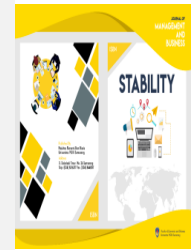




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**TEACHERS' EFFORTS TO DEVELOP ENTREPRENEURIAL VALUES IN STUDENTS**

Valdyan Drifanda<sup>1</sup>, Yosia Dian Purnama Windrayadi<sup>2</sup>

Universitas PGRI Semarang, Semarang City, Indonesia<sup>1</sup>, Universitas PGRI Ronggolawe, Tuban City, Indonesia<sup>2</sup>.

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**Abstract**

*The change of curriculum 13 to an independent curriculum certainly brings a new paradigm in classroom learning. There is something new in the new curriculum at the high school level, namely entrepreneurship learning which is contained in one of the p5 themes (Projek Penguatan Profil Pelajar Pancasila). This study aims to determine the efforts of teachers in developing students' entrepreneurial values in entrepreneurial projects. This study used qualitative research methods. The source of the research data is a high school teacher from the Semarang Upgris Laboratory school who teaches economics subjects. The results of the study found that the teacher's efforts in developing entrepreneurial principles by providing knowledge in the form of developing student creativity, providing all-type learning evaluation questions, innovative and fun learning, playing videos of successful entrepreneurs, understanding of swot analysis so that they dare to take risks, understanding of STP material (segmenting, targeting, positioning). In addition, the teacher encourages students so that they are not easily discouraged and always have the ambition to complete the task of making their creative products.*

<sup>1</sup>Correspondence Address : Universitas PGRI Semarang, Semarang City, Indonesia

Institution Address : East Sidodadi, Dokter Cipto St. No.24, Karangtempel, Kec.

East Semarang, Semarang City, Central Java 50232

E-mail: valdyan.drifanda@gmail.com

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## INTRODUCTION

Unemployment is one of the problems that is always faced by developing countries such as Indonesia. Agus Yulistiyono (2021) explained that this is due to the high rate of growth which is not followed by adequate employment will certainly have an impact on the high unemployment rate of a country, especially since Indonesia is the 4th most populous country in the world. Furthermore, the limited employment opportunities available will also have an impact on the high crime in a country, therefore the government must provide solutions in order to solve the problem of unemployment that occurs in the country.

**Table 1.** Open Unemployment Rate by Education Level 2021-2022

<b>Education Level</b>	<b>Open Unemployment Rate by Education Level 2021-2022</b>
No/Never Schooled/Not Finished & Graduated from Elementary School	3,59
Junior High School	5,95
Senior High School	8,57
Vocational High School	9,42
Diploma I/II/III	4,59
University	4,8

*Source: Survei Angkatan Kerja Nasional (Sakernas) dalam BPS (2022)*

The table above explains that high school graduates, both vocational high schools and public high schools are contributors to the high open unemployment rate for the Indonesian state. To reduce the unemployment rate, the government has established several programs, one of which is the Work Skills Education Program (PKK) and Entrepreneurial Skills Education (PKW) carried out by the Directorate of Courses and Training (Ditsuslat), Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). It is expected that with this program students will be able to develop skills and be trained in entrepreneurship. The program is expected to increase Indonesia's entrepreneurship ratio (3.47%) which is still relatively small when compared to Singapore (8.76%), Malaysia (4.74%) and Thailand (4.26%).

Karjono (2020) explained that the entrepreneurial spirit needs to be guided from a young age because this type of business requires a lot of energy and enthusiasm. Entrepreneurial commitment also needs to be fostered so as not to cause boredom that can endanger their business. In the world of education, we get little for it, while the education we get is copying from literature in written form, there is very little practice that we get for entrepreneurship.

The government has changed the curriculum from the 2013 curriculum to the independent curriculum which is expected to increase the entrepreneurial spirit in formal schools. The purpose of the independent curriculum is to develop character through the concept of the Profil Pelajar Pancasila which is formulated from Indonesia's national education goals (Kahfi, 2022). The Profil Pelajar Pancasila has 6 dimensions of character, namely faith, devotion to God Almighty and noble character, cooperation, global diversity, critical reasoning, creativity, and independence (Inayah, 2021). The Pancasila Student Profile is realized through learning at school which includes face-to-face (intracurricular), extracurricular, and project-based co-curricular learning (Ismail, et al., 2020).

The primary difference between the independent curriculum is that there is a project-based co-curricular learning that aims to strengthen the Profil Pelajar Pancasila character and soft skills. This learning is known as the Pancasila Student Profile Strengthening Project, or P5. P5 is a flagship program in the Merdeka Curriculum and is intended to realize the strengthening of the Profil Pelajar Pancasila character in each student through project-based learning. (Hamzah et al., 2022). P5 encourages students to always contribute to the surrounding environment, and become lifelong learners, competent, intelligent, and characterized by the Pancasila Student Profile. Therefore, the implementation of P5 in every school must be realized. P5 has been implemented in schools that implement the independent curriculum (Ulandari, 2023)

Based on lamp 1 of Kepmendikbudristek no 262/M/2022, the government has set the main themes of P5 to be formulated into topics which include sustainable lifestyles; Local wisdom, Bhinneka Tunggal Ika, build body and soul, the voice of democracy, engineering and technology, entrepreneurship, work. From this theme, we can know that there is an entrepreneurship theme that has never existed in the curriculum before. Developing students' creativity and entrepreneurial culture is key to this theme. Students

are expected to become professionals who are able to read entrepreneurial opportunities to address the needs of society in Indonesia in the future. research from Jufri (2022) on the implementation of P5 at the Senior High School Negeri3 Takalar as a driving school shows that the Senior High School Negeri3 Takalar has implemented P5 with the theme of Unity in Diversity. The research focused on the characters built and the results of reflection from P5 activities. Then research from Shalikhah (2022) focuses on the implementation of P5 in efforts to strengthen the entrepreneurial spirit. In line with this research, according to data from Kemdikbud Ristek in 2022, there were 143,265 schools with various levels that had implemented P5 (Kemdikbudristek, 2022).

Changes in the curriculum will certainly have an influence on educators, because educators are the implementers in classroom learning. Educators play a very large role in the success of learning their students, including fostering interest and behavior in entrepreneurship. Educators must be effective and efficient in choosing learning methods and using learning media in accordance with the demands of the times. For this reason, it is also necessary to know the readiness of educators in implementing curriculum changes, especially in the theme of entrepreneurship.

Entrepreneurship education in secondary school is very important as it is an important period to improve oneself and prepare oneself to enter the world of work or continue education to a higher level. High school children who study entrepreneurship acquire a variety of skills and knowledge necessary to become independent, creative, and flexible individuals. According to Mohammad Saroni (2012: 45) "The education program known as entrepreneurship education includes elements of entrepreneurship as an important component in providing competence to students."

According to Suharbayu (2017), entrepreneurship education is the transformation of knowledge about entrepreneurship. It is taught in schools, universities, and other places of training. It helps students learn the role of business, business advantages and weaknesses, business processes, opportunities and creativity, and the fundamentals of business management, such as finance, production, organization, human resources, and future challenges. So that someone has knowledge about managing a business. When a person has knowledge and understanding about managing a business, they can be more interested in developing their own business. The purpose of entrepreneurship education is to build humans holistically, as individuals who have the nature, understanding, and

ability to become entrepreneurs. Basically, entrepreneurship education can be applied in an integrated manner with academic activities in schools (Isrososiawan, 2013).

Entrepreneurial values in students cannot be separated from the role of educators who have the ability to realize the goals of the national curriculum. Educators act as agents of change by changing the cognitive paradigm first, expanding the depth of their knowledge in order to facilitate students in learning and making themselves more competent and professional. educators act as facilitators so that students are able to channel their potential. In addition, educators must also be able to foster and develop students' entrepreneurial attitudes such as creativity and innovation, responsibility, discipline, leadership, perseverance, positive thinking, risk-taking and self-confidence.

Interest is a feeling of liking or interest that arises from within a person towards certain things or activities by paying attention to the things or activities he likes (Agus Dkk, 2020). Educators have an important role to be able to provide encouragement to their students to give them a feeling of excitement about entrepreneurship. Entrepreneurial interest can be understood operationally as a sense of interest in students to carry out entrepreneurial activities as long as they follow the business practices of the subjects being followed. Entrepreneurial interest is formed because of the attitude embedded in individuals towards entrepreneurship. This attitude appears in individuals after observing entrepreneurial activity and believing to do the same. Entrepreneurship needs to get encouragement from people around them for their belief in forming entrepreneurial interests (Indrayati,2020)

Apiliani(2015) found that there are students who have no interest in undergoing entrepreneurial practice because they are afraid of experiencing failure in producing entrepreneurial products. Students feel that they are not maximized in the practice of producing entrepreneurial products, this is because they think that the practice of entrepreneurship learning is only limited to subjects that are only lived without the need for deepening.

The theory of planned behavior (TPB) developed by Ajzen and Driver (1991) is a theory developed from the theory of reasoned action (TRA). TPB emerged because previous theories only focused on the rationality of behavior and actions that were in the individual's consciousness. TPB is frequently utilized in entrepreneurship research. The development of entrepreneurial conduct is strongly correlated with entrepreneurial

interest. Behavior-related attitudes take the shape of entrepreneurial attitudes, which are personal sentiments based on convictions to launch a business. Subjective norms are the tremendous social pressures placed on people to launch their own businesses. The community, intimate friends, and family make up the environment in question. conduct control is the capacity of an individual to mold entrepreneurial conduct.

Previous research conducted by Yang (2013), and Utami (2017) used TPB in the context of entrepreneurship. The results showed that the TPB component model proved to be able to predict entrepreneurial interest. Forming interest elements such as attitudes towards entrepreneurship, subjective norms, and behavioral control are also the best predictors that have a strong influence on entrepreneurial behavior. Entrepreneurial interest has a positive and significant influence on entrepreneurial behavior (Kautonen et al., 2015) and (Ajzen & Driver, 1991). Based on the TPB approach, entrepreneurial behavior can be formed through entrepreneurial interest.

According to Frederick et al. (2006), entrepreneurial conduct requires the presence of entrepreneurial values. These values include independence, ambition, achievement-orientedness, creativity, risk-taking, and innovation (Boohene et al., 2008). When it comes to managing a firm, values are a factor that shapes people's views and are favored over behavior patterns or the ultimate manifestation of goodness or resistance. As values constitute the foundation for comprehending attitudes and motivations and have the power to shape how action is seen in the operation of a corporation, they are crucial to grasp when controlling organizational behavior (Robbins, 2007).

Behavior, whether conscious or unconscious, is a person's reaction to a stimulus or an activity that is observable, with a specified frequency, length, and goal. A collection of different interacting factors makes up behavior. It is frequently overlooked that these exchanges can be so intricate that we occasionally run out of time to consider the motivations behind a person's actions. Therefore, before attempting to modify an individual's behavior, it is crucial to be able to investigate the causes of that conduct.

Behavioral theory states that a person's entrepreneurial behavior is the result of a work that relies on concepts and theories, not because of a person's personality traits or based on intuition (Fadiati, 2011). Basically, entrepreneurial behavior arises after someone runs a business based on the theory that the entrepreneurial actor knows so that behavior can change with environmental factors, needs, and circumstances in a business.

Other experts suggest this Entrepreneurial Behavior, including according to Suryana (2003: 31) that: 1. Innovativeness, namely efforts to create, find, and accept new ideas. 2. Courage to bear risks, namely efforts to weigh and accept risks in making decisions and in the face of uncertainty. 3. Managerial ability, namely the efforts made to carry out management functions, namely: a. Planning efforts Efforts to coordinate c. Efforts to maintain smooth business d. Efforts to supervise and evaluate the business.

Based on observations, SMA Laboratorium has made efforts to implement entrepreneurship to support the p5 program by providing facilities that can support entrepreneurial skills such as product sales, and bazaars. The author wants to explore the role/efforts of teachers in fostering the development of students' entrepreneurial attitudes so that they have provisions for life after their school years. Based on the above background, then formulated the problem as follows, how are the efforts of educators in developing the entrepreneurial behavior of students? The purpose of this study is to find out how the role of educators in fostering and developing behavior in students to build an entrepreneurial spirit.

## **METHOD**

This research uses qualitative research methods with a case study approach. Sugiyono (2016: 17) explains that case study method research is where researchers conduct an in-depth exploration of programs, events, processes, and activities, for one or more people. The purpose of using this research method is to present the data as it is without any other additions/treatments. The subject of this research is the educator of economics subjects of upgrades laboratory high school Semarang with the object of research on the development of students' entrepreneurial interest. The research location is at Upgris Laboratory High School Semarang which is located on Jalan Gajah Raya no 40 Semarang city.

The focus of this research uses entrepreneurial values developed by Boohene (2008), namely: creativity, risk-taking, innovation, achievement-oriented, ambition, and independence. The data source of this research is primary data with economics educators as key informants totaling 2 people, namely Mr. Agus Setiawan and Mrs. Putri Oktarini. Data collection techniques using observation and interviews with analysis techniques that have been developed by Miles and hubberman (data collection, data condensation, data

display, and conclusion making). The triangulation used in this research is source triangulation and method triangulation.

## **RESULTS AND DISCUSSION**

### **Creativity**

The role of teachers in instilling or developing entrepreneurial values begins with fostering student creativity. Students are directed to develop creativity in seeing situations, problems and business opportunities. Fostering student creativity has started before the p5 project learning is carried out, as stated by informant 1 as follows:

"I generally start to foster student creativity during face-to-face meetings by giving them innovative/non-monotonous learning such as always playing videos, animations in learning. In addition, I also give evaluation questions of the case study type to students before the implementation of the p5 project learning. I give questions to students with different case studies, for example comparing Indonesia with countries, comparing Semarang city with other cities. I hope that this way students are able to answer questions with heterogeneous answers in order to develop creative thinking from each student."

As explained by the informant above, instilling students' creative thinking starts from providing innovative learning and evaluation questions whose answers are not homogeneous. Then the second resource person further explained:

"related to creativity in p5 project learning, I start by playing videos related to successful entrepreneurs, I do this so that students are motivated to carry out entrepreneurial activities. After that, I gave students an assignment to make one of the processed food products by combining what is currently viral and local wisdom values. Some of the students' creative ideas include sate taichan sambal matah and es cendol boba brown sugar. I also gave the students the task of making the packaging look attractive enough for consumers to buy."

Other efforts made by teachers to develop student motivation for entrepreneurship by playing videos of examples of successful entrepreneurs. This is so that students are motivated to do entrepreneurship project learning. In addition, teachers give assignments in the form of making new innovative products by combining viral food and local wisdom values. Furthermore, the teacher's effort is to give the task of making product packaging so that the product looks good and is bought by customers. In its implementation, the



teacher also always supervises students so that they can provide input for the products they are making.

### **Risk-Taking**

The teacher's effort to foster the entrepreneurial value of risk taking is by providing knowledge related to strategic management. However, in practice it is only limited to basic understanding such as knowing the real conditions that students can see. Teachers give students tasks to see the advantages, disadvantages, opportunities and challenges that students face. This is like the statement of first informant in the following interview:

"To instill the courage of students to take risks, I give students assignments to look at the strengths, weaknesses, opportunities and challenges of the business that students face. After they finish working on the assignment; I teach them to make a SWOT analysis, where they will make what strategy is right for their business based on the internal and external conditions they face. This is so that they know the risks that are likely to occur, although this practice is simple, not like an analysis in a large company."

It can be concluded that teachers provide an understanding of strategic management to students so that they are able to analyze the internal and external conditions they will face and be able to make the next steps or strategies.

### **Innovation**

Teachers' efforts to instill the value of innovation can be seen during learning. The teacher emphasizes to students that in entrepreneurship, they should not be complacent, and must continue to innovate by means of product differentiation. Teachers also play videos related to differentiation that occurs in large companies, as explained in the results of interviews with the second informant below:

"In the lesson, I gave an understanding of product differentiation, where my intention was to tell students that they should always innovate, and not be complacent. However, due to time constraints, I did not practice product differentiation in the learning project. The innovation was only to make 1 processed food product. I gave them a little knowledge about segmenting, targeting, and positioning so that they can make the right product according to customer needs."

Teachers try to provide students with an understanding of STP (segmenting, targeting, positioning) so that they are able to make products according to the target market. This is so that the value of innovation can be instilled in students. Students are

able to plan what products to make according to the purchasing power of consumers, if the targeting consumers are middle to lower-income people, then the product raw materials are chosen according to the purchasing power of the community.

### **Achievement-Oriented**

The teacher's efforts in instilling "achievement-oriented" values can be seen in the first informant's statement below:

"Project learning in the framework of our P5 activities, the final result of these activities is not to seek maximum profit. However, the main point that we want to instill is that students are able to make a creative product innovation idea from discussions with their group mates and make the product real and brought to school to be presented. After the presentation, I told the students to sell it to other friends at school."

According to Maghfiroh (2011: 24), achievement is a task-oriented behavior that entails people being competent with others and enables individual accomplishments to be assessed in accordance with both internal and external criteria. In a result-oriented context, teachers have not practiced to students regarding profit. However, the achievement to be achieved by the teacher is that students are able to make creative product ideas, make these products, present test products in class and market these products to their friends. This is because the main task of students is learning, so that cognitive and psychomotor changes are prioritized by teachers in the learning carried out.

### **Ambition**

Teachers' efforts in instilling the value of entrepreneurial ambition can be seen from the results of interviews with the second informant below

"In terms of students' ambitions, I just teach them to have to complete the product they have planned. The ambition to get the maximum profit, I have not instilled it, in my view, the learning project here is only limited to providing students with experience to carry out entrepreneurial activities such as realizing their creative product ideas, presenting these products, and selling to their friends."

Ambition is a form of emotion that manifests in a strong desire to achieve or do something. In the results of the interview above, the value of ambition that teachers instill in students is in the form of ambition to complete the assigned tasks, namely realizing students' creative products.

## **Independence**

Teachers' efforts in instilling the value of entrepreneurial independence can be seen from the results of the interview below:

"I free them to be creative in finding new ideas related to the products they will make. The ideas are really from them, without any intervention from me. I only give a due date and supervise the students' work. As a result, I can see a variety of creative ideas related to processed food products."

Based on the results of the interview above, the teacher's efforts in instilling the value of independence are reflected in the absence of teacher intervention to determine students' creative ideas. This can be seen from the number of students' creative product ideas which are quite diverse.

## **CONCLUSIONS AND SUGGESTIONS**

Teachers' efforts in instilling entrepreneurial values in one of the themes of the *Projek Penguatan Profil Pelajar Pancasila (P5)* at UPGRIS Laboratory High School have been carried out well. Teachers instill entrepreneurial values in students by providing knowledge related to the development of student creativity, providing PBL-type learning evaluation questions, innovative and fun learning, playing videos of successful entrepreneurs, understanding swot analysis so that they dare to take risks, understanding STP material (segmenting, targeting, positioning). In addition, teachers encourage students so that they are not easily discouraged and always have the ambition to complete the task of making their creative products.

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