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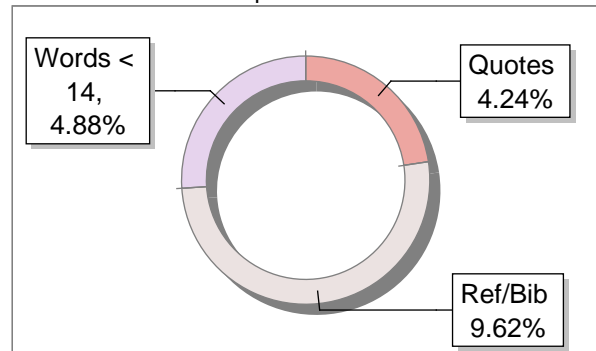|	
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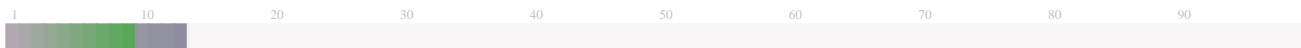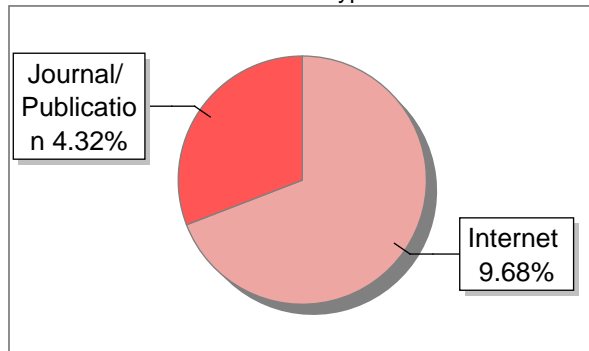
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What is the Entrepreneurial Motivation Level of Ahmad Dahlan University Students?

[1]Gatot Sugiharto, [2]*Caraka Putra Bhakti, [3]Choirul Fajri, [4]Astrid Nabilah Anwar, [5]Dian Ariyani

[1,2,3,4,5]Universitas Ahmad Dahlan, Yogyakarta, Indonesia

[1]gatot.sugiharto@law.uad.ac.id; [2]*caraka.pb@bk.uad.ac.id; [3]choirul.fajri@comm.uad.ac.id; [4]astrid1900001174@webmail.uad.ac.id; [5]dian2015011219@webmail.uad.ac.id

ABSTRACT

This research aims to describe the entrepreneurial motivation of students who have taken entrepreneurship courses. The techniques used in this research were purposive sampling and accidental sampling, with 801 students as respondents. The instrument used is the entrepreneurial motivation scale adapted by Nugroho (2017) using motivation aspects developed by Vanesaar et al. (2006), namely aspects of ambition for Freedom, self-realization, and driving factors. Test the validity by comparing the calculated r value with the r table and calculating the calculated r (rxy) for each item using the CORREL formula in Excel. Reliability is calculated using the Cronbach alpha formula. It was found that the level of student entrepreneurial motivation was in the high category. It is reinforced by the Ambition for Freedom spec results from Aspects of Self-Realization with respondents in the strongly agree category with a frequency of 153 (19.10%), the agreed category with a frequency of 357 (44.57%), the disagree category with a frequency of 291 (36.33%).

1. INTRODUCTION

The large number of entrepreneurs is a measure of resilience in economic development in a country. The economic development of countries will indirectly encourage individuals, especially students, to compete to find work that suits their conditions. According to Insana, looking for work in 2022 has become the responsibility of universities and the government to try to deal with the problem of unemployment by forming students' entrepreneurial spirit. Universities should play an active role in increasing interest in entrepreneurship among students to enable them to face unstable economic conditions through their businesses.

The large number of entrepreneurs determines the size of a country's economic resilience. According to Romli, Panduwinata, and Meliani's research, the number of entrepreneurs is significant for developing a country with a prosperous society (Meliani & Panduwinata, 2022). According to sociologist David McClelland, A country can only be prosperous if at least 2% of its population has become entrepreneurs (Ikhwan, Mayang, and Rifa'i 2021). The target to become a developed country is for at least 4% of its population to become entrepreneurs (Prayoga, 2021). According to the results of the UN or PBB analysis, Indonesia is still a developing country. The grouping is based on the primary economic

conditions of a country. Compared to other ASEAN countries, the percentage of Indonesian entrepreneurship is still low. In 2020 data from KemenKopUKM (Putro, 2019), Malaysia has an entrepreneurship ratio of 4.74%, Thailand 4.26%, and the ASEAN country, which is included in the developed country category is Singapore with an entrepreneurship ratio of 8.76%. Indonesia's entrepreneurial spirit is ranked 37/78 worldwide (Wardani & Nugraha, 2021).

According to Joseph Schumpeter in his book entitled "The Theory of Economic Development," Entrepreneurship is the key to the development process. Schumpeter defined entrepreneurs as innovators in the development process. Various efforts need to be made to encourage the growth of entrepreneurship, starting from the family, community, government, and education levels. Universities have a role in encouraging entrepreneurial growth by implementing Entrepreneurship Education and motivating entrepreneurship. Dikti has also facilitated the development of Entrepreneurship Education in higher education since 1997 with various entrepreneurship programs. To date, the efforts of the Ministry of Education, Culture, Research and Technology (Kemdikbudristek) to encourage entrepreneurship development continue to grow. One form of effort is the MBKM program in independent entrepreneurship (Meliani & Panduwinata, 2022).

According to (Hendro 2011) and (Insana et al. 2022), entrepreneurship is the ability to manage one's potential more optimally to improve one's welfare in the future. According to another opinion expressed by Alma 2013: and Insana et al. 2022, entrepreneurship is a dynamic process of increasing prosperity through entrepreneurial behavior that is ready to face every risk, prepares time, and produces products in the form of goods and services. Meanwhile, according to another opinion expressed by Rusdiana 2014: Insana et al. 2022, entrepreneurship is the spirit, attitude, behavior, and abilities that a person has in competing in the business world or activities that lead to efforts to search for, create, and apply performance, technology, and *new products* by increasing efficiency in providing better service and obtaining greater profits or profits.

Research by Lubis (2018) stated by (Ekasari, Aseanty, and Aryani 2022) that among students, entrepreneurship education and skills influence motivation in individuals. This aspect can be achieved if students are given entrepreneurship courses and entrepreneurial skills. Entrepreneurial motivation among students positively influences their interest in doing business. The more motivated someone is to become an entrepreneur, the greater their interest in achieving it (Susanti, 2021). With the research object of young entrepreneurs, it was found that entrepreneurial motivation influences business success (Ardiyanti & Mora, 2021).

Many factors can influence the success of a business. They were saying that business success cannot be separated from motivation. Strong motivation is necessary for running an entrepreneur to encourage every entrepreneur to carry out all activities for the progress of his business. With this motivation, the business will develop more quickly (Sintya, 2019). The results of research observations by Meilani et al. 2022 stated that every student has the desire and

interest to become an entrepreneur. Still, there are several reasons why they do not want to start a business, namely fear of failure and loss. Significant capital, risk exposure in managing a business, etc.

Based on the description above, this article will discuss the entrepreneurial motivation of Ahmad Dahlan University students. It is hoped that the results of this research can be used as a database for entrepreneurship development in higher education.

2.   METHOD

The method used in this research is a quantitative method with a descriptive study type, which aims to determine and describe students' entrepreneurial motivation. The data source is primary data obtained from distributing the Entrepreneurial Motivation scale, which includes three indicators, namely: (1) Ambition for Freedom, (2) Self-Realization, and (3) Driving Factors. The population of this research is students who are taking entrepreneurship courses in the upcoming semester of 2021/2022. The number of samples taken was 801 students.

2.1.   Sampling Procedure

The technique used in selecting the research sample was purposive sampling, namely, students taking entrepreneurship courses in the even semester of 2021/2022. Then, accidental sampling was carried out by distributing Google Forms to 64 entrepreneurship course classes.

2.2.   Materials and Equipment

Table 1. Entrepreneurial Motivation Scale Blueprint

No	Aspect	Item		Total
		Favorable	Unfavorable	
1	Ambition for freedom	1,2,13,14	7,8,19,20	8
2	Self-realisation	3,4,15,16	9,10,21,22	8
3	Pushing factors	5,6,17,18	11,12,23,24	8
Total		12	12	24

The instrument used is the entrepreneurial motivation scale prepared by Nugroho (2017) based on the aspects proposed by Vanesaar et al. (2006) and used in Dewi's thesis research (2022). The entrepreneurial motivation scale includes three aspects, namely: (1) Ambition for Freedom, (2) Self-Realization, and (3) Driving Factors. Each research item consists of 12 favorable and unfavorable statements so the complete statement items total 24 statements to measure entrepreneurial motivation.

2.3.   Data analysis

Data obtained through a survey using Google Forms was then analyzed using descriptive statistic data—the results of the entrepreneurial motivation scale. The validity test compares the calculated r value with the r table of degrees of Freedom (df) = n-2. In this case, n is the number of samples in this study, namely (n) = 801. So, it can be calculated that the df is 801-2

= 799. With df = 799 and alpha = 0.05, the r table = 0.069. This figure was obtained by looking at the r table at df 799 with a two-sided test). Continue calculating the calculated r (rxy) for each item using the CORREL formula in Excel. Of the 24 items available, they are valid because each item has a calculated r value > r table. Namely, r count > 0.

Reliability Test is calculated using the Cronbach's alpha formula. The magnitude of the reliability coefficient is determined depending on the confidence level. The higher the correlation coefficient, the higher the reliability of the tool. The results of calculating the entrepreneurial motivation scale show that the alpha value is 0.886112929 or 0.89. From these results, this entrepreneurial motivation instrument is very reliable. Next, analyze all the survey data to determine entrepreneurial motivation among Ahmad Dahlan University students.

3.   RESULTS AND DISCUSSION

The research sample was Ahmad Dahlan University students who had taken entrepreneurship courses. After the Google form was distributed to 76 classes, 801 students were found to be research respondents.

RESULTS

From the entrepreneurial motivation scale data, the following data information is obtained:

a.   Number of respondents (n) = 801

b.   Number of statement items = 24 items

3.1.   Entrepreneurial Motivation Data

Based on the results of data analysis on Entrepreneurial Motivation, the following picture is obtained:

Highest Value: 24x4 = 96

Lowest value: 24x1 = 24

Ideal Average (Mi): (Highest score+lowest score)/2= (96+24)/2= 60

Ideal SD (Sdi)   : (Highest score-lowest score)/6= (96-24)/6= 12

The following criteria categories are used based on the ideal score category including:

Sangat setuju   = I + 1,5Sdi

                                  = 60 + 15 (12)

                                  = 78 and above

Setuju   = (Mi + 0,5Sdi) < x < (Mi + 15 Sdi)

                                  = (60 + 0,5 (12)) < X < (60 + 1,5 (12))

                                  = 66 < X < 78

Tidak setuju   = (Mi- 1,5SDi) < X < (Mi + 0,5 Sdi)
                                  = (60-15 (12)) < X < (60 + 0,5 (12))
                                  = 42 < X < 66

Sangat tidak setuju   = x < (Mi-1,5 Sdi)
                                  = X < (60-15 (12))

= X< 42

Table 2. Entrepreneurial Motivation Data Analysis Table

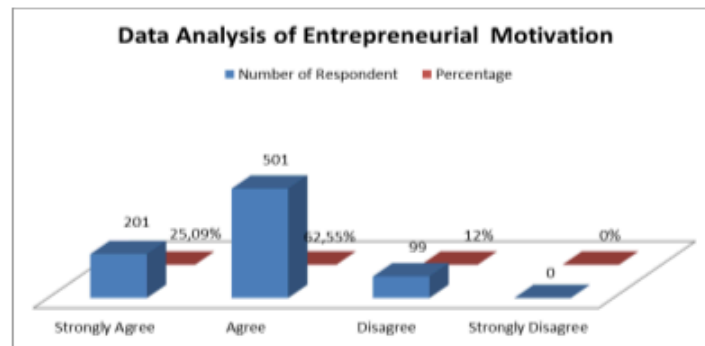| Category	Total	Percentage
Strongly agree	201	25.09%
Agree	501	62.55%
Disagree	99	12%
Strongly disagree	0	0%
TOTAL	**801**	**100%**

Figure 1. Analysis of Entrepreneurial Motivation Data

Based on Table 1 and diagram 1, it is known that entrepreneurial motivation in the strongly agree category has a frequency of 201 (25.09%), the agree category has a frequency of 501 (62.55%), the disagree category has a frequency of 501 (62.55%), the disagree category agree with a frequency of 99 (12%) and the category of strongly disagree with a frequency of 0 (0%).

3.2.   Aspect Analysis

Ambition For Freedom

Description of Data Analysis Aspects of Ambition for Freedom Based on the results of data analysis on entrepreneurship motivation aspects of ambition for Freedom, the following picture is obtained:

Highest Value   : 8 x 4 = 32

Lowest value   : 8 x 1 = 8

Ideal Mean (Mi)   : (Highest score+lowest score)/2= (32+8)/2= 20

Ideal SD (Sdi)   : (Highest-lowest score)/6= (32-8)/6= 4

The following criteria categories are used based on the ideal score category including:

Strongly agree   = I + 1,5Sdi

                                 = 20 + 1,5 (4)

                                 = 26 and above

Agree   = (Mi + 0,5Sdi) < X < (Mi +1,5 Sdi)

$$= (20+0,5 (4)) < X < (20+1,5 (4))$$

$$= 22 < X < 26$$

Don't Agree $= (Mi\ 1,5SDi) < X < (Mi + 0,5\ Sdi)$

$$= (20-1,5 (4)) < X < (20+0,5 (4))$$

$$= 14 < X < 22$$

Strongly Don't Agree $= X < (Mi-1,5\ Sdi)$

$$= X (20-1,5 (4))$$

$$= X< 14$$

Table 5. Data Analysis Table for Aspects of Ambition for Freedom

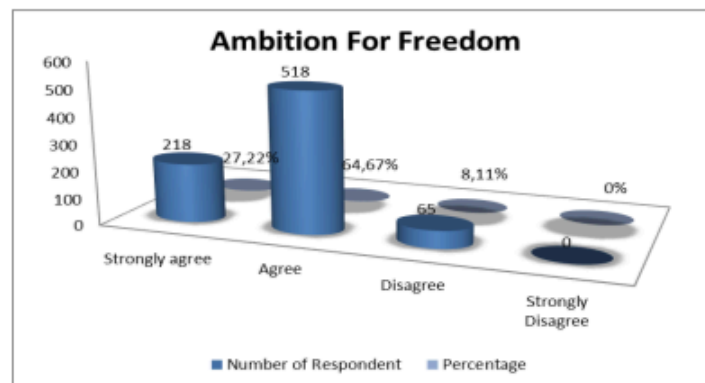| Kategori	Total	Persentase
Sangat setuju	218	27,22%
Setuju	518	64,67%
Tidak setuju	65	8,11%
Sangat tidak setuju	0	0%
TOTAL	**801**	**100%**

Figure 2. Description of Data Analysis Aspects of Ambition for Freedom

Based on Table 1 and Diagram 1, it is known that in the aspect of ambition for Freedom, the category strongly agrees with a frequency of 218 (27.22%), the agreed category has a frequency of 518 (64.67%), the disagree category has a frequency of 65 (8.11%) and category strongly disagree and agree with a frequency of 0 (0%).

a.   Self Realization

Based on the results of data analysis on entrepreneurial motivation in the Self-Realization aspect, the following picture is obtained:

Highest Value   : 8 x 4 = 32

Lowest value   : 8 x 1 = 8

Ideal Mean (Mi): (Highest score + lowest score)/2= (32+8)/2= 20

Ideal SD (Sdi)   : (Highest-lowest score)/6= (32-8)/6= 4

The following criteria categories are used based on the ideal score category including:

Strongly Agree	= I + 1,5S di
	= 20 + 1,5 (4)
	= 26 and above
Agree	= (Mi + 0,5Sdi) < X < (Mi + 1,5 Sdi)
	= (20 + 0,5 (4)) < X < (20 + 1,5 (4))
	= 22 < X < 26
Don't Agree	= (Mi- 1,5SDi) < x < (Mi + 0,5 Sdi)
	= (20-1,5 (4)) < X < (20 + 0,5 (4))
	= 14 < X < 22
Strongly Don't Agree	= X < (Mi-1,5 Sdi)
	= X < (20-15 (4))
	= X< 14

Table 6. Data Analysis Table for Aspects of Self-Realization

Kategori	Total	Persentase
Sangat setuju	153	19,01%
Setuju	357	44,57%
Tidak setuju	291	36,33%
Sangat tidak setuju	0	0%
TOTAL	**801**	**100%**

Figure 3. Description of Data Analysis for Self-Realization Aspects

Based on Table 1 and Diagram 1, it is known that in the aspect of Self-Realization, the category strongly agrees with a frequency of 153 (19.10%), the agreed category has a frequency of 357 (44.57%), the disagree category has a frequency of 291 (36.33%) and the category of strongly disagree with a frequency of 0 (0%).

b.   Driving Factors

Based on the results of data analysis on entrepreneurial motivation in the aspect of driving factors, the following picture is obtained:

Highest Value   : 8 x 4 = 32

Lowest value   : 8 x 1 = 8

Ideal Mean (Mi) : (Highest score+lowest score)/2= (32+8)/2= 20

Ideal SD (Sdi)   : (Highest-lowest score)/6= (32-8)/6= 4

The following criteria categories are used based on the ideal score category including:

Strongly agree   = I + 1.5Sdi

                               = 20 + 1.5 (4)

                               = 26 and above

Agree   = (Mi + 0,5Sdi) < X < (Mi +1,5 Sdi)

                               = (20 + 0,5 (4)) < X < (20+ 1,5 (4))

                               = 22 < X < 26

Don't Agree   = (Mi-1,5SDI) < X < (Mi + 0,5 Sdi)

                               = (2015 (4)) < X < (20 +0,5 (4))

                               = 14 < X < 22

Strongly Don't Agree   = X (Mi-1,5 Sdi)

                               = X < (20-1,5 (4))

                               = X< 14

Table 7. Data analysis table of driving factors Aspects

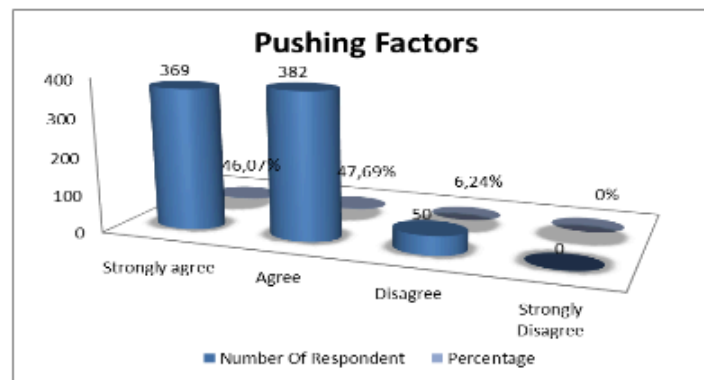| Kategori	Total	Persentase
Sangat setuju	369	46,07%
Setuju	382	47,69%
Tidak setuju	50	6,24%
Sangat tidak setuju	0	0%
TOTAL	**801**	**100%**

Figure 4. Description of Data Analysis of Driving Factor Aspects

Based on Table 1 and Diagram 1, it is known that the Driving Factor aspect is in the strongly agree category with a frequency of 369 (46.07%), the agree category with a frequency of 382 (47.69%), the disagree category with a frequency of 50 (6.24%) and the category of strongly disagree with a frequency of 0 (0%).

DISCUSSION

From the survey research conducted, the results showed that the entrepreneurial motivation aspect of Ahmad Dahlan University students was included in the high category, as evidenced by the answers strongly agreeing that each element was above average and the agreeing answers were less than or equal to the average.

The motivational aspect of entrepreneurship consists of three aspects: Ambition for Freedom, Self-Realization, and Driving Factors. According to research conducted by Vanesaar et al. (2009), the ambition for Freedom is one aspect of entrepreneurial motivation in the form of the ambition to be more independent in activities, have your own business, be more respected, be at the forefront of implementing new ideas, and develop hobbies. In business. Self-realization factor, namely the realization of oneself as having a better position in society, feeling challenges, motivating and leading others, continuing family traditions, implementing ideas or innovations, and following others. Push Factors are caused by losing a job, getting a better income, and dissatisfaction with the previous job (Widiati & Fitriani, 2021).

The highest aspect of entrepreneurial motivation based on respondents' answers is the Ambition for Freedom aspect, with details of strongly agree with a frequency of 218 (27.22%) and the agreed category with a frequency of 518 (64.67%). In line with Bunga's (2019) research, ambition for Freedom is the highest aspect of entrepreneurial motivation. Students agree that entrepreneurship is a form of innovation and creation that is free and not tied to specific working hours and regulations. This result also aligns with research by Venesaar (2006), which shows that ambition for Freedom is the dimension that has the most influence on this variable (Mahdi and Sakapurnama 2019).

The lowest aspect of entrepreneurial motivation is in the Self Realization aspect, with respondents' answers in the strongly agree category with a frequency of 153 (19.10%), the agreed category with a frequency of 357 (44.57%), the disagree category with a frequency of 291 (36 .33%). Self-Realization received the most disapproving answers compared to other aspects. The lowest aspect is the desire to continue family traditions. The driving factor for them to start a business is not the desire to continue family traditions or family background in business (Mahdi & Sakapurnama, 2019).

From the research results, the high entrepreneurial motivation of Ahmad Dahlan University students can be a strength for self-development in entrepreneurship. Entrepreneurial competence can be developed through skills taught by lecturers and directly practiced by students (Soltysiak, 2019). To foster an entrepreneurial spirit, motivation and taking

entrepreneurship courses can be capital for students to develop an entrepreneurial spirit. However, to be able to produce graduates who can create jobs is not enough just in the short term. There is a need for sustainable education and development activities (Nofrida et al., 2023).

4.   CONCLUSION

This research shows that Ahmad Dahlan University students have high entrepreneurial motivation with an overall score of entrepreneurial motivation in the strongly agree category with a frequency of 201 (25.09%), the agreed category with a frequency of 501 (62.55%), the disagree category. With a frequency of 99 (12%) and the category of strongly disagree with a frequency of 0 (0%).

Ambition For Freedom is the highest aspect of student entrepreneurship motivation, where students want to be free to do activities, have their businesses, and implement new ideas. In their own business, they want a better societal position and motivate others. Ambition For Freedom is the factor that most influences students to become entrepreneurs. The lowest indicator is the desire to continue family traditions, thus showing that the driving factor for starting a business differs from the desire to continue family traditions or family background in business.

The research describes the entrepreneurial motivation level among Ahmad Dahlan University students. The research results show that the level of entrepreneurial motivation of Ahmad Dahlan University students is included in the high category. It is proven by the results from the overall score of entrepreneurial motivation in the strongly agreed category with a frequency of 201 (25.09%), the agreed category with a frequency of 501 (62.55%), and the disagree category. With a frequency of 99 (12%) and the category of strongly disagree with a frequency of 0 (0%).

Ambition For Freedom is the highest aspect of student entrepreneurship motivation, where students want to be free to do activities, have their businesses, and implement new ideas. In their own business, they want a better societal position and motivate others. Ambition For Freedom is the factor that most influences students to become entrepreneurs. The lowest indicator is the desire to continue family traditions, thus showing that the driving factor for starting a business differs from the desire to continue family traditions or family background in business.

5.   ACKNOWLEDGMENT

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