

## **THE IMPACT OF FAMILY ENVIRONMENT AND SCHOOL ENVIRONMENT ON ENTREPRENEURIAL INTEREST AMONG 11TH GRADE STUDENTS AT SMK PUSTEK SERPONG SOUTH TANGERANG**

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### **ABSTRACT**

*This study seeks to explore: (1) the impact of the family environment on the entrepreneurial interest of 11th-grade students at PUSTEK Vocational High School, Serpong; (2) the impact of the school environment on their entrepreneurial interest students at PUSTEK Vocational High School, Serpong; and (3) the combined effect of the family and school environments on entrepreneurial interest among 11th-grade students at PUSTEK Vocational High School, Serpong. A quantitative method with an associative research design is used. The population includes 128 students, and Slovin's formula is applied to determine a sample size of 97 students. Data collection methods involve questionnaires with a Likert scale and observations. Data analysis utilizes both descriptive and statistical approaches. The findings reveal that the family environment significantly affects entrepreneurial interest, as shown by an R-square value of 0.263, meaning 26.3% of the variation in entrepreneurial interest is explained by the family environment, while 73.7% is impacted by other aspects not addressed in this research. Similarly, the school environment significantly impacts on entrepreneurial interest, with an R-square value of 0.244, showing that it accounts for 24.4% of the variation, leaving 75.6% influenced by other unexamined factors. When combined, the family and school environments have a notable effect, with an R-square value of 0.374. This indicates that together, these two environments describe 37.4% of the variation in entrepreneurial interest, whereas the rest 62.6% is ascribed to aspects outside the scope of this research.*

**Keywords:** *Interest in Entrepreneurship, School Environment, Family Environment.*

### **INTRODUCTION**

Currently, humanity lives in an era of advancement and development in all fields, including entrepreneurship. Entrepreneurship has experienced significant growth and progress in various countries. According to the Decree of the Minister of Cooperatives and Small Business Development Number 961/KEP/M/XI/1995, mentioned that entrepreneurship is attitude, ability, spirit, and behavior of an individual to manage businesses or activities aimed at prospecting, creating, and implementing new work approaches, technologies, and

products to improve efficiency for improved services or to achieve higher profits. The more people engage in entrepreneurship, the more employment opportunities are created, thereby reducing unemployment. With the development and significance of entrepreneurship, individuals must adapt to remain competitive in society. One way to achieve this is by fostering an entrepreneurial interest.

The family environment serves as the primary and most immediate setting that can impact and nurture students' interest in entrepreneurship. As the first social sphere they encounter, it plays a crucial role in developing students' entrepreneurial traits and mindset. The family acts as the first educator, nurturing the development of entrepreneurial mindsets and character in students through parental support and inspiration. (Marini, 2014) The family background can also provide motivation and direction for a child's future. From initial observations conducted among several 11th-grade students at SMK PUSTEK Serpong, South Tangerang, it was found that students from entrepreneurial family backgrounds often show a desire to become entrepreneurs, following in their parents' footsteps. Conversely, students from non-entrepreneurial family backgrounds tend to lack interest or enthusiasm for entrepreneurship.

Another significant environment in fostering entrepreneurial interest is the school environment. What has been nurtured in the family is further developed at school. Therefore, a supportive school environment can enhance students' entrepreneurial interest after graduation. This is reinforced by Marini's study (2014), which demonstrated a significant and favorable impact of the school environment on students' entrepreneurial interest. School environment emerges as a key factor in nurturing and promoting entrepreneurial interest among students. Students' entrepreneurial spirit within the school environment can be formed through their interaction with both social and non-social elements. These interactions include teaching methods, peer interactions, entrepreneurship-related curricula, and the availability of facilities that support entrepreneurial activities.

There is a common misconception that entrepreneurship education in schools merely teaches students how to trade. This is clearly incorrect because entrepreneurship education has a broader scope, while trading is only a small part of it. Schools are not merely tasked with shaping individuals to become entrepreneurs but must also equip students with an entrepreneurial mindset, which encompasses a more extensive and complex range of skills. Therefore, educators must continuously update and improve their teaching approaches and models to stay in sync with technological changes and societal needs. Given the intense

competition in the job and entrepreneurial markets, students must be equipped with independence, creativity, innovation, and perseverance to prepare them as future entrepreneurs.

Recently, vocational high schools (SMKs) have introduced a concept called BMW, which stands for "Work, Continue Education, and Entrepreneurship." Each of these paths comes with its own risks and challenges. The development of the BMW concept aims to nurture the interests and talents of vocational students, ensuring that they graduate as globally competitive individuals with the competencies they have acquired. To achieve this, vocational students must dedicate themselves to mastering their fields and obtaining various skill certifications to be job-ready. They must also possess independence, creativity, innovation, and perseverance to thrive as entrepreneurs.

To create a generation prepared for the BMW model, teachers, as agents of change and transformation, must continually update and enhance their knowledge. They need to analyze existing challenges and introduce variations or differentiations in lesson planning, particularly in entrepreneurship education. Teachers should actively modify, adapt, or design new learning approaches to meet students' needs, interests, and preferences. Schools are also responsible for providing the facilities needed to support the success of the BMW concept.

However, initial observations at SMK PUSTEK Serpong reveal that entrepreneurship education in schools is not yet fully optimized. The teaching process mainly involves verbal explanations and memorization of textbook material, with little practical entrepreneurial activities. The facilities available to support entrepreneurial practices are also inadequate. Consequently, students become less interested in entrepreneurship education at school. This has led to a lack of entrepreneurial interest among 11th-grade students at SMK PUSTEK Serpong.

Entrepreneurial interest is not inherently present in an individual but can be nurtured and developed (Ulfa, 2015:5). Moreover, entrepreneurial interest often arises from prior knowledge and information about entrepreneurship, followed by participation in activities that provide practical experience, which eventually fosters a desire to engage in entrepreneurship. In this regard, the family and school environments play significant roles in developing on 11th-grade students' interest in entrepreneurial at SMK PUSTEK Serpong, South Tangerang. This is because most students spend the majority of their time in these two environments.

From the explanation provided, it can be inferred that students at SMK PUSTEK

Serpong generally lack entrepreneurial interest, with some showing no interest in entrepreneurship at all. This is attributed to the limited entrepreneurial background in their family environment. Additionally, the school environment does not sufficiently support the development of entrepreneurial interest, from theoretical entrepreneurship lessons without practical activities to inadequate facilities for entrepreneurial practices. For this reason, the researcher intends to conduct a study at SMK PUSTEK Serpong, South Tangerang, to investigate whether the family and school environments influence the entrepreneurial interest of 11th-grade students at the school.

The researcher chose SMK PUSTEK Serpong as the study location to determine whether the family and school environments affect students' entrepreneurial interest, referencing previous research for comparison. The aim is to identify similarities or differences between previous findings and the current study, which focuses on entrepreneurship education and the impact of the family environment. For instance, a study by Syamsudin Bahri and Novi Trisnawati (2021) revealed that the family environment significantly impact on students' entrepreneurial interest, whereas the social environment does not have a notable impact. Additionally, the research emphasized that entrepreneurship education significantly and has a positive role in enhancing students' entrepreneurial interest. The family environment strongly affects entrepreneurship education, with the social environment also play a key role in shaping it. Moreover, the family environment, through entrepreneurship education, significantly contributes to the improve of entrepreneurial interest, while the social environment, similarly contributes to entrepreneurial interest via entrepreneurship education.

## **METHODS**

This research adopts a quantitative approach, focusing on social issues by evaluating a theory through numerically measured variables and applying statistical analysis techniques. This approach aims to evaluate the theory's predictive accuracy and general applicability. With this approach, the researcher applies an associative methodology since the study examines the relationship between two or more variables. Furthermore, by examining more than two variables, the researcher aims to facilitate identifying solutions or effects relevant to the problem as stated in the research title.

The researcher uses this approach and methodology to analyze the impact of the

family and school environments on 11th-grade students' interest in entrepreneurship at SMK PUSTEK Serpong, South Tangerang. The study follows a systematic process to achieve its research objectives. The population of this research includes of 11th-grade students at SMK PUSTEK Serpong, South Tangerang, comprising four classes: XI Light Vehicle Engineering (TKR) 2, XI Computer and Network Engineering (TKJ) 1, XI Computer and Network Engineering (TKJ) 2, and XI Computer and Network Engineering (TKJ) 4, totaling 128 students.

The sample represents a portion of the population, and specific techniques must be applied to determine the sample size based on various considerations. This study employs the Probability Sampling method, making sure that each individual in the population receives the same opportunity of being chosen. Using the Slovin formula, a participant count of 97 students was calculated, with an average of 24 students per class. Data collection methods include the use of observation and questionnaires. The researcher uses questionnaires as the primary data collection instrument, employing a Likert scale for the questions to measure responses effectively.

## RESULTS AND DISCUSSION

### Results

#### Simple Linear Regression Analysis

**Table 1. Termination Coefficient Test X1-Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,513 <sup>a</sup>	,263	,255	3,310
a. Predictors: (Constant), Family Environment				

**Table 2. Termination Coefficient Test X2-Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,494 <sup>a</sup>	,244	,236	3,352
a. Predictors: (Constant), School environment				

**Table 3. Influence Test (Anova Model) X1-Y**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	371,014	1	371,014	33,861	,000 <sup>b</sup>
	Residual	1040,924	95	10,957		
	Total	1411,938	96			
a. Dependent Variable: Interest in Entrepreneurship						
b. Predictors: (Constant), Family Environment						

Referring to Table 3 of the ANOVA output, if the significance value in the ANOVA model is greater than 0.05, H0 is accepted; if it is less than 0.05, H1 is accepted. The outcomes show a significance value of 0.000, which is below 0.05, substance H0 is rejected and H1 is accepted.

**Table 4. Influence Test (Anova Model) X2-Y**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	344,832	1	344,832	30,699	,000 <sup>b</sup>
	Residual	1067,106	95	11,233		
	Total	1411,938	96			
a. Dependent Variable: Interest in Entrepreneurship						
b. Predictors: (Constant), School Environment						

According to Table 4 of the ANOVA model output, if the significance (sig) value is greater than 0.05, H0 is accepted; if the sig value is less than 0.05, H1 is accepted. The outcomes indicate a sig value of 0.000, which is less than 0.05, leading to the rejection of H0 and approval of H1.

### Multiple Linear Regression Analysis

**Table 5. Correlation Coefficient Test X1-Y and X2-Y**

Correlations				
		Family Environment	School Environment	Interest in Entrepreneurship
Family Environment	Pearson Correlation	1	,356**	,513**
	Sig. (2-tailed)		,000	,000

	N	98	98	98
School Environment	Pearson Correlation	,356**	1	,494**
	Sig. (2-tailed)	,000		,000
	N	98	98	98
Minat Berwirausaha	Pearson Correlation	,513**	,494**	1
	Sig. (2-tailed)	,000	,000	
	N	98	98	98
**. Correlation is significant at the 0.01 level (2-tailed).				

- a. Based on the output table, the significance value for the connection among the Family Environment and Interest in Entrepreneurship is 0.000, which is less than 0.05. This confirms a significant correlation among the Family Environment and Interest in Entrepreneurship. Likewise, the significance value for the connection among the School Environment and Interest in Entrepreneurship is also 0.000, indicating a significant correlation between these variables.
- b. From the output table, the calculated r-value for the connection among the Family Environment and Interest in Entrepreneurship is 0.513, which exceeds the threshold of 0.202. This suggests a strong correlation between the Family Environment and Interest in Entrepreneurship. Additionally, the calculated r value between School Environment and Interest in Entrepreneurship is 0.494, which is greater than 0.202, suggesting a correlation between the School Environment and Interest in Entrepreneurship as well.

**Table 6. Termination Coefficient Test X1-Y and X2-Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,612 <sup>a</sup>	,374	,361	3,067
a. Predictors: (Constant), School Environment, Family Environment				

Based on the SPSS calculations, the obtained coefficient of determination (R Square) is 0.374. This shows that 37.4% of the variation in Interest in Entrepreneurship is described by the Family Environment and School Environment, whereas the rest 62.6% is affected by different aspects not explored in this study.

**Table 7. Influence Test (Anova Model) X1-Y and X2-Y**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	527,993	2	263,997	28,074	,000 <sup>b</sup>
	Residual	883,945	94	9,404		
	Total	1411,938	96			
a. Dependent Variable: Interest in Entrepreneurship						
b. Predictors: (Constant), School Environment, Family Environment						

According to Table 7 of the ANOVA output, if the significance value is greater than 0.05, H<sub>0</sub> is accepted; if the significance value is less than 0.05, H<sub>1</sub> is accepted. The outcomes show a significance value of 0.000, which is below 0.05, indicating that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted.

**Table 8. T Statistical Test (X1-Y and X2-Y)**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13,207	2,866		4,609	,000
	Family Environment	,191	,043	,385	4,413	,000
	School Environment	,263	,064	,357	4,086	,000
a. Dependent Variable: Interest in Entrepreneurship						

- a. The Effect of Family Environment (X<sub>1</sub>) on Interest in Entrepreneurship (Y)  
 Based on the output table, the significance value for the Family Environment variable (X<sub>1</sub>) is 0.000. Since this value is less than the 0.05 threshold, H<sub>0</sub> is rejected, and H<sub>a</sub> is accepted. This indicates a significant effect of the Family Environment on Interest in Entrepreneurship. Additionally, the t-count value for the Family Environment variable is 4.413. Since this value is greater than the t-table value of 2.000, the conclusion remains the same: there is a significant effect of the Family Environment on Interest in Entrepreneurship.
- b. The Effect of School Environment (X<sub>2</sub>) on Interest in Entrepreneurship (Y)  
 According to the output table, the significance value for the School Environment variable (X<sub>2</sub>) is 0.000. Since this value is less than 0.05, H<sub>0</sub> is rejected, and H<sub>a</sub> is accepted. This



means that the School Environment has a significant impact on Interest in Entrepreneurship.

**Table 9. F Statistical Test (X1-Y and X2-Y)**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	371,014	1	371,014	33,861	,000 <sup>b</sup>
	Residual	1040,924	95	10,957		
	Total	1411,938	96			
a. Dependent Variable: Interest in Entrepreneurship						
b. Predictors: (Constant), Family Environment						

Based on the data output table above, the results can be interpreted as follows:

- The F-count value exceeds the F-table value, specifically  $33.861 > 3.09$ , and the significance level is smaller at  $0.000 < 0.05$ .
- Based on the results of the simultaneous (F) test above, it can be inferred that  $H_0$  is rejected and  $H_a$  is accepted.
- This suggests that the variables Family Environment (X1) and School Environment (X2) have a significant and positive impact on Interest in Entrepreneurship (Y).

## Discussion

### The Impact of Family Environment on Entrepreneurial Interest Among 11th Grade Students at SMK PUSTEK Serpong, South Tangerang

The study's findings suggest that the family environment, encompassing parents and relatives, plays a significant role in fostering entrepreneurial interest among 12th-grade students at SMK PUSTEK Serpong, South Tangerang. This research aligns with the findings of Syamsudin Bahri and Novi Trisnawati (2021), which suggests that the family environment significantly influences students' entrepreneurial interest.

Introducing entrepreneurial values early on within the family environment can strengthen attitudes, motivation, and interest, ultimately encouraging students to venture into entrepreneurship. Entrepreneurial spirit in students is nurtured through positive interactions between parents, family members, and a harmonious home atmosphere. This is supported by the opinion of Hasbullah (2013:38), stated that the family environment is the first educational space, where a child begins to receive guidance and education.

A family background with entrepreneurial experience can also inspire students to become entrepreneurs. The flexibility and independence associated with entrepreneurship are instilled in children from a young age. Observing the dedication and hard work of their parents or relatives motivates children, gradually nurturing their own interest in entrepreneurship.

### **The Impact of School Environment on Entrepreneurial Interest Among 11th Grade Students at SMK PUSTEK Serpong, South Tangerang**

The study's findings suggest that the school environment significantly contributes to increasing students' entrepreneurial interest. This conclusion is consistent with studies by Ayuningtyas (2015) and Marini (2014), which suggest that the school environment can impact students' entrepreneurial interest.

The formation of entrepreneurial spirit in students within the school environment occurs through interactions between students and the social and non-social aspects present in the school environment. These interactions include the way teachers teach, interactions with schoolmates, and the existence of a curriculum that supports the development of entrepreneurial spirit, such as designing innovative teaching methods in entrepreneurship subjects that involve active student participation. This approach prevents students from getting bored and helps them better understand the concept of entrepreneurship. Therefore, when the school environment supports entrepreneurship, students' entrepreneurial interest will increase.

This is further supported by the expert opinion of Martina (2019), the school environment is vital in influencing and developing students' mindset, as it is facilitated by adequate learning resources and a positive environmental condition, creating a conducive and enjoyable learning atmosphere for students.

### **The Impact of School Environment and Family Environment on Entrepreneurial Interest among Class XI Students at SMK PUSTEK Serpong, South Tangerang**

The study's results indicate a significant and positive impact of both the school and family environments on 11th-grade students' interest in entrepreneurial at SMK PUSTEK Serpong, South Tangerang. These findings align with the research by Nur Aini, Santosa, and Hamidi (2017), which found that both the family and school environments significantly affect students' entrepreneurial interest. The more support students receive from their family and school environments, the greater their entrepreneurial interest.

The family environment serves as the first educational setting for children, where they receive their initial guidance and education. Given its importance, the family environment serves as a fundamental foundation in fostering entrepreneurial interest among students. The values and principles cultivated within the family are further strengthened by the school environment, which functions as the second sphere of education following the family. Education in the school environment is formal, guided by a curriculum, delivered by qualified educators, and supported by various educational resources. A family environment that supports entrepreneurship, combined with a conducive school environment, will positively influence the students' entrepreneurial interest.

## CONCLUSION

1. The research conducted at SMK PUSTEK Serpong, South Tangerang, the data results indicate that the calculated F-value ( $33.861 > 3.09$ ), indicates a significant positive effect of the Family Environment (X1) on Entrepreneurial Interest (Y). The t-value for the Family Environment (X1) in relation to Entrepreneurial Interest (Y) is 5.819, which exceeds the t-table value of 2.000, and the significance value is 0.000, which is less than 0.05. This confirms that the relationship is statistically significant. In addition, the R-square value of 0.263 indicates that the Family Environment accounts for 26.3% of the variation in Entrepreneurial Interest, while the remaining 73.7% is influenced by other factors not included in this study.
2. In the same study at SMK PUSTEK Serpong, South Tangerang, the data results indicate that the calculated F value ( $30.699 > 3.09$ ) the analysis shows a significant positive impact of the School Environment (X2) on Entrepreneurial Interest (Y). The t-value for the School Environment is 5.541, which exceeds the t-table value of 2.000, and the significance value is 0.000, confirming the statistical significance of the relationship. Furthermore, the R-square value of 0.244 indicates that the School Environment accounts for 24.4% of the variation in Entrepreneurial Interest, while the remaining 75.6% is influenced by other factors not explored in this study.
3. Finally, the study assessed the combined effect of the Family Environment (X1) and School Environment (X2) on Entrepreneurial Interest (Y). The results show an F-count value of 28.074, which exceeds the F-table value of 3.09, indicating a significant positive relationship between the two environments and Entrepreneurial Interest. Additionally, the

R-square value of 0.374 reveals that the Family and School Environments together account for 37.4% of the variation in Entrepreneurial Interest, with the remaining 62.6% influenced by factors not included in the study.

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