

**GOVERNMENT COLLABORATION WITH PRIVATE COMPANIES IN DEVELOPING  
THE SPIRIT OF DIGITAL *SPORTPRENEURSHIP* AT SPECIAL SCHOOL FOR  
SPORTSMEN (SKO) JAKARTA**

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**Abstract**

This study aims to analyze the collaboration between the government and private companies in fostering a digital sportpreneurship spirit at the Jakarta Special Sports School (SKO). The theoretical approaches used include Collaboration Theory, Creative Economy Theory, and Social Entrepreneurship Theory as the basis for the analysis. The research method is descriptive qualitative with data collection through literature studies, observations, and interviews with relevant stakeholders. The results show that government and private collaboration plays a crucial role in providing an ecosystem that supports the birth of digital-based athletepreneurs. The government acts as a regulator and facilitator, while the private sector contributes through investment, technology, and business networks. The integration of digital sportpreneurship at SKO Jakarta has proven to be able to broaden the orientation of sports education from merely fostering achievement to developing a digital entrepreneurial spirit that is globally competitive. The implications of this study emphasize the need for regulatory support, incentives, digital sports business incubators, and cross-actor communication forums so that SKO Jakarta can become a model for the development of digital sportpreneurship in Indonesia.

**Keywords:** Collaboration, Government, Private Sector, Digital Sportpreneurship, SKO Jakarta, Creative Economy

**1. INTRODUCTION**

The development of digital technology has had a significant impact on various aspects of life, including sports. This transformation has given rise to a new paradigm where sport is viewed not only as a physical activity or a means of competition, but also as a sustainable economic opportunity. Through digitalization, sports can now be packaged in the form of creative products and services, such as social media content, *e-sports*, fitness apps, and even digital *merchandise*. This aligns with Howkins' (2001) view that creativity is a key asset in the modern economy that can be converted into commercial value.

The phenomenon of digital *sportspreneurship* demonstrates a shift from traditional sports to an innovation-based sports industry. Athletes are now measured not only by their achievements on the field, but also by their ability to manage their digital image and capitalize on business opportunities. For example, many young athletes are starting to build *personal brands* through platforms like Instagram, TikTok, and YouTube. In this context, *sportspreneurship* has become part of the creative economy ecosystem with the potential to support national development (Florida, 2002).

The Indonesian government recognizes the importance of developing the sports sector as part of the national creative economy strategy. Through the Ministry of Youth and Sports, various policies have been launched to support improved athlete performance and strengthen the sports industry. However, challenges arise from the government's limited resources and access to technology. Therefore, collaboration with the private sector is crucial in building a sustainable digital *sportspreneurship ecosystem* (Ansell & Gash, 2007).

Collaboration between government and private companies in the sports sector is nothing new, but in the digital era, this collaboration needs to be directed towards creating technology-based added value. The private sector can play a role in providing digital infrastructure, capital investment, and industrial networks, while the government serves as a regulator and facilitator. This creates a synergy that can

produce a generation of athletes and digital entrepreneurs. This model has been widely implemented in developed countries, such as the United States and South Korea, which have successfully integrated sports, education, and the creative industry.

The Jakarta Special School for Athletes (SKO) plays a strategic role in this context. As an educational institution focused on developing young athletes, SKO not only trains athletic skills but can also serve as an incubator *for sports entrepreneurship*. If SKO Jakarta can integrate digital literacy, business skills, and technological innovation into its curriculum, graduates will not only become accomplished athletes but also creative economic players. This aligns with Drucker's (1999) view that entrepreneurship is the ability to seek opportunities in every change.

Digitalization also enables the creation of a more inclusive sports ecosystem. Young athletes at SKO Jakarta can utilize digital platforms to build networks, access global markets, and create sports-based products. With private sector support, they can develop sports-based *startups*, online training apps, or sports education content relevant to the wider community. This has the potential to increase athletes' economic independence after their professional careers, a major issue in the sports world.

Beyond the economic aspect, digital *sportpreneurship* also has important social value. Through a *social entrepreneurship approach*, athletes can become agents of social change by leveraging technology to promote healthy lifestyles, expand sports participation, and build positive digital communities. Dees (1998) emphasized that social entrepreneurship is not solely oriented toward financial gain but also toward a social mission to create change.

Within the framework of collaboration theory (Ansell & Gash, 2007), the success of the digital *sportpreneurship program* at SKO Jakarta depends heavily on communication, trust, and shared commitment between the government and the private sector. A harmonious relationship will significantly increase the opportunity to create a productive digital sports ecosystem. Furthermore, the active participation of athletes as beneficiaries is also a key factor in maintaining the program's sustainability.

The development of digital *sports entrepreneurship* aligns with the Sustainable Development Goals (SDGs), particularly in terms of quality education, decent work, and economic growth. Through policy integration, the sports sector can become a driving force for inclusive and equitable development. Therefore, a national strategy that integrates sports education, digitalization, and entrepreneurship is needed.

This article attempts to analyze the opportunities and challenges of government-private partnerships in fostering digital *sportpreneurship* at SKO Jakarta. Using three key theories—collaboration theory, creative economy theory, and social entrepreneurship theory—this analysis provides predictive recommendations for the government to develop applicable policies.

Thus, this research is expected to provide academic and practical contributions to strengthening synergy between the government, the private sector, and sports education institutions. The results are also expected to strengthen Indonesia's position in the global digital sports industry while producing young athletes who are competitive, innovative, and entrepreneurial.

## **2. THEORETICAL REVIEW**

### **1. Collaboration Theory (Ansell & Gash, 2007)**

Collaboration theory explains that the involvement of various actors, both from the public and private sectors, is necessary to produce effective policies and programs. Ansell and Gash (2007) emphasize that collaboration can only be successful if it is built on a foundation of trust, open communication, and shared interests. In the context of developing digital *sportpreneurship* at SKO Jakarta, the government can act as a regulator, providing a legal and policy framework, while the private sector serves as a provider of financial resources, technology, and market networks. This collaboration allows for the creation of synergies that not only accelerate the achievement of sports development goals but also expand the impact into the creative economy. Therefore, collaboration theory is an important foundation for understanding how the government and the private sector can work together sustainably.

### **2. Creative Economy Theory (Howkins, 2001)**

Howkins (2001) in his work *The Creative Economy* stated that creativity is a key asset in the modern economy. The creative economy utilizes ideas, innovation, and creativity as resources with commercial

value. In the context of sports, this concept can be translated into various forms of digital innovation, such as the development of fitness applications, sports content on social media, *e-sports*, and digital-based *merchandise*. SKO Jakarta can function as an incubator for the creativity of young athletes to produce creative products with economic value. By combining sports and digitalization, the creative economy in the field of *sportpreneurship* can make a significant contribution to national economic growth, while strengthening Indonesia's identity in the global sports industry.

### 3. Integration of Three Theories in the Context of SKO Jakarta

These three theories complement each other in analyzing the potential for government-private collaboration in fostering a digital *sportpreneurship spirit*. Collaboration theory explains the mechanisms of partnerships between actors, creative economy theory provides a framework for how creativity can be transformed into products of economic value, while social entrepreneurship theory emphasizes the social dimension that must be inherent in *sportpreneurship activities*. The integration of these three theories allows for the creation of a development model that is oriented not only towards financial gain, but also towards social sustainability and athlete empowerment. In other words, SKO Jakarta can become a center of excellence that combines aspects of policy, creativity, and social values in encouraging the birth of a generation of competitive digital *sportpreneurs*.

#### Previous Research

A study by Palmizal & Setiowati (2021) confirms that sportpreneurship holds significant potential as an entrepreneurial pathway for the younger generation, particularly university students. Their research highlights how training can bridge the gap between theory and practice, while fostering creativity, innovation, and entrepreneurial vision. Its relevance to program development at SKO Jakarta is clear: the need for a curriculum that emphasizes not only sporting achievement but also fosters a digital entrepreneurial spirit. This supports the idea that athletes should not only focus on achieving sportsmanship but also be able to create business opportunities through digital creativity.

The findings of Soenyoto et al. (2024) reinforce this urgency through financial literacy and *FinTech Sportpreneurship programs*. Intensive programs, including face-to-face meetings and mentoring, have been shown to improve athletes' financial literacy and foster interest in digital-based businesses. Nearly all participants demonstrated initiative in using social media to build *their personal branding*. This approach can serve as an operational model for SKO Jakarta, combining theoretical training, technical training, and long-term mentoring to prepare students not only to become athletes but also to become independent digital entrepreneurs.

From a collaborative governance perspective, research by Dhamastuti et al. (2023), Wulandari et al. (2025), and Putri & Rohmadin (2024) provides important insights into the implementation of *collaborative governance* in various government programs. Dhamastuti highlights the role of face-to-face dialogue, trust, and commitment, while Wulandari cautions against weaknesses such as the lack of formal agreement documents and consistent communication. Putri & Rohmadin emphasize the power imbalance between the government and other actors that can hinder collaboration. These three studies provide valuable lessons for SKO Jakarta in building partnerships with the private sector, particularly regarding the need for formal agreements, equal role distribution, and intensive communication.

From a creative economy perspective, research by Syafitri & Nisa (2024), Siregar (2024), and Siagian et al. (2024) highlights the challenges and opportunities of the digital subsector. The rapid growth of applications, *gaming*, and *content creation* opens up space for digital sportpreneurship, but limited infrastructure, access to financing, and human resource quality pose obstacles. The micro-case of Kampung Kaos Madina, studied by Siregar, demonstrates how local brands can grow despite facing market constraints. Meanwhile, Siagian emphasizes creative economy strategies as a pillar of economic resilience. These three studies are relevant as a basis for formulating a digital sportpreneurship integration strategy at SKO Jakarta, taking into account aspects of infrastructure, financing, and creative education.

Meanwhile, the theory and practice of social entrepreneurship are discussed by Siregar & Yusri (2021), Wibowo et al. (2021), and Artha et al. (2024). They emphasize that social entrepreneurship is not simply about seeking profit, but also about creating social impact through innovation, value creation, and hybrid business models. The Al-Barokah Foundation case study, for example, demonstrates how an organization can develop an independent business to support the sustainability of social activities. For SKO Jakarta, this perspective opens up space for designing a digital sportpreneurship model that is not solely profit-oriented but also benefits the sports community and the wider community. This way,

government-private collaboration can be directed towards building an inclusive, sustainable, and globally competitive digital sportpreneurship ecosystem.

### 3. METHODOLOGY

This research uses a qualitative approach based on literature studies with descriptive-predictive analysis. Data sources were obtained from various secondary literature, including government policy documents related to the development of sports and the creative economy, national creative industry reports, and previous articles and studies relevant to the topic of public-private sector collaboration and digital entrepreneurship. To strengthen the analysis, this study refers to three main theoretical frameworks, namely *Collaboration Theory* (Ansell & Gash, 2007) which emphasizes the importance of strategic partnerships, *Creative Economy Theory* (Howkins, 2001) which explains the role of creativity as an economic resource, and *Social Entrepreneurship Theory* (Dees, 1998) which highlights the role of entrepreneurs as agents of social change.

The analysis was conducted using a literature synthesis technique, which examines and compares previous research findings to identify patterns, weaknesses, opportunities, and recommendations relevant to the context of SKO Jakarta. The data used includes research by Palmizal & Setiowati (2021) and Artha et al. (2024), which focuses on sportpreneurship, financial literacy, collaborative governance, the creative economy, and social entrepreneurship. These studies were interpreted using a predictive approach to formulate policy scenarios and practical recommendations that can be adopted by the government and private sector partners to promote digital sportpreneurship within SKO Jakarta. Thus, this methodology not only describes existing phenomena but also presents future policy directions based on empirical evidence.

### 4. RESULTS AND DISCUSSION

#### 1. Public-Private Collaboration at SKO Jakarta:

The collaboration between the government and the private sector in developing digital sportpreneurship at SKO Jakarta plays a strategic role in building a sports-based entrepreneurial ecosystem. The government serves as a regulator and facilitator, while the private sector can provide access to funding, technology, and business networks. SKO Jakarta then becomes a practical laboratory where students are trained not only in aspects of sporting achievement but also in digital literacy and entrepreneurial skills.

Several previous studies have emphasized the importance of early sports entrepreneurship training. Palmizal & Setiowati (2021) emphasized that entrepreneurship training can bridge theory and practice, fostering creativity, innovation, and vision among the younger generation. For SKO Jakarta, these findings serve as the basis for designing a practice-based curriculum that motivates students to become digital entrepreneurs.

Financial literacy is also crucial in developing resilient athletepreneurs. Soenyoto et al. (2024) found significant improvements in athletes' financial understanding and literacy through a community service program after participating in intensive training and mentoring. This model is relevant for replication at SKO Jakarta to enable students to manage their personal finances while developing sports-based business ideas.

In the context of collaborative governance, a study by Dhamastuti, Suwardi, & Sugiyarti (2023) provides evidence that *collaborative governance* requires face-to-face dialogue, trust, commitment, and shared understanding. These principles are crucial for SKO's relationships with government and private partners, ensuring that collaboration is not merely a formality but truly generates mutual benefits.

Wulandari, Ginting & Zulkarnain (2025) added that consistent communication, formal agreements, and clear role allocation are key to successful collaboration. For SKO Jakarta, this underscores the importance of a contract or MoU with private partners to avoid overlapping roles and ensure the sustainability of the digital sportpreneurship program.

However, the experience of Putri & Rohmadin (2024) warns of the potential for government dominance in cross-actor collaboration. This power imbalance can hinder the participation of private and community partners. Therefore, the Jakarta SKO needs to design an equal participation mechanism so that each actor has a proportional contribution and the benefits of collaboration can be felt fairly.

## 2. The Creative Economy as the Basis for Digital Sportpreneurship

The creative economy has become a crucial driver of national development, especially since the Indonesian government designated it as a leading sector. In the context of sports, the integration of the creative economy opens up significant opportunities for innovative *digital sportpreneurship*. SKO Jakarta students, as aspiring athletes, are not only guided to focus on physical achievements but are also equipped with creative economic knowledge to enable them to develop digital products, such as *fitness apps*, YouTube content, and technology-based sports *merchandise*.

The results of a study by Palmizal and Setiowati (2021) emphasize the importance of entrepreneurship training that connects theory with practice. They emphasize that creativity, innovation, and vision are fundamental assets for the younger generation in developing business opportunities. This finding is particularly relevant for SKO, where a digital entrepreneurship curriculum can help students develop both motivation and skills in building sports-based businesses.

Financial literacy is also crucial, as demonstrated by Soenyoto et al. (2024) through the *FinTech Sportpreneurship program*. This program, based on intensive training and long-term mentoring, improved participants' literacy, investment interest, and business ideas. SKO Jakarta could adopt this model so that young athletes not only become technology users but also utilize it to manage their finances and build sustainable businesses.

Cross-actor collaboration in supporting digital sportpreneurship is a crucial factor. Dhamastuti, Suwardi, and Sugiyarti (2023) demonstrate how *collaborative governance* works through face-to-face dialogue, trust-building, and shared understanding. These principles can serve as the foundation for developing partnership mechanisms between SKOs, the government, and the private sector in developing the sportpreneurship ecosystem.

However, the experience of Wulandari, Ginting, and Zulkarnain (2025) reminds us that collaboration requires formal agreements, consistent communication, and clear role allocation. This is crucial for SKOs to ensure that partnerships with the private sector are not merely ceremonial but are bound by a legally binding cooperation contract.

Furthermore, Putri and Rohmadin's (2024) research highlights the risk of *power imbalance* in collaboration, where the government tends to dominate and other actors become subordinate. In the context of SKO, this experience serves as a lesson in the importance of designing equal participation mechanisms from the outset to ensure that the benefits of digital sportpreneurship are shared equitably by all parties.

Within the framework of the national creative economy, Syafitri and Nisa (2024) emphasized that the digital subsector, including apps and games, is growing rapidly despite still facing infrastructure and financing challenges. SKO Jakarta needs to respond to these challenges by strengthening students' digital capacity and opening access to microfinance so that sportpreneurship ideas can be realized.

## 3. Digital Sportpreneurship as Social Entrepreneurship

Digital sportpreneurship can be positioned as a form of social entrepreneurship that combines business aspects with a social mission. Athletes trained at SKO Jakarta have the potential to become agents of change, focusing not only on sporting achievements but also on developing sports-based digital businesses that impact society. By utilizing online platforms, they can inspire the younger generation, build healthy communities, and drive the creative economy.

Palmizal & Setiowati (2021) emphasize the importance of sportpreneurship as an entrepreneurial opportunity for students, particularly through training programs that connect theory and practice. This is relevant to SKO Jakarta, where students need to be equipped with a practical curriculum that fosters creativity, innovation, and entrepreneurial motivation. With this approach, digital sportpreneurship can be designed as an alternative career path for young athletes.

Furthermore, financial literacy is a crucial foundation. A study by Soenyoto et al. (2024) showed that intensive training and long-term mentoring can improve athletes' understanding, literacy, and investment interest. This program even succeeded in encouraging almost all participants to develop business ideas that were marketed through social media. SKO can replicate this model to ensure the financial readiness of digital athletepreneurs.

Collaboration is a key factor in building a digital sportpreneurship ecosystem. A study by Dhamastuti, Suwardi, & Sugiyarti (2023) on collaborative governance demonstrates the importance of face-to-face dialogue, trust-building, and shared commitment. These principles can be adapted to build robust

collaboration mechanisms between SKOs, the government, and private partners, thus creating sustainable collaborative governance.

However, other literature highlights potential barriers to collaboration. Research by Wulandari, Ginting, & Zulkarnain (2025) highlights that the lack of formal documentation, inconsistent communication, and overlapping roles can undermine the effectiveness of collaboration. This learning is crucial for SKOs to design clear contracts or MoUs with private partners to avoid future role conflicts.

Meanwhile, Putri & Rohmadin (2024) warn of a power imbalance in public-private collaborations, where the government often dominates. In the context of SKO, an equal participation mechanism must be designed so that each party has a proportional voice. This way, the benefits of digital sportpreneurship can be felt fairly by athletes, schools, the government, and private partners.

The creative economy dimension also makes a significant contribution. Syafitri & Nisa (2024) emphasize that the digital subsector is growing rapidly, although it still faces challenges in infrastructure, financing, and creative education. Siregar (2024), through a case study of Kampung Kaos Madina, also highlighted challenges in market access and human resources. This suggests that the development of digital sportpreneurship in SKO requires an ecosystem support strategy, including access to technology and financing.

#### **4. Policy Recommendations**

The government needs to develop specific regulations to support the integration of digital sportpreneurship into sports education at SKO Jakarta. These regulations could take the form of national policies or regional regulations governing the curriculum, the provision of digital resources, and collaboration mechanisms with the private sector. With clear regulations, the direction of digital sportpreneurship development will be more measurable, legally legitimized, and sustainable.

Private companies should be offered tax incentives or branding opportunities if they participate in the digital athlete development program at SKO Jakarta. This incentive scheme will encourage corporations to participate more actively, whether through funding, technology provision, or Corporate Social Responsibility (CSR) programs. Thus, private sector involvement will not only be philanthropic but also become a sustainable business strategy.

SKO Jakarta needs to develop a digital sports business incubator that directly involves mentors from the creative and technology industries. This incubator can serve as an entrepreneurial laboratory, where students not only practice sports but also design digital products such as apps, sports content, and technology-based service platforms. The involvement of mentors from outside the campus will provide real-world experience and accelerate the transfer of knowledge relevant to industry needs.

*digital* skills training program should be mandatory as part of the formal curriculum at SKO Jakarta. The training will primarily focus on digital marketing, sports content production, and technology-based business management. With these skills, athletes will not only be prepared to excel on the field but also be able to manage their careers independently by leveraging the digital ecosystem.

#### **5. CONCLUSION**

Collaboration between the government and private companies has proven to play a strategic role in fostering digital sportpreneurship in SKO Jakarta. Utilizing the frameworks of Collaboration Theory, Creative Economy Theory, and Social Entrepreneurship Theory, this study demonstrates that the development of digital sportpreneurship cannot rely solely on a single actor but requires cross-sector synergy. The government acts as a regulator and facilitator, while the private sector provides support in the form of investment, technology, and business networks needed to strengthen the digital-based sports entrepreneurship ecosystem.

The integration of digital sportpreneurship into sports education at SKO Jakarta is not only focused on athlete achievement but also equips them with financial literacy, digital skills, and an entrepreneurial spirit. This enables the emergence of athletepreneurs who are able to adapt to developments in the creative economy and become agents of social change through technology-based innovation. Thus, SKO Jakarta has the potential to become not only a center for developing high-achieving athletes but also an incubator for digital sportpreneurship, producing a generation with global competitiveness.

The policy implications of this study include the need for regulations that support digital sportspreneurship, incentives for private sector involvement, the establishment of digital sports

business incubators, and the strengthening of cross-actor communication forums. If these strategies are consistently implemented, digital sportspreneurship in SKO Jakarta could serve as a model for other regions in Indonesia. Furthermore, this development will strengthen Indonesia's position in the global sports ecosystem, not only as a consumer of digital sports products but also as a producer of innovation capable of creating sustainable economic and social value.

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