



MIMBAR PENDIDIKAN:

Jurnal Indonesia untuk Kajian Pendidikan

Journal homepage: <https://ejournal.upi.edu/index.php/mimbardik>



# The Effect of School Environment and Entrepreneurship Education on Entrepreneurial Interest (Survey on Class XII Students of SMK Almarwah Bandung Regency)

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## ABSTRACT

This study aims to determine the effect of school environment and entrepreneurship education on entrepreneurial interest of students of SMK Almarwah Bandung Regency. The population that User in this article are all XII grade vocational students in total of 76 students. The type of research used is quantitative with a correlation research design. The data were collected using a questionnaire, and analyzed using multiple linear regression analysis with the help of the SPSS 26 program. The results of this study indicate that there is a positive and significant influence between the school environment and entrepreneurship education on entrepreneurial interest in students of SMK Almarwah. The benefit of this research is to see the influence of the school environment and entrepreneurship education on entrepreneurial interest where a supportive school environment and entrepreneurship education that has been well applied to students can increase motivation and interest in entrepreneurship.

## ARTICLE INFO

### Article History:

Submitted/Received 25 Jan 2024

First Revised 02 Jan 2024

Accepted 09 Feb 2024

First Available online 20 Mar 2024

Publication Date 20 Mar 2024

### Keyword:

School environment;  
entrepreneurship education;  
entrepreneurial interest.

## 1. INTRODUCTION

In the era of globalization and increasingly sophisticated technological developments, the need for a creative and innovative workforce is increasing. Vocational School (SMK) have a strategic role to prepare students to face challenges in the world of work and create their own jobs. One of the visions and missions of SMK is BMW (Working, Continuing and Entrepreneurship). Vocational school are designed to produce graduates who are ready to work with skills and expertise that are in accordance with industry needs. However, the reality that is currently being faced is that vocational schools are the largest contributing graduates to the unemployment rate in Indonesia. Based on BPS data in 2023, the open unemployment rate (TPT) based on the level of education, namely elementary school by 3.8%, junior high school by 4.92%, senior high school by 8.41%, vocational school by 9.31 and university by 5.59%. Based on the data above, vocational school is the highest graduate compared to other graduates. The high number of unemployment in Indonesia, one of which comes from vocational school graduates, is due to the incompatibility of the skills possessed by students with industry needs, lack of work experience, varying quality of education, and lack of cooperation between schools and industry, this is a challenge for vocational school students after graduating from school. The same thing happened to the Unemployment Rate in West Java, based on BPS data in 2023 the unemployment rate for vocational school graduates was 13.4%, this is the largest figure compared to other graduate levels.

The high unemployment rate that occurs today is caused by several factors, namely the number of labor forces that are not balanced with the creation of new jobs and the problem of labor skills that are not in accordance with industry needs. Educational efforts must be able to provide vocational school graduates with entrepreneurial spirit and behavior. Entrepreneurship is a program organized by the school, which aims to provide knowledge and expertise in the field of entrepreneurship with the hope of providing choices to vocational students after graduation, not only controlling employment but vocational graduates can also choose to become entrepreneurs according to their field of expertise or hobbies that they like. In addition to providing choices to students, entrepreneurship programs can also increase the competitiveness of vocational school graduates and can encourage students to become entrepreneurs in accordance with the fields of competence that have been learned while in SMK. The Ministry of Cooperatives and SMEs aims to increase the entrepreneurship ratio to 3.9% by 2024, while the current entrepreneurship ratio in Indonesia is 3.4%. The high unemployment rate of vocational school graduates may be due to the fact that vocational school students choose to work rather than entrepreneurship, but in reality the competition in the world of work is not as expected. There is a lot of demand for jobs compared to the availability of jobs that are in accordance with their fields. This is also due to the low interest in entrepreneurship among vocational students.

According to Alma (2018) there are several factors to help foster student entrepreneurial interest, namely internal and external factors. Internal factors are factors that arise from within a person in the form of personal traits, attitudes of independence, motivation. While external factors are factors that come from outside a person such as the family environment, school environment, physical environment and socio-economic environment. Entrepreneurial interest is also influenced by desire, pleasure, environment and experience which can change one's mindset to become a job creator rather than a job seeker (Ratna et al, 2021). There are several previous studies that show one of the factors that can increase entrepreneurial interest, including research by Farida & Nurkhin (2016)

which explains that the presence of entrepreneurship education will affect student's interest in entrepreneurship. Research by Ariyani (2023) shows that there is a positive influence between the school environment on entrepreneurial interest. The purpose of this study is to analyze whether there is an influence of the school environment and entrepreneurship education on the entrepreneurial interest of XII grade vocational students at SMK Almarwah Bandung Regency.

### **Research Question**

This research aims to provide answers to the following important questions:

1. Is there an influence of the school environment on entrepreneurial interest?
2. Is there an effect of entrepreneurship education on entrepreneurial interest?
3. Is there an influence of the school environment and entrepreneurship education on entrepreneurial interest?

### **Research Hypothesis**

H1: School environment affects entrepreneurial interest

H2: Entrepreneurship education affects entrepreneurial interest

H3: School Environment and Entrepreneurship Education affect entrepreneurial interest.

### **Literature Review**

#### **School Environment**

The school environment is the closest environment to students who become the second home where students live, because students can spend a lot of time at school. The school environment has a role in developing student character and knowledge of entrepreneurship. The ecosystem theory introduced by Bronfenner is a theory related to human social life. Especially in the world of education, human social life is a partner and collaboration that is built to increase the involvement of families, schools, and communities to work for the learning and development of students in their education at school (Stanley & Kuo, 2022). Bronfenner sees this as a process of individual development as a social being. Bronfenbrenner's Ecological Systems Theory can comprehensively explain the development of student's sense of belonging in schools. The theory focuses on the interaction between Process, Person, Context, and Time (PPCT) in influencing individual development (Zaatari & Maalouf, 2022). The theory related to the school environment is also introduced by Brookover (1979) which explains that the school environment affects the effectiveness of learning and student academic success such as principal leadership; effective principal leadership in determining a clear vision and mission and carrying it out well will have an impact on student learning outcomes, then high expectations; is a belief and expectation of a teacher can encourage students to increase their motivation to learn, effective and adaptive learning strategies can help improve student learning outcomes. The study conducted by Brookover (2003) related to the school environment investigated the relationship between various school-level climate variables and school culture and average school achievement within the school (Pabalan et al., 2020). The provision of educators who are suitable for the subjects taught will also support the success of student learning.

According to Brookover (1979) the school environment is an aspect that can affect the learning process and educational outcomes at school. According to Ariyani (2023) the school environment is a second environment that is very important for students, acting as a second home where they will learn and socialize, both with adults and with peers. The

school environment is also the right place to foster and guide students towards changing attitudes and behaviors to become an entrepreneur by applying skills and creativity (Ariyani, 2023). Hia et al (2023) explained that the school environment is a place for students to carry out learning activities and gain knowledge, striving to cultivate a better person with good attitudes and life skills.

Based on the opinions of several experts above, it can be concluded that the school environment is an environment that has an impact on student behavior and learning outcomes which are influenced by several aspects that influence it such as principal policies, learning methods, social interactions, and school climate.

### **Entrepreneurship education**

Entrepreneurship education is a school program that aims to provide knowledge about student entrepreneurship. Entrepreneurship education for vocational students is very important to provide knowledge and skills in entrepreneurship, so that they do not depend on the number of jobs available, but also have the option to start their own business after graduating from school. The theory of entrepreneurship education used is the theory of constructivism developed by Piaget and Vygotsky. According to Piaget, this theory explains that children's learning and development are influenced by the results of observation and experimentation, while according to Vygotsky, the learning process can be generated through interaction with the competent surrounding environment (Herliani et al, 2021). Constructivism learning in the learning process teaches students to be able to express ideas using their own words in order to think about their own experiences, so that they can develop creative and imaginative thinking and create a conducive learning environment (Herliani et al, 2021). According to Nurhaliza (2019), entrepreneurship education is an educational program that works on entrepreneurship. Meanwhile, according to Fathiyannida & Erawai (2021), through entrepreneurship education a person will learn theories related to ideas or innovations in entrepreneurship so that it can be expected to create opportunities to start a business. Entrepreneurship education can also shape the mindset and character of students to consider entrepreneurship as a career choice after graduating from school. Based on the explanation above, it can be concluded that entrepreneurship education is a program designed in learning by providing an understanding of entrepreneurial values and attitudes which aims to enable students to have an understanding of entrepreneurial science.

### **Entrepreneurial Interest**

Interest can be defined as a desire, or interest in something that is seen as providing benefits to himself. According to De Vesta and Thompson in (Masrurroh, 2017) states that interest is formed through identification whose process begins when individuals seek attention from people they like such as parents, teachers and so on. Theory of Planned Behavior is a theory that has been widely applied to study a person's interest. Theory of Planned Behavior (TPB) is very suitable if used to explain various behaviors in the field of entrepreneurship. This theory was introduced by Ajzen (1991) who explained that intention is a function of three fundamental factors, namely, attitudes towards behavior, subjective norms, and perceptions of behavioral control are able to predict individual interest in acting. According to Su et al (2021) in TPB contains three variables that influence entrepreneurial intention, namely perceived behavioral control, namely individuals evaluate a behavior to be executed based on the ease of implementation, attitudes towards entrepreneurship

(personal beliefs about certain behaviors or actions, for example entrepreneurship, enthusiasm), and subjective norms (individual views of what people around them or influential people, for example parents, friends, or coworkers, think about certain behaviors (starting a business venture).

Meanwhile, entrepreneurship according to Suryana (2010) is an ability to provide added value from a product for sale. According to Zimmerer (2008), an entrepreneur is someone who is able to create a new business with many risks and uncertainties that will be faced with the aim of making a profit and taking advantage of existing opportunities. According to Wijaya (2014) entrepreneurial interest is a person's willingness to work hard and diligently in achieving business progress, ready to bear various risks and willing to take a new approach and willing to learn from experience.

## 2. METHODS

The method used in this research is quantitative with a correlational research design. The population in this study included all XII grade students of SMK Almarwah Bandung Regency consisting of two majors, they are Accounting and Software Engineering. With a research population of 76 students of class XII. Data were collected directly by distributing questionnaires to respondents consisting of several questions about the school environment, entrepreneurship education and entrepreneurial interest. The data source used is primary data obtained through filling out questionnaires to students. The questionnaire is a data collection technique by giving a set of questions to respondents to be answered (Sugiyono, 2012). The questionnaire was addressed to class XII students of SMK Almarwah Bandung Regency who had received entrepreneurship subjects which aimed to determine the effect of school environment variables and entrepreneurship education on entrepreneurial interest of vocational students. The research instrument is a question developed from indicators of each variable. The measurement scale used in this study is a likert scale, which consists of five alternative answers. The questionnaire that will be distributed to respondents is measured in advance to test its validity and reliability. Validity and reliability testing was carried out on 30 respondents. Validity testing is carried out to measure how valid a question item is on the questionnaire, while the reliability test is carried out to determine the level of consistency of answers on the questionnaire, so that the reliability test shows that a questionnaire can be trusted. Validity and reliability testing is carried out using the Moment Product found in the SPSS program. According to Suryadi et al (2020), validity is related to the ability of a questionnaire to produce data in accordance with predetermined indicators, a statement can be said to be valid if  $r_{count} > r_{table}$ . Reliability is a measure of the sharpness and consistency of a question item in a questionnaire or instrument (Suryadi et al, 2020). Meanwhile, a research instrument can be said to have a good level of reliability if the Cornbach Alpha coefficient value is greater than or equal to 0.70.

This study consists of 2 independent variables and 1 dependent variable consisting of variable X1 school environment (Brookover, 1979) which consists of 5 dimensions including school leadership, academic expectations, teacher and student interactions, student involvement, school resources and school climate. Variable X2 entrepreneurship education (Piaget and Vygotsky in Herliani et al, 2021) which consists of 6 dimensions including experiential learning, active learning, social interaction and skill development. As for variable Y, namely entrepreneurial interest (Ajzen, 1991) which consists of 3 dimensions including behavioral attitudes, subjective norms and behavioral control. Data analysis in this study using Statistical Package for the Social Sciences (SPSS) software consisting of

classical assumption tests include normality test, multicollinearity test, and heteroscedasticity test, then multiple regression analysis and hypothesis testing consisting of t-test, and f-test. Normality test using the one sample Kolmogorov Smirnov method, this test is used to determine whether the data is normally distributed or not. Data can be said to be normal if the significance value  $> 0.05$ , so it can be said that the data is normally distributed. Furthermore, the heteroscedasticity test which is a test to see if there is a regression model of inequality of variance, if the variance of the residual is an observation. The heteroscedasticity test can be done using the Glejser method, this test is to see the relationship between the absolute value of the residuals and the independent variables. If the significant value  $> 0.05$ , it can be said that the data is free from heteroscedasticity. Finally, the multicollinearity test aims to test whether there are symptoms of multicollinearity by looking at the VIF and tolerance values. If the VIF value is  $< 10$  and Tolerance  $> 0.1$  then the data is free from multicollinearity. After the classical assumption test is accepted, multiple linear regression analysis is then carried out. The technique used is multiple linear regression analysis. This analysis aims to test the hypothesis regarding the influence of the independent variable on the dependent variable. Regression analysis is used to determine the effect between two or more dependent variables (Sugiyono, 2011). Based on the results of multiple linear analysis, the equation can be known as follows:  $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$

Description:

Y = interest in entrepreneurship

$\alpha$  = constant

$\beta$  = regression coefficient

$\varepsilon$  = error term

X1 = school environment

X2 = entrepreneurship education

Hypothesis testing using the t test is carried out to measure the effect of the independent variable on the dependent variable. This test is done by comparing the value tcount with ttable. If the tcount  $>$  ttable then  $H_0$  is rejected and  $H_1$  is accepted so that it can be said that the variable is significant and if the tcount  $<$  ttable then  $H_0$  is accepted and  $H_1$  is rejected so that the variable is said to be insignificant. In addition to the t test, there is an F test (simultaneous test) this test is carried out to assess whether the independent variables simultaneously have a significant effect on the dependent variable.



### 3. RESULTS AND DISCUSSION

Based on the results of data analysis in this study on the classic assumption test which consists of normality test, heteroscedasticity test, and multicollinearity test tables 1, 2 and 3.

**Table 1. One-sample Kolmogorov-smirnov Normality Test Results**

		Unstandardized Residual
N		76
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.51670457
Most Extreme Differences	Absolute	.082
	Positive	.059
	Negative	-.082
Test Statistic		.082
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

Based on table 1, the results of the normality test using the One-sample Kolmogorov-smirnov method show that the Asymp. Sig (2-tailed) of 0.200 > 0.05, it can be concluded that the data is normally distributed.

**Table 2. Heteroscedasticity Test Results (Glejser Method)**

Model		Sig	Collinearity Statistics	
			Tolerance	VIF
1	(Constant)	.287		
	SCHOOL ENVIRONMENT	.456	.890	1.123
	ENTREPRENEURSHIP EDUCATION	.414	.890	1.123

Based on table 2, the heteroscedasticity test using the Glejser method shows the results of the X1 school environment has a significance of 0.456 > 0.05 and the X2 entrepreneurship education variable has a significance of 0.414 > 0.05, which means that there is no heteroscedasticity.

**Table 3. Multicollinearity Test Results**

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	SCHOOL ENVIRONMENT	.890	1.123
	ENTREPRENEURSHIP EDUCATION	.890	1.123

The multicollinearity test shows that the VIF value is 1.123 < 10 and tolerance is 0.890 > 0.1, so it can be said that in these two variables there is multicollinearity.

Based on the results of data analysis that shows the effect of school environment and entrepreneurship education on students of SMK AL Marwah Bandung Regency, it can be seen using the t test and f test through the SPSS program with a significance level of 5% or 0.05. The t test results can be seen in tables 4 and 5 as follows.

**Table 4 T-test Results of School Environment and Entrepreneurship Education on Entrepreneurial Interest**

Model		t	Sig.
1	(Constant)	1.458	.149
	SCHOOL ENVIRONMENT	4.288	.000
	ENTREPRENEURSHIP EDUCATION	2.240	.028

Based on table 4, it can be seen that the variable school environment (X1) obtained tcount value of 4.288 > 1.666 and Sig value of 0.000 < 0.05, it is concluded that Ho is rejected which means that the school environment affects student entrepreneurship interest. While the variable (X2) obtained a tcount value of 2.240 > 1.664 and Sig value of 0.028 < 0.05, it can be concluded that Ho is rejected, which means that entrepreneurship education affects students' entrepreneurial interest.

**Table 5 F Test Results of School Environment and Entrepreneurship Education on Entrepreneurial Interest**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1045.395	2	522.698	16.717	.000 <sup>b</sup>
	Residuals	2282.552	73	31.268		
	Total	3327.947	75			

Based on the data above that the value of Fhitung 16.717 > 1.665 and sig of 0.000 < 0.005, it concludes that the variables of school environment and entrepreneurship education have a significant and simultaneous effect on the variable student entrepreneurial interest.

The magnitude of the influence of the school environment and entrepreneurship education on entrepreneurial interest can be seen from the R Square value which can be seen in table 6 as follows.

**Table 6 Coefficient of Determination Analysis Results**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.560 <sup>a</sup>	.314	.295	5.592
a. Predictors: (Constant), CAREER EDUCATION, SCHOOL ENVIRONMENT				
b. Dependent Variable: INTEREST IN ENTREPRENEURSHIP				

Based on table 6, the coefficient of determination (R Square) of 0.296 indicates that simultaneously the variable X1 school environment and X2 entrepreneurship education



affects the interest in entrepreneurship by 29.5%. The remaining 70.5% is influenced by other variables.

Based on the results of multiple regression analysis, the effect of school environment and entrepreneurship education on entrepreneurial interest can be seen through beta coefficient analysis. The results of the calculation of the constant and beta coefficient can be seen in table 7.

**Table 7 Beta Coefficient Analysis Results**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8.707	5.970		1.458	.149		
	SCHOOL ENVIRONMENT	.593	.138	.440	4.288	.000	.890	1.123
	ENTREPRENEURSHIP EDUCATION	.246	.110	.230	2.240	.028	.890	1.123

a. Dependent Variable: INTEREST IN ENTREPRENEURSHIP

Based on the calculation of linear multiple regression analysis, the following regression equation can be produced  $Y = 8.707 + 0.593X_1 + 0.246X_2$

Description:

Y = Entrepreneurial Interest

X<sub>1</sub> = School Environment

X<sub>2</sub> = Entrepreneurial Interest

Based on the regression equation model above, it can be explained that the constant result is 8,707 which indicates that if the constant value obtained is 8,707, it means that if the independent variable is zero (constant), the dependent variable is 8,707. Furthermore, the regression coefficient value for variable X<sub>1</sub> is positive (+) with a value of 0.593 which indicates that an increase in variable X<sub>1</sub> will cause an increase in variable Y, as well as the regression coefficient value for variable X<sub>2</sub> is positive (+) with a value of 0.246 which indicates that an increase in the X<sub>2</sub> variable will cause an increase in variable Y.

### Discussion of Findings

A conducive school environment and an effective entrepreneurship education program have an effective role in increasing the entrepreneurial interest of SMK Almarwah students. This finding shows that students who study in a supportive school environment and receive good entrepreneurship education tend to have a higher interest in entrepreneurship. Therefore, it is important for schools to continue to improve and develop the learning environment. Schools also need to pay attention and develop aspects that exist in the school environment to support learning such as creating a positive school culture, providing supportive and adequate facilities, and building harmonious relationships between teachers and students. In addition, the entrepreneurship program must be

improved by applying interactive teaching methods and involving business practitioners to foster entrepreneurial spirit among students. This research also provides insights for education policy makers to focus more on entrepreneurship programs in SMK to prepare students to become entrepreneurs. The development of a conducive school environment and effective entrepreneurship education programs can be an appropriate strategy to increase entrepreneurial interest among students, which in the future is expected to contribute to the improvement of the local and national economy through the creation of new jobs. This study also emphasizes the importance of synergy between school environment and entrepreneurship education in fostering entrepreneurial interest among vocational students. This can form a young generation that has an entrepreneurial spirit that is ready to face challenges in the business world.

#### **4. CONCLUSION**

The results of this study indicate a positive and significant influence between the variables of school environment and entrepreneurship education on entrepreneurial interest in students of SMK Al-Marwah Bandung Regency, where there is a positive influence of the school environment and entrepreneurship education on entrepreneurial interest, assuming that an increase in the school environment and entrepreneurship education will lead to an increase in student entrepreneurship interest.

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