www.bircu-journal.com/index.php/birci
Budapest International Research and Critics Institute-Journal (BIRCI-Journal)
Humanities and Social Sciences
ISSN 2615-3076 Online)
ISSN 2615-1715 (Print)
Budapest Institute

Analysis of Factors Affecting Student Entrepreneurial Interest in Private Catholic Universities in Samarinda City

Nikolaus Anggal[1], Wilfridus Samdirgawijaya[2], Zakeus Daeng Lio[3], Silpanus[4]
[1,2,3,4]*Sekolah Tinggi Kateketik Pastoral Katolik Bina Insan Keuskupan Agung Samarinda, Indonesia*

Abstract

Entrepreneurship education has received considerable critical attention in the last decade. The basic reason is that entrepreneurship can reduce social and economic problems such as unemployment and poverty. Given the importance of entrepreneurship, both developed and developing countries have responded by programming to increase entrepreneurship in their countries, including Indonesia. This qualitative study aims to determine the factors that influence students' interest in entrepreneurship. The population of this study was 114 students of the Catholic Religious Education study program who had taken entrepreneurship courses and had participated in entrepreneurship training and workshops on campus. The results of this study indicate that personality factors have a positive effect on students' interest in entrepreneurship with an rx1y value of 0.755; r2x1y is 0.570 with the regression equation is Y-0.595X1 + 11.304. Family factors also have a positive effect on interest in entrepreneurship with an rx2y value of 0.515; r 2 x2y is 0.265 with the regression equation is Y = 0.694X2 + 17.867. Then, the peer factor has a positive effect on students' interest in entrepreneurship, the value of rx3y is 0.453; r2x3y is 0.205 with the regression equation is Y = 0.537X3 + 21.916. Based on these results, the recommendation that can be given is that there is a need for improvement for the campus in providing understanding and entrepreneurship training in order to increase the interest and ability of students in entrepreneurship, so that graduating from college has enough confidence, quasi-knowledge, and abilities obtained for further practiced by entrepreneurship or creating jobs.

Keywords
interest in entrepreneurship; students; personality factors; family factors; peer factors

I. Introduction

Entrepreneurship education has received considerable critical attention in the last decade (Santos et al., 2019). The basic reason is that entrepreneurship can reduce social and economic problems such as unemployment and poverty. Evidence also shows that entrepreneurship can increase people's incomes and welfare through the creation of new jobs(Liñán & Fayolle, 2015; Lorensius, Warman, & Tresia, 2021). This indicates that entrepreneurship has a relationship with poverty alleviation as well as regional development and economic growth. Given the importance of entrepreneurship, both developed and developing countries have responded by programming to increase entrepreneurship in their countries, including Indonesia.

One of the efforts to achieve greater interest in youth entrepreneurial activities is to organize an active learning process through education at colleges or universities, as well as support them through government agencies. This process is also determined by internal policies as well as cultural and socio-economic determinants(Androniceanu & Ohanyan, 2016). The education system in each country must serve as a core platform and must enable students to create an adequate and quality foundation for successful

entrepreneurship in the future(Jelonek et al., 2017). This will also affect the creation of positive attitudes and social status of students towards entrepreneurship and have an accelerating effect and reveal students' business themes with a positive impact.

Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis *et al*, 2019).

Although currently there have been many efforts made by universities to create an integrated business curriculum, education in many universities is organized in separate disciplines, stated by various researches both nationally and internationally. (Sumarno & Gimin, 2019; Kubak, Tkacova, Androniceanu, Tvaronavičienė, & Huculova, 2018). Universities often lack a dynamic model of entrepreneurship education, as well as an integrated gap between theory and practice in the curriculum. Valuable knowledge in setting up such a learning process can lead to comparative research analysis that reveals differences in the educational process in national policy regulations.

High-quality education and adjustment processes play an important role in the entrepreneurial development of today's youth. according toNawary Saragih (2020)there is a positive influence between entrepreneurial knowledge on student entrepreneurship interest. The learning process must be dynamic, reflecting permanent changes in the surrounding environment, taking into account the appropriate regulations and policies of the government. As recently, the Directorate of Higher Education Learning and Student Affairs of the Ministry of Education and Culture, through the 'free learning - independent campus' entrepreneurship program in 2021, focuses on increasing the capacity and competence of Indonesian students through various workshops and student startup acceleration.(Directorate General of Higher Education, 2021). Based on the research report of the IDN Research Institute in 2019, there are 61.1% of the young generation in Indonesia who have an interest in entrepreneurship(in the Directorate General of Higher Education, 2021:2) which must be supported and facilitated, especially by higher education institutions through student entrepreneurship programs.

The reason for the increasing interest in entrepreneurship education among students is the creation of jobs and supporting economic growth in the country. When viewed explicitly, there seems to be a strong relationship between entrepreneurial activity and the country's economic performance. Study results Staniewski and Awruk (2015)for example, examine in more detail the motivational factors for aspiring entrepreneurs to start their own businesses as well as the barriers that hinder the achievement of their business goals. It turns out that the most important factors that motivate people to start their own business are realization and self-confidence, perhaps this higher opinion and independence of entrepreneurs in decision-making.

Based on the foregoing, and considering the important role of higher education institutions in creating an environment, activities and training that enable the activation and consolidation of the entrepreneurial spirit of students. So it is very important to be involved in efforts to create new innovations for students in the field of entrepreneurship. Many trainings are conducted to raise the entrepreneurial spirit of young people, with the aim of building their entrepreneurial mindset and skills. Even state intervention through the ministry of education and culture offers education and training on entrepreneurial competencies from the school stage to tertiary institutions. This is done to educate citizens

to know how to seize opportunities for social needs and utility from entrepreneurial products(Prophet, LiñáN, Fayolle, Krueger, and Walmsley, 2017).

Given that youth is the ideal stage to acquire knowledge on how to open a business and develop a good attitude towards entrepreneurship (Peterman & Kennedy, 2003), colleges are challenged to offer educational programs on entrepreneurship. According to the framework of the concept of entrepreneurial readiness put forward byOlugbola (2017), which considers the four stages of business success, with several factors related to ideas, and markets, motivation and determination, resources and abilities in a student context. This study focuses on one of these stages, namely motivation and determination (interest), which is the initial stage in entrepreneurial competence resulting from the first stage in entrepreneurship education in universities.

This study aims to try to identify the entrepreneurial potential of studentsat Private Catholic Religious Colleges and analyze their entrepreneurial skills in five relevant areas, such as motivation, attitude to risk, dedication, empathetic thinking, and communication. Because it is important to know these skills, to promote and conduct development programs at the level of Catholic religious colleges, to continue learning and training outside the classroom. This study makes two main contributions. First, it offers insight into the study of entrepreneurship by elaborating all the important components, such as their personality, family environment, peers, and entrepreneurial interests. Second,(Lorensius, Warman, Silpanus, et al., 2021) and how to implement entrepreneurship education in that context.

Based on the background of the problem, theoretical studies, and framework of thinking, the hypotheses of this research are as follows:

H1: There is a positive influence of personality on students' interest in entrepreneurship.

H2: There is a positive influence of the family environment on student entrepreneurship interest.

H3: There is a positive influence of peers on student entrepreneurship interest.

H4: There is a positive influence of personality, family environment, and peers together on student entrepreneurship interest.

II. Research Method

This type of research is an ex-post facto research. Ex-post facto research is research conducted on events that have occurred. The approach used in this study is a quantitative approach, because the research data is in the form of numbers and the analysis uses statistics. This research is a comparative causal research, because this study aims to examine events that have occurred and then trace back through the data to find factors that preceded or were thought to be the cause of the events studied. This study aims to find the effect of independent variables on the dependent variable, namely personality, family environment, and peers on students' entrepreneurial interests.

This research was conducted at a Private Catholic University in Samarinda City. The time of the research is from June to October 2021. The population in this study are all students, who have taken courses and participated in entrepreneurship workshops/training activities on campus, consisting of 92 women and 22 men, so the total population This study amounted to 114 students. This study is a population study because it uses the entire existing population.

The data collection method in this study used a questionnaire. Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. The questionnaire used in this study is a closed questionnaire given

directly to the respondents. Questionnaires were used to obtain direct data from respondents by answering written questions about personality, family environment, and peers.

The questionnaire used in this study is a closed questionnaire which is stated using a Likert scale that has been modified with four alternative answers, namely Always (SL)/Strongly Agree (SS), Often (SR)/Agree (S), Rarely (JR)/No Agree (TS), Never (TP)/Strongly Disagree (STS). The following is the score for each alternative answer for each statement item. The following is the score for each alternative answer for each statement item.

Table 1. Answer Alternative Score

Alternative Answer	Score for questions	
	Positive	Negative
Always (SL) / Strongly Agree (SS)	4	1
Often (SR) / Agree (S)	3	2
Rarely (JR) / Disagree (TS)	2	3
Never (TP) / Strongly Disagree (STS	1	4

In this study, the validity test was carried out using the product moment correlation technique proposed by Karl Pearson with the formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Information:

rxy = correlation coefficient between X and Y
X = number of item scores
Y = total score
XY = number of multiplications between item scores and total scores
(∑X)2 = the sum of the squares of the item scores
(∑Y2) = sum of squares of total score
N = number of respondents

The instrument reliability test in this study used the Cronbach Alpha coefficient formula as follows:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum\sigma_b^2}{\sigma_t^2}\right)$$

Information:

R11 = instrument reliability
$\sum\sigma_b^2$ = number of item variances
σ_b^2 = total variance
k = number of questions or many questions

The calculation results obtained using the Alpha formula Cronbach is then interpreted to provide an interpretation of the correlation coefficient using the following guideline table:

Table 2. Instrument Reliability Test Results

Coefficient Interval	Relationship Level
0.00-0.199	Very low
0.20-0.399	Low
0.40-0.599	Currently
0.60-0.799	Strong
0.80-1,000	Very strong

The data that has been collected from the questionnaire, then analyzed using statistical analysis. The data obtained from the respondents are presented in the form of a data description of each variable. The description of this data includes Mean (M), Median (Me), Mode (Mo), Standard Deviation (SD), Frequency Distribution Table, Histogram, Pie Chart, and Trend Category Table for each variable.

The number of interval classes is calculated by the Sturges Rules formula, as follows:

$$k = 1 + 3.3 \log n$$

Information
k = number of class intervals
n = number of observation data
log= logarithm

The class range is calculated in the following way:
Class range = (maximum score – minimum score) + 1

The class length is calculated using the following formula:

$$\text{Class length} = \frac{\text{Class range}}{\text{Number of class intervals}}$$

Meanwhile, histogram is a bar graph that is used to present data based on the frequency distribution. For the categorization of scores, each variable is divided into 3 categories based on the Ideal Mean (Mi) and Ideal Standard Deviation (SDi). The division of the categories as follows:

a. High/Good Group: all students who have scores > (Mi + 1SDi) to (Mi + 3SDi).
b. Medium/Quite Good Group: All students who have scores > (Mi – 1SDi) to (Mi + 1SDi).
c. Low/Poor Group: All students who have scores (Mi – 3SDi) to (Mi – 1SDi).

III. Results and Discussion

3.1 Description of Research Data

The characteristics of the respondent's data description can be seen in the table below:

Table 3. Characteristics of Respondents

Characteristics	Frequency	Percentage
Gender		
Woman	92	80.70%
Man	22	19.30%

Characteristics	Frequency	Percentage
Have taken entrepreneurship courses and attended entrepreneurship workshops/trainings on campus.	114	100%
Parents' job		
Farmer	106	92.98%
PNS Teachers/POLRI/TNI	3	2.63%
Private Teacher/Lecturer	3	2.63%
Businessman	1	0.88%
Retired Civil Servant Teacher/POLRI/TNI	1	0.88%
Parental/personal income per month		
< 1,500,000	94	82.46%
1,600,000 – 2,500,000	13	18.3%
2,500,000 – 3,500,000	4	3.51%
3,600,000 – 4,500,000	0	0%
>4,500,000	3	2.63%

Based on table 3, the characteristics of the respondents in this study included students of the Catholic religious education study program with female sex characteristics 92 students (80.70%) and male students 22 students (19.30%). Furthermore, the characteristics of students who have taken entrepreneurship courses and have attended workshops or entrepreneurship training are 114 students (100%). Then, from the characteristics of their parents' occupations, namely farmers, 106 students (92.98%), civil servants teachers/police/TNI 3 students (2.63%), private teachers/lecturers 3 students (2.63%), entrepreneur 1 student (0.88%, and retired civil servant teacher/police/TNI 1 student (0.88%). Based on the characteristics of parental/personal income per month, <1,500,000 there are 94 students (82.46%), 1,600,000 – 2,500,000 as many as 13 students (18.3%), 2,500,000 – 3,500.

3.2 Hypothesis Test Results

The first hypothesis in this study states that there is a positive influence of personality on entrepreneurial interest. The following is a summary of the results of the first hypothesis test:

Table 4. Summary of the results of the first hypothesis test

Variable	Price r-r2		Price t		Sig.	coef. Regression	Const	Note:
	rx1y	r2 x1y	tcount	table				
X1-Y	0.755	0.570	12.19	1,981	0.000	0.595	11.304	Positive

Based on the table above, the regression equation can be expressed as follows: Y = 0.595X1 + 11.304. From the equation, it can be seen that the regression coefficient is 0.595, which means that if the Personality value (X1) is added by one unit, it will be followed by an increase in Entrepreneurial Interest (Y) of 0.595. A constant of 11.304 means that if Personality (X1) is 1, then Entrepreneurial Interest (Y) will increase by 11.304.

Table 4 also shows that the correlation coefficient (rx1y) is 0.755 with a coefficient of determination (r^2x1y) 0.570 which means that the entrepreneurial interest variable is influenced by the personality variable by 57%, this shows that there are 43% of other factors or variables that may affect the interest in entrepreneurship. The first hypothesis

which states that personality has a positive effect on student entrepreneurship interest is accepted because the personality coefficient is positive and has tcount 12.19 > ttable 1.981 and sig value 0.000 <0.05.

The second hypothesis states that there is a positive influence of the family environment on student entrepreneurship interest. The following is a summary of the results of the second hypothesis test:

Table 5. Summary of Second Hypothesis Test Results

Variable	Price r-r2		Price t		Sig.	coef. Regression	Const	Note:
	rx2y	r2 x2y	tcount	table				
X2-Y	0.515	0.265	6,358	1,981	0.000	0.694	17,867	Positive

Based on the table above, the regression equation can be stated as follows: Y = 0.694X2 + 17.867. Based on this equation, it can be seen that the regression coefficient is 0.694, which means that if the value of the Family Environment (X2) is added by one unit, it will be followed by an increase in entrepreneurial interest (Y) of 0.694. The constant of 17.867 means that if the family environment (X2) is 1, then the interest in entrepreneurship (Y) will increase by 17.867.

The table above also shows that the correlation coefficient (rx2y) is 0.515 with a coefficient of determination (r2x1y) 0.265 which means that the variable interest in entrepreneurship is influenced by the family environment variable by 26.5%, this shows that there are 73.5% of factors or other variables that may affect the interest in entrepreneurship. The second hypothesis which states that the family environment has a positive effect on students' interest in entrepreneurship is accepted, because the coefficient of the family environment is positive and has a tcount of 6.358 > ttable 1.981 and a sig value of 0.000 <0.05.

The third hypothesis states that there is a positive influence of peers on student entrepreneurship interest. The following is a summary of the results of the third hypothesis test:

Table 6. Summary of Third Hypothesis Test Results

Variable	Price r-r2		Price t		Sig.	coef. Regression	Const	Note:
	rx3y	r2 x4y	tcount	table				
X3-Y	0.453	0.205	5,372	1,981	0.000	0.537	21,916	Positive

Based on the table above, the regression equation can be stated as follows: Y = 0,537X3 + 21,916. From the equation, it can be seen that the regression coefficient is 0.537, which means that if the peer value (X3) is added one unit, it will be followed by an increase in entrepreneurial interest (Y) of 0.537. The constant of 21,916 means that if the peer (X3) is 1, the interest in entrepreneurship (Y) will increase by 21,916.

The table above also shows that the correlation coefficient (rx2y) is 0.453 with a coefficient of determination (r2 x1y) 0.205 which means that the Entrepreneurial Interest variable is influenced by the Peer variable of 20.5%, this shows that there are 79.5% of other factors or variables that the possibility of influencing the interest in entrepreneurship. The third hypothesis which states that peers have a positive effect on students' interest in entrepreneurship is accepted, because the peer coefficient is positive and has a tcount of 5.372 > ttable 1.981 and a sig value of 0.000 <0.05.

The fourth hypothesis states that there is a positive influence of personality, family environment, and peers together on student entrepreneurship interest. The following is a summary of the results of the fourth hypothesis test:

Table 7. Summary of the Results of the Fourth Hypothesis Test

Variable	coef. Reg.		Price r-r2		Price F		Sig.	Const	Note:
			ry(1,2,3)	r2y(1,2,3)	Fcount	Ftable			
Y	X1	0.525	0.778	0.605	56.068	2.69	0.000	6,832	Positive
	X2	0.035							
	X3	0.231							

Based on the table above, the regression equation can be stated as follows: Y = 0.525X1 + 0.035X2 + 0.231X3 + 6.832. The equation shows that the X1 coefficient of 0.525 means that if the Personality (X1) value is added by one unit and the Family Environment (X2) and Peers (X3) value is 1, then the Entrepreneurial Interest (Y) value will increase by 0.525. The X2 coefficient of 0.035 means that if the value of the Family Environment (X2) is added by one unit and the value of Personality (X1) and Peers (X3) is 1, the value of Entrepreneurial Interest (Y) will increase by 0.035. The X3 coefficient of 0.231 means that if the value of Peers (X3) is added by one unit and the value of Personality (X1) and Family Environment (X2) is 1, then the value of Entrepreneurial Interest (Y) will increase by 0.231. A constant of 6,

Table 7 shows that the correlation coefficient (Ry(1,2,3)) is 0.778, which means that the total influence of Personality, Family Environment, and Peers on Entrepreneurial Interest is 0.778.

The price of the coefficient of determination (R2y(1,2,3)) of 0.605 means that 60.5% interest in entrepreneurship is influenced by personality, family environment, and peers together, the remaining 39.5% is influenced by other factors or variables. which were not investigated in this study. Based on table 7, it can be seen that the value of F is 56.068 with sig 0.000 because sig 0.000 <0.05 then H0 is rejected. So it can be concluded that at a significance level of 0.05 there is a positive influence of personality, family environment, and peers together on student entrepreneurship interest.

The results of multiple regression analysis can be calculated the relative contribution and effective contribution of each independent variable to the dependent variable, namely personality, family environment, and peers to interest in entrepreneurship. The amount of relative contribution and effective contribution can be seen in the following table:

Table 8. Summary of calculation results of relative contribution and effective contribution

No.	Variable	Donations	
		Relatively	Effective
1	Personality	75.35%	45.59%
2	Family environment	3.19%	1.93%
3	Friends of the same age	21.46%	12.98%
	Total	100%	60.5%

From the table above, it can be seen that the personality variable gives a relative contribution of 75.35%; the family environment variable gave a relative contribution of 3.19%; and the peer variable gave a relative contribution of 21.46%. While the effective contribution of the personality variable is 45.59%; the family environment variable is

1.93%; and peer variables of 12.98% so that the total effective contribution is 60.5% which means that the variables of personality, family environment, and peers together provide an effective contribution of 60.5% and the remaining 39.5% is influenced by other variables not discussed in this study.

IV. Conclusion

Based on the results of the research and discussion that have been described, the following conclusions can be drawn:

1. There is a positive influence of personality on students' interest in entrepreneurship. This is indicated by the rx1y value of 0.755; r2x1y is 0.570 and the regression equation is Y = 0.595X1 + 11.304.
2. There is a positive influence of the family environment on students' interest in entrepreneurship. This is indicated by the rx2y value of 0.515; r 2 x2y is 0.265 and the regression equation is Y = 0.694X2 + 17.867
3. There is a positive influence of peers on student entrepreneurship interest. This is indicated by the rx3y value of 0.453; r2x3y is 0.205 and the regression equation is Y = 0.537X3 + 21.916.
4. There is a positive influence Personality, family environment, and peers together on student entrepreneurship interest. This is indicated by the Ry value of 0.778; R2y is 0.605 and the regression equation is Y = 0.525X1 + 0.035X2 + 0.231X3 + 6.832.

This study provides information that personality factors, family environment, and peers have a positive influence on students' interest in entrepreneurship. It is hoped that further research can reveal other factors that influence interest in entrepreneurship in addition to the three factors that have been studied in this study. The instrument in the form of a questionnaire in this study has not been designed properly, because there are still double-barrelled questions, namely one question that contains two issues. It is hoped that further research can design the questionnaire/instrument as well as possible in order to avoid double-barrelled questions that can confuse respondents to fill out the questionnaire.

References

Androniceanu, A., & Ohanyan, G. (2016). Comparative approach on education and healthcare in Romania and Bulgaria as beneficiaries of the IMF financial assistance. *Administratie si Management Public, 2016*(26), 25–48.

Azhar, A. (2018). Students' Trends in Islamic Communication Postgraduate in2010-2016 State Islamic University of North Sumatera (UINSU). *Budapest International Research and Critics Institute (BIRCI-Journal)*, P.206-214.

Ditjen Dikti. (2021). *Program kewirausahaan mahasiswa Indonesia*. https://dikti.kemdikbud.go.id/wp-content/uploads/2021/02/Panduan-PKMI-2021-Final070221.pdf

Jelonek, D., Dunay, A., & Illes, C. (2017). Academic e-learning management with E-learning scorecard. *Polish journal of management studies, 16*.

Kubak, M., Tkacova, A., Androniceanu, A., Tvaronavičienė, M., & Huculova, E. (2018). Financial literacy of students in chosen universities - Research platform for regulatory processes of educational system in Slovakia. *E a M: Ekonomie a Management, 21*(1), 175–190. https://doi.org/10.15240/tul/001/2018-1-012

Liñán, F., & Fayolle, A. (2015). A systematic literature review on entrepreneurial intentions: citation, thematic analyses, and research agenda. *International*

Entrepreneurship and Management Journal, *11*(4), 907–933. https://doi.org/10.1007/s11365-015-0356-5

Lorensius, L., Warman, W., Silpanus, S., & Ping, T. (2021). Leadership model and planning strategies in private Catholic colleges during the COVID-19 pandemic. *International Journal of Educational Studies in Social Sciences (IJESSS)*, *1*(2), 49–60.

Lorensius, L., Warman, W., & Tresia, Y. (2021). Kajian Literatur: Implementasi Performance-Based Budgeting Pada Institusi Pendidikan Tinggi di Indonesia. *Jurnal Pendidikan dan Kewirausahaan*, *9*(1), 118–131.

Lubis, R., et al. (2019). Survival Strategy for Lokan Seekers in Paya Pasir Village, Kec. Marelan, Medan, Indonesia. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. Volume 2, No 1, Page: 293-303.

Nabi, G., LiñáN, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The impact of entrepreneurship education in higher education: A systematic review and research agenda. *Academy of Management Learning and Education*, *16*(2), 277–299. https://doi.org/10.5465/amle.2015.0026

Nawary Saragih. (2020). Pengaruh Pengetahuan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa (Studi Kasus: Mahasiswa Program Studi Manajemen Fakultas Ekonomi Universitas Katolik Santo Thomas Medan). *Jurnal Manajemen dan Bisnis*, *20*(2), 260–270. http://journal.stieindragiri.ac.id/index.php/jmbi%0APENGARUH

Olugbola, S. A. (2017). Exploring entrepreneurial readiness of youth and startup success components: Entrepreneurship training as a moderator. *Journal of Innovation and Knowledge*, *2*(3), 155–171. https://doi.org/10.1016/j.jik.2016.12.004

Peterman, N. E., & Kennedy, J. (2003). Enterprise education: perceptions of entrepreneurship. *Entrepreneurship Theory and Practice*, *28*(2), 129–144.

Saleh, A., Mujahiddin. (2020). Challenges and Opportunities for Community Empowerment Practices in Indonesia during the Covid-19 Pandemic through Strengthening the Role of Higher Education. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. Volume 3, No 2, Page: 1105-1113

Santos, S. C., Neumeyer, X., & Morris, M. H. (2019). Entrepreneurship Education in a Poverty Context: An Empowerment Perspective. *Journal of Small Business Management*, *57*(S1), 6–32. https://doi.org/10.1111/jsbm.12485

Staniewski, M., & Awruk, K. (2015). Motivating factors and barriers in the commencement of one's own business for potential entrepreneurs. *Economic Research-Ekonomska Istrazivanja*, *28*(1), 583–592. https://doi.org/10.1080/1331677X.2015.1083876

Sumarno, S., & Gimin, G. (2019). Analisis Konseptual Teoretik Pendidikan Kewirausahaan Sebagai Solusi Dampak Era Industri 4.0 Di Indonesia. *Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi dan Ilmu Sosial*, *13*(2), 1. https://doi.org/10.19184/jpe.v13i2.12557