



# Development of Sustainable Entrepreneurship Teaching Materials as an Effort to Foster Ethical Entrepreneurship in University

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**Abstract.** Entrepreneurship is recognized as a significant way to bring about transformation towards sustainable processes and products. Ethical entrepreneurship has become a new model of entrepreneurship as a call to provide goodness to natural resources and the environment. It is the ethical aspect that will construct sustainable entrepreneurship. As a conservation-minded university (sustainable university), Universitas Negeri Semarang (UNNES) strives to equip students with sustainable entrepreneurship skills, but the lack of adequate references is an obstacle to learning. This research aimed to develop teaching materials for sustainable entrepreneurship courses as an effort to foster ethical entrepreneurship in university. This model was based on sustainable entrepreneurship as part of the implementation of conservation values in sustainable entrepreneurship courses at UNNES. The population in this year's research were all users of sustainable entrepreneurship teaching materials at Faculty of Economics and Business UNNES. By using the Research and Development (R&D) method, researchers could develop this book according to existing needs. This book had 5 discussion chapters. The results of expert validation showed that the product developed was feasible, while the user assessment in the trial was good.

**Keywords:** Teaching Materials, Entrepreneurship, Sustainable, Ethical

## 1 Introduction

Entrepreneurship is very important for competitiveness, growth of a country and a significant source of social mobility. The role of entrepreneurs in creating value by bringing change in the market, introducing innovation, creating competition and creating competition indicates that entrepreneurship contributes to economic performance. This can be seen in the reports submitted by the institutions of Global Entrepreneurship Global Index (GEDI), Global Entrepreneurship Monitor (GEM) and the Global Competitiveness Report from the World Economic Forum (WEF).

Apart from the fact that entrepreneurial activities can increase competitiveness and economic growth in a country. Carree et al (2007) stated that in developing countries the dynamics of entrepreneurship can help to transition from "managed economies" to "entrepreneurial economies". In 2020, Indonesia had a domestic entrepreneurial ratio of around 3.47 percent of the total population. This ratio had exceeded the national standard of 2 percent. However, compared to ASEAN countries, the number of entrepreneurs in Indonesia was still lagging behind. Singapore was recorded as having 8.76 percent of entrepreneurs, Malaysia 5 percent, Thailand 4.5 percent, and Vietnam 3.3 percent (Kemenperin.go.id).

The problem is that this rapid growth comes at a high social and ecological cost. According to Suyatna et al (2018), the human development index in Indonesia is not directly proportional to economic growth, and in fact social and spatial disparities are increasing. Environmental damage occurs increasingly rapidly with the widespread and in-depth exploitation of natural resources. Indonesia is currently one of the largest contributors to carbon emissions in the world with 2.053 billion tons in 2011. Based on the explanation of the economic impact on the environment, we need a concept that can bridge the world of entrepreneurship with the concept of sustainable and environmentally friendly development (Gast et al, 2017 ). Sustainability entrepreneurship is really needed as a new breakthrough in solving the phenomena that occur both socially, environmentally and economically. The development of sustainable entrepreneurship in Indonesia is already starting to be seen. According to the latest data estimated in the results of a British Council study (2018), there were around 340,000 social entrepreneurs in Indonesia and 22% of creative industry players. The formation of the Indonesian Social Entrepreneurship Association (AKSI) on November 16th, 2009. And it was marked by the rise of seminars or workshops on social entrepreneurship, green entrepreneurship and sustainability entrepreneurship.

The concept of sustainable entrepreneurship cannot be separated from Sustainable Development which has three principles of sustainability, namely natural environmental sustainability, social sustainability and economic sustainability and in the triple bottom line theory which was strengthened by Aliza, D. Racelis, (2014) by adding five domains, namely, economic, social, ecological, cultural, and ethical, giving rise to what we might call the "quintuple bottom line".

It is the ethical aspect that will construct sustainable entrepreneurship. As part of a conservation-minded university (sustainable university) which is part of sustainable development. The realization of a conservation-minded vision is integrated into learning. Until now, the integration of a conservation-minded vision in strengthening students' entrepreneurial character is still entrepreneurship-oriented which only focuses on economic aspects. For this reason, the economics education department seeks to equip students with entrepreneurial skills that are in line with a conservation-minded vision by emerging sustainable entrepreneurship courses. However, the lack of adequate references is an obstacle to learning. Until now, in Indonesia there is no sustainable entrepreneurship course, but at foreign universities there are such courses, even in the form of study programs.

The student handbook is one part of the teaching materials. The Ministry of National Education (2006) stated that teaching materials are a set of materials that are arranged

systematically so as to create an atmosphere that allows students to learn. Teaching materials contain material that students will use to achieve goals and improve the knowledge and understanding that students use to guide the learning process (Dick, Carey, & Carey; 2001). Mavtorella (1994:88) explained that when creating teaching materials, it must be based on the wishes and experiences of students, so that educators can make connections within learning units and fulfill what students want to know and learn. In this way, teaching materials are a set of materials that students will use to achieve goals and improve knowledge and understanding which are arranged systematically based on students' desires and experiences which are connected to the learning unit.

The function of teaching materials is as follows (Ministry of National Education; 2008): guidelines for educators to direct all their activities in the learning process, guidelines for students who will direct all their activities in the learning process, and tools for evaluating the achievement of learning outcomes. Aspects that must be fulfilled in preparing teaching materials include aspects of appropriateness of content, language, presentation and graphics (Ministry of National Education; 2008). Marsigit (2010: 15) stated that the main need in developing teaching materials in the form of textbooks is a clear picture of the planning and implementation of teaching and learning activities in the classroom. Several things that need to be considered in the design of teaching materials are as follows: (1) Learning objectives are given in each section; (2) Exercises and activities that are in accordance with learning objectives; (3) Developing relevant graphs, tables and figures; (4) Showing cross-curricular learning; (4) Defining several terms clearly and precisely; and (5) The level of language used is appropriate to the language abilities of the students. Every teaching material product developed must be assessed for quality according to predetermined criteria. Based on the Ministry of National Education (2008), the criteria for evaluating teaching materials are better to meet the following criteria; (1) Aspects of content feasibility; (2) Linguistic aspects (3) Presentation aspects; (4) Graphic aspects.

Stokes, etal (2010) stated that entrepreneurial activity is the enterprising human action in pursuit of generation of value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets. Baron (2012) argued that entrepreneurship involves the application of human creativity, ingenuity, knowledge skills, and energy for the development of something new, useful, and better than what currently exists and that creates values such as social and/or economic value. In line with the opinion of Kuratko (2004) who defined entrepreneurship as a form of a series of continuous processes starting from a vision, change and creation which requires creative, innovative ideas and the courage to take risks in everything including time, wealth and career.

Sustainable Entrepreneurship (SE) is a concept that connects sustainable development with entrepreneurship. SE can also be considered as an umbrella term for environmental entrepreneurship, green entrepreneurship, ecopreneurship and social entrepreneurship; however, these terms overlap and it is difficult to draw clear lines between them (Gibbs, 2009) and sometimes they are simply ambiguous (Hall et al., 2010).

Sustainable development requires sustainability innovation, and entrepreneurs whose environmental or social goals with superior products or processes are successful

in key customer markets. Actors and companies making environmental progress with their core business can be called sustainable entrepreneurship, while the actions and behavior of these actors in trade can be called sustainable entrepreneurship (Schaltegger & Wagner, 2011). Triple-Bottom-Line (TBL or 3BL) is a concept created by John Elkington in 1994 with the aim of finding a new language to express the expansion of sustainable values in business practices. He concluded that there are three aspects of value creation in sustainable implementation, namely economic prosperity, environmental quality and; social justice. This concept was further developed into a "3P formulation" consisting of "people, planet, and profit" (Elkington, 2004). However, Elkington had not developed a diagram to depict TBL; thus, many researchers have developed their own graphically illustrated versions of TBL with inspiration from Elkington.

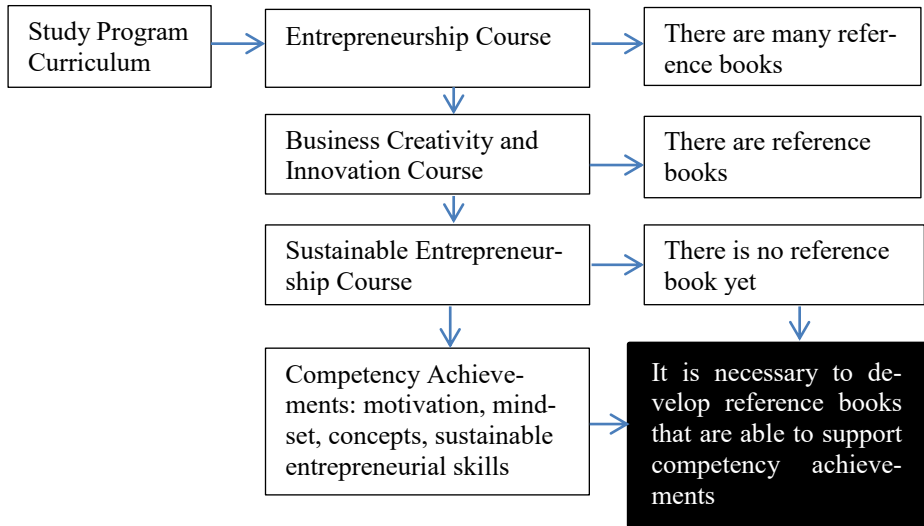
Ethics and entrepreneurship involve a series of related issues. The first concerns the entrepreneurial ethical context, while the second involves the ethical context of entrepreneurship. Scholars have devoted considerable attention to issues in legacy entrepreneurship. Here the concern is with the ethical environment created within the entrepreneurial firm, the mechanisms put in place by the entrepreneur to ensure ethical standards are adhered to, and the ways in which unethical behavior on the part of employees is dealt with (Morris et al., 2002). TBL does not clearly state the degree of emphasis that should be given to the domains identified in the model. The revised TBL for sustainable entrepreneurship consists of five domains, namely, economic, social, ecological, cultural, and ethical, giving rise to what we can call the "quintuple bottom line" (Aliza, D. Racelis, 2014)

Research questions (1) What is the model of sustainable entrepreneurship teaching materials that can create ethical entrepreneurs? (2) What is the feasibility of a model of sustainable entrepreneurship teaching materials that can create ethical entrepreneurs?

## 2 Method

Development research or Research and Development (R&D) is a research method used to produce certain products, and test the effectiveness of these products (Sugiyono, 2012). The development model used in this research was adapted from the ADDIE development model developed by Dick and Carry. The ADDIE model can be used as a guide in developing effective program tools and infrastructure. The ADDIE model has a systematic structure, so it must follow the sequence in carrying out the development stages, namely Analysis, Design, Development, Implementation and Evaluation. The product resulting from this research is entrepreneurship teaching materials.

The population in this year's research were all users of sustainable entrepreneurship teaching materials at FEB UNNES. The samples from this research were lecturers who taught entrepreneurship courses and students who took entrepreneurship courses at FEB UNNES. This model started from sustainable entrepreneurship as part of the implementation of conservation values in courses as in the following picture.



**Figure. 1** Research Framework

### 3 Result and Analysis

The results of research and development of sustainable entrepreneurship teaching materials consisted of several stages;

#### 3.1 Identification of Problems and Assessment of Needs

This was intended so that what was developed by researchers could truly provide benefits for lecturers and students. The analysis included:

##### **Results of literature review.**

Entrepreneurship is recognized as a way to bring about transformation towards sustainable processes and products. The emerging literature on ethical entrepreneurship has developed with new models of entrepreneurship as a call to manage resources in new ways in the form of values. These values are ethical aspects that will create a sustainable entrepreneurship construct consisting of five domains, namely: economic, social, ecological, cultural and ethical. The study of sustainable entrepreneurship is new and continues to develop so that the availability of literature is very limited.

So far, universities in Indonesia have predominantly taught the concept of entrepreneurship which is only profit-oriented. In Indonesia, researchers have not found a special course on sustainable entrepreneurship other than FEB UNNES. In general, sustainable entrepreneurship studies are presented in partial form which is part of sustainable entrepreneurship such as social entrepreneurship and Edupreneurship. However, in other countries, such as OTAGO UNIVERSITY New Zealand, there is an Entr 420 Sustainable Entrepreneurship course (<https://www.otago.ac.nz/marketing/>). Likewise

at the University of Southampton with the course of Sustainable Entrepreneurship and Leadership (<https://www.southampton.ac.uk/courses/modules/mang6567>).

### **Based on an analysis of lecturer needs.**

As part of a sustainable university "conservation-minded university" FEB UNNES has a vision of a Faculty of Economics that is conservation-minded and has an international reputation in the fields of economics and business as well as economic education. With a mission to develop superior education with a conservation character in the field of economics and economic education. The aim of implementing the tri dharma of higher education at FEB UNNES is directed at producing graduates who are competent, have academic, vocational and/or professional abilities, in the field of economics and economic education in accordance with developments in science and technology and the world of work, honest, ethical and have social responsibility.

One of the profiles of FEB UNNES graduates is to become professionals who have ethical values (honest, ethical and have social responsibility). In the context of the profile of graduates as entrepreneurs, graduates of the Faculty of Economics are only designed to be entrepreneurs who are profit-oriented but also ethical, in this case sustainable entrepreneurship. However, the actual condition of the process of integrating ethical values in entrepreneurship courses is still indirect integration, only in the form of ethical appeals in the learning process. Remembering that the courses that provide entrepreneurship at FEB UNNES are generally only entrepreneurship courses and business feasibility study courses. For this reason, there is a fundamental need for lecturers who teach entrepreneurship courses to provide wider space for the study of ethical entrepreneurship (sustainable entrepreneurship) as a complement to existing entrepreneurship courses which are still basic.

This is in accordance with the results of interviews with entrepreneurship development stakeholders at FEB UNNES.

*"As far as I know, in the economics education department, the courses to equip students with an entrepreneurial spirit in general are only entrepreneurship courses, business feasibility studies and business creativity and innovation. There is a sustainable entrepreneurship course only in the cooperative education concentration as an elective course. So far, when I teach entrepreneurship, it is still oriented towards the basics of entrepreneurship, so that ethical entrepreneurship only comes up in passing during discussions. "I think ethical entrepreneurship studies need to be developed but there are quite limited reference sources, especially in Indonesian" (Lecturer of entrepreneurship courses).*

Regarding the ethical entrepreneurship course specifically, there is nothing specific at UNNES, it's all general. Maybe later, it will be directed as a sub-theme or choice when making a business plan. But in the business incubator, we already accompany the tenants. (UNNES Business Unit Incubator)

The green economy and sustainable entrepreneurship are important issues, which is why we have raised them in the FE UNNES Conservation Cluster work program. Usually, our routine is to hold seminars with practitioners accompanied by other business and conservation planning competitions. As far as I know, there are courses on green economics, but green/ethical entrepreneurship hasn't been explored yet. (Chair of the Conservation and Character Development Group at FEB UNNES)

So far, I have observed that at BSO entrepreneurship, students create businesses based on the main consideration of business opportunities and then other considerations. Most of his interests are in the culinary and digital business fields. (BSO Entrepreneurship Companion at FE UNNES).

### **Based on an analysis of student needs.**

From the results of key performance indicators and alumni tracking, it was found that FEB UNNES graduates who became entrepreneurs were still not optimal. Of course, this indicated that the readiness of graduates to become entrepreneurs was still low. So that it became evaluation material to take concrete steps to increase entrepreneurial competence. Moreover, ethical entrepreneurial competence is a distinguishing character from other universities considering that FEB UNNES has a conservation-minded vision that not only prioritizes competency aspects but also moral/ethical aspects.

The needs for sustainable entrepreneurial competency needed by FEB UNNES students according to Lans et al (2014) and Biberhofer et al (2019) are as follows:

- 1) Embrace diversity and interdisciplinary competence:
  - a) I am a person who can easily build relationships with anyone
  - b) I can easily find problems that are happening to myself and society
  - c) It is easy for me to know who the stakeholders are who should be involved in the problems that are happening to myself and society
  - d) I usually see problems that are happening to myself and society from various points of view
- 2) Forward-thinking competency:
  - a) I am a person who thinks about the future
  - b) I prepare myself to face the future
  - c) I analyze, evaluate and create a picture of the future both in relation to myself and at large (society, country, others)
- 3) System-thinking competency:
  - a) I believe that many things around us are systems that do not exist independently such as people, profit, planet and value
  - b) I have the ability to identify and analyze all relevant (sub) systems across different domains such as people, profit, planet, value and including their boundaries
- 4) Interpersonal competency:
  - a) I have the ability to motivate, participate, activate in collaborative activities with other people

- 5) Normative competency:
  - a) I am a person who respects the norms, values and rules inherent in many things around us
  - b) I am able to understand and reconcile norms, values and rules to achieve good goals that are mutually acceptable
- 6) Strategic action competency:
  - a) I have the ability to design and implement projects collectively
  - b) In a project, I am able to develop and translate strategies into responsible actions to achieve common goals

Interest in entrepreneurship courses was shown by cooperative education students who had taken sustainable entrepreneurship courses as elective courses as follows.

*Sustainable entrepreneurship courses are very interesting for me who likes business sustainability that is in harmony with nature and the surrounding environment, both humans, norms, etc. A bit of advice from this lecture is to create a team for a business plan, this is because it is quite a challenge to create our own business plan. So if there is a team, it is hoped that the business created will be of higher quality and if possible it can be turned into real sustainable entrepreneurship. (Student)*

*This course is good and can give students the initiative and learn how to create an innovation that will become a business later. And some students may still be unfamiliar with sustainable entrepreneurship, especially in finding existing problems that will be used as a benchmark for creating sustainable entrepreneurship, so pay more attention in that section to how we can see problems, strategies that must be created, and so on. (Student)*

*The entrepreneurship course is a very good and useful course if it is applied to the younger generation, especially students as someone who is aware of the importance of entrepreneurship both for the present and the future. So, to make this course even better, it would be better to practice existing material in real life, so that students don't just understand the material they have learned. However, it is also applied so that students understand more about what sustainable entrepreneurship is like. Apart from the material obtained, analyzing existing sustainable entrepreneurship is also very necessary in the learning process, so that students can better understand sustainable entrepreneurship material and provide more insight into sustainable entrepreneurship. (Student)*

### **3.2 Product Formulation**

Preparation of design and development of teaching materials, determination of materials based on scientific needs and development according to current conditions. So that each material presented can truly reflect the development of sustainable entrepreneurship as a scientific study that is currently developing and emerging. The material presented in this Sustainable Entrepreneurship book includes:



**Table 1.** Material for Sustainable Entrepreneurship

<b>Chapter</b>	<b>Material</b>	<b>Indicator</b>
I	Relations between Economics, Business and the Natural Environment	<ol style="list-style-type: none"> <li>1. Sustainable Development</li> <li>2. Green Economy</li> <li>3. Business and the Natural Environment</li> </ol>
II	Environmental Education and Education for Sustainability	<ol style="list-style-type: none"> <li>1. Environmental Education</li> <li>2. Ecological Intelligence</li> <li>3. Education for sustainable development</li> </ol>
III	Sustainable Entrepreneurship	<ol style="list-style-type: none"> <li>1. Basic Concepts of Sustainable Entrepreneurship</li> <li>2. Sustainable Entrepreneurial Competency</li> <li>3. Green Entrepreneurship</li> <li>4. Social Entrepreneurship</li> <li>5. Value-Based Entrepreneurship</li> <li>6. Cultural Entrepreneurship</li> </ol>
IV	Customer Adoption and Marketing, Products for Sustainability Innovation	<ol style="list-style-type: none"> <li>1. Green consumers</li> <li>2. Green products</li> <li>3. Green Marketing</li> <li>4. Green Business Strategy for Small and Medium Enterprises</li> </ol>
V	Green Startup	<ol style="list-style-type: none"> <li>1. Green Ideas, Inventions and Business</li> <li>2. Formation and Establishment</li> <li>3. Assembling Talent</li> <li>4. Increasing Green (Money)</li> <li>5. Green Intellectual Property</li> <li>6. Making Sales</li> </ol>

Source: Processed by researchers, Bansal and Hoffman. (2012), Schaper (2005), Fred Andreas (2011), Koester (2011), Leignel, Ménager and Yablonsky (2019)

### 3.3 Development Stage (development)

At the stage of developing teaching materials, it was carried out based on the data results from the previous stage and then developed into teaching materials in the form of a sustainable entrepreneurship textbook. The production stage was grouped into 3 main stages, namely the pre-production stage, production stage and post-production stage.

#### **Pre-production stage.**

Pre-production was carried out by collecting materials and references such as books, journals and reports needed to make teaching materials. As a means of testing teaching materials before being validated by experts.

**Production stage.**

The production stage was the main stage in the development stage, with materials and resources that had been prepared at the pre-production stage, the process of making teaching materials became easier because everything needed was already available.

**Post-production stage.**

The post-production stage was the final stage in the production stage of this teaching material.

1) Validation of Teaching Materials

Before teaching materials were tested on students, the teaching materials should first be validated by experts in the field, namely material experts. Validation was carried out to find out whether the teaching materials were feasible, both in terms of material and appearance, to be tested on students. Validation of teaching materials was carried out by Mr. Ahmad Jaenudin who is a lecturer in the course of developing teaching materials and media and a lecturer in the FEB UNNES entrepreneurship course, Mr. Ahmad Sehabuddin.

2) Validation results

Teaching materials that had been validated by material experts and teaching materials and media experts used instruments in the form of product feasibility questionnaires and response questionnaires to be given to students after being tested..

a) Validation of teaching materials experts and material experts

The instrument in the form of a questionnaire on the feasibility of teaching materials contained 10 questions consisting of four aspects, namely the feasibility of content, language, presentation and graphic aspects. Each question had a maximum score of 5 and a minimum score of 1. The following was data on the results of teaching materials and media experts.

**Table 2.** Results of Teaching Materials and Media Experts

Assessment Aspects	Number of Questions	Total score	Average	Score (%)	Category
Content feasibility	2 (x2)	19	4,75	95	Very Feasible
Linguistic	4 (x2)	26	3,25	65	Feasible
Presentation	2 (x2)	17	4,25	85	Very Feasible
Graphic	2 (x2)	15	3,75	75	Feasible
Total	10 (x2)	73	16	320	
Average			4	80	Feasible

Table 2 above showed the calculation of scores from the validation of two experts, which then calculated the percentage and determined the level of feasibility based on the expert validation assessment criteria table. Calculation of scores using the Likert scale above produced a score of 95% for the content feasibility aspect, a score of 65% for the linguistic aspect, 85% for the presentation aspect, and 75% for the graphic aspect. If averaged, it produced a score of 80% which means it was in the feasible category.

### 3) Material revisions

Material revisions were carried out after design validation by teaching materials experts and material experts. During the assessment, experts were also asked to provide notes for improving teaching materials. Then the researcher revised the media design according to the notes provided by the experts as follows:

**Table 3.** Experts' note

Note
1. The layout needs to be improved, it must be consistent.
2. I think the chapter on Customer Adoption and Marketing, Products for Sustainability Innovation can be omitted so that this teaching material discusses it in general terms only.
3. Instead of discussing Green Startups, it is better to discuss examples of business plans because the end of this course is preparing a business plan

Based on the notes provided by the expert above, the researcher carried out revisions according to suggestions and input from the expert.

## 3.4 Implementation Stage

The implementation stage was carried out in the international class of the Undergraduate Economics Education Study Program who was taking sustainable entrepreneurship courses by testing teaching materials during learning. Trials were carried out to determine user assessments after using products that had been developed as teaching materials.

### a. Student Responses

18 students filled out the student response questionnaire. The response questionnaire consisted of 10 questions consisting of two aspects, namely material aspects and media aspects of teaching materials, each question had a maximum score of 5 and a minimum score of 1. The following was the data on student responses, more details are in the attachment.

**Table 4.** Results of Student Response

Assess- ment Aspect	Number of Question	Total Score	Average Score	Score (%)	Category
Materials	2(x18)	156	4,33	86,66	Very good
Media	8(x18)	587	4,07	81,52	Very good
Total	10(x18)	743	8,40	168,19	
Average			4,20	84,09	Very good

Table 4 above showed the calculation of student response assessment scores, which then calculated the percentage and determined feasibility by referring to the table of criteria for student response results. Calculation of scores using the Likert Scale above produced a score of 86.66% for the material aspect and 81.52% for the media aspect of teaching materials, which, if averaged, produced a score of 84.09%, which means it was in the very good category.

### 3.5 Evaluation Stage (evaluation)

In this research, formative evaluation was used. Formative evaluation was carried out at each development stage and was used for revision needs to obtain sustainable entrepreneurship teaching materials that could overcome existing problems. The results of the evaluation at the analysis stage showed that the problems identified and the solutions offered were in accordance with the data obtained from interviews with several students and the distribution of student questionnaires.

Based on the validation results of material experts and teaching materials experts, the results were obtained that the product developed was feasible for testing in lectures. Judging from user assessments, students in small group trials received good ratings, meaning the product could be tested in the field.

## 4 Conclusion

Sustainable entrepreneurship teaching materials aimed to reflect the emerging need for ethical entrepreneurship have developed with new entrepreneurial models as a call to manage resources in new ways in the form of values. This study will further confirm FEB as part of a sustainable university (conservation-minded) and in accordance with scientific needs, lecturers and students. The results of student/user responses produced a score of 86.66% for the material aspect and 81.52% for the media aspect of teaching materials, which, if averaged, produced a score of 84.09%, which means it was in the very good category. As well as from expert validation, it produced a score of 95% for the content feasibility aspect, a score of 65% for the language aspect, 85% for the presentation aspect, and 75% for the graphic aspect, which, if averaged, produces a

score of 80% which means it was in the feasible category. It is hoped that this sustainable entrepreneurship book will continue to be developed in the future so that it can enrich the level of knowledge for those who need both theory and practice.

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