



THE INFLUENCE OF ENTREPRENEURSHIP LEARNING AND MOTIVATION ON STUDENTS' MANAGERIAL ABILITIES

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ABSTRAK

Untuk bersaing di dunia kerja, mahasiswa harus memiliki keterampilan lain diluar pengetahuan akademis. Salah satu keterampilan yang harus dimiliki oleh mahasiswa adalah keterampilan manajerial. Pengembangan keterampilan ini didukung oleh pendidikan kewirausahaan dan motivasi. Penelitian ini meneliti hubungan antara pendidikan kewirausahaan, motivasi kewirausahaan, dan keterampilan manajerial siswa. Tantangan seperti kurangnya pengalaman praktis, keterbatasan integrasi keterampilan berorganisasi ke dalam kurikulum, dan motivasi rendah akibat lingkungan belajar yang tidak mendukung menghambat pengembangan kemampuan manajerial siswa. Data dikumpulkan melalui total sampling menggunakan pendekatan kuantitatif dengan metode deskriptif dan korelasional. Kuesioner yang menggunakan skala Likert digunakan untuk mengukur variabel. Temuan penelitian mengungkapkan hubungan positif yang signifikan antara pendidikan kewirausahaan dan motivasi kewirausahaan pada keterampilan manajerial siswa, baik secara individu maupun kolektif. Hasil ini menggarisbawahi pentingnya membina pengalaman belajar praktis dan meningkatkan dukungan motivasi dalam lingkungan pendidikan untuk mengembangkan kompetensi manajerial siswa. Penelitian ini memberikan wawasan berharga bagi para pendidik dan pengembang kurikulum untuk merancang program yang secara efektif mengintegrasikan pembelajaran dan motivasi kewirausahaan untuk memperkuat kemampuan berorganisasi.

Kata kunci: *pendidikan kewirausahaan; motivasi kewirausahaan; keterampilan manajerial; pembelajaran praktis; pengembangan siswa.*

ABSTRACT

To compete in the world of work, students must have other skills beyond academic knowledge. One of the skills that students must have is managerial skills. The development of these skills is supported by entrepreneurship education and motivation. This study examines the relationship between entrepreneurship education, entrepreneurial motivation, and students' managerial skills. Challenges such as insufficient practical experience, limited integration of organizational skills into the curriculum, and low motivation due to unsupportive learning environments hinder the development of students' managerial abilities. Data were collected through total sampling using a quantitative approach with descriptive and correlational methods. A questionnaire employing a Likert scale was used to measure the variables. The findings reveal a significant positive relationship between entrepreneurship education and entrepreneurial motivation on students' managerial skills, both individually and collectively. These results underscore the importance of fostering practical learning experiences and enhancing motivational support in educational settings to develop students' managerial competencies. The study provides valuable insights for educators and curriculum developers to design programs that effectively integrate entrepreneurial learning and motivation to strengthen organizational abilities.

Keywords: *entrepreneurship education; entrepreneurial motivation; managerial skills; practical learning; student development*

INTRODUCTION

In an era of increasingly fierce global competition, students are expected not only to possess strong academic knowledge but also proficient managerial skills to meet the challenges of the workforce. Managerial skills encompass abilities in planning, decision-making, leadership, and effective resource management, which are key factors in individual success in the business and industrial world (Schermerhorn & Bachrach, 2023). One of the factors contributing to the development of these skills is entrepreneurship education, which is designed to equip students with practical skills, an innovative mindset, and the readiness to take risks in the business world (Kuratko & Audretsch, 2022). Furthermore, motivation plays a significant role in shaping students' readiness to develop their managerial skills (Ryan & Deci, 2020).

Managerial ability refers to skills necessary for planning, organizing, leading, and controlling resources to achieve organizational goals effectively and efficiently. According to (Burhanuddin et al., 2021) managerial skills consist of three main types: technical, interpersonal, and conceptual. Technical skills relate to understanding specific operational processes; interpersonal skills involve communicating and motivating others; and conceptual skills encompass the ability to view the organization as a whole and understand the relationships between its components within a complex system. (Fauziah et al., 2024) also, managers play various roles, including interpersonal, informational, and decision-making. In entrepreneurship, managerial skills are crucial for managing resources, identifying opportunities, and addressing business challenges and risks. These abilities are acquired through formal education and direct experience leading teams, managing projects, and navigating real business situations.

Furthermore, managerial abilities are influenced by both internal and external factors, such as education, experience, and the work environment. (Karomah & Widiyono, 2022) add that emotional intelligence also significantly supports managerial abilities, particularly in building productive relationships with team members and stakeholders. Therefore, higher education institutions must provide opportunities for students to develop these skills through experiential learning approaches, such as case studies, simulations, and internship programs. This approach prepares students to face increasingly complex and dynamic business challenges.

While entrepreneurship education is an educational process designed to develop the skills, knowledge, and attitudes that support an individual's ability to recognize business opportunities and manage ventures. Importantly, entrepreneurship education focuses on transferring theoretical knowledge and emphasizes developing practical skills through direct experiences, such as business simulations, internships, or entrepreneurial projects. This approach aims to cultivate creative, innovative individuals who navigate risks in a dynamic business environment.

Furthermore, Gibb (1993) emphasizes that entrepreneurship education should be designed holistically, encompassing cognitive, affective, and psychomotor aspects. Active learning methods, such as problem-based learning (PBL) and experiential learning, are key strategies for encouraging students to understand and apply entrepreneurial concepts. Therefore, higher education institutions play a crucial role in creating a learning ecosystem that supports the development of entrepreneurial skills, preparing students to face challenges and seize opportunities in the competitive business world.

Entrepreneurial learning catalyzes enhancing students' skills through a practice-based approach and real-world case studies. An entrepreneurship-based curriculum teaches business theory and encourages students to engage directly in business simulations, startup projects, and leadership training, which can strengthen their managerial skills (Hisrich et al., 2021). Furthermore, research has shown that students with experience in entrepreneurship programs

exhibit higher levels of creativity, improved problem-solving abilities, and greater adaptability in making business decisions (Ratten, 2022).

On the other hand, motivation is also a crucial factor in developing students' managerial skills. Intrinsic motivation, such as the desire to achieve personal goals and pursue self-development, and extrinsic motivation, such as rewards and recognition, can encourage students to engage more actively in learning and honing their skills (Ryan et al., 2021). Previous studies have shown that students with high levels of motivation in learning tend to demonstrate significant improvements in leadership skills, communication, and adaptability in dynamic business environments.

Entrepreneurial motivation is the internal and external drive that influences individuals to start, run, and develop a business. (Alifia & Dwiridotjahjono, 2019), entrepreneurial motivation is often linked to the need for achievement, where individuals are driven to succeed through effort and hard work. Factors such as the desire for independence, the pursuit of opportunities, and the ability to overcome challenges are key drivers in taking risks and managing a business effectively.

Additionally, entrepreneurial motivation can be influenced by environmental factors, social support, and personal experiences. According to (Setyoningrum et al., 2023), the importance of self-efficacy in building entrepreneurial motivation is emphasized, as individuals who believe in their abilities tend to be more confident and courageous in starting a business. Therefore, universities and training institutions strategically foster this motivation through education, mentoring, and entrepreneurship development programs.

However, although the importance of entrepreneurship education and motivation in building managerial skills has been widely recognized, research exploring the direct relationship between these factors in higher education remains limited. Most previous studies have focused primarily on the impact of entrepreneurship education on students' entrepreneurial intentions without examining how this education directly shapes their managerial skills (Khamimah, 2021). Moreover, research on the role of motivation in the development of managerial skills tends to be general, failing to highlight how the combination of entrepreneurship education and motivation can synergistically enhance students' managerial abilities more effectively.

Based on the data, entrepreneurship education in Indonesia still attracts very few enthusiasts. This is evident from the data, which shows that the highest number of entrepreneurs comes from the elementary school education level.

Table 1. The Number of Entrepreneurs in Indonesia Based on Highest Education and Business Status (Agustus, 2023)

Data Name	Trying on My Own	Assisted by Temporary Workers	Assisted by Permanent Workers
Never Been to School	430.539	573.582	23.712
Did not Finish elementary School	4,72 Million	3,53 Million	351.530
Primary school	9,29 Million	7 Million	956.708
Junior High School	6,22 Million	3,65 Million	753.562
High School	6,36 Million	3,08 Million	1,09 Million
Vocational High School	3,27 Million	1,26 Million	517.580
Diploma	541.596	182.087	150.177

Source: Databoks (Adi Ahdiat, 2023)

Based on educational background, most entrepreneurs in Indonesia currently come from elementary school (SD) graduates. According to data from the Central Statistics Agency (BPS), in August 2023, approximately 17.2 million entrepreneurs had only completed elementary school education, accounting for 30.52% of Indonesia's total number of entrepreneurs. This group of entrepreneurs is divided into several categories: 9.3 million individuals who run businesses independently as novice entrepreneurs, 6.9 million individuals who operate with the help of temporary or unpaid labor, and 956 thousand individuals who run businesses with the assistance of permanent or paid labor as established entrepreneurs. On the other hand, entrepreneurs with a diploma (DI/II/III) background are relatively few, numbering only around 873 thousand individuals, or 1.55% of the total national entrepreneurs. Additionally, entrepreneurs who have never received formal education or are university graduates also tend to be fewer.

This study aims to fill the gap in the literature by exploring how entrepreneurship education and motivation enhance students' managerial skills. By understanding the relationship between these two variables, this research is expected to provide comprehensive insights for educational institutions in designing more effective entrepreneurship curricula and learning strategies to boost students' motivation to develop their managerial skills. Consequently, the findings of this research are expected to contribute to the development of human resources who are better prepared to face the challenges of the competitive industry and business world.

RESEARCH METHODS

The approach used in this research is a quantitative approach with a survey method, with the unit of analysis being 43 students. The sampling technique used is total sampling because the research population is less than 100 respondents. Data were collected using instruments with a 5-point Likert scale. The collected data were analyzed using SPSS 26 software. Data testing is conducted through prerequisite stages, including normality and homogeneity tests. Before conducting the prerequisite tests, validity and reliability tests are first carried out. To test the hypothesis, multiple linear regression is used, which aims to analyze the influence of independent variables on the dependent variable, both partially and simultaneously.

RESULT AND DISCUSSION

Result

Instrument Test Results

Validity Test of the Entrepreneurship Learning Instrument, Entrepreneurial Motivation, and Managerial Ability of Buddhist Students. Based on the results of the validity test for the instrument measuring the relationship between entrepreneurship learning, entrepreneurial motivation, and managerial ability among Buddhist students, it was valid out of 120 statement items, 102 were valid.

Reliability Test of the Entrepreneurship Learning Instrument, Entrepreneurial Motivation, and Managerial Ability of Buddhist Students. The reliability coefficients were determined based on the reliability test for the variables of entrepreneurship learning, entrepreneurial motivation, and students' managerial skills. The reliability analysis, conducted using Cronbach's Alpha in SPSS 26, indicates that the instruments are reliable. Based on these findings, it can be concluded that the instruments used by the researcher have met the requirements for both validity and reliability.

Table 2. Instrument Reliability Output

Reliability Statistics		
	Cronbach's Alpha	N of Items
Entrepreneurship Learning	.955	40
Entrepreneurial Motivation	.750	41
Student's Material Ability	.746	41

Source: SPSS 26 Software

Normality Test

The results of the Kolmogorov-Smirnov test indicate that the data for variables X1 and X2 are not normally distributed, as their significance values fall below the required threshold. In contrast, variable Y approaches a normal distribution with a significance value close to the accepted threshold. Therefore, for further analysis, it is necessary to consider non-parametric statistical methods or perform data transformations to meet the normality assumption.

The results of the normality test, calculated using the One-Sample Kolmogorov-Smirnov test, are presented in the table below:

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test				
		X1	X2	Y
N		79	79	79
Normal Parameters	Mean	1.2963E2	1.2333E2	1.1652E2
	Std. Deviation	1.83828E1	1.64984E1	1.34172E1
Most Extreme Differences	Absolute	.170	.144	.118
	Positive	.170	.144	.115
	Negative	-.113	-.111	-.118
Kolmogorov-Smirnov Z		1,507	1,507	1.284
Asymp. Sig. (2-tailed)		.021	.021	.074

a. Test distribution is Normal.

Source: SPSS 26 Software

The results of the Homogeneity of Variances test indicate that the variance of the data for the entrepreneurship learning instruments, entrepreneurial motivation, and students' managerial skills is homogeneous. This is evidenced by the significance value exceeding the required threshold, satisfying the assumption of homogeneity of variances. Consequently, the data can be further analyzed using parametric statistical methods, which rely on this assumption. For clarity, the results are presented in the following table:

Table 4. Homogeneity Test

Test of Homogeneity of Variances			
Validity Test of Entrepreneurship Learning Instruments, Entrepreneurial Motivation and Student Managerial Abilities			
Levene Statistics	df1	df2	Sig.
1.125	27	210	.251
1,055	25	210	.362

Source: SPSS 26 software

Table 5. Regression Equation Output

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	24,601	7,819		3.146	.003
	X	.797	.056	.882	14,237	.000

a. Dependent Variable: Y

Source: SPSS 26 Software

The results of the coefficient analysis indicate that variable X has a significant influence on the dependent variable Y. The unstandardized regression coefficient reflects the magnitude of X's influence on Y, while the standardized coefficient represents this influence on a standardized scale. A high t-value and a very low significance level demonstrate that the relationship between variables X and Y is both strong and statistically significant. Therefore, X is an important predictor of Y.

Table 6. Output Analisis Anova

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19929.645	21	949,031	41,554	.000
	Residual	1301.798	58	22,839		
	Total	21231.443	79			
2	Regression	24618.913	21	1172.329	38,416	.000
	Residual	1739.441	58	30,517		
	Total	26358.354	79			

a. Predictors: (Constant), X1, X2

b. Dependent Variable: Y

Source: SPSS 26 Software

The results of the ANOVA test indicate that the regression model used is significant in explaining the variation in the dependent variable (Y). The high F-value and very low significance level demonstrate the overall regression model has strong predictive ability for variable Y based on the independent variables X1 and X2. Therefore, it can be concluded that the relationship between the independent and dependent variables is significant, and the model used is reliable for further analysis.

Table 7. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	32.100	4.917		6.528	.000
X1	.651	.038	.892	17.337	.000
(Constant)	26.358	5.051		5.218	.000
X2	.731	.041	.899	18.007	.000

Source: SPSS 26 Software

Table 8 Analysis of Determination Coefficient (R2)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.892 ^a	.796	.793	6.09824
2	.899 ^a	.808	.806	5.91557
3	.900 ^a	.809	.804	5.93499

a. Predictors: (Constant), X1,X2
 b. Dependent Variable: Y

Source: SPSS 26 Software

Discussion

The analysis of the coefficient of determination is used to assess how well the sample data fits the model. Based on this analysis, the percentage of the influence of the independent variable, Marketing Influencer, on the dependent variable, Purchase Decision, was determined, with an R-squared value of 0.778. This indicates that the independent variable accounts for 77.8% of the influence on the dependent variable, while the remaining 22.2% is influenced by other factors not included in the study.

The summary results of the presented model demonstrate a strong relationship between the independent variables (X1, X2) and the dependent variable (Y) across the three analyzed dimensions: entrepreneurial learning, entrepreneurial motivation, and students' managerial skills. The R-squared value indicates that a significant portion of the dependent variable (Y) variation can be explained by the independent variables (X1 and X2). This suggests that the model used is highly relevant and reliable for explaining the relationship.

For each dimension, the Adjusted R-squared value is nearly identical to the R-squared value, indicating that the model does not suffer from overfitting and remains relevant even as the number of predictors increases. The entrepreneurial motivation dimension has the highest Adjusted R-squared value, suggesting that this factor significantly contributes to the outcome. The relatively low standard error of estimation confirms that the data points are close to the generated regression line. These results demonstrate that each dimension plays a significant role in influencing the dependent variable. Among the dimensions, entrepreneurial motivation appears to be the dominant factor with the most substantial impact on the results, followed by entrepreneurial learning and students' managerial abilities.

These findings align with previous studies, which indicate that experience-based entrepreneurship education, such as business simulations and internships, can enhance students' managerial skills and entrepreneurial motivation (Munarsih et al., 2020). Additionally, intrinsic motivations, such as the desire for independence and the aspiration to contribute to society, are key drivers in fostering an entrepreneurial mindset among students.

The relevance of this research in the context of Buddhist values underscores the importance of nurturing a young generation that is not only managerially competent but also possesses strong character traits, such as mindfulness, ethics, and social concern (Hanjaya Yudhika et al., 2023). Higher education institutions, particularly those rooted in Buddhist values, are responsible for integrating entrepreneurship education with practical approaches and spiritual values. This integration aims to create individuals who excel in business while also being capable of positively impacting society.

This finding aligns with previous research, such as that conducted by Marques et al. (2019), which highlights the importance of entrepreneurship education in enhancing managerial skills and entrepreneurial motivation. Additionally, this study supports the findings of Muchlas (2021), which indicate that learning factors and entrepreneurial motivation are significantly correlated with students' success in developing managerial skills and entrepreneurial potential. This research aligns with the findings of Klein et al. (2021), which demonstrate that entrepreneurship education plays a significant role in fostering an entrepreneurial mindset among students. In their study, practice-based learning methods, such as business simulations and internships, substantially improved students' managerial skills. Therefore, the results of this study support the idea that effective entrepreneurship education can create an environment conducive to developing skills and building confidence among students to become entrepreneurs.

In addition, entrepreneurial motivation, as one of the variables in this model, is also consistent with the research conducted by (Wathanakom et al., 2020), who found that intrinsic motivation, such as the desire for independence and the aspiration to contribute to society, is a key driver for students to start a business. This aligns with the high Adjusted R-squared value (0.806) observed in the entrepreneurial motivation dimension, indicating that this factor significantly influences students' success in developing entrepreneurial skills.

The dimension of students' managerial abilities also aligns with the findings of research conducted by (Senthilkumar, 2015), which emphasizes the importance of managerial skills—such as planning, organizing, and controlling—in achieving business success. This research demonstrates that managerial skills are acquired through theoretical knowledge and direct field experience. Therefore, integrating entrepreneurship education with practical experience can accelerate the development of these skills.

The results of this study also align with the Entrepreneurship Education Ecosystem model proposed by (Cofré-Bravo et al., 2019), which emphasizes that entrepreneurship education should incorporate elements such as mentoring, network support, and access to



resources. This study provides evidence that such an approach can significantly enhance students' motivation and abilities, as demonstrated by this research model's high R-squared and Adjusted R-squared values. Integrating theoretical and practical learning creates an environment conducive to student success in the business world.

CONCLUSSION

This study demonstrates that entrepreneurship education, entrepreneurial motivation, and students' managerial skills strongly and significantly correlate with the measured outcomes. The model used in this research proved relevant and valid, with most of the variation in the dependent variable explained by the independent variables analyzed. Among these factors, entrepreneurial motivation contributed the most, followed by entrepreneurship education and students' managerial skills. These results underscore the importance of a holistic approach to entrepreneurship education, which emphasizes theoretical knowledge and the development of motivation and practical skills. Students can be better prepared to face the challenges of a dynamic and competitive business world by integrating effective learning strategies. Furthermore, this research provides a foundation for further exploration of additional factors that may influence students' success in entrepreneurship.

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