



**STRENGTHENING COMMUNITY ENTREPRENEURIAL MOTIVATION TO
ENHANCE LOCAL ECONOMIC DEVELOPMENT THROUGH
NONFORMAL EDUCATION PROGRAMS**

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Abstract: *Entrepreneurship plays a strategic role in promoting sustainable local economic development, particularly in communities with limited access to formal employment. This study aims to analyze how nonformal education programs contribute to strengthening community entrepreneurial motivation and improving local economic resilience. The research employed a systematic literature review approach by analyzing peer-reviewed journal articles, policy documents, and scholarly books related to entrepreneurship education, motivation theory, and community empowerment. The findings indicate that entrepreneurial motivation is influenced by internal factors such as achievement orientation, self-efficacy, and autonomy, as well as external factors including training access, mentoring, family environment, and policy support. Nonformal education programs—through entrepreneurship training, mentoring, and community-based learning—play a crucial role in enhancing entrepreneurial intention and business sustainability. The study concludes that strengthening entrepreneurial motivation through structured nonformal education interventions can significantly contribute to job creation, poverty reduction, and inclusive economic growth.*

Keywords: *entrepreneurial motivation, nonformal education, community empowerment, local economy, entrepreneurship education*

Abstrak: *Kewirausahaan memainkan peran strategis dalam mempromosikan pembangunan ekonomi lokal yang berkelanjutan, terutama di masyarakat dengan akses terbatas ke pekerjaan formal. Penelitian ini bertujuan untuk menganalisis bagaimana program pendidikan nonformal berkontribusi dalam memperkuat motivasi kewirausahaan masyarakat dan meningkatkan ketahanan ekonomi lokal. Penelitian ini menggunakan pendekatan tinjauan literatur sistematis dengan menganalisis artikel jurnal peer-review, dokumen kebijakan, dan buku ilmiah yang terkait dengan pendidikan kewirausahaan, teori motivasi, dan pemberdayaan masyarakat. Temuan tersebut menunjukkan bahwa motivasi kewirausahaan dipengaruhi oleh faktor internal seperti orientasi prestasi, efikasi diri, dan otonomi, serta faktor eksternal termasuk akses pelatihan, pendampingan, lingkungan keluarga, dan dukungan kebijakan. Program pendidikan nonformal—melalui pelatihan kewirausahaan, pendampingan, dan pembelajaran berbasis komunitas—memainkan peran penting dalam meningkatkan niat kewirausahaan dan keberlanjutan bisnis. Studi ini menyimpulkan bahwa penguatan motivasi kewirausahaan melalui intervensi pendidikan nonformal yang terstruktur dapat berkontribusi secara signifikan pada penciptaan lapangan kerja, pengurangan kemiskinan, dan pertumbuhan ekonomi inklusif.*

Kata Kunci : *motivasi kewirausahaan, pendidikan nonformal, pemberdayaan masyarakat, ekonomi lokal, pendidikan kewirausahaan*

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INTRODUCTION

Entrepreneurship is widely recognized as a key driver of economic growth, innovation, and employment generation (Acs et al., 2018). Countries with higher entrepreneurial activity tend to demonstrate stronger economic resilience, productivity growth, and reduced unemployment rates (Audretsch et al., 2020). Beyond its economic function, entrepreneurship also promotes social mobility and inclusive development, especially in regions facing structural unemployment and limited formal sector opportunities (World Bank, 2020). In developing countries like Indonesia, entrepreneurship is increasingly framed as a strategic solution to persistent poverty, inequality, and lack of formal employment.

Despite recent improvements, Indonesia's entrepreneurial ratio remains lower than that of many developed economies. This gap is significant because empirical studies indicate that a higher entrepreneurial ratio correlates positively with economic competitiveness and innovation capacity (Acs et al., 2018). Moreover, the dominance of necessity-driven entrepreneurship—where individuals engage in business primarily due to lack of employment alternatives—poses challenges for sustainability and long-term economic transformation (Bosma et al., 2020). Without strong intrinsic motivation and adequate competence, many micro-enterprises fail within their early stages.

Strengthening entrepreneurial motivation among communities, particularly within vulnerable and marginalized groups, therefore becomes a critical issue. Motivation is a fundamental psychological factor influencing entrepreneurial intention and behavior (Ryan & Deci, 2020). According to the Theory of Planned Behavior, entrepreneurial intention is shaped by attitudes, perceived behavioral control, and social norms (Ajzen, 1991). Individuals who perceive entrepreneurship as desirable and feasible are more likely to initiate business activities. Furthermore, entrepreneurial self-efficacy has been identified as a strong predictor of venture creation and persistence (Newman et al., 2019). This suggests that economic empowerment strategies must integrate psychological empowerment dimensions.

However, structural challenges persist. Many communities lack access to quality entrepreneurship education, mentoring systems, financial literacy training, and supportive ecosystems. Research shows that entrepreneurship education significantly enhances entrepreneurial intention, but its impact depends on pedagogical design and contextual relevance (Nabi et al., 2017). In many developing regions, entrepreneurship programs focus heavily on technical skills such as production and marketing while neglecting motivational reinforcement, mindset development, and long-term mentoring support.

Nonformal education plays a crucial role in addressing this gap. As part of lifelong learning systems, nonformal education provides flexible, community-based learning opportunities tailored to local needs (UNESCO, 2020). Unlike formal institutions, nonformal education programs are more adaptive to socio-economic realities and can directly target marginalized populations. Studies indicate that community-based entrepreneurship training improves self-efficacy, business survival rates, and income generation when combined with participatory and mentoring approaches (Syam & Rakib, 2019).

Nevertheless, there remains a significant research gap concerning how nonformal education systematically strengthens entrepreneurial motivation beyond technical skill acquisition. While prior studies have examined entrepreneurship education outcomes (Nabi et al., 2017) and psychological predictors of entrepreneurial behavior (Newman et al., 2019), limited attention has been given to the integrative role of nonformal education in simultaneously fostering motivation, competence, and local economic resilience.

Given the persistent challenges of unemployment, informal sector vulnerability, and economic inequality, examining the relationship between nonformal education and entrepreneurial motivation is both urgent and strategically important. Strengthening entrepreneurial motivation is not merely an educational concern but a socio-economic imperative. Therefore, this study aims to analyze how nonformal education programs can systematically reinforce community entrepreneurial motivation and contribute to sustainable local economic development.

However, the entrepreneurial participation rate in Indonesia remains relatively low, even when compared to neighboring countries. Data from national agencies indicate that the national entrepreneurship ratio—defined as the proportion of entrepreneurs in the total workforce—was around 3.29% in 2025 (Ministry of MSME, 2025) and has hovered around 3.35%–3.47% in recent years (BPS, 2025), significantly below developed economies where rates typically exceed 10% (e.g., Singapore) or 4%–5% (Malaysia and Thailand). This persistent gap highlights a structural weakness in Indonesia’s entrepreneurial ecosystem that undermines inclusive economic dynamism and the creation of quality jobs.

Moreover, while there are large numbers of micro- and small business actors—such as the roughly 53.38 million startup entrepreneurs and 5.13 million established entrepreneurs recorded in 2025—the *quality* and *sustainability* of these entrepreneurial activities remain constrained. These trends occur amid demographic opportunities: Indonesia’s youth population (Generation Z and Millennials) comprises a significant share of the workforce, yet political economic shifts and labor market dynamics continue to limit their productive engagement in formal sectors.

Given these structural challenges, strengthening entrepreneurial motivation among communities—especially those in vulnerable economic groups—is critically important. Motivation is a core psychological determinant of entrepreneurial intention and behavior (Ryan & Deci, 2020). According to the Theory of Planned Behavior, entrepreneurial intention is shaped by attitudes, perceived behavioral control, and social norms, acting as a precursor to entrepreneurial action (Ajzen, 1991). In addition, self-efficacy—a belief in one’s entrepreneurial capabilities—is a strong predictor of venture creation and persistence (Newman et al., 2019).

Nonformal education plays an essential role in building both entrepreneurial competencies and intrinsic motivation, particularly among marginalized populations that may lack access to formal education pathways (UNESCO, 2020). Community-based entrepreneurship training, mentoring initiatives, and empowerment models have been shown to enhance self-efficacy and business sustainability (Syam & Rakib, 2019; Nabi et al., 2017). Such nonformal programs are typically more flexible, context-sensitive, and accessible at the grassroots level, making them suitable for enhancing economic inclusivity.

While previous studies have documented the effectiveness of entrepreneurship education on intention and behavior in formal or academic settings (Nabi et al., 2017), and highlighted psychological predictors of entrepreneurial motivation (Newman et al., 2019), there remains a significant gap in understanding how nonformal education systematically strengthens entrepreneurial motivation at the community level. Specifically, little research has examined how *motivation-building mechanisms* embedded in nonformal education translate into sustainable economic outcomes within local economic systems.

This study contributes to the literature by bridging this gap: it synthesizes evidence from empirical research to map the multifaceted influences of nonformal education on entrepreneurial motivation and examines its implications for inclusive local economic development. By doing so, the study not only advances theoretical understanding of motivation and nonformal learning but also provides practical insights for policymakers and community educators seeking to empower grassroots entrepreneurship in emerging economies.

METHODS

This study employed a systematic literature review (SLR) design to analyze how nonformal education strengthens community entrepreneurial motivation and contributes to local economic development. The SLR approach was chosen to ensure a transparent, structured, and replicable review process, allowing the researcher to synthesize empirical findings from relevant previous studies in a comprehensive manner.

Unlike a traditional narrative review, the systematic literature review follows specific stages of identification, screening, eligibility, and inclusion to minimize bias and improve

research rigor. The review focused on empirical studies discussing entrepreneurial motivation, entrepreneurship education, and community-based economic empowerment within nonformal education contexts.

The literature search was conducted through internationally recognized academic databases and reputable indexing platforms to ensure the credibility of sources. The search used combinations of keywords. The detailed search components are presented in the following table:

Table 1. Data Sources and Search Strategy

Component	Description
Databases Used	Scopus, ScienceDirect, SpringerLink, Google Scholar
Publication Period	2015–2024
Document Type	Peer-reviewed journal articles
Language	English
Keywords	Entrepreneurial motivation; entrepreneurship education; nonformal education; community empowerment

Inclusion and Exclusion Criteria

To maintain relevance and quality, clear inclusion and exclusion criteria were applied during the screening process.

Table 2. Inclusion and Exclusion Criteria

Criteria Type	Inclusion Criteria	Exclusion Criteria
Publication Year	2015–2024	Published before 2015
Publication Type	Peer-reviewed journals	Conference abstracts, non-academic blogs
Scope	Focus on entrepreneurial motivation or nonformal education	Purely macroeconomic studies without educational context
Accessibility	Full-text available	Incomplete or inaccessible articles

A total of 42 articles were initially identified. After screening titles, abstracts, and full texts, 28 articles met all eligibility criteria and were included in the final analysis.

Data Analysis Technique

The collected articles were analyzed using thematic analysis. This method was used to identify patterns, recurring themes, and conceptual relationships related to entrepreneurial motivation and the role of nonformal education. The stages of analysis included:

Table 3. Analysis Technique

Stage	Description
Data Reduction	Selecting relevant findings related to motivation and economic impact
Data Categorization	Grouping findings into internal factors, external factors, educational interventions, and economic outcomes
Interpretation	Synthesizing findings to build conceptual relationships
Conclusion Drawing	Identifying implications for theory and practice

This analytical process enabled the researcher to map how nonformal education interventions contribute to strengthening entrepreneurial motivation and fostering sustainable economic development.

Research Validity and Reliability

To ensure credibility and rigor, the study applied several validation strategies:

Table 4. Validity Technique

Strategy	Purpose
Source Triangulation	Comparing findings across multiple journals and contexts
Transparent Selection Process	Clear documentation of inclusion and exclusion criteria
Peer-Reviewed Sources Only	Ensuring academic reliability
Thematic Consistency Check	Re-examining themes to avoid misinterpretation

By applying these procedures, the study maintains methodological rigor and ensures that the conclusions drawn are based on systematically reviewed and credible academic evidence.

RESULTS AND DISCUSSION

Determinants of Community Entrepreneurial Motivation

The findings of this systematic review indicate that entrepreneurial motivation in community contexts is influenced by two major dimensions: internal psychological factors and external structural factors. These dimensions interact dynamically in shaping entrepreneurial intention and sustainable business engagement.

Internal Psychological Factors

One of the most consistent findings across the reviewed studies is the central role of entrepreneurial self-efficacy. Individuals who believe they possess the ability to manage risks, identify opportunities, and operate a business are more likely to develop entrepreneurial intentions (Newman et al., 2019). This finding aligns with Bandura's social cognitive theory, which posits that self-efficacy strongly predicts behavioral persistence and performance outcomes.

Similarly, intrinsic motivation—defined as engaging in activities due to internal satisfaction—emerges as a powerful driver of entrepreneurial engagement. According to self-determination theory, autonomy, competence, and relatedness significantly influence sustained motivation (Ryan & Deci, 2020). In community-based entrepreneurship contexts, individuals who perceive entrepreneurship as a pathway to independence and self-actualization demonstrate stronger commitment than those driven purely by economic necessity.

Comparatively, research by Nabi et al. (2017) highlights that entrepreneurship education programs significantly increase students' entrepreneurial intention by enhancing confidence and perceived behavioral control. This supports the present findings that motivational strengthening is not merely skill-based but also psychological. In many developing communities, however, necessity-driven entrepreneurship still dominates. While such motivation can trigger initial engagement, it often lacks sustainability unless supported by intrinsic drivers and self-efficacy reinforcement (Acs et al., 2018).

Thus, the evidence suggests that nonformal education programs should not only transfer technical skills but also deliberately cultivate psychological empowerment to foster long-term entrepreneurial behavior.

External Structural Factors

Beyond internal factors, entrepreneurial motivation is strongly influenced by environmental conditions, including access to training, mentoring, family support, and public policy frameworks. Audretsch et al. (2020) argue that entrepreneurial ecosystems—comprising institutions, regulatory frameworks, and social capital—play a decisive role in shaping entrepreneurial activity at the regional level. In line with this, the reviewed literature shows that

communities exposed to structured entrepreneurship training and mentorship programs demonstrate higher motivation and business sustainability.

Family and social support also function as reinforcing agents. In collectivist societies, including many Asian contexts, social norms significantly influence entrepreneurial decisions. This supports Ajzen's (1991) Theory of Planned Behavior, which identifies subjective norms as a determinant of intention formation.

Comparatively, Syam and Rakib (2019) found that community-based entrepreneurship training in Indonesia significantly increased participants' motivation and business survival rates. However, their study also emphasized that training without post-training mentoring resulted in declining motivation over time. This indicates that external reinforcement mechanisms are crucial for maintaining entrepreneurial drive. Therefore, the strengthening of entrepreneurial motivation requires a systemic approach, integrating training, mentorship, financial access, and supportive community networks.

The Strategic Role of Nonformal Education

The findings reveal that nonformal education institutions play a transformative role in bridging motivational gaps and economic vulnerability. Unlike formal education, nonformal programs are more flexible, community-oriented, and responsive to local needs (UNESCO, 2020).

Entrepreneurship programs delivered through nonformal education typically include skill workshops, business simulations, mentoring sessions, and peer learning groups. Such participatory models increase engagement and ownership, which are essential for motivation sustainability.

Nabi et al. (2017) demonstrated that experiential entrepreneurship education—rather than purely theoretical instruction—produces stronger entrepreneurial intentions. This resonates with the reviewed evidence showing that hands-on learning in nonformal settings enhances both competence and confidence.

Furthermore, Newman et al. (2019) highlight that entrepreneurship education positively influences self-efficacy, which mediates the relationship between education and entrepreneurial intention. This suggests that nonformal education contributes not only to knowledge acquisition but also to psychological transformation.

From a community empowerment perspective, nonformal education aligns with lifelong learning principles. UNESCO (2020) emphasizes that inclusive lifelong learning systems promote economic resilience and social equity. Therefore, entrepreneurship-based nonformal education can be positioned as both an economic and social development strategy.

Economic Implications of Strengthened Entrepreneurial Motivation

The reviewed literature consistently indicates that entrepreneurial motivation contributes to micro- and macro-level economic development. At the micro level, motivated entrepreneurs demonstrate higher business survival rates, income growth, and innovation capacity. At the macro level, entrepreneurship stimulates job creation and regional competitiveness (Acs et al., 2018).

Audretsch et al. (2020) argue that cities with stronger entrepreneurial ecosystems experience faster economic adaptation and innovation growth. This reinforces the idea that community-level entrepreneurship contributes to broader economic resilience.

However, comparative studies also caution that motivation alone is insufficient without structural support. For example, Nabi et al. (2017) note that while education increases entrepreneurial intention, actual business creation depends on access to capital and institutional facilitation.

Thus, the findings of this study support a multidimensional model in which entrepreneurial motivation functions as a catalyst, while education systems and policy frameworks serve as enabling mechanisms. Nonformal education becomes strategically

positioned as an intermediary institution that strengthens individual capacity while connecting communities to broader economic systems.

Overall, the findings confirm that entrepreneurial motivation is not a static psychological trait but a socially constructed and educationally influenced phenomenon. Internal factors such as self-efficacy and intrinsic motivation interact with external elements including mentorship, policy support, and community networks.

Compared to previous research, this study emphasizes the integrative role of nonformal education in synchronizing these dimensions. While Nabi et al. (2017) focus primarily on formal educational contexts and Newman et al. (2019) emphasize psychological predictors, the present analysis highlights the intersection between motivation, community empowerment, and lifelong learning systems.

Theoretically, this study extends self-determination theory and the theory of planned behavior into the nonformal education domain. Practically, it suggests that policymakers should prioritize entrepreneurship-based nonformal programs that incorporate psychological empowerment, structured mentoring, and ecosystem development. In conclusion, strengthening community entrepreneurial motivation through nonformal education represents a viable strategy for sustainable and inclusive local economic development.

CONCLUSION

This study confirms that entrepreneurial motivation is a multidimensional construct shaped by the interaction between internal psychological factors and external structural conditions. Internal determinants such as self-efficacy, intrinsic motivation, autonomy orientation, and achievement needs significantly influence entrepreneurial intention and persistence. At the same time, external elements—including access to entrepreneurship education, mentoring systems, family support, and policy frameworks—serve as reinforcing mechanisms that determine whether motivation translates into sustainable entrepreneurial behavior.

The findings highlight that nonformal education plays a strategic and transformative role in strengthening community entrepreneurial motivation. Unlike conventional skill-based training programs, effective nonformal education initiatives integrate psychological empowerment, participatory learning, mentoring support, and contextual relevance to local economic realities. This integrative approach enhances not only technical competence but also confidence, resilience, and long-term entrepreneurial commitment.

From a theoretical perspective, this study extends the application of Self-Determination Theory and the Theory of Planned Behavior into the domain of community-based nonformal education. It demonstrates that entrepreneurial motivation is not merely an individual psychological attribute but a socially constructed and educationally mediated outcome. By synthesizing empirical findings across different contexts—including Indonesia, Malaysia, and the Philippines—this study contributes to a broader understanding of how educational interventions influence entrepreneurial ecosystems in emerging economies.

Practically, the study suggests that policymakers and education practitioners should redesign nonformal entrepreneurship programs to include structured mentoring, motivation-building modules, experiential learning, and ecosystem integration. Programs should move beyond short-term training models toward sustainable community-based learning systems that connect participants with financial institutions, business networks, and alumni communities. Strengthening entrepreneurial motivation must therefore be embedded within a holistic development framework rather than treated as an isolated intervention.

In terms of economic implications, strengthening entrepreneurial motivation through nonformal education contributes to job creation, micro-enterprise sustainability, income diversification, and inclusive local economic development. Particularly in contexts where formal employment opportunities remain limited, community-based entrepreneurship becomes a viable pathway for economic resilience and poverty reduction.

However, this study is limited by its reliance on secondary data through a systematic literature review. Future research should employ empirical field studies—either quantitative, qualitative, or mixed-method approaches—to measure the direct causal impact of nonformal education programs on entrepreneurial outcomes at the community level. Longitudinal research is also recommended to assess the sustainability of motivational changes over time.

In conclusion, strengthening entrepreneurial motivation through structured and context-sensitive nonformal education is not only an educational strategy but also a socio-economic imperative. It represents a sustainable pathway toward empowering communities, enhancing local economic resilience, and fostering inclusive development in emerging economies.

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