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STUDENTS INTEREST ON ENTREPRENEUR MOVEMENTS (analytic descriptive study on students of STKIP Siliwangi Bandung) Melpa Butarbutar Kamaludin melpawd13@yahoo.com.id Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Siliwangi Bandung ABSTRACT The purpose of this research are to: 1) Describe and analyze student's response to entrepreneurship learning conducted by STKIP Siliwangi Bandung, 2) Describe and analyze student interest of STKIP Siliwangi Bandung about entrepreneurship movement, 3) Describe and analyze the effectiveness of entrepreneurship learning conducted by STKIP Siliwangi Bandung and how much that can be perceived benefits by it students, and 4) Analyze the relationship between entrepreneurship learning with student interest of being an entrepreneur in STKIP Siliwangi Bandung.

Method used in this research is analytic descriptive study with data collection techniques using entrepreneurial questionnaire. The population in this study was the STKIP students from the PendidikanLuarSekolah Education program who have received the Entrepreneurship course study. Samples were taken as many as 20 people by proportional random sampling.

The results of the research are: 1) The learning process of entrepreneurship carried out by STKIP Siliwangi Bandung get good response from the students. 2) Most students show affection in entrepreneurship although they cannot be regarded as interest of becoming an entrepreneur because it can be influenced by other external and internal factors.

3) Effectiveness of entrepreneurial learning can be perceived by students because there has been a change of students mindset that after school graduation they should not

always be a job seeker but also had a chance to become an entrepreneur. 4) There is a very low relation between entrepreneurship learning and entrepreneurship interest.

Key words : entrepreneur movements, students entrepreneur interest PRELIMINARY
The rapid increase of population in Indonesia is causing various social problems, such as unemployment, poverty, and environmental damage. Such conditions will certainly disrupt national development and stability. There are 5 (five) basic needs that human beings must have to live a reasonable life, that is: (1). Food; (2). Clothing; (3). Shelter; (4). Education and (5).

Recreation / entertainment. In fulfilling the necessities of life every adult individual must work to have a source of income. This **causes the unemployment rate to** increase because the number of workers is much more than the available employment. The conditions faced will be further aggravated by the global competition situation, such as, the implementation of the MEA (ASEAN Economic Community) which will confront the graduates of Indonesian universities to compete freely with graduates from foreign universities.

Therefore, university graduate scholars need to be directed and supported to be not only oriented as a job seeker but also able and ready to become a job creator. It need real solutions that can help overcome these problems for example by increasing entrepreneurial spirit among students. Entrepreneurship is the spirit, attitude, behavior, and ability of a person in handling business or an activity that leads to searching, creating, **applying new ways of working, technology and products by improving efficiency in order to provide** better service and gain greater benefits (Presidential Instruction No.

4 of 1995, GN-MMK). The International Organization (ILO) report notes that the number of unemployed in Indonesia over the years of 2009 reached 9.6 million people (7.6%), and 10% of them are undergraduate. Data from the Indonesian Central Bureau of Statistics supports the ILO's statement showing that most of the unemployed in Indonesia are those with Diploma / Academy / Higher Education Graduates, and only 10% are interested in entrepreneurship. In other words, college graduates have not been able to create independence.

(Syaifullah&Chavchay, 2009), states that qualitatively young generation have pure, innovative, and creative ideals. This is a strategic element that youth is a great energy in the change of a nation. This means that youth must begin to change their mindset to no longer just seek safety zones by becoming office workers as staff or as civil servants.

Youth must have the skills to be able to deal with the increasingly widespread competition. (Zimmerer, 2002) states, that one of the factors driving the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education.

The university is responsible in educating and giving entrepreneurship ability to the students so that after graduation later they dare to choose entrepreneurship as their career. College parties need to apply a concrete entrepreneurship learning pattern based on empirical inputs to equip students with meaningful knowledge in order to encourage entrepreneurial spirit for entrepreneurship.

Entrepreneurs are people who create welfare for others, find new ways to use resources, reduce waste, and create jobs that people like (Suryana, 2013). Prawirokusumo in (Suryana, 2013) also argues that an entrepreneur is those who make creative and innovative efforts by developing ideas and gathering resources to find opportunities and improvements in life. Education that supports the success of entrepreneurship should not be interpreted just as formal education in school.

Entrepreneurship education is one of the study course of Pendidikan Luar Sekolah Education program which can be obtained anywhere in the social life of the community such as: (1). Basic home skills education with parents as first and foremost educators / teachers; (2). Formal education in elementary school to university; (3). Non-formal education, such as courses, training, seminars, and so on; (4).

Education at work or company during apprenticeship, internship, part time work, and so on. (Sudjana, 2004) defines nonformal education as any organized and systematic activity outside established school systems, carried out independently or an important part of a broader activity, which is purposely made to serve certain learners in achieving their learning objectives.

The influence (outcome or impact) is the ultimate goal of Pendidikan Luar Sekolah education program. These influences include: (a) changes in the standard of living from graduates characterized by the acquisition of employment, or entrepreneurship, increased revenue, health and self-appearance, (b) teaching others to the learning outcomes they have and perceived by the graduates, (c) increased participation in social activities and community development, both participation of ideas, energy, property and funds.

Findings from various studies on the various factors that can shape one's entrepreneurial behavior show that entrepreneurship can be studied and shaped as it is

delivered (Johnson, 1990). In other words, one's entrepreneurial intentions are influenced by a number of factors that can be seen in an integral framework involving various internal and external factors (Johnson, 1990). Internally, innovation is influenced by factors that come from individuals, such as tolerance, education, experience, and courtesy.

While external factors such as the environment will affect role models, activities, and opportunities. Therefore, innovation evolves into an entrepreneur through a process influenced by the environment, organization, and family (Suryana, 2013). Being an entrepreneur not only just about having a large capital, but also need basic knowledge about entrepreneurship and having interest of entrepreneurship that is not in the form of material. According to (Cashmere, 2013), entrepreneurs is someone who has the courage to take risks to open a business on various occasions.

Interests can be interpreted as factors that exist in a person that causes the person is attracted by or away from various objects, people, and activities contained in the environment (Sudjana, 2004). Many internal factors influence interest, such as concentration, curiosity, motivation, and need. Needs are a very important factor. Interest and needs have a very close relationship.

For example, an individual's educational interest or interest in learning will be closely related to the learning needs. STKIP Siliwangi Bandung has placed entrepreneurship course as compulsory subject in the learning process teaching. It aims to provide a stock of knowledge in order to help grow entrepreneurial interests for students. A learning will not be monitored its effectiveness if not evaluated.

Evaluation of the learning process that has been going on and evaluation of the impact of learning outcomes on student entrepreneur interest. Students are subject to study at the college level that has a meaning of the human component that occupies a major position in the learning process. In the Government Regulation Number 19 Year 2005 stated that "Learners are members of the community who seek to develop their potential through the learning process available on the path, ladder, and certain types of education".

Based on the background and urgency of the research that has been described above, in this study the authors will examine and assess student responses to the learning process, analyze the extent to which the effectiveness of entrepreneurship learning process that has been held can be perceived benefits by students, analyze student entrepreneur interest, whether or not there is a relationship between entrepreneurship learning and student entrepreneurship interest.

INTENTION Based on the problems that have been stated above, this study aims to: Describe and analyze student responses to entrepreneurship learning process conducted by STKIP Siliwangi Bandung. Describe and analyze the interest of STKIP Siliwangi Bandung students toward the entrepreneurial movement. Describe and analyze the effectiveness of entrepreneurial learning conducted by STKIP Siliwangi Bandung and how much that can be perceived benefits by it students.

Analyze the relationship between entrepreneurship learning with student interest of being an entrepreneur in STKIP Siliwangi Bandung. RESEARCH METHOD Methods are ways that researchers can use to collect data (Arikunto, 1990). The population used in this study is STKIP Siliwangi Bandung students who have received entrepreneurship course learning.

Samples were taken as many as 20 people that represent the population by simple random sampling. Questionnaires used in this study were arranged according to Likert scale model formulated with 5 categories. The statements put forward are qualitative, for the purpose of analyzing this data is adjusted to the nature of the questionnaire statement.

Positive statements were scored 5, 4, 3, 2, 1 and for negative statements were scored 1, 2, 3, 4, 5. The method used is descriptive method. (Nazir, 1999) suggests that descriptive methods are fact-finding with appropriate interpretation, as well as the prevailing procedures in society and certain situations including relationships, activities, attitudes, views, and processes takes place and the effects of a phenomenon.

(Surakhmad, 1990) describes the characteristics of descriptive methods, as follows: (1) Concentrate on solving actual problems; (2) The data collected is initially compiled, described and then analyzed and interpreted data results. The interpretation is based on the percentage of alternative answers that have been raised by the respondents. Descriptive method is also called analytical method.

As for knowing whether or not there is relationship between entrepreneurship learning as dependent variable and entrepreneurship interest of student as independent variable then research is correlation. (Arikunto, 1990) argues that: Correlation research aims to find out whether there is a relationship or not, and if there is, how closely the relationship itself.

Variables _Indicator _Statement _Amount _ _ _Positive _Negative _+ _- _? _
_Entrepreneurship Learning _1. Entrepreneurship Education Curriculum _1,2,3 _4,5,6 _3

_3_6 __ _2 Facilities and Infrastructure Entrepreneurship Education _7,8_9,10_2_2_4 __
_3. Mastery of matter Entrepreneurship Education _11,13_12,14_2_2_4 __ _4.

Evaluation of Entrepreneurship Education _15,16_17,18_2_2_4 __ _Amount of
Statement __ _9_9_18 __ TABLE 1- CORPORATE DEVELOPMENT OF VARIABLE
INSTRUMENT LEARNING PROCESS ENTREPRENEURSHIP Variables _Indicator _Statemnet
_Amount __ __ _Positive _Negative _+ _- _? __ _Interst in Entrepreneurship _1. Having
Confidence _1,2,3,13_4,5,6,7_4_4_8 __ _2. take a risk _8,37,38_9,10,11_3_3_6 __ _3.
creative and innovative _25,27_26,12_2_2_4 __ _4.

discipline and hard woerk _28,29_30,31_2_2_4 __ _5. future oriented _14,15,16
_17,18,19_3_3_6 __ _6. Having coriosity _21,22_23,24_2_2_4 __ _7. honest and
independent _32,33,34_20,35,36_3_3_6 __ _Amount of Statement __ _19_19_38 __
TABLE 2- CITIES OF VARIABLES INSTRUMENTS INTEREST STUDENTS
ENTREPRENEURSHIP RESULT AND DISCUSSION The questionnaire on entrepreneurial
learning consists of 18 questions, while the questionnaire about entrepreneurial interest
consists of 38 questions. The two questionnaires are divided into two types: positive and
negative.

This is made to assess the consistency of students in answering the questionnaire, **so**
that the weight of the obtained value really can be used as a guide to arrange the data
as the next analysis material and can be used as a recommendation material **in order to**
answer the research objectives. Table 3 - Entrepreneurship Learning Questionnaire
(Variable X) No.

_Description Statment/Question _Frequency Answered _Score _Information __ __ _VA _A
_DF _DA _VDA __ __ _1. _Entrepreneurship learning **at the university level is important**
and necessary __ __ __ _2. _The entrepreneurship material you have received at the
university affects your willingness to entrepreneurship __ __ __ _3.

_With the stock of entrepreneurial knowledge that I am now not ready for
entrepreneurship __ __ __ _4. _No need to learn about entrepreneurship to be
entrepreneur __ __ __ _5. _Entrepreneurship knowledge is required as a provision for
entrepreneurship __ __ __ Table 4- Entrepreneurship Interest Questionnaire
(Variable Y) No.

_Description Statment/Question _Frequency Answered _Score _Information __ __ _VA _A
_DF _DA _VDA __ __ _1. _Creating employment is better than finding a job __ __ __
_2. _Entrepreneurship can increase one's self esteem __ __ __ _3. _Entrepreneurship
can increase optimism for success __ __ __ _4. _I am not confident in

entrepreneurship _____5.

Many of the jobs that earn more salary than entrepreneurship _____ Table5-
Frequency Distribution of Answers to Entrepreneurship Learning (18 questions) Question
_VERY AGREE _AGREE _DOUBTFUL _DISAGREE _VERY DISAGREE _SCORE __1_14_6_0_0
_0_94__2_9_10_1_0_0_88__3_1_5_5_6_3_65__4_1_1_3_10_5_77__5_16_3
_0_1_0_94__6_2_9_3_6_0_53__7_18_2_0_0_0_98__8_12_8_0_0_0_92__9_1
_8_6_5_0_55__10_5_15_0_0_0_85__11_2_12_5_1_0_75__12_2_16_2_0_0
_40__13_9_10_1_0_0_88__14_1_4_5_4_6_70__15_14_5_1_0_0_93__16_3
_14_3_0_0_80__17_1_4_5_7_3_67__18_1_4_3_8_4_70__FINAL SCORE_1384_

Table6- Frequency Distribution of Positive Entrepreneurial Learning Answers Frequency
_VERY AGREE _AGREE _DOUBTFUL _DISAGREE _VERY DISAGREE _SCORE _____
_1_14_6_0_0_0_94__2_9_10_1_0_0_88__5_16_3_0_1_0_94__7_18_2_0_0_0
_98__8_12_8_0_0_0_92__10_5_15_0_0_0_85__11_2_12_5_1_0_75__13_9
_11_0_0_0_88__15_14_5_1_0_0_93__16_3_14_3_0_0_80__FINAL SCORE_887

From table 6 obtained the percentage of positive questions to **the entrepreneurial learning process** is 64.09%.

Based **on the criteria of** 100% percentage, 64.09% is more than half, which mean it can be described that from 20 subjects studied there are 13 people (more than half) have a high understanding of entrepreneurial learning.

Table7- Frequency Distribution of Learning Answers to Negative Entrepreneurship Learning Frequency _VERY AGREE _AGREE _DOUBTFUL _DISAGREE _VERY DISAGREE _SCORE _____
_3_1_5_5_6_3_65__4_1_1_3_10_5_77__6_2_9_3_6_0_53
__9_1_8_6_5_0_55__12_2_16_2_0_0_40__14_1_4_5_4_6_70__17_1_4_5_7
_3_67__18_1_4_5_8_4_70__FINAL SCORE_497__ From Table 7, the result of all negatif itemis 35,91%.

Based on the criteria 100% percentage, 35.91% is almost reach half, which mean it can be described that from 20 subjects studied there are 7 people (almost half) have a low understanding of entrepreneurial learning. This value illustrates that the students are consistent in answering the questionnaire even though the proposed statement is negative.

This is seen in the frequency of answers that tend to choose disagree or strongly disagree on items that illustrate the negative things about entrepreneurship learning process. From both data result of research about entrepreneurship learning is positive and negative can be described that from 20 subjects study there are 13 students who have a high understanding of entrepreneurship learning and 7 people have a low

understanding.

This indicates that there is a student response to entrepreneurial learning. While the data analysis to know the student response to entrepreneurship learning process can be described as follows: From the overall problem obtained the ideal score (criterion) is $20 \times 100 = 2000$ and the score of research results is 1384, then the continuum can be seen in Figure 1.

/ Figure 1 –Entrepreneurship learning process in STKIP Siliwangi Bandung Based on figure 1 can be described that more than half students gave good responses to entrepreneurship learning course. Table8- Frequency Distribution of Answers of Interest in Entrepreneurship (38 questions) Questions _VERY AGREE _AGREE _DOUBTFUL _DISAGREE _VERY DISAGREE _SCORE __ 1 17 3 0 0 0 97 __ 2 12 8 0 0 0 92 __ 3 12 8 0 0 0 92 __ 4 3 2 3 11 1 65 __ 5 1 3 3 11 2 70 __ 6 3 6 3 7 1 57 __ 7 0 1 0 16 3 81 __ 8 7 13 0 0 0 87 __ 9 0 3 4 10 3 73 __ 10 4 3 2 11 0 60 __ 11 1 7 5 6 1 59 __ 12 6 10 3 1 0 81 __ 13 3 12 5 0 0 78 __ 14 16 4 0 0 0 96 __ 15 16 4 0 0 0 96 __ 16 8 11 1 0 0 87 __ 17 1 2 1 13 3 75 __ 18 0 3 1 16 0 73 __ 19 1 0 0 16 3 80 __ 20 1 6 4 8 1 62 __ 21 7 13 0 0 0 87 __ 22 9 11 0 0 0 89 __ 23 1 6 5 8 0 60 __ 24 1 10 3 6 0 54 __ 25 10 10 0 0 0 90 __ 26 1 6 7 5 1 59 __ 27 11 11 0 0 0 91 __ 28 9 11 0 0 0 89 __ 29 14 6 0 0 0 94 __ 30 1 3 4 10 2 69 __ 31 1 4 9 6 0 60 __ 32 9 11 0 0 0 89 __ 33 7 13 0 0 0 87 __ 34 9 11 0 0 0 89 __ 35 1 1 0 12 6 81 __ 36 1 0 1 11 7 83 __ 37 11 9 0 0 0 91 __ 38 7 10 3 0 0 84 __ FINAL SCORE 3007 __ Table9- Distribution of Frequency of Interest in Positive Entrepreneurship Questions _VERY AGREE _AGREE _DOUBTFUL _DISAGREE _VERY DISAGREE _SCORE __ 1 17 3 0 0 0 97 __ 2 12 8 0 0 0 92 __ 3 12 8 0 0 0 92 __ 4 0 0 0 96 __ 5 15 16 4 0 0 0 96 __ 6 16 8 11 1 0 0 87 __ 7 21 7 13 0 0 0 87 __ 8 22 9 11 0 0 0 89 __ 9 25 10 10 0 0 0 90 __ 10 27 11 11 0 0 0 91 __ 11 28 9 11 0 0 0 89 __ 12 29 14 6 0 0 0 94 __ 13 32 9 11 0 0 0 89 __ 14 33 7 13 0 0 0 87 __ 15 34 9 11 0 0 0 89 __ 16 37 11 9 0 0 0 91 __ 17 38 7 10 3 0 0 84 __ FINAL SCORE 1786 __ From Table 9, it can be seen that the value of all positive items is 59.39%.

Based on percentage criterion 59,39% is more than half, which mean it can be described that from 20 subject studied there are 12 people (more than half) have high interest to entrepreneur. Table10- Frequency Distribution of Interest Answers to a Negative Entrepreneurship Questions _VERY AGREE _ AGREE _ DOUBTFUL _ DISAGREE _VERY DISAGREE _SCORE __ 4 3 2 3 11 1 65 __ 5 1 3 3 11 2 70 __ 6 3 6 3 7 1 57 __ 7 0 1 0 16 3 81 __ 8 9 0 3 4 10 3 73 __ 9 10 4 3 2 11 0 60 __ 10 11 1 7 5 6

_1_59__17_1_2_1_13_3_75__18_0_3_1_16_0_73__19_1_0_0_16_3_80__20_1_6_4_8_1_62__23_1_6_5_8_0_60__24_1_10_3_6_0_54__26_1_6_7_5_1_59__30_1_3_4_10_2_69__31_1_4_9_6_0_60__35_1_1_0_12_6_81__36_1_0_1_11_7_83__FINAL SCORE_1221__

From Table 10, the result of all item items is negative about 40.61%. Based on the criteria percentage 40.61% is almost half, meaning can be described that from 20 subjects studied there are 8 people (almost half) have low interest to entrepreneur interest.

This value illustrates that the students are consistent in answering the questionnaire even though the proposed statement is negative. This is seen in the frequency of answers that tend to choose "disagree" or "strongly disagree" on the item that describes the negative things about the entrepreneur. From both data result of research about entrepreneurship interest can be described that from 20 subject studied there are 12 people having high interest to entrepreneur interest and 8 people have low interest to entrepreneur interest.

This indicates that STKIP Siliwangi Bandung students have a high level of interest in entrepreneur interest. As for data analysis to know students affection of being an entrepreneurs on continuum can be showed as: From overall items obtained ideal score (criterium) $38 \times 100 = 3800$ and the score of research results is 3007, then the continuum can be seen in figure 2.

/ Figure 2–Entrepreneurship interest in students of STKIP Siliwangi Bandung Based on figure 2 can be described that most of the students have a high interest in being an entrepreneurs. Analysis on the effectiveness of entrepreneurship learning process is obtained as follows: Ideal score (criterium) is $5 \times 20 = 100$ and the score of research results is 88, then the continuum can be seen in Figure 3.

Figure 3 –Entrepreneurship learning process in STKIP Siliwangi Bandung From the question asked can be stated almost entirely students choose strongly agree / agree that the entrepreneurship learning that have been accepted definitely can grow student affection in entrepreneurial interest. Which mean the effectiveness of entrepreneurial learning can be perceived by students at least they can afford to change the mindset of students, that after graduation later should not be a job seeker, but can also become entrepreneurs, although there are many other factors that influence a person's interest to entrepreneurship.

To analyze the relationship between entrepreneurship learning and student entrepreneur interest, the hypothesis used in this research is $H_0: \rho = 0$ (There is no

relationship between entrepreneurship learning process with student entrepreneurship interest), and $t_{count} > t_{table}$ (There is a relationship between entrepreneurship learning process with student entrepreneurship interest).

Criteria : If $t_{score} > t_{table}$ and on the fall curve in the rejection area, then H_0 is rejected and H_a accepted. From data processing results about entrepreneurship learning variable and entrepreneur interest of student obtained correlation coefficient equal to 0,15. Based on the interpretation guidance of correlation coefficient, the result of the correlation coefficient interpretation above is very low (0.15).

This is understandable because in addition to entrepreneurial learning, many other external and internal factors influence one's entrepreneurial interest. This is in line with Johnson's (1990) opinion that one's entrepreneurial intentions are influenced by a number of factors that can be seen in an integral framework involving various internal and external factors.

To test the significance test of the relationship is whether the relationship found is applicable to the entire population, then tested the significance of product moment so that t_{count} is 0.65 < than t_{table} 2.10 (for $dk = 20 - 2 = 18$, and the error rate 5%). / Figure 4 – Moment Product Significance Test Based on the calculation shown in Figure 4, it is stated that t_{count} falls in the acceptance area of H_0 .

This means that the H_0 states that there is no relationship between entrepreneurship learning process and student entrepreneur interest accepted (if any relationship, very low relation criteria). CONCLUSION AND RECOMMENDATION Conclusion The conclusions of this research are as follows: (a) The learning process of entrepreneurship conducted by STKIP Siliwangi Bandung get good response from the students of PendidikanLuarSekolahEducation Program who have received the learning of entrepreneurship material.

Of the 20 people who studied as many as 13 people or 64.09% had a high understanding of entrepreneurial learning and 7 people or 35.91% had a low understanding of entrepreneurial learning. (b) STKIP Siliwangi students have an affection in entrepreneur interest. Of the 20 people studied there were 12 people or 59.39% had high interest in entrepreneur, and 8 people 40,61% had low interest to entrepreneur.

(c) From the data analysis results to various questions about entrepreneurship materials, students choose strongly agree and agree that the entrepreneurial material they have received affects their willingness to entrepreneurship, where obtained ideal score (criterion) is $5 \times 20 = 100$ while the score of results the research is 88.

This means that the effectiveness **of the entrepreneurial learning process** can be perceived by the students because it feels able to change the mindset of students that after graduation will not only be a job seeker but also can be an entrepreneurs. From the analysis results **of the relationship between** entrepreneurship learning with student interest in entrepreneurship, obtained correlation coefficient value of 0.15, meaning there is a very low relationship between entrepreneurship learning with student interest in entrepreneurship.

Through the significance of the product moment test obtained t count of 0.65 < than t table 2.10 (for $dk = 20 - 2 = 18$, and 5% error rate), fall in the acceptance zone H_0 , which mean the H_0 which states no relationship between entrepreneurship learning process and student entrepreneurship interest is accepted (if there is a relationship, the criterion is very low). 2. Recommendation a.

For Educational Institution Since some entrepreneurs arise because of talents (born entrepreneurs) and some entrepreneurs arise because of education (created entrepreneurship), the role of education (teaching, training, and guidance) is so large and strategic in fostering entrepreneurial human resources, whether arising from talent or especially those arising out of education.

Therefore, it is advisable to educational institutions and other related institutions, in order to design educational patterns that can help to instill and grow entrepreneurial human resources, entrepreneurial education that teaches people **to create their own** business activities, independent, with a curriculum oriented to the business world and work activities.

Educational institutions are expected to expand the network and cooperation, especially with the business and industrial world, so that the internship program as one of the elements of entrepreneurship training / practice for students is becoming wider and diverse. For Community and Students Recognizing that the function of learning resources (such as teachers, instructors, trainers, and mentors) is to convey information, guidance, and guidance on how to develop learners from within themselves.

Therefore, to become a human resource entrepreneur should be advised to learn to learn by reading many books that match their interests. Seek experience and exchange ideas, then be equipped with a school education either through formal or nonformal education, so that it has the necessary expertise, especially the needed skills, or accomplish something, offer something, and certain skills including a certain foreign language proficiency.

Students need to conduct more in-depth research on other factors that affect student entrepreneur interest, in order to find a solution that is able to form young entrepreneurs that are innovative and creative. BIBLIOGRAPHY Arikunto, S. (1990). Dasar-dasar Evaluasi Pendidikan. Jakarta: Rineka Cipta. Johnson, B. (1990). Toward A Multidimensional Model of Entrepreneurship: The Case of Achievement Motivation and The Entrepreneur. *Entrepreneurial Theory Practice*, 14(3), 39–54. Kasmir.

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