

INSTILLING ENTREPRENEURIAL VALUES AT SMK MUHAMMADIYAH 2 KARANGANYAR

Ahmad Luhfi Septiyan Fajar¹, Sapto Mei Budiyanto²

^{1,2}Department of Accounting Education, Faculty of Teacher Training and Education, University of Muhammadiyah Surakarta
a210190051@student.ums.ac.id

Keyword

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Abstract

The purpose of instilling entrepreneurial values is to form individuals who have an entrepreneurial spirit. By emphasising entrepreneurial values such as innovation, creativity, healthy risk, perseverance, and courage, individuals are expected to develop a proactive, independent, and oriented attitude towards creating business opportunities. This research aims to find out how the cultivation of entrepreneurial values includes supporting factors and inhibiting factors in the cultivation of entrepreneurial values. This research uses qualitative methods with ethnographic design. The subjects of this research are entrepreneurship subject teachers and students of SMK Muhammadiyah 2 Karanganyar. The object of this research is the cultivation of entrepreneurial values at SMK Muhammadiyah 2 Karanganyar. Data collection techniques using observation, interviews, and documentation. The data validity technique used is source triangulation. Data analysis techniques by means of data reduction, data presentation, and conclusion drawing. The results showed that Penanaman entrepreneurial values in schools is very important because to form individuals who have an entrepreneurial spirit. Through the cultivation of entrepreneurial values such as innovation, creativity, healthy risk, perseverance, and courage, individuals are expected to develop a proactive, independent, and orientated attitude towards creating business opportunities. The cultivation of entrepreneurial values aims to encourage student innovation and creation by thinking out-of-the-box, looking for new ideas and generating innovative ideas that can be applied in business. The cultivation of entrepreneurial values emphasises the values of discipline, responsibility, collaborative, creative and communicative values.

INTRODUCTION

Entrepreneurship has become one of the fields that attracts the interest of many people in this modern era. In an ever-changing and competitive global context, entrepreneurship is becoming an important key in achieving innovation, economic growth, and societal development. Entrepreneurship involves the spirit of initiative, creativity, risk and perseverance to develop an idea into a successful business (Yanti, 2019). Entrepreneurs play a very important role in driving the economy by creating jobs, encouraging technological development, and improving people's lives.

A country's success in economic development is measured by its ability to address key development issues, such as reducing the number of poor people, improving income distribution, and increasing employment opportunities that are fair and available to all. Economic growth can be disrupted by high unemployment. Unemployment is a major problem faced by the Indonesian government and society, leading to new problems such as poverty and social inequality. With a very large population, competition in the world of work will be very tight because the number of

jobs is not proportional to the number of people who work, which means that many educated people become unemployed. The intense competition in finding a job requires Indonesian education to have a high level of skills and abilities to be able to compete for jobs (Ishak, 2023).

Unemployment is a fundamental problem in Indonesia. The high unemployment rate in the country is increasingly worrying. Every year, graduates from primary school to university form a work-ready generation that is equipped with certificates. However, not all of them can be accepted by available jobs because the demand for labour is greater than the number of jobs available. This is also coupled with the fact that not only is the number of jobs declining, many who already have jobs are threatened with layoffs, wage cuts and delays in wage payments.

Entrepreneurship has a very important role in solving unemployment problems by creating new opportunities through innovation and creativity to improve economic welfare (Nurcahyani, 2019). Entrepreneurs are expected to be independent in finding opportunities and creating jobs for others, but there are still national children who have limited ability to manage natural resources due to lack of self-confidence, innovation, and creativity which are the mental characteristics of an entrepreneur. This can be caused by parents not teaching entrepreneurship or entrepreneurial spirit to their children. The role of educational institutions, especially SMK, is very important in raising awareness about the importance of entrepreneurship and the low interest in entrepreneurship among SMK graduates (Isrososiawan, 2013). This requires education to be able to play an active role in the formation of skilled and educated human resources who are ready to face local and global challenges, so that vocational schools are directed to instil values and foster an entrepreneurial spirit. The problem of entrepreneurship education in schools to date only concerns the level of introduction of values and only studying books without doing practice. The practice-based learning model is a learning approach that focuses on the application of learning schemes through practice which shows that education in Indonesia pays less attention to the development of entrepreneurial character and behaviour in students, so that it only focuses on developing the workforce.

The cultivation of entrepreneurial values has become an urgent need in an era that continues to grow, entrepreneurial values have a very important role in shaping individuals who are competitive, creative and innovative. The cultivation of values is not only relevant for aspiring entrepreneurs but also important for all individuals who want to develop a proactive, independent and forward-thinking attitude. The importance of instilling entrepreneurial values starts early, both in formal and informal education environments (Laksana;Giga, 2013). At school, students need to be given the opportunity to develop skills such as creativity, critical thinking, decision-making, and risk-taking. Through an inclusive education approach, teachers can build an atmosphere that encourages critical thinking, teamwork, collaboration which are core values in entrepreneurship. The cultivation of entrepreneurial values also involves aspects of ethics and social responsibility.

Entrepreneurship education is a planned and applied effort to increase knowledge, interest and develop the ability of students to develop by manifesting themselves in creative and innovative behaviour, as well as bold risk management. Entrepreneurship education is able to stimulate students' intention to choose entrepreneurship after graduation, because this programme students can find various ways to start an entrepreneurial business and services that support business. Entrepreneurship education that allows the acquisition of knowledge skills, attitudes and behaviours obtained by conducting entrepreneurship courses and training provided by universities or competent educational institutions, increasing determination and disposition, increasing reflection on the challenges of starting a business and reducing negative thoughts in increasing entrepreneurial intentions (Kusuma et al., 2019). Government Regulation No. 19 of 2005, Article 26 Paragraph 3 states that the qualification standards for graduates at vocational high schools are to improve intelligence, knowledge, personality, noble character, and skills to live independently and follow further education in accordance with their vocations. Vocational High Schools are educational institutions that have the potential to prepare human resources that can integrate with the world of work and open their own businesses as

entrepreneurs (Haq et al., 2021). SMK must equip students with adequate entrepreneurial competencies and values, because to form a person who has the character, understanding, and skills as an entrepreneur so as to encourage a culture of creating opportunities and using creative situations to enable work independently (esti., 2020).

One of the vocational high schools that implements an entrepreneurship education curriculum to instil entrepreneurial values and entrepreneurial spirit is SMK Muhammadiyah 2 Karanganyar. SMK Muhammadiyah 2 Karanganya has not been maximised to implement entrepreneurial values because it is constrained by the factor of students who have different characters.

METHOD

This research uses qualitative research methods with an educational ethnography design. This research was conducted at SMK Muhammadiyah 2 Karanganyar which is located at Jl. Monginsidi, Manggeh, Tegalgede, Karanganyar District, Karanganyar Regency. The research was conducted from January 2023 to March 2023. The object of research taken is the cultivation of entrepreneurial values and supporting factors and inhibiting factors in instilling entrepreneurial values. The research subjects were teachers and students of SMK Muhammadiyah 2 Karanganyar.

Data collection techniques used in this study are observation, interviews, and documentation. Interviews were conducted directly by researchers with resource teachers who teach entrepreneurship courses, as well as students who get entrepreneurship material. Researchers used credibility tests in this study to test the validity of the data. This research uses source triangulation and technique triangulation. Source triangulation is a data validity checking technique by comparing the results of interviews with different sources. Meanwhile, technical triangulation is used to test the credibility of data and is done by checking data from the same source with different techniques. Data analysis techniques include data reduction, data presentation, and conclusion drawing.

RESULTS

The description of the results of the research on the cultivation of entrepreneurial values at SMK Muhammadiyah 2 Karanganyar is as follows:

a) Understanding of Entrepreneurship

Entrepreneurship is a discipline that studies the values, skills and behaviour of people in facing life's challenges and how to create opportunities with the various risks they face. In this sense, there are two important things for entrepreneurship education, namely the ability to identify needs and the ability to develop creativity and innovation to meet existing needs and market opportunities (Munawaroh & Rimiati, 2016).

According to Peter F. Drucker, Entrepreneurship is the ability to create something new. Zimmerer defines entrepreneurship as the process of finding creativity and innovation to solve problems and improve lives. Entrepreneurship is the skill associated with building a business. The ability to create requires continuous creativity and innovation to find something different from the previous one. Creativity and innovation already provide great participation in society.

Entrepreneurship is a concept that involves identifying, creating, and developing business opportunities that generate added value. Entrepreneurship involves the process of creating value and innovation through a proactive and creative approach. Entrepreneurship is not only concerned with starting a business, but involves basic understanding such as strategy development, risk taking, and adaptability to market changes. Entrepreneurship involves mental attitudes, including perseverance, independence, creativity, and the ability to take risks. Entrepreneurship also involves the ability to overcome failure and learn from each experience. It is not afraid to try new ideas and bravely face the challenges that arise on the way to success.

b) Entrepreneurship Learning in Schools

Entrepreneurship learning in schools is the most important aspect in preparing young people for the ever-changing world of work. In entrepreneurship learning, students are given the opportunity to develop entrepreneurial skills that they can apply in their daily lives. It emphasises the importance of innovation, creativity and risk-taking in running a business. Students are also invited to learn various aspects of business such as strategic planning, financial management, marketing and operational management. Through entrepreneurship learning, students can develop leadership skills, critical thinking skills, and learn to recognise business opportunities around them.

In addition to learning the basic concepts of entrepreneurship, students are also given the opportunity to apply the knowledge gained through business simulation or entrepreneurial practical learning. In entrepreneurship learning students can plan, develop and launch their own business ideas. Learners learn about the importance of conducting market research, identifying a target market, developing a product or innovating a unique product, and designing an effective marketing strategy. This learning process not only enhances students' understanding of the business world, but also develops practical skills such as communication, collaboration, co-operation, and decision-making.

Entrepreneurship learning in schools also has a long-term positive impact on students. As well as providing practical knowledge, it also involves aspects of character that are important in the business world, such as work ethic, responsibility and hard work. Students are encouraged to develop a strong attitude towards challenge and failure, as well as the ability to adapt to change. They also learn to be inspirational leaders and have the ability to mobilise others towards a common goal. Through entrepreneurship learning, students become more prepared and confident to face the competitive world of work and make a positive contribution to society.

In the learning activities at SMK Muhammadiyah 2 Karanganyar used in instilling entrepreneurial values using the discovery learning model and emphasising the project-based learning model so that it prioritises entrepreneurial practice. The learning model implemented by the teacher gets a good response from students, because students feel happy in receiving learning.

c) Inculcation of Entrepreneurial values

In implementing the cultivation of entrepreneurial values, it is done by providing habituation to students by emphasising entrepreneurial values. Learning activities at SMK Muhammadiyah 2 Karanganyar emphasise the values of discipline, responsibility, creativity, collaboration, and communication.

1) Discipline

Discipline is a person's ability to regulate and control oneself in order to fulfil the rules, duties, and responsibilities that have been set. Discipline is behaviour and order in accordance with rules and regulations, or behaviour that is obtained from continuous training (Astuti et al., 2015). Discipline is one of the important values that should be instilled early on, as it has a positive impact on future life. A person who has good discipline tends to be more successful in achieving goals and achieving success in various lives. Discipline is very important in entrepreneurship because it can affect the success and sustainability of the business. A disciplined entrepreneur will be able to manage time and resources effectively, so as to achieve business goals more efficiently. In learning activities, students are required to always be on time in collecting assignments, on time to attend lessons and use school attributes according to school regulations.

2) Responsibility

Responsibility is the moral or legal obligation of a person to act appropriately and take responsibility for the consequences of an action. Responsibility is an important value to be instilled early and applied in every aspect of life. Responsibility is an attitude to choose a choice that one wants to make in life, and is ready to face the consequences

of the choices that have been made (Narwanti, 2014). An entrepreneur also has responsibilities that he or she must shoulder. An entrepreneur has a very important responsibility towards his business, employees, customers and the surrounding environment. The value of responsibility is very important to be instilled in students, one of which is being responsible for doing assignments and being on time, carrying out the tasks assigned by the group leader during discussions.

3) Collaboration

Collaborative is a form of co-operation that involves various parties in achieving the same goal. In collaborative cooperation, each party works together, supports each other, and respects each other to achieve a common goal. Behaviour that is based on is an effort to make himself able to make relationships with others in carrying out actions and work. Collaborative value is very important to instil in learners to train cooperation with the aim of realising a common goal. Teachers can give tasks to learners in the form of groups. This will train students to establish co-operation with others.

4) Creative

Creative is the ability to generate new, original, and unexpected ideas. Creative people are able to think outside the box, solve problems in unique ways, and produce innovative and interesting work. Creativity also involves the ability to combine different ideas and blend them into something new and useful. The cultivation of creative values to learners can be familiarised in learning activities by providing opportunities to explore and try new things. This opportunity can be implemented through questioning when discussing or seeking information and the efforts made by students when solving problems. By solving problems, students can foster new ideas according to themselves in accordance with the context of entrepreneurship learning. In learning activities that aim to instil creative value is through the practical task of making a product in entrepreneurship subjects. By thinking creatively, students can find something new and not yet owned by others.

5) Communicative

Communicative is a person's ability to communicate with others effectively and efficiently, both in oral, written, and nonverbal forms. A communicative person can convey messages clearly and structured so that it is easily understood by others. Communicative is an action that involves a sense of pleasure in talking, getting along and cooperating with others. An entrepreneur really needs communicative value in his business activities, for example in promoting a product. In 21st century learning, students are trained to speak in front of the class, for example presenting in front of the class because it can train students' communication well.

d) Closeness Of Teacher-Student Relationship

The relationship between teachers and students at SMK Muhammadiyah 2 Karanganyar is very close and intimate. It is based on basic principles that develop values of togetherness, mutual respect, and character building. At SMK Muhammadiyah 2 Karanganyar, teachers have a role that is more than just teaching (Fitriyaningsih, 2019). Teachers at SMK Muhammadiyah 2 Karanganyar try to be role models for students in all aspects of life. Teachers also actively interact with students outside of class hours, such as in extracurricular activities, spiritual guidance, and social guidance. Through interaction activities, teachers and students can get to know each other well and create closer bonds. Teachers at SMK Muhammadiyah 2 Karanganyar are also open and responsive to student needs and student problems. Teachers at SMK Muhammadiyah 2 Karanganyar are ready to listen to complaints and provide the guidance needed by students both in terms of lessons and outside of lessons, this creates a comfortable atmosphere for students to share experiences and learn from experienced teachers. Teachers also provide motivation to students who face challenges, both in terms of learning and in everyday life.

At SMK Muhammadiyah 2 Karanganyar, teachers and students establish relationships based on mutual respect and appreciation. Teachers provide learning with an open attitude and respect students' opinions. Teachers encourage students to actively participate in the learning process and provide opportunities to give opinions, students are also encouraged to respect teachers as their leaders and mentors. Teachers play an active role in shaping students' character, teaching good values, ethics and morals. They also not only focus on academic aspects, but on broader aspects of life. SMK Muhammadiyah 2 Karanganyar also often organises activities that involve teachers, students and parents. Such as school birthdays, holiday celebrations, and school farewell events, these kinds of activities strengthen the bond between teachers, students, and parents in an effort to support student progress. Through this kind of continuous interaction, the relationship between students and teachers is getting closer and closer.

e) Supporting Factors for Cultivating Entrepreneurial Values at SMK Muhammadiyah 2 Karanganyar

A supporting factor in instilling entrepreneurial values is a school environment that supports entrepreneurship. SMK Muhammadiyah 2 Karanganyar creates a school environment that is conducive and encourages the development of an entrepreneurial spirit. This is indicated by the existence of a laboratory specifically provided for student businesses, training places and entrepreneurship workshops, as well as cooperation with local industry players, a school environment like this provides support and inspiration for students to develop creative and innovative ideas.

SMK Muhammadiyah 2 Karanganyar also has an entrepreneurship training programme that aims to help students develop creativity in entrepreneurship. Students get special training from teachers who are experienced in the field of entrepreneurship.

f) Factors Inhibiting the Cultivation of entrepreneurial values at SMK Muhammadiyah 2 Karanganyar

The inhibiting factor in instilling entrepreneurial values at SMK Muhammadiyah 2 Karanganyar is the lack of awareness and laziness of students who underestimate the cultivation of entrepreneurial values in school learning. This is an obstacle because teachers must understand the character of students in learning

DISCUSSION

Entrepreneurship is a discipline that studies the values, skills and behaviour of people in facing life's challenges and how to create opportunities with the various risks they face. In this sense, there are two important things for entrepreneurship education, namely the ability to identify needs and the ability to develop creativity and innovation to meet existing needs and market opportunities (Munawaroh & Rimiyati, 2016).

According to Peter F. Drucker, Entrepreneurship is the ability to create something new. Zimmerer defines entrepreneurship as the process of finding creativity and innovation to solve problems and improve lives. Entrepreneurship is the skill associated with building a business. The ability to create requires continuous creativity and innovation to find something different from the previous one (Firmansyah et al., 2020). Creativity and innovation are already providing great participation to the community.

Entrepreneurship is the process of looking for unseen opportunities and capitalising on them. Steve Jobs said that entrepreneurship is making something that did not exist before. Howard Stevenson, defines entrepreneurship as the process of discovering and creating value by taking calculated risks (SE Achmad Musyadar, 2022). William Bygrave states that entrepreneurship is the process of taking risks to create new things with the aim of making a profit.

Entrepreneurship is defined as the ability to create something new and different to add and have the courage to face risk or uncertainty. Entrepreneurship is a passionate statement about the fact that individuals can be developed, their outlook can be changed and their ideas can be converted into action through organised and systematic programmes for entrepreneurs. He also

feels that systematic training can give better results and appealing to business ventures can change the economic scenario (Dr. M. Anang Firmansyah, SE. & Anita Roosmawarni, SE., 2019).

The scientific approach to entrepreneurship has grown and developed in perspective as a science parallel to other disciplines. Entrepreneurship is a new field that deals with many models, theories and concepts that have not been used widely and deeply. However, the discipline will continue to grow and attract interest from many parts of society. School institutions offer entrepreneurship as an elective subject. Schools are starting to introduce and explore the science of entrepreneurship as a focus of intelligence in the field of entrepreneurship that has an important role in the future for life after graduating from school (Khamimah, 2021). There are important things in examining the basic concepts of entrepreneurship, namely:

- a) Entrepreneurship as a process. Different characteristics of entrepreneurs do not just appear and therefore they are born with entrepreneurial values. The development process will be influenced by the amount of internal drive of an individual or group, planned or unplanned. The internal drive requires physical, emotional and spiritual strength to develop a change in attitude, personality and willingness to continuously capitalise on entrepreneurial opportunities.
- b) Emphasis on creativity in consolidating organisational resources. Creativity can be seen as the essence of entrepreneurial success, as it helps to see problems in a different perspective. Entrepreneurs work hard to optimise limited resources in ways that can benefit the company.
- c) A desire to improve the life of the environment. Entrepreneurs must realise that their activities are crucial to the sustainability of a company.

In this case, embedding entrepreneurial values in schools is very important because it is to form individuals who have an entrepreneurial spirit (Isrososiawan, 2013). Through the cultivation of entrepreneurial values such as innovation, creativity, healthy risk, perseverance, and courage, individuals are expected to develop a proactive, independent, and orientated attitude towards creating business opportunities. The cultivation of entrepreneurial values aims to encourage student innovation and creation by thinking out-of-the-box, seeking new ideas and generating innovative ideas that can be applied in business. The cultivation of values such as leadership, communication skills, time management, as well as problem solving individuals can develop the skills needed in planning, running, and managing a business successfully (Fitriyaningsih, 2019). At a broader level, the cultivation of entrepreneurial values aims to promote economic growth, by creating graduates with quality entrepreneurial skills there can be an increase in employment, increased productivity, and contribution to the country's economy.

SMK Muhammadiyah 2 Karanganyar is one of the vocational schools in Karanganyar Regency that instils entrepreneurial values in students. The cultivation of entrepreneurial values is implemented into all subjects at school. At SMK Muhammadiyah 2 Karanganyar there are subjects that are mandatory in all majors and are used as a forum for instilling entrepreneurial values that are centred on entrepreneurship subjects. Effective and efficient learning will create learning activities that are focused and directed at every aspect to be achieved, especially the cultivation of entrepreneurial values in classroom learning activities. Teaching and learning activities of entrepreneurship subject teachers at SMK Muhammadiyah 2 Karanganyar teachers do not play an active role as the centre of getting information in the classroom learning process. Teachers provide ample opportunities for students to express their thoughts in learning (Suyudi et al., 2020). Learners are divided into groups to discuss a problem given by the teacher. This is in accordance with 21st century learning skills where learners must look for problems given by the teacher by utilising technology and be able to draw conclusions from the sources used as references and discussed with their respective groups. The teaching and learning process that emphasises practice in entrepreneurship subjects turns out to be more attractive to students. Students feel happier if the entrepreneurship learning model applied at SMK Muhammadiyah 2 Karanganyar emphasises practice to make a product. Practical learning is more fun because children can immediately jump into doing real activities and understand how to do good and

correct promotion. This practical learning model gets good responses from students, because they feel happy and not boring in their learning.

In implementing the cultivation of entrepreneurial values, it is done by providing value habituation to students. Learning activities at SMK Muhammadiyah 2 Karanganyar in the entrepreneurship map emphasise the values of discipline, responsibility, creativity, collaboration and communication. The values that are emphasised are in accordance with 21st century learning skills which consist of disciplinary, responsible, collaborative, creative, and communicative values.

The learning model applied at SMK Muhammadiyah 2 Karanganyar adapts to the development of the 2013 curriculum. SMK Muhammadiyah 2 Karanganyar applies the Discovery learning, Inquiry Learning, Programme Based Learning and Project Based Learning learning models. Learning activities at SMK Muhammadiyah 2 Karanganyar as a whole have implemented the 2013 curriculum learning model, but in entrepreneurship subjects to instil entrepreneurial values apply discovery learning and project-based learning models because they prioritise practice in entrepreneurship. Applying this project-based learning model is expected that students after graduating from SMK Muhammadiyah 2 Karanganyar can become entrepreneurs. For the Discovery Learning model, it is applied to classroom learning in providing the cultivation of entrepreneurial values when conveying theories and providing motivation to students. Motivation is given with the aim that students have the desire to open a business from an early age or at least have the values possessed by an entrepreneur. Learning entrepreneurship education at SMK Muhammadiyah 2 Karanganyar emphasises more on practice where students are required to directly apply the theories that have been given by educators

CONCLUSION

Students gain an understanding of entrepreneurship material through the process of instilling entrepreneurial values that are implemented into school learning activities. Embedding entrepreneurial values in schools is very important because it is to form individuals who have an entrepreneurial spirit. Through the cultivation of entrepreneurial values such as innovation, creativity, healthy risk, perseverance, and courage, individuals are expected to develop a proactive, independent, and orientated attitude towards creating business opportunities. The cultivation of entrepreneurial values aims to encourage student innovation and creation by thinking out-of-the-box, looking for new ideas and generating innovative ideas that can be applied in business. The cultivation of values such as leadership, communication skills, time management, and individual problem solving can develop the skills needed to plan, run and manage a business successfully. On a broader level the inculcation of entrepreneurial values aims to promote economic growth, by creating graduates with quality entrepreneurial skills there can be increased employment, increased productivity, and contribution to the country's economy.

Supporting factors in the cultivation of entrepreneurial values with the existence of laboratories provided specifically for student businesses, training places and entrepreneurship workshops, as well as cooperation with local industry players, such a school environment provides support and inspiration to students to develop creative and innovative ideas. Factors inhibiting the cultivation of entrepreneurial values are the lack of awareness and laziness of students who underestimate the cultivation of entrepreneurial values in learning at school. This is an obstacle because teachers must understand the character of students in learning. The cultivation of entrepreneurial values is emphasised on the value of discipline, responsibility, collaborative, creative and communicative.

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