

Entrepreneurial Motivation Among Economics and Management Students: The Role of Entrepreneurship Education

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Abstract

The government's biggest concerns are multifaceted unemployment and poverty. Unemployment and poverty are inextricably linked to social, cultural, and political challenges, as well as educational quality. Young people are one of the most important contributors. This phenomenon is a significant challenge for various stakeholders. Efforts are being made to encourage the entrepreneurial spirit, significantly changing the mindset of young people and job seekers. The role of education must be adequately maximized through the transformation of the student learning curriculum system. Entrepreneurship education is crucial to explain the variables of student motivation in developing an entrepreneurial spirit. Therefore, researchers are committed to analyzing how the role of entrepreneurship education implemented at the Faculty of Economics and Business, Mataram University (FEB UNRAM) campus, especially for economics and management students. This study uses a type of quantitative research. Researchers use a questionnaire given to the research sample respondents for the data collection technique. The data analysis method used is the linear regression analysis method using the IBM SPSS Statistics software. The results of the study indicate that there is a significant influence between entrepreneurship education on students' entrepreneurial motivation. The calculated results show this (3.291) > stable (1.65), then the t coefficient is significant so that H_a is accepted.

Keywords: Entrepreneurship education, Motivation, Education

INTRODUCTION

The problem of unemployment and poverty is a problem that is still the primary concern of the government and is multi-dimensional. This is because

unemployment and poverty are closely related to social, cultural, and political issues and even the quality of education. According to the Central Statistics Agency, the number of unemployed in 2022 will be 5.34%, or the equivalent of more than 7 million Indonesians who are already working. This situation is exacerbated by the presence of 4.15 million people (1.98 per cent) of the working-age population affected by COVID-19. Meanwhile, the poverty rate reached 26.16 million people, with a poverty rate of 9.54 per cent in March 2022. These data indicate that unemployment and poverty are still significant issues that must be minimized as soon as possible because Indonesia will face a demographic bonus in 2030, where young people will overgrow and have a massive number.

One of the leading causes of the unemployment issue in Indonesia is the low quality of human resources (Nainggolan, 2021). On the other hand, it is also impressive that many young graduates are more interested in becoming civil servants or working in a government office (Kurniawan, 2021) than graduates who like to start creating or running a business system and create jobs. It is because the interest and motivation to become entrepreneurs are low (Suwarni, 2021). This phenomenon is a significant challenge for diverse stakeholders, such as the government, education, industry, and society. Miscellaneous efforts have been made to encourage an entrepreneurial spirit, particularly changing the mindset of young people who are only curious about becoming civil servants and job seekers.

Educated unemployment is also a concern within local governments throughout Indonesia following the prevailing autonomy. This phenomenon reflects the government's failure to augment employment opportunities and implement a proper education system. When we look at the primary purpose of education, in that case, it is a process that aims to improve skills and knowledge, independence, and the formation of a person's personality. In addition, education should also be a way to advance and achieve social and economic welfare (Nugraheni & Sudarwati, 2021). Educated unemployment

should not happen if education goals can be appropriately realized. Nowadays, educational institutions increased rapidly along with the rapid population growth. The increase in educational institutions was followed by compulsory education time for citizens from 6 to 9 years. Nevertheless, the impact of this growth is that existing jobs cannot absorb most graduates at all levels; therefore, the educated unemployment rate tends to rise (Ariani, et.al, 2022).

The role of education must be adequately maximized through transformations to the student learning curriculum system. One of the subjects that can enrich student motivation to become entrepreneurs and create jobs in the future is the entrepreneurship education program. Isrososiawan (2013) Entrepreneurship education is an educational program that focuses on entrepreneurial aspects to develop an entrepreneurial spirit and mentality. Furthermore, entrepreneurship education boosts entrepreneurial motivation (Boubker, 2021; Kartika, 2022; Muhammad, 2022). It conforms with the results of research conducted by Rasyid (2019) that entrepreneurship education has a positive and significant impact on advancing student motivation in entrepreneurship. Entrepreneurship education is also a driver of self-confidence in entrepreneurship, so the entrepreneurship education curriculum can be a solution to minimize the educated unemployment rate.

Entrepreneurship education has been implemented at the Faculty of Economics and Business, University of Mataram (FEB UNRAM) in recent years. According to the researcher's initial investigation, detailed research has yet to analyze how applied entrepreneurship education can improve entrepreneurial motivation among students on the FEB campus. FEB UNRAM has become a campus with one of the most graduates in West Nusa Tenggara. It is exceptionally relevant to the expectation that involving an entrepreneurship education system on campus can construct awareness and skills in entrepreneurship to reduce the unemployment ratio in NTB. Based

on data from the NTB Central Statistics Agency, the open unemployment rate in February 2022 is still high, around 3.92 per cent, which is still experiencing fluctuations between 0.5 and 0.8 per cent.

Researchers agree that entrepreneurship education is critical for explaining the variables of student motivation in developing an entrepreneurial spirit. Therefore, researchers are committed to analyzing how the role of entrepreneurship education implemented on the FEB UNRAM campus, primarily for economics and management students, can improve student motivation in entrepreneurship on campus and after campus.

LITERATURE REVIEW

Entrepreneurship education

Entrepreneurship education is a learning process to transform the attitudes and mindsets of students toward entrepreneurial profession alternatives. Consequently, students who have taken entrepreneurship studies will have essential values and entrepreneurial characteristics to improve their interest and motivation for the entrepreneurship process. Mohammad Saroni (2012) argued that entrepreneurship education is an educational program that works on the characteristics of entrepreneurship as a critical part of the provision of student competencies. Agus Wibowo (2011) added that entrepreneurship education is an endeavour to internalize the entrepreneurial spirit and mentality through educational and informal institutions such as training institutions and others.

Entrepreneurship education benefits assemble entrepreneurial character and spirit and instil entrepreneurial competence and values. Providing entrepreneurship education to students is very influential. Bestariati (2021) stated that one of the factors driving the growth of entrepreneurship in a country fibs in the role of universities in organizing entrepreneurship education. The university's role is expected to broaden students' understanding and perceptions of entrepreneurship, resulting in students

creating and producing their creative ideas. Hopefully, students will not only be fixated on finding a job after graduating from college, but they can create jobs with the entrepreneurial skills they have learned on campus and become more professional in their respective fields when they enter the workplace. From several experts' opinions, it can be concluded that entrepreneurship education is an educational program that works on entrepreneurial aspects to form an entrepreneurial spirit and mentality. Entrepreneurship education aims to provide various competencies and knowledge about entrepreneurship.

According to Bukirom et al. (2014), the indicators that can measure entrepreneurship education variables are as follows: 1) Methods used in entrepreneurship education. 2) Entrepreneurship material provided in entrepreneurship education 3) The purpose of teaching entrepreneurship education is to grow entrepreneurial intentions. Furthermore, 4) entrepreneurial education raises business opportunities awareness.

Motivation

Motivation is to encourage a person to do something, including becoming an entrepreneur. Everyone needs motivation because it will drive their actions to achieve their purposes. According to Rusdiana (2014), motivation is a psychological process that reflects the interaction of attitudes, needs, perceptions, and decisions that occur in a person. Psychological processes arise due to factors from within a person in the form of personality, attitude, experience, and education, while from outside a person, various other characteristics are very involved.

Based on the explanation above, motivation is an impulse from within a person to do something in the formation of attitudes, perceptions, and decisions to achieve goals. As with entrepreneurship, the key to success in becoming an entrepreneur is a substantial motivation for entrepreneurship. Motivation to become valuable to oneself, family, and society through the

achievement of work performance as an entrepreneur. In this study, researchers used the motivational indicators described by Shane, Locke & Collins, i.e., the need for achievement, risk-taking, tolerance for uncertainty, confidence in self and others, self-confidence, independence, a strong desire, and creativity (Alifia, 2019).

Conceptual Framework and Research Hypotheses

The conceptual framework, according to Sugiyono, is a relationship that theoretically will connect research variables, namely between the independent variable and the dependent variable, to be used as an experiment or measured through research conducted (Tiyanti et al., 2021). The conceptual framework of this study aims to describe the results of an analysis of the influence of entrepreneurship education on the entrepreneurial motivation of economics and management students at FEB UNRAM, NTB. This study's conceptual framework will be explained in the figure below, and more details will be explained in the following discussion.



Figure 1. Research Conceptual Framework

The conceptual framework applied by the researcher is based on some support from the results of previous research literature reviews. Based on Erwananda (2022) revealed that Entrepreneurship Education has a vital role in raising student motivation in entrepreneurship in the future because of their understanding and skills. The same thing was conveyed by Kartika et al, (2022) and Aryadi (2021) that entrepreneurship education has a positive and significant impact on improving student entrepreneurial motivation. Therefore, the researcher builds a research hypothesis;

H0: Entrepreneurship education does not have a positive and significant

impact on increasing the entrepreneurial motivation of economics and management students at FEB UNRAM.

H1: Entrepreneurship education does not have a positive and significant impact on improving the entrepreneurial motivation of economics and management students at FEB UNRAM.

METHOD

Research Design

This study uses a type of quantitative research. Quantitative research emphasizes its analysis of numerical data (numbers), which are more systematic and processed using statistical methods. This study used a questionnaire in the data collection process. The data were obtained through questionnaires distributed to respondents who were the object of this study, i.e., economics and management students of FEB UNRAM.

Types and Data Sources

The type of data in this research is quantitative data. The data source used in this research is primary data obtained directly from the source. Primary data is collected explicitly by researchers to answer research questions.

Data collection technique

The data collection technique used by the researcher is a questionnaire or questionnaire to the research sample respondents. The sampling method used in this study is non-probability sampling, which does not provide equal opportunities for each element or member of the population to be selected as a sample (Sudarmanto et al, 2022). One of the non-probability sampling techniques used in this study was the purposive sampling technique. Researchers set a sample of this study amounted to 110 economics and management students of FEB UNRAM.

Data analysis technique

Data analysis used by the authors in this study aims to answer the questions listed in the problem identification. The data analysis method used is the linear regression analysis method using the IBM SPSS Statistics software.

RESULTS

Description of Respondents

The research conducted on 110 respondents can be known about the general description of the characteristics of the respondents. The description of the respondent's characteristics concerns the respondent's gender and major in college. Researchers obtained data that 72% of research respondents were female students, and 28% were male. The researchers also classified based on the majors taken in college. It was found that 42% of the respondents were from the economics department, and 58% were from the management department.

Validity test

A *validity test* shows the extent to which the instrument used a measure what is being measured. Sugiyono (2013) states that the validity test is used to measure the legitimacy or validity of a questionnaire. Based on the calculation results through the SPSS application, it indicates that the r-count value (> 0.30) is greater than the r-table value (0.30). Therefore, all statements in the entrepreneurship education variable and entrepreneurial motivation are valid or can be declared to be valid. Then a comparison is made between the significance values of each list of questions asked. This calculation method shows that the significance value of each total question is < 0.05 . It also delivers a sign that the statement used is valid or legal to use.

Reliability Test

The data recapitulation of the validity test of each variable used in this study will be described in the table below;

Table 1. Reliability test

variables	N of Item	Cronbach's Alpha	Standard	Description
Entrepreneurship Education (X)	18 questions	0,860	0,7	Realiable
Entrepreneurial Motivation (Y)	15 questions	0,912	0,7	Realiable

The table above illustrates that Cronbach's Alpha for entrepreneurship education and entrepreneurial motivation variable is more significant than 0.70. Hence, all the variables contained in the questionnaire in this study were declared reliable.

Classic assumption test

- Normality test

The normality test for data aims to determine whether a population is normally distributed (Sugiyono, 2013). The normality test in this study was brought out using the Kolmogorov-Smirnov. The provisions of this method are that the data will be said to be expected if the significant value is > 0.05 . Based on the results of the normality test conducted by the researcher, the significance value was more significant than 0.05, which was 0.2. The data used in this study are typically distributed based on these results.

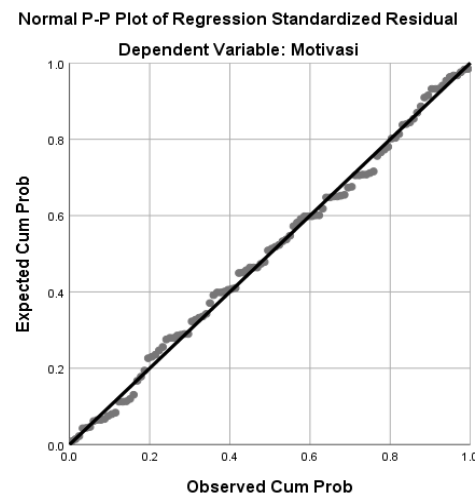


Figure 2. Normality Test

The graphic image overhead is also the result of data processing using SPSS, and it can be said that all residuals in this study are typically distributed. In the figure above, it can be seen that the graphical display examines to meet the assumptions of the normality test. The histogram displays a regular distribution pattern, and on a standard plot graph, the data spread around the diagonal line and follows the direction of the diagonal line.

- *Heteroscedasticity Test*

The heteroscedasticity test aims to test whether, in the regression, there is an inequality of variance from the residual of one observation to another. Heteroscedasticity illustrates the distribution of independent variables. The random distribution indicates a good regression model. In other terms, there is no heteroscedasticity. Testing heteroscedasticity can be accomplished by observing the scatterplot graph with a pattern of dots that spread above and below the Y-axis.

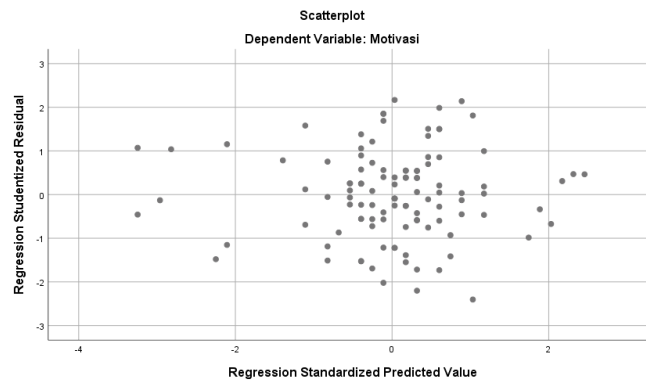


Figure 3. Heteroscedasticity Test Results

The scatterplot graph indicates that the points spread randomly and are distributed above and below zero on the Y-axis. It can be concluded that there is no heteroscedasticity in this regression model.

- *Multicollinearity test*

The multicollinearity test aims to test whether the regression model found a correlation between the independent variables. If there is a correlation, it is called a multicollinearity problem. Based on the value of the entrepreneurship education variable <10 and tolerance >0.10 . This means that it states that it is free from multicollinearity assumptions or that multicollinearity does not occur in these variables.

Table 2. Multicollinearity test

Variables	Tolerance	VIF
Entrepreneurship Education (X)	0,740	1,351
Entrepreneurial Motivation (Y)	0,762	1,312

Simple linear regression analysis

The volume of the influence of each independent variable on the dependent variable requires a simple linear regression analysis. This analysis is used because, in this study, there is one independent variable to determine

the extent of the influence of entrepreneurship education on entrepreneurial motivation in economics and management students at FEB UNRAM.

Based on the results of the multiple liner test conducted by the researcher, the multiple regression equation is obtained as follows:

$$Y = 2.062 + 0.312 X_1 + e$$

The regression equation has the following meaning:

1. The constant value (a) has a positive value of 2,062. This value indicates a unidirectional effect between the independent and dependent variables. It shows that if all the independent variables, which include Entrepreneurship Education (X₁), are 0 (zero) per cent or do not change, then the value of the aggressiveness of entrepreneurial motivation is 2.062.
2. The regression coefficient value for the Entrepreneurship Education variable (X₁) has a positive value of 0.312. It shows that entrepreneurship education has increased by 1%, then the aggressiveness of entrepreneurial motivation will increase by 0.312, assuming the other independent variables are constant. The value shows a unidirectional effect between the independent and dependent variables.

T-test

According to Sugiyono (2013), the purpose of the t-test is to find out how far the influence of the independent variables individually explains the variation of the dependent variable. The following is the result of calculating the performance and its significance. Based on the t-test decision-making criteria, if t count \geq t table or if the sig. < 0.05 , then H₀ is rejected, and H_a is accepted, meaning that the independent variable significantly influences the dependent variable. And if t count \leq t table or

if the sig. > 0.05, then H_0 is accepted, and H_a is rejected, meaning that the independent variable has no significant effect on the dependent variable.

The results of the t-test concluded that the T-count value for the entrepreneurship education variable was 3.291 and the t-table 1.65, with a significance of $0.001 < 0.05$. The test results using the t-test demonstrate that the hypothesis receives H_a . so that H_a , which states that there is a positive and significant influence of entrepreneurship education on entrepreneurial motivation, is accepted.

Coefficient of Determination (R^2)

The coefficient of determination (R^2) reveals the percentage of influence of the independent variable on the dependent variable. The greater the value of the coefficient of determination, the better the independent variable is in explaining the dependent variable, which means that the regression equation is suitable for estimating the value of the dependent variable. The value of Adjusted $R^2 = 0.604 = 60.4\%$ is obtained. It indicates that the independent variable (entrepreneurship education) affects the dependent variable (entrepreneurship motivation) by 60.4%, and the rest is influenced by other variables not involved in this study.

DISCUSSION

Based on the results of hypothesis testing conducted by researchers using the multiple linear regression method, it was shown that the entrepreneurial motivation of the students of economics and management was positive and significantly influenced by the entrepreneurship education. The results of this study align with research conducted by Masrurroh (2017) and Rahayu & Kurniawan (2022), which reveal that entrepreneurship education provided by educational institutions to students can increase student entrepreneurship motivation. Moreover, this study supports the Entrepreneurship theory of Thomas W. Zimmer (2008), where a key factor of

entrepreneurial intention is the existence of Entrepreneurship education (Zimmer et al., 2008). Furthermore, this research also aligns with the findings from Rauch and Hulsink (2015) that entrepreneurship education emphasizes increasing motivation and intentions of student to be entrepreneur.

On the other hand, by comparing to the previous research was conducted by Ozaralli and Rivenburgh (2016) that teaching entrepreneurship to the students had positive impact but low level of entrepreneurial intention. The research indicated that there were other factors such as optimism, innovativeness, and risk-taking propensity were influencing the motivation and intension of entrepreneurship. In addition, only a small percentage of university students intend to start their own business after graduation. They have a doubt to consider entrepreneurship as the first career (Hisrich and Peter, 2002).

Overall, the research indicated that he student of FEB UNRAM (management and economics) have high enthusiasm for participating in entrepreneurship learning. It has been responded to by providing program support carried out by faculties and departments in supporting student motivation in entrepreneurship. There are technical supports through seminars and classroom learning as a concrete form of implementing entrepreneurship education within FEB UNRAM. Additionally, by providing the entrepreneurship lab facility with the support of a mini café space within the campus, it impacts the students' motivation to be an entrepreneur. One equally important is the student should adapt to the technology. Therefore, the education institution should assure the student to mastering the technology (Harto, 2018).

CONCLUSION

Based on data analysis and discussion, the study's results indicate a significant influence between entrepreneurship education on the entrepreneurial motivation of students from the Department of Economics

and Management, FEB UNRAM. It is evidenced by the results of hypothesis testing, which shows that the count is greater than the table with the result count $(3.291) > \text{stable } (1.65)$, then the coefficient t is significant so that H_a is accepted, meaning that there is a significant influence of entrepreneurship education on entrepreneurial motivation student of the Department of Economics and Management, FEB UNRAM.

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