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THE INFLUENCE OF INTERESTS, ATTITUDES, AND KNOWLEDGE ON ENTREPRENEURIAL SKILLS OF HAMZANWADI UNIVERSITY STUDENTS

Muhammad Ali¹, Nurji²

Universitas Hamzanwadi^{1,2}

aliejoangs@gmail.com¹, ojiknurji@gmail.com²

ABSTRACT

The purpose of this study was to examine the effect of interests, attitudes, and knowledge on the entrepreneurial skills of Hamzanwadi University students. The analysis technique used in this research is Structural Equation Modeling (SEM) analysis, using a saturated sample, that is, the number of population is equal to the number of samples. The results of this study indicate that the interest variable has no significant effect on entrepreneurship skills seen from the observation t value (0.032) < t -table (1.98), then the attitude variable has a significant effect on entrepreneurship skills because the observation t value (0.232) > t -table (1.98), and the knowledge variable has a significant effect on entrepreneurial skills as seen from the observation t value of (0.267) > t -table (1.98).

Keywords: *interest, attitude, entrepreneurial knowledge, skills entrepreneurship*

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INTRODUCTION

Indonesia has the potential to prosper its people and become a country that is not only economically strong but also politically and socially strong when viewed from its abundant wealth and large population as social capital, if synergized optimally. To achieve this, it is not enough just to depend on natural resources and physical capital, but must also be accompanied by intellectual, social and credibility capital. Intellectual and social capital is very important to improve the competitiveness and skills of human resources in order to be able to compete with human resources from other countries. In the field of education, the efforts made so far have only just arrived at providing knowledge which is more focused on the transfer of knowledge (transfer of knowledge) which is conceptual in nature while the skills themselves are still very few. Educational institutions only carry out their

functions as factories to produce graduates who are ready to work, so it is not surprising that the graduates produced are more oriented to looking for work (job seekers) than creating jobs (job creators). As a result, the number of graduates produced is increasing while the number of jobs that can be provided by the government is not proportional to the number of graduates produced by educational institutions. For this reason, it is not surprising that the number of unemployed people from educated groups continues to increase from year to year.

To overcome the above problems, the role of educational institutions, especially higher education institutions, becomes very vital, universities not only carry out their functions as factories for printing workers, but also, through the learning process carried out, in addition to providing knowledge, they must also be able to provide skills, especially about entrepreneurship. According to Ciputera (2009) several factors are the background why entrepreneurship education is needed, namely (1) because culturally, almost the majority of the Indonesian generation were not raised in an entrepreneurial culture and environment; (2) the comparison between the number of available jobs and job seekers is not comparable; (3) there is an obligation to provide education and training for the younger generation so that they have the ability to create jobs for themselves; (4) the great potential of Indonesia in the form of natural resources and a large population, and (5) the obligation to provide welfare to the wider community, as mandated by the constitution.

University or College Education Institutions according to Shulte (2004) carry three important roles in entrepreneurship education, namely: (1) as a facilitator of entrepreneurial culture, through programs and activities that focus on entrepreneurship education and helping to promote an entrepreneurial culture, (2) as a skill mediator, by providing opportunities and teaching students to have the ability and skills for entrepreneurship so as to assist them in identify business ideas and implement business practices based on an entrepreneurial approach, and (3) as a regional business development locomotive, which is carried out by developing and building cooperative relationships with various parties and stakeholders in the field of entrepreneurship. In addition, universities become facilitators in the process of creating profitable regional policies and entrepreneurial infrastructure. The government through the relevant Ministries has so far continued to work through various policies to encourage university graduates not only to be oriented towards finding work, but also how they are able to create their own jobs. At the institutional level in universities, it is implemented by making entrepreneurship courses as one of the compulsory subjects taught, with the aim that students learn early about how to become entrepreneurs so that when they graduate they have the interest, knowledge, and skills to become successful and superior business actors.

Several research results also show that entrepreneurship education programs at universities or courses have a positive effect on the feasibility, interest and awareness for entrepreneurship (Tkachev & Kolvereid, 1999; Fayolle, 2006; in

Graevenitz et al, 2010). Thus, universities have the opportunity and ability to develop entrepreneurship for students who have more competence and analytical skills, so as to create high value Small and Medium Enterprises (MSMEs) (Edwards & Muir, 2005). Meredith in (Hendawan & Sirine, 2017) states that growing interest in entrepreneurship requires a process of education and training to move one's entrepreneurial awareness (spirit). Attitudes and character also cannot not be taught but must be formed through a process of balancing education and training.

Entrepreneurial knowledge related to entrepreneurial values will strengthen the interest and attitude of a person or student to have the courage to start entrepreneurship. Interests, attitudes and knowledge are very important factors in supporting student entrepreneurship skills, especially in identifying every idea and opportunity that exists to be realized into a business. Entrepreneurship education has a positive influence on the formation of entrepreneurial attitudes (Packman, et al, 2010) creates awareness about the possibilities of entrepreneurship, encourages more active behavior, and produces important personal skills (Birdthistle, et al, 2007; in Sukardi (2013), encouraging orientation towards entrepreneurship and the development of an entrepreneurial spirit (Frank, et al, 2005). Other research also shows that entrepreneurship education has an effect on the desire to be an entrepreneur (Jones et al., 2008), has a positive attitude towards entrepreneurship (Sowmya, et al., 2010) and has a positive impact on worker performance, especially job skills. Furthermore, (Ali et al., 2017), conducted research on the development of integrated entrepreneurship education programs in growing interest and awareness, attitudes and character, knowledge and skills of students in entrepreneurship.

Based on the description and background above, researchers want to measure how the influence of interests, attitudes, knowledge, on the entrepreneurial skills of Hamzanwadi University students both partially and simultaneously. The formulation of the problems of this study is as follows: 1. How the influence of entrepreneurship interests on the entrepreneurial skills of Hamzanwadi University students; 2. How does the influence of entrepreneurship on the entrepreneurial spirit of Hamzanwadi University students; 3. How the influence of entrepreneurial knowledge on the entrepreneurial spirit of Hamzanwadi University students; 4. How influences interests, attitudes, entrepreneurial knowledge on the entrepreneurial skills of Hamzanwadi University students. The purpose of the study was to test and analyze the influence of interests, attitudes, and knowledge on the entrepreneurial skills of Hamzanwadi University students.

LITERATURE REVIEW

Theory of Planned Behavior

Instinctively, the behavior shown by a person is diverse and unique. These diversity and uniqueness are then used by several experts as the object of research

in order to see human behavior. There are several theories that explain how a behavior is formed and what factors influence it (Mahyarni, 2020). One of these theories is the Theory of Reasoned Action which was first formulated in 1967 by Fishbein and Ajzen 1975, and Warner 2004 in (Abstract, nd; Sanchaya Hendrawan & Sirine, 2017) in an effort to provide consistency in the study of the relationship between behavior and attitudes. Then as an extension of Ajzen 1991 formulated the Theory of Planned Behavior (Theory of Planned Behavior). The assumption of these two theories is that every action taken by a person is carried out rationally and considers all the implications of the action taken (decision making).

Interest in Entrepreneurship

Interest is the tendency of the heart in the subject to be interested in creating a business that then organizes, organizes, assumes risks and develops it into a business (Subandono, 2007; in Hendrawan & Sirine, 2017). Then Suryawan (2006) interest is the desire, interest, and willingness to work hard and learn from every failure experienced. Creating new products by taking advantage of existing opportunities and by taking risks, (Paulina, 2011; in Hendrawan & Sirine, 2017). Next (Santoso, 1993; Wulandari, 2013; in Hestanto, 2020) also defines entrepreneurial interest as a psychic symptom of a person to focus attention and do something (entrepreneurial) with a feeling of pleasure because it provides benefits for him. Then (Mustofa, 2014; in Hestanto, 2020) adds a fondness that accompanies the desire to learn and practice.

Based on the above definition, it can be concluded that interest is the interest and encouragement that arises from a person to try to meet needs and solve problems by utilizing every opportunity available, organizing the resources they have to create new products without worrying about the risks that will be faced. This means that interest is not brought from birth, but interest grows and develops influenced by several factors (Wulandari, 2013; Baygrave & Alma, 2013; in Hestanto, 2020) among others:

1. Personal factors, concerning aspects of personality including:
 - a. There is dissatisfaction with one's job.
 - b. There is termination of employment, no other work.
 - c. Encouragement due to the age factor.
 - d. Courage to take risks.
 - e. High commitment or interest in the business.
2. Environmental factors, concerning the relationship with the physical environment include:
 - a. There is competition in the world of life.
 - b. There are sources that can be utilized such as capital, savings, inheritance, buildings, and strategic locations.
 - c. Take a business course or business incubator practice.

- d. Government policies, ease of business location, credit facilities and business guidance.
3. Sociological factors, concerning relationships with family and so on include:
 - a. The existence of relationships or relationships for other people.
 - b. There is a team that can be invited to work together in trying.
 - c. There is encouragement from parents to open a business.
 - d. The existence of family assistance in various facilities.
 - e. Have previous business experience.

Entrepreneurial Attitude

Attitude is interpreted as a mental and nervous state of readiness that is regulated through experience that gives a dynamic influence on a person in responding to all objects and situations related to him (Widyatun, 2009; in Hendawan & Sirine, 2017). Then Saifuddin (2005) argues that attitude is a form of evaluation or a person's reaction to an object. What is learned and how a person reacts to situations is related to how he makes decisions in life.

Indicators of entrepreneurial attitudes according to, (Irene and Wardoyo, 2012; Purwohandoko, 2015; Suryana, 2009; in Rukmana, 2018), are as follows:

1. Confident;
2. Have initiative
3. Results oriented
4. Have high motivation
5. Hard work
6. Dare to take risks

Entrepreneurship Knowledge

Knowledge is the result of a learning process that is carried out by someone on an object by using the five senses (Soekidjo, 2002). And most of the knowledge acquired by humans is done through the eyes and ears. Then Djaali (2007) explains that knowledge is cognitive ability or memorizing, remembering something or repeating information obtained through the process of seeing or hearing. Anas (2009) defines knowledge as the ability possessed by a person to recall events or events that have been experienced, without expecting the ability to use them. From some of these definitions of knowledge, it can be concluded that knowledge can be defined as the ability possessed by a person by using the five senses to remember, repeat, and process it into information and stored as memory.

It has been stated above that entrepreneurship is a willingness accompanied by one's ability to face various risks by taking the initiative to create and do new things by utilizing various combinations of existing resources with the aim of getting or providing the best results (Rusdiana, 2014).

Based on the definition of knowledge and also the definition of entrepreneurship above, it can then be concluded that entrepreneurial knowledge is an ability (intellectual) obtained or owned by someone obtained through the

learning process (entrepreneurial education) which will be expected to help someone by using creativity and critical mind able to produce innovation in the field of entrepreneurship. This is in line with the statement (Mustofa, 2014; in Sanchaya Hendrawan & Sirine, 2017).

Indicators of entrepreneurial knowledge according to Mustofa, (2014) in (Sanchaya Hendrawan & Siren, 2017) are:

1. Concept knowledge
2. Analyze business opportunities
3. Technical knowledge and business aspects
4. Managerial knowledge

Entrepreneurship Skills

According to (Muhyi, 2012) there are two factors underlying human capital entrepreneurship theory, namely education and experience. The provision of knowledge gained through the process of education and experience will provide provision and opportunity in identifying and exploiting every opportunity or business opportunity that exists. Empirically, human capital factors have a significant influence in increasing the ability to identify opportunities and support one's success in entrepreneurship (Backer, 1975; in Aji et al, 2018).

Entrepreneurial skills are very important because skills are an indication of whether a person can learn or teach. Then (Smilor, 19970; Kilby, 1971; in Aji et al, 2018) stated that entrepreneurial skills refer to activities, or knowledge of a practical nature, needed to build and run a business successfully. Many people then try to separate between managerial and entrepreneurial skills including Chen, et al.(1998), seeing that many institutions and business management schools are more focused on teaching about identified management skills, but often forget that entrepreneurial skills are also closely related to innovation and courage in taking risks.

Business skills are related to the ability to create innovation, develop businesses that are already running, then handle businesses that are in a time of crisis, (Frinces, 2011). Correspondingly (Robbins, 2006; in Aji, et al 2018) states that skills are classified into four (4) categories, namely 1) basic Literacy Skills (basic skills that must be possessed related to entrepreneurship; 2). Technical Skills (skills in copying things that are technical); Interpersonal Skills (skills related to a person's ability to communicate with others and listen); and 4) Problem Solving (skills in solving problems using basic knowledge, techniques and interpersonal possessed). Then Fitriadi & Hermiati (2010) stated that entrepreneurial skills have three (3) dimensions, namely 1. Technical Skills, 2). Business Management Skills, 3). Personal Entrepreneurial Skills.

Indicators of Entrepreneurial Conclusion according to (Robbins, 2006; Fitriadi & Hermiati, 2010; Frinces, 2011; in Aji et al, 2018) are as follows:

1. Basic Literacy skills

2. Technical skills
3. Interpersonal Skill
4. Business Management Skill
5. Personal Entrepreneurial Skills

Research Hypothesis

Entrepreneurship interest according to Subandono (2007) is the tendency of the heart in the subject to be interested in creating a business that then organizes, organizes, assumes risks and develops the business he created. Cahyaning (2014) also argues that entrepreneurship interest is a desire in individuals who dare to create efforts to achieve success for a better life. Paulina (2011) Entrepreneurship intentions are the desire of individuals to take entrepreneurial action by creating new products through business opportunities and risk-taking.

Based on the definition above, then what is meant by entrepreneurial interest is the ability to push yourself and do something to meet the needs of life and solve life's problems, advance the business or create a new business with a feeling of pleasure because it brings benefits for him to try to meet the needs of his life without fear of the risks that will be faced, always learn from the failure experienced, and develop the business he created.

H1 : Interest variables affect the entrepreneurship skills of Hamzanwadi university students

Widayatun (2009) explains attitude is the mental and nervous state of readiness arranged through experience that exerts a dynamic or purposeful influence on the individual's response to all objects and situations related to it. Saifudin (2005) also argues that attitude is a form of evaluation or reaction to an object, impartial or impartial which is a certain order in terms of one's feelings, thoughts and actions towards an aspect of the surrounding environment. Slameto (2003) suggests that attitudes are something that is learned and how individuals react to situations and determine what individuals are looking for in life. From the definition of attitude, it can be known that attitude is a person's response or reaction to something that happens around his living environment.

H2 : Attitude variables affect the entrepreneurial skills of Hamzanwadi University students

According to Djaali (2007) knowledge is one of the cognitive factors that is the ability to memorize, remember something or repeat an information that has been impregnated or captured. Rusdiana (2014) argues that entrepreneurship is a person's willingness and ability to deal with various risks by taking the initiative to create and do new things through the use of a combination of resources with the aim to provide the best service to all stakeholders and benefit as a consequence. Soetadi (2010) also argues that entrepreneurship is a mental attitude and soul trait

that is always active in trying to advance his devotional work in order to increase income in his business activities.

Based on the definition of knowledge and the definition of entrepreneurship, it can be understood that entrepreneurial knowledge is intellectually acquired and owned by an individual through entrepreneurship education that can later help an individual innovate and plunge into the field of entrepreneurship. This statement is reinforced by Mustofa's statement (2014) that entrepreneurial knowledge is a person's ability to produce something new through creative thinking and innovative action, so as to create ideas or opportunities and can be put to good use.

H3 : Knowledge Variables affect the entrepreneurship skills of Hamzanwadi University students

Research Framework

Human Capital entrepreneurship Theory has two factors underlying entrepreneurship, namely education and experience. In this research, Human Capital entrepreneurship Theory is interpreted as a provision of knowledge gained through the process of education and experience will provide provision and opportunity in identifying and exploiting every opportunity or business opportunity that exists.

The research model as a basis for thinking shows from which point the problem has been highlighted and provides a systematic view of the symptoms by detailing the relationship between variables with the aim of explaining certain symptoms of the study studied. The relationship between the variables in this study can be seen in Figure 1:

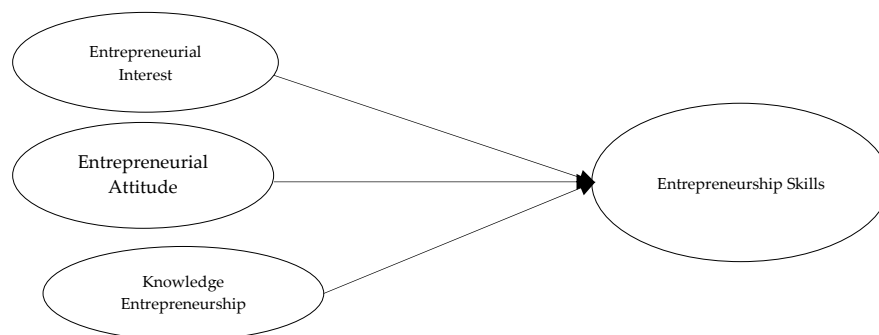


Figure 1. Research framework

Through the above research model, it can be known that in this study consists of several variables, namely independent and dependent variables. Independent variables in the study were entrepreneurship interests, entrepreneurial attitudes and entrepreneurial knowledge. While the dependent variable is entrepreneurial knowledge.

RESEARCH METHOD

This research was conducted at Hamzanwadi University, namely in the Economic Education Study Program which has taken entrepreneurship courses from the 2018 to 2020 class. This is based on the consideration that students from the class of 2018 to the class of 2020 have taken entrepreneurship courses.

The study was designed with a descriptive approach and inferential analysis. Descriptive analysis seeks to provide an overview of the answers respondents provide to each item, indicator and variable in the study.

Inferential research is conducted using Structur Equation Modeling (SEM) analysis techniques. This technique is used to look at the influence of variable interests, attitudes, and knowledge on students' skills in entrepreneurship. Sem model is used because in the formulation approach is integrated with several analytical models and can be done simultaneously, namely instrument validity and rehabilitation tests, tests of relationship models between latent variables, and getting useful models for interpreting (equivalent to structural and regression models) (Solimun, 2002).

RESULT AND DISCUSSION

Operational Definition

The following is the operational definition of each latent variable, dimension and scale.

Table 1. Definition of operational variables

Latent Variable	Dimension	Scale
Interest (ξ_1)	1. Interest	Ordinal
	2. Environment	Ordinal
	3. Socilogy	Ordinal
Attitude (ξ_2)	1. Confident	Ordinal
	2. Results Oriented	Ordinal
	3. High Motivation	Ordinal
	4. Hard Work	Ordinal
	5. Dare to Take Risks	Ordinal
Knowledge (ξ_3)	1. Concept Knowledge	Ordinal
	2. Analyzing Business Opportunities	Ordinal
	3. Related Knowledge and Business Aspects	Ordinal
Entrepreneurial Skills (η)	1. Basic Literacy Skill	Ordinal
	2. Tecknical Skill	Ordinal
	3. Oterpersonal Skill	Ordinal
	4. Business Manajemen Skill	Ordinal
	5. Personal Entrepreneurial	Ordinal

Statistical Hypothesis

$H_{01}:\gamma_1 = 0$: There is no effect of interest on skills

$H_{11}:\gamma_1 \neq 0$: There is an influence of interest on skills

- $H_{02}: \gamma_2 = 0$: There is no influence of attitude on skills
 $H_2: \gamma_2 \neq 0$: There is an influence of attitude on skills
 $H_{03}: \gamma_3 = 0$: There is no effect of knowledge on skills
 $H_3: \gamma_3 \neq 0$: There is an influence on skills

Instrument Validity and Reliability Test

Table 2. Composite reliability and AVE measurement model values

Variable	Composite Reliability	Criterion	AVE	Criterion
Skills	0.993	Reliable	0.966	Valid
Interest	0,942	Reliable	0.845	Valid
Knowledge	0,822	Reliable	0.609	Valid
Attitude	0,919	Reliable	0.700	Valid

Based on the data in the table above, from the results of the data analysis carried out, it is obtained that the composite reliability value of all variables is above 0.6. This means that the indicators used have met the requirements and are able to measure each latent variable well or it can be said that the four variables used are reliable.

Furthermore, the average variance extracted (AVE) value on the four chest variables is above 0.5, which means that the four variables have convergent validity or it can be said that the four latent variables are valid.

Table 3. Correlation between latent variables

Variable	VIF
Interest	1.008
Knowledge	1.014
Attitude	1.006

The VIF table above explains whether there is a strong relationship between exogenous latent variables or not. The VIF values of the three variables are below the number 5 which indicates that there is no strong relationship between the exogenous latent variables. So there is no need to worry whether the model will be biased or not.

Table 4. R-Square value

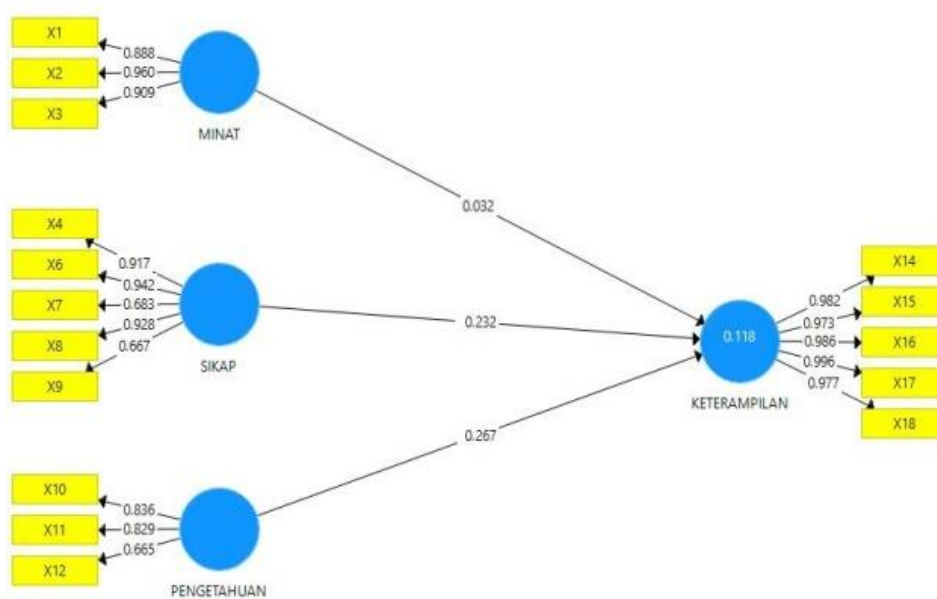
Variable	R-Square
Skills	0.90

If you pay attention to the resulting R-Square value, the result is 0.90 or 90%. Meaning that 90% of the factors of Interest, Attitude and Knowledge affect skills, the rest are influenced by other factors outside the model.

Table 5. Decision influence of each latent variable

Influence between variables	t observation	t table	Decision
Interest → Skills	0.032	1,98	No significant effect
Attitude → Skills	0.232	1,98	Significantly influential
Knowledge → Skills	0.267	1,98	Significantly influential

Based on the table above, it is known that interest has no significant effect on entrepreneurship skills seen from the observation t value ($0.032 < t$ table (1.98)), then attitude has a significant effect on entrepreneurship skills because the observation t value ($0.232 > t$ table (1.98)), lastly knowledge has a significant effect on entrepreneurship skills seen from the observation t value ($0.267 > t$ table (1.98)).

**Figure 2.** Outer loading value of latent variables

If you pay attention to the outer loading value of each item on the latent variables of interest, attitude, knowledge and skills, all values are above 0.5, the results indicate that no question items have been discarded so that further analysis can be carried out. In addition to information about the outer loading value, the percentage of each latent variable of interest, attitude and knowledge of entrepreneurship skills can also be described. Below is table 2 regarding the percentage of each latent variable.

Table 6. Percentage of each latent variable

Latent variable	Latent Variable Value	Percentage of Latent Variable
Interest	0,032	6,02
Attitude	0,232	43,69
Knowledge	0,267	50,28
Total	0,531	100

If you pay attention to the percentage of each latent variable in table 6, it is known that knowledge has the largest percentage in influencing entrepreneurship skills, which is 50.28%. Then the two latent variables of attitude have the next biggest influence in influencing entrepreneurial skills, which is 43.69%. While the remaining 6.02% interest latent variables affect entrepreneurship skills.

Interest variables do not affect the entrepreneurship skills of students judging by the grades t observed ($0.032 < t$ table (1.98)), interest has no effect on entrepreneurship skills because most students do not have the initiator or desire to take a business opportunity. Most students are still supported by family in running their business and have not been satisfied with the business developed. The results of an interview with one of the students who had taken entrepreneurship courses, Hendrawan, he stated that entrepreneurship interest starts from internal factors of oneself, when someone of themselves already has no desire to do entrepreneurship then the skills can not make someone to have an interest in entrepreneurship.

Attitude variables have a significant effect on students' entrepreneurship skills because of the observation t value ($0.232 > t$ table (1.98)). Attitudes affect entrepreneurship skills because most students already have an initiative in taking a business opportunity and have the skills to overcome problems in the business environment. The results of an interview with one of the students, Indriyani Saputri, she said that she and other people in the village have been equipped with entrepreneurship skills and have been taught how to face challenges and take business opportunities.

Knowledge variables have a significant effect on entrepreneurship skills judging by the value of observation t ($0.267 > t$ table (1.98)). This is because students of educational study programs have been equipped with entrepreneurship knowledge through various types of practices, making business plans, entrepreneurial internships, and seminars or workshops on entrepreneurship. The result of an interview with one of the respondents related to this is Susanti, she said that entrepreneurial knowledge has a significant effect on entrepreneurship skills because she and other people have been taught how to plan a business (business plan), for example in the business plan begins to arise approximately opportunities that are suitable for a business, start to see competitor, risk, their opportunity, and the benefit of the business. They know when they can return capital, how to profit, and have to cooperate with anyone from the business plan before starting a business because they have already known the calculation of costs and risks in a business.

CONCLUSION

From hypothesis testing can be concluded that the variable attitude and knowledge of entrepreneurship affects the entrepreneurship skills of students of the Economic Education Study Program who have taken entrepreneurship courses, this is seen from the value of observation t ($0.232 > t$ table (1.98)), lastly knowledge has a significant effect on entrepreneurship skills judging from the value of observation

t (0.267) > t table (1.98), while interest has no significant effect on entrepreneurship skills seen from the value of observation t (0.267) > t table (1.98), while interest has no significant effect on entrepreneurship. Entrepreneurship is seen from the value of observation t (0.032) < t table (1.98). The main cause in building skills for entrepreneurship students is the attitude and knowledge about entrepreneurship that the student has.

Based on the results of this study, entrepreneurial attitudes and knowledge affect the entrepreneurship skills of students of the Economic Education Study Program who have taken entrepreneurship courses, but the variables of entrepreneurship interest do not have a significant influence on students' entrepreneurship knowledge. For this reason, students of the Economic Education Study Program who have taken entrepreneurship courses can encourage themselves to be more serious in learning about entrepreneurship that can be obtained through entrepreneurship classes, seminars and workshops on entrepreneurship, business simulations, business internships, or competitions about entrepreneurship so as to increase their entrepreneurial interest.

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