Dear Editor of JEE,

I, as corresponding author on behalf of all authors*, wish to submit a research manuscript for consideration of publication in Jurnal Entrepreneur dan Entrepreneurship (JEE). The manuscript is entitled “[title of manuscript]”. I confirm that this manuscript is original and has not been published elsewhere and has not also been submitted simultaneously for publication elsewhere. All authors have read and approved the manuscript, including the order of authors based on the guidance from the Vancouver Group. All authors have also contributed significantly for the manuscript and have no conflicts of interest to disclose.*

This manuscript is containing a new paradigm on entrepreneurial education especially for athletes. I believe that this manuscript is suitable for JEE because has different perspective on entrepreneurial education.

Thank you so much for your continuing interest and consideration.

Yours Sincerely,

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Athlete’s Entrepreneurship Interest A Review Of The Perspective Of Sportpreneur Program, Personality And Self-Efficacy

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Abstract

The effort in developing the economy and reducing unemployment in Indonesia is through entrepreneurship. In order to conduct business well, entrepreneurs need to be motivated by several factors in order to have the interest for entrepreneurship. Luthje and Franke’s model (LFM) argued that in order to spark the interest for entrepreneurship, it is affected by several factors, which are internal and external factor. Therefore, this goal of this research is to determine how big the impact of internal and external factor on interest for entrepreneurship. The aim of this research is to understand and analyze the effect of entrepreneurial education, consisting of Sportpreneur Program, personality and self-efficacy on interest for entrepreneurship. There are 4 variables in this study, which are: entrepreneurial education (X1), personality (X2), self-efficacy (X3) and entrepreneurship interest (Y). The research method used is quantitative method, whereby the data was obtained through online distribution of questionnaires. Research sample/subject is East Java KONI athletes that have participated in sportpreneur program in Institusi Surabaya. Based on the result of this research, it is shown that entrepreneurship interest is positively and significantly affected by Entrepreneur education consisting of Sportpreneur program and self-efficacy, however, entrepreneurship interest is not affected by personality.

Keywords: Entrepreneurial Education, Personality, Self-efficacy, and Entrepreneurship Interest

Introduction

According to Statistic Bureau (BPS) on August 2019 the rate of unemployment in Indonesia reached 5.28%. Based on short calculation, from 100 people in the labor force, 5 of them are unemployed.
Entrepreneurs are expected to create new employment opportunities, and can therefore reduce the number of job seekers that keeps on increasing every year.

In the year 2018, Indonesia Ministry of Industry stated that the number of entrepreneur in Indonesia is still low, around 3% out of the total population in Indonesia, and therefore there was a need of around 4 million entrepreneurs in order to strengthen the economy. Indonesia needed effort and program to grow entrepreneurship interest. Entrepreneurship interest is an individual’s interest in taking the available opportunity as well as starting a business independently through the creation of new product or service (Utami, 2017). On the other hand, there are several factors that can motivate an individual to grow their entrepreneurship interest (1) internal factor that comes from the individual self, (2) external factor that comes from outside the individual such as from family, society and education, (Purwanto & Sugiono, 2017). According to Alma (in Chalik and Rahayu, 2018), it was explained that interest for entrepreneurship is affected by internal factors such as personality. (Ngunyen et al., 2016), stated that the support and role of university or educational institution in providing education on entrepreneurship is one of the external factors that can spark and individual’s entrepreneurship interest. Institusi Surabaya, working with KONI East Java, held UC Sportpreneur Academy with the intention of developing entrepreneurship interest in athletes, especially athletes nearing their retirement, eventhough their age on average is still considered within the productive age in the normal human life cycle.

Entrepreneurship interest can be nurtured through several aspects, one of which is through Entrepreneur education. Utami (2017) explained that entrepreneur education functions as a foundation to face various challenges and problems in entrepreneurship, capital that is built through entrepreneur education includes discipline in value, capability, and moral. However, research by Roxas (2014) in Hutasuhut (2018) stated that entrepreneurial education is considered to produce only “craftsmen” and thinkers, and did not produce many entrepreneurs. In entrepreneurship interest, self-efficacy is also an important aspect. According to Hutasuhut (2018) self-efficacy is a form of an individual’s confidence in his/her capability in arranging as well as executing various actions needed to achieve certain expected goals. Whereby research by Rachmat (2012) in Hutasuhut (2018) stated that entrepreneurship intention is not positively affected by self-efficacy, but personality affects internal factor in entrepreneurship. According to Israr & Hashim...
(2017), personality also plays an important role in sparking entrepreneurship interest, and personality also has its own characteristic such as proactiveness, having creativity and consistent vision. Therefore, the research questions of this study are: 1) Does entrepreneurial education have significant impact on athlete’s entrepreneurship interest? 2) Does personality have significant impact on athlete’s entrepreneurship interest? 3) Does self-efficacy have significant impact on athlete’s entrepreneurship interest?

**Literature Review**

Entrepreneurship is defined as 2 different things by Kalyoncuoğlu et al (2017), the first being “venture entrepreneurship”, which means creating new business, creating new organization in a business, or expanding existing business. In the second definition, there is “innovation entrepreneurship”, whereby there is more emphasis on new invention and offering uniqueness in the business being conducted. Two different definitions above can be concluded as follows: entrepreneurship is the process of organized effort in order to pursue existing opportunity that can be done by an individual or group (Kalyoncuoğlu et al., 2017).

Creating new business value and idea in entrepreneurship is entrepreneurship interest (Kusmintarti et al, 2018). According to Baskara (2018) there are 2 motivating factors in entrepreneurship interest, the first is personal factor such as having high interest towards business, age factor, not having income and not satisfied with the current job. Second factor is environmental factors such as having tight competition, have strong source of funding, received entrepreneurship education and having facilities available.

Utami (2017) stated that entrepreneur education is the learning in discipline of value, capability, and moral in facing various challenges in order to pursue an opportunity with the various problems that may arise. According to Aladejebi (2018), the main goal of entrepreneurial education in university is for the graduates of the university to have the competency that will give them a chance to be involved in entrepreneurship that can yield income.

An individual’s thoughts, emotion and trait is the overall characteristics in an individual called personality (Baskara,2018). Personality characteristics can be defined as a set of attributes that guides a
person’s way of thinking, way of acting and how a person feels when facing the things he/she faces. Aside from that, personality characteristic plays a role in increasing interest for entrepreneurship and will be useful for entrepreneurship graduates (Taşkı̈n et al., 2018).

Self-efficacy is a person with the ability to achieve what he/she wants (Moraes et al, 2018). Implementing self-efficacy in entrepreneurship requires planning in entrepreneurship, therefore entrepreneurship capability is required to accomplish the task (Li, 2017). In addition, according to Usman & Nia (2019) self-efficacy is a form of an individual’s confidence in facing problems.

Previous research conducted by Voda and Florea (2019) intended to verify the relationship between personality and entrepreneurial education with entrepreneurship interest shows that entrepreneurial education has positive and significant impact towards entrepreneurship interest. Previous research done by Taşkı̈n et al (2018) intended to explain the characteristics of personality that have impact towards entrepreneurship interest shows that personality has positive and significant impact towards entrepreneurship interest. Research result by Li (2017) intended to verify the relationship between entrepreneurial education and self-efficacy on entrepreneurship interest shows that self-efficacy has positive and significant impact towards entrepreneurship interest.

**Relationship Between Entrepreneurial Education and Entrepreneurship Interest**

Aladejebi (2018) stated that entrepreneurial education, firstly, will strengthen student’s positive attitude towards entrepreneurship interest. Secondly, the level of student’s dependency towards the social reference group will decrease, which will give them opportunity to make a clearer decision. Thirdly, entrepreneurial education is intended to help the education participants to develop skills and competency in order to take advantage of entrepreneurship opportunity, therefore, entrepreneur education is often seen as having positive impact towards entrepreneurship interest (Voda & Florea, 2019). Based on the relationship between the variables, therefore the following hypothesis on entrepreneurial education is formulated as follows,

**H1:** Entrepreneurial education has a positive and significant impact on athlete’s entrepreneurship interest
Relationship Between Personality and Entrepreneurship Interest

According to Baskara (2018) personality is the overall characteristics in a person that can be in the form of a person’s feeling, thoughts, emotion and trait. In order to do entrepreneurship, good personality is needed, thus creating positive push to conduct entrepreneurial activities. Therefore, personality is often discovered to have positive impact towards entrepreneurship interest (Taşkın et al(2018). Based on the relationship between the variables, the hypothesis on personality variable is formulated as follows,

\[ H_2 \]: Personality has a positive and significant impact on athlete’s entrepreneurship interest

Relationship Between Self-Efficacy and Entrepreneurship Interest

According to Bandura (1986) in Saraih et al (2018) self-efficacy in entrepreneurship is the ability to modify a person’s belief in accomplishing the tasks needed in order to succeed in a business. A person with self-efficacy will feel more challenged in doing business and will have higher entrepreneurship interest compared to a person with no self-efficacy. Therefore, self-efficacy is often seen as having positive impact on entrepreneurship interest (Li, 2017). Based on the relationship between the variables, the hypothesis on self-efficacy variable is formulated as follows,

\[ H_3 \]: Self-efficacy has a positive and significant impact on athlete’s entrepreneurship interest

From the explanation above, the research model is proposed as follows:
Figure 1. Research Model
Source: Researcher’s data processing, 2021

Method

Type of Research
The type of this research is quantitative research with data processing in the form of numbers, producing systematic data. According to Almeida et al (2017), quantitative data needs to have data that can be quantified through taking several samples that represent the population.

Sample and Population
The population of this research is athletes that are chosen to participate in the Sportpreneur Institution Program. The technique used in this study is saturated sampling technique by using the overall members of the population, which is 31 members.

Data Type, Data Source and Measurement Scale
Data used in this research are primary and secondary data. Primary data is data that is produced independently by conducting independent measurement in the form of observation, questionnaire, interview, and others (Ahyar et al., 2020). In this research, primary data is obtained through online
distribution of questionnaire with the measuring variable using likert scale with five options, which are strongly disagree, disagree, moderately agree, agree, and strongly agree.

Definition of Operational Variable and Questionnaire Question Items

Table 1. Research Operational Variable Definition

| Variable                      | Conceptual Definition                                                                 | Questionnaire Question Items                                                                 |
|-------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Entrepreneurship interest (Y₁) | According to Moraes et al (2018) entrepreneurship interest is a condition whereby an individual gives his/her attention towards certain situation with the intention of reaching the goal in doing business | 1. I am willing to do various things in order to become an entrepreneur  
2. Eventhough I am working in another company, I will not abandon my dream to open my own business  
3. My biggest achievement is having my own business  
4. I will try my best to preserve my business  
5. I would like to open a business in the future |
| Entrepreneurial Education (X₁) Utami (2017) | According to Utami (2017) entrepreneur education is the education in discipline of value, capability and behavior in facing various challenges to pursue the opportunity with the various risks that may arise. | 1. The education given by the university sparks entrepreneurship interest  
2. The education given by the university helps students to discover opportunity in doing business  
3. The university’s education helps athletes to gain more knowledge on entrepreneurship |
| Personality (X₂) Taşkın et al., 2018 | According to Taşkın et al., (2018) personality is a set of attributes that guides a person’s way of thinking, way of acting, and a person’s feeling about what’s happening to them. | 1. Other people often asks for my assistance in doing activities that require creativity  
2. I always put in my all in doing my tasks/assignments  
3. I think of new opportunities for my business in my spare time  
4. I achieve what I expected because I’m lucky |
| Moraes et al (2018) | According to Moraes et al (2018) self-efficacy is a person with the ability to achieve what he/she wants. | 1. I feel that I have the ability to see business opportunities  
2. I feel that I am more persistent compared to others  
3. I always find the solution towards the problem that I’m facing  
4. I always do my tasks well and complete them on time |

Source: Researcher’s data processing, 2021

Data Analysis Method

This research used SPSS analytical tool by using multiple linear regression to analyze in depth in order to determine how far the impact of entrepreneurial education, personality and self-efficacy are on entrepreneurship interest (Prijatno,2014).
Results

Respondent Characteristic

There are 31 respondents in this research. Based on the questionnaire distributed, the data obtained from the respondents is as follows: male respondents took up majority of the research respondents, amounting to 60.79%, and female respondents 26%. Aside from that, in terms of the respondent’s age categories, there are 18.16% of respondents aged 20 years old, 65.39% of respondents aged 21 years old, 10.82% of respondents aged 22 years old and 5.63% of respondents aged 23 years old.

Research Descriptive Variable Analysis

According to Priyatno (2014), descriptive analysis is used to illustrate the data statistics. Subsequently, in order to know respondents’ mean, class interval is used as follows:

| Category          | Likert scale weight | Interval Scale |
|-------------------|---------------------|----------------|
| Strongly Agree (ST) | 5                   | 4.29-5.00      |
| Agree (S)         | 4                   | 3.47-4.28      |
| Moderately Agree (CS) | 3              | 2.65-3.46      |
| Disagree (TS)     | 2                   | 1.83-2.64      |
| Strongly Disagree (STS) | 1             | 1.00-1.82      |

Source: Manik (2017)

The result of this research shows that the respondents’ responses mean on entrepreneurship interest variable is 4.5, which means that all respondents strongly agree to the statements given. The mean for responses on entrepreneurial education variable is 4.51, which means all respondents strongly agree with all the statements given. Respondents’ mean on personality variable is 4.14, which means all respondents agree with all the questions given and the mean of respondents’ responses on self-efficacy variable is 4.1, which means all respondents agree with all the statements given.
Validity and Reliability Test

According to Juliandi et al (2018), validity test is a test used to measure the accuracy and precision of a measuring tool in carrying out its measuring function. Validity criteria can be seen from comparing the pearson correlation coefficient with the significance level. If the sig <0.05, then the questionnaire question will be deemed valid. Based on the research result of the four variables, which are entrepreneurship interest, entrepreneurial education, personality, and self efficacy all have sig values <0.05, therefore all items are deemed valid.

According to Juliandi et al (2018), reliability test is the test to measure how reliable a measurement result is and whether it has good consistency. According to Priyatno (2014), in order to determine whether or not an instrument is reliable can be seen from whether the cronbach’s alpha is more than 0.6, then it will be deemed reliable. The result of the four variables in the research, which are entrepreneurship interest, entrepreneurial education, personality and self-efficacy have cronbach’s alpha of more than 0.6, therefore the variable is deemed reliable.

Multiple Linear Regression

The result of the multiple linear regression calculation in this research is:

\[ Y = 10.296 + 0.314X_1 + 0.029X_2 + 0.372X_3 + e \]

The interpretation of the regression model above is as follows:

1. Constant of 10.296 shows the magnitude of the dependent variable, which is entrepreneurship interest.
2. Regression coefficient \( X_1 \) (Entrepreneurial education) is 0.314, which shows the magnitude of the contribution of entrepreneurial education variable towards entrepreneurship interest. Entrepreneurial education \( (X_1) \) variable coefficient has a positive sign, which means entrepreneurial education has positive impact towards entrepreneurship interest \( (Y) \), with the assumption that other independent variables are constant. This means that the higher entrepreneurial education, the higher entrepreneurship interest.
3. Regression coefficient \( X_2 \) (personality) is 0.029, which shows the magnitude of the contribution of personality variable towards entrepreneurship interest. Personality \( (X_2) \) variable coefficient...
has a positive sign, which means personality has positive impact towards entrepreneurship interest (Y), with the assumption that other independent variables are constant. This means that the higher personality, the higher entrepreneurship interest.

4. Regression coefficient $X_3$ (self-efficacy) is 0.372, which shows the magnitude of the contribution of self-efficacy variable towards entrepreneurship interest. Self-efficacy ($X_2$) variable coefficient has a positive sign, which means self-efficacy has positive impact towards entrepreneurship interest (Y), with the assumption that other independent variables are constant. This means that the higher self-efficacy, the higher entrepreneurship interest.

Normality Test

Normality test is a test conducted to check whether or not in a regression model, its independent as well as dependent variable is already normally distributed (Juliandi et al., 2018). The criteria to determine whether or not it’s already normally distributed can be seen through comparing if its $k$olmogorov $s$mirnov $> 0.05$, then the data is already normally distributed. The result of this research has $k$olmogorov $s$mirnov value of $0.076 > 0.05$, therefore it can be concluded that the data is normally distributed.

Heteroscedasticity Test

Heteroscedasticity test is a testing to examine whether there is variance difference in the residual of one study with the other (Juliandi et al., 2018). If the significance value of each variable is above 0.05, then it can be said as having no heteroscedasticity. The result of this research is that all variables have significance value of above 0.05, therefore it can be concluded that there is no heteroscedasticity.

Multicollinearity Test

Multicollinearity test is a testing to determine whether there is a strong correlation between the regression model and the independent variable (Juliandi et al., 2018). The criteria to determine whether there is multicollinearity can be through the result of the variance inflation factor (VIF). Multicollinearity
can be tolerated if the VIF is less than 10. The research result shows that all variables examined have VIF of less than 10, therefore it can be concluded that there is no multicollinearity on all variables.

**Correlation Coefficient (R) and Determination Coefficient (R²) Test**

Coefficient correlation (R) test is used to measure the magnitude of the independent variables (entrepreneurial education, personality and self-efficacy) towards the dependent variable (entrepreneurship interest) (Juliandi et al, 2018). Determination coefficient (R²) shows the level of tightness between the independent variable and dependent variable. If the R is closer to 1, then the relationship is stronger. Vice versa if the value is closer to 0, then the relationship is weaker. The result of this research shows calculated R of 0.493. This suggests that the correlation between entrepreneurial education (X1), personality (X2), and self-efficacy (X3) is moderate and positive. The impact of independent variable (X) towards dependent variable Y can be seen through the R square result, whereby R square in this research is 0.243. This means that the impact of entrepreneurial education, personality, and self-efficacy variables contribute to 24.3% of entrepreneurship interest, whereby 75.7% of the remaining percentage is affected by other variables outside of this research such as demography, family background, previous entrepreneurship experience, and other factors (Nguyen. et al., 2016).

**F Test**

F test is used to test the significance in order to know whether independent variable (X) have significant impact towards dependent variable (Y). If the sig of F test <0.05, then H₀ is rejected and H₁ is accepted, which means that the independent variable simultaneously have impact towards the dependent variable (Priyatno, 2014). Aside from that, F test is also used for goodness of fit. The sig value result in the F-test research is 0.000<0.05, therefore it can be concluded that the test model used in this study is fitting.

**t-test**

t-test is the significance test used to determine whether the independent variables of the regression model (X₁, X₂ and X₃), which are entrepreneurial education, personality and self-efficacy, partially have significant impact towards the dependent variable (Y), which is entrepreneurship interest. If the t-test is <0.05, then H₀ is rejected and H₁ is accepted, which means that the independent variables partially have
significant impact towards the dependent variable. The result of this research shows that the variables entrepreneurial education and self-efficacy have sig values of $< 0.05$, therefore H1 and H3 of this research is accepted, whereby personality variable has sig value of $0.741 > 0.05$, therefore H2 is rejected.

Discussion

Impact of Entrepreneurial Education on entrepreneurship interest

From the result of t-test, it can be concluded that the first research hypothesis, which is that entrepreneurial education has a positive and significant impact towards athlete’s entrepreneurship interest, and therefore it can be accepted. Institutions highly motivate athlete’s entrepreneurship interest since entrepreneurship curriculum is given by the university from semester 1 to semester 7. Aside from that, institution pushes its athletes, especially start-up guild, to do direct business practice on the field, and provided facility to accommodate the development of the athletes’ businesses that are ongoing. Due to the curriculum and real business practice experience given, it has succeeded in motivating athletes in their entrepreneurship interest, especially IBM-RC major that took part in start up guild. This is in accordance with Li (2017), which is that an individual’s entrepreneurship can be strengthened with individual education and training.

Impact of Personality on Entrepreneurship Interest

From the result of t-test, it can be concluded that the second research hypothesys, which is that personality has positive and significant impact on athlete’s entrepreneurship interest, so that it can be accepted. (Supratman, 2018) stated that entrepreneurship interest is relevant and impacted by personality, which is formed from athletes that tend to have more stable emotion ans sportive nature with regards to their relatively young age. Aside from that, gender is deemed to have impact on personality factor, whereby men tend to be more creative compared to women (Febryana, 2018). Therefore, the result from the respondents of the research that the majority is
male, should relevantly be impacted by personality in terms of the development of entrepreneurship interest.

**Impact of Self-Efficacy on Entrepreneurship Interest**

From the result of t-test, it can be concluded that the third hypothesis of the research, which is self-efficacy has positive and significant and positive impact on entrepreneurship interest, can be accepted. The result of this research supports the results obtained by Moraes et al (2018), whereby athletes from IBM-RC major of the 2017 class and the start-up guild that can increase entrepreneurship interest due to having self-efficacy, which means that the athletes have ability to seize opportunity, have high persistence, good ability to solve problem and to accomplish tasks.

**Managerial Implication**

The result of this research can be used by institutions to evaluate the entrepreneurial education that they provide. Based on the result of this research, it can be seen that the entrepreneurship interest is highly impacted by entrepreneurial education. The benefit of having athletes with high entrepreneurship interest can increase the number of existing entrepreneurs in Indonesia, therefore, the number of jobs in Indonesia will also increase and can absorb more labor force. Institutions that provide entrepreneurial education can make this their competitive advantage, since not all competitors have entrepreneurial education curriculum. The variable “having entrepreneurial education makes athletes realize business opportunities” becomes the lowest indicator, therefore the athlete’s capability can be further improved by the institution so that they are more sensitive towards business opportunities, for example, by giving athletes additional material on theories about how to identify new business opportunities, responsive in looking at business opportunities or invite guest speakers that can give business opportunity insights for the athletes so that their ability to see business opportunities can be improved.
Personality is supposed to be a factor that can encourage entrepreneurship interest, unfortunately, based on the result of this research, it was found that personality is not a factor that significantly affects athlete’s entrepreneurship interest. The result of this research shows that personality indicator receives low score in “ability to innovate”. Therefore, various steps and ways can be taken by institutions so that personality can increase entrepreneurship interest, one of which through improving athlete’s ability to innovate through business case study on business innovation ideas.

Self-efficacy plays an important role in encouraging entrepreneurship interest in athletes. If the athlete has high self efficacy, then the athlete’s entrepreneurship interest and conducting business will be more optimal. Therefore, the athlete’s entrepreneurship interest and business being conducted can help the institution to preserve and achieve the athlete’s business target. Based on the research result, self-efficacy indicator that obtained the lowest score is “having high perseverance”. Therefore, in order to improve students’ perseverance, institutions can set challenging targets for the athletes through theoretical or practical business assignments, so that the athlete’s perseverance in doing entrepreneurship activities can improve.

Conclusion

1. Athlete’s entrepreneurship interest is positively and significantly affected by entrepreneurial education.
2. Athlete’s entrepreneurship interest is not affected by personality.
3. Athlete’s entrepreneurship interest is positively and significantly affected by self-efficacy.

Suggestions and Limitations

This research has limitations such as the questionnaire distribution that was done online, therefore the respondents’ seriousness in answering the researcher’s questions couldn’t be witnessed in person by
Aside from that, another limitation in this research is that the researcher did not use all variables that affect entrepreneurship interest.

Suggestion for future institutions is to give additional theory on how to identify business opportunity, ways to be more sensitive in looking at business opportunities, or giving business opportunity insights by inviting speakers that are competent in their fields. Suggestion for future researcher is to study other variables that have not been used in this research and to use other indicators in this research.

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