Developing Entrepreneurial Ecosystems in Academia

Muhammad Nawaz Tunio
Greenwich University, Karachi, Pakistan & Alpen Adria University, Klagenfurt, Austria

Erum Shaikh
The University of Modern Sciences, Tando Muhammad Khan, Pakistan

Kiran Chaudhary
Shivaji College, University of Delhi, India

Tiep Le Thanh
Ho Chi Minh City University of Economics and Finance, Vietnam

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Chapter 13

Sociopreneurship:
Program of Literation Technology and Academic Assistance to MSMEs in Increasing the Sales Market in Industry Era 5.0

Dwiza Riana
Universitas Nusa Mandiri, Indonesia

Lia - Mazia
Universitas Nusa Mandiri, Indonesia

Arif Hidayat
Universitas Nusa Mandiri, Indonesia

Fachri Helmanto
https://orcid.org/0000-0001-6596-6701
Universitas Djuanda, Indonesia

Nurajijah Nurajijah
Universitas Nusa Mandiri, Indonesia

ABSTRACT

This chapter introduces social entrepreneurship plans aimed at establishing an entrepreneurial ecosystem in academia. The program makes use of the university's literacy technology and academic assistance. This program is designed for lecturers and higher education students to help MSMEs. Ecological entrepreneurship can be formed through design activities. Through appropriate teaching design and activity duration, activity mechanism, and recognition of students' academic performance and course conversion, the plan has achieved high success on the basis of implementation, and the results can be seen from the output of the output form. The plan also implemented a quality assurance system aimed at achieving student standard achievement (SSA). In addition, supporting organizations outside academia also ensure that the social entrepreneurship technology literacy program for small, medium, and micro enterprises can truly establish an entrepreneurial ecosystem in academia.

INTRODUCTION

Entrepreneurs play an important role in the economic development of a nation. The existence of entrepreneurs is able to determine the progress of a country. The economy continues to increase along with the in-creasing number of entrepreneurs in a country.

In Indonesia, the Minister of Cooperatives and Small and Medium-sized Enterprises revealed that the number of entrepreneurs had increased from the previous 1.67% to 3.10% of the total population of Indo-nesia's occupation of 225 million people. McClelland argues that a country can prosper if the number of entrepreneurs is at least 2% of the population (Mahesa and Rahardja, 2012). However, this number is still far less than neighboring countries, namely Malaysia, which accounts for 6% of the total population, Singapore 7%, and Thailand 5%.

The government, with the help of all parties, must continue to struggle to match the number of entrepreneurs in neighboring countries by creating new young entrepreneurs (Wicaksono, 2017). The addition of entrepreneurs can be done in many ways, such as educating hybrid entrepreneurs (Bögenhold, 2019) and increase entrepreneurship as an independent professional (Bögenhold et al., 2014). Moreover, it can provide an opportunity to increase the number of entrepreneurs of all genders (Afshan et al., 2021; Bögenhold and Klinglmair, 2015). As an alternative way, the government push by applying a new entrepreneurial policy.

Currently the entrepreneurial policy continues to be developed and reaches out to academia. As in France, entrepreneurship policy focuses on students or learners. This is intended not only to encourage the creation of new innovative companies but also to spread an entrepreneurial culture (Matt and Schaeffer, 2018).

Academic institutions in Pakistan play their role in guiding young people to engage and succeed in entrepreneurship. Examples are Lahore University of Management Sciences, AMAN Center for Entre-preneurial Development, National Incubation Center established by the University of Information Techno-logy, and the University of Haripur – Business Incubation Center (Tunio, 2020). There is also the United Arab Emirates which has a long-term vision to become the most innovation-oriented country in the world (Chaudhry et al., 2021).

Regarding entrepreneurship policies in Indonesia, currently it is adjusted to the characteristics of its population. The number of unemployed people in Indonesia was monitored until August 2020 as many as 7.07 million people (Badan Pusat Statistik, 2021). The Institute for Development of Economics and Finance (INDEF) released its preliminary notes for the year, which projected unemployment and poverty rates to increase in 2021. Senior Economist at INDEF said that the open unemployment rate is expected to nearly double by 7.8 percent or as much as 10.4 million people (Prakoso, 2021). Apart from being influenced by the conditions of the Covid-19 pandemic, this is also caused by low interest and motivation to become entrepreneurs and prefer to find work.

A solution to increase interest and motivation to become entrepreneurs is to create an ecosystem in academia. A good ecosystem management will increase yields that are very beneficial for individuals in the ecosystem (Hisrich et al., 2020). Academia plays an important role in the innovation ecosystem (Ma, and Chen, 2020) to instill an entrepreneurial spirit in the younger generation and produce graduates who have the potential to become successful entrepreneurs and contribute to advancing the economy. Universities need to synergize with industry and government in contributing to society to build a knowledge-based eco-nomy (Galvao et al., 2019).

The existence of entrepreneurship education run by universities will open up opportunities for higher education research in the future (Ratten and Usmanij, 2021), and career opportunities for university graduates (Tunio et al., 2021). Entrepreneurship education can broadly influence independent work, modern organizations, and entrepreneurship in running their businesses (Bögenhold and Klinglmair, 2015). Interest and motivation to become an entrepreneur fosters new micro-enterprises that have entrepreneurial margins that are currently starting to absorb a lot of workers (Bögenhold and Fachinger, 2007). In Indonesia, tertiary institutions must provide entrepreneurship education, develop and adapt competencies, skills, disseminate knowledge, technology, and promote economic development (Carvalho et all, 2010).

Entrepreneurship is a process of efforts organized and a means of looking for opportunities to create value and grow by fulfilling wants and needs through innovation and uniqueness (Drucker, 1959; Robbins and Coulter, 2007). Product innovation will support the company's performance and this is very influential and can be done in various approaches (Ramadani et al., 2019). In other words, it needs people who have the ability to create something new, different from others or able to create something different from what has been there before.

Several business management perspectives during the pandemic continue to be studied, such as in international business (Ratten, 2020), where international business opportunities remain open and unaffected by the coronavirus. The COVID-19 pandemic has had a negative impact on the sustainability of SMEs. Corporate Social Responsibility plays an important role in building the community's economy, including SMEs during the pandemic (Tunio et al., 2021).

Sociopreneurship provides progress for people affected by the COVID-19 pandemic to continue to make money by doing entrepreneurship (Utami et all, 2020). There is a separate section in this chapter that will discuss sociopreneurship associated with the 5.0 era industry. As an overview, sociopreneurship is a social activity-based business. Sociopreneurship provides business opportunities, business views, and practical aspects in solving socioeconomic problems. This concept becomes interesting in the situation of the COVID-19 pandemic that is currently sweeping the world.

Some of the sociopreneurship activity projects observed by the author's team attempt to provide solutions to socio-economic problems. The overall problem that these projects want to address is market sales of products which have found to be a major problem for Micro, Small and Medium Enterprises (SMEs). Market-selling products are one of the big homework for MSMEs to build their businesses.

Many of them only focus on what is being sold (product). Besides that, the physical place to build a small business and the capital to make it is another thing that needs to be considered. However, they do not pay much attention to defining tactics, tools, and channel marketing. Entrepreneurs at the SMEs level help in fighting poverty in developing countries through Information and Communication Technology (Tunio et al., 2017).

Technology in the disruptive era is developing rapidly which has a positive impact on the business world, not only for giant and large businesses but also for MSMEs. This is because companies can relate to con-sumers through various modes of traditional and modern promotion techniques. The growing role of social media in fueling entrepreneurial marketing campaigns (Hisrich and Ramadani, 2018). Even ICT can play a role in promoting the entrepreneurial ecosystem (Tunio, 2020).

In its implementation, it cannot be denied that digital technology must be supported by the creativity of entrepreneurs in digital entrepreneurship (Hisrich and Soltanifar, 2021). Today, companies are faced with strong and sophisticated competition, which can easily provide the same or similar products/services in the market. Simultaneously, consumers also change their habits and expect additional benefits from the pur-chased product/service. As a result, companies need to continue to provide new products/

services or improve existing ones by keeping innovating habit and having new/better products/services in the market, cooperating with other companies, joining different networks, and becoming more internationally oriented (Ramadani et al., 2019).

This opportunity should generate new innovations with dimensions to sell products because most people around the world are familiar with technology such as gadgets. However, many MSMEs do not take advantage of it. Entrepreneurial activities ultimately aim to expand the marketing of MSMEs and increase the application of technology use in the product sales market.

On the following sections are a set of design to promote government increasing a prosperous nation in education perspective. It presents how Sociopreneurship-Program of literation technology and academic assistance to MSMEs in increasing the sales market in industry era 5.0. The program aims to introduce technology solutions in the product sales market to MSMEs with assistance by lecturers and students, or even for students who have their own business that directing to create an entrepreneurial ecosystem.

The program is outlined by a set of instructional design that collaborates the entrepreneur and the students. The collaboration is following an Indonesian government program in education, *Merdeka Belajar dan Kampus Merdeka*/ Independent Learning and Campus (MBKM). The instructional design provides the interaction among students, lectures and entrepreneur with technology.

SOCIOPRENEURSHIP AND TECHNOLOGY LITERACY OF MSMES FOR 5.0 ERA

Under the circumstances of facing 5.0, people have to be able to use technology to support their social life. The technology usage must be along with the humanistic aspects including welfare, education and healthcare. Furthermore, those three aspects can be acquired easily using a kind of system that reduces human efforts (Sabri, 2019).

The phenomenon drives people to create a sociopreneur. There are many discussions to define what sociopreneur is. People start defining by breaking the root words of sociopreneur from a word social and a word entrepreneur. These two words have two opposite directions. Social is commonly related to non-profit activities while entrepreneurs do profit things. Added to that, a sociopreneur refers to a person doing a profit business based on social life. The sociopreneur looks deeper at what a society can produce for their welfare, education and / or healthcare. For example, a village has bamboo trees that society commonly used to cut and sell them.

A person who innovates by creating a ship from bamboo drives the society to produce a new product. The person does a promotion to sell the product. The income of the bamboo-ship-selling can increase the villagers' welfare. Based on the illustration above the sociopreneur is closely defined as an innovative person that creates social value that can occur within or between the public, business, and non-profit sectors (Austin, et all, 2006).

Not only for welfare, education can take part in sociopreneur activity. The education can be applied by the sociopreneur and / or by the academic using a program. The education is run by the sociopreneur by giving a specific skill to improve the quality of a product. At the same time, the program from the academic can add to the quality of the product and / or can create a new sociopreneur. The program presented in this chapter is sociopreneurship focusing on technology literacy and assistance. Sociopreneurship and sociopreneur have distinction in understanding. A sociopreneur relates to a person in doing innovative activity, while sociopreneurship is a process of innovative activity. Therefore, sociopreneurship is a set of systematic steps in creating many more people to be a sociopreneur.

In Indonesia, one of the popular sociopreneurship is GO-Jek. GO-Jek is a transport application that gives accessibility to drivers improving their economy (Kurnia, 2015). Furthermore, the drivers are no longer waiting as before, passengers order the services provided using their smartphone (Strya, 2015). Following the GO-Jek, a number of startup applications emerged to adapt a new trend in getting customers. Most of the startup applications target MSMEs as their sociopreneur partner. Along with the trend of social needs, the academic provides a sociopreneurship program that boosts up the MSMEs's sociopreneur with technology literacy.

Technology literacy is an ability of a person to access, manage, integrate, evaluate, create and exchange information with responsible, appropriate and effective use of technical tools independently and / or in cooperation with others. In simple words, a person needs to be familiar with the technology. For example, a sociopreneur needs to know how to use the smartphone features optimally to support their business activities. The role of academia here is to assist MSMEs 'sociopreneur by setting activities to give quality in a product, in the promotion media, or in the packaging. By the end of the program, sociopreneurs are confident enough to share their products to a wider market. Getting a wider market leads more customers to the MSMEs's sociopreneur and causes the more frequent transactions.

INSTRUCTIONAL DESIGN MODEL OF SOCIOPRENEURSHIP PROGRAM

Instructional design is a systematic process of learning to solve a certain problem. The design consists a set of activities done by academia entities as an educational system. The activities are identifying, developing and evaluating.

The instructional design can be applied into sociopreneurship. The academia identify what the problem arise in entrepreneur life, develop a thing as an answer of the problem, and evaluate what had been developed to measure the success rate of development. Below is a model of instructional design applied in Nusa Mandiri University aligning with MBKM program.

The program is assumed meet 20 credits equivalencies, the details shown as follows. 1 credit equals to 2720 minutes. Then for 20 credits take almost 113 days. For further details shown in Table 1.

This calculation is only an example, of course it can be adjusted to the needs of each program. Especially with regard to group or individual activities, types of material modules, length of activity, weight and credit equivalents and the design of the main curriculum in study programs at each university. The activities that are exemplified here are carried out in semesters 7-8 or in the last year of student learning.

Duration of the activity is detailed based on the type of activity carried out by students and assisted MSMEs for 5.6 months. Activities can be carried out individually or in groups. Furthermore, the number of minutes used in each activity is calculated. Determination of the weight between 0.5-1. The final part is then calculated as the equivalent of credits. SKS is short for Semester Credit Unit which is the study load in each subject.

Table 1. shows the duration of this entrepreneurial MBKM activity which is equivalent to credits. Examples of the above calculations for students of Information System Study Program which takes the form of learning activities MBKM - Sociopreneurship Technology Literacy Program and Assistance SMEs in Improving Market Sales in era industry 5.0 equivalent to 19 911 credits or 20 credits. In detail the total minutes of all activities are 53760 minutes or 896 hours. With 8 hours a day, it can be completed in 112 days / 20 working days in a month, so this activity is equivalent to 5.6 months.

Table 1. Duration Time Activities and Equivalent with credits

Activities	Group / Individual	Minutes	Weight	Equivalent (credits)
Development of student insights				
student debriefing	Individual	480	1	0.178
Students discuss with accompanying lecturers	individual	480	1	0.178
Students prepare proposals	Individual	480	1	0.178
Conduct proposal presentations in front of the team	Individual	480	1	0.178
Completion of proposals with mentoring lecturers	individual	480	1	0.178
Conducting observations on assisted MSMEs	Individual-	480	1	0.178
Business enrichment for assisted MSMEs				
Product- development, customer tar getting and services	Individual	480	1	0.178
Future business Development	Individual	480	1	0.178
Finance planning	Individual	480	1	0.178
Human resources management	Individual	480	1	0.178
Digital marketing and product visualization	Individual	480	1	0.178
Logistic and operation management	Individual	480	1	0.178
Business planning for assisted MSMEs				
Proposal preparation assisted MSMES	Group-	480	0.5	0.178
Proposal review and coaching by activator lecturers	group	480	0.5	0.178
Pitch deck and presentation	Group	480	0.5	0.178
Student activities in assisting MSME business development assistance				
Design and development of assisted MSMEs products	group-	960	0.5	0.356trials
Carrying out and errors for assisted MSMEs products	Group-	960	0.5	0.356
Carrying out rebranding of assisted MSMEs products	Group-	960	0.5	0.356
Carrying out purchases of raw materials for products and product partnerships	Group	6720	0.5	2.489
Conducting production and creation of landing page for	Group	6720	0.5	2,489
Carry out online and offline promotions for the	Group	480	0.5	0.178sales
Carry out activities in product	Group	6720	0.5	2.489
Looking for related MSMEs as benchmarking for products	Group	6720	0.5	2.489
Carry out a search for business partners	Group	6720	0.5	2.489
Monitoring and evaluation				
Prepare progress reports on activities	Group	480	0.5	0.178
Prepare presentation materials for	Group	480	0, 5	0.178
Make a logbook every week	Group	480	0.5	0.178
Create a company profile	group	480	0.5	0.178
Compile a final report on activities	Group	480	0.5	0.178
Develop an activity report into a thesis	Individual	4800	1	1,778
Final presentation of activities	Individual	2400	1	0.889
Total		**53760**	**22.5**	**19,911**

In this activity the recognition and equalization of relevant CPL (Learning Outcomes), courses equivalent to the number of 20 credits recognized are detailed in Table 2. Information Systems Study Program students take the form of MBKM learning activities - Sociopreneurship, Technology Literacy Program and MSME Assistance in Increasing Market Sales in the Industrial Age 4.0 to increase competence in the socioenterprenurship field, which is part of entrepreneurship.

Table 2. Information System Student Learning Outcomes for Entrepreneurial MBKM

CPL Entrepreneurship	Equivalence Subjects	Credit
1. Able to do initial practice through MSME assistance with comprehensive sociopreneurship and technology literacy concepts. 2. Show an attitude of responsibility for the work of his / her field of expertise independently 3. Internalizing the spirit of independence, struggle and entrepreneurship.	Professional Ethics Information and Communication Technology	3
	Multimedia	3
	Entrepreneurship	3
	Job Training	3
	Field Work	2
	Thesis	6
Total Credit		20

Competencies that have been achieved through a series of learning activity processes are in accordance with the CPL, the process of achieving CPL can be equivalent to the Professional Ethics of Information & Communication Technology, Multimedia, Entrepreneurship, Field Work Practices, Real Work Lecture (KKN)) and Thesis which is equivalent to 20 credits.

After participating in this activity students can achieve the Learning Outcome Program, namely:

1. Students have awareness and creativity in developing new innovative businesses and products based on science and technology.
2. Students are able to assist and run creative technology-based businesses by finding the right market gap to increase the chances of business success.
3. Students have a sense of care and empathy for the problems faced at MSMEs.
4. Students are able to plan and produce businesses that have high turnover and have an impact on the assisted MSMEs.
5. Students have high concern and commitment, are skilled at communicating, and collaborating between professions to contribute to overcoming problems in society.
6. Students are able to initiate and develop stakeholder cooperation networks in an effort to solve problems to meet the needs of the actual dynamics of life in society.

Learning evaluation and assessment are carried out to interpret the data and evidence accumulated during the assessment process. Activating lecturers can provide an assessment by identifying, collecting, and preparing data to evaluate the achievement of the CPL and the objectives of the MBKM program. Assessment Criteria can be used as a measure or reference for learning achievement in assessment based on predetermined indicators. Assessment indicators can be in the form of specific and measurable statements that identify the achievement of the results of entrepreneurial MBKM activities and student

learning outcomes in accompanying MSMEs accompanied by evidence. Table 3. is the assessment criteria and indicators.

Table 3. Assessment Criteria and Indicators for Information System Students Who Participate in Entrepreneurial MBKM Activities

CPL	Aspects assessed	Weight	Value			
			> 85	75-85	65-75	<65
Specific Knowledge and Skills	Competitive product strategy and answering customer problems					
	Marketing strategy to customers					
	Financial					
	Strategy operational and HR					
	Utilization of ICT for Business Development					
Skills General	Creativity, problem solving, teamwork, communication, leadership, and others					
Attitudes	Initiative, discipline, responsibility, curiosity, persistence, empathy, and others					

ASSISTANCY MECHANISM OF SOCIOPRENEURSHIP PROGRAM

Mechanism sociopreneurship mentoring program involves a variety of teams. All team collaboration begins with the agreement of cooperation between internal academia with the partners.

The academic team functions as a team of lecturers and activating students who coordinate and monitor program implementation. An overview of assistance can be given from implementations that have been implemented in similar programs. There are IEEE Humanitarian Activities Committee (HAC) partners as grant-giving partners for these activities that support activities so that students and academic teams get sufficient funds in fostering MSMEs.

Kadin Indonesia as a partner in providing MSMEs and assisting students in providing materials about entrepreneurship. The advantage of the involvement of government organizations provides the opportunity for government programs to be accommodated in the program to establish an entrepreneurial environment in academia.

Other partners, such as APTIKOM, act as partners in providing material for student activities related to technology. MSMEs is the object of the driving force of students and lecturers. Startup sales market providers like Halosis and Patra Market through which the students practice making sales channels for target MSMEs also provide materials to students and MSMEs.

In addition, it is also necessary to provide material or modules from the partner team given to the sociopreneurship activity program. There are 9 material modules that can be offered during this mentoring. The module consists of:

1.   Photography for Product Presentation.

Table 4. Module of Program

No	Module	Objectives	Main Material
1	Photography for Product Presentation	Enrichment of the ability of MSMEs in the use of technology in presenting products to make them look attractive	1. Understanding Photography 2. Techniques for Taking Product Photography 3. Role of Product Photos in Online Marketing
2	Making Digital Brochures with Free Applications To	Train the creativity of MSMEs to make digital brochures in an effort to support product marketing to attract consumer interest by utilizing technology	1. Visual Elements in Product Marketing 2. Tutorial on Using the CANVA Application 3. Tips for Making Digital Brochures
3	Calculating Production Costs and Selling Prices	Providing knowledge to MSMEs in determining selling prices and estimating profits and preparing financial reports	1. Criteria for MSMEs and Large Businesses Based on Assets and Turnover 2. Forms of Financial Statements 3. Financial Accounting Standards 4. Classification Cost. 5. Elements Affecting Cost of Goods 6. Methods of Determining Cost of Goods and Cost Pricing 7. Tips for Calculating Cost of Production and Cost of Goods Sold
4	Building Networks for MSMEs	MSMEs are expected to understand the importance of building networks in the world of industry and trade	1. Problems General MSMES in Business Development 2. Target Market for MSMEs 3. Benefits of Business Networks 4. Tips for Building Business Networks
5	Building Product and Sales Innovations	Sharing discussions in getting ideas for product innovation development and sales	1. Tools for the Innovation Process 2. Steps in Building Innovation
6	Training for Correspondence and Making Funds Proposal / Pitch Decks to Partners	Explaining the use of electronic mail or email and designing proposals or pitch decks	1. Using e-mail in correspondence 2. Designing Pitch Decks 3. Business Model Canvas (BMC)
7	Strategies Digitalization of MSMEs and Collaboration and Funding	Utilizing digital media in trade industry and collaborate to get capital	1. Criteria for Micro, Small and Medium Enterprises 2. MSME Problems 3. Business Distribution Based on the Level of Use of Digital Technology 4. MSMEs in the Digital Age 5. How MSMEs Enter the Digital World 6. Capacity Building for Development 7. Strategies for Getting Capital
8	Using the Patra Market Application	Introducing the Patra Market application and how to use the available features	1. Registration steps 2. How to shop at Patra Market 3. How to sell on Patra Market
9	Users an Halosis Application	Introducing the Halosis application and how to use it	1. Introduction of the Halosis application 2. Buyer behavior on social media and online 3. Constraints experienced by online shops 4. Tips for choosing the right content for online social media stores 5. Procedures for using the Halosis application

2. Create a digital brochure with a free application.
3. Calculating production costs and selling prices.
4. Building networks for MSMEs.
5. Building on product and sales innovation.

6. Correspondence training and making funding proposals / pitch decks to partners.
7. MSMEs digitalization strategy and collaboration and funding.
8. Use of the WhatsApp-based Patra market sales application.
9. Using the Halosis app as a sales startup.

The modules are aimed at enriching knowledge skills, increasing knowledge, and practicing abilities. In detail the objectives and main points of the material given are summarized in Table 4.

Furthermore, data collection of the companion team provided by partners is carried out. The division of the companion team, namely the student team and activating lecturers who will accompany MSME. The role of external partners who are leaders in the MSME community is very important. One MSMEs will be accompanied by a companion team consisting of 2 lecturers and 3 students, for example.To pursue entrepreneurial activity, the student must follow the stages of the activities already outlined in technical guidelines, see Figure 1.

Procedure early stages performed by students in consultation with the Academic Advisory Lecturer (PA) to follow the socio entrepreneurship program. PA approves students to take part in entrepreneurial activity programs. Students register themselves to participate in entrepreneurial activity programs. Students who participate in entrepreneurial activity programs independently or in groups then compile entrepreneurial proposals. The Head of the Study Program conducts proposal assessment and course recognition. The Head of the Study Program appoints Supervisory Lecturers. Students run a business within 1 semester. Students accompanied by Supervisory Lecturers submit entrepreneurial reports in the form of presentations in front of the Head of the Study Program. The Head of the Study Program conducts an entrepreneurial program assessment. The head of the study program submits the assessment form to the Student Academic Administration Section (SAAS). SAAS inputs scores into the GPA system based on the assessment form. The study program reports credit recognition to the higher education database.

Figure 1. Entrepreneurial activity of MBKM mechanism
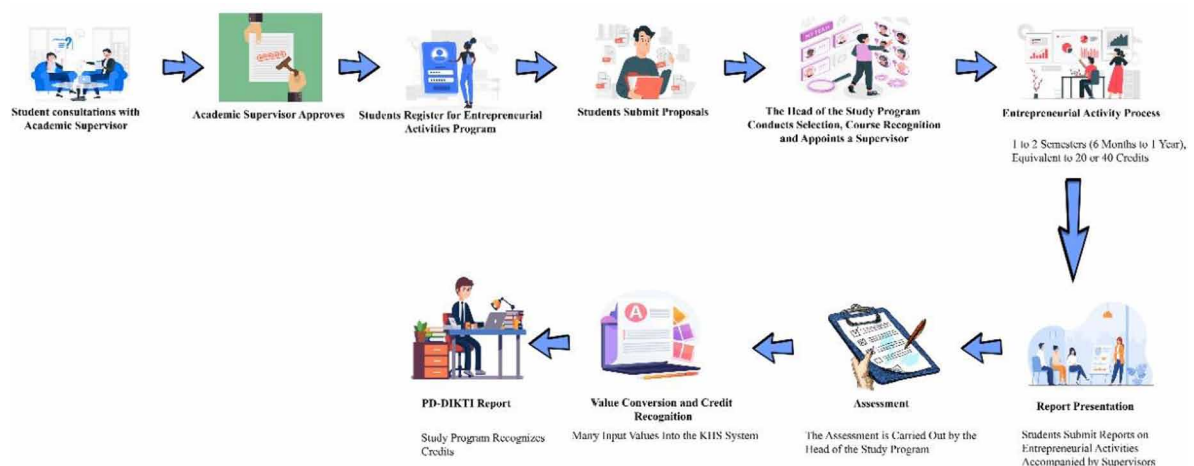
INPUT, OUTPUT AND OUTCOME OF SOCIOPRENEURSHIP PROGRAM

Activity is the measurable outcome. In this section, we will show some concrete results that have been carried out by the author's team in implementing activities in the academic environment. This output is also proof that the program design made allows for the development of an entrepreneurial ecosystem in academia.

In the example of this activity, all training modules are presented in the form of files and videos that we share for free and have open access so that they can be accessed by students, lecturers, MSMEs and partners easily and are disseminated in Indonesia even more widely. Sociopreneurship-Program of Literation Technology in the explanation of the table is referred to as The Lentera UMKM Projects. The outputs, results and other communication outcomes are presented in Table 5.

The biggest lesson from the sociopreneurship-program of literation technology with the assistance of the academia team is the ability of MSMEs to survive the greater Covid-19 Pandemic with the help of information technology. Educating information technology (IT) to MSMEs is not an easy thing. Although all trainers have sufficient basic skills and knowledge in IT, communication skills and empathy are urgent matters to train most MSMEs who are not familiar with IT.

Not all sales applications are accepted by MSMEs. They want one that is simple and fits their needs. A personal approach can be the right choice for trainers in guiding MSMEs. Good cooperation with partners will facilitate access to competent experts in training materials and/or sales applications.

Online meetings are effective enough to be used for training and discussion because they can overcome distance. The most successful part of this project is to create a training module as a technology solution and assets for MSMEs to survive in the pandemic era by involving experts from good cooperative networks between government, private sector, start-ups, and academics.

Thus, this project can be a role model for academics to help MSMEs in their respective regions. In addition, we also achieved great success in providing technology solutions for 38 MSMEs by having an online store that was able to increase sales of MSMEs products. This training resulted in 9 training modules that can be accessed by people around the world. It should even be noted that among the 38 MSMEs, there are also students and lecturers who own them. So that this activity has the potential to grow an entrepreneurial ecosystem in academia. Activities can generate entrepreneurship from students and lecturers. It can also produce a strong academic team as an entrepreneurial driving team in society.

QUALITY ASSURANCE SYSTEM IN SOCIOPRENEURSHIP PROGRAM

Quality assurance systems are discussed in this section. This is a comprehensive effort so that program implementation has a complete activity aspect. The example of the program raised in this paper is carried out in the territory of Indonesia at a new university, where the Universitas Nusa Mandiri is located very close to the MSMEs community in the center of the nation's capital, DKI Jakarta. No wonder this program also seeks to provide support for the acceleration of the country's economic development.

In an effort to accelerate the achievement of the Vision of an advanced Indonesia in 2045 and to keep up with dynamic economic, social and cultural changes, superior human resources who are responsive and ready to face challenges are needed. Therefore, universities are required to be able to produce graduates who have contextual experience, are ready to work or create new jobs.

Table 5. Example of Outputs, Outcomes and Communicating Results in Implementing

Outputs	Outcomes	Comunicating Results
1. 38 MSMEs were directly involved in the project. 2. 98 active trainers provided assistance to MSMEs. 3. 9 Training were made to be the solution to increase sales of MSMEs products. 4. The total number from all the training conducted was 800. 5. We created 9 training modules that can be used widely by assistants to improve MSMEs and 9 experts in their fields. The modules are available at http://bit.ly/ModulLenteraUMKM. 6. Videos of 9 training materials can be accessed at the Youtube. 7. We create Lentera UMKM web at https://lentera-umkm.com containing important information on activities during the project that can benefit wider communities. 8. 38 MSME online stores are available in Halosis application at https://sahabat.halosis.co.id/lenteraumkm. 9. The results of the MSME assessment contain 78 reports and evaluations made by trainers and verified in forum grup discussion. 10. Patra Market and Halosis applications were evaluated twice by 98 trainers and 38 MSMEs. 11. An assessment was carried out by 58 respondents at the Lentera UMKM website with assessment aspects of information quality, service quality, usability quality, and user satisfaction. It is done through online questionnaire at https://bit.ly/PenilaianWebsiteLenteraUMKM. 12. 4 types of awards were given with the criteria for getting the highest sales, implementing all training modules provided, always attending every activity made by Lentera UMKM and carrying out good cooperation between MSMEs and trainers: a. The best MSME and companion teams: Pempek Cek May and Dwi Andini, b.The most enthusiast MSME: Zaidan Olshop, c.The most active companion team: Badrul and team, d. The most favorite MSME display on the Web: Mukbang Kitchen. 13. 3 scientific articles were published in accredited national journals to disseminate results. 14. There are 4 published activities on Instagram and 7 activities on Facebook. 15. 20 folders of documentation of project activities are stored in Google Drive.	1. The Lentera UMKM Project is very feasible and meets the needs of 38 assisted MSMEs as conveyed during the evaluation and confirmed by the Head of the Matraman sub-district. This project is well designed by preparing 9 digital training modules and in collaboration with two sales applications, i.e. Patra Market and Halosis, to suit the needs of MSMEs and the 98 accompanying trainers. The project plan is very realistic and addresses all the needs of 38 MSMEs for technological solutions to increase product sales during this pandemic era. This project is very precise. It considers possible risks comprehensively in implementation and is planned according to pandemic conditions. It is supported by an adequate analysis of the needs of MSMEs and the community. Broadly speaking, this project received good responses from 7 partners, namely the government, associations, and industry willing to continue to be involved in future projects. 2. This project was effective with specific results in the form of digitizing 38 assisted MSMEs to become Halosis startup partners in a community called Halosis' friends. The website continues to improve since evaluation by the team. Furthermore, the digitization of MSMEs will continue to increase, the trainers will independently provide guidance. 3. This project will continue. MSMEs are encouraged to be more skilled at using technology. The trainers continue to provide assistance independently. Through the Nusa Mandiri Entrepreneur Center together with trainers running the project. The risk that results will not be maintained is low. 4. The impact of this project has significantly changed the experience of MSMEs in transacting business digitally. The results have no negative effects. MSMEs have an understanding of the importance of online planning, promotion, and sales. This can be seen from the improvement of their promotional content and the product innovation and packaging that they make to be more beautiful and durable. 5. The project succeeded in achieving its objectives within 6 months and was very suitable for the partner. Projects that are cost-efficient and goals remain achievable. 6. This project received support from the Indonesian Chamber of Commerce and Industry. This project helps the government provide assistance to small businesses during a pandemic. 7. This project provides solutions to the most difficult problems faced by MSMEs during a pandemic. We provide knowledge through training modules. Previously, MSMEs carried out manual transactions, after being provided with assistance by trainers, they even managed to have online stores in collaboration with partners. This project benefits small and medium business owners so they can survive the pandemic and still earn an income. 8. This project resulted in a committed team and excellent cooperation. The team consists of a technology team on website creation and coordinating with the start-ups. The team manages MSMEs and trainers, a team of module training materials. Webinar team for event promotion, online operators, and documentation. Financial team for transactions and financial reports. There is an evaluation team conducting quantitative and qualitative evaluations. Teams rely on the strengths of each individual in the team to make projects successful. Good coordination and open to input and suggestions. Decisions are always made collectively based on input from all members. Project leaders oversee work deadlines according to schedule. Work is divided fairly and equally. Project progress is monitored through reporting documents every 2 weeks and communicated on a scheduled basis. The Lentera UMKM can continue to work together in the future.	1. 38 MSMEs online shops can be accessed by prospective buyers and the public at https://sahabat.halosis.co.id/lenteraumkm 2. Resources 9 training modules that can be used widely by trainers to improve MSMEs and 9 experts in their fields, link http://bit.ly/ModulLenteraUMKM 3. Videos of 9 training that can be accessed at the Youtube: a. Workshop for Product Photography Technique and Digital Brochure https://www.youtube.com/watch?v=Pkyzuzcsgo8 b. Cost of Goods Sold Webinar https://www.youtube.com/watch?v=C9tsCtiM9wk c. Building Networks for MSMEs https://www.youtube.com/watch?v=XOcm9CcQkxw; https://www.youtube.com/watch?v=DspyM87nabk (highlight) d. Innovation Product and Pitch deck https://www.youtube.com/watch?v=noHAw2kK_n8 https://www.youtube.com/watch?v=yttW3mFmTZU (highlight) e. Introducing Halosis https://www.youtube.com/watch?v=J0JRKm0lQR4&t=3s https://www.youtube.com/watch?v=mAym2DajWsI (highlight) f. Tips &Trick for IEEE Cooperation & Funding https://www.youtube.com/watch?v=-chGv-mqNoI g. Forum Group Discussion: https://www.youtube.com/watch?v=aGIcfyhtjeg h. Halosis Evaluation and Development for Lentera UMKM partners https://www.youtube.com/watch?v=mbwfQvjkdyY&t=5s 4. The Lentera UMKM website at https://lentera-umkm.com, which contains important information on activities during the project that can benefit the wider community. 5. Launching of the Lentera UMKM Project: a. https://www.youtube.com/watch?v=feY_xlWrVbw b. https://www.youtube.com/watch?v=BlB8GwmdG8k (highlight) 6. Scientific articles in national journals: http://ejurnal.ubharajaya.ac.id/index.php/jucosco/article/view/430/ and http://jurnal.bsi.ac.id/index.php/servant-ecbis 7. Publish of 4 activities on IG exp https://www.instagram.com/p/CB-C3h2pe-7/ 8. Publish of 7 activities on Facebook exp https://m.facebook.com/story.php?story_fbid=10157871908513652&id=651668651 9. Days of evaluation of Project by Trainers and MSMEs: a. https://drive.google.com/drive/u/0/folders/1MFZIwCChsVvCpANwHGg42G8wdLnwffmB b. https://drive.google.com/drive/u/0/folders/1APO5A3Kn54VBJCcRCn0E2Hhl7M2tXe6z c. https://drive.google.com/drive/u/0/folders/1ky-QBHHUKaMbQ7GGLNu0oB4ZZ8DC6hxR d. https://drive.google.com/drive/u/0/folders/1HRPApkUGMdQYO97DQfvC6aMVkFymI8yv 10. Awarding and Closing Ceremony: https://drive.google.com/drive/u/0/folders/127y7l8qImGLESMQxFoI7Csqzo1FmPxA

To be able to fulfill these demands, a policy of MBKM was established. MBKM is a form of imple-ment-tation of the mandate of various government regulations regarding the right to study three semesters outside the study program. Based on the MBKM, there are 8 forms of learning activities, namely student exchanges, internships or practical work, teaching assistance in educational units, research, humanitar-ian projects, entrepreneurial activities, independent studies or projects and finally building a village or thematic community service program.

The sociopreneurship program is an application of a form of learning, namely entrepreneurial activities in the entrepreneurial ecosystem among academics. Through the one semester program, it will provide sufficient experience to students. The learning process will also be obtained by students when providing assistance to MSMEs. During mentoring, students will get hard skills (skills, complex problem solving, analytical skills, etc.), as well as soft skills (professional or work ethics, communication, cooperation, etc.). Students who already know and accompany all MSMEs business processes will be more confident and have the ability to realize their desires as millennial entrepreneurs. Furthermore, the desire to form an entre-preneurial ecosystem in academia can be realized.

In order for this sociopreneurship program to run and achieve program goals and learning outcomes of study program graduates, several criteria are set for activities carried out outside the campus in order to maintain quality and get full credits. The level of ability required for mentoring must be equivalent to the undergraduate level, students become part of a team and are actively involved in team activities, students get input regarding performance every 2 months, must give a presentation at the end of their internship to one of the company leaders, have a plan business and targets (short and long term), suc-ceeded in achieving sales targets in accordance with the business plan targets set at the beginning, and the growth of human resources in the company in accordance with the business plan.

In addition to setting criteria, it is also necessary to design a quality assurance system with a PPEPP mechanism (Determination, Implementation, Evaluation, Control, and Improvement). Here's an expla-nation of each stage PPEPP mechanism:

Quality Determination Process

Determination of quality involves preparation and adoption of quality documents to realize the Internal Quality Assurance System (SPMI) conducted by the Quality Assurance Agency of Universitas Nusa Mandiri and approved by the rector of the university. These documents are in the form of a Quality Policy document, a Manual document and a Quality Standard document which in detail regulates: participant competence, activity implementation, internal guidance process, external guidance process, facility and infrastructure process, reporting process, result presentation process, and assessment process.

Quality Implementation Process.

Implementation by each element involved with reference to the targets contained in the quality standard document that has been carried out in the determination process.

Quality Evaluation Process.

Achievement is carried out by carrying out an audit process carried out by internal auditors who are under BPM. The internal quality audit process is carried out periodically every year by using the Internal

Quality Audit Instrument (AMI) which refers to the assessment standards. The results of the quality audit are then made into an AMI report containing the scores for each standard. In addition, the results of this audit are in the form of audit findings (standard items that are implemented are not appropriate or not at all) and corrective action forms that contain several standard items that are deviating and need attention to be corrected.

The results of the evaluation of MSME understanding of module material on the Lentera UMKM activity can be seen in Figure 2. The highest understanding of MSMEs was on correspondence material and pitch deck design, while the lowest understanding was on photography design material and calculating production costs and selling prices.

Quality Control Process

Control is carried out as a follow-up process of the evaluation results that have been carried out. Activi-

Figure 2. MSMEs Understanding Of Lentera UMKMs Module Material
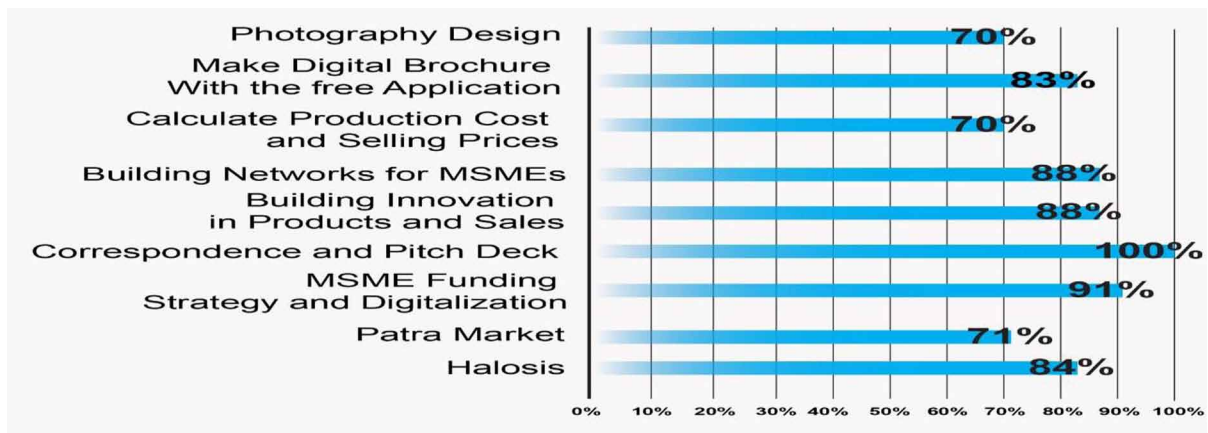
ties undertaken include the implementation of Management Review Meetings (RTM) at the institutional level by discussing the Audit findings.

Quality Improvement

Process: This process is carried out by measuring each of the implementation targets that have been achieved. Furthermore, the results of the achievements are used as the basis for determining the next cycle, such as increasing standards on quality objectives, increasing targets and adding activities/criteria to a wider direction.

The implementation of this Quality Assurance System must be able to run well, consistently and sustainably, this is in accordance with the kaizen principle, namely Continuous Quality Improvement (CQI).

PUBLIC AND PRIVATE SUPPORTING ORGANIZATIONS

There must be some parties to be stakeholders of this program to ensure that the program runs well. In developing an entrepreneurial ecosystem in academia, an organization that plays a major role as well as a supporting organization is needed so that activities can run well, especially the support from the internal academic environment. Supporting organizations that can be involved can consist of government and private organizations as well as stakeholders who are closely related to the development of entrepreneurs in a country.

The main stakeholders involved in this occasion are funding organization(s), main committees who have the idea and propose for the funding and partners of the project. These three main stakeholders will work together to conduct the project. The experience of the author's team when implementing the sociopreneurship program, the external organizations involved have a very significant impact and support. Common goals become the basis of support.

Funding Organization

Funding organization will play a role as the donator of the project. This organization might give their humanity funding periodically as a corporate social responsibility action. They will give a chance for trusted parties to propose for the funding for humanity or social works. There might be many funding organizations

Main Committees

Main Committees are those who have the plan of the project. They involved as the main committees might come from the same institution or gathered from some organization. The closer their relationship is, the better vision and coordination it is.

Partners

This category can be divided into several parts of partners, namely main partner to be committees, partners to be the object of the project and partners to complete the program.

1. Main Partners to be committee

Main partner of this category is the partner that the main committees trust to collaborate with. This partner will help the main committees to run the program from the beginning until the end of the project. Even in the evaluation, this partner will act as data contributor and/or evaluator. A higher education might be a good partner for this. University provided human resources to assist the object of the project (MSMEs), for example to overcome the problem of digital branding, marketing, and selling in the pandemic era.

University was responsible to ensure the availability of assistants or mentors for MSME partners. The mentor consisted of lecturers and their students. The requirements of the lecturer mentors are home-based-lecturers of the university, friendly to information technology, willing to devote themselves to sustainable activities, creative and innovative. On the other hand, the students must be active students

of the university, friendly to information technology, willing to learn new experiences, willing to devote themselves to sustainable activities, cooperative, creative and innovative. In addition, the university must have a related department, e.g. entrepreneur center and/or startup center, which elevates its position to assist MSMEs as well as making the project work as planned.

2.   Partners to be the object of the project

All projects have their target to reach. The party to get the object reached is significant as this is the first goal made by the main committees. The example of the project goal is to increase the product selling market, which has been found to be a great problem to MSMEs. Thus the partners to be the object of the project might be MSMEs. There must be an MoA or collaboration agreement.

The MSMEs joining the program can be related to foods and beverages, or fashion and crafts. The requirements for MSMEs willing to join this program are micro and/or small enterprises, lack knowledge on digital technologies, lack attention to defining marketing tactics, tools, and channels, seldom or never use technological media or devices to promote and sell their products, and willing to follow the activities and comply the regulations made by the committees from the beginning until the end of the program

3.   Partners to complete the program

To complete the program, many activities will be conducted to reach the target of the project. Therefore, the existence of more partners is beneficial to fulfill the activities. These partners are aimed at helping to provide and support the activities and/or to supply for the needs of the activities. Regarding these needs, there are two types of partners here: government and non-government partners. Government is urged to support the project in the field of regulation and permission. Besides, this party is going to have more effect on the legalities of the activities. Meanwhile, non-government partners will assist in the activities made in the form of human or practitioners' sources, media sources, etc.

The non-government parties consist of an academic association and a private party. Academic association will bring the availability of additional experts whenever we need experts, e.g. in information technology (IT). Besides, the network of the academic association will benefit IT development in promoting products. Another non-government party can be a collaboration partner should be a media to promote and sell products. This can be a marketplace platform. Nevertheless, the needs of each program will depend on the program made by the proposer. There might be varieties or modification in different programs for the stakeholders involved.

CONCLUSION

The role of academics here is to assist MSMEs sociopreneurs by setting activities to give quality in a product, in the promotion of media, or in the packaging. By the end of the program, sociopreneurs are confident enough to share their products to a wider market. Getting a wider market leads more customers to the MSMES's sociopreneur and causes the more frequent transactions.

The whole chapter discusses the sociopreneurship program, a program that aims to build entrepreneurial ecosystems in academia. The development of the entrepreneurial ecosystem in academia is urgently needed in the 5.0 era. In an academic environment, it usually consists of lecturers and students

components. Currently the government is encouraging lecturers and students to foster an entrepreneurial climate in the academy environment.

In Indonesia, entrepreneurship courses have become a compulsory subject that is given in the early years when students enter university. Some universities even have entrepreneurial centers that specifically address the needs of students and lecturers to develop themselves into entrepreneurs. Currently, many lecturers and students already have the basics of entrepreneurship. Collaboration between universities and partners outside the campus is believed to be able to foster an entrepreneurial ecosystem among academia.

On the other hand, the world of higher education is very close to technology. So it can be said that the lecturers and students have good technological literacy. There is a small and medium enterprise group in the community or what is called MSMEs. They are business actors who can become academic partners in fostering entrepreneurship in the campus.

This sociopreneurship program utilizes technological literacy and academic assistance from universities. This program is designed for lecturers and students to provide assistance to MSMEs, even when the MSMEs owners are students or lecturers. The condition of MSMEs does need assistance because most of them run their businesses conventionally, even in certain conditions technology illiteracy.

The role of academia in providing technological literacy in a planned manner will be able to develop these partners businesses, especially in the 5.0 era. Entrepreneurial ecosystems can be formed with activity designs that have been developed by a team of academics based on their experiences. This program can be successful with the seriousness of supporting organizations outside academia. The program is also supported by a mechanism for academic activities that are designed on time and on target.

In each mentoring activity, a module on the sociopreneurship technology literacy program has also been prepared for MSMEs. This module contains simple and easy to understand material. To ensure that this program is in line with learning activities on campus, an appropriate curriculum design and duration of activities are also made. The curriculum design includes recognition of student learning achievement and conversion of courses from the activities carried out. The recognized courses can be adjusted to the courses in each study program. Of course, recognized courses are related to the context of this program's activities.

These efforts are aimed at making this program highly successful. Based on the implementation that has been done, it can be seen from the output in the form of the resulting outcome. This program can be declared successful in developing entrepreneurial ecosystems in academia. The resulting output is the number of students who are able to make their own business after graduating with experience assisting MSMEs.

Apart from being a companion, the lecturer will also have capacities as a businessman. In an effort to ensure that the implementation of activities is in accordance with the design, a quality assurance system is also applied in the implementation of this program. In the quality assurance system, an assessment and evaluation of mentoring activities is carried out. This quality assurance system aims to achieve graduate learning outcomes and ensure that the sociopreneurship technology literacy program for MSMEs can actually build entrepreneurial ecosystems in academia.

Implementation of the Internal Quality Assurance System (SPMI) in the implementation of the sociopreneurship program aims to ensure that programs that have been designed can be implemented in accordance with the achievements and targets. To ensure this achievement, the monitoring and evaluation stages play a very important role. The application of Kaizen principles in the implementation of this program also aims so that the SPMI cycle can run continuously and the achievement of goals and targets has a significant increase. Finally, with a series of activities carried out in the sociopreneurship-program

of literation technology and academic assistance to MSMEs in increasing the sales market in industry era 5.0, it is hoped that developing entrepreneurial ecosystems in academia will truly materialize.

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About the Contributors

Muhammad Nawaz Tunio is Associate Professor at the Department of Business Administration, Greenwich University, Karachi, Pakistan. Dr. Tunio is in the Doctoral track Entrepreneurship, Innovation, and Economic Development, in the Department of Sociology, Alpen Adria University, Klagenfurt, Austria through the government scholarship of Higher Education Commission of Pakistan. He was awarded a young scientist research fellowship for Kent State University, Ohio, USA under the mentorship of Professor Robert D. Hisrich by the Alpen Adria University, Klagenfurt. He has few publications in the research areas of his interest. his research interest is entrepreneurship, self-employment, ICT, and youth. He has presented papers at international conferences and attended research workshops.

Erum Shaikh s Assistant Professor at the Department of the Business Administration, The University of Modern Sciences, Tando Muhammad Khan, Sindh, Pakistan. She is PhD in Business Administration (CSR) from the Institute of Business administration, University of Sindh, Jamshoro, Pakistan. Her research area is Corporate social responsibility (finance and management major). She has a few publications in her research area at the different phases of published, submitted, under review and accepted. She has wide experience of teaching more than seven years at University of Sindh, universities and other affiliated and private universities.

* * *

Awais Agha is an enthusiastic lecturer, working in the Office of Research, Innovation and Commercialization (ORIC) at Greenwich University, Karachi. He is also the program director for the ABE program at Greenwich University Pakistan, as well as Mauritius campus. He also teaches ABE Level 3 to students in Karachi. Awais is a recent MBA gold-medalist from the same university and specializes in Marketing. He completed his BBA from Greenwich University with majors in Marketing.

Iqra Aijaz is a student of the undergraduate program and is currently doing BBA from The Greenwich University.

Sharoze Ali Asghar is a student of the undergraduate program and is currently doing BBA from The Greenwich University.

Ahmet Guven is a researcher at RUSMP at Rice University.

Fachri Helmanto is currently a CEO of a company that runs in education. As a consultant, he inspired numerous youth to create their own MSMEs.

Arif Hidayat reached Magister's Degree in Applied Linguistics from The State University of Jakarta. Currently, he is a Vice Rector of Non Academic at Universitas Nusa Mandiri. In 2020, in the name of STMIK Nusa Mandiri, he received a funded project from HAC IEEE regarding to Covid-19 activities namely "Lentera UMKM-Technology Solution for MSMEs Product Selling Market in Pandemic Covid-19 Era".

Ghazala Jabeen is working as Associate Professor at Department of Zoology, Lahore College for Women University, Lahore.

Helena H. Knight is an Assistant Professor in the College of Economics and Political Science at Sultan Qaboos University, Oman. Her primary research focus is on cross-sector social partnerships from a social sustainability perspective, sustainable consumption practices, and CSR. She has also co-authored studies on marketing related topics and has a keen interest in innovative pedagogy.

Faria Khan Laghari is an Acca finalist, she has completed BA (Arts), MA (Economics), B.sc (Hons) in Applied Accounting, Advance Diploma (Accounts & Business) and she is currently doing MBA from Greenwich University, Karachi Pakistan.

Orlando Lima Rua is an Assistant Professor of Management at the of Porto Accounting and Business School (ISCAP) of the Polytechnic of Porto (Portugal). He is also a researcher at Center for Organisational and Social Studies (CEOS.PP).

Farkhanda Manzoor is working as Head, Department of Zoology, Lahore College for Women University, Lahore. She worked as director ORIC and Vice Chancellor Lahore College For Women University, LHR.

Megan Mathias is the Chief Executive Officer of the Moondance Cancer Initiative in Wales. Previously, Megan was the Group Director Policy for the Government of Jersey and she also led the Wales Centre for Public Policy's evidence programme for Welsh Government Ministers. In 2020, Megan was awarded an MBE by the British Government for outstanding service to the community.

Lia Mazia is The Head of Quality Assurance Department at Universitas Nusa Mandiri. She obtained her master's degree in Business Information System at Gunadarma University, Indonesia. In 2020, she involved a funded project from HAC IEEE regarding to Covid-19 activities namely "Lentera UMKM-Technology Solution for MSMEs Product Selling Market in Pandemic Covid-19 Era" as the assistants of MSMEs.

Nurajijah handles Research Field of Institute for Research and Community Service at Universitas Nusa Mandiri. She obtained her master's degree in Computer Science at STMIK Nusa Mandiri, Indonesia. She experienced being an assistant for MSMEs in Lentera, a project funded by HAC IEEE in 2020 namely "Lentera UMKM-Technology Solution for MSMEs Product Selling Market in Pandemic Covid-19 Era".

Mehwish Raza is an Assistant Professor and Dean of Faculty of Education at Forman Christian College University, Pakistan. She holds a doctoral degree in Teacher Education from the Alpen-Adria University of Klagenfurt, Austria. She is an alumni of Overseas Scholarships by Higher Education Commission, Pakistan. Dr. Raza's broader academic interests cluster around intertwining dimensions of society, education and EdTech. Her earlier academic research work focuses on innovative use of EdTech in the context of Higher Education. She is closely working with the Punjab Higher Education Commission (PHEC) for training and professional development of faculty members associated with public universities across the province of Punjab.

Obaidur Rehman is a student of the undergraduate program and is currently doing BBA from The Greenwich University.

Dwiza Riana is an Associate Professor and Rector at Universitas Nusa Mandiri (UNM), Indonesia. She received Doctoral Program in School of Electrical Engineering and Informatics, Institut Teknologi Bandung, Indonesia. In 2020, she received a funded project from HAC IEEE regarding to Covid-19 activities namely "Lentera UMKM-Technology Solution for MSMEs Product Selling Market in Pandemic Covid-19 Era" as the head project.

Richard Rutter is an Associate Professor at the School of Business, Australian College, Kuwait, and a Visiting Research Fellow at King's Business School, King's College London and Norwich Business School, UK. He has authored and co-authored a number of refereed journal and conference papers in academic journals including the Journal of Business Research, Journal of Marketing Management, European Management Review, among many others.

José G. Vargas-Hernández, M.B.A., Ph.D., Member of the National System of Researchers of Mexico and a research professor at University Center for Economic and Managerial Sciences, University of Guadalajara. Professor Vargas-Hernández has a Ph. D. in Public Administration and a Ph.D. in Organizational Economics. He has undertaken studies in Organisational Behaviour and has a Master of Business Administration, published four books and more than 200 papers in international journals and reviews (some translated to English, French, German, Portuguese, Farsi, Chinese, etc.) and more than 300 essays in national journals and reviews. He has obtained several international Awards and recognition.

William Williams is the Chief Executive Officer at Alacrity Foundation UK which provides graduates with practical business training and mentorship to help them fully develop their entrepreneurial potential. He was previously Dean of Sohar University Business School, Oman and the Head of Quality Improvement Division at ADEC Abu Dhabi Education Council, United Arab Emirates.

Yetkin Yildirim is the director of STEM Projects at RUSMP at Rice University.

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