

INCOME EXPECTATION, ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL INTEREST: TESTING THEIR RELATIONSHIPS

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Abstract: This empirical study discusses the factors that cause students' interest in entrepreneurship and examines the differences in the factors that generate interest in entrepreneurship in management students at Universitas Negeri Yogyakarta and Universitas Muhammadiyah Yogyakarta. In this empirical study the number of respondents was 125 people. The sampling technique was purposive sampling, namely students who had attended entrepreneurship courses and had attended entrepreneurship seminars. The data analysis tool uses multiple regression with SPSS software. The results of data analysis indicate that the student's interest in entrepreneurship is affected by entrepreneurship education and income expectations with positive and significant effect. In addition, there are significant differences in responses about income expectations, entrepreneurship education, and interest in entrepreneurship in Management students of UNY and UMY Management students.

Keywords: Income Expectations, Entrepreneurship Education, Entrepreneurial Interest.

INTRODUCTION

Based on data from the Central Bureau of Statistics, the Open Unemployment rate in Indonesia has decreased from 2015 to 2019. In August 2019 the Open Unemployment Rate fell to 5.28 percent compared to 2018 of 5.34 percent. The trend of employment during August 2018-August 2019 which experienced an increase in percentage, especially in the Provision of Accommodation and Food and Drink (0.50 percent), Processing Industry (0.24 percent), and Trade (0.20 percent). Meanwhile, employment decreased mainly in Agriculture (1.46 percent), Financial Services (0.06 percent), and Mining (0.04 percent). Formal workers are those who seek to be assisted by permanent workers and who become laborers/employees/employees. There are 56.02 million people (44.28 percent) formal workers. While the population who work in informal activities (including self-employment, trying to be assisted by temporary workers, casual workers, and unpaid workers) is 70.49 million people (55.72 percent) (<https://www.bps.go.id>).

The big challenge for students at this time is that they will have to be able to compete with other graduates with limited employment especially triggered by the Industrial Revolution 4.0 where human labor has been replaced by machinery so that employment is getting narrower. In the Industrial Revolution 4.0 era, students must be prepared to tackle significant obstacles. College graduates are required not only to be able to work in other companies and institutions, but also to have an entrepreneurial spirit to create new jobs by exploiting opportunities that arise from the 4.0 Industrial Revolution. This challenge is also faced by universities because they have to prepare and equip students with the right competencies and skills to face the Industrial Revolution 4.0 in order to be able to contribute to economic growth and the welfare of the nation. The involvement of universities in the implementation of entrepreneurship education is one of the driving reasons for the growth of entrepreneurship in a country (Suharti & Sirine, 2011). Thus the responsibility of higher education is to adjust the appropriate curriculum and educate students and provide motivation to dare to be entrepreneurial.

Some empirical studies of the interests of student entrepreneurship have been conducted including studies conducted by Lestari and Wijaya (2012), Suharti and Sirine (2012), and Suhartini (2011), the result is that there are several things that affect the interest in entrepreneurship in students, including: first income expectations, someone will be interested in becoming an entrepreneur because the income earned is greater than being an employee.

Based on studies carried out by previous researchers if the problem is still relevant for review. In addition, this study will examine the factors that influence students' interest in entrepreneurship but will also compare these factors for students in private and public universities. For private universities in this case study at Universitas Muhammadiyah Yogyakarta and state universities in this case study at Universitas Negeri Yogyakarta and this is a novelty in this study.

MATERIALS AND METHODS

Interest in Entrepreneurship

Interest is the feeling of being more like and attracted to a thing or activity without being told (Slameto, 2010). Interest is a tendency that is consistent in observing and remembering activities (Djamarah, 2008).

Entrepreneurship is a person who has a brave soul to take risks to do business in various opportunities (Kashmir, 2011). Dare to take risks means having mental independence and having the courage to start a business without feeling afraid or anxious even in uncertain situations. The interest in entrepreneurship is an interest that arises from within a person to start a business (Zimmerer et al., 2008). Indicator for measuring interest in entrepreneurship (Zimmerer et al., 2008) are: no dependence on others, can help the social environment and glad to be an entrepreneur.

Income Expectations

Revenue is all receipts earned by a person as a reward for carrying out business activities. Wages, interest, rent, or profit can all be used to pay for services (Sudremi, 2007). Income is the outcome achieved by a person in the form of money or things (Hermina et al., 2011). According to Zimmerer et al (2008) income expectations are a person's expectations for the income he will receive after doing a job. Indicator for measuring income expectation variables (Zimmerer et al., 2008) are high income and unlimited income.

Entrepreneurship Education

Education is all efforts that are planned to influence other people, individuals, groups or communities so that they will do what is expected by the perpetrators of education (Notoatmojo, 2003). Education is a conscious effort to change human behavior both individually and in groups to mature humans through teaching and training efforts so that they have the ability to be responsible for all their actions (Sugihartono et al., 2007). Entrepreneurship education is direction given by someone to change attitudes and mindset of someone to becoming an entrepreneur (Zimmerer et al., 2008). Indicator for measuring entrepreneurship education variables (Zimmerer et al., 2008) are adequate entrepreneurship education and entering entrepreneurial seminars.

Effect of Income Expectations on Entrepreneurial Interest

In choosing a career as an entrepreneur, income expectations are important in one's consideration. It is undeniable that a person's reasons for choosing a job cannot be separated from the consideration of salary or income to be obtained in order to meet daily needs, both primary needs, secondary needs, and tertiary needs. Income expectation is a person's intention of how much money he/she will make after working (Zimmerer et al., 2008). Becoming an entrepreneur hopes to get a higher income than being an employee who works for someone else. Entrepreneurship will generate large and unlimited income, but the income from entrepreneurship is unpredictable, sometimes it can be above the expected income, sometimes it can also be below the expected income. The desire to earn unlimited income can affect a person's interest in entrepreneurship. Being an entrepreneur appeals to someone who has higher income aspirations than working as an employee (Hamzah and Hardiana, 2015). So that the higher the income expectation felt by someone, the higher the person's interest in entrepreneurship will be. Based on empirical studies conducted by Hamzah and Hardiana (2015) the result is that the income expectation variable has a positive and significant influence on the interest in entrepreneurship. Yusuf & Riyanto (2019), stated that the Income Expectation has a positive effect on entrepreneurial interest. The results of another study conducted by (Rohman & Miswanto, 2020) that the personality factors had positive effects on students' entrepreneurial intentions and (Sulistyaningrum & Palupi, 2016) that attitude has a positive effect on entrepreneurial intention. Based on the description above, the hypothesis is as follows:

H1: The higher income expectations will increase the interest of students in entrepreneurship.

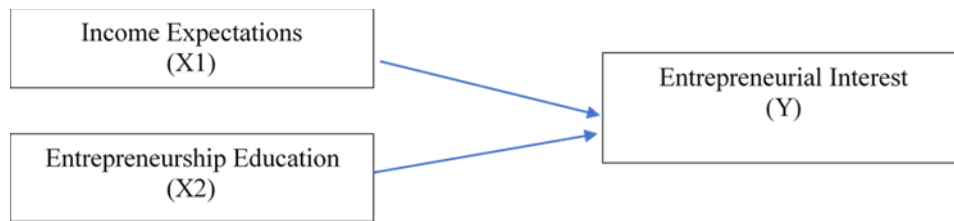
The Effect of Entrepreneurship Education on Entrepreneurial Interest

According to Zimmerer et al (2008) states that one of the factors driving the growth of entrepreneurship in a country lies in the role of the University through the implementation of entrepreneurship education both in lectures and seminars and entrepreneurial practices. Students who have taken entrepreneurship courses and often attend entrepreneurship seminars will understand the strategies for starting entrepreneurship and adequate knowledge about how to run a business so that students will have a higher interest in becoming entrepreneurs. So that the higher the provision of entrepreneurial education possessed by someone, the higher the interest of someone in entrepreneurship will be. Based on empirical studies conducted by Lestari and Wijaya (2012), Wardah and Arif (2012), and Turker & Selcuk (2009), and Maresch (2016), Hattab (2014), Imania & Suwatno (2018), and Nurmaliza (2018), the results of his research state that entrepreneurship education has a positive and significant impact on students' interest in entrepreneurship. The results of another study conducted by (Davinci & Maryati, 2011) that there is an influence between entrepreneurial knowledge on student entrepreneurship readiness. Based on the description above, the hypothesis is as follows:

H2: The more adequate the provision of entrepreneurship education that is followed will increase student interest in entrepreneurship.

Research model.

Based on the description above, a research model can be made as shown in Figure 1.

**Figure 1. Research Model****Methodology**

The subjects in this study were the 2014 management students and the objects of their research were the Universitas Negeri Yogyakarta and Universitas Muhammadiyah Yogyakarta. The population in this study were Management students of the class of Universitas Negeri Yogyakarta in 2014 totaling 76 people and Management students of the 2014 class of Universitas Muhammadiyah Yogyakarta, amounting to 445 people. Technique sampling used Purposive sampling namely students who had attended entrepreneurship courses and entrepreneurship seminars. To determine the number of samples in the study using the Slovin formula. By using the Slovin formula, it can be determined the number of samples from the two objects as many as 125 people, consisting of object 1 (Universitas Negeri Yogyakarta) as many as 43 people and object 2 (Universitas Muhammadiyah Yogyakarta) as many as 82 people.

Data analysis was conducted in descriptive, quantitative and different tests. Descriptive analysis is used to determine the high and low responses of respondents to the variables studied, the analytical tool used is descriptive statistics analysis. Quantitative analysis is used to determine the effect of independent variables on the dependent variable using multiple linear analysis. Where as to find out the different perceptions of the responses of respondents of Universitas Muhammadiyah Yogyakarta with Universitas Negeri Yogyakarta on the variable Income Expectation, Entrepreneurship Education and Interest in Entrepreneurship using the Independent Samples T-Test.

RESULTS AND DISCUSSION**Respondent profile**

The following is a profile of respondents based on age, gender and college:

Table 1 Distribution of Respondents by Age

Category	Frequency	Percentage
20 Years	8	6.4
21 Years	38	30.4
22 Years	63	50.4
23 Years	14	11.2
24 Years	2	1.6
Total	125	100.0

The results of data analysis in table 1 show that the profile of respondents based on age can be seen, respondents aged 20 years (6.4%), 21 years (30.4%), 22 years (50.4%), 23 years (11.2 %), and 24 years (1.6%).

Table 2 Profile of Respondents Based on Gender

Category	Frequency	Percentage
Male	67	53.6
Female	58	46.4
Total	125	100.0

The results of data analysis in table 2 show that the profile of respondents based on gender can be seen, male respondents were 67 people (53.6%) and female respondents were 58 people (46.4%).

Table 3 Profile Respondent Basedby College

Category	Frequency	Percentage
UNY	43	34.4
UMY	82	65.6
Total	125	100.0

The results of data analysis in table 3 show that the profile of respondents based on universities can be seen, respondents from Universitas Negeri Yogyakarta amounted to 43 people (34.4%) and respondents from Universitas Muhammadiyah Yogyakarta amounted to 82 people (65.6%).

Validity test result.

The results of the validity test with a total of 125 respondents, it can be seen that all statements regarding Income Expectations, Entrepreneurship Education and Entrepreneurial Interests proposed for respondents from management students at Universitas Negeri Yogyakarta and Universitas Muhammadiyah Yogyakarta are valid because they are seen from the significance level < 0.05 , so it can be concluded that all statements in the questionnaire can be said to be feasible as an instrument to measure research data.

Table 4 Validity Test Results

Variable	Item Question	R value	Sig.	Result
Income Expectation	IE1	0.797	0.000	Valid
	IE2	0.751	0.000	Valid
	IE3	0.724	0.000	Valid
	IE4	0.750	0.000	Valid
	IE5	0.789	0.000	Valid
Entrepreneurship Education	EE1	0.827	0.000	Valid
	EE2	0.865	0.000	Valid
	EE3	0.871	0.000	Valid
	EE4	0.851	0.000	Valid
	EE5	0.890	0.000	Valid
Interest in Entrepreneurship	IE1	0.815	0.000	Valid
	IE2	0.766	0.000	Valid
	IE3	0.802	0.000	Valid
	IE4	0.882	0.000	Valid
	IE 5	0.904	0.000	Valid

Table 5 Reliability Test Result

Variable	Cronbach's Alpha	Result
Income Expectation	0.818	Reliable
Entrepreneurship Education	0.913	Reliable
Interest in Entrepreneurship	0.891	Reliable

The results of the reliability test analysis in table 5 of 125 respondents, it can be seen that the Cronbach's Alpha value of the Income Expectation, Entrepreneurship Education and Entrepreneurial Interest variables can be concluded that all variables in the statement are declared reliable because they have met the required value, namely the Cronbach's Alpha value > 0.60 .

Descriptive analysis

From the descriptive analysis results are obtained as shown in tables 6, 7 and 8.

In descriptive analysis, to provide conclusions, categories must first be made. To determine the category first made an interval. The intervals are made as follows: 1.00 to 1.79 (very low), 1.80 to 2.59 (low), 2.60 to 3.39 (High enough), 3.40 to 4.19 (high), and 4.20 to 5.00 (very high).

Table 6 Descriptive Statistics of Income Expectations

Question Items	Mean		Category	
	UNY	UMY	UNY	UMY
High income expectations are my motivation to become an entrepreneur	3.81	4.40	High	Very High
By becoming an entrepreneur, I hope to earn above average income	3.81	4.43	High	Very High
I became an entrepreneur because I earned my own income	3.98	4.30	High	Very High
The income or income of being an entrepreneur is greater than joining people.	3.63	4.16	High	Very High
The income or income of	3.67	4.16	High	Very High

being an entrepreneur is greater than joining people.

Average	3.78	4.29	High	Very High
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Based on the descriptive analysis in table 6, it can be compared between perceptions of income expectations of UNY students and UMY students. The average value of Income Expectations for Management students at UNY is 3.78, meaning that the expectation to get income rewards by doing entrepreneurial activities is high, while Management students at UMY are 4.29, meaning that the expectations for getting income rewards by doing entrepreneurial activities are very high.

Table 7 Descriptive Analysis of Entrepreneurship Education

Question Items	Mean		Category	
	UNY	UMY	UNY	UMY
I received adequate entrepreneurship education.	3.33	3.79	High enough	High
I have a lot of knowledge about entrepreneurship	3.26	3.71	High enough	High
I often attend entrepreneurship seminars.	3.14	3.85	High enough	High
For me entrepreneurship education is an important capital for success.	3.37	3.88	High enough	High
Entrepreneurship education is very important to be equipped in the future.	3.47	4.09	High enough	High
Average	3.31	3.86	High enough	High

Based on the descriptive analysis in Table 7, it can be compared between the perceptions of Entrepreneurship Education of UNY students and UMY students. The mean value for UNY students is 3.31 in moderately high, UMY students in 3.86 in high category.

Table 8 Descriptive Statistics Interest in Entrepreneurship

Question Items	Mean		Category	
	UNY	UMY	UNY	UMY
I'm interested in becoming an entrepreneur because I don't have to depend on other people	3.72	4.28	High	Very High
I am interested in becoming an entrepreneur because it can help the social environment.	4.02	4.39	High	Very High
I am interested in becoming an entrepreneur because I am free to do work	3.74	4.28	High	Very High
I really want to be an entrepreneur	3.81	4.38	High	Very High
I'm happy to be an entrepreneur	3.81	4.45	High	Very High
Average	3.82	4.35	High	Very High

Based on the descriptive analysis in table 8, it can be compared between the perceptions of Interest in Entrepreneurship of UNY students and UMY students. The results of the descriptive analysis on Interest in Entrepreneurship showed that the Interest in Entrepreneurship of Management students of UNY was high, indicated by a mean value of 3.82, while Interest in Entrepreneurship of Management students of UMY was very high, indicated by a mean value of 4.35.

Quantitative Analysis

The results of data analysis using SPSS software are shown in table 9.

Table 9 Results of multiple regression data analysis

Variable	Beta	Value of t count	Sig.
Income Expectations	.486	6.176	.000
Entrepreneurship Education	.323	4.108	.000
Adjusted R Square	.527		

Based on table 9 the beta coefficient value of the Income Expectation variable of 0.486, meaning that the higher the Income Expectation felt by management students of Universitas Negeri Yogyakarta and management students of Universitas Muhammadiyah Yogyakarta, it will automatically be able to increase Entrepreneurship Interest. In table 9 obtained the value of sig. of $0.000 < 0.05$, it means that students' interest in entrepreneurship is positively and significantly influenced by income expectations, the higher income expectations will increase the interest of students in entrepreneurship so that the first hypothesis is accepted.

Based on table 9, the Entrepreneurship Education variable beta coefficient value of 0.323, meaning that the higher the provision of Entrepreneurship Education owned by Management students of Universitas Negeri Yogyakarta and Management students of Universitas Muhammadiyah Yogyakarta, it will automatically be able to increase Entrepreneurship Interest. In table 9 obtained the value of sig. of $0.000 < 0.05$, In table 9 obtained the value of sig. of $0.000 < 0.05$, it means that students' interest in entrepreneurship is positively and significantly influenced by Entrepreneurship Education, the more adequate the provision of entrepreneurship education that is followed will increase student interest in entrepreneurship so that the second hypothesis is accepted.

Different Test

To see the differences in responses about Income Expectations, Entrepreneurship Education and Entrepreneurship Interest in Management students at Universitas Negeri Yogyakarta with Management students at Universitas Muhammadiyah Yogyakarta, using the Independent Samples T-Test.

Table 10 Independent Samples of Income Expectation T-Test

Variable	Value of t count	Sig.	Information
Income Expectations	-5.253	0.000	Significant

Based on table 10 the t-count value is -5.253 with probability values (Sig.) = $0.000 < 0.05$, student responses about revenue expectations in Management students at Universitas Negeri Yogyakarta with Management students at Universitas Muhammadiyah Yogyakarta are not the same or different significant.

Table 11 Independent Samples of Entrepreneurship Education T-Test

Variable	Value of t count	Sig.	Information
Entrepreneurship Education	-4.842	0.000	Significant

Based on table 11 the value of t-count is -4,842 with probability values (Sig.) = $0,000 < 0,05$, so student responses on Entrepreneurship Education in Management students at Universitas Negeri Yogyakarta with Management students at Universitas Muhammadiyah Yogyakarta are not the same or different significant.

Table 12 Independent Samples T-Test Interest in Entrepreneurship

Variable	Value of t count	Sig.	Information
Entrepreneurial Interest	-4.680	0.000	Significant

Based on table 12 the value of t-count is -4.680 with probability values (Sig.) = $0.000 < 0.05$, student responses about Entrepreneurial Interest in Management students at Universitas Negeri Yogyakarta with Management Students at Universitas Muhammadiyah Yogyakarta are not the same or different significant.

Discussion

Students' perception of income expectations of UMY students is very high because in this study program, to motivate students to be interested in entrepreneurship, practical lectures are often held which provide an overview of income when entrepreneurship is not an employee. UMY students' perception of Entrepreneurship Education is high, this may be due to the curriculum content in the UMY management study program which is made to support students to become entrepreneurs, which is sufficient up to 16 credits, while the curriculum content in the Management Study Program is only less. UMY students' perception of Entrepreneurship Education is high, this may be due to the hope to get a high income and supported by sufficient entrepreneurial knowledge so that students' interest in entrepreneurship is high.

Effect of Income Expectations on Entrepreneurship Interests

Income expectation is a person's expectation to get a reward in the form of income that he will receive after doing a job. Based on the reality of being an entrepreneur the income received is greater than being another employee. Income expectation is a person's expectation to get a reward in the form of income that he will receive after doing a job. Based on the reality of being an entrepreneur the income received is greater than being another employee. In choosing a career as an entrepreneur, income expectations are important in one's consideration. It is undeniable that a person's reasons for choosing a job cannot be separated from the consideration of salary or income to be obtained in order to meet daily needs, both primary needs, secondary needs, and tertiary needs. An attraction to being an entrepreneur is someone who believes that entrepreneurship would make them more money than working as an employee. Previous empirical studies conducted by Suhartini (2011) and Hamzah (2018), the results of his research stated that interest in entrepreneurship was positively and significantly influenced by income expectations.

The Effect of Entrepreneurship Education on Entrepreneurial Interest

The role of the University is very large through the implementation of entrepreneurship education both in lectures, seminars and entrepreneurial practices to foster an entrepreneurial spirit (Zimmerer et al, 2008). Entrepreneurship education will encourage someone to have an understanding of entrepreneurship and with this understanding of entrepreneurship, someone will have an interest in entrepreneurship. The results of this study are in line with empirical studies conducted by Lestari and Wijaya (2012), Turker & Selcuk (2009), Hamzah (2018) and Maresch (2016), Tahseen & Ahmed (2012), stating the results of their research that interest in entrepreneurship is positively and significantly influenced by entrepreneurship education. This is different from the results of Bae et al. (2014) which states that there is no influence between entrepreneurship education and entrepreneurial desire. The research results of Zhang et al. (2013), that there is a significant positive interactive effect according to gender, type of university, and major of study on the relationship between entrepreneurship education and IE.

CONCLUSION

The results of the descriptive analysis show that students' perceptions of income expectations, Management students at Universitas Negeri Yogyakarta are in the high category and Management students at Universitas Muhammadiyah Yogyakarta are in the very high category. The perception of Entrepreneurship Education, Management Students at Universitas Negeri Yogyakarta is in the fairly moderately high category and Management students at Universitas Muhammadiyah Yogyakarta are in the high category. Perceptions of Entrepreneurial Interest, Management students at Universitas Negeri Yogyakarta are in the fairly high category and Management students at Universitas Muhammadiyah Yogyakarta are in the very high category.

The results of quantitative analysis that Income Expectations have a positive and significant impact on Interest in Entrepreneurship, the higher income expectations will increase the interest of students in entrepreneurship. Another result is that Entrepreneurship Education has a positive and significant impact on Interest in Entrepreneurship, the more adequate the provision of entrepreneurship education that is followed will increase student interest in entrepreneurship.

The results of the independent sample t-test analysis demonstrated that there are significant differences in perceptions between Management students at Universitas Muhammadiyah Yogyakarta and Management students at Universitas Negeri Yogyakarta in terms of Income Expectations. There is a significant difference in perception between Management students at Universitas Muhammadiyah Yogyakarta and Management students of Universitas Negeri Yogyakarta in terms of Entrepreneurship Education. There is a significant difference in perception between Management students at Universitas Muhammadiyah Yogyakarta and Management students at Universitas Negeri Yogyakarta in terms of interest in entrepreneurship.

The implication is that universities must prepare and equip Human Resources with the right competencies and skills to face the industrial revolution 4.0. In addition, higher education systems and programs need to be adjusted to be relevant to the Industrial Revolution 4.0. It is necessary to adjust the curriculum in the study program according to market needs, the content of entrepreneurship must be added, and it must be increased to bring in entrepreneurial practitioners so that they can motivate students to become entrepreneurs. Students must have an entrepreneurial spirit to create new jobs after graduation. Change your mindset from looking for a job to creating a job.

The limitations of this research are :

1. This research is still rarely done so that research supporting journals are very limited.
2. The research subjects in this study only compared two universities so that it could not be generalized, for future researchers to expand the research subjects not only to two universities.

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