

THE ROLE OF HIGHER EDUCATION IN AMPLIFYING THE ENTREPRENEURSHIP WITHIN THE CULTURAL AND CREATIVE INDUSTRIES IN SUMBAWA

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Abstract

In the last decades, entrepreneurship in the cultural and creative industries has briskly grown contributing to the prosperity and sustainable development of communities. Due to the positive impact, higher education institutions have progressively started introducing entrepreneurial activities. This emerging phenomenon has not yet taken off in rural Sumbawa, West Nusa Tenggara, Indonesia. The purpose of this ethnographic research is to examine the role of higher education in fostering the development of entrepreneurship in the cultural and creative industries in the region by examining the ecosystem in one of the most relevant universities, namely: the Sumbawa University of Technology. The results indicate that the ecosystem is an initial phase, enhancing the dynamics leading the institution to become the catalyzer of entrepreneurship in the Cultural and Creative Industries based on the local talents and local potentials.

Keyword : *Entrepreneurship, Cultural and Creative Industries, University Ecosystem, Sumbawa, Higher Education*

INTRODUCTION

In recent decades the global creative economy has been experiencing undeniable growth. Culture, innovation, and creativity are acknowledged as driving forces of the new economy. Entrepreneurs in Cultural and Creative Industries are those who play a crucial factor in economic development, transforming culture into a sustainable force that generates new sources of employment. UNESCO considers the creative economy as one of the most rapidly growing sectors of the world economy and a highly transformative one in terms of income generation, job creation, and export earnings. Creative economy, besides being one of the sectors that shows the greatest progress, is an unlimited source of ideas that add value to goods and services where innovation unfolds its potential. UNDP & UNESCO (2013).

Entrepreneurship in Cultural and Creative Industries seems not adequately explored as a form of economic empowerment in Sumbawa, having an economy mainly based on agriculture. According to the *Badan Pusat Statistik* (Central Bureau of Statistics) Agriculture, forestry, and fishery are the dominant sectors that contribute significantly to the economy of Sumbawa, representing 38.79 % in

2016. While the unemployment rate in Sumbawa was 4,01 percent in 2020 with 13,65% of the population below the poverty line, according to the official standards and measurements of the same institution. In order to contribute to the economic development of the region, it is

imperative to promote job creation by making use of the intrinsic potential that society possesses, taking advantage of the economic potential of the sectors such as entrepreneurship in the Cultural and Creative Industries, which in other regions of Indonesia are generating a positive impact on regional economies.

Although there are many studies that address the creative economy, entrepreneurship in the Cultural and Creative Industries in Indonesia, even the role of the university in fostering the entrepreneurial spirit, none addresses the role of higher education in amplifying entrepreneurship in this segment in Sumbawa, whose rural characteristics and cultural singularities, enrich the investigation. The great potential of entrepreneurship in the Cultural and Creative Industries is not being utilized regardless of the economic profitability of the sector in the country. Local culture, customs, traditions, local wisdom, and arts make Sumbawa unique. The traditional rural society serves as a shield that protects and helps preserve the authentic culture. Yet, it has not been able to find a way to capitalize the cultural wealth in terms of creating income to improve the quality of life of its people while safeguarding traditions.

The cultural legacy is one of the many potentials Sumbawa possesses, with the correct intervention that can foster the creation of entrepreneurship in the Cultural and Creative Industries, which can lead to creating a diverse and robust economy for the region. It is enough to look within the country in neighboring provinces for successful examples, where they had been able to

take advantage of their cultural wealth and develop a series of entrepreneurs that met the demands of the markets. Despite the cultural-based potential in Sumbawa, Cultural and Creatives Entrepreneurship remains undervalued, unorganized, and unprotected. In Sumbawa the creative talent and cultural heritage are extensive. The culture of Sumbawa opens an endless possibility of developing entrepreneurship in the Cultural and Creative Industries sector based on innovation, originality, and culture. Culture enables development, it empowers people. Developing an ecosystem that enables young, innovative, creative people to develop their potential and produce a positive impact in society with entrepreneurship in the Cultural and Creative Industries in Sumbawa is of vital importance to harness the potential of the creative economy, that contributes to lowering the unemployment rate and puts Sumbawa island at the level of the large regional economies of Indonesia.

One of the objectives of this study is to identify the role of higher education in mediating the relationship between Sumbawa's cultural richness, talents, and potentials in order to foster entrepreneurship in this unexplored economic sector, while at the same time understanding the dimension of the benefits for the institution and towards the community. The creation of a favorable ecosystem that enhances this sector is a difficult task, a complex reality, where multiple actors intervene such a government in all its spheres, national, provincial, and local levels, or educational institutions both private and public. Also, many factors have a direct relationship, such as socio-cultural, economic factors, among others. Addressing the issue in its entirety is an impossible task, for this reason, the research work will focus on the role played by Higher Education in Sumbawa Regency in creating an ecosystem that supports and fosters entrepreneurs in the Cultural and Creative Industries sector.

Given the scarcity of research on the subject that concerns this study, the researcher focuses on the ecosystem of one of the higher education institutions in the region, the Sumbawa University of Technology, which has initiated academic activities in order to promote and strengthen the creation of entrepreneurship. The research has the purpose of elucidating whether the ecosystem created by the aforementioned university is an ecosystem that allows the emergence of entrepreneurship in the cultural and creative sector. Considering that a favorable ecosystem is crucial for the creation of new entrepreneurship, thus young inhabitants can take advantage of the potential in a sustainable way, producing a substantial impact in contemporary society while keeping the traditions and values. Entrepreneurship can contribute to the knowledge economy as a whole. The Sumbawa University of

Technology has taken innovation as one of its pillars to transform reality and contribute to the economic and academic development of the region. The University has recently embraced entrepreneurship in its curricula. Therefore, this research work is paramount of importance, since it has interference in the foundations of the institution.

The Career Development Center at the Sumbawa University of Technology conducted a Tracer study that yields relevant results for our object of study. The study surveyed 699 college graduates and the results obtained show an increase of 3% of entrepreneurs in the period 2020 to 2021 and a slight decrease of 0.8% in the percentage of unemployed graduates. At first glance, the premise follows, the higher the level of entrepreneurship, the lower the unemployment rate. However, it requires in-depth study.

Based on the problem presented, the research questions that arise are; What is the role of the Sumbawa University of Technology in supporting entrepreneurship within Cultural and Creative Industries in Sumbawa?. How does the university play a role in amplifying the potential of entrepreneurship within Cultural and Creative Industries in Sumbawa? and what is the university ecosystem in fostering entrepreneurship within the Cultural and Creative Industries?

The purpose of this study is to explore the ecosystem created by higher education in Sumbawa to foster entrepreneurship and examine if it is compatible to incorporate the creative and cultural sector, an emerging economic force that is growing worldwide but not in the region. The research aims to make a contribution to help to reveal the unarticulated needs. The research aimed to identify the role of higher education in fostering entrepreneurship in Cultural and Creative Industries in Sumbawa Regency, West Nusa Tenggara, Indonesia. The study focused on the ecosystem of one institution of higher education in the region namely; the Sumbawa University of Technology. For this reason, the findings of this investigation are not apt to make generalizations but are limited to the study area.

This ethnographic study used selective interviews with representative authorities, on-site observation, and document analysis. Although the findings are significant, some factors that limited the study among them are the time frame, the language, and scarcity of scientific research. The object of study can be approached multidisciplinary and incorporate different sources of data to enrich the findings of this research.

This study was conducted from June until December 2021, on-site. The researcher acknowledges that with the ethnography approach the study can fall into certain subjectivities inherent to humans, but hopes it will set a precedent for

future academic studies on cultural entrepreneurship in Sumbawa.

LITERATURE REVIEW

A study conducted by Zukauskaitė (2010) proves that the influence of Universities goes beyond the Technological Industries and has a direct and indirect impact on the Cultural and Creative Industries. shows that there is knowledge transfer between the firms and the academic world, in a direct way through employment, and in an indirect way through scientific publications that are of outstanding value for these industries. The university plays a fundamental role in promoting innovation and is an important factor in the exchange of knowledge.

The work of Ondieki and Achieng' Akuno (2017) points out that courses in line with industrial demands improve creativity and consequently economic performance, leading to the appearance of cultural heritage. Effective curricula are described as that made by the departments by learning the needs of the Industry. Learning and teaching practical units which involve the community and industry are considered fundamental as well as offering programs based on the experience and knowledge of the learners. It was recognized that there is an opportunity for higher education to play an important role in the Cultural and Creative Industries.

Durufélé, Hellmann, and Wilson (2018) understand that there is an emerging phenomenon where universities change their perspectives on entrepreneurship. They understand universities as centers of innovation, where there are spaces for creators, accelerators, and joint work centers. The research focuses on leading universities considered as role models. And the observations suggest a growing number of universities are adapting many types of entrepreneurial initiatives and their local ecosystems are welcoming their efforts. The article suggests that there are 3 phases where the university plays a fundamental role in relation to entrepreneurs, Firstly, Inspire; through mentors, accomplished alumni, lecturers that motivate the students. Secondly, Involve; where the university not only teaches abstract concepts. Thirdly Accelerate; where the university shows the impact, for example identifying new products and services, accelerator programs, incubators, or links with investors amongst others actions. The universities are thought of as agents of impact on entrepreneurship, but they are not always in a harmonious way. There are points of friction between the entrepreneurs and the university, the authors broadly mention the following Ideological; divided by concepts and understandings.

Pedagogical; differences of belief about

what the university should teach. Control; bid for control of resources. Bureaucracy; slow processes.

The study by Heaton, Siegel, and Teece (2019) took 3 world-renowned universities as a case study, to illustrate how universities can actively stimulate growth and renew their regional innovation ecosystems in ways that support their other core education and research missions. The local presence of a university is desirable but not necessary for the emergence of an innovative ecosystem. Another characteristic mentioned in this article is the business's ability to identify new emerging fields and invest in research around them. Innovation ecosystems are presumed to evolve through 3 phases, namely: Initial or liftoff stage, development and stability, and decline or renewal. Low density, limited identity, and few bonds are exhibited in the initial stage. At this stage, the university can help create the preconditions for earning a research presence. In the subsequent stage of development, it occurs when the foundations are laid, greater employment and links with different sectors can be observed. Within this stage, the role of universities is highlighted in helping the free flow of information and knowledge throughout the ecosystem. The university campus itself is a neutral and non-commercial zone where ideas and knowledge can be shared, discussed, and debated. During this stage is where universities foster the entrepreneurial spirit through training, incubators, accelerators, and coaching among others. Moreover, the university can offer guidance on technology transfer. The third and last stage is called renewal where the university is understood as an agent of change, open to change, and evolving along with markets and technologies.

Oksanen and Pirjo Sta^ohle (2013) the physical environment is recognized as an important factor for the creation of knowledge and learning. The authors affirm that physical space is among the required sources for innovation. The findings of the research present five characteristics of the innovative space: enabling collaboration, modifiability, intelligence, the reflection of values, and attractiveness. Innovative spaces should be seen as catalysts for an organization's ability.

A study conducted by Summatavet and Raudsaar (2015) has demonstrated the need to support cultural entrepreneurs in rural areas through education involving various levels, companions, trainers, mentors. The authors state that key factors in the entrepreneurial learning process should focus on personal skills, experiences, capacities, and motivations. Entrepreneurial education and the learning process are essential to developing an entrepreneurial culture.

An investigation was carried out by Vasilk (2012) with the aim of clarifying the possibility of developing and implementing the concept of

cultural entrepreneurship in a rural environment and how cultural industries are developed in remote areas. It is of relevance to the investigation, as Sumbawa is essentially a rural area. It is highlighted that the appreciation of local culture, history, and heritage are some of the important factors in the long-term sustainable construction of cultural and creative ventures in rural areas, as well as the possibility of retaining young people through job creation in creative industries.

A publication made by Nurjihadi & Firdaus (2021) proved that many inhabitants of the regency are interested in becoming entrepreneurs. Also, this study shows despite the great interest in Sumbawa society to become entrepreneurs, the respondents lack knowledge in the legal aspects resulting in them being relegated to informality and being self-employed workers driven by necessity, without qualifications or capital.

Eroglu (2011) in his research he analyzes different definitions made by expert academics in the area and concludes that entrepreneurship includes risk, innovation, and critical thinking. According to the author, an entrepreneur is one who creates, innovates something recognized, and perceives them as opportunities, accepting the risks that this implies. Also, the academic suggests that the concept varies depending on the country since entrepreneurs reflect the dominant values of the national culture. Following this line of thought, Wingham (2004) in his study, made an analysis about the concept and its implications through history. The author deduces that entrepreneurs are economic and social “actors” to the era of activity, and he describes 3 characteristics that persist through time in entrepreneurship: innovative, potentially risky, and pushing knowledge to the limits.

UNESCO recognizes the creative industries as an increasingly important component of knowledge-based post-industrial economies. They do not only contribute to economic growth and job creation but also act as a vehicle in the transmission of cultural identity. It is necessary to underline how the Cultural and Creative Industry in Indonesia has been conceived and its implications in recent years. President Joko “Jokowi” Widodo issued Presidential Decree No. 6/2016, paving the way for establishing the Indonesian Creative Economy Agency, a non-ministerial agency dedicated to assisting the President to set, coordinate and synchronize creative economy policies. The creative economy in Indonesia is also measured and defined by 16 creative industries.

RESEARCH METHODS

The data in the research are behaviors, perceptions, systems, dynamics, and documents reflecting the reality of Higher Education in

relation to the Sumbawa Entrepreneurship in the Cultural and Creative Industries. The method for the study is based on ethnography and focuses on one of the educational institutions of the region, namely the Sumbawa University of Technology, and their role with the Entrepreneurship in Cultural and Creative Industries. The researcher’s observations provide an important contribution to the analysis of this research, that cannot gather with statistics studies. The observations focus on the behavior of the educational institution and the social context, the environment, and the functioning of the educational system. Tools used to develop the study were notes, annotations, which were made throughout the 14 months that the researcher lived in Sumbawa, immersed in the education system. With this approach, it was expected to identify issues that may not have been found in a usability test.

The interviews were chosen as a means of data collection, the key informants are directors and department heads of the educational institution, with decision-making power and representation. Those who with their vision guide the successes or failures of said institution. The semi-structured interviews were not designed to generate representative units in a statistical sense, but to enhance the understanding of higher education in applying entrepreneurship in the cultural and creative industries. Some of the interviews were held face to face with others through online platforms, almost all were recorded, the language of the interview was Bahasa Indonesia and later was translated into English to get a better understanding for deeper analysis, with the exemption of 2 interviews that were conducted in English. The decision to use a qualitative analysis allowed for inductive reasoning and gave the chance to the interviewer’s authorities of the institution to express their opinions which help us to gradually understand their perspective, how they relate to entrepreneurship in the cultural and creative industries

Regarding the documents used for the research of this work, a content analysis of the strategic plan “*Rencana Strategis 2020-2024*” of the Sumbawa University of Technology was carried out. In order to determine if the entrepreneurial activities carried out by the institution are in accordance with the strategic plan. In the same way that the aforementioned data was coded and categories were created to obtain a uniform result that allows the subsequent triangulation and corresponding analysis that answers the questions of the present investigation.

The transcripts were divided into segments, labeled with codes, and collapsed into categories. Coding based on themes was implemented to help the analysis identify and interpret recurrent and emergent themes. Pre-

set codes were set before and during the data gathering procedure while emergent codes were considered later in the analysis and interpretation. Gathered data was analyzed vis-à-vis reviewed literature and theoretical framework. Themes or categories were synthesized to organize the analyzed data. During the analysis, the triangulation method was implemented to ensure internal validity.

RESULTS AND DISCUSSION

Talents

Summatavet and Raudsaar (2015) affirm that the knowledge and skills of people in rural areas need educational support to convert those skills into sustainable businesses. For these reasons, it is necessary to identify people's abilities and talents, to encourage the creation of ventures based on their knowledge, talents, and abilities. From the data analysis can be inferred that there is no uniform view of talents among community members. However, it is necessary to identify the talents to design activities that stimulate and strengthen the skills, knowledge, experiences, and interests to promote new ventures based on local talents. Duruflé, Hellmann, and Wilson (2018) in their study distinguished 3 phases where the university plays a fundamental role with the entrepreneurs, being the first one "Inspire" where the university motivates learners, through guest speakers, lecturers, accomplished alumni among other strategies.

Potentials

The sources of data show that natural resources are conceived as the main potential source. Alternatively, the observant introduces the cultural legacy as one of the potentials, that based on academic literature can be the element that distinguishes them from other businesses. The cultural legacy of Sumbawa is immensely rich and there are infinite possibilities of developing ventures within the Creative and Cultural Industries which are related to each other. The researcher noted that the local culture has not yet been considered as a source of development, capable of generating profitable ventures that contribute to tackling unemployment. Sumbawa's cultural legacy has the potential to develop multiple ventures within the Cultural and Creative Industries.

Organizational Values

The data shows a shared and transversal vision regarding institutional values. The institutional values are not opposed to the characteristics of entrepreneurs indicated by Eroglu (2011), namely; Creative - Innovative - Visionary (who perceives an opportunity)- Adventurousness

(risk-taking). On the contrary, many of the institutional values are complementary with the entrepreneurial spirit, for example, Adaptability, Flexibility, Inclusiveness, Transformity. In short, the institution has solid and well-defined values that are accepted by the majority of the educational community.

Enabling Infrastructure

The strategic planning document highlights the need for facilities and infrastructure that promote learning, such as laboratories and creative spaces, all the interviewed agree with the lack of creative spaces inside/within the campus environment. Key informants mentioned some incipient spaces but it is not sufficient. Extensive academic literature has provided evidence that the physical environment is an important factor for the creation of knowledge and learning. although the university has many green areas, it lacks creative spaces equipped with technological resources that encourage creativity among community members, being a necessary resource for the creation of innovative ventures. However, the university is in continuous growth, in a short period it has built multiple infrastructures to house and improve the educational quality of the region.

Institutional Behaviours

The concept "Organizational Behavior" is broadly applied to the examination of individual and collective behavior inside the faculty members, ultimately to improve the organization where the ecosystem to promote entrepreneurship is sustained. Based on what is extracted in the interviews with the university authorities, there is a tone of agreement on the importance of promoting entrepreneurship within the educational community that contributes to improving the quality of life in the community and reducing unemployment. However, there is no uniform position regarding entrepreneurship in the Creative and Cultural Industries sector. Thus, it is necessary to identify the elements that make up the institutional behavior to improve the performance and reduce the possible conflicts between the parties in order to generate the appropriate conditions to promote the entrepreneurial spirit.

Academic Governance

The university aims to be a center of research that makes substantial contributions to the academic world and society. From the interviews carried out, there is a consensus idea that the academic activities planned and implemented have the aim of generating new entrepreneurial projects. Apart from this, it is highlighted that students are put at the center of the activities through flexible curricula based on elective courses, extracurricular

activities, and competency courses. The authors Ondieki and Achieng' Akuno (2017) states the importance of personalized studies based on prior knowledge and the experiences of the learners for the promotion of entrepreneurship. This idea is also shared by Summatavet and Raudsaar (2015) where it suggested that key factors in the entrepreneurial learning process should focus on personal skills, experiences, capacities, and motivations.

Altogether the observations of the researcher and what was exposed in the interviews denote an insufficient evaluation and implementation of activities concerning language. Due to the fact that the university training in language skills does not meet the needs of the market yet. The results suggest that the institution is led by strong leadership and has the possibility of optimizing efficiency and effectiveness principles that make good governance. Improving the monitoring and follow-up system will help the decision-making process based on evidence in order to channel the entrepreneurial spirit. At the same time, the flexible curriculum mentioned by the authorities of the university has a positive impact on the entrepreneurial ecosystem by promoting the interests and skills of the learners.

Dynamics

From the data analysis carried out, several key elements are observed regarding the educational institutional dynamics in relation to the support, promotion, and development of Cultural and Creative ventures in Sumbawa. The strategic plan, the authorities interviewed and the researcher's observations, agree with the commitment assumed by the institution with the communities. there is a vision among the faculty members that conceives entrepreneurs as factors of change that are capable of generating economic development in the region. It is compatible with the institutional values, and it is expressed in the academic activities planned to promote this entrepreneurial spirit. However, there is no unanimous position regarding entrepreneurship within the cultural and creative industries.

The data analysis shows a series of inconsistencies between the components that do not allow to maximize the entrepreneurial activity within the university. The processes are perfectible, moreover, the institution of higher education's challenge is to find consensus and unity in the purposes, and to ensure adequate resources so that the actions have continuity and achieve the desired impact. Heaton, Siegel, Teece (2019) states that innovative ecosystems evolve through 3 stages following these criteria, the entrepreneurial activities implemented by the Sumbawa University of Technology are relatively new. Therefore, it would be naturally considered in the initial phase. However, some of the entrepreneurial activities

correspond to the second phase of the ecosystem, the "development, and stability stage". To clarify this statement we can mention the following example: the incipient business incubator that has been implemented without previously ensuring the necessary structure for optimal results.

The university by nature is in a constant change where the institutional leadership leads to openness and adaptability to new circumstances, showing great flexibility, but sometimes coalition with the scarce resources available. In the midst of them; internet accessibility, lack of technological resources, and creative spaces, among others. In summary, the values and the will of the institution are in accordance with the entrepreneurial spirit, for the university ecosystem to be in a position to incorporate and foster the emerging phenomena of cultural and creative ventures, the results suggest that some adjustments should be made in institutional behavior, academic governance, and the results will be reflected in institutional dynamics.

CONCLUSION

This qualitative ethnographic study aimed to identify the role of the institution of higher education in amplifying entrepreneurship in the Cultural and Creative Industries in the region. The study used data extracted from observation, document analysis, and selective interviews that reflect the state of an entrepreneurial ecosystem within the university. The research suggests that the institution sees entrepreneurship as a means to achieve social progress and improve the local economy. The institution has undertaken a series of activities to promote the entrepreneurial spirit. These activities are relatively new and the results are not yet substantial. The incipient ecosystem promoted by the university is in the initial stage, with solid values and the will to generate a positive impact. UTS has the potential to be the catalyst for the emerging phenomena of entrepreneurship in the Cultural and Creative Industries based on the local talents and local potentials. Promoting Cultural and Creative endeavors in the region is a task that adds additional burdens and challenges to the institution but brings benefits for the university since a vigorous local economy attracts new talents, which are the base of resources for the university.

Recommendations for Educators and Policymakers.

The results convey the need for further research on the subject addressed in this study in order to design educational strategies that foster the development of entrepreneurship in the Cultural and Creative Industries in Sumbawa. The research suggests identifying the talents of the learners and designing activities to stimulate them in order to

transform their skills, knowledge, experiences, and interests in new prosperous ventures based on local talents. Furthermore, it should be followed by solid monitoring, follow-up, and evaluation systems to support the planning, and evidence-based decision-making.

To reduce possible friction between entrepreneurs and the university, it is recommended to optimize the institutional dynamics by promoting collaborative work, decentralizing the decision-making process, sharing technical knowledge and responsibilities among members of the institution. Finally, based on the previous readings, the researcher recommends the creation of a creative space that is attractive, accessible, and equipped with new technologies to promote creativity and innovation since they are the force of entrepreneurship.

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