

The influence of entrepreneurial mindset and entrepreneurial motivation to entrepreneurial readiness

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Abstract: This study aims to know the influence of entrepreneurial mindset and motivation to entrepreneurial readiness. This is necessary because the authorization of universities that previously had the status of Public Service State University (PTN-BLU) into Legal Entity State University (PTN-BH) demands financial independence with one of the sources of income being from the business unit sector. This research was carried out at Universitas Negeri Yogyakarta (UNY) as a newly authorized PTN-BH with business unit managers as the population. The Isaac and Michael sampling method determined 55 people at random. This study used a pragmatic paradigm with quantitative design. The technique used multiple regression using SmartPLS. The results showed that entrepreneurial mindset affects entrepreneurial readiness and entrepreneurial motivation affects entrepreneurial readiness. Every university that has just been authorized as a PTN-BH must pay attention to the motivation and mindset of their business unit managers, especially as business unit managers are generally university staff who are given additional tasks.

Keywords: *entrepreneurial readiness, motivation, mindset, integrity*

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INTRODUCTION

Universities in Indonesia continue to strive to develop and try to show their existence at the global level. Therefore, universities must reach the point where universities can be included in the achievement category as centers of excellence (CoE) (Fachriansyah & Sulastri, 2020). The government's program to push universities to develop quickly is to offer decentralization for universities in determining the direction of progress and increasing independence through PTN-BH. This government's move is in fact still a polemic in various universities. One of them is the student protests. In 2016, Gadjah Mada University students conducted a judicial review of the Government Regulation on PTN-BH. Amid the protests, the government issued another regulation to facilitate PTN-BH through the independent campus policy. In the scheme offered, the university that aims to change their status into PTN-BH may do so without having to have the status of a Work Unit or Public Service Agency or a minimum accreditation. Hence, the status of PTN-BH does appear to indicate the privatization of education. Still, all the steps taken by the government will be much better when all stakeholders show a positive support to generate independence. The government's program to push universities to develop quickly is to provide decentralization to universities to determine the direction of progress and increase independence. The autonomy of higher education will be the first step in self-development. From the operational side,

PTN-BH must have the capacity and innovation to explore sources of funding outside the government (Utama, 2017). Strategies that can be carried out include asset leasing, research collaboration, testing services, technical assistance, and the implementation of double-degree education programs (Fachriansyah & Sulastrri, 2020). Through legal entity state universities, the government is promoting decentralization and increased independence in an effort to encourage universities to develop rapidly. Because of student demonstrations, this decision is still controversial. PTN-BH needs to be capable and creative enough to look into non-government funding options such as asset leasing, research collaboration, testing services, technical assistance, and the development of double-degree programs.

The change in status presents a challenge for universities as they must be creative in finding sources of income. On the one hand, with PTN-BH, universities can set policies independently and have more independence in financial management and the opening or closing of study programs/faculties. On the other hand, it provides great significant challenges and risks, so they have to prepare as well as possible (Fachriansyah & Sulastrri, 2020; Ristufajaryatun & Suprayitno, 2016). Universities must be creative in finding sources of income to meet the challenges and risks of PTN-BH.

There are still some gaps between the PTN-BH concept and its implementation in several universities that already have the PTN-BH status. Among them are research collaboration strategy that is considered to have suboptimal output, some collaborations with industry which have asymmetric information, the small number of industries willing to cooperate with universities, governance and authorities that are still not fully running, especially for non-academic fields that are inseparable from financial and asset management problems, the small number of start-ups generated by PTN-BH campuses, as well as the small amount of commercialization of research outcomes (Fachriansyah & Sulastrri, 2020). Although research collaboration strategy is thought to produce less-than-ideal results, there are still some gaps between the idea and actual implementation in universities with PTN-BH status. This includes a small number of businesses that are prepared to work with universities, a lack of functioning governance and authority, a dearth of start-ups, and a dearth of commercialization of research outcomes.

Entrepreneurial readiness refers to the overall condition of a person that makes him or her ready to give a response or answer in entrepreneurial activities. Physical condition, mental attitudes, emotions, motivation, goals, skills, and knowledge influence such responses. Entrepreneurial readiness is defined as a condition in which individuals have a sense of being ready with the presence of abilities, willingness and desire to face various situations in entrepreneurship. For this reason, entrepreneurial readiness is very necessary for individuals to start a business. Through entrepreneurial readiness, a person's entrepreneurial spirit will grow and one's potential will develop. Factors that cause a person to have readiness include: conditions that can affect a person, such as physical condition, mental state and emotional state; the existence of needs, motives and goals to be achieved; and the existence of acquired skills and knowledge (Nurbaya & Moerdiyanto, 2012). A person's motivation depends on the motives to be achieved. These motives will encourage the determination of the behavior of each individual. The impulse arises because of the needs that must be met; this will push the individual to try to meet their needs. This shows that to achieve the desired business goals, high motivation is needed.

The growth mindset serves as the foundation in various ways, one of which is the basis for entrepreneurship. The desire to continue to learn, keep trying, never give up, enjoy challenges and consider the success of others as inspiration that has long been associated with entrepreneurs seems to intersect closely with the concept of mindset introduced by Carol Dweck (Dweck, 2015; Dweck, 2006). From an entrepreneurial mindset, it will be able to make entrepreneurs able to read opportunities well (Aima, Suta, Carawangsa, & Ying, 2020; McGrath & MacMillan, 2000). The growth mindset is an important concept for entrepreneurship, as it encourages continuous learning, persistence, and the ability to read opportunities. It is closely related to the concept of mindset introduced by Carol Dweck, which encourages entrepreneurs to stay motivated and not give up on challenges.

The most important business motivation is from the self-success factor (Mahesa & Rahardja, 2012). In running a business, the main goal of the businessman is to achieve success as measured by himself. Every success obtained will further increase motivation in running a business. According to Basrowi (2019), motivation is an impulse that drives a person's behavior based on the needs to be achieved. In entrepreneurship, the existence of motivation can provide enthusiasm and direction in running a business so that goals can be achieved.

METHOD

This research used a pragmatic paradigm with quantitative design. The method used was multiple regression using PLS. In this study, there were two variables, namely the free variables (X) and the bound variable (Y). The free variables in this study were X1 (entrepreneurship mindset) and X2 (entrepreneurial motivation), whereas the bound variable is Y (readiness of business unit managers at Yogyakarta State University, a Legal Entity State University). The regression equation model used can be seen in equation (1).

$$\text{Entrepreneurial Readiness} = \beta_1 \text{entre. mindset} + \beta_2 \text{entre. motivation. (1)}$$

The quantitative data population was 65 people consisting of business unit managers. Using the Isaac and Michwel sampling method, the sample was determined to be 55 people at random. Entrepreneurial Readiness consist of commitment, motivation, risk-taking, decision making, stress control ability, problem solving, goal orientation, technical skills, business management skills, business knowledge, and business communication. Furthermore, the reliability and validity test can be seen in Table 1.

Table 1
Reliability and validity of the instrument

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Entrepreneurial Mindset	0.987	0.988	0.987	0.628
Entrepreneurial Motivation	0.955	0.959	0.960	0.599
Entrepreneurial Readiness	0.957	0.959	0.961	0.595

Convergent validity relates to the principle that the gauges of a construct should be highly correlated. Convergent validity means that a set of indicators represents one latent

variable and underlies that latent variable. The rule of thumb used to test convergent validity is outer loading > 0.7 and average variance extracted (AVE) > 0.5 (Ghozali, 2021).

Reliability is an index that shows the extent to which a measuring instrument can be trusted or relied upon. In other words, it shows to what extent the measuring instrument is said to be consistent (Ghozali, 2021). The Reliability Test in PLS can use two methods: Cronbach’s alpha and Composite reliability. Cronbach’s alpha measures the lower limit of the reliability value of a construct, while Composite reliability measures the actual value of a construct’s reliability. Composite reliability is considered better at estimating the internal consistency of a construct. For this reason, this study uses Composite reliability to test reliability. The rule of thumb is that the alpha or Composite reliability value must be greater than 0.7 even though a value of 0.6 is still acceptable.

FINDINGS AND DISCUSSION

The R^2 value structural model measurement measures the degree of variation in the change of independent variables to dependent variables. The result of R Square is 0.516. The higher the value, the better the research model’s prediction model. As the result of Q-Square has a value that is more than zero, it can be stated that the prediction of the research model is good (Hair, Ringle, & Sarstedt, 2011).

Table 2
Inner model test results

	SSO	SSE	Q ² (=1-SSE/SSO)
Entrepreneurial Mindset	2530.000	2530.000	
Entrepreneurial Motivation	880.000	880.000	
Entrepreneurial Readiness	935.000	655.728	0.299

Based on the result, the value of the path coefficient or inner model shows the degree of significance in hypothesis testing. The path coefficient score or inner model is indicated by a t-statistical value, which should be above 1.96 for the two-tailed hypothesis and above 1.64 for the one-tailed hypothesis for hypothesis testing at 5% alpha and 80% power. Furthermore, a model test of the influence of free variables on bound variables was carried out, the results of which are shown in Table 3.

Table 3
Model test results

	T Statistics (O/STDEV)	P Values
Entrepreneurial Mindset -> Entrepreneurial Readiness	3.090	0.002
Entrepreneurial Motivation -> Entrepreneurial Readiness	4.044	0.000

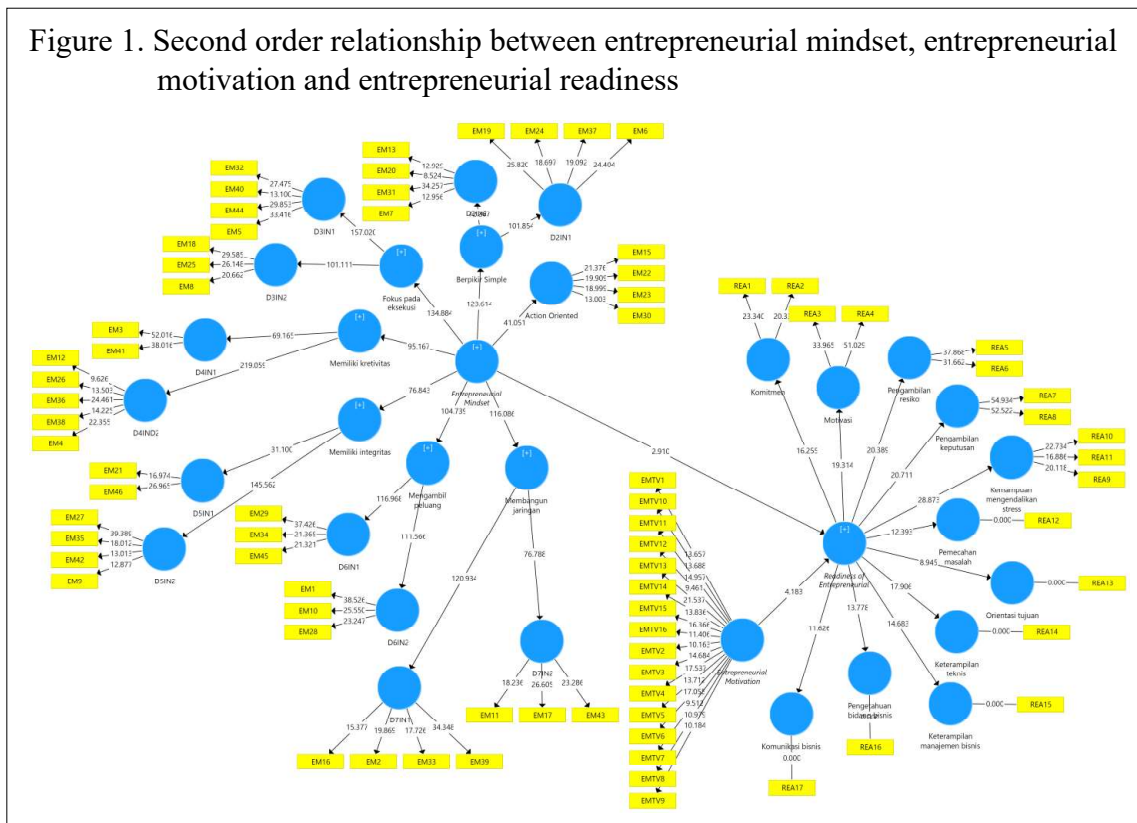
Table 3 shows the percentage of free variables in influencing bound variables. Entrepreneurial Readiness = 0.350 Entrepreneurial Mindset + 0.458 Entrepreneurial Motivation. Furthermore, hypothesis testing can be seen in Table 4.

Table 4
Hypothesis test results

No	Hypothesis	T Stat	Itself	
1	Entrepreneurial Mindset affects Entrepreneurial Readiness	3.090	0.002	Evident
2	Entrepreneurial Motivation affects Entrepreneurial Readiness	4.044	0.000	Evident

Based on Table 4, the two free variables, namely motivation and mindset, have a significant influence on the readiness of managers in running the business units at UNY. This can be seen from the significance value that is below 0.05. Figure 1 shows the relationship between variables and how readiness is influenced by mindset and motivation in entrepreneurship.

Figure 1. Second order relationship between entrepreneurial mindset, entrepreneurial motivation and entrepreneurial readiness



The P Value column in Table 5 shows a significant effect based on the value of the influence of mindset and entrepreneurial motivation for business unit managers at UNY in welcoming PTNBH. Researchers conducted an analysis based on 46 questions regarding mindset and entrepreneurial motivation. The existing questions were formed based on the type of assessment variable indicators consisting of action-oriented, simple thinking, focusing on execution, having creativity, having integrity, taking chances, and network building. With a double-sided DF and a significance value of 5%, a Table T value was obtained with a sample number of 55 and a P value of less than 0.05.

Table 5
P values

	T Statistics (O/STDEV)	P Values
Simple Thinking -> D2IN1	101.854	0.000
Simple Thinking -> D2IN2	72.267	0.000
Entrepreneurial Mindset -> Action-oriented	41.051	0.000
Entrepreneurial Mindset -> Simple Thinking	123.614	0.000
Entrepreneurial Mindset -> Focusing on Execution	134.884	0.000
Entrepreneurial Mindset -> Network Building	116.086	0.000
Entrepreneurial Mindset -> Having Integrity	76.843	0.000
Entrepreneurial Mindset -> Having Creativity	95.167	0.000
Entrepreneurial Mindset -> Taking Chances	104.739	0.000
Entrepreneurial Mindset -> Entrepreneurial Readiness	2.910	0.004
Entrepreneurial Motivation -> Entrepreneurial Readiness	4.183	0.000
Focus on execution -> D3IN1	157.020	0.000
Focusing on Execution -> D3IN2	101.111	0.000
Network Building -> D7IN1	120.934	0.000
Network Building -> D7IN2	76.788	0.000
Having Integrity -> D5IN1	31.100	0.000
Having Integrity -> D5IN2	145.562	0.000
Having Creativity -> D4IN1	69.165	0.000
Having Creativity -> D4IND2	219.059	0.000
Taking Chances -> D6IN1	116.968	0.000
Taking Chances -> D6IN2	111.566	0.000
Entrepreneurial Readiness -> The Ability to Control Stress	28.873	0.000
Entrepreneurial Readiness -> Business Management Skills	14.683	0.000
Entrepreneurial Readiness -> Technical Skills	17.906	0.000
Entrepreneurial Readiness -> Commitment	16.255	0.000
Entrepreneurial Readiness -> Business Communication	11.626	0.000
Entrepreneurial Readiness -> Motivation	19.314	0.000
Entrepreneurial Readiness -> Goal Orientation	8.945	0.000
Entrepreneurial Readiness -> Problem Solving	12.393	0.000
Entrepreneurial Readiness -> Decision Making	20.711	0.000
Entrepreneurial Readiness -> Risk Taking	20.389	0.000
Entrepreneurial Readiness -> Knowledge of the Business Field	13.778	0.000

Being action-oriented affects the Entrepreneurial Mindset. An entrepreneur is not someone who only struggles with thoughts, ponders or tests hypotheses, likes to procrastinate, wait and see, or let opportunities pass by. Their principle is “see and do”. For them, risk is not to be avoided, but rather to be faced and conquered (Purba, 2021). It is a person who wants to act immediately, even if the situation is uncertain. For this reason, a person who

already has the mindset must also implement actions to run their business units (Kuratko, Burnell, Stevenson, Neubert, & Fisher, 2022).

Focusing on execution affects the Entrepreneurial Mindset. “*Human beings with an entrepreneurial mindset execute, that is, to perform actions and realize what is thought instead of analyzing new ideas to death.*” Entrepreneurs are adaptive to situations, meaning that they easily adjust to new facts or difficulties on the ground (Lynch & Corbett, 2021). Execution is needed to follow up on the entrepreneurial mindset that is already possessed by business unit managers at UNY.

Simple thinking affects the Entrepreneurial Mindset. Entrepreneurs see the problems clearly and solve problems one after another gradually, although the world has become very complex. They do not think about a problem too much, but as how it is; entrepreneurs always learn to simplify a problem, so that no time is wasted just because they think too long (Rubiyatno, Sutadi, Adinata, & Yulita, 2020). In this study, the simple thinking variable is needed to analyze how each manager acts in running a business unit at UNY.

Having creativity affects the Entrepreneurial Mindset. For an entrepreneur, making a profit by attracting buyers can not only be done by running a new business or selling different products, but also by developing innovative ways of selling. They are always willing to learn new things, open-minded and open to new ways. Entrepreneurs diligently look for new alternatives, such as models, designs, platforms, raw materials, energy, packaging, and production cost structure. Profit can be generated not only from new businesses or products, but also from new ways of creativity (Korte, 2018; Lang & Liu, 2019). The creativity variable is needed to ensure that business unit managers at UNY are able to think creatively so that the targets set by the institution can be achieved immediately.

Having integrity affects the Entrepreneurial Mindset. Entrepreneurs need a mindset where opportunities are not only sought, but created and opened. Because entrepreneurship is a platform of investment and full of risks, an entrepreneur must have high integrity and discipline in what they do. The definition of integrity according to the Great Dictionary of the Indonesian Language (2016) is “quality, nature, or condition that shows complete unity so that it has potential and ability that exudes authority and honesty.” A successful entrepreneur is not a slacker or a procrastinator. They want their work to be sorted out quickly and their ideas to be run immediately. Time is precious to them, because what may be an opportunity at a certain time may not necessarily be an opportunity at another time. Once the opportunity is lost, it may not necessarily come again. The key aspect here is integrity in the form of hard work (Aima *et al.*, 2020; Priestley, 2018).

The taking chances variable influences the Entrepreneurial Mindset. Only by taking the best chances, an entrepreneur will be very alert and have a sharp instinct in time by considering the economic values contained, a brighter future, the ability to show achievements, and the resulting changes. Success in managing business units is determined by the success of entrepreneurs in selecting (Troise & Tani, 2021). Taking chances is one of the skills that must be possessed by an entrepreneur. Therefore, business unit managers at UNY are expected to have this attitude.

The network building variable influences the Entrepreneurial Mindset. Network building is an activity that tends to involve others in realizing opportunities, both from within and from outside the organization. They maintain and create relationships with partners instead of working alone. They tend to use the hands and minds of many people, both from inside and outside their company. They build a network instead of realizing their dreams on their

own. For this reason, entrepreneurs must have the ability to gather people, build networks, lead, unite movements, motivate and communicate. Building a network is necessary to strengthen the concept of collaboration. One of the success factors of an entrepreneur is collaboration; therefore, business unit managers at UNY are expected to be able to build as many networks as possible.

Stress is a disruption of the body and mind caused by the changes and demands of life. Stress refers to external demands that affect a person; for example, an object in the environment or a stimulus that is objectively dangerous. Stress is also often interpreted as pressure, tension, unpleasant disruptions that come from outside oneself (Billingsley *et al.*, 2021). As stress does affect the quality of work, researchers include this variable to see how business unit managers at UNY manage to control stress to work optimally. In the table above, the variable of the ability to control stress shows a number.

Business management skills affect Entrepreneurial Readiness. The managerial ability of a businessperson greatly affects the level of success of an entrepreneur. Management is getting the job done through others. This means that a manager is not doing all the work himself. He works through people who possess the technical skills in the field, without working on the technicalities (Williams, 2001). Based on this understanding, we can interpret business management skills as a person's abilities to manage an existing business. In carrying out management, of course, there are several management functions that are carried out in order to achieve the expected goals, namely planning, organizing, leadership, and control.

Skills refer to the abilities or expertise to do a job that are only obtained in the form of practice (Wahyudi, 2002). The term "technical" refers to field-based activities or issues. Therefore, technical skills are needed by every business unit manager at UNY. Therefore, researchers include the technical skills variable to identify whether business unit managers at UNY have the technical skills to achieve the predetermined targets.

The commitment variable influences Entrepreneurial Readiness. Commitment is a person's willingness to abide by what they have decided as their intention from within. Commitment can be perceived as an intention that must be carried out by a person to achieve a specific goal. A business must be based on a strong commitment for the sustainability of the business. In the research, the commitment variable is included to analyze how much interest the business unit managers have in advancing the business unit they lead.

Based on the term, communication is derived from the Latin word "*communico*" which means "to divide". In a broader sense, "dividing" in this case refers to dividing ideas or thoughts between one person and another. According to Firmansyah *et al.* (2022), communication is a process of exchanging information between individuals through a system that is common either with symbols or codes, signals, or behaviors or actions. In general, communication is carried out by two or more people; the process of transferring messages can also be done using the way of communicating that is usually done verbally either in speech or in writing, or non-verbal language. The business unit at a PTN-BH is not merely an organization in the campus structure but also serves as an activity that provides products in the form of goods or services needed or desired by consumers (Sharma *et al.*, 2020). Ongoing business communication must include verbal and non-verbal communication to achieve certain goals in accordance with the business interests of those engaging in the communication (Priestley, 2018).

Motivation is an impulse that makes people act or behave in motivational ways that refer to the cause of the emergence of a behavior, such as factors that encourage a person to do or

not do something. Motivation can be interpreted as the will to achieve higher status, power and recognition for each individual. Motivation can be seen as a basis for achieving success in various facets of life through increased ability and willpower. In addition, motivation can be interpreted as a state that provides energy, encourages activities, leads and channels behavior towards achieving the needs that provide satisfaction or reduce imbalances (Kuratko *et al.*, 2020). The motivation variable shows how much the business unit manager's desire and intentions in advancing the faculty's business. Table 2 shows that the motivation variable can be said to affect Entrepreneurial Readiness.

Orientation to the goal determines how a person strives to achieve the expected result. Goal orientation is a construct that describes how individuals respond, react and interpret situations to achieve a certain achievement or performance (McGrath & MacMillan, 2000). In this study, in fact, business unit managers already have achievement targets for the business continuity of each faculty. This means that the target in every period can be increased as a form of business growth.

Problem solving refers to thoughts that are directly directed to determine a solution or resolution to a specific problem. An individual needs to have the ability of problem solving because life always comes with problems. In the business field, problems always come as a result of technological developments; therefore, the researchers include problem solving as one of the variables (Lanivich *et al.*, 2020).

Decision making is the process of selecting or determining the range of possibilities in uncertain situations. Decision making occurs in situations where one should make predictions going forward, choosing between one of two or more options, and making estimations (predictions) about the frequency of forecasts that will occur. The decision making variable is included in the variables to determine the accuracy of business unit managers in making decisions.

Risk taking is the psychological variable that reflects a person's ability to take calculated risks and achievable challenges. Risks always arise in business, so every person who manages a business unit must have the ability in a risk-taking system (Troise & Tani, 2021).

Business unit managers need to have knowledge of the business field used for the business development they run. The business field is rapidly growing with the development of time and technology (Lang & Liu, 2019).

CONCLUSION

In Indonesia, there are several universities that have been given the mandate as PTN-BH. One of them, UNY, needs to prepare all matters for independently financing UNY. Mindset and motivation have a significant influence on the entrepreneurial readiness of staff tasked as business unit managers. The characteristics of mindset and motivation among business unit managers at a legal-entity university seem to be unique as they are trained to become business unit managers that do not fully possess business knowledge. This is evident from some of their responses; for example, on the goal orientation, they do not represent the individual goals as a businessperson, but the goals of the business-owning organization. Their *mindset* also tends to be staff-minded, as shown by the lack of performance in problem solving as an individual, which may be caused by the notion that the business issues are the main responsibilities of the university, not the managers, as they are not the owners of the main capital.

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