

Are Students From Universitas Bung Hatta Becoming MSME Actors in West Sumatera?

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Abstract

This research aims to examine the entrepreneurial interest of students at the Faculty of Economics, Bung Hatta University, and the factors influencing it. And to estimate whether they will become MSME actors in West Sumatera. This research was conducted on 241 students who have taken an entrepreneurship course. The tests conducted were descriptive statistics, classical assumptions, and multiple regression with the help of SPSS software. Based on descriptive statistics, the research variables show that the indicators for each variable of students' interest in entrepreneurship are generally very high. The independent variables explain 23.8% of the variation in the dependent variable. Simultaneously, the variables of self-esteem, personal challenges, desire to be a boss, innovation, leadership, flexibility, finance, and environment have a positive and significant impact on entrepreneurial interest. Partially, the variables of personal challenges, desire to be a boss, finance, and environment have a positive and significant impact on entrepreneurial interest, but self-esteem, innovation, leadership, and flexibility have a positive but not significant impact on entrepreneurial interest.

Keywords: entrepreneurial interest; self-esteem; personal challenges; desire to be a boss; innovation; leadership; flexibility; profit

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Introduction

According to BPS, the number of Indonesian workers increased by 2.76 million from the previous year to 149.38 million in February 2024. The working population also increased by 3.55 million to 142.18 million. So there are 7.20 million unemployed people (Liputan 6, 2024). And because it is difficult to find work, many Indonesians choose to become entrepreneurs. There were 5.01 million established entrepreneurs as of February 2024. This number increased by 2.04% compared to February 2023. Likewise, novice entrepreneurs increased by 1% to 51.55 million. The government also encourages people to try to become entrepreneurs (Agnes, Z, 2024). Various efforts have been made by the

government, one of which is consistently supporting Micro, Small and Medium Enterprises (MSMEs).

Students play a role in advancing MSMEs (micro, small, and medium enterprises), particularly in the activities of independent entrepreneurship (Chourulbia & Nasution, 2023), because the independent entrepreneurship program can provide practical experience for students in entrepreneurial activities and have the opportunity to study outside campus in developing knowledge in the field of entrepreneurship (Chayo et al., 2022). And in the implementation of the Community Service Program (KKN), which is a mandatory academic calendar. Even to foster an interest in entrepreneurship among students,

higher education institutions have included entrepreneurship as a mandatory subject. So that university graduates are expected to develop themselves into pioneers of entrepreneurship, not just university graduates looking for jobs, but rather creating job opportunities. It is hoped that with the presence of entrepreneurship education, interest in entrepreneurship can be fostered as early as possible Darmawan (2021). However, the existence of many programs in higher education to foster students' interest in entrepreneurship has not yet guaranteed their interest, because many still consider being an employee to be the most prestigious job, especially as a civil servant. From information from the Director General of Higher Education, Ministry of Education, Culture, Research and Technology (Kemendikbudristek), it is known that the results of a 2019 survey showed that only 69.1% of students were interested in becoming entrepreneurs (Putra, 2021).

There have been several previous researchers who studied the factors influencing students' entrepreneurial interest, namely (Supriandi & Iskandar, 2022), who used secondary data from related books and articles L, Magdalena, (2022) on students of Universitas Katolik Santo Thomas Medan; Violin & Asdar, (2022) on students of STIE Wirabhakti Makasar. (Putri, 2021) researched students of economics education at Universitas Panca Sakti. Yusmiara (2019) at the Faculty of Economics, Makassar State University; (Taufik et al., 2018) tested students from the same cohort who had already taken the entrepreneurship course.? (Werdaisih, 2017) at STIE Muhammadiyah Cilacap. (Bhandari, 2006) studied students in India.

Therefore, this research is also important to examine the entrepreneurial interest of economics students at University Bung Hatta and to test the factors influencing their entrepreneurial interest so that it can be used as an evaluation to formulate policies, curricula, and learning plans for future economics students. And there has been no research that examines all of these factors at once for students of University Bung Hatta. At the

same time, it aims to confirm previous research and strengthen existing theories. Finally, it can answer the question of whether students from the Faculty of Economics at University Bung Hatta can become MSME actors in West Sumatera? And It Is Expected To Become A Beginning Entrepreneur In Indonesia

Literature Review

Motivation Theory

Albert Bandura's motivation theory (Self-Efficacy theory) states that someone who believes they have the ability to manage and take action to achieve goals is called self-efficacy. Which is closely related to self-esteem, self-concept, and locus of control (Mustika, 2016). Self-efficacy can be improved through experience, learning from others and social encouragement, including through entrepreneurship education. So students who have self-efficacy will be motivated to become entrepreneurs.

McClelland's Theory (Need for Achievement Theory). This theory states that a person's motivation varies, according to their strengths and needs to achieve. There are 3 characteristics of high achievers, namely working on tasks with a moderate degree of difficulty, liking performance that comes from their own efforts, and wanting feedback on their efforts (Sudrajat, 2008). Based on this theory, students with high levels of need for achievement are generally more motivated to become entrepreneurs, students who are motivated to succeed prefer starting new businesses, taking high risks, achieving something better, and seeking feedback on what they have attempted.

According to Alma (2007), interest and motivation in entrepreneurship are influenced by the desire for independent business, the desire to earn money, starting a business for pleasure, hobbies, challenges, personal satisfaction, and creativity. Suryana (2008), entrepreneurial interest is influenced by internal and external factors. Internal factors include personality, perception, motivation, and learning or attitude. External factors are family, friends, neighbours, and others.

Robert et al., (2008) state that entrepreneurial interest can be influenced by environment, self-esteem, opportunities, personality, vision, income, and confidence.

According to Shaid (2023), an entrepreneur is an individual who creates, manages, and runs their own business or venture. Another definition describes them as someone who is capable of identifying business opportunities, developing business ideas, gathering resources, and taking risks in an effort to achieve financial success and business growth. Entrepreneurial interest is an individual's desire to create, manage, and run a business.

The results of (L, Magdalena, 2022) study that have a positive and significant impact on entrepreneurial interest are entrepreneurship education and family environment, while income expectations have a negative and insignificant impact. According to (Supriandi & Iskandar, 2022), the factors that often influence students' interest in entrepreneurship are entrepreneurship education, family environment, self-efficacy, income expectations, motivation, business capital, and technology. According to Yusmiara (2019), there are five factors that can influence entrepreneurial interest: income, family environment, community environment, entrepreneurship education, and motivation factors. However, among these five factors, the most influential is the income factor.

According to Violin & Asdar (2022), out of the three variables studied that influence students' entrepreneurial interest, the environmental variable has a significantly positive impact, while individual characteristics and capital ownership have no effect at all. According to Taufik et al., (2018), the results of risk tolerance, freedom in working, entrepreneurship education, and environment all significantly influence students' interest in entrepreneurship. According to Werdaisih (2017), four variables that significantly influence students' entrepreneurial interest are entrepreneurship education, innovation, and

personality, while the family environment has no effect on entrepreneurial interest.

Daniele (2013) in Werdaisih (2017) found that innovation, the courage to take risks, and families who are entrepreneurs are related to entrepreneurial interest. Praswati (2014) found that the variables of the desire to be a boss, leadership, finance, and environment have a positive and significant influence on entrepreneurial interest. The variables of self-esteem and innovation, personal challenges, and flexibility do not significantly affect entrepreneurial interest. Research (Daniele & Mariana, 2013) which influences entrepreneurial interest is an entrepreneurial family, innovation, the courage to take risks.

Delang. Ma (2011) states self-confidence, strong desire to be a leader, the ability to lead, hold responsibility, innovation courage to face difficulties, seeking opportunities, skills and technology, decision making and establishing interpersonal relationships influence the desire for entrepreneurship.

According to Bhandari (2006), the factors influencing students' interest in entrepreneurship are leadership, the desire to be a boss, innovation, determination, personal challenges, and non-business education, while family size, parents' occupations, parents' income, prestige, self-esteem, flexibility, and profit do not influence interest in entrepreneurship.

Based on the theory and research results mentioned above, the researcher formulates the following hypotheses:

Hypothesis H1: Self-esteem affects students' interest in entrepreneurship.

Hypothesis H2: Personal challenges affect students' interest in entrepreneurship.

Hypothesis H3: The desire to be a boss affects students' interest in entrepreneurship.

Hypothesis H4: Innovation affects students' interest in entrepreneurship.

Hypothesis H5: Leadership affects students' interest in entrepreneurship.

Hypothesis H6: Flexibility affects students' interest in entrepreneurship.

Hypothesis H7: Finance affects students' interest in entrepreneurship.

Hypothesis H8: Environment affects students' interest in entrepreneurship.

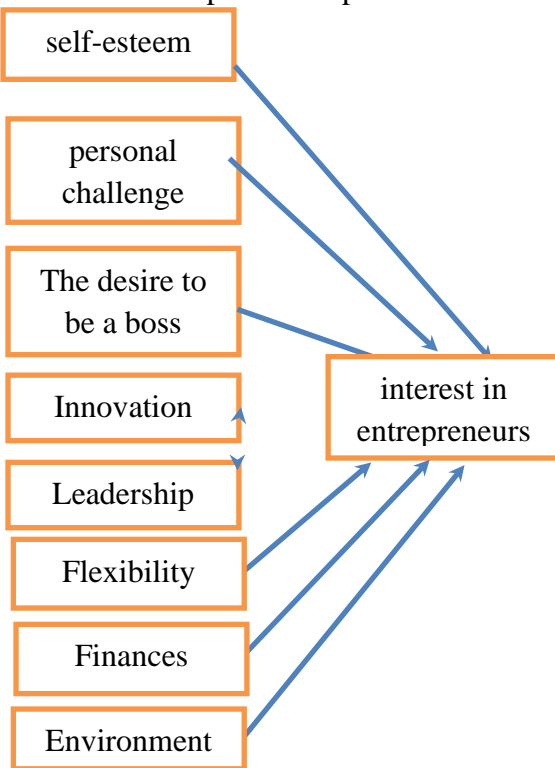


Figure 1. Theoretical Framework

Methods

The population of this study is the students of Bung Hatta University. The sample used is the students of the Faculty of Economics and Business. The type of research is quantitative, using primary data. The data collection method uses questions in the form of questionnaires distributed to students as respondents. The variables used in this study consist of one dependent variable, entrepreneurial interest, and eight independent variables: self-esteem, personal challenges, desire to be a boss, innovation, leadership, flexibility, finance, and environment.

The variables and indicators for measuring entrepreneurial interest based on (Bhandari, 2006) are as follows: 1. Self-esteem, with several indicators: a) feeling more appreciated if having

one's own business; b) feeling more confident if having one's own business; c) feeling more comfortable talking to others if having a business to be proud of. 2. Personal challenges, measured with the following indicators: a) wanting to try new things; b) liking things that make one progress; c) doing things that others can do. 3. Desire to be a boss, with the following indicators: a) desire to have one's own business; b) desire to freely manage one's own business; c) wanting to develop one's own business. 4. Innovation, with the following indicators: a) enjoying creative things; b) desire to create something different from others; c) enjoying doing experiments.

5. Leadership: the indicators are: a). enjoy speaking with large groups of people. b). desire to be a leader in a team. c). desire to stand out more than others. 6. Flexibility has several indicators, namely: a). enjoy work that is not time-bound. b). do not like things that are orderly. c). do not like being tied to something. 7. Finance, the indicators are: a) the desire to freely manage one's own finances. b) the desire to experience wealth from one's own efforts. c) the desire to develop one's own business that generates profit.

8. Environment: the indicators are: a) family encouragement to start a new business. b) parental support to have one's own business. 9. Entrepreneurial interest: the indicators are a) enjoyment in engaging in entrepreneurial activities and b) confidence in having one's own business. All the above indicators are measured using a 5-point scale from strongly disagree to strongly agree.

The data analysis used includes validity tests, reliability tests, classical assumption tests, and multiple linear regression tests (R², F test, t test) with the help of SPSS software, Which refers to (Hair, F. 2010).

Results and Discussion (TNR, 12pt, bold)

Table 1. Respondent Profile Data

Respondent Profile		Number	Percentage (%)
Gender	- Male	105	44
	- Female	136	56

Semester	- IV	94	39
	- VI	93	39
	- VIII	43	18
	- X	8	3
	- XII	3	1
Occupation	- Civil Servant	71	29
	- Private Sector	41	17
	- Self-Employed	129	54
Education	- High School	216	90
	- Vocational School	21	9
	- Others	4	1

Based on Table 1 above, it shows that the majority of respondents are female (56%), with more respondents studying in the IV and VI semesters (78%). The majority of parents' occupations are in

entrepreneurship (54%), while 90% of the respondents' previous education was at the high school level.

Table 2. Descriptive Statistics

Variable	N	Theoretical Range	Actual Range	Mean
Entrepreneurial Interest	241	2-10	6-10	8,9
Self-Esteem	241	3-15	9-15	13,15
Personal Challenge	241	3-15	10-15	12,61
Desire to Be a Boss	241	3-15	8-15	14,08
Innovation	241	3-15	9-15	9,15
Leadership	241	3-15	6-15	11,85
Flexibility	241	3-15	6-15	11,92
Finance	241	3-15	7-15	13,78
Environment	241	4-20	4-20	7,49

Based on Table 2 above, it can be concluded from the respondents' answers that interest in entrepreneurship, self-esteem, the desire for financial independence, and the desire to be a boss are very high, with a preference for challenges and

greater flexibility and a fairly high leadership spirit. However, the innovation variable possessed by the respondents is moderate. But generally, the respondents have an environment that supports becoming entrepreneurs.

Table 3. Validity Test Results

Variable	KMO	Variable Cut Off	Factor Loading	Description
Entrepreneurial Interest	0,500	0,50	0,872-0,872	Valid
Self-Esteem	0,579	0,50	0,607-0,836	Valid
Personal Challenges	0,500	0,50	0,853	Valid
Desire to Be a Boss	0,724	0,50	0,862-0,885	Valid
Innovation	0,667	0,50	0,770-0,807	Valid
Leadership	0,569	0,50	0,634-0,885	Valid
Flexibility	0,577	0,50	0,594-0,837	Valid
Finance	0,695	0,50	0,812-0,855	Valid
Environment	1	0,50	0,942-1,000	Valid

Based on Table 3 above, it can be concluded that all variables are valid because the KMO values for all variables have a probability value greater

than 0.50, and the factor loading is greater than 0.4 (Ghozali, 2013).

Table 4. Reliability Test Results

Variable	Cronbach's Alpha	Description
Entrepreneurial Interest	0,683	Reliable
Self-Esteem	0,563	Quite Reliable
Personal Challenges	0,836	Reliable
Desire to Be a Boss	0,622	Very Reliable
Innovation	0,688	Reliable
Leadership	0,673	Reliable
Flexibility	0,607	Reliable
Finance	0,775	Reliable
Environment	0,914	Very Reliable

Table 5. Normality Test Results

		Unstandardized Residual
N		241
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	0,46491288
Most Extreme Differences	Absolute	0,079
	Positive	0,079
	Negative	-0,072
Kolmogorov-Smirnov Z		1,219
Asymp. Sig. (2-tailed)		0,102

In Table 5 above, the Asymp sig (2-Tailed) value of the research variables in this study is 0.102. This value indicates that the Asymp sig value (2-tailed)

is above 0.05, or $0.102 > 0.05$. Therefore, it can be concluded that the residual data of the variables in this study are normally distributed.

Table 6. Reliability Test Results

Variable	Cronbach's Alpha
Entrepreneurial Interest	0,683
Self-Esteem	0,563
Personal Challenges	0,836
Desire to Be a Boss	0,622
Innovation	0,688
Leadership	0,673
Flexibility	0,607
Finance	0,775
Environment	0,914

Based on Table 6 above, it can be seen that all the variables used in this study have values Tolerance > 0.10 and VIF value < 10 . Therefore, it

can be concluded that all research variables are free from multicollinearity.

Tabel.7. Multiple Linear Regression Test Results

Information	Unstandardized coefficients		Standardized coefficient	t	Sig	Hypothesis
	B	Std. Error	B			
(constant)	0,828	0,475	-	1,744	0,083	-
Self-Esteem	0,040	0,074	0,033	0,534	0,594	Rejected
Personal Challenges	0,162	0,073	0,136	2,217	0,028	Accepted
Desire to Be a Boss	0,158	0,067	0,159	2,343	0,020	Accepted
Innovation	0,080	0,068	0,077	1,169	0,244	Rejected
Leadership	0,041	0,053	0,048	0,779	0,437	Rejected
Flexibility	0,017	0,045	0,023	0,378	0,706	Rejected
Finance	0,114	0,064	0,123	1,789	0,075	Accepted *
Environment	0,196	0,051	0,231	3,807	0,000	Accepted
R=0,488 R ² = 0,238		F hitung=9,050	Fsig=0,000	α =5%	α =10%*)	

The results of the determination coefficient (R²) test in Table 7 obtained a value of 0.238. It can be concluded that 23.8% of the variation in the entrepreneurial interest variable can be explained by the variables of self-esteem, personal challenges, desire to be a boss, innovation, leadership, flexibility, finance, and environment, while the remaining 76.2% is influenced by other variables not included in the proposed model.

F Test Results

Based on the F-statistic test as shown in Table 7 above, the calculated F value is 9.050 with a significance level of $0.000 < \alpha = 0.05$. It can be concluded that the variables of self-esteem, personal challenges, desire to be a boss, innovation, leadership, flexibility, finances, and environment have a simultaneous and significant impact on entrepreneurial interest.

T-test Results

The results of the t-statistic test in Table 7 show the influence of each variable on students' entrepreneurial interest, which determines whether the proposed hypothesis is accepted or not. For the self-esteem variable, the calculated t value is 0.534 with a significance level of $0.594 > \alpha = 0.05$. Therefore, H1 is rejected, and it can be concluded that self-esteem does not affect entrepreneurial interest. Although students have high self-esteem,

the fear of uncertainty and failure leads them to prefer safe career paths, or perhaps the lack of family support, market opportunities, or access to capital will reduce students' interest in entrepreneurship.

These results support Bhandari (2006), (Praswati, 2014) but are not consistent with the research by Robert et al. (2008). The personal challenge variable has a t-value of 2.217 with a significance level of $0.028 < \alpha = 0.05$. Therefore, H2 is accepted, and it can be concluded that personal challenges have a positive and significant effect on entrepreneurial interest. According to the theory (Alma, 2007), consistent with the research results (Bhandari, 2006), not the same as the research (Praswati, 2014). The variable desire to be a boss has a t-value of 2.343 and a significance level of $0.020 < \alpha = 0.05$. Therefore, H3 is accepted, and it can be concluded that the desire to be a boss has a positive and significant effect on entrepreneurial interest. Consistent with the research (Praswati, 2014); (Bhandari, 2006), the innovation variable has a t-value of 1.169 and a significance level of $0.244 > \alpha = 0.05$.

Therefore, H4 is rejected, and it can be concluded that innovation does not have a significant effect on students' entrepreneurial interest. Because many methods require costs and

time that may fail, this fear of failure hinders them from innovating in the business world. This result supports the research of (Praswati, 2014) but does not support the findings of (Bhandari, 2006), (Werdaisih, 2017). The leadership variable has a t-value of 0.779 with a significance level of $0.437 > \alpha = 0.05$. Therefore, H5 is rejected, and it can be concluded that leadership does not have a significant effect on students' entrepreneurial interest. Although they have leadership abilities, the fear of taking entrepreneurial risks makes them lack interest in entrepreneurship. These results do not support the research conducted by (Praswati, 2014) and (Bhandari, 2006). The flexibility variable has a t-value of 0.378 and a significance level of $0.706 > \alpha = 0.05$. Therefore, H6 is rejected, and it can be concluded that flexibility does not affect students' entrepreneurial interest. Perhaps because they are more concerned with the uncertainties and numerous risks in the business world, they are less interested in entrepreneurship.

Conclusions

This research was conducted to see whether students of Universitas Bung Hatta can become actors in MSMEs in West Sumatra. Based on descriptive statistics, the interest in entrepreneurship is very high. It is hoped that they can become MSME actors. If viewed partially, the factors that positively and significantly influence the entrepreneurial interest of students are personal challenges, the desire to be a boss, finance, and environment, while the variables of self-esteem, innovation, leadership, and flexibility do not affect the entrepreneurial interest of students at Bung

University Bung Hatta. However, simultaneously, self-esteem, personal challenges, the desire to be a boss, innovation, leadership, flexibility, finance, and the environment positively and significantly influence the entrepreneurial interest of students at Bung Hatta University. Where the ability of the eight independent variables to explain entrepreneurial interest is 23.8%. The results of this study can be used as a consideration for policymakers in developing curricula and

entrepreneurship is known to be more flexible and allows for adjustments. This result is consistent with (Bhandari, 2006) but not consistent with (Taufik et al., 2018) and the theory (Alma, 2007). The financial variable has a t-value of 1.789 and a significance level of $0.075 > \alpha = 0.05$. However, it is significant at the 10% alpha level, so H7 is accepted, concluding that finance has a positive and significant effect on entrepreneurial interest, consistent with the theories of (Alma, 2007), (Robert et al., 2008), (Yusmiara, 2019), and (Praswati, 2014). The environmental variable has a t-value of 3.807 and a significance level of $0.000 < \alpha = 0.05$. Therefore, H8 is accepted, concluding that the environment has a positive and significant effect on entrepreneurial interest, consistent with (Robert et al., 2008), (Supriandi & Iskandar, 2022), (Violin & Asdar, 2022), (Taufik et al., 2018), (Werdaisih, 2017), (Praswati, 2014), and does not support the research findings of (Yusmiara, 2019).

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