

The Influence of Entrepreneurship Education and the Use of Instagram Social Media on Student Entrepreneurial Interest

Daniella Natasha Peni Hurit¹, Amin Yusuf²

Department of Out-of-School Education, Faculty of Education, Semarang State University

Email: daniellanatasha.pls2017@students.unnes.ac.id

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Abstract

The use of Instagram social media is widely used among students for communication and selling online. This study aims to determine the influence of entrepreneurship education and the use of Instagram social media on entrepreneurial interest in non-formal education (NFE) study program students and how much influence it has. The research approach uses quantitative methods with ex post facto types. The research data was obtained through the distribution of questionnaires to research subjects, namely students of the NFE study program class of 2017-2019. Through proportionate stratified random sampling technique, the number of research respondents was obtained as many as 152. The data analysis techniques used are descriptive and multiple linear regression. The results of the study found that the influence of entrepreneurship education variables and Instagram social media on entrepreneurial interest was 36.6%. Based on the results of the t test, all independent variables have a calculated t value more than the table t, so it can be said that the independent variable has an influence on the dependent variable. Then the results of the f test, the calculated f value is greater than the f table, the conclusion is that entrepreneurship education and the use of Instagram social media together affect the entrepreneurial interest of NFE study program students.

Keywords: Entrepreneurship education; Instagram social media; Entrepreneurial interests

INTRODUCTION

Entrepreneurship has been identified as the best solution to unemployment, underemployment and poverty among young people, especially in cases where educated individuals cannot find work (Muhammad Iqbal & Zuhri M Nawawi, 2022). The number of unemployed people in Indonesia is increasing from year to year. At the beginning of entering 2020, there was an increase in the labor force in February 2020 to reach 1,730,000 people, after accumulating the labor force until February the number was 137,910,000 people, but in the last year the number of unemployed people increased to reach 600,000 people. There are several factors that cause the increase in the number of unemployed, one of which is due to the COVID-19 pandemic that has hit the entire world. The COVID-19 pandemic has had a major impact on all countries in the world (Indayani & Hartono, 2020). One of the impacts can be seen in the economic aspect, such as the pace of the economy that becomes slow, people's purchasing power for a product becomes weak, and productivity activities and product orders decrease (Sa crosses Elisabeth, 2020). In the second quarter of 2020, Sihalolo explained that the Center of Reform on Economics or commonly referred to as CORE predicts an increase in open unemployment to 4,250,000 people, with the following statement indicating that this will affect economic growth in Indonesia (PH et al., 2020). Based on data contained on the website of the Central Bureau of Statistics, the number of open unemployment according to education level in 2019 secondary schools and higher education such as colleges, diplomas, and universities reached more than 1,000,000 people who were unemployed.

Unemployment is explained by Sukirno in terms of a labor force that is looking for a job and has not obtained it (Shafira et al., 2021). The occurrence of unemployment is not only caused by a small number of job vacancies while there are very many job applicants, but can also be caused by several reasons. For example, during the COVID-19 pandemic, many companies have terminated employment with their employees. Some companies that reduce the number of employees either by temporarily dismissing and then will be recalled if the company's condition has begun to stabilize or dismissed for good is one of the things that can happen as a result of economic changes in a country (Mulyono, 2020). This is done by the company with careful consideration, because the company is unlikely to operate as usual and incur operational costs as before the pandemic while the income received by the company is much smaller than operating expenses (Sweetjito, 2020). In addition, there are also other unemployment factors such as increasingly sophisticated technology, job applicant skills that are not included in the criteria for job seekers, the distance of residence to the work location, and giving high expectations to workers (Fahri et al., 2020).

The number of educated unemployed is increasing, especially higher education graduates, so these higher education graduates must dare to change the mindset that in general after graduation will become job seekers (*jobseeker*) slowly transitioning into new job creators. One of the new jobs that can be created is entrepreneurship (Viera Valencia & Garcia Giraldo, 2019). To create a business, one must have his own interest in entrepreneurship (Insonia, 2020). Interest in entrepreneurship is defined by Subandono as a person's tendency to create new businesses and organize, organize, bear risks, and develop the business he has made (Polindi, 2019). Interest in entrepreneurship can be influenced by desire factors from within oneself, family, and the surrounding environment. Staniewski and Awruk obtained data that there are three factors that can motivate a person in terms of entrepreneurship, including, self-satisfaction and self-realization, the opportunity to have a high income, and more being an independent person (Belás et al., 2017).

Cultivating an interest in entrepreneurship in someone requires basic entrepreneurial knowledge obtained through entrepreneurship education. Entrepreneurial activity can be formed through education, both formal and non-formal (Debarliev et al., 2022). Entrepreneurship education can be found at the primary, secondary and higher education levels. In higher education, the purpose of entrepreneurship education is not only to create the mindset and character of an entrepreneur but also to make a student an entrepreneur who is able to create a job through his business, become an innovator, create added value in the products made, dare to take risks, and be able to see market opportunities (Hasan, 2020). The entrepreneurship education curriculum should not contain theory alone, but rather focused on practice to hone entrepreneurial concepts and ideas and entrepreneurial skills (Yusuf et al., 2019). Prawiranegara also explained that learning entrepreneurial character is also obtained when participating in entrepreneurship education, this is also related to entrepreneurial interest, because students who have understood entrepreneurial character can increase interest in entrepreneurship (Wahyuningsih, 2020).

In the Department of Out-of-School Education (PLS), Semarang State University (UNNES) entrepreneurship education is included in two compulsory study program courses, namely entrepreneurship and entrepreneurship management. Learning a new knowledge also requires a strong intention and interest so as not to get bored easily while studying. Similarly, in learning entrepreneurship education, to be able to attract students' interest in learning, encouragement is needed from within students, families, and the surrounding environment including facilities and infrastructure in learning entrepreneurship education. Therefore, it is necessary to prepare well the facilities and infrastructure of entrepreneurial learning such as learning media to methods in delivering the material to be studied.

Conditions during the COVID-19 pandemic provide new challenges in every line of life, but with the entry of the industrial revolution era 4.0 can help most community activities today. The rapid progress in technology is one of the signs of the entry of the industrial revolution era 4.0. The existence of technological advances is able to help existing activities or work. Technology that is growing rapidly at this time is internet-based technology. This internet-based technology is able to help activities in government, education to the economy in the community. Social media is a form of internet-based technology. Social media is a platform used to communicate, exchange information, and create creative ideas through collaboration between one user and another (Nasution, 2020).

On research Princess (2017) About the influence of entrepreneurship education on student interest in entrepreneurship produces a positive influence between one variable and another. While research conducted by Lailatus Sa'adah and Amir Mahmud discusses the influence of Instagram use, self-efficacy, and also entrepreneurial interest also has a positive influence (Sa'adah & Mahmud, 2019). The preliminary study obtained 48 respondents from a total population of 245 students. Entrepreneurship lectures, according to respondents, on average answer quite well in their implementation, but there are some who argue that entrepreneurship courses are less than optimal in terms of delivering material from lecturers and direct entrepreneurship practice. 95.8% of respondents answered that after attending entrepreneurship courses they became more interested in making a business. Things that make respondents motivated to make a business include the desire to succeed, have their own income, channel hobbies, and create jobs for themselves and others. Respondents' activities when playing Instagram include seeing accounts that sell various products, looking for the latest information, promoting products, seeing photos and videos uploaded by other users, to looking for entertainment through other users' Instagram story features. When finding several entrepreneurs who share tips and tricks in entrepreneurship, especially on Instagram social media, 89.5% of respondents answered that they were more motivated. 89.5% of respondents also think that Instagram social media is effective enough to be used as a medium for learning entrepreneurship, especially for beginners. Respondents mentioned that the factors that make them want to open a business include interests, hobbies, economic conditions, and market opportunities. Based on this study, it aims to determine entrepreneurship education and the use of Instagram social media on entrepreneurial interest in PLS UNNES students".

METHOD

In this study, ex post facto research type with quantitative research approach was used. The place used for this research is the Department of Out-of-School Education, Faculty of Education, Semarang State University. The address of the research place is Building A2, 2nd Floor, Faculty of Education, Sekaran Raya Campus, Gunungpati District, Semarang City, Central Java. The estimated time required in this study is eight weeks. The eight weeks were used to conduct research instrument trials, carry out research observations, and prepare reports from research results.

This study uses a comparative causal design that has the aim of examining the causal relationship of the independent and dependent variables under study (Apuke, 2017). The population used in this study was students of the Department of Out-of-School Education, Faculty of Education, Semarang State University. Students who are used as a population are students who are still actively studying in the class of 2017-2019. Students of Out-of-School Education, Semarang State University (PLS UNNES) class of 2017-2019 totaled 245 people. In this study, the sampling used used proportionate stratified random sampling technique. Based on the calculations that have been done,

it is known that the samples in each batch are different. In the class of 2017, the sample that must be obtained is 48 respondents. Then in the class of 2018, there were 50 respondents, and the class of 2019 was 54 respondents.

Data collection is carried out online (online) using questionnaires or questionnaires that are disseminated through Google Form services. The data analysis techniques used in this study were descriptive analysis and multiple linear regression (Sarstedt & Beautiful, 2019). All data tests conducted in this study used the SPSS program version 22.0 for windows.

DISCUSSION

To be able to determine the influence of each variable, testing is carried out using the T-test. The table below is the result of multiple linear regression analysis which also includes the results of the T-test.

The T table in this study is known to be 1.976. In the variable entrepreneurship education, the value of T is calculated $4.881 > T$ table 1.976. Furthermore, the significance value of this variable is 0.000. From these two values, it can be concluded that the variable of entrepreneurship education (X1) has an influence on the variable of entrepreneurial interest (Y). Because the value of T calculate the variable is greater than the table Tat, and the value of sig. smaller than 0.05. The first hypothesis that states that there is a positive and significant influence between the variables of entrepreneurship education (X1) on entrepreneurial interest (Y) is acceptable.

Tabel 1. Hasil Uji-T

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	17.584	3.058		5.751	.000
Pendidikan Kewirausahaan	.560	.115	.393	4.881	.000
Media Sosial Instagram	.262	.074	.285	3.535	.001

Dependent Variable: Minat Berwirausaha

Similar to the first hypothesis test, in the second hypothesis test to be able to determine the influence between variables X2 and Y, you can see the results of the T-test summarized in the coefficients table above. It is known that the condition of the hypothesis to be accepted then the calculated T value has a greater number than the table T, and the sig value. smaller than 0.05. The calculated T value on the Instagram social media variable (X2) is 3.535, this value is known to be greater than the table T which is only 1.976. While the value of sig. variable X2 $0.001 < 0.05$. So it can be concluded that the second hypothesis related to the positive influence on Instagram social media variables (X2) and entrepreneurial interest (Y) is acceptable.

Unlike the first and second hypotheses, the third hypothesis to be able to answer whether there is an influence between variables X1. X2, with Y simultaneously required an F-test. The following will be presented the results of the F-test in the form of an anova table that can provide information whether the two independent variables will affect the dependent variable. Each variable will affect

each other simultaneously if the calculated F value is greater than the table F and the significance value is smaller than 0.05.

Tabel 2. Hasil Uji-F

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2616.991	2	1308.496	43.057	.000 ^b
Residual	4528.107	149	30.390		
Total	7145.099	151			

a. Dependent Variable: Minat Berwirausaha

b. Predictors: (Constant), Media Sosial Instagram, Pendidikan Kewirausahaan

Sumber: Data primer yang diolah, 2021

To find out the F of the table, it is necessary to know first the value of df, with the value of df numerator is 2 and df denominator 149 then it can be known that the value of F table is 3.06. The calculated F value in the known anova table is $43.057 > \text{the F table is } 3.06$. The significance value in the anova table is $0.000 < 0.05$. Therefore, the hypothesis of a positive and significant influence on entrepreneurship education (X1) and the use of Instagram social media (X2) on entrepreneurial interest (Y) is acceptable. To be able to find out how much the independent variable can affect the dependent variable, a coefficient of determination test is needed. The model summary table below is the result of the coefficient of determination test.

Table 3. Hasil Uji Koefisien Determinasi

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.605 ^a	.366	.358	5.513

Predictors: (Constant), Media Sosial Instagram, Pendidikan Kewirausahaan

Sumber: Data primer yang diolah, 2021

The coefficient of determination can be seen through the value in the column R Square. The R Square value in the test is 0.366. So it can be concluded that the influence of variables X1 and X2 on Y is 36.6%. While the remaining value, which is 63.4%, is influenced by variables other than those used in this study.

The Great Influence of Entrepreneurship Education on the Entrepreneurial Interest of PLS UNNES Students

The results of the first hypothesis test regarding the positive and significant influence on entrepreneurial education variables on entrepreneurial interest are acceptable. Evidenced by the result of T count of 4.881 on the t test is greater when compared to the table T which is 1.976. The results of the hypothesis test are related to statements about success in entrepreneurship, namely a person must have a balance between knowledge about entrepreneurship education, skills, and also willingness in entrepreneurship (Dewi et al., 2015). Universities with good quality entrepreneurship education will have an impact on their students. One of them is the growth of intention and motivation to create businesses to benefit their lives in the future.

This research is supported by the results of previous research conducted by Muhiba (2020) which discusses the influence of entrepreneurship education on students' interest in becoming entrepreneurs. The result of the previous research is that the variable of entrepreneurship education has a positive and significant influence on the variable of student interest in becoming an entrepreneur. The hypothesis test shows a calculated T value of $4.716 > T \text{ table } 2.00172$, with a significance value of $0.000 < 0.05$. The implementation of entrepreneurship education that is not optimal will result in students not being interested in learning it. By optimizing entrepreneurship education in educational institutions, both formal and non-formal, it will increase interest in entrepreneurship. If the interest in entrepreneurship in students is increasing and creative ideas can be realized in the form of business, this will be able to help the nation's economy to be more advanced through the businesses they run. It can also reduce existing unemployment by creating new jobs.

The Great Influence of the Use of Instagram Social Media on the Entrepreneurial Interest of PLS UNNES Students

The hypothetical results for Instagram social media variables with entrepreneurial interest in this study get a calculated T result of 3.535 with a table T of 1.976. In addition to the calculated T value, the significance value of the hypothesis test is $0.001 < 0.05$. From these results, it can be seen that the hypothesis of a positive and significant influence on the use of Instagram social media on the entrepreneurial interest of PLS UNNES students can be accepted. This is because the calculated T is greater than the table T and the significance value is smaller than 0.05, so the hypothesis can be accepted. This research is supported by previous research from Lailatus Sa'adah & Amir Mahmud (2019) which revealed that students can use social media in the form of Instagram not only to share information but also for business or entrepreneurial purposes. The hypothesis in previous research owned by Lailatus Sa'adah & Amir Mahmud regarding the positive influence of Instagram use on the entrepreneurial interest of students of the Faculty of Economics at PTN throughout Semarang City class of 2015 was declared accepted with the results of T count $9.567 > T \text{ table } 1.6495$ and significance $0.000 < 0.05$.

The above studies are in accordance with the theory about Instagram expressed by Bambang Dwi Atmoko (2012) that social media is used as a tool to share photos and videos with other users, digital filters in Instagram can also be applied to photos and videos to be uploaded so that the results are more interesting. Applying digital filters to uploaded photos and videos so that the results become more interesting will make other users pay attention to the upload. As explained earlier that Instagram in this era is not only useful for sharing information and maintaining self-existence but can also be used for entrepreneurship. The attention received from other Instagram users can be said to be a business opportunity. Entrepreneurial activities on Instagram can be done by uploading photos and videos of goods or services offered attractively to create someone's interest in buying them. This condition not only increases consumer interest in buying goods or services offered through Instagram, but can also increase one's interest and entrepreneurial interest through this social media.

The Great Influence of Entrepreneurship Education and the Use of Instagram Social Media on the Entrepreneurial Interest of PLS UNNES Students

The hypothesis of a positive and significant influence on entrepreneurship education and the use of Instagram social media on the entrepreneurial interest of PLS UNNES students in this study is accepted. This is evidenced by the number of F counts more than F tables and significance values less than 0.05. So, it can be known that the variable of entrepreneurial interest can be influenced by entrepreneurship education and the use of Instagram social media simultaneously.

The results of this study are supported by previous research belonging to C. M. S. Handayani et al. (2020) which has the result that entrepreneurship education and social media can influence entrepreneurial interest together. Evidenced by the results of the F test, the calculated F value is 8.922 and the F table is 3.07. As explained by Alma (2006) Related to entrepreneurial interest arises because it is motivated by education, the surrounding environment, the values that exist in each individual, etc. So entrepreneurship education becomes one of the factors for the emergence of one's interest in entrepreneurship. The use of Instagram social media can also be a factor in increasing entrepreneurial interest in someone. Because in utilizing technology such as the use of Instagram social media, someone will know that external environmental factors can be influential in creating creative entrepreneurial ideas by looking at every business opportunity in it.

The Great Influence of Entrepreneurship Education and the Use of Instagram Social Media on the Entrepreneurial Interest of PLS UNNES Students

The coefficient of determination test presents the results of how much influence the independent variable has on the dependent variable used in this study. The results of the test can be seen from the value of R Square. The relative contribution of the variable of entrepreneurship education to entrepreneurial interest is known to be 0.313 or 31.3%. As for the variable use of Instagram social media on entrepreneurial interest has a relative contribution of 0.265 or 26.5%. Then the relative contribution to the research "The Influence of Entrepreneurship Education and the Use of Instagram Social Media on the Entrepreneurial Interest of PLS UNNES Students" amounted to 36.6%. This can be known through the value of R Square with a magnitude of 0.366.

CONCLUSION

Entrepreneurship education has a positive and significant influence on entrepreneurial interest in PLS UNNES students. The influence of the use of Instagram social media on the entrepreneurial interest of PLS UNNES students has positive and significant results. Entrepreneurship education and the use of Instagram social media have a positive and significant influence on the entrepreneurial interest of PLS UNNES students. The influence of entrepreneurship education and the use of Instagram social media on the entrepreneurial interest of PLS UNNES students is 36.6%. For the large relative contribution of entrepreneurship education variables to entrepreneurial interest of 31.3%. As for the variable use of Instagram social media on entrepreneurial interest has a relative contribution of 26.5%. The results of this study can add insight and knowledge to other researchers related to entrepreneurship. Not only focused on entrepreneurial interests but also can develop research related to other interesting things on the topic of entrepreneurship.

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