

The Relevance of Intellectual Call and Entrepreneurship Soul for Welfare Reason of Indonesian Lecturers

Budi Sulistiyo Nugroho¹, Sudarmo², Jemi Pabisangan Tahirs³, Achmad Nur Komari⁴,
Afriantoni⁵

¹Politeknik Energi dan Mineral Akamigas (PEM Akamigas), Indonesia

²Sekolah Tinggi Ilmu Ekonomi Balikpapan, Indonesia

³Universitas Kristen Indonesia Toraja, Indonesia

⁴Universitas 17 Agustus 1945 Banyuwangi, Indonesia

⁵STIE Graha Karya Muara Bulian, Indonesia

Email: nbudi.nugroho@gmail.com¹, sudarmo@stiebalikpapan.ac.id²,
tahirsjemi@gmail.com³, ankomari58@gmail.com⁴, tony_afriantoni@yahoo.co.id⁵

Abstract: *Our study aimed to identify the relevance of intellectual improvement and jump to entrepreneurship as reasons for extra income for lecturers in Indonesia. The reality in the field is that it is often the case where many individual lecturers in Indonesia have concurrent jobs, between the commitment to become academics for intellectual development idealism and part-time work as individual entrepreneurs in various non-work sectors outside the academic domain. For this fact to be scientifically proven, we conducted a series of data collection, including field observations, a review of national and international publication journals, and other literature that discusses the double standards of the profession for campus intellectuals. Furthermore, we analyze the phenomenological approach and in-depth interpretation to find answers and assumptions to this study's questions. To simplify this study's objectives, we chose a qualitative design of the data with the Google Scholar online database and Google search. We talk with keywords, for example, "academic calling," "intellectual enhancement," "entrepreneurial spirit," "additional incomes," and "Indonesian lecturers. After conducting in-depth analysis and consideration of other scientific evidence data, it can be concluded that there is a balanced relevance between the desire to remain academic and an intellectual vocation with an entrepreneurial spirit among lecturers and teachers in Indonesia.*

Keywords: *Academic Call, Intellectual Commitment, Entrepreneurship Soul, Extra Incomes, and Indonesian Lecturers.*

1. INTRODUCTION

Lecturers are professional educators who work in particular higher education institutions that require them to have the primary function to teach students and develop and disseminate science, technology, and art. As scientists, lecturers need to regularly publish scientific papers and research results. (Suriansyah et al., 2019; Eisenberg & Miller, 1987; Ma et al., 2007; Matzler et al., 2008; Hifza & Aslan, 2020; Hifza et al., 2020). Per the legislation in Indonesia Law No. 15/2005 section 1 subsection 2, instructors are professional academics and researchers with the main task of creating, developing, and publicizing science, innovation, and humanities through instruction, research, and community service. The main reason for becoming a university professor would be that this can be gratifying work. Anyone can chat about a subject that they like. Any could see college students' love for their topics growing, enhancing their academic success, and guiding them in their future careers.

Taylor & Keeffe, (2001) the 20th century is a century in which all sciences in all fields have grown. Human beings are expected to obey the modifications that exist. The communication and information field has undergone significant changes. Improvements in data make the world appear smaller and smaller, so anybody can obtain information quickly and efficiently, anywhere, anytime.

Meanwhile, changes in communication make the distance as if it has no boundaries at all. The changes that have occurred in the 21st century have also brought about complex problems. Humans' problems in the 21st century, such as global warming, global economic crisis, terrorism, racism, human trafficking, low multicultural awareness, and disparities in education quality, are essential. This time was also marked by increasing intense rivalry among countries and between nations in different fields. Every one of these issues suggests that sophistication in preparation for both definition and implementation is required to shape superior human capital to embrace the 20th century. (Maga & Simak, 2016; Ganayem & Zidan, 2018).

The academic world faces the challenges of the 4.0 age of industrialization. Putra et al., (2020), Putra & Aslan, (2020) stated that now we are entering a new era where people called industrial revolution 4.0 and education transformational and technological innovation of human learning and work. This age has significantly uplifted the economy, changing the industrial world, society, and generational preferences, and radically changing the world's face. Training qualified human capital for adaptation in the modern period is the current and future problem in education. In order to be ready for the industrial revolution 4.0, Maryanti et al., (2020) ensured that educational institution requires a tactic of the instructor to prepare students for the Industrialization 4.0 with multiple competencies expected, including the ability to solve (problem-solving), adaptability, teamwork, leadership, and innovation and creativity. In specific, however, campuses and professors' important task is to produce students who become "human learners" or long-life educators.

Similarly, Siegel et al., (2003) explained that universities need to effect organizational practices on the relative productivity of transfer operations for academic innovation to win the global competition. They also said that professors in the university must be able to do a great deal of exploratory research, of course. Many things are better known to Generation Z

than the lecturers. Generation X previously required one week doing a college task, with the current generation only taking half an hour with the existing media. Educators need the courage to dare to think back on their role at the front of the class.

The statement "teacher is indeed correct" is no longer valid in today's digital era. The responsibility of professors or academics is to have guidance and become a guide for educators' numerous news learning not to proceed to counter-productive outputs in change. Von Schomberg, (2013) claimed it before and after 2002 academic standardizing in Europe and the lecturers' power function? They added that an academic should be a better workforce with vital innovation to support other younger academics to productive and respectful. In other words, lecturer or professors should produce innovative, creative students can respond to feedback from reliable resources, and according to science conduct and standards. It is anticipated that a 'contemporaneous' community will develop from here who will react with quality and dignity to any challenge in the generation.

Furthermore, Barrett et al., (2014) stated that the lecturers are required to upgrade themselves to also be competent at all times. Because the professor's task cannot be isolated from education, research, and community involvement, the lecturer should have the expertise to carry out these primary tasks. Lecturers or professor must, for example, be active in writing, actively conduct research, actively perform scholarly efforts in the area by community work, or dare to express that opinion by providing advice or social interaction in compliance with their professional degree. Lecturers must, therefore, still be hungry for knowledge from anywhere, including from the students. We also have to realize that professors are not supreme beings of knowledge - all information, maybe student-centered-learning is the modern paradigm of learning. Somewhat, this implies that students must be provided the ability to prepare according to their studying style. There is inductive reasoning.

Some may be excellent at theoretical learning; some with intuition and research papers are better at teaching; then some want to learn by practicing. The lecturer serves as just a facilitator, a motivating factor, not a god of knowledge. Nilsen, (2009) advised that the information sources and knowledge are now plentiful, that is. Databases, journals, videos, forums, blogs. Is it possible for the lecturer to learn but instead pass on all the information to the students? If all information is forced into a single portal: lecturers, the teachers may become a constraint.

Full-time pay, but part work is done. This is a total true expression for some conditional. However, the component job is compensated for by government employee lecturers. We often hear this, then let go to a high school or university to prove and check how often an educator or professor functions, and we can find out, like most professions, professors and teachers do not show up for work every day. They only come if classroom hours are available. The trend of appearing mostly during teaching hours turns out to be routine everywhere, based on observations in various regions. As mandated by the government employee working hours regulations, neither of the high schools I visited enforced 40 hours per week. As well as the reason?

Moreover, that is a "framework." This behavior is permitted, so the educator/instructor's salary is low so that educators are 'obligated' and provided the state the chance to 'moonlight.'

Furthermore, we know this is a practice done "nationally"! It feels like 'shadows' are only permitted for government employee teachers.

In any other country, no such practice exists. Sulisworo et al., (2017) found that every school teacher serves one more full-time college. As just a public servant, how much is a friend's income? He said it as a government employee, his salary. It is a small one, and he earns just about Two million a month. However, if looking at the little work time, the wage becomes too high for 2 million. Compared to Malaysia, a young hire receives a salary around if we convert it to rupiah, 7.4 billion. The educators often tell users to complain that the salaries of Malaysian educators are far better than mine. However, there was another fact they are not aware of, the instructors on For forty hours a week, Malaysians have had to work. It is 40 hours a week from 8 am to 4 pm, indeed. As almost every employee in a company. So, compared to the actual salaries of educators in Indonesia's wages are much higher than those of educators. The salary does not reflect up to a quarter of the compensation of the Malaysian teacher professor.

Safaria et al., (2011) observed that among university academic workers, age, education level, employment history, academic form, and job demands: a correlation between Indonesia and Malaysia's context. Each day, only headteachers or university institutional authorities arrive. Someone else loves to enjoy the 'full-time job wage' of a part-timer. It is enjoyable. The professors of Malaysian that mentioned the Indonesian "part-time" activity to earn extra income is correct. They became amazed but could not stop thinking about how to do this type of practice globally. It is excellent for instructors as they function even less for educators when they work very little. That will be upset, and their comments are really, "What good can college have if you do not participate each day. Who tends after the slave owners.

Another of the things that make Indonesians amazed by the profession of lecturers due to various their dedication, research, and initiative in progressing and developing education, and also preparing and producing superior generations throughout the future, would be that the lecturer career has a role that needs consideration in this country. Nadeak, (2016) said that cultural institution influences management and career satisfaction and corporate responsibility. This applies in academic operational in conduct lectures at most universities in Indonesia. Among several other professions, the lecture career has a high social status in society and a noble profession. Noble, because of his duty to empower s young generation with knowledge.

However, even though they have a social status that is carried and a glorified profession, they are not directly proportional to welfare, especially lecturers who work in private universities as there are still many live below standard or are not prosperous. This fact can be seen in the financial ability of the lecturer, which is relatively weak. Private lecturers' welfare depends on the amount of salary they receive to take home (take-home pay). It is different from the salary of civil servant lecturers who already have the government's standards. The salaries of private lecturers vary widely because it depends on the private university's ability to pay all lecturers and their employees. The significance of financial and non-financial incentives for professors' professionalism and productivity was reported by Idris et al., (2017). They said that lecturers have a social status and a glorified profession; they are not directly related to healthcare,

particularly lecturers working in universities; some still live far below the norm or are just not affluent. (J. W. Willison, 2012; J. Willison & O'Regan, 2008; J. Willison & O'Regan, 2007; Rinarta et al., 2017:2018).

This fact can be seen in the financial ability of the lecturer, which is relatively weak. Private lecturers' welfare depends on the amount of salary they receive to take home (take-home pay). It is different from the salary of civil servant lecturers who already have the government's standards. The salaries of private lecturers vary widely because it depends on private universities' ability to pay all lecturers and their employees Yuwono & Harbon, (2010) recorded that lecturers who join a campus with many students and a large private university capital will receive a decent salary and allowances. (Rachmawati et al., 2020). It is also undeniable that in several private universities that are quite advanced and have humane administrators, a lecturer will receive a fairly decent salary and teaching fees plus various fees such as guiding services, testing, etc. However, not all lecturers have the opportunity to join a good private one. Some lecturers are "forced" to work in private universities, which only pay lecturers as little as possible. There are private universities that pay IDR50 thousand per entry with a load of 3 credits. Imagine that for 1.5 to 2.5 hours, the lecturer who already holds a master's or doctorate is only given a wage of 50 thousand rupiahs.

This condition is what calls us to find the relevance between intellectual vocation and idealism to serve the nation with the fact that the search for the welfare of academic lecturers and hone the entrepreneurial spirit as a reason to fulfill their life needs with the term extra income for Indonesian lecturers, the majority of which are private universities and other institutions that are not fully supported by the government. The difficulties of teachers and lecturers in Indonesia's education system are illustrated on many occasions. (Rohman, 2016; Aslan, 2017).

2. METHOD

Studies on the relevance of vocational and intellectual idealism for academics, especially lecturers and honing the business world's entrepreneurial spirit, are reasons to seek additional income input to continue living in Indonesia. To prove the assumption that these variables are related, we have compiled preliminary readings and are supported by national and international published literature. Furthermore, we study it with in-depth analysis under the guidance of a phenomenological approach proposed by Alase, (2017) notes that even a guide to qualitative research is how to look at problems and information in the phenomenological analysis. Technically, we chose to search for data online, search assisted by Google engine, Google translation, and Grammarly applications to ensure that writing meets scientific requirements for publication journals. As for what we searched with keywords, for example, "lecturer idealism," "intellectual call," "part-time lecturer," "additional income," and "qualitative investigation." All search processes and data analysis procedures are carried out to obtain answers to research questions with valid and reliable findings.

3. RESULT AND DISCUSSION

Between academic task or intellectual call

Dallyn et al., (2015) said that professionals in the academic field, such as lecturers, must have high ideals who always help students and public engagement in highly disciplined universities. Skills and public intellectuals in academics such as lecturers with their expertise in academic careers. They suggest that smart professors should work to go beyond the norm and not to the sometimes shackled academic institutions' requirements wherever necessary. Public academics are explored as essential but unpleasant to contemporary academic life. This figure is often viewed with suspicion as a technical specialist. Finally, they conclude that the professional conception of academics that is as ideal as possible can inform many scholastic activities rather than business people who are absorbed in managing profit and loss in their lives.

According to Ang, (2016) Stuart Hall, and the conflict regarding academic work and academic role in life, the dilemma to become an academic professional or intellectual purpose in life is good. Stuart Hall chose his career path in various political-intellectual positions which continued to advance, observing all the conjunctive patterns of revolution in the West since the early 1960s. He played his role as an intellectual and academic, which has developed significantly since his career. The reason is that the university he sees has always been corporatized. This paper's findings record the evolution of dedicated academic and intellectual careers by tracing the paradoxical habits of cultural studies and Hall's end at the end of his life career who chose to become intellectuals - ideas are not just academic tasks.

Mamdani, (2016) study of between being a public intellectual and a dedicated scholar has added new thinking to the decolonization process and many post-independence initiatives in African higher education. These findings address epistemological decolonization, including the knowledge revolution as well as the university's institutional locus. It examines the post-independence reforms of higher education in countries on the African continent, which went on for two waves. This begins by raising the concept and principles of higher education institutions' institutional use in the West and Africa. These findings also understand the role and differences between academic career for society and real scholarship, not a limited academic person.

There are still findings of the real science lecturer career and academic career. The study of Smith, (2010) can add new insights in which he focuses on public policy and financial support - preparing dedicated academics and problems in proper intellectual space. Kajaani Smith focuses on collective reflection on the role of scientists in public. He responded directly to Michael Burawoy's suggestion that intellectuals should 'think of themselves as social beings to themselves or too many people.' His findings reveal that what grows in producing an understanding that is 'ideal in educating the public' by reducing academics' role, which is rather collective. Thus intellectuals can provide themselves with a space in which strategic and transformative thinking can continue. These intellectuals' claims strongly support Edward Said's thoughts, who say that the creative environment and intellectual intelligence in social studies are increasingly being marginalized. His paper concludes that all academics should contribute to the deep concern of how the journey of seeking support for

research funding prepares academic work and supports positive interactions between science projects and public policy.

Extra incomes as entrepreneurial career reason

The price of success? Hoskins, (2010) tells of three working-class female scholars in England. These findings evaluate how well the constructs, perspectives, and career success expectations are for three leading-level academics that shape race and sexuality. Nearly all three came from a white background, from among the workers. They were asked whether they would work hard with all the risks of disrupting their academic career? Their answer is correct if they have to work hard outside the campus to earn money to meet their college needs.

The most dominant response for junior researchers to develop future careers is frequent exposure to stress-related to future work, job career mismatch, and income. Their study stated that most respondents stated that they wanted to work in academia for five years. However, some will also choose a career outside of academics. Further analysis of Responden's answers highlights the choice of academics who are highly committed to future work careers in the intellectual and academic fields because they have a very unsure view of working in academia. As a result, they leave the world of academic careers to become a solution when the latest discussion on career issues and income is related to junior academics' career paths after graduation. (Aarnikoivu et al., 2019; Torres & Jansen, 2016; Bandaranaike, 2018).

Kolvereid, (1996) examined the work of higher education organizations and entrepreneurs outside of academics on the grounds of career preference plans and income. The classification system described for choosing self-employment with a job focus was developed by this study that income is the primary choice. Moreover, using a closed approach, data were collected from individuals who had obtained master's degrees in business from Norwegian and overseas business schools during 1990–1999. The classification system that emerged questions the relevance of the previous version, which was valid.

Why do scholars interact with the business sector? D'este & Perkmann, (2011) answered that community college careers are not chosen by those with a high entrepreneurial spirit who are motivated by the drive of human life. Many academics have gone into the industry to advance their careers and research to commercialize their knowledge because academics are not responsive. The formation of a spin-off industry was motivated exclusively by commercialization and a more promising future. Collaborative research, consultant and contract research, and short and long term contracts are in great demand by research and commercial related motives. Their study recommends that policies consider various incentives and broader inputs to promote positive interactions between academics and industry so that academics are not motivated to leave institutions to hone public intellectuals.

McGehee & Kim, (2004) examined the agro-tourism entrepreneurial motivation of several alumni who had started careers in academics. Their study wanted to determine the strong motivation for agro-based entrepreneurship among the Virginia community who had graduated from college. As an alternative theoretical framework, Weber's principles of structural and practical rationality are used. Because the agricultural project is the most

successful, the agricultural community from all sectors is happy to have a career in private farming, picking their food, selling Christmas trees at high prices, commercial carnival rides, and educational services for the surrounding community for children, easy zoos. Commercialize, or festival. The point is that most of them want to live in the agricultural industry for many reasons of convenience and welfare compared to academic careers.

4. DISCUSSION

It is repeated once again that this study has a specific objective: to understand the relevance of lecturers' intellectual calling in Indonesia and commercial reasons for fulfilling life welfare. Other literature that we visited, mostly published reports and international literature, can understand that lecturers and teachers have high relevance to leaving their main task to increase income with various entrepreneurial activities financial and commercial reasons. However, behind their efforts to enter the world of business for financial reasons, they are intellectuals who are highly dedicated to being academic, pursuing concurrent careers; between intellectuals and business people because they like doing business and the demands of life. This study is also confirmed by Bowen, (2013) with the issue of studying entrepreneurs' social roles.

Despite the facts from Meyer, (2011) who examined the reinvention of academic entrepreneurship is essential. The authors say the spirit of entrepreneurship education must be carried out for a dedicated professor caliber. His paper on entrepreneurship education is superlative and should be read by a dedicated teacher. The author assures that any small business still needs management efforts to be well managed to remain in line with the academic career world and intellectual vocation.

As an illustration of the importance of being a genuine intuition, Antonio Gramsci, in his book *Prison Notebooks*, said that all human beings could become intellectual content, but not everyone becomes intellectuals in social and social functions. Gramsci meant that intellectuals in social function are those in whom every human being has intellectual potential with his mind and mind, but not many intellectuals have the function to serve society. So it can be understood that by becoming a career as a lecturer, that human has the opportunity to devote himself as a teacher, enlightening the public with skill and commitment as an intellectual vocation. This is in line with Reckers, (2006) thoughts with viewpoints mostly on initiatives for just a generally accepted financial reporting model: a remember waking call for academics.

We can conclude our results that the intellectual and entrepreneurial spirit is still essential for academics to have. Those are the main points being a vocation of intellectuals with a high entrepreneurial spirit of lecturers in Indonesia who must be cared for and balanced to produce a balance in the form of a combination of intellectuals and dedicated business academics for the sake of a prosperous life. So we can end this discussion by recommending the importance of a balance between the entrepreneurial spirit and the intellectual vocation to foster academic careers so that their development is balanced and relevant. Caradonna, (2012) provides insight into how it is applied in the field between winning academic prizes and the culture of educated people with high intellectuality.

5. CONCLUSION

We are ending this academic study of business to find a new understanding of the relevance of academic careers and intellectual enhancement through entrepreneurship as a reason for additional income for academics in Indonesia. Field facts and observations often occur that many public servants such as lecturers and teachers in schools who have jobs and double commitments between the commitment to become a career academic for the idealism of factual intellectual enhancement and part-time work as entrepreneurial connoisseurs in various sectors outside the academic pathway. Considering the results of the study and analysis of data and evidence of the study, we can conclude that there is a relevance between the intellectual vocation of the campus and high entrepreneurial people to improve the welfare of life. Therefore, based on this data review, we recommend the importance of balance and high relevance to maintain higher education institutions' intellectual vocation and dedicated business people in a balanced manner.

Acknowledgments

We are the first author and co-author to thank all who contributed to this project from inception to completion. They include work colleagues, senior lecturers, who have become friends in the discussion and editing of the writing language. Finally, thank donors and sponsors from the Ministry and research so that this paper can be carried out on a targeted basis.

6. REFERENCES

- [1] Aarnikoivu, M., Nokkala, T., Siekkinen, T., Kuoppala, K., & Pekkola, E. (2019). Working outside academia? Perceptions of early-career, fixed-term researchers on changing careers. *European Journal of Higher Education*.
- [2] Alase, A. (2017). The Interpretative Phenomenological Analysis (IPA): A Guide to a Good Qualitative Research Approach. *International Journal of Education and Literacy Studies*, 5(2), 9–19. <https://doi.org/10.7575/aiac.ijels.v.5n.2p.9>
- [3] Ang, I. (2016). Stuart Hall and the tension between academic and intellectual work. *International Journal of Cultural Studies*, 19(1), 29–41.
- [4] Aslan. (2017). Pumping Teacher dalam Tantangan Pendidikan Abad 21. *Muallimuna*, 2(2), 89–100. <http://dx.doi.org/10.31602/muallimuna.v2i2.771>
- [5] Bandaranaike, S. (2018). From research skill development to work skill development. *Journal of University Teaching & Learning Practice*, 15(4), 7.
- [6] Barrett, M. D., Huber, J., & Reynolds, C. (2014). *Developing intercultural competence through education*. Council of Europe Publishing Strasbourg.
- [7] Bowen, H. R. (2013). *Social responsibilities of the businessman*. University of Iowa Press.
- [8] Caradonna, J. L. (2012). *The Enlightenment in Practice: Academic prize contests and intellectual culture in France, 1670-1794*. Cornell University Press.

- [9] Dallyn, S., Marinetto, M., & Cederström, C. (2015). The academic as public intellectual: Examining public engagement in the professionalised academy. *Sociology*, 49(6), 1031–1046.
- [10] D’este, P., & Perkmann, M. (2011). Why do academics engage with industry? The entrepreneurial university and individual motivations. *The Journal of Technology Transfer*, 36(3), 316–339.
- [11] Eisenberg, N., & Miller, P. (1987). The Relation of Empathy to Prosocial and Related Behaviors. *Psychological Bulletin*, 101, 91–119. <https://doi.org/10.1037/0033-2909.101.1.91>
- [12] Ganayem, A., & Zidan, W. (2018). 21st Century Skills: Student Perception of Online Instructor Role. *Interdisciplinary Journal of E-Learning & Learning Objects*, 14.
- [13] Hifza & Aslan. (2020). *The Model of Competitive Advantage Development in Private Islamic Education Institutions, Dalam BASA 2019: Proceedings of the Third International Seminar on Recent Language, Literature, and Local Culture Studies, BASA, 20-21 September 2019, Surakarta, Central Java, Indonesia*. European Alliance for Innovation.
- [14] Hifza, Juliana, Palapa, A., Maskur, & Aslan. (2020). The Strategic Foundation for Competitive Excellent Development in Integrated Islamic Primary Schools in Indonesia. *International Journal of Advanced Science and Technology*, 29(12s), 1747–1753.
- [15] Hoskins, K. (2010). The price of success? The experiences of three senior working class female academics in the UK. *Women’s Studies International Forum*, 33(2), 134–140.
- [16] Idris, M. H., Hamzah, D., Sudirman, I., & Hamid, N. (2017). The relevance of financial and non-financial compensation on professionalism and lecturers performance: Evidence from Makassar Private Universities (Indonesia). *Journal of Asian Development*, 3(2), 162–180.
- [17] Kolvereid, L. (1996). Organizational employment versus self-employment: Reasons for career choice intentions. *Entrepreneurship Theory and Practice*, 20(3), 23–31.
- [18] Ma, H., Cheung, P., & Shek, D. (2007). The relation of prosocial orientation to peer interactions, family social environment and personality of Chinese adolescents. *International Journal of Behavioral Development - INT J BEHAV DEV*, 31, 12–18. <https://doi.org/10.1177/0165025406073504>
- [19] Maga, D., & Simak, B. (2016). 21 st Century Lecturer—from University to Secondary and Primary Schools. In *Advanced Mechatronics Solutions* (pp. 231–236). Springer.
- [20] Mamdani, M. (2016). Between the public intellectual and the scholar: Decolonization and some post-independence initiatives in African higher education. *Inter-Asia Cultural Studies*, 17(1), 68–83.
- [21] Maryanti, N., Rohana, R., & Kristiawan, M. (2020). The Principal’s Strategy In Preparing Students Ready To Face the Industrial Revolution 4.0. *International Journal of Educational Review*, 2(1), 54–69.
- [22] Matzler, K., Schwarz, E., Deutinger, N., & Harms, R. (2008). The Relationship between Transformational Leadership, Product Innovation and Performance in SMEs. *Journal of*

- Small Business & Entrepreneurship*, 21(2), 139–151.
<https://doi.org/10.1080/08276331.2008.10593418>
- [23] McGehee, N. G., & Kim, K. (2004). Motivation for agri-tourism entrepreneurship. *Journal of Travel Research*, 43(2), 161–170.
- [24] Meyer, G. D. (2011). The reinvention of academic entrepreneurship. *Journal of Small Business Management*, 49(1), 1–8.
- [25] Nadeak, G. B. (2016). The Effect Of The Cultural Organization, Leadership, Job Satisfaction, and Organizational Citizenship Behavior Lecturer In The Christian University Of Indonesia. *Jurnal Ilmiah Educational Management*, 7(1).
- [26] Nilsen, H. (2009). Influence on Student Academic Behaviour through Motivation, Self-Efficacy and Value-Expectation: An Action Research Project to Improve Learning. *Issues in Informing Science & Information Technology*, 6.
- [27] Putra, P. & Aslan. (2020). PENGEMBANGAN BAHAN AJAR BERBASIS IMTAQ DAN IPTEK DI ERA REVOLUSI INDUSTRI 4.0 PADA MATA PELAJARAN SAINS MADRASAH IBTIDAIYAH. *Ta`Limuna: Jurnal Pendidikan Islam*, 9(1), 1–15.
<https://doi.org/10.32478/talimuna.v9i1.345>
- [28] Putra, P., Mizani, H., Basir, A., Muflihin, A., & Aslan, A. (2020). The Relevancy on Education Release Revolution 4.0 in Islamic Basic Education Perspective in Indonesia (An Analysis Study of Paulo Freire's Thought). *Test Engineering & Management*, 83, 10256–10263.
- [29] Rachmawati, M., Widjajanti, S., Ahmad, A., & Aslan, A. (2020). The English Camps as Method of Promoting Fun English at Elementary School Level in Indonesia. *Tapis : Jurnal Penelitian Ilmiah*, 4(2), 174–182. <https://doi.org/10.32332/tapis.v4i2.2563>
- [30] Reckers, P. M. (2006). Perspectives on the proposal for a generally accepted accounting curriculum: A wake-up call for academics. *Issues in Accounting Education*, 21(1), 31.
- [31] Rinarta, K., & Suryasa, W. (2017). Comparative study for better result on query suggestion of article searching with MySQL pattern matching and Jaccard similarity. In *2017 5th International Conference on Cyber and IT Service Management (CITSM)* (pp. 1-4). IEEE.
- [32] Rinarta, K., Suryasa, W., & Kartika, L. G. S. (2018). Comparative Analysis of String Similarity on Dynamic Query Suggestions. In *2018 Electrical Power, Electronics, Communications, Controls and Informatics Seminar (EECCIS)* (pp. 399-404). IEEE.
- [33] Rohman, M. (2016). Problematika Guru dan Dosen dalam Sistem Pendidikan di Indonesia. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 14(1), 49–71.
- [34] Safaria, T., Othman, A., & Wahab, M. N. A. (2011). Gender, academic rank, employment status, university type and job stress among university academic staff: A comparison between Malaysia and Indonesia context. *International Journal of Humanities and Social Science*, 1(18), 250–261.
- [35] Siegel, D. S., Waldman, D., & Link, A. (2003). Assessing the impact of organizational practices on the relative productivity of university technology transfer offices: An exploratory study. *Research Policy*, 32(1), 27–48.

- [36] Smith, K. (2010). Research, policy and funding—academic treadmills and the squeeze on intellectual spaces 1. *The British Journal of Sociology*, 61(1), 176–195.
- [37] Sulisworo, D., Nasir, R., & Maryani, I. (2017). Identification of teachers' problems in Indonesia on facing global community. *International Journal of Research Studies in Education*, 6(2), 81–90.
- [38] Suriansyah, A., Aslamiah, A., Noorhapizah, N., Winardi, I., & Dalle, J. (2019). The relationship between university autonomy, lecturer empowerment, and organizational citizenship behavior in Indonesian universities. *Journal of Social Studies Education Research*, 10(4), 127–152.
- [39] Taylor, H. R., & Keeffe, J. E. (2001). World blindness: A 21st century perspective. *British Journal of Ophthalmology*, 85(3), 261–266.
- [40] Torres, L., & Jansen, S. (2016). Working from the Same Page: Collaboratively Developing Students' Research Skills Across the University. *Council on Undergraduate Research Quarterly*, 37(1).
- [41] Von Schomberg, R. (2013). A vision of responsible research and innovation. *Responsible Innovation: Managing the Responsible Emergence of Science and Innovation in Society*, 51–74.
- [42] Willison, J., & O'Regan, K. (2007). Commonly known, commonly not known, totally unknown: A framework for students becoming researchers. *Higher Education Research & Development*, 26(4), 393–409. <https://doi.org/10.1080/07294360701658609>
- [43] Willison, J., & O'Regan, K. (2008). The researcher skill development framework. URL: <Http://Www.Adelaide.Edu.Au/Rsd2/Framework/Rsd7/>(Датаобращения 18.04. 2017).
- [44] Willison, J. W. (2012). When academics integrate research skill development in the curriculum. *Higher Education Research & Development*, 31(6), 905–919.
- [45] Yuwono, G. I., & Harbon, L. (2010). English teacher professionalism and professional development: Some common issues in Indonesia. *Asian EFL Journal*, 12(3), 145–163.