



## Can The Social Mission Model Improve the Students' Interest?

Mar'atus Sholikhah<sup>1</sup>, Sutirman<sup>2</sup>, Febrika Yogie Hermanto<sup>3</sup>

<sup>13</sup> Student of Postgraduate, Universitas Negeri Yogyakarta, Indonesia

<sup>2</sup> Universitas Negeri Yogyakarta, Indonesia

---

### Article Info

*Article history:*

*Received: 1 January 2020;*

*Accepted: 1 March 2020;*

*Published: 18 March 2020.*

---

*Keywords:*

*Entrepreneurial Character;  
Social Mission; Learning  
Outcomes; Entrepreneurial  
Interest*

---

---

### Abstract

This study aims to determine the effectiveness of entrepreneurship learning models based on social missions to advance entrepreneurial interest in vocational high school students. Experimental research use as a method, with 72 students participating in Class XII of SMK Negeri 1 Kudus. Data collection using questionnaires and learning outcomes. Data analysis using ANOVA and Scheffe test. The results showed that student learning outcomes with social mission learning models and conventional learning models have differences, where the social mission learning model is more useful to improve student learning outcomes and entrepreneurial interest. More than that, the social mission-based entrepreneurship learning model is needed in the curriculum. Entrepreneurship training through social mission will prepare students to become entrepreneurs, in addition to being more concerned about the environment and society. Future research needs to focus more on studying entrepreneurship learning curricula in vocational high schools.

---

### Abstrak

*Penelitian ini bertujuan mengetahui efektivitas model pembelajaran kewirausahaan berdasarkan misi sosial untuk memajukan minat kewirausahaan pada siswa sekolah menengah kejuruan. Penelitian eksperimen digunakan sebagai metode, dengan partisipan sebanyak 72 siswa Kelas XII SMK Negeri 1 Kudus. Pengumpulan data menggunakan kuesioner dan hasil belajar. Analisis data menggunakan ANOVA dan uji Scheffe. Hasil penelitian menunjukkan bahwa hasil belajar siswa dengan model pembelajaran social mission dan model pembelajaran konvensional memiliki perbedaan, di mana model pembelajaran social mission lebih efektif untuk meningkatkan hasil belajar dan minat berwirausaha siswa. Lebih dari itu, model pembelajaran kewirausahaan berbasis social mission sangat diperlukan dalam kurikulum. Pelatihan berwirausaha melalui social mission akan mempersiapkan siswa tertarik menjadi wirausaha, di samping lebih peduli terhadap lingkungan dan masyarakat. Penelitian yang akan datang, perlu lebih fokus mengkaji kurikulum pembelajaran kewirausahaan di SMK.*

---

### How to Cite:

Sholikhah, M., Sutirman, S., & Hermanto, F. Y. (2020). Can The Social Mission Model Improve the Students' Interest? *Jurnal Pendidikan Ekonomi & Bisnis*, 8(1), 54-65. <https://doi.org/10.21009/JPEB.008.1.6>.

---

\* Corresponding Author.

[maratussholikhah.2019@student.uny.ac.id](mailto:maratussholikhah.2019@student.uny.ac.id) Mar'atus Sholikhah

ISSN

2302-2663 (online)

DOI: [doi.org/10.21009/JPEB.008.1.6](https://doi.org/10.21009/JPEB.008.1.6)

## INTRODUCTION

Character and entrepreneurship education becomes crucial to do, considering the degenerating values, norms, and characters of the nation. The research of the International Center for Research on Women (ICRW, 2015) found that 84% of children in Indonesia are experiencing violence at schools. Therefore, character and entrepreneurship education are essential provisions that every young generation must have to endure various problems. Several studies confirm that character and entrepreneurship education with a comprehensive, integrated approach is valid to effectively improve students' attitudes and interests for entrepreneurship (Aqib, 2011; Darmiyati, 2010; Jumarudin, 2014; Masruri, 2010; Mulyani, 2012b). Theoretically, the entrepreneur is one of the driving factors to enhance the economic growth in Indonesia (Matlay, 2008; H. Matlay, 2009; Suharti, 2012; Zimmerer, 2004).

Murphy (2008) and Nemecek (2018) supported that the main actors in the economy are entrepreneur, so the school should apply the entrepreneurship learning based on meaningful knowledge in order to encourage the student's spirit to be an entrepreneur (Hägg, 2019; Peterman, 2003; Wu, 2008; Yohnson, 2003). Therefore, the schools are demanded to create the quality of graduates in the entrepreneurship field. Entrepreneurial education has been implemented in Indonesia, though it is only oriented to the strengthening of cognitive material knowledge. Garrison (2009), Honig (2004) and C. M. and H. Matlay (2008) found that entrepreneurial learning is one of the most rapidly growing programs at school and university, though it merely focuses on helping students develop their knowledge through conventional methods (lectures, papers, exams) (Cope, 2007; Katz, 2007). Consequently, conventional teaching methods must be supplemented by innovative ways of thinking to develop an entrepreneurial learning model (Gibbs, 2002). Also, it was found that the practices and the value of entrepreneurial spirit are still limited (Syohih, 2008). When entrepreneurial learning is taught by conventional models, it will not be the most effective learning (Kirby, 2004).

Central Statistical Agency (BPS, 2018) explains that the unemployment rate in February 2018 was still dominated by vocational high school graduates, i.e., 8,92%. Because vocational high school graduates are only aimed at finding jobs, they cannot think of creating jobs. A good economy can be achieved by the number of the entrepreneurial community, so the entrepreneurial character is increasingly needed to produce entrepreneurs who have reliable and robust character (Mulyani, 2012a, 2018). Therefore, the application is needed to improve skills and experience to create young entrepreneurs (Ng, 2006; Peterman, 2003; Shepherd, 2004). These models will include learning activities to think critically in finding opportunities so that students can actively participate in controlling the learning situations (Kiesler, 2007; King, 1997; Muhaimin, 1991; Pointer, 2008).

One of the learning models that can be applied is entrepreneurship learning based on a social mission. It can enhance the social entrepreneurial character, improve the learning outcome, and increase the entrepreneurial interest. The difference between entrepreneurship and social entrepreneurship is the value proposition (Martin Pelucha, 2017; Martin, 2007). For the business entrepreneur, the value proposition is to personal gain, while the social entrepreneurship aims to design the value and benefits for community (Dees, J. G., & Gregory Dees, 2018; Easter, 2015; Faltin, 2011; Martin Pelucha, 2017; Steyaert, n.d.; Tweedie, Dyball, Hazelton, & Wright, 2013).

Consequently, building the social entrepreneurial character through the social mission is reasonable to implement in the entrepreneurship learning model (Choiriyah, 2018; Dhania, 2018; Ghofur, 2013; Ismawan, 2010; Mamuasi, 2010; Sukirman, 2017; Tan, 2005). This model is an entrepreneurial learning innovation by combining the entrepreneurial practice that has social missions. Social mission is a learning model to build the entrepreneurial character and train students to be the entrepreneur who cares about society.

This study aims to determine whether entrepreneurship learning models through social missions can improve the student's interest in becoming entrepreneurs. We developed a social mission model in entrepreneurial learning to train and enhance the experience of students to have a social entrepreneurship spirit. The contribution of this study is to increase the fundamental advancement of the theory and teaching practice in entrepreneurial learning. Also, students are

given the experience to apply to the real world, so this learning model is appropriate to be taught to students.

## METHOD

This study used the experimental method and the factorial design. The factorial design adopted from Chen (2014) because this study has two levels, respectively, high level and low level, thus it is a 2x2 factor experimental design. Bliss (1947) and Tuckman (1999) stated that 2x2 factorial design defined as a research structure that includes independent, moderator, and dependent variables where the variant analysis size is equal to the number of independent and moderator variable. In this study, the social mission model was the independent variable, entrepreneurial interest was the dependent variable, and interest was the moderator variable. The population included all students in the third grade of two classes from the business and management program in SMK Negeri 1 Kudus. Random sampling was used in this study. The number of samples was 72 students. Data analysis was used to investigate the hypotheses and determine the effectiveness of the model using scheffe test.

Table 1. Design Research

<b>Group/ Entrepreneurial Interest</b>	<b>Low Interest (M1)</b>	<b>High Interest (M2)</b>
Experimental Group (E)	E M1	E M2
Control Group (K)	K M1	K M2

Table 2. Class Categories

<b>Class</b>	<b>Low Interest</b>	<b>High Interest</b>	<b>Total</b>
E	12	24	36
K	24	12	36

In the first step, the teacher explained the purpose of implementing the social mission model in the material of entrepreneurial practice. After that, the teacher divided the class into several groups consisting of 6 students. Then, the teacher asked the groups to create a business plan, and they should present their planning. After that, once their business plan was approved. Next, students should promote and sell their products or services through both online and offline media. In the sixth step, the implementation of entrepreneurship practice was only one month, and the profit of business would be used for social activities that were useful for the society, such as a donation for the poor, and sharing groceries. The social activities were determined by class agreement. Lastly, students presented the final result and evaluated the learning program.

Learning outcomes were used to determine the successful implementation of the entrepreneurship learning model based on a social mission to entrepreneurial students' interest—the score of achievement standard to prove the success of this model, i.e., 76. When 80% of the students had a score above 76, it meant that this model had succeeded. Linan and Chen (2009) developed the scales of entrepreneurial interest, and it adopts by Suryana (2008) and Ferreira, Raposo, Rodrigues, Dinis, & Paco (2012) It is composed of several indicators, each one being measured by opportunity, income, feeling of delight, family environment, self-esteem, community environment, and education. The questionnaire of entrepreneurial interest used a Likert scale with 13 items, and the reliability coefficient was 0.742. The normality data was tested using Kolmogorov Smirnov (KS), though homogeneity was tested using the F test. Hypotheses were analyzed using two-way analysis (ANAVA). The questionnaire for entrepreneurial interest was analyzed using IBM SPSS Statistic 24 to know the effect of a social mission learning model on entrepreneurial interest.

## RESULTS AND DISCUSSION

The students' learning outcomes taught using conventional approaches were included in three categories of the four categories specified (it can be seen in Table 3). Students who got a very high score were nine students or 25%, 20 students or 55.56% got a high score, and seven students or 19.44% got a low score. Furthermore, students who are taught using the social mission model were included in two of the four categories defined. Nineteen students or 52.78% got a very high score, and 17 students or 47.22% got a high score.

Table 3. Learning Outcomes Criteria

Criteria	Categories	Control Class		Experiment Class	
		F	%	F	%
Score > Mi + 1.5 Sdi	Very high (86-100)	9	25	19	52.78
Mi < Score > Mi + 1.5 Sdi	High (76-85)	20	55.56	17	47.22
Mi - 1.5 Sdi < Score > Mi	Low (66-75)	7	19.44	0	00.00
Score > Mi - 1.5 Sdi	Very low (0-65)	0	00.00	0	00.00

The result of the hypothesis through a two-way analysis of variance is presented in Table 4. Table 4 shows that the value of the F table is 0.553, with a probability error of 0.874. If the F table is more significant than F count with a significance level of 0.005, it means that H0 is accepted, and H1 is rejected; thus, there is no interaction significantly between the social mission model and entrepreneurial interest in influencing the students learning outcomes.

Table 4.  
The Result of ANAVA

Variance	JK	db	Mean	F count	F table	P
Model	220.178	1	220.178	1.619	1.483	0.027
Interest	280.758	1	280.758	2.983	1.483	0.010
Model*Interest	75.164	1	75.164	0.553	1.483	0.874
Probability Error	366.050	69	5.305			
Total	4269111	72	-			
Corrected total	1100.319	71	-			

R Square = 0.667 (Adjusted R Square = 0.325)

The effectiveness of models can be known using scheffe test. Test results are presented in Table 5. The scheffe test was used to find the difference between treatment models, whether there was a difference between entrepreneurship learning models based on social mission and conventional learning models (H2). The results indicate that the value of t-count is 3.583, and the value of t-table with the significance level of 5% gets 1.994 and 2.6648 for a significance level of 1%. Hence, H0 is rejected, and H2 is accepted. It means that there is a significant difference in learning outcomes taught through the social mission learning model and the conventional learning model.

Table 5. Scheffe Test Output

<b>Average</b>	<b>t count</b>	<b>t table</b>	<b>Information</b>
K dan E	-4.350	1.994	t-count < t-table
K M1 dan E M1	4.314	1.994	t-count > t-table
K M2 dan E M2	4.667	1.994	t-count > t-table

Table 6. The Output of Scheffe Test from Learning Outcomes

<b>Explanation</b>	<b>Mean</b>
Mean of Experimental group	85.11
Mean of Control group	80.44
t-count	3.583
t-table (0.05)	1.994
t-table (0.01)	2.648

The results show that the average value for experiment class with the social mission model is 85.11, and the average for control class with the conventional model is 80.44. Therefore, the learning outcomes from entrepreneurial practice among student taught using social mission model is more significant than students taught through the conventional model, and the differences are significant. It proves that entrepreneurial learning based on the social mission was active for improving the learning outcomes and entrepreneurial interest. Moreover, the linear relationship between the social mission learning model for entrepreneurial interests was analyzed using regression analysis (see Table 7).

Table 7. Coefficient Test Result

<b>Information</b>	<b>Mean</b>
R	0.690
R Square	0.476
Adjusted R Square	0.469
SE of the Estimate	3.221

The results of the analysis show that R (Correlation) is 0.690. The value can be interpreted that the relationship between the two variables was in a healthy category. Table 7 presents that R square is 0.476 or 47.60%, so it can be concluded that the social mission model influenced 47.60% of entrepreneurial interest variables.

Table 8. Significance value test output

<b>Information</b>	<b>Mean</b>
Mean square	660.190
F count	63.614
Sig.	0.000

Table 8 is used to determine the significance or linearity of a regression. Criteria were determined based on a test of significant value in which the significance value was smaller than 0.05. The table obtained a significance value of 0.000; it means that the value of significance was less than 0.05. Hence the regression equation model was significant.

Information	Mean
B	0.599
SE	0.075
Stand. Coef. Beta	0.690
t count	7.976
Sig.	0.000

Table 9 shows that the t-count is 7.976, while the t-table is 1.994, with a significance level of 5%, so the value of t-count is more significant than t-table. Thus, the hypothesis indicates that there is an influence between the social mission learning model of entrepreneurial interest and H4 is accepted.

## DISCUSSION

The previous analysis result showed that entrepreneurial interest is influenced by the learning model. Exceptionally, the social mission model can be applied to advance entrepreneurial interest. The application of this model can be a learning model in solid material for students, and it can be implemented in daily life. The model increases the students' awareness of teamwork ingroup and caring for society. Moreover, the use of learning strategies in entrepreneurial practices based on social missions can teach and develop student's character to manage the conflict and increase the entrepreneurial interest with social objectives (Ishak, S., Omar, A. R. C., & Moen, 2015; Majid, 2014).

Firstly, the hypothesis states that student learning outcomes with the social mission model are more effective than the conventional model. It can be proven based on empirical data. The social mission model is more effective for growing cognitive and psychomotor skills rather than conventional models. Hamburg (2015), Kitsantas (2013), Ramsgaard (2018), and Tyrie (2011) found that the learning model through practice can directly increase students' interest in learning something because students can observe and examine the reality in the field. Theoretically, Hidi & Harackiewicz (2000) determines that students who have an interest in what they want to learn will improve higher academic performance, and they will remember the material more in the long-term. It is in line with the previous research stating that the implementation of the learning model through practice can increase student scores and interest (Muhson, 2012).

Secondly, the hypothesis describes that learning outcomes between students who have high entrepreneurial interests with the social mission learning model are more significant than conventional learning models. The students that have a high entrepreneurial interest can be seen that the students can think critically and creatively and work hard to achieve better standards of learning. Imansari (2017), Marniati (2016), Tarmedi, E., A. Surachim (2020) found that growing interest was not natural, so teachers had to use various strategies to increase the student interest. One of the strategies that teachers did is briefing so that students can perform their duties and roles.

The social mission model facilitates students to create or modify products/services to their wishes and encourage them to be creative both in making, promoting, and marketing the products or services. It can build their mindset and attitudes toward career choice for being an entrepreneur (Dewi Karyaningsih, 2017). Besides, the social mission learning model can improve the learning quality in the classroom. Dwijayanti (2017), Lestari, S. K., & Ningrum (2016) confirmed that the entrepreneurship learning model has a significant effect on entrepreneurial interests. Also, Farida et al. (2017), Ginting (2016), Nurwahyuni (2018), Rahmania (2015), Suratman (2017), and Trisnawati (2017) indicated that practice learning model such as social mission is one of the learning strategies that started with solving problems by real context.

Thirdly, the hypothesis affirms that learning outcomes between students who have low entrepreneurial interests with social mission models were higher than conventional learning models. Students' entrepreneurial interests depend on opportunities, and students with low-

entrepreneurial interests prefer structured learning into the classroom to challenging learning. Therefore, the social mission learning model can facilitate students who have low entrepreneurial interests to actively participate in the learning process, so that their entrepreneurial interests are expected to increase. The fact that supports the statement shows that the average score of learning outcomes with low entrepreneurial interests with social mission models is higher than conventional models.

Fourthly, the hypothesis indicates that there is an influence between the social mission learning model and entrepreneurial interest in learning outcomes that cannot be empirically proven by the data. It means that the social mission model can be applied to all groups. It can be concluded that the effectiveness of entrepreneurship learning based social mission models cannot be affected by entrepreneurial interest.

In implementing the entrepreneurship practice based on the social mission model, students collaborate in groups. Hence this model enables students to express themselves and respect each other's opinions. Farida et al. (2017), and Huddleston (2003) explained that collaboration could improve the respect, attitude, and solidarity in the team. Mujiono (2002) stated that learning outcome is the highest achievement in the learning process, while learning can be defined as a series of cognitive processes through information procession to become new capabilities. Consequently, a student will have entrepreneurial character if they have interest and motivation to learn and practice about entrepreneurship (Aprilianty, 2013; Azizah, 2017; Munawar, 2019; Puspitaningsih, 2017).

The results of linear regression analysis show that the social mission learning model has a significant effect on the student's interest in becoming an entrepreneur. The results show that the determination coefficient in this study was 0.476, and it means that the social mission learning model has a positive effect of 47.6% on the increasing interest of students to be an entrepreneur. Meanwhile, 52.4% was another factor that affected entrepreneurial interest that is not investigated in this study.

Furthermore, the results of the t-test analysis show that there is a significant effect between the social mission learning model on entrepreneurial interest. Also, the value of the t-count is more significant than the t-table ( $7.976 > 1.994$ ) with a significance level of 5%, so the hypothesis is acceptable. Therefore, it can be concluded that the social mission learning model is proven to influence entrepreneurial interest significantly. Endang (2014), Mopangga (2014), and Murtini (2016) stated that the model of practice learning would increase student interest in entrepreneurship. Training or practicing in entrepreneurship learning can directly improve entrepreneurial skills and interests (Moedjiono, 2008).

## CONCLUSIONS AND SUGGESTION

The implementation of entrepreneurship learning based on social mission model can improve the learning outcomes and increase the entrepreneurial interest. Hence, this model aims not only to learning outcomes but also foster an entrepreneurial interest. From the evidence of this study, a social mission learning model that suggests entrepreneurial interest rest on an experiential and practicing learning applied for students. Further research can explore more variables that affect the effectiveness of the model.

## ACKNOWLEDGE

We would like to express our gratitude to the editor and journal staff of *Jurnal Pendidikan Ekonomi & Bisnis* that given an opportunity for publication of this article. This study was supported and financed by the Indonesia Endowment Fund for Education (LPDP).

## REFERENCES

- Aprilianty, E. (2013). Pengaruh kepribadian wirausaha, pengetahuan kewirausahaan, dan lingkungan terhadap minat berwirausaha siswa SMK. *Jurnal Pendidikan Vokasi*, 2(3). Retrieved from <https://doi.org/10.21831/jpv.v2i3.1039>
- Aqib, Z. (2011). *Pendidikan karakter: membangun perilaku positif anak bangsa*.
- Azizah, N. (2017). Efektifitas pendidikan kewirausahaan dan self-efficacy terhadap minat berwirausaha. *Al-Mu'amalat*, 2(II), 427. Retrieved from <https://doi.org/10.32505/muamalat.v2iii.158>
- Bliss, C. I. (1947). 2x2 factorial experiments in incomplete groups for use in Biological Assays. *International Biometric Society*, 3(2), 69–88. Retrieved from <https://www.jstor.org/stable/3001642>
- BPS. (2018). Data Badan Pusat Statistik.
- Chen, Y. (2014). Research on group emotional intelligence effects on group decision-making under emergency. *International Journal of Hybrid Information Technology*, 7(6), 189–198. <https://doi.org/10.14257/ijhit.2014.7.6.16>
- Choiriyah, U. (2018). Pengaruh pembelajaran mata kuliah kewirausahaan terhadap intensi kewirausahaan. *Manajemen Bisnis*, 5(1). Retrieved from <https://doi.org/10.22219/jmb.v5i1.5347>
- Cope, L. P. and J. (2007). Entrepreneurship education: a systematic review of the evidence. *International Small Business Journal*, 25(5), 479–510. <https://doi.org/DOI:10.1177/0266242607080656>
- Darmiyati, Z. and M. S. (2010). Pengembangan model pendidikan karakter terintegrasi dalam pembelajaran bidang studi di Sekolah Dasar. *Jurnal Cakrawala Pendidikan*, (Edisi Khusus Dies Natalis UNY).
- Dees, J. G., & Gregory Dees, J. (2018). The meaning of social entrepreneurship. *Case Studies in Social Entrepreneurship and Sustainability*, 22–30. Retrieved from <https://doi.org/10.4324/9781351278560-5>.
- Dewi Karyaningsih, R. P. dan A. W. (2017). Hubungan kreativitas, efikasi diri dan intensi berwirausaha pada mahasiswa. *Jurnal Pendidikan Ekonomi Dan Bisnis (JPEB)*, 5(2), 162–175. <https://doi.org/10.21009/jpeb.005.2.4>
- Dhania, R. (2018). Pengaruh Pengetahuan kewirausahaan dan praktek kewirausahaan dalam menumbuhkembangkan perilaku kewirausahaan mahasiswa. *Manajemen Dan Kewirausahaan*, 9(2), 64. Retrieved from <https://doi.org/10.31317/jmk.9.2.64-76.2018>
- Dwijayanti, R. (2017). Pengaruh pendidikan kewirausahaan, locus of control, dan kebutuhan berprestasi terhadap pembentukan sikap kewirausahaan mahasiswa. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 3(2), 170. Retrieved from <https://doi.org/10.26740/jepk.v3n2.p170-180>
- Easter, S. and M. C. D.-O. (2015). Bridging ties across contexts to scale social value: the case of a vietnamese social enterprise. *Journal of Social Entrepreneurship*, 6(3), 320–351. <https://doi.org/10.1080/19420676.2015.1049284>
- Endang, M. (2014). Developing an entrepreneurship education project-based. *Cakrawala Pendidikan*, XXXIII/no., 50–61.
- Faltin, G. (2011). Social entrepreneurship – zwischen entrepreneurship und ethik. *Social Entrepreneurship*, 75–85. Retrieved from [https://doi.org/10.1007/978-3-531-92819-7\\_5](https://doi.org/10.1007/978-3-531-92819-7_5).
- Farida, E., Djatmika, E. T., Siswoyo, B. B., & Witjaksono, M. (2017). Pengembangan model pembelajaran kewirausahaan berbasis proyek untuk menumbuhkan semangat wirausaha mahasiswa Prodi Pendidikan Ekonomi IKIP PGRI Bojonegoro. *JPEK (Jurnal Pendidikan Ekonomi Dan Kewirausahaan)*, 1(1), 8. Retrieved from <https://doi.org/10.29408/jpek.v1i1.461>
- Ferreira, J. J., Raposo, M. L., Rodrigues, R. G., Dinis, A., & Paco, A. do. (2012). An application of the

- psychological and behavioral approaches. *Journal of Small Business and Enterprise Development*, 19(3), 424–440. <https://doi.org/10.1108/14626000610705769>
- Garrison, M. W. M. and S. (2009). Socially-oriented ventures and traditional entrepreneurship education models: a case review. *Journal of Education for Business*, 84(5), 290–296.
- Ghofur, M. A. (2013). Kredibilitas dan Otentisitas guru kewirausahaan terhadap karakter kewirausahaan siswa SMK Negeri di Surabaya. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 1(1), 39–52. Retrieved from <https://doi.org/10.26740/jepk.V1n1.P39-52>.
- Gibbs, A. A. (2002). In pursuit of a new ‘enterprise’ and ‘entrepreneurship’ paradigm for learning: creative destruction, new values, new ways of doing things and new combinations of knowledge. *International Journal of Management Review*, 4(3), 56–78.
- Gillis, W. and M. J. (n.d.). The Impact of the triple bottom line on social entrepreneurship. *SSRN Electronic Journal*. Retrieved from <https://doi.org/10.2139/ssrn.2676325>
- Ginting, R. R. S. & N. (2016). Pengaruh konsep kewirausahaan terhadap minat berwirausaha siswa SMK se-Kabupaten Toba SAMosir. *AJIE*, 1(1), 68–77. Retrieved from <https://doi.org/10.20885/ajie.vol1.iss1.art7>
- Hägg, G. and A. K. (2019). Toward a learning philosophy based on experience in entrepreneurship education. *Entrepreneurship Education and Pedagogy*. Retrieved from <https://doi.org/10.1177/2515127419840607>
- Hamburg, I. (2015). Learning Approaches for entrepreneurship education. *Archives of Business Research*, 3(1). Retrieved from <https://doi.org/10.14738/abr.49.910>
- Hidi, S., & Harackiewicz, J. M. (2000). Motivating the academically unmotivated: A Critical Issue for the 21st Century. *Review of Educational Research*, 70(2), 151–179.
- Honig, B. (2004). Entrepreneurship education: toward a model of contingency-based business planning. *Academy of Management Learning and Education*, 3(3), 258–273.
- Huddleston, E. P. & P. (2003). Does it matter if i hate teamwork? what impacts student attitudes toward teamwork. *Journal of Marketing Education*, 25(1), 37–45. Retrieved from <https://doi.org/10.1177/0273475302250571>
- Imansari, F. I. (2017). The Impact of entrepreneurship education to entrepreneurial intention and motivation. *Proceedings of the 2nd International Conference on Economic Education and Entrepreneurship*. Retrieved from <https://doi.org/10.5220/0006884302570262>
- Ishak, S., Omar, A. R. C., & Moen, J. A. (2015). World-view, locus of control and entrepreneurial orientation in social entrepreneurship endeavour. *Journal of Social Sciences*.
- Ismawan, B. (2010). Social Entrepreneurship is the bina swadaya way-suatu catatan diskusi. Retrieved from <http://sinergi-indonesia.org/index.php/socialentrepreneurship-%0Athe-bina-swadaya-catatandiskusi/>
- Jumarudin, A. G. and S. P. S. (2014). Pengembangan model pembelajaran humanis religius dalam pendidikan karakter di Sekolah Dasar. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 2(2). Retrieved from <https://doi.org/10.21831/jppfa.v2i2.2623>
- Katz, J. A. (2007). *Entrepreneurial small business*. Boston: McGraw Hill.
- Kiesler, R. P. S. M. T. C. K. R. K. and T. (2007). Perception bias among undergraduate business students by major. *Journal of Education for Business*, 82(3), 169–177.
- King, G. G. D. H. W. (1997). Some research perspectives on entrepreneurship education, enterprise education and education for small business management: a ten-year review. *International Small Business Journal*, 15(3), 56–78.
- Kirby, D. A. (2004). Entrepreneurship education: can business schools meet the challenge. *Academy of Management Learning and Education*, 46(8/9), 510–519.

- Kitsantas, M. C. E. and A. (2013). Supporting student self-regulated learning in problem- and project-based learning. *Nterdisciplinary Journal of Problem-Based Learning*, 7(2). Retrieved from <https://doi.org/10.7771/1541-5015.1339>
- Lestari, S. K., & Ningrum, N. (2016). Pengaruh penggunaan cooperative learning tipe think-pair-share (TPS) terhadap hasil belajar kewirausahaan siswa kelas X semester genap SMK Kartikatama 1 Metro T.P. 2015/2016. *PROMOSI (Jurnal Pendidikan Ekonomi)*, 4(1). Retrieved from <https://doi.org/10.24127/ja.v4i1.473>
- Linan, F and Chen, Y. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 33(3), 593–617.
- Majid, A. O. W. E. W. R. & A. A. (2014). Motivations using social networking sites on quality work life. *Procedia - Social and Behavioral Sciences*, 130, 524–531.
- Mamuasi, R. (2010). Kontribusi pembelajaran kewirausahaan terhadap pembentukan sikap kewirausahaan. *Jurnal Pendidikan*, 11(1), 35–41. Retrieved from <https://doi.org/10.33830/jp.v11i1.541.2010>.
- Marniati, M. &. (2016). *Entrepreneurship motivation of vocational high school student*. Retrieved from <https://doi.org/10.1063/1.4965787>
- Martin Pelucha, J. K. and V. K. (2017). Barriers of social entrepreneurship development – a case study of the Czech Republic. *Journal of Social Entrepreneurship Development*, 8(2), 129–148. Retrieved from <https://doi.org/10.1080/19420676.2017.1313303>
- Martin, R. L. and S. O. (2007). Social entrepreneurship: the case of definition. *Stanford Social Innovation Review*. Retrieved from [http://ssir.org/articles/entry/social\\_entrepreneurship\\_the\\_case\\_for\\_definition](http://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition)
- Masruri, M. S. (2010). Pendidikan Karakter yang Terintegrasi dalam Pembelajaran Geografi. *Informasi*, 36(2). Retrieved from <https://doi.org/10.21831/informasi.v2i2.6199>
- Matlay, C. M. and H. (2008). Entrepreneurship education in China: a case study approach. *Journal of Small Business and Enterprise Development*, 15(5), 802–815.
- Matlay, H. (2009). Entrepreneurship education in the UK: a critical analysis of stakeholder involvement and expectations. *Journal of Small Business and Enterprise Development*, 16(2), 355–368.
- J.J. Hasibuan dan Moedjiono. (2008). *Proses belajar mengajar*. Bandung: Remaja Rosdakarya
- Mopangga, H. (2014). Faktor Determinan minat wirausaha mahasiswa Fakultas Ekonomi dan Bisnis Universitas Negeri Gorontalo Herwin. *Trikonomika*, 13(1), 78–90.
- Muhaimin, Y. A. (1991). *Bisnis dan politik: kebijaksanaan ekonomi Indonesia 1950-1980*.
- Muhson, A. (2012). Implementasi problem-based learning dalam pembelajaran kewirausahaan. *Jurnal Ekonomi Dan Pendidikan*, 2(1). Retrieved from <https://doi.org/10.21831/jep.v2i1.655>
- Mujiono, D. dan. (2002). *Belajar dan pembelajaran*. Jakarta: PT Asdi Mahasatya.
- Mulyani, E. (2012a). Model Pendidikan kewirausahaan di pendidikan dasar dan menengah. *Jurnal Ekonomi Dan Pendidikan*, 8(1). Retrieved from <https://doi.org/10.21831/jep.v8i1.705>
- Mulyani, E. (2012b). Strategi menumbuhkan sikap dan perilaku wirausaha melalui pembelajaran kooperatif yang berwawasan kewirausahaan. *Jurnal Ekonomi Dan Pendidikan*, 6(2). Retrieved from <https://doi.org/10.21831/jep.v6i2.580>
- Mulyani, E. (2018). Internalisasi pendidikan kewirausahaan dalam pembelajaran dan penilaian. *Jurnal ekonomi dan pendidikan*, 15(1), 13–19. Retrieved from <https://doi.org/10.21831/jep.v15i1.19766>
- Munawar, A. (2019). Pengaruh pendidikan kewirausahaan dan self-efficacy terhadap minat berwirausaha siswa. *Prosiding Seminar Nasional Pendidikan KALUNI*, 2. Retrieved from <https://doi.org/10.30998/prokaluni.v2i0.105>

- Murphy, A. E. (2008). Richard cantillon: macroeconomic modelling. *The Genesis of Macroeconomics*, 73–94. Retrieved from <https://doi.org/10.1093/acprof:oso/9780199543229.003.0004>
- Murtini, W. (2016). Implementasi model “ geprak ” dalam pembelajaran kewirausahaan untuk meningkatkan minat berwirausaha di Sekolah Menengah Kejuruan. *Jurnal Pendidikan Vokasi*, 6(3), 334–345. Retrieved from <https://journal.uny.ac.id/index.php/jpv/article/view/11176/8691>
- Nemecek, M. (2018). *The relationship between financial capability and student entrepreneurship at scottish universities*. GRINVerlag.
- Ng, S. S. T. and C. K. F. (2006). A problem-based learning approach to entrepreneurial education. *Education & Training*, 48(6), 416–428.
- Nurwahyuni, W. & A. (2018). Efektivitas pembelajaran transpor membran bermuatan etnosains terhadap hasil belajar kognitif dan minat berwirausaha pada siswa SMA. *BIOMA Jurnal Ilmiah Biologi*, 7(1). Retrieved from <https://doi.org/10.26877/bioma.v7i1.2537>
- Peterman, Ni. E. and J. K. (2003). Enterprise education: influencing students’ perceptions of entrepreneurship. *Entrepreneurship Theory and Practice*, 28(2), 129–144. Retrieved from <https://doi.org/10.1046/j.1540-6520.2003.00035.x>.
- Pointer, J. W. P. C. S. and L. (2008). The role the collegiate american marketing association plays in professional and entrepreneurial skill development. *Journal of Marketing Education*, 30(1), 46–56.
- Puspitaningsih, F. (2017). Pengaruh efikasi diri dan pengetahuan kewirausahaan terhadap minat berwirausaha melalui motivasi. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 2(2), 223.
- Rahmania, M. (2015). Pengaruh pengetahuan kewirausahaan dan motivasi berprestasi terhadap minat berwirausaha siswa kelas XII Kompetensi Keahlian Pemasaran SMK Negeri Bisnis dan Manajemen Kota Padang. *Economica*, 4(1), 75–86. Retrieved from <https://doi.org/10.22202/economica.2015.v4.i1.331>
- Ramsgaard, M. B. (2018). Experiential learning philosophies of enterprise and entrepreneurship education. *Experiential Learning for Entrepreneurship*, 3–18. Retrieved from [https://doi.org/10.1007/978-3-319-90005-6\\_1](https://doi.org/10.1007/978-3-319-90005-6_1)
- Shepherd, D. A. (2004). Educating entrepreneurship students about emotion and learning from failure. *Academy of Management Learning and Education*, 3(3), 274–287.
- Steyaert, S. and D. H. (n.d.). Introduction: what is social in social entrepreneurship? *Entrepreneurship as Social Change*. Retrieved from <https://doi.org/10.4337/9781847204424.00008>
- Suharti, L. and H. S. (2012). Faktor-Faktor Yang Berpengaruh Terhadap Niat Kewirausahaan (Entrepreneurial Intention). *Jurnal Manajemen Dan Kewirausahaan*, 13(2), 124–134. Retrieved from <https://doi.org/10.9744/jmk.13.2.124-134>
- Sukirman. (2017). Jiwa kewirausahaan dan nilai kewirausahaan meningkatkan kemandirian usaha melalui perilaku kewirausahaan. *Jurnal Ekonomi Dan Bisnis*, 20(1), 117. Retrieved from <https://doi.org/10.24914/jeb.v20i1.318>
- Suratman, R. M. & B. (2017). Pengaruh efikasi diri, lingkungan keluarga, dan pengetahuan kewirausahaan terhadap minat berwirausaha siswa SMK di Sidoarjo. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 3(2), 121. Retrieved from <https://doi.org/10.26740/jepk.v3n2.p121-131>
- Suryana. (2008). *Kewirausahaan (pedoman praktis: kiat dan proses menuju sukses)*. Jakarta: Salemba Empat.
- Syohih. (2008). Lingkungan dan Pendidikan Indonesia.
- Tan, W. L. . J. W. and T. M. T. (2005). Defining the social in social entrepreneurship: Altruism and Entrepreneurship. *International Entrepreneurship and Management Journal*, 1, 353–365.
- Tarmedi, E., A. Surachim, & L. L. (2020). Influence of entrepreneurial learning on self-esteem and its

- impact on motivation of student entrepreneurship. *Dvances in Business, Management and Entrepreneurship*, 957–960. Retrieved from <https://doi.org/10.1201/9780429295348-202>
- Trisnawati, N. (2017). Pengaruh pengetahuan kewirausahaan dan dukungan sosial keluarga pada minat berwirausaha siswa SMK Negeri 1 Pamekasan. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 2(1), 57. Retrieved from <https://doi.org/10.26740/jepk.v2n1.p57-71>
- Tuckman, B. W. (1999). *Conducting educational research*. New York: Harcourt Brace College Publisher.
- Tweedie, D., Dyball, M. C., Hazelton, J., & Wright, S. (2013). Teaching Global Ethical Standards: A Case and Strategy for Broadening the Accounting Ethics Curriculum. *Journal of Business Ethics*, 115(1), 1–15. <https://doi.org/10.1007/s10551-012-1364-9>
- Tyrie, R. M. & C. (2011). Social entrepreneurship: learning through community service. In *The Oxford Handbook of Lifelong Learning*. Retrieved from <https://doi.org/10.1093/oxfordhb/9780195390483.013.0126>
- Wu, S. and L. W. (2008). The impact of higher education on entrepreneurial intentions of university student in China. *Journal of Small Business and Enterprise Development*, 15(4), 752–774.
- Yohnson. (2003). Peranan universitas dalam memotivasi sarjana menjadi young entrepreneurs. *Jurnal Manajemen Dan Kewirausahaan*, 5(2), 97–111.
- Zimmerer. (2004). *Essentials of entrepreneurship and small business management, instructormanual with test item file*. Pearson Prentice Hall Education