

The influence of entrepreneurship education and social environment on office administration students' entrepreneurial intentions

Ahmad Khairrudin*

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: Khairuddin.ahmad16@student.uns.ac.id

Abstrak

Tujuan penelitian ini untuk: 1) mengetahui pengaruh pembelajaran kewirausahaan terhadap minat berwirausaha mahasiswa program studi Pendidikan Administrasi Perkantoran Universitas Sebelas Maret; 2) mengetahui pengaruh lingkungan sosial terhadap minat berwirausaha mahasiswa program studi Pendidikan Administrasi Perkantoran UNS; dan 3) mengetahui pengaruh pembelajaran kewirausahaan dan lingkungan sosial secara bersama-sama terhadap minat berwirausaha mahasiswa Pendidikan Administrasi Perkantoran UNS. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Adapun populasi dalam penelitian ini ialah seluruh mahasiswa Program Studi Pendidikan Administrasi Perkantoran angkatan 2019 dan 2020 yang berjumlah sebanyak 113 mahasiswa. Penelitian ini menggunakan teknik propotionate stratified random sampling untuk pengambilan sampelnya. Adapun analisis data dalam penelitian ini menggunakan teknik analisis regresi linier berganda dengan bantuan program IBM SPSS 24.0. Hasil penelitian menunjukan bahwa: 1) terdapat pengaruh yang positif pembelajaran kewirausahaan terhadap minat berwirausaha dibuktikan dengan nilai t hitung (1,712) > t tabel (1,658). 2) terdapat pengaruh yang positif lingkungan sosial terhadap minat berwirausaha dibuktikan dengan nilai t hitung (2,099) > t tabel (1,658). 3) terdapat pengaruh yang positif pembelajaran kewirausahaan dan lingkungan sosial secara bersama-sama terhadap minat berwirausaha dibuktikan dengan nilai F hitung (6,287) > F tabel (3,08). Hasil penelitian juga menunjukan bahwa pembelajaran kewirausahaan dan lingkungan sosial secara bersama-sama dapat mempengaruhi minat berwirausaha sebesar 10,3% sedangkan 89,7% lainnya dipengaruhi oleh variabel lain. Maka dari itu, keseluruhan hasil analisis data ini mendukung hipotesis yang ada.

Keywords : motivasi akademis; keterampilan kejuruan; orientasi karir; kemandirian ekonomi; inovasi pendidikan

Abstract

The objectives of this research were to: 1) determine the influence of entrepreneurship education on entrepreneurial intentions among students in the Office Administration Education program at Sebelas Maret University; 2) determine the influence of social environment on entrepreneurial intentions among students in the Office Administration

* Corresponding author

Citation in APA style: Khairrudin, A. (2025). The influence of entrepreneurship education and social environment on office administration students' entrepreneurial intentions. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 9(2), 172-180. <https://dx.doi.org/10.20961/jikap.v9i2.89641>

Education program at Sebelas Maret University; and 3) determine the combined influence of *entrepreneurship* education and social environment on entrepreneurial intentions among Office Administration Education students at Sebelas Maret University. This research employed a quantitative approach with correlational methods. The population consisted of all students from the 2019 and 2020 cohorts of the Office Administration Education Program, totaling 113 students. This research utilized proportionate stratified random sampling for sample selection. Data analysis was performed using multiple linear regression techniques with IBM SPSS 24.0 software. The results revealed that: 1) entrepreneurship education positively influenced entrepreneurial intentions, as evidenced by the calculated t-value (1.712) > t-table (1.658); 2) social environment positively influenced entrepreneurial intentions, as evidenced by the calculated t-value (2.099) > t-table (1.658); and 3) entrepreneurship education and social environment together positively influenced entrepreneurial intentions, as evidenced by the calculated F-value (6.287) > F-table (3.08). The findings also indicated that entrepreneurship education and social environment together accounted for 10.3% of the variance in entrepreneurial intentions, while the remaining 89.7% was influenced by other variables. Therefore, the overall results of this data analysis support the existing hypotheses.

Keywords: academic motivation; vocational skills; career orientation; economic independence; educational innovation

Received March 07, 2025; Revised March 26, 2025; Accepted March 26, 2025; Published Online March 02, 2025

<https://dx.doi.org/10.20961/jikap.v9i2.89641>

Introduction

Entrepreneurial intention refers to the curiosity toward entrepreneurial activities that will establish a venture beneficial to both the individual and the surrounding environment. Entrepreneurial intention is characterized by feelings of interest and attraction accompanied by the desire to learn more and subsequently engage in all activities related to entrepreneurship. Unemployment and poverty remain significant challenges in Indonesia. These issues arise due to the imbalance between job supply and demand, which is disproportionate to the number of graduates or new workforce entrants across all educational levels. Unemployment has become a serious problem that requires immediate attention, as the currently high unemployment rate is an inhibiting factor for national economic development.

According to the Central Statistics Agency (2022), the Open Unemployment Rate (TPT) in February 2022 was 5.83 percent, reflecting a decrease of 0.43 percentage points compared to February 2021. The employed population reached 144.01 million people, an increase of 4.20 million from February 2021. The sector experiencing the largest percentage increase was Agriculture, Forestry, and Fisheries (0.37 percentage points), while the sector with the largest decrease was Other Services (0.51 percentage points). Approximately 81.33 million people (59.97 percent) were employed in informal activities, representing an increase of 0.35 percentage points compared to February 2021.

Contributors to unemployment figures include educated unemployment among university graduates. Graduates tend to seek employment as employees, whether in private companies, civil service, or state-owned enterprises after completing their education. One solution to address unemployment in Indonesia is through creating entrepreneurs (Ali, 2021). Entrepreneurs are individuals who operate business ventures. Beyond generating income, entrepreneurship can also assist the government in reducing unemployment by creating new employment opportunities.

The development of entrepreneurial intentions cannot be achieved without education and training that can stimulate an individual's entrepreneurial spirit. Individuals with limited education may be reluctant to assume the risks associated with entrepreneurship. This can inhibit their development in entrepreneurial endeavors. With the increasing unemployment rate, Sebelas Maret University's Office Administration program, as an educational and training institution, is expected to prepare students to

become prospective entrepreneurs. Teaching entrepreneurship to students can build their self-confidence and foster their independence.

Independence motivates individuals to achieve and create, encourages productivity and efficiency, and drives progress. Therefore, entrepreneurial intentions among students must be cultivated. By fostering entrepreneurial intentions among students, potential entrepreneurs will emerge, which is expected to reduce unemployment rates.

Based on interviews with 15 students from the 2018 cohort of the Office Administration Education Program at Sebelas Maret University, 25% of students had already initiated entrepreneurial ventures, and 15% expressed interest in entrepreneurship but had not yet attempted or practiced it. Meanwhile, 60% of students indicated a preference for seeking employment rather than establishing their own business. Students reported a lack of social environmental support from family, peers, and the campus environment itself. Limited knowledge about entrepreneurship education provided during their studies was also cited as a reason by several students.

Numerous factors can enhance students' intentions to become entrepreneurs, including entrepreneurship education and social environment factors. Entrepreneurship education represents a deliberate effort by educators to teach students about entrepreneurship, thereby enhancing their creative and innovative abilities to identify business opportunities (Ahmad, 2018). Entrepreneurship education is expected to provide not only theoretical foundations regarding entrepreneurship concepts but also to shape the attitudes, behaviors, and mindset of entrepreneurs, thereby helping to reduce high unemployment rates, particularly among educated individuals (graduates). This is supported by research from Darwis et al. (2021) and Zimmerer (Adhitama, 2014), which states that one of the factors driving entrepreneurial growth in a country lies in the role of universities through the implementation of entrepreneurship education. Entrepreneurship education is categorized as very good, students' entrepreneurial intentions are very good, and based on data analysis results, there is an influence of entrepreneurship education on students' entrepreneurial intentions.

The Office Administration Education program is one of the programs at Sebelas Maret University that implements entrepreneurship education. However, despite the presence of entrepreneurship education, which is expected to encourage students to establish their own businesses as a means of reducing unemployment in Indonesia, many students still prefer seeking employment rather than starting their own business. Based on interviews with 15 students from the Office Administration Program, 65% of students complained that entrepreneurship education appeared to require considerable time, making it difficult for students to manage their time amidst the demands of entrepreneurial production. Additionally, although students were equipped with knowledge and practical experience during entrepreneurship education, some did not utilize the knowledge they had acquired or continue the entrepreneurial production they had undertaken.

Another factor influencing entrepreneurial intentions is the social environment. The social environment is one factor that can influence an individual or group to perform certain actions and behavioral changes (Oktaviani et al., 2021). The social environment serves as a medium for students to interact with others, shaping their personality and influencing their behavior, and is expected to enhance students' entrepreneurial intentions. This aligns with research conducted by Koranti (2013) and Periansya (2018), which found that the surrounding environment has a significant and positive influence on an individual's entrepreneurial intentions. This indicates that when the social environment is highly supportive, an individual's entrepreneurial intentions will increase.

However, based on interviews with 15 students from the Office Administration Education Program, 67% of students predominately reported that the social environment tended to be less supportive of entrepreneurial activities. Family environments often preferred their children to become employees in a company or civil servants rather than establishing their own business. Another issue within the social environment was the limited time students had to meet with peers due to managing their businesses, which tended to diminish students' intentions to start their own ventures.

Research Methods

This research, titled "The Influence of Entrepreneurship Education and Social Environment on Entrepreneurial Intentions among Students of the Office Administration Education Program," was conducted at the Office Administration Education Program, Faculty of Teacher Training and Education,

Sebelas Maret University, located at Jalan Ir Sutami No. 36 A, Jebres, Jebres District, Surakarta City, Central Java.

The determination of the research location was based on the following considerations:

1. Relevance to the research problem under investigation.
2. Availability of required data related to the issues raised by the researcher.
3. The Office Administration Education Program at Sebelas Maret University has established entrepreneurship as a mandatory course.
4. The Program administration was willing to grant permission for research on the related issues.

The research timeline, from proposal preparation to research report writing, was planned from April 2022 to March 2024, as outlined in the following table 1:

Table 1.
Research Implementation Schedule

Kegiatan	2022		2023			2024		
	Apr	Mei - Des	Jan -Jun	Jul -Agst	Sep -Des	Jan	Feb	Mar
1. Persiapan Penelitian:								
a. Pengajuan Judul								
b. Menyusun Proposal								
c. Mengurus Perijinan								
2. Pelaksanaan:								
a. Pengumpulan Data								
b. Pengolahan Data								
3. Tahap Akhir:								
a. Penyusunan Laporan								
b. Pelaksanaan Ujian Skripsi dan Revisi								

(Source: FKIP UNS Thesis Writing Guidelines 2021)

This research is a type of Ex-Post Facto research, which investigates an event that has already occurred and then traces backward to identify factors that may have caused the occurrence of that event. This research is classified as descriptive correlational research with a quantitative approach.

The population in this research consisted of all students from the 2019 and 2020 cohorts of the Office Administration Education Program at FKIP UNS who had completed entrepreneurship courses, totaling 160 students.

When the population is large, and researchers cannot study all individuals in the population due to limitations in funding, manpower, and time, researchers can use a sample drawn from that population. Therefore, samples must be truly representative (Sugiyono 2013). In this study, the sample size was determined using the Slovin formula as follows:

$$n = 160 / (1 + 160(0.05)^2)$$

$$n = 160 / (1 + 0.4)$$

$$n = 113.28, \text{ rounded to } 113$$

Thus, the researcher selected a sample of 113 students, with the following distribution:

$$\text{a. } 2018 \text{ Cohort} = (81/160) \times 113 = 57.20, \text{ rounded to } 57$$

$$\text{b. } 2019 \text{ Cohort} = (79/160) \times 113 = 56.28, \text{ rounded to } 56$$

Results and Discussion

The following are the results and discussion of the data analysis that has been obtained.

Research Results

1. Data Description

This research includes 3 research variables consisting of 2 independent variables and 1 dependent variable. The independent variables are entrepreneurship education (X1) and social environment (X2), while the dependent variable is entrepreneurial intentions (Y).

The instruments used in this research were questionnaires consisting of 12 statement items for the entrepreneurship education variable (X1), 14 statement items for the social environment variable (X2), and 18 statement items for the entrepreneurial intentions variable (Y).

The following is a table 2 of descriptive statistical analysis in this research, which includes the influence of entrepreneurship education and social environment on entrepreneurial intentions among Office Administration Education students at Sebelas Maret University:

Table 2.
Data Description

		Statistics		
		Pembelajaran Kewirausahaan (X ₁)	Lingkungan Sosial (X ₂)	Minat Berwirausaha (Y)
N	Valid	113	113	113
	Missing	0	0	0
Mean		42.30	47.94	64.14
Median		42.00	48.00	65.00
Mode		40 ^a	50	65
Std. Deviation		4.353	5.645	5.493
Variance		18.944	31.862	30.176
Range		22	29	32
Minimum		33	34	51
Maximum		55	63	83

a. Multiple modes exist. The smallest value is shown

(Source: Data processed by the researcher, 2023)

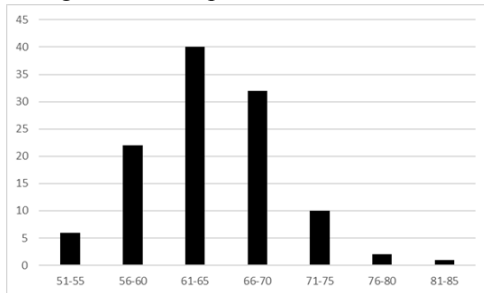
2. Data Tabulation

a. Entrepreneurial Intentions Variable (Y)

Data for the Entrepreneurial Intentions (Y) variable were obtained from questionnaires with 18 statement items measured using a Likert scale with 4 alternative answers defined through scores 1-4. In this research, the Entrepreneurial Intentions (Y) variable used indicators of feelings of pleasure, interest, and involvement. Based on the data in Table 3, the maximum value is 83, the minimum value is 51, the mean is 64.14, and the standard deviation is 5.493. Based on the data obtained from the questionnaires, the histogram for entrepreneurial intentions is presented as follows in figure 1:

Figure 1

Histogram of Entrepreneurial Intentions Variable (Y)

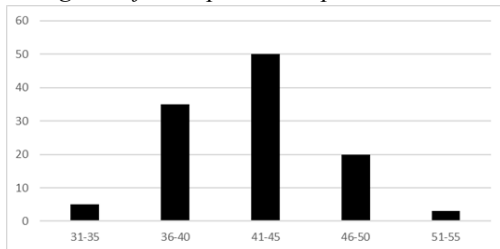


b. Entrepreneurship Education Variable (X1)

Data for the Entrepreneurship Education (X1) variable were obtained from questionnaires with 12 statement items measured using a Likert scale with 4 alternative answers defined through scores 1-4. In this research, the Entrepreneurship Education (X1) variable used indicators of feelings, knowledge, training, and skills. Based on the data in Table 4.1, the maximum value is 55, the minimum value is 33, the mean is 42.30, and the standard deviation is 4.353. Based on the data obtained from the questionnaires, the histogram for entrepreneurship education is presented as follows in figure 2:

Figure 2

Histogram of Entrepreneurship Education Variable (X₁)

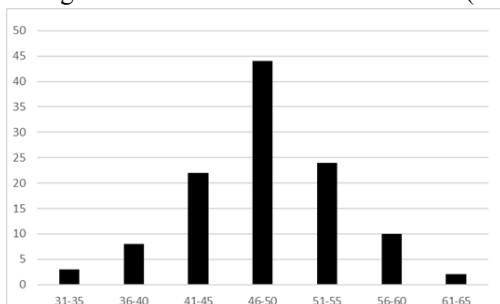


c. Social Environment Variable (X2)

Data for the Social Environment (X2) variable were obtained from questionnaires with 14 statement items measured using a Likert scale with 4 alternative answers defined through scores 1-4. In this research, the Social Environment (X2) variable used indicators of family, school, and community. Based on the data in Table 4.1, the maximum value is 63, the minimum value is 34, the mean is 47.94, and the standard deviation is 5.645. Based on the data obtained from the questionnaires, the histogram for social environment is presented as follows in figure 3:

Figure 3

Histogram of Social Environment Variable (X₂)



Based on the calculations performed, the following conclusions can be drawn:

- 1) The effective contribution of entrepreneurship education (X1) to entrepreneurial intentions (Y) is 4.40%.
- 2) The effective contribution of social environment (X2) to entrepreneurial intentions (Y) is 5.90%.
- 3) The relative contribution of entrepreneurship education (X1) to entrepreneurial intentions (Y) is 42.72%.
- 4) The relative contribution of social environment (X2) to entrepreneurial intentions (Y) is 57.28%.

Discussion

Based on the results of data analysis and processing presented above, the following discussion can be formulated: (1) The Influence of Entrepreneurship Education on Entrepreneurial Intentions. Based on the results of data processing and analysis in this research, it can be concluded that entrepreneurship education has a positive influence on entrepreneurial intentions. This is demonstrated by the results of the t-test where $t\text{-calculated} (1.712) > t\text{-table} (1.658)$, leading to the conclusion that H_0 is rejected and H_1 is accepted, indicating a positive influence of entrepreneurship education on entrepreneurial intentions. Entrepreneurship education is implemented through both theory and practice, where students can directly engage in entrepreneurial activities. If these activities are well-executed and successful, they can cultivate entrepreneurial intentions within students. Therefore, if entrepreneurship education is further developed, it can enhance students' entrepreneurial intentions. This certainly indicates that as the quality of entrepreneurship education improves, entrepreneurial intentions among Office Administration Education students at Sebelas Maret University will also increase.

From the data collection, the statement item receiving the lowest score was item number 1, with a score of 327 on the feeling indicator, where the content of the statement was "The instructor provides motivation to students to perform better." This indicates that students perceive that instructors in the Office Administration Education program at Sebelas Maret University provide insufficient motivation to students, particularly regarding entrepreneurship, where entrepreneurial intentions within students have not yet been established.

Conversely, from the data obtained, the statement item with the highest score was item number 8, with a score of 463 on the knowledge indicator, where the content of the statement was "I feel that entrepreneurship education is not important for starting a business." This statement item is negatively worded, so the high score indicates that with entrepreneurship education, Office Administration Education students at Sebelas Maret University are able to actively engage as prospective entrepreneurs with the education provided by instructors, both in theory and practice.

Based on this analysis, it is reinforced by the theory developed by Nurchotim (in Syaifudin, 2017: 16), which states that many factors influence entrepreneurial intentions, one of which is the extrinsic factor of opportunity and education, which in this case is entrepreneurship education. In addition to this theory, there is also research conducted by Ahmad (2018), who stated that entrepreneurship education is a deliberate effort made by educators to teach students about entrepreneurship to enhance their creative and innovative abilities to create business opportunities, including entrepreneurial intentions.

(2) The Influence of Social Environment on Entrepreneurial Intentions. Based on the results of data processing and analysis in this research, it can be concluded that the social environment has a positive influence on entrepreneurial intentions. This is demonstrated by the results of the t-test where $t\text{-calculated} (2.099) > t\text{-table} (1.658)$, leading to the conclusion that H_0 is rejected and H_2 is accepted, indicating a positive influence of social environment on entrepreneurial intentions. Social environment in this context includes family, school, and community environments. If within these environments there are many entrepreneurs and significant positive support for entrepreneurship, it will cultivate intentions within students to either continue existing businesses or establish their own ventures. This certainly indicates that as positive support from the social environment increases, entrepreneurial intentions among Office Administration Education students at Sebelas Maret University will also increase.

From the data collection, the statement item receiving the lowest score was item number 2, with a score of 269 on the family indicator, where the content of the statement was "I spend time with family members to exchange ideas about the businesses they operate." This indicates that within the family environment, there are not many discussions regarding entrepreneurship. Some parents prefer their

children to work in a corporate institution or become civil servants, and therefore, entrepreneurial intentions within students have not yet been established.

Conversely, from the data obtained, the statement item with the highest score was item number 10, with a score of 461 on the school indicator, where the content of the statement was "Entrepreneurial facilities and equipment available on campus are insufficient to support entrepreneurial activities." This statement item is negatively worded, so the high score indicates that facilities and equipment are adequately provided, such as honesty canteens and canteens where food can be consigned, as well as other businesses that are positively supported by the institution, in this case, Sebelas Maret University.

Based on this analysis, it is reinforced by the theory developed by Nurchotim (in Syaifudin, 2017: 16), which states that many factors influence entrepreneurial intentions, one of which is the extrinsic factor of family and community environment, which in this case is the social environment. In addition to this theory, there is also research conducted by Koranti (2013) and Periansya (2018), who stated that the surrounding environment has a significant and positive influence on an individual's entrepreneurial intentions.

(3) The Combined Influence of Entrepreneurship Education and Social Environment on Entrepreneurial Intentions. Entrepreneurship education and social environment together influence entrepreneurial intentions. This is demonstrated by the results of the F-test, which yielded an F-calculated value ($6.287 > F\text{-table } (3.08)$), leading to the conclusion that H_0 is rejected and H_3 is accepted. Therefore, the regression model can be used to predict entrepreneurial intentions, or it can be stated that the variables of entrepreneurship education and social environment together have a positive influence on entrepreneurial intentions.

This analysis reinforces the theory developed by Nurchotim (in Syaifudin, 2017: 16), which states that entrepreneurial intentions are influenced by many factors, one of which is the extrinsic factor consisting of family and community environment, as well as opportunity and education, which in this case are social environment and entrepreneurship education. In addition to this theory, there is also research conducted by Ahmad (2018), who stated that entrepreneurship education is a deliberate effort made by educators to teach students about entrepreneurship to enhance their creative and innovative abilities to create business opportunities, including entrepreneurial intentions. Koranti (2013) and Periansya (2018) in their research also stated that the surrounding environment has a significant and positive influence on an individual's entrepreneurial intentions.

Conclusion

Based on the data collected and the analysis performed, this study demonstrated that entrepreneurship education has a positive and significant influence on entrepreneurial intentions among Office Administration Education students at Sebelas Maret University, as evidenced by $t\text{-calculated} > t\text{-table}$ ($1.712 > 1.658$), thus rejecting H_0 and accepting H_1 . Similarly, the social environment was found to have a positive and significant influence on entrepreneurial intentions, with $t\text{-calculated} > t\text{-table}$ ($2.099 > 1.658$), leading to the rejection of H_0 and acceptance of H_2 . When considered together, entrepreneurship education and social environment exhibited a positive and significant combined influence on entrepreneurial intentions, as demonstrated by $F\text{-calculated} > F\text{-table}$ ($6.287 > 3.08$), thus rejecting H_0 and accepting H_3 . The multiple linear regression analysis yielded the equation $Y = 45.297 + 0.215 X_1 + 0.203 X_2$, with a coefficient of determination (R^2) value of 0.103. This indicates that entrepreneurship education (X_1) and social environment (X_2) together account for 10.3% of the variance in entrepreneurial intentions (Y), while the remaining 89.7% is influenced by variables not examined in this research. In terms of contribution analysis, entrepreneurship education (X_1) provided an effective contribution of 4.40% and a relative contribution of 42.72% to entrepreneurial intentions (Y). The social environment (X_2) demonstrated a slightly higher impact with an effective contribution of 5.90% and a relative contribution of 57.28% to entrepreneurial intentions (Y). These findings highlight the importance of both educational factors and social context in fostering entrepreneurial intentions among students, with the social environment appearing to exert a somewhat stronger influence within the parameters of this study.

References

- Adhitama, P. P. (2014). *Factors influencing entrepreneurial intentions: Study of students at the Faculty of Economics and Business, Diponegoro University, Semarang* [Unpublished undergraduate thesis]. Diponegoro University.
- Ahmad, N. F. (2018). *The influence of entrepreneurship education and social environment on entrepreneurial intentions of Economics Education students at Makassar State University* [Doctoral dissertation]. Makassar State University.
- Aidha, Z. (2017). The effect of motivation on entrepreneurial intentions of students at the Faculty of Public Health, Islamic State University of North Sumatra. *Jurnal Jumanik*, 1(1), 42-59.
- Ali, I. (2021). Efforts to develop entrepreneurship among students. *Jurnal Muftadiin*, 7(02), 154-172.
- Anggraeni, B., & Harnanik. (2015). The influence of entrepreneurial knowledge and family environment on entrepreneurial intentions of class XI students at Islam Nusantara Comal Vocational School, Pemalang Regency. *Jurnal Pendidikan Ekonomi Dinamika Pendidikan*, 10(1), 42-52.
- Baharuddin. (2017). *Educational psychology*. Ar-Ruzz Media.
- Koranti, K. (2013). Analysis of the influence of external and internal factors on entrepreneurial interest. *Jurnal PESAT*, 5, 1-8.
- Kusminarti, A., Rijawanti, N. I., & Sadani, A. (2017). Entrepreneurial attitudes mediate the influence of entrepreneurship education on entrepreneurial intentions. *Jurnal Riset dan Aplikasi: Akuntansi dan Manajemen*, 2(4), 119-134.
- Madji. (2012). The influence of entrepreneurship learning, internalization of entrepreneurial values in the family and motivation of entrepreneurial interests. *Jurnal Education*, 7, 1-25.
- Oktaviani, R., Ritonga, N., Ayla, S., Razy, M. A., Levianti, R. A., & Ritonga, S. I. (2021). The influence of entrepreneurial knowledge and social environment on entrepreneurial interests of the community in Dusun Sidodadi C, Kampung Padang Village, Labuhanbatu Regency. *Kapital: Jurnal Ilmu Manajemen*, 3(2), 73-78.
- Periansya, P. (2018). Analysis of effect of education entrepreneurship and family environment towards interest students entrepreneurs. *Jurnal Terapan Manajemen dan Bisnis*, 4(1), 25-32.
- Purnomo, M. T. (2015). *The influence of entrepreneurial knowledge and social environment on entrepreneurial interests of light vehicle engineering students at SMK Negeri 1 Seyegan* [Undergraduate thesis]. Yogyakarta State University.
- Ranto, D. W. P. (2016). Building entrepreneurial behavior in students through education. *Jurnal Bisnis Manajemen dan Akuntansi*, 3(1), 11-21.
- Sugiyono. (2013). *Quantitative, qualitative, and R&D research methods*. Alfabeta.
- Suryana. (2013). *Entrepreneurship: Tips and processes to success*. Salemba Empat.