, and Apply, each representing a distinct yet complementary dimension of entrepreneurship education in polytechnic settings. These stages collectively emphasise that entrepreneurial development must balance technical knowledge, ethical grounding, and community contribution.

4.1 INSPIRE: CULTIVATING ETHICAL AND CREATIVE THINKING

The first phase, *Inspire*, focuses on instilling curiosity, creativity, and moral consciousness among students. Findings revealed that storytelling, ethical reflection, and exposure to successful entrepreneurs serve as key catalysts for inspiration. Both educators in this study emphasised the importance of linking entrepreneurial learning to Islamic ethics such as *amanah* (trust) and *ihsan* (excellence). This aligns with Beekun and Badawi (2005), who noted that Islamic entrepreneurship begins with value orientation rather than profit motivation.

In classroom practice, storytelling about the Prophet Muhammad's business ethics and local Muslim entrepreneurs encouraged students to perceive entrepreneurship as an act of service rather than mere wealth accumulation. The *Inspire* stage aligns with Kolb's (1984) experiential learning concept, which highlights reflection as the basis for knowledge creation, which underscores reflection as the foundation of meaningful learning.

4.2 DEVELOP: TRANSFORMING IDEAS INTO STRUCTURED INNOVATION

The second phase, *Develop*, translates inspiration into structured innovation through experiential tools such as the Business Model Canvas (BMC), design thinking, and prototype creation. Both educators reported that BMC workshops helped students visualise value creation, customer segmentation, and social impact. The students also

highlighted that hands-on activities and mini-projects enhanced their confidence in transforming ideas into viable products—consistent with Nabi et al. (2017), who found that practical entrepreneurial learning improves intention and innovation capacity. Moreover, the integration of sustainability concepts—such as eco-design, waste reduction, and ethical sourcing—encouraged students to align innovation with environmental and community benefits (Hameed & Al-Sharif, 2022). For instance, student-led initiatives such as *Luxara Hemp T-shirt* and *Sambal Crunchy* demonstrated awareness of responsible production aligned with SDG 12 (Responsible Consumption and Production).

4.3 EMPOWER: BUILDING CONFIDENCE AND LEADERSHIP

The third phase, *Empower*, centres on developing self-efficacy, leadership, and collaborative problem-solving. Findings indicated that mentorship from lecturers and peer collaboration significantly strengthened student motivation and resilience. Students described how involvement in innovation competitions, such as *Innopreneur@PSA* and *FIRA Business Challenge*, helped them gain confidence to pitch ideas publicly and manage constructive criticism.

This finding supports Bandura's social learning theory, which posits that mastery experiences and social reinforcement are key to building self-efficacy (Bandura, 1997). Similarly, Wibowo et al. (2024) concluded that Islamic values enhance entrepreneurial mindset and perseverance when supported by active mentoring networks. Empowerment, therefore, occurs when students are trusted to make decisions and reflect on their progress through continuous feedback and supportive ecosystems.

4.4. APPLY: LINKING KNOWLEDGE TO REAL-WORLD IMPACT

The final phase, *Apply*, connects classroom learning with real entrepreneurial practice. Both educators observed that community engagement projects and product testing activities provided authentic learning experiences that solidified students' sense of purpose. Through sales exhibitions and collaboration with local SMEs, students learned to measure not only financial outcomes but also social and environmental impact.

This outcome mirrors UNESCO's (2023) recommendation that entrepreneurship education should promote action-based learning with measurable community impact. Students who engaged in real-market testing reported greater awareness of customer feedback, cost management, and ethical marketing practices—indicating that the I.D.E.A. Model successfully bridges theory with application.

4.5. DISCUSSION OF THE I.D.E.A. MODEL'S THEORETICAL AND PRACTICAL CONTRIBUTION

The I.D.E.A. Model contributes to both theory and practice in three significant ways. First, it positions entrepreneurship education as a values-driven process, highlighting the integration of Islamic ethics as the moral foundation of innovation (Ahmad & Owoyemi, 2012; Rahman & Abdullah, 2020). Second, it demonstrates how experiential learning principles can be operationalised through project-based and community-oriented pedagogy (Kolb, 1984; Fayolle & Gailly, 2015). Third, it aligns entrepreneurship with the Sustainable Development Goals, ensuring that entrepreneurial initiatives contribute to inclusive, ethical, and sustainable growth (UNESCO, 2023; Ministry of Higher Education Malaysia, 2023).

The findings reaffirm that entrepreneurship education within polytechnics must evolve beyond traditional training by embedding moral reasoning, reflective practice, and sustainability awareness. The I.D.E.A. Model thus serves as a pedagogical framework that prepares students to become *changemakers* who innovate responsibly and lead ethically in both local and global contexts.

The I.D.E.A. Model (Figure 1) illustrates a dynamic and cyclical process that integrates ethical values, experiential learning, and sustainability principles within

entrepreneurship education. The model consists of four interconnected phases - Inspire, Develop, Empower, and Apply which collectively guide students from value-based idea generation to real-world implementation. The *Inspire* phase emphasizes cultivating ethical and creative thinking through reflection and moral awareness; *Develop* focuses on transforming ideas into structured innovations using practical tools such as the Business Model Canvas; *Empower* highlights the importance of mentorship, collaboration, and leadership development to build confidence and resilience; and *Apply* bridges classroom learning with real-world practice, enabling students to test ideas, engage communities, and measure social and economic impact. The continuous loop between these stages signifies that entrepreneurship education is not a linear journey but an iterative process of learning, reflection, and application, ultimately fostering ethical, innovative, and sustainable entrepreneurs.

Future research may empirically validate the I.D.E.A. Model across diverse TVET and higher education institutions to assess its impact on students' entrepreneurial intention, ethical reasoning, and sustainability awareness. Quantitative and mixed-method studies are recommended to test the model's scalability and cross-cultural adaptability.

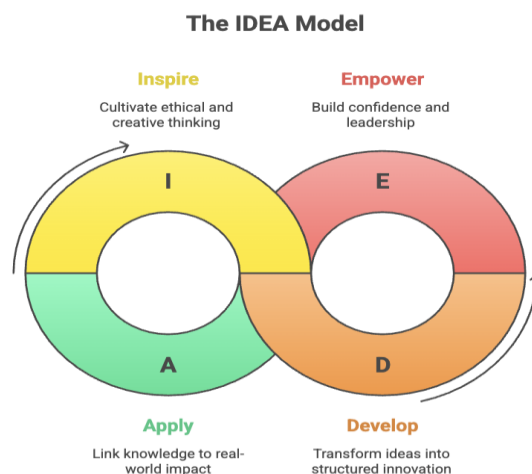


Figure 1. The I.D.E.A. Model for Inclusive and Sustainable Entrepreneurial Growth. Source: (Akmar, 2025)

5. CONCLUSIONS

This study presented the I.D.E.A. Model for Inclusive and Sustainable Entrepreneurial Growth, a values-based and experiential framework designed to strengthen entrepreneurship education within Malaysia's polytechnic system. The model integrates four interrelated phases - Inspire, Develop, Empower, and Apply, to promote entrepreneurial learning that is ethical, reflective, and socially responsible. Grounded in Islamic principles, experiential learning theory, and the Sustainable Development Goals (SDGs), the model provides an innovative pedagogical pathway that transforms students from passive learners into active changemakers.

The findings highlight that entrepreneurship education must extend beyond business skills to encompass moral reasoning, sustainability awareness, and community engagement. Through the *Inspire* phase, students internalise ethical and creative thinking guided by Islamic values; the *Develop* phase encourages structured innovation through project-based learning and design thinking; the *Empower* phase builds confidence, leadership, and self-efficacy through mentoring and collaboration; and the *Apply* phase bridges theory with practice by engaging students in real entrepreneurial experiences. These integrated components ensure that entrepreneurial learning is holistic, ethical, and impactful.

From a theoretical perspective, the I.D.E.A. Model contributes to entrepreneurship education research by demonstrating how Islamic ethics and sustainability principles can be embedded within experiential learning approaches. It also complements global calls by UNESCO (2023) and the Ministry of Higher Education Malaysia (2023) to integrate the SDGs into higher-education teaching frameworks.

From a practical perspective, this model offers a roadmap for educators and policymakers seeking to reform entrepreneurship education in polytechnics and other TVET institutions. By adopting the I.D.E.A. framework, institutions can enhance student engagement, promote ethical entrepreneurial behaviour, and align their curriculum with national aspirations such as the *Malaysia MADANI* and *PolyTVET 2030* agendas. Moreover, this approach supports SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 12 (Responsible Consumption and Production).

The study also opens avenues for future research, including the empirical testing of the I.D.E.A. Model across different polytechnics and ASEAN institutions. Future studies may also examine how digital technologies and green entrepreneurship can further extend the model's relevance in post-pandemic education contexts.

In summary, the I.D.E.A. Model exemplifies that entrepreneurship education, when guided by ethics, innovation, and sustainability, can nurture graduates who are not only capable entrepreneurs, but also responsible leaders committed to inclusive and sustainable societal transformation.

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