

THE EFFECT OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURSHIP INTEREST IN SHARIA BUSINESS MANAGEMENT STAIN MANDAILING NATAL

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Abstract

This study aims to determine the effect of entrepreneurship education on entrepreneurial interest in Sharia Business Management STAIN Mandailing Natal students. This type of research is a quantitative research. The population of this study were students of Islamic Business Management STAIN Mandailing Natal class of 2019 and class of 2020. The sample in this study amounted to 50 students. Data were collected using a questionnaire and analyzed by simple linear regression with the help of *Statistical Program Social Science* (SPSS) version 20 for windows. The results showed that entrepreneurship education had a positive and significant effect on the entrepreneurial interest of Islamic Business Management students at STAIN Mandailing Natal. The magnitude of the influence of entrepreneurship education on students' interest in entrepreneurship is 78.6% while the remaining 21.4% is influenced by other factors.

Keywords: entrepreneurship education, interest in entrepreneurship, students

1. INTRODUCTION

The growth and development of Indonesia's population are going rapidly. The total population of Indonesia in 2021 is 270.20 million people (BPS, 2021). Besides the increase in the local population, the number of the workforce is also increasing. The increase in the number of workers is not commensurate with the availability of jobs, so this phenomenon creates unemployment in our country. This unemployment problem occurs because the labor force is more dominant in the search for work and is reluctant to create jobs.

Unemployment is a national problem that must be resolved quickly because it can have an impact on the problem of poverty. Data from the Central Statistics Agency for 2021 reported that the number of unemployed people in Indonesia until August 2021 was 9.1 million people, with the male open unemployment rate of 6.74%, higher than the female open unemployment rate of 6.11%. Central Statistical Organization data show the open unemployment rate of vocational secondary education (SMK) at 11.13 percent, followed by upper secondary school at 9.09 percent, middle school at 6.45 percent, bachelor's at 5.98 percent, diploma at 5.87 percent, and primary schools are lower from 3.61 percent (BPS, 2021).

The government implemented various programs to reduce the unemployment rate. One of the programs to reduce the number of unemployed people in Indonesia is to expand and increase job opportunities. One of the ways in which employment can be reproduced and expanded is through entrepreneurship.

The profession of entrepreneurship in Indonesia can help the government to improve,

maintain and advance the national economy, because this profession is able to reduce the current poverty rate due to the lack of vacancies. Entrepreneurship is able to inculcate, shape and create a person to be more creative, innovative, independent and responsible so that he can take advantage of opportunities to create jobs (Soemanto, 2006). The increasing number of entrepreneurial professions also increases employment opportunities, so that they are able to absorb and absorb the population to work and the unemployment rate can be reduced.

Based on BPS data, the number of unemployed at diploma level and university education in August 2021 is still relatively high, about 1,078,350 people or 11.85 percent of Indonesia's unemployment rate. The high unemployment rate contributed by diploma and university graduates in our country is because diploma and bachelor graduates are rarely found at the start of their new life after college graduation by starting a business/entrepreneurship but the majority are looking for work (Tresnade, 2012). This phenomenon leads to an increase in the number of educated unemployment, because every year universities produces graduates while job opportunities are limited.

The large number of unemployment among university educated requires that it find solutions / think of other out-of-the-ordinary alternatives in directing its graduates into the world of work. One way is to provide entrepreneurship education to students since they are in college as a prerequisite for facing the world of work after graduation. Entrepreneurship education can be tailored to the graduate profile of each study program. With an entrepreneurial education in place, it will open and

change the mindset of graduates who usually look for work after graduation to become focused on creating minimal employment opportunities for themselves.

Given the critical importance of entrepreneurship education to students, the government through the Director General of Higher Education (DIKTI) as an institution dealing with education at the university level, requires all students in every study program to take entrepreneurship courses. Students' interest in entrepreneurship can arise if students are interested in a career in entrepreneurship. Students' interest in entrepreneurship can arise and develop from the entrepreneurship education offered for college.

The Sharia Business Management study program is one of 16 study programs at Mandailing Natal State Islamic College. Entrepreneurship courses in this study program are offered twice, namely in the fifth semester and the sixth semester. Entrepreneurship courses in the Islamic Business Administration study program are not only able to broaden students' knowledge and knowledge about entrepreneurship, but can also provide students with an overview of the real business world so that students are solely interested in entrepreneurship.

It is expected that the emergence of interest in the Islamic Business Administration Study Program for Entrepreneurship will be applied through the start of entrepreneurship at this time or after graduation. To arouse students' interest in entrepreneurship, apart from entrepreneurship courses, it is also done by providing business incentive in academic and extracurricular activities on campus. Students who are already interested in entrepreneurship and commercial stimulation have the mindset to start a business and create employment opportunities as soon as possible. By choosing a career as a businessman, the government has helped to overcome the problem of unemployment coming from the educated circles whose current number is more than one million people.

Based on the background description, the authors are interested in conducting a paper titled "The Effect of Entrepreneurship Education on Entrepreneurship Interests in Sharia Business Management STAIN Mandailing Natal".

Education is something that cannot be separated from people's lives. The benefits of education can be directly felt in everyday life of the community. Through the educational process, human nature and personality can be shaped and shaped to produce human resources that have intelligence, skills, skills and competencies (Redja, 2012). Education starts from the family environment, the environment of society and the government. Education is a conscious effort undertaken by the family, community and government, through guidance, education and training activities that take place in educational institutions and outside educational institutions throughout life, to prepare

students to be able to play roles in appropriately different living environments in the future (Law No. 20 of 2003). Education can be pursued through formal education and non-formal education, formal education is education in colleges or schools which is acquired systematically, regularly and in stages, by following the conditions which have been set. Formal education is a structured and graded education consisting of basic, secondary and higher education. Informal education is an educational path that comes from the family and the environment in the form of independent activities. Non-formal education has the following characteristics: pedagogical activities without strict regulation, without a schedule, and in the absence of evaluation. With the presence of formal education is also able to create a strong influence on the formation of *soft skills* of students / students.

One of the courses that we can get through formal education is the Entrepreneurship Education course. Offering entrepreneurship education courses are a higher education method and strategy to prepare graduates to be able to become independent after graduation. Entrepreneurship education has been offered since I was in college. Entrepreneurship education is a mandatory subject that every student must study in every program. Menurut Mursidin dan Arifin (2020) entrepreneurship education in general is an educational process that implements and applies the principles and methodologies that shape *life skills* through an integrated curriculum developed and developed by universities. Entrepreneurship education not only provides a theoretical basis for the concept of entrepreneurship, but also shapes the behavior and mindset of the entrepreneur. The most important goal of entrepreneurship education is to change students' perspectives, attitudes, and interests so that they understand entrepreneurship, and have a *mindset* that is applied directly by opening a business while in college and upon graduation.

Entrepreneurship education is an effort by universities to increase the interest of entrepreneurial students and graduates. Entrepreneurship education is an investment in human resources for college students and graduates in starting a business with entrepreneurial knowledge, skills and experience (Noerharti and Jatiningrum, 2021). Entrepreneurship education shapes the character of students and graduates to become responsible, independent, confident, creative and creative people in starting, developing and developing business. Entrepreneurship education is an aid in educating Indonesians so that they have dynamic and creative personal strengths to run their business in accordance with the personality of the Indonesian nation based on Pancasila. Entrepreneurship education aims to shape and shape human beings as a whole, as students and graduates with the character, understanding and skills as entrepreneurs.

Entrepreneurship education *one off* the efforts made by universities to inculcate the knowledge, values, spirit and entrepreneurial attitude of students in order to prepare themselves to become human beings with *soft* skills and competencies and also aims to create new entrepreneurs who have personality and are competitive and can improve the welfare of the society. According to Azwar (2013), there are two ways to inculcate an entrepreneurial mindset in college students. First, incorporating entrepreneurship education into the curriculum. Second, extracurricular activities for students are designed and directed to build a motivational and entrepreneurial mental attitude. Entrepreneurship education is an educational process that seeks to change students' attitudes and thinking patterns toward entrepreneurial career choices. Students who have taken entrepreneurship courses have the characteristics of entrepreneurship in and of themselves that increase students' interest in the business world.

Universities by designing entrepreneurship courses have indirectly contributed to encouraging students and graduates to open businesses/businesses. Through entrepreneurship education, students are familiar with the basics of entrepreneurship, the concept of entrepreneurship, and strategies for overcoming obstacles and problems that exist in doing business/business. The encouragement through the role of entrepreneurship courses in universities should go along with the readiness of students and graduates to start a business as soon as possible. Starting a business/business as early as possible begins with the ability to grab business opportunities. Through entrepreneurship education, students are trained to seize and take advantage of current business opportunities.

Entrepreneurship education aims to change the way students think, attitudes, behavior and interests so that they understand entrepreneurship, and have the will to enter the business world who will later become successful entrepreneurs by opening new businesses so that they can open up and expand new business opportunities. The entrepreneurial learning style is not only imparting knowledge and skills, but also the ability to create real business, acquiring the entrepreneurial spirit itself (Sahban, et al., 2016). The entrepreneurial spirit instilled in the students is characterized by a great interest in opening their own business as soon as possible.

Interest in opening a project of their own called Entrepreneurship Interest. Interest in entrepreneurship consists of two syllables, namely, interest and entrepreneurship. Interest is the feeling of interest and preference for an object or activity without any compulsion. Caring is basically accepting a relationship between oneself and something outside of oneself. Interest is defined as the heart's high tendency toward something, passion,

and desire. Attention will not be separated from a person's feeling of happiness about something. If someone is interested in something, they will focus and devote all their happiness to that thing. Interest in entrepreneurship arises due to the feeling of pleasure in entrepreneurial activities, students who have a sense of pleasure and are interested in entrepreneurship will be more enthusiastic and diligent to participate in lectures and practical activities, so that there is a desire to master them.

According to Siswandi (2013), a student's interest in entrepreneurship can be seen by two main indicators, namely, the amount of desire and effort that students have to dare to try entrepreneurial activities and the number of activities that students plan to carry out entrepreneurial activities (such as planning activities, time and financial management for the purpose of leading businesses). Instilling an interest in entrepreneurship in students is a university strategy to reduce unemployment, because scholars are expected to become educated young entrepreneurs and can become pioneers / pioneers in their own businesses because the business world today and in the future depends more on *knowledge*, *intellectual capital* so that they are able in the future to become the competitiveness of the nation, the development of young entrepreneurs must be directed to young educated (intellectual) groups.

Interest in entrepreneurship is the desire, interest, and willingness to work hard to try to meet the needs of their lives without feeling afraid of the risks that will occur (Jamal, 2011). In other words, the interest in entrepreneurship comes from within without any coercion from others to fulfill their needs by opening a business/trade. Interest in entrepreneurship is the intention to open a new business that will be beneficial to oneself and others. Entrepreneurial interest is a person's choice of activity because he feels interested, happy, willing to try and daring to take risks to achieve success (Suryana, et al, 2011). A person who has a business interest in himself has a vision or ideals of success and success in the sense that he is able to meet the needs of his life and can be useful to others. Business interest is the feeling of interest in becoming an entrepreneur who is willing to work hard to make business progress. Business progress is influenced by the hard work and perseverance of the owner in planning, organizing, implementing and evaluating his business on a regular basis.

According to Nurhotim (2012), there are two factors that influence a person's interest in entrepreneurship, namely, internal factors and external factors. Intrinsic factors are the factors that arise from within oneself for example: feelings of pleasure, attention, motivation, self-esteem and need for income, while extrinsic factors are the factors that influence a person's entrepreneurial interest that comes from outside himself, for example: education, opportunities, family environment and community

environment. Students who choose the entrepreneurial profession are able to develop themselves according to their interests and abilities, so that the presence of these students is meaningful to society because entrepreneurship can open new jobs and improve the economy of the surrounding community.

Bygrave in Buchori (2011) shows that there are three factors that influence a person's interest in entrepreneurship, which are as follows:

- A. Factors involving personal aspects (*personal*), for example:
 1. Dissatisfaction with the results of work.
 2. There is a layoff (termination of employment) which leads to loss of work.
 3. Commitment to entrepreneurship/business.
 4. The courage to take risks.
- B. Factors involving physical relationships (*environment*), for example:
 1. Pursuing a business/training incubator.
 2. Government support such as: business guidelines, providing a site for doing business, and other facilities.
 3. There are sources/facilities that can be used: Like: savings, capital, buildings, etc.
- C. Factors related to social (*social*) relations, for example:
 1. Encouraging parents to open a business.
 2. Existence of a business / business relationship.
 3. There is help from the family for entrepreneurship.

An interest in entrepreneurship can be developed and installed through education and training. Through entrepreneurship education and training, students' interest in entrepreneurship will be greater, because through entrepreneurship education students have the knowledge, insight and theory of entrepreneurship and through entrepreneurship training students have an enjoyable business experience, so that students' interest in choosing a career to become an entrepreneur is greater. The interest in entrepreneurship is not out of compulsion but out of a burning desire for entrepreneurship. The more interest the student has in entrepreneurship, the more interest the student will have in becoming an entrepreneur.

2. RESEARCH METHOD

The method used in this study is a quantitative method with a correlation research type. According to Sugiono (2013), quantitative research is research whose specification is systematic, planned and clearly organized from inception to the conduct of research designs. Correlation research is research that involves collecting useful data to determine if there is a relationship between two or more variables. In this study, the education of entrepreneurship becomes the X variable, and the interest in entrepreneurship becomes the Y variable. The variables are attributes, things, characteristics, or

activities that have certain variables that researchers identify to study and draw conclusions.

This research was conducted in the sharia Business Management Study Program at Islamic State College in Mandailing Natal. Penelitian This research is located at street Prof. Andy Hakim Nasution, Pidoli Village, Panyabungan District, Mandailing Natal District, North Sumatra Province. The population of this study focused on students of class of 2019 who took entrepreneurship education courses and students of class of 2020 who did not take entrepreneurial education courses. There are 37 students from the class of 2019 who are now in the sixth semester, and 46 students from the class of 2020 are now in the fourth semester. While the sample of this study was 50 people out of 25 students from the class of 2019 and 25 students from the class of 2020.

In sample identification, the method used is purposeful sampling. Purposeful sampling is one of the non-random sampling methods in which the researcher determines the sampling by identifying certain characteristics that correspond to the research objectives so that they are expected to be able to answer the research problem. The data analysis technique used is simple linear regression analysis, where before simple linear regression analysis is performed, validity test, reliability test, normality test and homogeneity test are performed first. The data analysis of this research was assisted by using SPSS application software version 20.

3. RESULTS AND DISCUSSION

The participants in this study were students of the Islamic Business Study Program at Mandailing Natal State Islamic College for the year 2019 and class of 2020. Students of the Islamic Business Study Program class of 2019 and 2020 in the following graph:



Sumber: STAIN Mandailing Natal

From the graph we can see that the number of students from class of 2019 who are now in their district Class VI consists of 37 students, of whom 21 are students and 16 are students. The 2019 class of students is students who have taken entrepreneurship education courses. The class of 2020, who is now in the fourth semester, has 46 more students than the 2019 class, of whom 18 are male and 28 are female.

Class of 2020 students is students who have not taken entrepreneurship education courses.

The results of the assessment of the entrepreneurial interest of the students of the Islamic Business Study Program class of 2019 and the class of 2020 can be found in the following table:

Tabel 1. Results of the assessment of the entrepreneurial interest of the students of the Sharia Business Management Study Program.

Students	Range	Class	Frequency	Persen
Class 2019	0-25	Low	2	8%
	26-36	Medium	2	8%
	37-47	High	20	80%
	48+	Very High	1	4%
	Total		25	100%
Class 2020	0-25	Low	18	72%
	26-36	Medium	3	12%
	37-47	High	4	16%
	48+	Very High	0	0%
	Total		25	100%

From Table 1, information was obtained that quite a few students of the 2019 Sharia Business Management Study Program class have little interest in entrepreneurship, up to two people. The factors influencing the decline in interest in entrepreneurship for these two students are due to their aspirations to become lecturers with the rank of civil servant. Class of 2019 students who have a moderate interest in entrepreneurship up to 8% of the total number of semester 6. The factor influencing students' interest in entrepreneurship is due to the encouragement of parents who expect their children to become employees of companies with high salaries. 80% of the class of 2019 students have a strong interest in entrepreneurship, the factors that influence the great interest in entrepreneurship are not the encouragement from parents and family, also because they have taken entrepreneurship education courses. Entrepreneurship education in addition to studying theory about business and business, also provides business impetus through videos of successful entrepreneurs, so that students are interested and interested in becoming entrepreneurs. In addition to business theory and motivation, Entrepreneurship Education also carries out hands-on training that is packaged in one-day business, bazaars, and marketing days. This activity in addition to providing knowledge and experience shapes the students' character to become entrepreneurs (Mursidin, 2020). We often call this business practice applied learning by experience. Class of 2019 students who have a keen interest in entrepreneurship are one person. This student has started a business since the third semester. The factors affecting this student are the motivation of parents and family who also work as traders and have received business knowledge in entrepreneurship education courses.

Most 2020 students have a low interest in entrepreneurship, numbering as low as 18 or up to 72% of all respondents. The factors that influence the low interest in entrepreneurship among students of

the Sharia Business Management 2020 are due with the fact that they did not receive entrepreneurship education courses and there is no encouragement from parents, relatives and friends to undertake entrepreneurial activities. The interest in entrepreneurship in the middle class of 2020 class students is 3 people, and 4th class students who have a strong interest in entrepreneurship are 4 people. Factors Affecting High Interest in Entrepreneurship 4 people of Fourth Semester Students Besides the hobby of trading, they often also follow the business impulse provided by business practitioners and entrepreneurs through *YouTube*, TV, *Facebook*, *WhatsApp*, Instagram, Twitter and other social media.

The statements included in this study were tested with validity and reliability tests. In the validity test, all the statements related to the entrepreneurship education variable and the statement of interest in the entrepreneurship variables show that the value of *the product moments* is greater than *r the product moment* in the table 5% of 0.2353, so it can be stated that all the items are valid. Based on the reliability test, it was shown that the value of *alpha* on the entrepreneurial education variable was 0.737 and the entrepreneurial interest variable was 0.706, which means that all the variables were evaluated above 0.6, and then it can be said that all the variables are reliable. From this value, this study will produce the same data despite being used multiple times to measure the same object.

The normality test was conducted with the aim of knowing the distribution of data on the students of the Sharia Business Management Study Program 2019 class and the class of 2020 was normally distributed or not. *Kolmogorov Smirnov A* normality test was used in this study. Normality test results can be seen in the table below:

Table 2. Normality Test Results.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		50
Normal	Mean	,0000000
Parameters ^{a,b}	Std. Deviation	3,46638181
Most Extreme	Absolute	,128
Differences	Positive	,081
	Negative	-,128
Kolmogorov-Smirnov Z		,903
Asymp. Sig. (2-tailed)		,389

a. Test distribution is Normal.

b. Calculated from data.

The results of the normality test show a significant value of 0.389. This significant value is greater than 0.05, so it can be concluded that the distribution of data on students of the 2019 and 2020 Sharia Business Management Study Program is normally distributed.

Based on the results of the linearity test, it can be seen that the significance value *deviation from linearity* is 0.202 (greater than 0.05). From these data, it can be concluded that there is a linear relationship between the entrepreneurship education

variables and the entrepreneurial interest of the students of the Sharia Business Management Study Program.

The homogeneity test aims to determine whether a data set comes from a homogeneous or heterogeneous population. In this study, homogeneity test was used. A data set is said to be homogeneous if the significance coefficient in the results of the heterogeneity test shows a value greater than α , which is 0.05. The data for the results of the homogeneity test can be seen in the following table:

Table 3. The results of the homogeneity test..

Test of Homogeneity of Variances

Minat Berwirausaha

Levene Statistic	df1	df2	Sig.
1,427	1	48	,238

The data of the homogeneity test showed that the value of the significance coefficient at the statistical level was 0.238. This value is greater than 0.05 so it can be concluded that the data set in this study came from a homogeneous population.

The data in this study were analyzed using a simple linear regression test using SPSS version 20. The simple linear regression equation obtained is as follows:

$$\hat{Y} = a + bX$$

\hat{Y} = Interest in entrepreneurship

a = regression constant

bX = value of decrease or increase in independent variables. The results of the simple linear regression test for this study are as follows:

Table 4. The results of the simple linear regression test.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	12,869	3,082		4,176	,000
Pendidikan Kewirausahaan	,765	,058	,886	13,273	,000

a. Dependent Variable: Minat Berwirausaha

Then the value of the result of the simple linear regression analysis is entered into the regression equation so that the following equation is obtained:

$$\hat{Y} = 12,869 + 0,765X$$

From this simple linear regression equation, it means that the regression trend coefficient of entrepreneurship education is positive, which means that every increase in entrepreneurship education will increase interest in entrepreneurship. Conversely, if the education of entrepreneurship decreases, the gain of interest in entrepreneurship will decrease. The significant value of the simple linear regression test results for this study is 0.000. Because the significance value is $0.000 < 0.05$, it can be concluded that entrepreneurship education has a

positive and significant effect on interest in entrepreneurship so that the hypothesis was tested and accepted. The positive and significant impact of entrepreneurship education on the interest in entrepreneurship among students of the Islamic Business Administration Study Program proves that entrepreneurship education is able to increase interest in entrepreneurship. The entrepreneurship education offered to students has a positive impact by increasing students' interest in entrepreneurship. The results of this study are in line with the findings of Trisnadi & Lestari (2012), research where entrepreneurship education has a positive impact on interest in entrepreneurship.

To find out how entrepreneurship education affects the interest in entrepreneurship, a coefficient of determination test is performed. The results of the coefficient of determination test can be seen from the following table:

Table 5. Coefficient of determination Test results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,886 ^a	,786	,781	1,635

a. Predictors: (Constant), Pendidikan Kewirausahaan

The above table shows the value of the coefficient of determination (*R Square*) of 0.786, which means that the contribution of the impact of entrepreneurship education on the entrepreneurial interest of students of the Islamic Business Study Program is 78.6%, of which the remaining 21.4% are affected by other variables.

4. CONCLUSION

Based on the results of the research conducted on the impact of entrepreneurship education on the entrepreneurial interest of Sharia business Management students at STAIN Mandailing Natal, it can be concluded:

- The significant value of the simple linear regression test results for this study is 0,000. Because the significance value is $0,000 < 0,05$, it can be concluded that entrepreneurship education has a positive and significant effect on interest in entrepreneurship so that the hypothesis was tested and accepted.
- The impact of entrepreneurship education on the interest in entrepreneurship among students of the Sharia Business Management Study Program was 78.6%, of which 21.4% are affected by other factors.

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