

THE EFFECT OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURSHIP INTENTION MEDIATED BY SELF- EFFICIENCY IN JAKARTA STATE UNIVERSITY STUDENTS

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Abstract

This purpose of this study is to explain the effect of entrepreneurship education to entrepreneurial intention mediated by self-efficacy of student on Universitas Negeri Jakarta 2018. The research method used is the survey method. The sample used in this study was obtained by 161 respondents from students of Universitas Negeri Jakarta. Data collection is done through the dissemination of questionnaires using the likert scale. Based on research conducted there is a self-efficacy mediates positively and significantly the indirect effect of entrepreneurship education on entrepreneurial intentions

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pendidikan kewirausahaan terhadap intensi berwirausaha yang dimediasi oleh efikasi diri pada mahasiswa Universitas Negeri Jakarta angkatan 2018. Metode penelitian yang digunakan adalah metode survey. Sampel yang digunakan dalam penelitian ini didapatkan 161 responden dari Mahasiswa Universitas Negeri Jakarta angkatan 2018. Pengumpulan data dilakukan melalui penyebaran kuesioner dengan menggunakan skala likert. Berdasarkan hasil penelitian yang dilakukan adalah efikasi diri memediasi secara positif dan signifikan pengaruh tidak langsung pendidikan kewirausahaan terhadap intensi berwirausaha.

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INTRODUCTION

Indonesia is a country that has the largest population in the world after the United States. Unemployment, poverty and social inequality are unresolved problems in Indonesia that can cause slow development of the Indonesian economy. An increase in population can make an increase in the needs that must be met by the community. However, there are still many Indonesians who have not been able to fulfill all their needs which have resulted in the population living in the poverty line. The population in Indonesia is expected to increase, so if population growth is not followed by equitable development and additional employment opportunities, the problem will not be resolved.

During the Covid-19 pandemic, unemployment in Indonesia has increased again because many workers have to be laid off by employers. The increase in the open unemployment rate recorded by BPS for the August 2020 period reached 9.77 million people or reached 7.07% of the entire workforce. compared to the previous year, namely August 2019, the number of unemployed was successfully reduced to 5.23% of the total workforce. The unemployment data have different educational backgrounds, university graduates show a fairly high number of unemployment rates according to the highest education. So it can be seen that someone who has a higher education does not guarantee that he will have a job after completing his education.

Entrepreneurship can help reduce the unemployment rate in Indonesia and entrepreneurship also plays an important role in increasing national economic growth by creating jobs, increasing national income, creating value-added goods and services, reducing economic and social inequality. However, students do not consider choosing a career for entrepreneurship because their mindset still has a tendency to look for work rather than to create jobs. In addition, parents still tend not to recommend choosing a career as an entrepreneur (Chandra & Budiono, 2019). Based on the results of a pre-survey with several students at the State University of Jakarta, it is known that 30% of students who have the intention to become entrepreneurs after graduating. These results indicate that the entrepreneurial intention of students is still low.

Entrepreneurial intentions can be influenced by several factors that can overcome the low intention of students to become entrepreneurs. Several factors such as needs, values, desires, and beliefs can influence entrepreneurial intentions (Paul et al., 2017). According to (Sumarsono, 2013) the factors that will affect the entrepreneurial intention are:

1. Personality factor, in this factor there is a need for achievement or need for achievement and self-efficacy.
2. Contextual environmental factors, namely access to capital, access to information, and access to social networks.
3. Demographic factors, there are educational background, gender, and family background.

Several studies have revealed that entrepreneurial intentions can also be influenced by creativity, and subjective norms (Dewi Karyaningsih & Wibowo, 2017; Natalia & Rodhiah, 2019; Puspitaningtyas, 2017; Vernia, 2018).

Based on the above factors, the researcher conducted a pre-survey that could

influence the entrepreneurial intention, namely entrepreneurship education by 77%, self-efficacy by 70%, need for achievement by 60%, creativity by 53%, and subjective norms by 56%. This means that overall these factors can influence entrepreneurial intentions, but the factors of entrepreneurship education and self-efficacy have a greater influence than other factors.

Jakarta State University is one of the universities that provides entrepreneurship courses as a compulsory subject in each of its faculties. This course aims to provide students with provisions, direction and knowledge in establishing a business. Not only providing theory, this course also provides various kinds of entrepreneurial practices such as making business proposals or business plans, making products to selling existing products and holding seminars with entrepreneurship themes. This is done as a form of introduction and support for entrepreneurship activities.

Several studies reveal that self-efficacy can affect a person's entrepreneurial intentions directly or as a mediation. Self-efficacy is a person's confidence in his ability to carry out a specific task. Self-efficacy is also a sense of optimism about the competence and effectiveness that is in him. Difficulty and ease in performing a behavior can be assessed through self-efficacy. In entrepreneurship, if someone thinks that becoming an entrepreneur and establishing a business is a convenience, then he will have high motivation for entrepreneurship. On the other hand, if someone judges that being an entrepreneur and setting up a business is a difficulty, then the desire for entrepreneurship will decrease.

Increasing the entrepreneurial intention of students can be a factor in creating entrepreneurship, but it is unfortunate that student intentions are still low. Someone who has high entrepreneurial intentions, the better it is to start a business. Entrepreneurial intentions that are balanced by self-efficacy and entrepreneurship education that have been received are expected to have a good impact in giving birth to new entrepreneurs so that they are able to create jobs. Based on the above background, the researchers are interested in conducting research with the title "The Influence of Entrepreneurship Education on Entrepreneurial Intentions Mediated by Self-Efficacy in Jakarta State University Students".

LITERATURE REVIEW

1. Entrepreneurial Intention

Starting an entrepreneurship requires intention as a first step, intention is a certain desire in a person to do something or some action that comes from the results of one's thoughts in a conscious state that will lead to one's behavior. Entrepreneurial intention is a desire in a person to carry out an action or a certain behavior by taking the action of choosing entrepreneurship as a career choice (Anggraeni & Nurcaya, 2016). Entrepreneurial intention is someone who has a strong desire, intention, or determination to take action to become an entrepreneur (Wibowo, 2017). The entrepreneurial intention as defined by Santy et al., (2017) is the frame of mind of a person who has the intention to create a new business or to encourage the creation of new value outside the existing organization.

Vemmy (2013), Van Gelderen et al. (2017), Ana et al. (2016) stated that

entrepreneurial intentions are measured by four indicators, namely; (1) desires, the desire or desire in a person to start a business; (2) Preferences, something that is contained in a person which shows that owning his own business is a goal that must be achieved; (3) plans, refers to someone who has plans to start a business in the future; (4) behavior expectancies, a review of the possibilities for entrepreneurship followed by goals when starting a business venture.

2. Entrepreneurship Education

In the world of education, entrepreneurship has been integrated into the curriculum in schools and universities. Entrepreneurship education has the aim of changing the views or thoughts, behavior, and interests of students so that they can understand entrepreneurship, and have an entrepreneurial mindset so that later they can become successful entrepreneurs in building their businesses so that they can open new jobs (Keat et al., 2011). . Entrepreneurship education can be defined as an effort made by educational institutions to instill knowledge, values, soul, and entrepreneurial attitude in students as well as in students so that they can become independent, creative and innovative human beings (Putri, 2019). In Adnyana & Purnami's research (2016) entrepreneurship education is defined as a learning program that is a source of entrepreneurial attitude and overall interest in becoming a successful entrepreneur in the future.

Entrepreneurship education can be measured by several indicators, namely: (1) fostering a desire for entrepreneurship; (2) Increase knowledge and insight in entrepreneurship, (3) raise awareness of business opportunities (Adnyana & Purnami, 2016; Aryaningtyas & Palupiningtyas, 2017; Rimadani & Murniawaty, 2018).

3. Self Efficacy

Self-efficacy is very influential in everyday life, especially in the aspect of self-knowledge because self-efficacy can influence individuals in determining actions to achieve the desired goals. According to Yunita (2020) self-efficacy is the confidence that a person has in his ability to complete his duties effectively and efficiently so that the task can produce the expected impact. Self-efficacy was defined by Aini et al. (2015) as an individual's belief in his ability to carry out an action that will achieve an individual goal, namely being able to face challenges and being able to predict how much effort is needed to be able to realize that goal, namely opening a business. Then Wibowo (2017) concludes that self-efficacy is a belief in one's abilities.

Self-efficacy can be measured using a scale based on the general self-efficacy dimensions consisting of magnitude, generality, and strength. The magnitude aspect relates to a person's assessment of the level of difficulty in a job that must be faced, the strength aspect relates to a person's level of confidence with his ability to complete a job well, the generality aspect is a person's belief in completing other tasks that generally have similarities (Aini et al. al., 2015; Handaru et al., 2015; Yunita, 2020).

METHOD

This study uses a quantitative approach and the method used is a survey method. The measuring instrument used in this study is by using a questionnaire, the data obtained in the form of answers to statements that have been filled out by respondents via google form. Each item of the statement is filled in using a Likert scale model with

5 alternative answers that are used to measure attitudes and opinions that lead respondents to show their level of agreement. The affordable population in this study were 269 students at the 2018 Faculty of Economics, Jakarta State University and the sampling technique used was simple random sampling. Calculation of the number of samples in this study using the Slovin formula for 161 respondents.

In testing this study using analytical techniques with the Partial Least Square (PLS) method. This research uses causal modeling or relationship and influence, or it can also be called path analysis. In testing the hypothesis that will be proposed using the Structural Equation Modeling (SEM) model fit analysis technique which is operated using Smart PLS 3.0. The analysis technique carried out in the PLS method is divided into three stages, namely outer model analysis, inner model analysis, and hypo testing.

RESULTS AND DISCUSSIONS

1. Outer Model Analysis

The outer model is used to assess the validity and reliability of a construct model in a study (Hair et al., 2014). Individual indicator values can be said to be reliable if they have an upper value of 0.7, however, according to Ghozali (2014) for research in the scale development stage, the loading factor value of 0.5 to 0.6 is still acceptable. The following are the results of the SmartPLS calculation for the loading factor in this study:

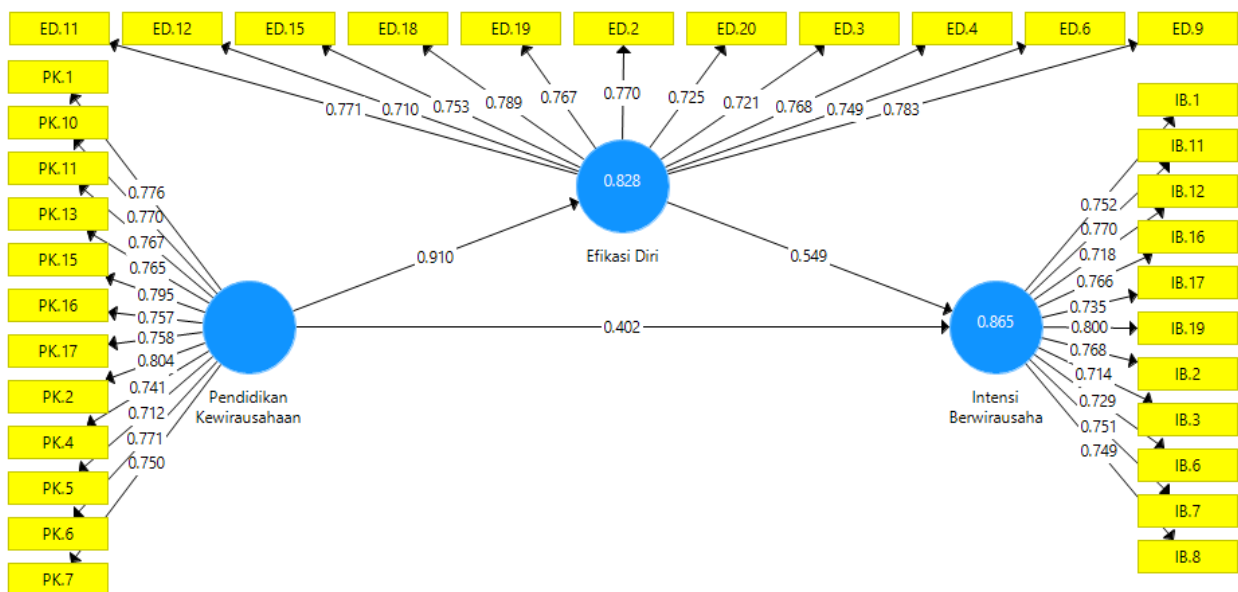


Figure 1. Loading Factor Results

Source: Data Processed by Researchers, 2021

Based on the model above, it can be concluded that all indicators of the variable constructs of Entrepreneurial Intention (IB), Entrepreneurship Education (PK), Self-Efficacy (ED) have a value of > 0.7 which means that all indicators of all variables meet the validity requirements. Validity and reliability can be seen from the Cronbach Alpha test, Composite reliability, and Average Variance Extracted (AVE). The value suggested by Ghozali (2014) for AVE is > 0.5 , Composite reliability is > 0.6 , and Cronbach Alpha is > 0.7 . The following are the results of SmartPLS calculations for Cronbach Alpha, Composite reliability, and Average Variance Extracted (AVE) in this study:

Table 1. Cronbach Alpha Test Results, Composite reliability, and Average Variance Extracted (AVE)

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Efikasi Diri	0.925	0.936	0.571
Intensi Berwirausaha	0.922	0.934	0.563
Pendidikan Kewirausahaan	0.935	0.944	0.584

Source: Data Processed by Researchers, 2021

Based on the table above, the Entrepreneurial Intention variable has an AVE value of 0.563, Cronbach's Alpha of 0.922, and Composite reliability of 0.934. This means that the Entrepreneurial Intention variable has a valid and reliable construct. The Entrepreneurship Education variable has an AVE value of 0.584, Cronbach's Alpha of 0.935, and Composite reliability of 0.944. This means that the Entrepreneurial Education variable has a valid and reliable construct. Then the self-efficacy variable has an AVE value of 0.571, Cronbach's Alpha of 0.925, and Composite reliability of 0.936. This means that the self-efficacy variable has a valid and reliable construct.

Based on the analysis of Cronbach Alpha, Composite reliability, and Average Variance Extracted (AVE) on the variables of Entrepreneurial Intention, Entrepreneurship Education, and Self-Efficacy, it can be concluded that the three variables have valid and reliable constructs.

2. Inner Model Analysis

After all the models have met the criteria for the value of the outer model, the next step is to test the structural model (inner model). The evaluation of the inner model shows the relationship between constructs and the significance value. In this inner model, it can be evaluated by looking at the r-square value (reliability indicator) for the dependent construct and the t-statistical value of the path coefficient test. The following is a calculation table for the r-square results:

Table 2. R-Square (R²)	
	R-Square
Efikasi Diri	0.828
Intensi Berwirausaha	0.865

Source: Data Processed by Researchers, 2021

Based on the table above, the r-square value of the Self-Efficacy variable is 0.828 or 82.8%, which means that there is an influence between the Entrepreneurial Education variable and Self-Efficacy of 82.8%. Furthermore, the r-square value of the entrepreneurial intention variable is 0.865 or 86.5%, which means that there is a joint influence between the variables of Entrepreneurship Education and Self-Efficacy with Entrepreneurial Intentions of 86.5%.

Then the value of f-Square (f²) is used to assess how big the relative influence of the independent latent variable on the dependent latent variable. The following is a calculation table for the results of f-Square (f²):

Table 3. f-Square (f²)			
	Efikasi Diri	Intensi Berwirausaha	Pendidikan Kewirausahaan
Efikasi Diri		0.384	

Intensi Berwirausaha		
Pendidikan Kewirausahaan	4.803	0.206

Source: Data Processed by Researchers, 2021

Based on the table above, it can be seen that the influence between the variable construct of entrepreneurship education and the variable construct of self-efficacy is 4.803, where the value is > 0.35 , which means both have a strong influence. The influence between the construct of the self-efficacy variable and the entrepreneurial intention is 0.384, where the value is > 0.35 , which means both have a strong influence. Then, the influence between the variable construct of entrepreneurship education and the construct of the entrepreneurial intention variable is 0.206, where the value is > 0.15 , which means the influence between the two variables is moderate.

3. Hypothesis Test

Hypothesis testing was carried out to ensure that the initial hypothesis of the study was in accordance with the results of the study. The basis used in hypothesis testing is the value contained in the output result for inner weight. In this study, the error rate is 5%, therefore the t-table in this study is 1.97. In this research hypothesis, direct and indirect effects are measured. Measurement of direct influence can be seen from the results of the path coefficient (path coefficient), while the measurement of the effect of mediation in this study is seen from the results of indirect influence.

Path coefficient analysis is used to test the hypothesis of the direct effect of an independent construct on the dependent construct. The following is a calculation table for the path coefficient results:

Table 4. Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Efikasi Diri -> Intensi Berwirausaha	0.549	0.555	0.092	5.990	0.000
Pendidikan Kewirausahaan -> Efikasi Diri	0.910	0.911	0.017	54.502	0.000
Pendidikan Kewirausahaan -> Intensi Berwirausaha	0.402	0.397	0.093	4.348	0.000

Source: Data Processed by Researchers, 2021

H₁: Entrepreneurship Education has a Positive and Significant Direct Effect on Entrepreneurial Intentions

Based on the path coefficient table above, the entrepreneurship education variable has a direct positive effect on entrepreneurial intentions. This can be seen in the original sample value of 0.402, and t-statistics of 4.348 > 1.97 . Then, based on the p-values of $0.000 < 0.05$, the entrepreneurship education variable has a significant direct effect on entrepreneurial intentions. Thus, it can be concluded that entrepreneurship education has a direct and positive effect on entrepreneurial intentions, so H₁ in this study is accepted.

H₂: Entrepreneurship Education has a Positive and Significant Direct Effect

on Self-Efficacy

Based on the path coefficient table above, the entrepreneurship education variable has a direct positive effect on self-efficacy. This can be seen in the original sample value of 0.910, and t-statistics of $54.502 > 1.97$. Then, based on the p-values of $0.000 < 0.05$, the entrepreneurship education variable has a significant direct effect on self-efficacy. Thus, it can be concluded that entrepreneurship education has a direct and positive effect on self-efficacy, so H_2 in this study is accepted.

H₃: Self-Efficacy has a Positive and Significant Direct Effect on Entrepreneurial Intentions

Based on the path coefficient table above, the self-efficacy variable has a direct positive effect on entrepreneurial intentions. This can be seen in the original sample value of 0.549, and t-statistics of $5.990 > 1.97$. Then, based on the p-values, namely $0.000 < 0.05$, the self-efficacy variable has a significant direct effect on entrepreneurial intentions. Thus, it can be concluded that self-efficacy has a direct and positive effect on entrepreneurial intentions, so H_3 in this study is accepted.

Indirect effect analysis is useful for testing the hypothesis of the indirect effect of an independent construct on the dependent construct mediated by the intervening construct or mediator. The following is a calculation table for the results of the indirect effect (indirect effect):

Table 5. Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Pendidikan Kewirausahaan -> Efikasi Diri -> Intensi Berwirausaha	0.499	0.505	0.085	5.864	0.000

Source: Data Processed by Researchers, 2021

H₄: Self-Efficacy Mediates Positively and Significantly Indirect Effects of Entrepreneurship Education on Entrepreneurial Intentions

Based on the calculation results in the indirect effect table above, the variable of entrepreneurship education has an effect on entrepreneurial intentions with self-efficacy as a mediator variable between the two variables. the original sample value of these three variables is 0.499 and the t-statistics value is $5.864 > 1.97$. Then, based on the p values of $0.000 < 0.05$, the entrepreneurship education variable has an indirect effect on entrepreneurial intentions with self-efficacy as a significant mediation. Thus, it can be concluded that the self-efficacy variable mediates positively and significantly the indirect effect of the entrepreneurship education variable on entrepreneurial intentions, so H_4 in this study is accepted.

CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis on research on the influence of entrepreneurship education on entrepreneurial intentions mediated by self-efficacy in students of the Faculty of Economics, State University of Jakarta 2018, it can be concluded as follows:

There is a positive and significant influence between the effect of entrepreneurship

education on entrepreneurial intentions. This means that the better entrepreneurship education students get, the higher their intention to start entrepreneurship. On the other hand, if the entrepreneurship education of students is low, the intention to become entrepreneurship is also low. Based on the results of the first hypothesis test, then H_1 can be accepted.

There is a positive and significant influence between the influence of entrepreneurship education on self-efficacy. This means that the better the entrepreneurship education you get, the higher your self-confidence in your ability to start a business. On the other hand, if the entrepreneurship education of a student is low, the student will feel unsure and confident about his ability to start a business. Based on the results of the second hypothesis test, then H_2 can be accepted.

There is a positive and significant influence between the effect of Self-Efficacy on entrepreneurial intentions. This means that the higher the self-efficacy of students, the self-confidence in their abilities in entrepreneurship can lead to the intention to start entrepreneurship. On the other hand, if students' self-efficacy is low, then the intention to start entrepreneurship is also low because they are not confident in their abilities and do not believe in themselves to start a business. Based on the results of the third hypothesis test, then H_3 can be accepted.

There is a positive and significant effect on entrepreneurship education on entrepreneurial intentions mediated by self-efficacy. This means that entrepreneurship education is able to increase student self-confidence so that it can encourage them to carry out entrepreneurial activities. Based on the results of the fourth hypothesis test, then H_4 can be accepted.

Therefore, to increase entrepreneurship intentions, students need to develop entrepreneurship education programs by not only providing theory to students, but can also be balanced by developing soft skills or skills so that students can be confident and confident in their ability to realize entrepreneurial intentions by choosing a career as an entrepreneur. after graduating from college.

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