Student Motivation to Follow the Student Creativity Program

*Ismail¹, Ridiya Samita Putri², Zulfadhi³, Achmad Mustofa⁴, Musfiana⁵, Rahmilia Hadiyani⁶
¹,²,³,⁴,⁵,⁶*Department of Economic Education, Faculty of Teacher and Education, Universitas Syiah Kuala, Banda Aceh 23111, Indonesia;

ABSTRACT

This study aims to determine (1) the factors that cause USK FKIP students to be less motivated to participate in PKM and (2) how to increase the motivation of USK FKIP students to participate in PKM. This article uses a qualitative approach with a descriptive type of research. The sampling technique used was quota sampling and data collection techniques in the form of observation, interviews, documentation, and data triangulation. The data analysis technique used is data reduction, data presentation, and drawing conclusions. The findings in this study could be presented as follows: The factors causing students to be less motivated to participate in PKM activities are (1) an intrinsic factor (intelligence 25%, attention 19%, interest 14%, motive 12%, maturity 13% and fatigue 17%), (2) the extrinsic factors (class schedules 20%, curriculum 24%, relations between students and students 28%, relations between students and lecturers 28%). Efforts made to increase students motivation to participate in PKM activities are: (1) efforts made by the Vice Dean for student affairs, which consist of intrinsic factors (attention 37.5% and motivation 62.5%) and 100% factors of extrinsic is student-teacher relationship factor (2) efforts made by the study program are intrinsic factors consisting of 22% attention, 37% motivation and 41% readiness and extrinsic factors consist of 27% curriculum and 73% relationship between lecturers and students. The effort expected by students consists of intrinsic factors (intelligence 34% and attention 66%), while extrinsic factors (curriculum 16%, relationships between students and students 40% and relationships between lecturers and students 44%).

Keywords: Student Motivation, Student Creativity Program.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui (1) faktor penyebab mahasiswa FKIP USK kurang termotivasi untuk mengikuti PKM dan (2) cara meningkatkan motivasi mahasiswa FKIP USK untuk mengikuti PKM. Artikel ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Teknik pengambilan sampel menggunakan teknik quota sampling dan teknik pengumpulan data berupa observasi, wawancara, dokumentasi dan triangulasi data. Teknik analisis data adalah reduksi data, penyajian data, dan menarik kesimpulan. Temuan dalam penelitian ini adalah: faktor penyebab mahasiswa kurang termotivasi mengikuti PKM: (1) faktor instrinsik (intelegensi 25%, perhatian, 19%, minat 14%, motif 12%, kematangan 13% dan kelelahan 17%), (2) faktor ekstrinsik (jadwal kuliah 20%, kurikulum 25%, relasi antar mahasiswa dengan mahasiswa 28%, relasi antar mahasiswa dengan dosen 28%). Upaya yang dilakukan untuk meningkatkan motivasi mahasiswa mengikuti kegiatan PKM: (1) upaya oleh Wakil Dekan bidang kemahasiswaan, terdiri atas motivasi instrinsik (faktor perhatian 37.5% dan motif 62.5%) dan faktor ekstrinsik (relasi mahasiswa dengan dosen 100%) (2) upaya oleh program studi, terdiri atas faktor instrinsik (perhatian 22%, motif 37%, dan kesiapan 41%) dan faktor ekstrinsik (kurikulum 27% dan relasi dosen dengan mahasiswa 73%). Upaya yang diharapkan oleh mahasiswa terdiri dari faktor instrinsik (intelegensi 34% dan perhatian 66%) sedangkan motivasi ekstrinsik (kurikulum 16%, relasi antar mahasiswa dengan mahasiswa 40% dan relasi antar dosen dan mahasiswa 44%).

Kata Kunci: Motivasi Mahasiswa, Program Kreativitas Mahasiswa (PKM).
INTRODUCTION

In this era of the industrial revolution 4.0, the world of work continues to require qualified, superior, creative and innovative human resources who have competence and are able to work together. To become a qualified human resource, it must be able to pass various obstacles and obstacles that occur. One of them is the challenge in higher education, namely as students who are able to excel in the academic field and can produce and develop research results or products that are urgent and relevant to the needs of the times. Higher education has a very important role to prepare a generation that has these various skills comprehensively (Sriasih, et al 2020).

Students as agents of change in the benchmark of highly competitive science and technology must be able to develop and realize the creativity of each student. Mahasiswa bukanlah semata-mata pemburu ijazah untuk mendapat pekerjaan yang layak, tetapi seharusnya penghasil gagasan yang inovatif yang disajikan dalam pemikiran yang teratur sesuai dengan hakikat ilmu pengetahuan terutama di bidang wirausaha (Pratiwi & Wardana, 2018).

Currently, the Directorate of Research and Community Service (DP2M) in collaboration with the Ministry of Research, Technology and Higher Education has provided a very interesting platform, namely the Student Creativity Program (PKM) which aims to facilitate all Indonesian students in developing and distributing creative ideas. and innovative that each student has. In addition, PKM also provides direct benefits for students in the form of financial assistance forrealize the creative ideas they have (Putra, et al., 2018). The experience, skills, and success of students in engaging in entrepreneurship activities will provide provisions in their social life in the future (Widjajanti, 2011).

Students who have been selected in various stages and declared to have passed, have the opportunity to take part in the National Student Scientific Event (PIMNAS). In 2019, there were 2 groups of students who represented USK FKIP in PKM activities, namely from the Biology Education Study Program and Chemistry Education in the PKM-PE category. In addition, students who graduate at the funding stage are dominated by students from the Faculty of Engineering.

Hope for USK FKIP students to be more motivated to make PKM proposals, because in the USK FKIP environment there are adequate human resources. So it has more potential to be able to compete and create creative ideas.

RESEARCH METHODS

This study uses a qualitative research approach with a descriptive type of research. Qualitative research is observing insiders environment, interact with them and interpret their opinions about the world around them (Nasution, 2003). Qualitative research aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups (Suksmadinata, 2005).

The location of this research is in FKIP USK. The reason the researcher wanted to research at this location was because of the limited time and cost. Research subjects are informants. According to Moleong in Prastowo (2011: 195), informants are people who are used to provide information about the situation and condition of the background (location or place) of research. Meanwhile, for the sampling technique using the quota sampling technique, which is a sampling technique or data source informant taking based on the consideration of the researcher alone.

Sugiyono (2012: 309) states that data collection is carried out in natural settings (natural conditions), primary data sources, and data collection techniques are mostly on participant observation, in-depth interviews, documentation and triangulation. Data analysis
in qualitative research is carried out at the time of data collection, after completion of data collection within a certain period. According to Miles and Huberman in Sugiyono (2013: 337-345) there are three steps of data analysis techniques, namely: 1) Data Reduction (Data Reduction), 2) Data Presentation (Data Display), 3) Drawing Conclusions (Verification).

RESULTS AND DISCUSSION

Based on the results of the study, the authors found that 78% of students were not motivated to participate in PKM activities and as many as 22% of students were motivated to participate in PKM activities. So it can be said that USK FKIP students are less motivated to participate in PKM activities, there are even students who do not know about PKM, and there are also students who know PKM but do not have interest in participating in activities.

The reason why students don't take part in PKM activities is because of the tight class schedule and busy pursuing targets to graduate on time with a satisfactory GPA, and there are even students who are busy with organizational schedules so that students don't have the opportunity to make PKM proposals. So, the solution that will be carried out by each lecturer is to have courses that require making a PKM proposal as a final project, so that students will be more motivated to take part in PKM activities and from the leadership will assign the student PKM proposal supervisor so that the supervisor can guide more effective students who want to take part in PKM activities.

According to Hoyt and Miskel in Shaleh (2015: 184) motivation is a complex of forces, drives, needs, tension states, or other mechanisms that initiate and maintain desired activities. toward the attainment of personal goals.

Based on the results of the study, it can be seen that the factor in the low motivation of students to take part in PKM, from 6 questions to 32 respondents, only 7 had participated in PKM activities, 23 had never participated in PKM activities at all and 2 respondents answered that they had participated in PKM activities but did not finish to completion.

The reason students do not take part in PKM activities is because students have a busy class schedule, are busy with campus organizations and outside the campus environment, there is no interest in students to take part in PKM activities, do not have ideas to be used as PKM proposals, do not have intensive guidance in preparing PKM proposals, it is difficult to invite friends to join in making PKM proposals, there are even students who do not know information about the schedule for submitting PKM proposals and have never participated in socialization related to PKM.

According to Woodworth and Marquis in Salih (2015: 193-194), they classify motivation into three types, namely: Organic needs, namely motivation related to internal needs, such as eating, drinking, the need to move and rest/sleep, and so on. Emergency motivation, includes the urge to save oneself, the urge to retaliate, the urge to try, the urge to pursue and so on. Objective motivation, namely motivation directed to certain objects or goals around us, this motive includes; need for exploration, manipulation, interest.

In addition, motifs also classify motifs into two parts, namely: Unlearned motivations, is the main motivation that is not learned or innate motivation, namely the motivation that is...
brought from birth, such as the urge to eat, drink, move and rest. Learned motivations, is the motivation that arises because it is learned, such as; encouragement to learn a branch of science, pursue a position, and so on.

In addition to the two figures above, there are several psychologists who divide motivation into two, namely: Intrinsic motivation is motivation that comes from a person himself without being stimulated from outside and extrinsic motivation, namely motivation that comes from external stimulation.

Factors Causing the Lack of Student Motivation to Submit PKM Proposal

Intrinsic Factors

Intelligence. Based on the results of the study, there were 25% of low intelligence students to take part in PKM activities. There are that students find it difficult to find and determine ideas that can be used as PKM proposals and difficult to find problems in making PKM proposals. Based on this research, intelligence according to William Stren in Shaleh (2015: 253) is the ability of the soul to be able to adapt quickly and precisely in a new situation by using thinking tools that are in accordance with its goals.

According to Withrengton in Mufidah (2018: 50) Intelligence is the ability to act as manifested in the following abilities: facilities in using numbers and numbers, efficiency in language use, speed of observation, facilities in remembering, facilities in understanding relationships, imagining or creating. According to Garrett in Djali (2011:65) intelligence at least includes the abilities needed for problem solving that require understanding, as well as using symbols.

Based on the above understanding, it can be said that most of the USK FKIP students lack the ability to solve problems, do not have good verbal skills and lack good practical skills so they do not have the motivation in students to take part in PKM activities.

Attention. There are 19% of students who do not pay attention to PKM, students do not know information related to PKM and do not want to find out information about PKM. In this study, there were also students who never participated in the socialization related to the submission of PKM proposals. So that students are not interested in making PKM proposals because they do not know and do not try to find information related to PKM, also students have never participated in socialization related to PKM.

Interest. Based on the results of the research, most students are less interested in participating in PKM activities because there is no sense of interest in PKM, there are other things that must be done, especially related to tasks which are one's main goal in receiving higher education. In this study, there were 14% of students who were less interested in participating in PKM.

According to Djaali (2011:121) interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling. Meanwhile, according to Crow and Crow in (Djali, 2011:121) said that "interest is related to the style of motion that encourages a person to face or deal with people, objects, activities, experiences stimulated by the activity itself". Interest will not arise by itself suddenly from withinindividually. The emergence of this interest is usually marked by encouragement, attention, pleasure, ability, and compatibility (Hasanah & Monry, 2017).

It can be said that USK FKIP students pay less attention to information related to PKM, so there is no sense of pleasure in participating in PKM activities, students think that participating in PKM activities is not important than pursuing study targets with a maximum GPA and minimal lecture time.

Motive. The purpose of students participating in PKM activities is because there are courses that require students to make a PKM proposal as a final project and there will be an award that will be obtained if they participate in the PKM activity. Sartain said in Purawanto (2011: 60), a motive is a complex statement in an organism that directs behavior / actions to a goal or stimulation.
According to (Purwanto, 2011: 60) what is meant by motive is everything that encourages someone to act to do something. So with the support and cooperation from various parties, both lecturers, playmates and have the same goal to get grades and awards for participating in PKM activities. So, students will have an inner motive to make a PKM proposal. Based on the results of the study, there were 12% of students who had a motive to make a PKM proposal.

**Maturity.** Most students consider that making a PKM proposal is important, as a forum for the initial step of writing a scientific paper, channeling the talents of students by bringing out the creativity possessed by each student. However, there are some students who think that making a PKM proposal is not important because there are still more important things to do, especially to do college assignments in order to achieve the goals to be achieved in Higher Education. There is a 13% maturity level of students in making PKM proposals.

Maturity is caused by "ganes" changes that determine the development of physiological structures in the nervous system, brain, and senses so that all of these allow mature individuals to react to any environmental stimulus. According to English & English in Dalyono (2012:162), maturity is defined as "maturity is the state or condition of complete or adult form, structure, and function of an organism, whether in respect to a single trait or, more often, all traits. ” It can be interpreted that the principle of maturity is the effect of learning efforts that depend on a person's maturity in a function.

Based on the statement above, it can be said that students do not have the effect of trying to participate in PKM activities, students do not yet have the maturity to be able to divide their time in order to prepare PKM proposals, because there are some things that are considered by students to be more important than participating in PKM activities.

**Fatigue Factor.** There are 17% of students who experience fatigue, so they are unable to participate in PKM activities. Students who do not take part in PKM activities due to fatigue factors, in addition to a busy class schedule, participating in organizations both on campus and outside the campus environment, field practices, and there are even students who do part time work as a side, so students do not have the opportunity to make PKM proposals. Students are already busy with activities outside of lectures, thus, there is no motivation in students to submit PKM proposals.

**Extrinsic Factors**

**Course schedule.** The main goal of students is to get the maximum Cumulative Performance Index (GPA) and graduate in the shortest time, so that students pursue the target of a busy class schedule so that students are not too focused on pursuing other targets, in fact there are several majors that do not only study theory, there are some majors that require to do field practice. Padatnya jadwal kuliah membuat mahasiswa kesulitan untuk membagi waktu dan takut gagal (Mardatilah & Hermanzoni, 2020).

There are 20% of students have a busy class schedule, so students do not have enough time to make a PKM proposal.

The lecture schedule is a little tight, there are even some majors that have field practice schedules, following campus organizations and organizations outside the campus environment so that students have to prioritize what is more important in order to produce a maximum. So, it makes students less motivated to take part in PKM activities.

**Curriculum.** There are no courses that require to make a PKM proposal as a final assignment for the course, so students are reluctant to make a PKM proposal. There are 25% that there is no curriculum that supports making a PKM proposal.

**Student Relations with Students.** There are no friends who invite them to make PKM proposals, so students are lazy to find friends to be invited to join in making PKM proposals so that students are less interested in making PKM proposals. There are 28% of students who do not have a good relationship between students.
Lecturer Relations with Students. Lack of guidance and information from lecturers makes students unmotivated to make PKM proposals. There are 27% of students who lack a relationship between lecturers and students.

The Efforts Made to Increase Student Motivation to Participate In PKM Efforts Made By The Vice Dean For Student Affairs

Intrinsic Motivation

Attention. Efforts made by the Vice Dean for Student Affairs are to design a budget to be given to PKM proposal supervisors and assign each PKM supervisor, so that PKM proposal guidance to students is more intensive and more students will have the opportunity to pass PKM.

Based on the results of the study, there was 37.5% of the attention given by the Vice Dean for Student Affairs to increase student motivation in making PKM proposals and conducting intensive guidance with PKM supervisors.

Motive. So that students are motivated to make PKM proposals, they can provide guidance on writing PKM proposals in a structured manner and provide guidance long before the PKM announcement is circulated and by intensifying socialization and information to all students so that students know the goals and benefits to be achieved in making PKM proposals.

Extrinsic Motivation

Lecturer Relations with Students. Build good relations between lecturers and students and require students to make PKM proposals.

There are 73% of good relations between lecturers and students.

Efforts Made by Students

There are several efforts that can be made to increase student motivation in making PKM proposals, consisting of:

Intrinsic Factor

Intelligence. Students try to find problems that exist in the surrounding community as well as related to the latest issues so that they can be used as PKM proposals. 34% of students do not have ideas for making PKM proposals, so students try to find the latest issues to come up with creative and innovative ideas.

Attention. Students try to find information and participate in socialization carried out by the Study Program and other parties. 66% of students want more attention to and guide students to make PKM proposals so that students are more motivated to make PKM proposals. 22% of lecturers pay attention to students to increase student motivation in making PKM proposals.

Motive. Lecturers are ready to guide students in making PKM proposals so that students can pass the selection and will affect the accreditation of the Study Program for the better. There are 37% of lecturers whose goal is that students want to make good PKM proposals with creative, innovative ideas and can pass PIMNAS to represent the University.

Readiness. There is readiness of lecturers to guide students in making PKM proposals. There are 41% of lecturers ready to guide students in making PKM proposals. According to Jamies Drever in Nurlaili Rachma (2015:26) said that readiness is the willingness to respond and react.

External Factors

Curriculum. With the existence of courses that require students to make a PKM proposal as a final project. As many as 27% there is a curriculum that supports making PKM proposals.

Lecturer Relations with Students. Build good relations between lecturers and students and require students to make PKM proposals.

There are 73% of good relations between lecturers and students.

Efforts Made by Students

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Intrinsic Factor

Intelligence. Students try to find problems that exist in the surrounding community as well as related to the latest issues so that they can be used as PKM proposals. 34% of students do not have ideas for making PKM proposals, so students try to find the latest issues to come up with creative and innovative ideas.

Attention. Students try to find information and participate in socialization carried out by the Study Program and other parties. 66% of students want more attention to
make PKM proposals, both attention from the lecturers and leaders.

**Extrinsic Factor**  
Curriculum. There are courses that require students to make a PKM proposal as a final assignment for the course, and awards will be given in the form of grades so that they are free of KKN for students who pass the selection up to the PIMNAS stage, so that students will be more motivated to take part in PKM activities. The curriculum is a plan to achieve a goal, so the goal that a lecturer wants is that there are many students who take part in PKM activities and will make FKIP USK proud if students can pass the selection to the PIMNAS stage. The policy carried out by lecturers is to invite students to make PKM proposals and there are courses that require students to make PKM proposals as the final project of the course.  
The curriculum is a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments that are used as guidelines for the implementation of study programs. The higher education curriculum is a set of plans and arrangements regarding the objectives, content, and teaching materials as well as the methods used as guidelines for the implementation of learning activities to achieve the goals of higher education. The Higher Education Curriculum is developed by each university with reference to the National Higher Education Standards for each Study Program which includes the development of intellectual intelligence, noble character, and skills (Article 35 of the Higher Education Law No.12/2012).  
The decision taken by each head of the study program, namely the existence of courses that require students to make PKM proposals is a wise decision, because with courses that require students to make PKM proposals, students will compete to make PKM proposals. In such a way as to get the maximum value and several other charms offered by each lecturer.  
16% of students said that there are courses that support making PKM proposals, with various efforts made by lecturers to encourage students to make PKM proposals.

**Student-Student Relationship.** The establishment of good cooperation with friends and mutual assistance and support in the process of making PKM proposals will increase enthusiasm for participating in these PKM activities. So that a good work will be realized to be published thanks to the hard work and good cooperation between fellow students. In this study there are 40% of the relationships between students and students. Cooperation relationships and support from fellow students can increase motivation to participate in PKM activities.

**Lecturer relationship with students.** Build good relations between lecturers and students, and invite students to participate in PKM activities, either by motivating students directly or indirectly. And ready to provide guidance to students who are serious about participating in PKM activities. 44% of students said that the establishment of good relations between lecturers and students can increase student motivation to make PKM proposals. Because, there is support, direction and guidance from lecturers in the process of making PKM proposals.

**CONCLUSION**  
Based on the results of research that has been done regarding the factors that cause students to be less motivated to participate in PKM activities at FKIP USK, it can be concluded that:

The factors that cause students to be less motivated to participate in PKM activities are: (1) intrinsic factors consisting of 25% intelligence, 19% attention, 14% interest, 12% motive, 13% maturity and 17% fatigue. (2) extrinsic factors, namely 20% lecture schedule, 25% curriculum, student relations with students 28% and student relations with lecturers 27%. Efforts made to increase student motivation to participate in PKM activities are:

Efforts made by the Vice Dean for Student Affairs are intrinsic motivation which consists of 37.5% attention factor and 62.5%
motive, extrinsic factor is student and lecturer relationship 100%. Efforts made by the Study Program are intrinsic factors consisting of 22% attention, 37% motive and 41% readiness. External factors consist of 27% curriculum and 73% relationship between lecturers and students. The efforts expected by students are intrinsic factors consisting of 34% intelligence and 66% attention. Extrinsic factors consist of 16% of the curriculum, 40% of student-student relationships and 44% of the relationship between lecturers and students.

SUGGESTION

Based on the results of the research that the researchers have carried out, the following suggestions can be put forward. For students, they are getting more active and eager to find information related to PKM either through wall magazines, friends, lecturers and social media. Start making a scientific work that can increase creativity and a forum for expressing creative ideas owned by students, as well as increasing interest in writing a scientific paper.

For lecturers, give attention, guidance and encouragement to students to start designing PKM proposals and build relationships between lecturers and students to carry out intensive guidance in order to create a good work. As well as for the Faculty of Teacher Training and Education, Syiah Kuala University to be more aggressive in conducting socialization related to PKM to students and providing support to lecturers to guide students in participating in PKM activities.

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