

Determinant Factors Affecting the Introduction of Entrepreneurs to Overcome Intellectual Prevention: A Case Study at Faculties of Economics of Private Universities in Medan

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Keywords: Student Entrepreneurship, Determinant Factor, Internal Factor, External Factor, Contextual Factor, and Entrepreneurial Interest.

Abstract: The background of this research is the lack of graduates who dare to start entrepreneurial activities. The interest in student entrepreneurship is still lacking. The increase in the number of undergraduate graduates who are not comparable to the capacity of work available in the company will become a national problem resulting in many educated unemployed. The world of education, especially universities, has educated students and prepared graduates to study entrepreneurship and make entrepreneurship a part of the curriculum offered, but efforts to incorporate entrepreneurship education into the college curriculum are not always balanced by students' intention to do business. The purpose of this study is to describe the actual conditions of the determinants that influence students' entrepreneurial interests and form a method of approach to increase students' entrepreneurial interest in overcoming intellectual unemployment. This research will be conducted at six Private Economics Faculties in Medan City. This study uses a descriptive approach, primary data obtained from questionnaires of 100 selected respondents. This study concludes that partially internal factors influence the interests of entrepreneurship a lot, while external and contextual factors do not affect. Simultaneously the three variables, namely internal, external, and contextual, have an influence on the interest in entrepreneurship, but the effect is very small, which is only 15.8%, meaning that in general the interests of entrepreneurs are relatively low.

1 INTRODUCTION

Students as youth and the younger generation are the backbone of national development. The future of the nation and the ideals of a just and prosperous society rest on the shoulders of young people. This is certainly not an easy task; therefore, youth empowerment needs to be done and must receive special attention. This can be done by developing abilities, skills and characters that must be carried out continuously. Without special attention, the younger generation might be a burden to the State.

The world of labor competition is increasing rapidly, and this is inversely proportional to the availability of employment, which certainly makes the unemployment rate in Indonesia still high. In relation to the quality of human resources, education is considered as a means to improve the quality of

human resources themselves. Good education is expected to be able to provide good human resources. But in reality, currently education is also considered to be closely related to unemployment, especially educated unemployed workers.

Based on Central Agency data North Sumatra Statistics (BPS), the unemployment level of college graduates especially in North Sumatra is still quite large and dominating. In 2016, it increased 6.22% from 2015 by 5.34% (BPS, 2016). This means that university graduates in North Sumatra are the highest education level contributing 6,22% unemployment. This number can be a sign that it turns out that university graduates do not guarantee someone has a job.

Based on current conditions, the profession as an entrepreneur seems to be one of the right solutions. People no longer depend on the work available but start thinking about how to make it create their own

jobs. The government also began to intensively launch the National Entrepreneurship Movement. The entrepreneurial Student Program was actually launched by the Director General of Higher Education of the Ministry of Education and Culture in 2013.

The Entrepreneurial Student Program (PMW) which will be implemented and developed by tertiary and private tertiary institutions aims to provide knowledge and skills, attitude and entrepreneurship based on science and technology to students so that they can change the mindset of job seekers to create jobs. This program is also expected to reduce the unemployment rate of college graduates.

Based on the fundamental problem, namely the lack of student entrepreneurship, the low interest of students in entrepreneurship, and the lack of institutional intervention in improving student entrepreneurship, researchers felt interested in conducting research entitled "Determinants of Influencing Entrepreneurial Interest to Overcome Intellectual Student Unemployment of Faculty of Economics, in Private Universities in Medan City.

The formulation of problem in this research is how is the influence of Internal, External, and Contextual Factors on student entrepreneur interest.

2 METHODOLOGY

2.1 Research Design

The object and scope of this study are external factors, internal, contextual, and entrepreneurial interests. The research method used in this research is explanatory research. Explanatory research method is a research used to obtain description, description systematically, factual and accurate about facts, nature and relationship between variables studied (Sekaran and Bougie: 2010)

2.2 Variable Operationalization

Internal factors, namely personal skills about the problem of how we manage ourselves. External factors, namely social skills related to how we deal with a relationship, contextual factors, namely academic support by teaching entrepreneurship courses taught through education and training, and interest in Entrepreneurship is an interest in students in entrepreneurship. The variable operation used is the Linkert scale.

2.3 Population and Sample

The populations in this study are the Faculty of Economics students who have obtained courses entrepreneurship at the Islamic University of North Sumatra, Muhammadiyah University of North Sumatra, Muslim Nusantara University, Alwasliyah University, Sari Mutiara University, Nomensen University, Darma Agung University, and Methodist University, with sampling techniques using Slovin formula and obtained 100 respondents.

2.4 Testing Research Instruments

Testing the research instrument aims to test the quality of the data whether the items stated in the questionnaire are adequate and in accordance with conditions in the field or not. In this study used the validity test and reliability test.

To find out items that are valid and invalid, it is done by comparing the value of r count with r table at the level of trust 95%, in other words the error rate tolerated (α) in this study is 5%. If the value of $r_{itung} > r_{table}$ then the instrument item is declared valid, and vice versa if the value of $r_{count} < r_{table}$ then the instrument item is declared invalid, $n = 100$ then the r table is obtained 0, 194. In this study, all items in question are valid because $r_{count} > r_{table}$.

A variable is said to be reliable or cannot be seen from the cronbach Alpha r value. If the value of $r > 0.60$, the instrument is declared reliable (Imam Ghazali, 2001, p. 42). The reliability test results in this study show the value of cronbach's $\alpha > 0.60$, so that all indicators of each variable in the questionnaire are reliable. It means that all the questionnaires in this study are reliable questionnaires.

2.5 Data Analysis Technique

The data analysis technique used in this study is Descriptive Statistics, Multiple Linear Regression Analysis, Classical Assumption Tests, and Hypothesis Tests.

2.5.1 Test Descriptive Statistics

The results of the descriptive statistics are shown below:

Table 1: Test Descriptive Statistics.

	N	Min	Max	Mean	Std. Deviation
Internal	100	42	70	58.38	5.799
external	100	32	57	43.21	6.021
contextual	100	35	68	53.20	6.153
Interest	100	43	65	52.77	4.807
Valid N (listwise)	100				

2.5.2 Description of Variable Interest in Entrepreneurship (Y)

Data on Entrepreneurial Student Interest variables were obtained through questionnaires with the number of respondents 100 students. This variable uses research indicators, namely interest in entrepreneurship, independence, social environment, and a good future with a total of 13 statements.

This study uses a Likert Scale with 5 alternative answers from strongly agree to strongly disagree. Data analysis using computer program assistance shows that the Entrepreneurial Student Interest variable has the lowest value of 43 and the highest value of 65; The mean value is 52.77; and the standard deviation value is obtained at 4,807. The variable Interest in Entrepreneurship is high.

Table 2: Tendency Categories of Variable Frequency Student Interest.

No.	Interval	Frekw	%tase	category
1.	> 47,66	90	90%	High
2.	30,34 s/d 47,66	10	10%	Midle
3.	< 30,34	0	0%	Low
Total		100	100%	

Based on the calculation of the data tendency of Entrepreneurial Student Interest, out of 100 respondents, 90% of respondents are in the high category, 10 respondents in the moderate category (10%), and no respondents in the low category. These results indicate that respondents' assessment of the variable Interest in Entrepreneurship is high.

2.5.3 Description of Internal Factor Variables (X1)

Data on Internal Factor variables were obtained through questionnaires with the number of

respondents 100 students. This variable uses research indicators, namely attitudes and personalities with a total of 14 statement. This study uses a Likert Scale with 5 alternative answers from strongly agree to strongly disagree. Data analysis using computer program assistance shows that the Internal Factor variable has the lowest value of 42 and the highest value of 70; The mean value is 58.38; and the standard deviation value is obtained at 5.799

Table 3: Frequency Trend Category Internal Factor Variables.

No.	Interval	Frekw	%tase	Category
1.	> 51,33 32,67 s/d	89	89%	High
2.	51,33	11	11%	Midle
3.	< 32,67	0	0%	Low
Total		100	100%	

Based on the calculation of the data tendency of the Internal Factor variable, out of 100 respondents, 90% of respondents are in the high category, 11 respondents in the moderate category (11%), and no respondents in the low category. These results indicate that respondents' assessment of the Internal Factor variable is high.

2.5.4 External Variable Description (X2)

External factor variable data were obtained through questionnaires with the number of respondents 100 students. This variable uses research indicators, namely attitudes and personalities with a total of 12 statement. This study uses a Likert Scale with 5 alternative answers from strongly agree to strongly disagree. Data analysis using computer program assistance shows that the Internal Factor variable has the lowest value of 32 and the highest value of 57; The mean value is 42.21; and the standard deviation value obtained is 6.021.

Table 4: Frequency Trend Category External Factor Variables.

No.	Interval	Frekw	%tase	Category
1.	> 44	34	34%	High
2.	28 s/d 44	66	66%	Midle
3.	< 28	0	0%	Low
Total		100	100%	

Based on the calculation of the data tendency of the External Factor variable, out of 100 respondents, 34% of respondents are in the high category, 66% of respondents in the moderate category, and no respondents in the low category. These results indicate that respondents' assessment of the External Factor variable is moderate.

2.5.5 Contextual Variable Description (X3)

This variable uses research indicators, namely attitudes and personality with a total of 14 statements. This study uses a Likert Scale with 5 alternative answers from strongly agree to strongly disagree. Data analysis using computer program assistance shows that the Internal Factor variable has the lowest value of 35 and the highest value of 68; The mean value is 53.20; and the standard deviation value is obtained at 6.153.

Table 5: Frequency Trend Category Variable Contextual Factor.

No.	Interval	Frekw	%tase	Category
1.	> 51,33 32,67 s/d	66	66%	High
2.	51,33	34	34%	Midle
3.	< 32,67	0	0%	Low
Total		100	100%	

Based on the calculation of the data tendency of the Contextual Factor variable, out of 100 respondents, 66% of respondents are in the high category, 34 respondents in the moderate category (34%), and no respondents in the low category. These results indicate that respondents' assessment of the Contextual Factor variable is high.

2.6 Multiple Linear Regression Test

Data analysis in this study uses multiple linear regression analysis. Based on the data above, the following multiple linear regression equations are obtained:

$$Y = 32,097 + (0,263) \text{ Internal} + (0.117) \text{ External} + (0.005) \text{ Contextual} + e \tag{1}$$

From the results of multiple linear regression, it can be concluded:

- a) 2,097 shows that if the Internal, External, and Contextual variables are zero (0), the value of Entrepreneurship Interest is 32,097.

- b) 0.263 shows that if the Internal variable is increased by 100%, the value of Entrepreneurship Interest increases to 26.3%
- c) 0.117 indicates that if the External variable is increased 100%, the value of Entrepreneurship Interest increases to 11.7%.
- d) 0.005 shows that if the contextual variable is increased 100%, the value of Entrepreneurship Interest increases to 0.50%

2.7 Test the Hypothesis Partially (t-test)

This test is done to test whether the independent variables (X); Internal, External, and Individual contextualls have a positive and significant influence or not on the dependent variable (Y), namely Entrepreneurship Interest.

The criteria for acceptance/rejection are as follows:

- 1) If count > t-table, Ho is rejected the meaning is influential.
- 2) When calculating < t-table, Ho is accepted which means there is no effect.

From the results of the t test, it is produced as follows:

- a) Internal factors tcount > t table = 3.078 > 1.985 can be concluded that the variable X1 has a contribution to Y. The value of positive t indicates that the variable X1 has a relationship that is in line with Y, and the significance is 0.003 < 0.05. It is stated that H1 is accepted and Ho is rejected at $\alpha = 5\%$ which shows that partially Internal Factors affect the Interests of Entrepreneurship. The value of the Beta coefficient standard is 0.317, which explains the influence of Factors Internal to Entrepreneurial Interest at 3.17%.
- b) External factors tcount < ttable = 1.391 < 1.985 can be concluded that the variable X2 does not have a contribution to Y, and the significance is 0.168 > 0.05. This is stated that Ho accepted means that there is no influence of External Factors on Entrepreneurship Interest.
- c) Contextual factors tcount 0.063 < 1.391 can be concluded that variable X3 does not have contribution to significance = 0.950 > 0.05. This is stated that Ho meaning has no influence on the Factors Contextual Entrepreneurship.

2.8 Simultaneous Test (Test F)

This test is conducted to determine whether or not there is an influence between the independent

variables namely Entrepreneurship Education, Family Environment, Personality towards the dependent variable namely Entrepreneurial Interest used by the F test.

From the results of the analysis, it is known that the value of $F_{count} > F_{table}$ is $6.002 > 2.699$, and the significant value is $0.001 < 0.05$. This means that H_0 is rejected. If H_a is accepted, it can be concluded that Internal Factors, Factors External, and Contextual Factors significantly influence the Interests of Entrepreneurship together.

2.9 Determination Coefficient

This test is done to see how big the independent variable is able to explain dependent variables. Based on the table above, it is known that the coefficient of determination (R Square) is equal to 0.158 or 15.8%. This means that Internal, External, and Contextual Factors in explaining Entrepreneurial Interest are 15.8%, while the remaining 84, 2% is explained by other factors which are not included in this study.

3 ANALYSIS

3.1 Analysis of Factor Influencing Internal against Interest Entrepreneurship

The results of statistical tests between internal factors and entrepreneurial interests obtained $t_{count} > t_{table}$ are $3.078 > 1.985$ ($sig = 0.003 < 0.05$) which indicates that internal factors influence entrepreneurial interests. Of the 14 questions about internal factors (attitudes and personality), 93% agreed that students dare to accept challenges and business opportunities, they need freedom for example the freedom to use time, that is, we can determine time flexibly at work but remain committed to completing tasks and responsibility at work. This is in line with the statement from Siswadi (Siswadi, 2013) stating that freedom in work is a work model where a person does a little work but gets great results. An entrepreneur will have free time for himself, not bound by working hours as employees in the company (points 1-6, 8-14). 7% answered that neutral/ hesitant would work with risk as well as the potential for large profits compared to the risks and potential profits small/ ordinary, meaning that students have not dared to take risks (point 7).

Kurnianto and Sulistya (Kurnianto and Sulistya, 2012) stated that to be able to develop students'

interest in making a career as an entrepreneur, efforts are needed to improve their personality factors. Personality factors include the need for achievement, locus of control, friendship with uncertainty, and courage to take risks and confidence. These personality factors can be nurtured and improved through the development of their soft skills. In addition, curriculum improvement, learning and teaching methods still need to be addressed.

3.2 Effect of External Factors on Entrepreneurial Interest

From the results of the statistical test between external factors and entrepreneurial interests, $t_{count} < t_{table}$ is $1.391 < 1.985$ ($sig = 0.168 > 0.05$) which indicates that external factors have no effect on Entrepreneurial interest. Of the 12 questions about external factors (family and environment social), 8% of students who answered agreed (point 12) that students were sure they could manage time well between matters personal, college/ academic, running a business and getting along with the environment, and 92%, answering neutral / showing doubts (point 1-11), because the factor of work of parents still has a considerable influence, where there are still many parents who work as employees also expects their children to work as employees who are considered to have a lower risk than being entrepreneurs. Conversely, parents who work as entrepreneurs are believed to be able to become role models (entrepreneurial role models) that will shape children's interest in entrepreneurship in the future (Galoway, et al., 2006).

3.3 The Effect of Contextual Factors on Entrepreneurial Interest

From the results of statistical tests between contextual factors and entrepreneurial interests, $t_{count} < t_{table}$ is $0.063 < 1.985$ ($sig = 0.950 > 0.05$), which indicates that the contextual factor has no effect towards Entrepreneurial interest. Of the 14 questions about factors contextual (Educational support, Experience and debriefing entrepreneurship), 76% (Points 1-9, and 11-14) agree that entrepreneurial knowledge and skills obtained from formal and non-formal education are important factors for running a business. Besides, curriculum and learnings which focuss more on mastering the theory than practical application which are in synergy with learning methods and facilities at the Faculty of Economics can optimize the improvement of student's abilities/ competencies which contain knowledge about values, spirit, spirit,

attitude, behavior in order to have entrepreneurial thinking, socialism - economy, in order to be able to experience entrepreneurship and entrepreneurship gain empirical experience from previous entrepreneurs, equip production techniques to get it produce or produce products in the form of goods, services or ideas, anticipation techniques for various possible things in entrepreneurship in the form of problems, problems and other risks.

University and Faculty facilitate the growth of entrepreneurship new by providing laboratory, gallery, program incubators, training, workshops and the like, allocate internal budget to support Entrepreneurship courses and the growth of new entrepreneurs. 24% (point 10) answered neutral / showing doubt, that curriculum and learning at the Faculty of Economics are still interested emphasize mastery of theory compared to the application of practice, where the lecturer becomes the center teacher centered learning must be more competent and skilled in running the Entrepreneurship Course. The educational approach sees that this condition occurs because of weak entrepreneurship education in schools and colleges. Whether viewed from the aspect of curriculum, instructor, learning process, learning facilities, sources of learning and evaluation, the implementation of entrepreneurship education still has fundamental problems (Rianti, 2003).

3.4 Effects of Internal, External, and Contextual Factors

From the results of statistical tests between internal, external, and contextual factors with entrepreneurial interests obtained $F_{count} > F_{table} = 6,002 > 2,699$ and significant value = $0,001 < 0,05$, it is seen that Internal Factors, External Factors, and Contextual Factors significantly influence the Interests of Entrepreneurship together. Of the 13 questions about entrepreneurial interest (General attitude towards entrepreneurial activity, Specific awareness to like entrepreneurial activities, feeling happy with entrepreneurial activities, and Entrepreneurial activities have important meaning for individuals), 100% agree; it means that students have a high interest if internal, external and contextual factors are very supportive.

The value of the determination coefficient (R Square) is 15.8%. It can be said that the interest of Faculty of Economics students in Medan City for entrepreneurship is generally relatively low. This is indicated by the lack of individuals and groups entrepreneurial students; low student involvement in training, debriefing, seminars and the like inside and

outside the campus environment; and the lack of a business proposal submitted/ competed, individual characteristics, family environment and socio-demography and academic support are the most dominant factors determining the high and low interest of student entrepreneurs. The tendency of high interest in student entrepreneurship is due to there is a feeling of being more free, independent and productive when entrepreneurship; love to work according to personal intuition; confidence in ability and self-potential; and the courage to accept challenges and take risks. The low interest in student entrepreneurship is because the majority of parents and families work as civil servants and private employees so that they direct their children to continue their careers in the formal sector. Public perception that social status and welfare guarantees employees are better than entrepreneurs also make student entrepreneurial interests low. The climate of entrepreneurial learning is still dominated by theoretical aspects and is also one of the factors that influences the low interest of student entrepreneurs. Students do not have field orientation and experience because the learning model is still conventional. Facilities in the form of physical, capital, and programs that can be accessed on campus internally are available but relatively limited that it does not support the student entrepreneurship interest.

Some ways that can be done to increase student entrepreneurship interests include (a) increasing the frequency of entrepreneurial practices, socialization and access to information about entrepreneurship on campus internally as well as possible to the widest possible extent. student, (b) implementing periodic contextual learning in the form of field studies in Micro, Small and Medium Enterprises (MSMEs) in the campus area, especially those owned and managed by alumni. (c) providing and completing entrepreneurial facilities on campus such as laboratories, galleries, workshops and the like, (d) holding special programs such as business incubators and competitions writing business plans for students (business plans) with certain prizes / bonuses that have an impact in increasing entrepreneurial interest and skills, (e) allocating adequate budget to groups of students who after certain selection meet the requirements and have prospects for developing businesses, and (f) building integrated entrepreneurship development networks with local stakeholders who have similar programs such as Dinas Industry and Trade Cooperatives, Bank Indonesia and the Chamber of Commerce and Industry in Medan City (Herwin Mopangga: 2014).

4 CONCLUSIONS AND SUGGESTIONS

4.1 Conclusion

Based on the data analyzed, conclusions can be drawn as follows:

- a) Internal factors influence the interest in entrepreneurship.
- b) External Factors do not affect the Interests of Entrepreneurship.
- c) Contextual factors do not influence the interests of entrepreneurship.
- d) Internal Factors, External Factors, and Contextual Factors significantly influence the Interests of Entrepreneurship together.

4.2 Suggestion

From the results of the conclusions above, the suggestions can be put forward as the following:

- a) There needs to be new innovations in entrepreneurship learning that are more creative by giving not only theory but also direct practice in the field for entrepreneurship which makes it one of the consideration values for entrepreneurship courses.
- b) Parents as the first-place for children to get education must provide examples and motivation for children to become entrepreneurs because the environment family has a positive effect on the interest in entrepreneurship.
- c) Based on the results of this study, internal factors have a positive and significant effect on the interest in entrepreneurship so that students have to change the mindset of job seekers to become job creators
- d) Universities and Faculties must provide facilities and infrastructure as a place for students to channel their entrepreneurial interests.

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