



Implementation of entrepreneurship education in forming student entrepreneurial attitudes

Sri Syahrani¹, Nurdin¹, Saripuddin^{1*}, Muqtakdir Nurfalaq Syarif²

¹ Department of Economic Education, Patompo University, South Sulawesi, Indonesia

² Faculty of Teacher Training and Education, Biology Education, Patompo University, South Sulawesi, Indonesia

Abstract

Objectives in the study: 1) to analyze the implementation of entrepreneurship education to be able to form an entrepreneurial attitude of UPT SPF SD Inpres Perumnas Makassar City students. 2) To analyze the factors that influence the implementation of entrepreneurship education in shaping the entrepreneurial attitudes of UPT SPF SD Inpres Perumnas Makassar City students. This research uses descriptive qualitative research. This data collection technique with interview guidelines distributed to the sources of this research, namely the principal, teachers, and students, as well as parents at UPT SPF SD Inpres Perumnas Makassar.

The results of this study 1). The background of the Entrepreneurship Education Program in order to have an entrepreneurial character that is carried out, namely independence, creativity, leadership, risk-taking, action-oriented, and hard work. Entrepreneurship Education Planning is elaborated on activities at UPT SPF SD Inpres Perumnas. This program is agreed upon in the school curriculum which is the reference for activities. 2) Factors that influence entrepreneurship education, a) Income provides a role in implementing in the soul for entrepreneurship. b) The family environment has an entrepreneurial role as well as parental support and fosters entrepreneurial implementation. c) The community environment makes him an entrepreneur because of the encouragement of both parents but community environmental factors can affect the entrepreneurial spirit. d) Motivation includes factors that can encourage to implement the values of entrepreneurship education.

Keyword: Entrepreneurship education, and forming entrepreneurial attitudes

Introduction

Education applied in Indonesia today is more positioned to entrepreneurship education, where entrepreneurship education is a very important component to equip students to become mentally stronger and have skills as stated in the objectives of education in Indonesia. Education as an effort, influence and assistance delivered to children to lead to a more mature maturity or help children so that they have the ability to carry out tasks in their own lives.

Education that is able to overcome this is one of them is education that is oriented towards the spirit of entrepreneurship, namely a brave soul, able to face life's problems, and has a creative spirit to overcome its problems independently. Entrepreneurship education as education that applies principles and methodologies towards the formation of life skills (Life skills) of students through a curriculum developed at school.

Based on Presidential Instruction No. 4 of 1995 concerning the "National Movement to Socialize and Cultivate Entrepreneurship" which mandates all Indonesian people and nations to be able to develop existing entrepreneurship programs. This government is well aware that the business world is the backbone of the national economy, so it must be strived to be improved continuously.

Through the curriculum created in schools, entrepreneurship education explains the principles and methodologies towards the formation of life skills in students. Entrepreneurship education must foster the ability to be able to negotiate, lead, create new products, think creatively, and be open to technological advances, so that students become independent, then entrepreneurship education is one way that can be done in realizing the independence that exists in students, because entrepreneurship education promotes the

development of entrepreneurial ideals that can shape character and behavior for entrepreneurship.

Students acquire various entrepreneurial skills through entrepreneurship education capable of improving living standards. The development of interest in entrepreneurship in the elementary school environment has not been optimally carried out. This is because in the development of psychomotor taught by the teacher has not fully led to the development of interest in entrepreneurship. Unless the school has its own program related to entrepreneurship.

Teachers and parents have an important role in developing children's life skills, fostering interest and potential in children through entrepreneurship. Entrepreneurship education needs to be developed from an early age, this is quite reasonable so that Indonesia produces the next generation who are ready for the economic challenges in the future.

Teachers have a great responsibility in shaping the character of children so that they are ready for the challenges of life in various aspects of the field, especially the economic field. The benefits of entrepreneurship education have its purpose for the development and growth of the State which is widely expressed by experts. Entrepreneurship is a fairly effective alternative to overcome various social problems, such as problems of unemployment, poverty, or other social backwardness.

Internalizing the value of entrepreneurship education in school subjects is an effort to improve students' soft skills and character. This entrepreneurship program can be carried out periodically every school year by teachers and students. In addition, the entrepreneurial spirit is also very necessary for an educator, because through this spirit educators will have a more efficient, creative, innovative, product, and

independent work orientation. Teachers need to prepare elementary school-age children with various strategies to instill the value of entrepreneurship education.

This entrepreneurship education can help build character, entrepreneurial spirit, instill entrepreneurial competencies and values. Providing entrepreneurship-based education to students is very important. One of the factors driving the growth of entrepreneurship in a country lies in the role of education units, especially at the primary school level through the implementation of entrepreneurship-based education.

Rahmadi and Budi's review (2016) [2] says "Entrepreneurship education is defined as education that aims to create new goods or services that are capable of producing higher economic value". Entrepreneurship as a pattern of behavior, not personality traits, and it is possible that a person can learn to behave entrepreneurially as a result of the educational process. Based on the background above, the researcher's aim is to examine in detail "The implementation of entrepreneurship education in shaping

students' entrepreneurial attitudes at UPT SPF SD Inpres Perumnas Makassar City".

Methods

This type of research is qualitative research with an analytical descriptive approach which reveals the overall data obtained from observations presented in narrative form. This descriptive research is carried out with qualitative methods as a form of approach technique that will describe natural events in the form of any patterns carried out by teachers naturally in developing students' entrepreneurial attitudes without being influenced by researchers on the problem.

Clarification that this research will produce descriptive data, which is expressed in the form of words, sentences, schemes and images rather than numbers. This research will later explore more in-depth information about the problems of entrepreneurship education in elementary schools at UPT SPF SD Inpres Perumnas Makassar City.

The following is the data analysis process using the Miles and Huberman interactive data analysis model described in the following figure:

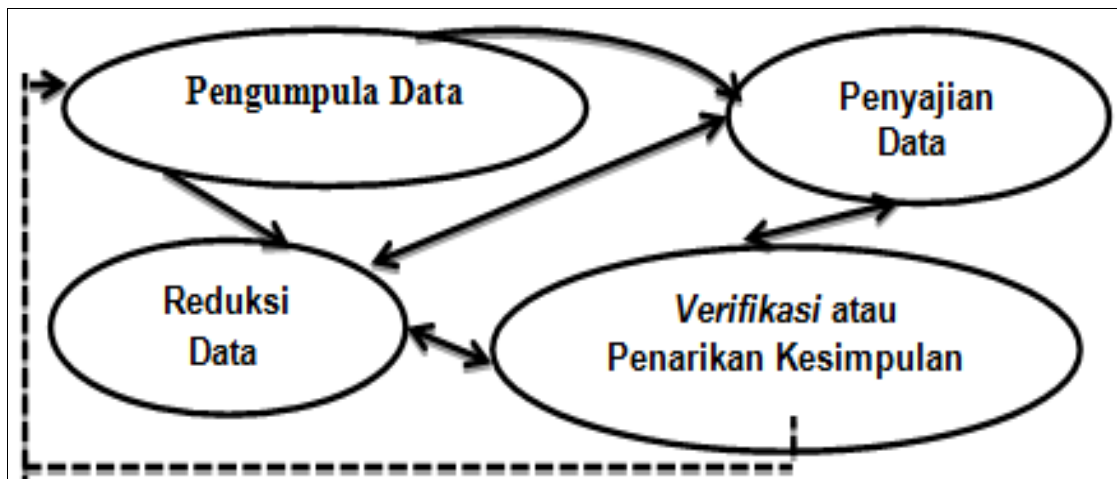


Fig 1: Data Analysis Model Miles and Hubermani (Sugiyono, 2020) [4]

From the picture above, it consists of 3 data analysis flows, including data reduction, data presentation and conclusion drawing/verification.

Results and Discussion

1. Implementation of Entrepreneurship Education

a. Background of Entrepreneurship Education Program

Entrepreneurship education as education is a life skill for students which is very useful as a provision for facing various kinds of problems and increasingly competitive competition.

Some of the things that are behind the implementation of entrepreneurship education, this can be seen from the results of an interview with the Principal, saying, that:

"The background of UPT SPF SD Inpres Perumnas in Makassar City implements Entrepreneurship education because of the problems of today's nation, which are increasingly competitive and difficult to find work, therefore students instill entrepreneurship education from an early age to become successful Muslim entrepreneurs who can generate jobs for many people, and there are still only a few schools that implement entrepreneurship education.

The same opinion was also said by the informant Mrs. Nurlia S.Pd who is a teacher of UPT SPF SD Inpres Perumnas Makassar City, that:

"We know that the conditions in society today are difficult to find work, many are unemployed even though sometimes they have a high education. With this entrepreneurship education, it is hoped that they will have the skills to create jobs."

b. Entrepreneurship Education Planning

Entrepreneurship education at UPT SPF SD Inpres Perumnas Makassar City is carried out through planning activity programs at school. Based on the results of an interview with the Principal, who said, that:

"Entrepreneurship education program planning can be carried out in school meetings before the new school year. In the meeting, we will formulate and determine all school programs that will be implemented during the year, whether to program or not through various considerations. Later the programs will be translated into activities that will be implemented".

The same opinion was also said by the informant Mrs. Nurlia S.Pd who is a teacher of UPT SPF SD Inpres Perumnas Makassar City, that:

"Planning of programs can be carried out at the annual school meeting. At the meeting, we will plan the programs that will be carried out by students for a year".

Based on the results of interviews with Mrs. Dawiah as a parent of students at UPT SPF SD Inpres Perumnas Kota Makassar said, that:

"As a parent, I feel very proud of the performance of the principal and the teachers in it because they invite us as parents to discuss the practical and theoretical programs that will be taught to our children".

2. Factors Influencing Interest in Entrepreneurship Education

Factors that influence entrepreneurship education determine future entrepreneurial attitudes. In this case, teachers have a significant role in the learning process or instilling entrepreneurial values in the students they guide. In the implementation of entrepreneurship education, teachers emphasize how teachers set an example and also provide guidance on entrepreneurial assessments that are instilled in students by integrating them into learning.

This entrepreneurial interest is seen based on the willingness to work hard and persevere to achieve business progress, willingness to bear the risks associated with the actions of the business he is doing, willing to take paths with new methods, willing to live frugally, willing to learn because entrepreneurial interest is the desire, interest, and willingness to work hard or have the willpower to open a business as much as possible to meet the needs for yourself or even to help the family economy.

a. Income

Income is the income a person gets either in the form of money or goods. Entrepreneurship can provide income that can be used to meet their needs, the desire to earn income that raises a person's (student) interest in entrepreneurship. Someone with higher income expectations than working as an employee who is an attraction to become an entrepreneur. Therefore, income factors are considered capable of influencing student entrepreneurial interest. As is the case with the first informant, namely, Mrs. Dawiah as a parent of UPT SPF SD Inpres Perumnas Makassar City students who said, that"

"Yes, income has an influence because if you have money it's like being happy, because the results of sweat are not in vain, and this is also trying as much as possible to get even more, especially since childhood I had to work first to get money".

Similarly, the second informant, Samsianar, as the parent of the student also said that:

"The income factor affects entrepreneurial interest, because income can pay for children's schooling, help the family economy, and try not to burden the family. Inadequate family economic factors, therefore, I try not to be a burden on the family, especially since I have three children, personally a lot from family or relatives".

The same opinion was also said by the third informant, namely Mrs. Nurlia S.Pd who is a teacher of UPT SPF SD Inpres Perumnas Makassar City said that:

"Yes, because by trying, results are obtained, even though I am a teacher at UPT SPF SD Inpres Perumnas Makassar City, and I also have my own income".

b. Family Environment

The family environment is the smallest community group consisting of father, mother, children and other family members. The family is the initial laying of children's

growth and development which provides the initial influence on personal formation. The impact of the family environment is parents who will influence children to determine their future direction, for example choosing a job. Someone chooses to become an entrepreneur because their parents are entrepreneurs. As with the first informant, namely parents of students who have parents who are entrepreneurs, so that since childhood has been educated by his parents for entrepreneurship, so that the interest in entrepreneurship already exists in him. Mrs. Dawiah interested in entrepreneurship to follow in the footsteps of his parents as an entrepreneur.

This is in line with the results of interviews conducted to Mrs. Dawiah as parents of students, said that:

"This family environment factor greatly affects the soul or my entrepreneurial interest, especially my parents are entrepreneurs".

Similarly, the parents of Mrs. Samsianar students whose parents are entrepreneurs, interest in entrepreneurship is influenced by factors in the family environment which says that:

"The influencing factor is the family environment because my parents are entrepreneurs. Then for entrepreneurship is also from within myself so that I am an entrepreneur and I pass it down to my child".

His family is very supportive of students (i) to understand entrepreneurship education which makes him more enthusiastic about carrying out his duties as a teacher UPT SPF SD Inpres Perumnas Makassar City. This is based on the results of an interview with Mrs. Nurliayang who said that:

"I am not a person who was born from parents who have a business or an entrepreneur, my family is a family of education personnel, but for entrepreneurship I have run a business near my house, this is what I do to fulfill all my daily needs, because every day the prices of staples and other needs are getting higher or more expensive".

Based on the results of information from the principal of UPT SPF SD Inpres Perumnas Makassar City who said that: "Someone's entrepreneurial spirit arises because of encouragement from the family, that's what I understand yes as a principal who has taught entrepreneurship subjects".

Parents who expect their children to become educators or employees alone are an ancient mindset that continues to take root in the current generation, whereas to get income is done by becoming an entrepreneur. According to Nigrum (2017), who says that "Family is an environment that can foster a child's entrepreneurial mentality". According to Galoway (2006) who says "Parents who work as entrepreneurs are believed to be able to become role models (Entrepreneurial role model) which will shape children's interest in entrepreneurship in the future".

Based on research activities conducted by researchers, it explains that informants related to family environment factors have a role in determining the future of students (i) based on entrepreneurial education or entrepreneurial experience of parents.

c. Community Environment

Family support for a child to become an entrepreneur is not comparable to the encouragement shown by the interacting community environment. Community support is described through encouragement by the community, only mediocre. The usual encouragement has an impact on the not

maximizing the growth of inspiration for parents of students (i) and teachers at UPT SPF SD Inpres Perumnas in Makassar City, this is indicated that there is still not a maximum of community appreciation.

This condition does not yet illustrate the full support that has been felt by parents, students (i) and teachers who teach entrepreneurship education subjects, so it is quite natural for prospective business actors who do not fully have high motivation for entrepreneurship. However, the growth of understanding for entrepreneurs because they see the surrounding environment entrepreneurship and get their own income, that's where someone will be influenced to become an entrepreneur.

As with the informant Mrs. Dawiah as a parent of UPT SPF students, SD Inpres Perumnas Makassar City said:

"The community environment has a role to implement entrepreneurship education because the community around where I live is mostly an entrepreneur and has its own income, therefore, I teach my child to be able to understand entrepreneurship education taught by teachers at school, whether it is in the form of practice or in the form of theory. The results of interviews with Mrs. Samsinar, as the parents of students (i) who said that:

"This community environment also determines how the business owned can survive or not because without the support of the surrounding community, the business made will lose, but before that, an understanding of entrepreneurship education must be instilled in children to provide the values of an entrepreneur".

The results of an interview with Mrs. Nurlia, S.Pd, as the entrepreneurship class teacher of UPT SPF SD Inpres Perumnas Makassar City, that:

"Environmental factors have an impact on implementing entrepreneurship education on parents of students and children because I teach children how the values in the implementation of entrepreneurship and when I meet with the parents of my students, I check the entrepreneurial values that children give to their parents and their family environment".

The results of an interview with Mrs. Aulia at UPT SPF SD Inpres Perumnas Makassar City said that:

"Maybe yes, this environmental factor does not really affect my entrepreneurial interest because at that time I taught entrepreneurship subjects and at that time the government did not provide provisions to teach students (i) to understand entrepreneurship education, but at this time based on the theory that I understand that the community environment is one of the benchmarks, determining whether or not entrepreneurship education is given to students or parents of students".

Community environmental factors are the same as family environmental factors because someone is able to become an entrepreneur when the implementation of understanding the values of entrepreneurship education for entrepreneurship. Based on this research activity that has been carried out researchers found Informant parents of students can be said that "Environmental factors greatly influence the implementation of the value of entrepreneurship education, they see the surrounding environment many who have been entrepreneurs, therefore they also have a desire for entrepreneurship".

But it is slightly different from the teachers and principals of UPT SPF SD Inpres Perumnas Makassar City who concluded that: "Environmental factors are not so supported

because teachers and principals give the theory when teaching and even if doing practice is only limited to providing understanding. So according to them both, what is implemented in entrepreneurship education depends on the ability of the prospective business actors themselves.

Discussion

1. Implementation of Entrepreneurship Education

a. Background of Entrepreneurship Education Program

Indeed, entrepreneurship education aims to equip students to have entrepreneurial character through the cultivation of basic entrepreneurial values in schools. UPT SPF SD Inpres Perumnas Makassar City instills basic entrepreneurial values, such as independence, creativity, leadership, risk-taking, action-oriented and hard work.

Embedding other character values in accordance with the 2013 curriculum. This is also in line with the opinion of Mulyani (2011)^[5] that the first stage of implementing entrepreneurial values is taken 5 main values, namely: independent, creative, risk takers, leadership, and action-oriented. The basic values of entrepreneurship can be instilled slowly and consistently to students. Teachers play an important role in the process of instilling entrepreneurial values to students, because in the implementation of entrepreneurship education, teachers become the driving force of the implementation of entrepreneurship education programs.

Teachers are also responsible for ensuring that students are actively involved in all school activities and are responsible for monitoring the development of each child every day. The principal is the person in charge of the implementation of all activity programs that are planned to run well according to the agreed plan and curriculum.

b. Entrepreneurship Education Planning

At the planning process stage, the entrepreneurship education program at UPT SPF SD Inpres Peruman Makassar City is formulated in a school meeting at the beginning of each new school year. This is done so that the entrepreneurship education program can be carried out properly and can achieve the maximum entrepreneurial education goals. Entrepreneurship education program planning requires many parties in the preparation of entrepreneurship education programs such as the head of the foundation, school committee, principal, teachers and staff and parents of students. The programs that have been formulated will be agreed upon and ratified by all parties, which are then described in the activities of the SPF SPT SD Inpres Peruman Makassar City.

The programs that have been agreed upon will later be included in the curriculum at UPT SPF SD Inpres Peruman Makassar City to serve as a reference for implementing activities. There are many activity programs in entrepreneurship education that are agreed upon and have been included in the school curriculum. These activity programs include commerce, Entrepreneur zone, culinary corner, entrepreneurship sharing inspiration and gardening. These activity programs will be implemented gradually and continuously by all school community members including principals, teachers, staff, students and parents. The objectives of entrepreneurship education implemented by UPT SPF SD Inpres Peruman Makassar City include so that students (i) have an entrepreneurial spirit, character and attitude based on Tauhid. Students will be trained to become

entrepreneurs and have the knowledge and attitudes of skills for their future lives.

This is in line with the opinion of Purnama and Wibowo (2017) ^[6] who say "Entrepreneurship education aims to equip students with knowledge competencies, attitudes and skills as entrepreneurs. According to Gautam & Singh (2017) "Entrepreneurship education has the mandate to equip the youth with functional knowledge and skills to build up their character, attitude and vision." Which means that entrepreneurship education has the mandate to equip the youth with functional knowledge and skills to build up their character, attitude, and vision.

2. Factors Affecting Entrepreneurship Education

a. Income

Entrepreneurship can provide income that can be used to meet needs, the desire to earn this income raises interest in entrepreneurship. Someone hopes to make a profit, so someone is encouraged to become an entrepreneur, but income cannot be predicted, sometimes it can be above the expected income, sometimes also outside of the expected income.

Income has an influence because if you have money it's like happy, because the results of his sweat is not in vain, and this is also trying as much as possible to get even more, especially since childhood I had to work first to earn money. This factor in income affects interest in entrepreneurship, because income helps the economy. Inadequate economic factors, therefore, income by trying, will get results, even though teachers and parents have their own income.

Own income becomes an entrepreneur more money than employees or civil servants. Someone becomes an entrepreneur because they get their own income as stated by Surhatini (2011) that: "Entrepreneurship is able to provide income that can be used to meet or fulfill the needs of life, the desire for income that can generate interest in entrepreneurship".

Based on the activities of this study that have been conducted by researchers found that each informant argues that one of the factors for entrepreneurship is an effort to obtain the same benefits as previous research conducted Yati Suhartini (2011), found income has a great influence role will interest in entrepreneurship, entrepreneurship provides a profit that is used to be able to meet the needs of life."

b. Family Environment

The family environment is the smallest community group consisting of father, mother, children and other family members. The family is a precursor to the growth and development of children who have an initial influence on personal formation. The impact of the family environment is parents who will influence their children to determine their future direction, for example in choosing a job.

Someone chooses to become an entrepreneur because their parents are entrepreneurs. As with the first informant, namely parents of students who have parents who are entrepreneurs, so that since childhood has been educated by his parents for entrepreneurship, so that the interest in entrepreneurship already exists in him.

Mrs. Dawiah is interested in entrepreneurship to follow in the footsteps of her parents as entrepreneurs. The family is very supportive of students to understand entrepreneurship education which makes him more enthusiastic about

carrying out his duties as a teacher at UPT SPF SD Inpres Perumnas in Makassar City. Someone's entrepreneurial spirit arises because of family encouragement, that's what I understand yes as a principal who has taught entrepreneurship subjects".

Parents who expect their children to become educators or employees alone are an ancient mindset that continues to take root in the current generation, even though earning income is done by becoming an entrepreneur. According to Herdiman (2018), who says that "Family is an environment that can foster a child's entrepreneurial mentality". According to Galoway and Kelly (2009) who say "Parents who work as entrepreneurs are believed to be role models (Entrepreneurial role model) which will shape children's interest in entrepreneurship in the future".

c. Community Environment

Family support for a child to become an entrepreneur is not comparable to the encouragement shown by the community environment in which they interact. Community support is illustrated through encouragement by the community, only mediocre. The usual encouragement has an impact on the not maximising the growth of inspiration for parents of students (i) and teachers at UPT SPF SD Inpres Perumnas Makassar City, it is also shown that there is still no maximum community appreciation of entrepreneurship. This condition does not yet illustrate the full support that has been felt by parents, students and teachers who teach entrepreneurship education subjects, so it is quite natural for prospective business actors who do not fully have high motivation for entrepreneurship.

However, the growth of understanding for entrepreneurs because they see the environment around entrepreneurship and get their own income, that's where someone will be influenced to become an entrepreneur. Community environmental factors are the same as family environmental factors because someone becomes an entrepreneur when implementing an understanding of the values of entrepreneurship education for entrepreneurship.

Based on the research activities carried out by researchers found Informants of parents of students can be said that "The lingkungan factor greatly influences the implementation of entrepreneurship education values, they see the surrounding environment many who are entrepreneurs, there fore they also have a desire for entrepreneurship".

But slightly different from the teacher and principal of UPT SPF SD Inpres Perumnas Makassar City can be concluded that: "Environmental factors are not so supported because these teachers and principals provide theory when teaching and even if doing practice is only limited to providing understanding. So according to them both what is implemented in entrepreneurship education.

d. Motivation

Motivational factors affect the emergence of a person's soul to take action or achieve goals. This motivational factor helps someone to become an entrepreneur, namely the desire to feel free work, self-success achieved and tolerance for risk. Freedom at work is a model of someone doing a little work but getting big results. This motivational factor is considered capable of implementing an entrepreneurial spirit.

Motivational factors are also considered to influence the ability to be entrepreneurial. A person will be interested in becoming an entrepreneur who can earn their own income. This is because the cost of living in Makassar City is very expensive and everything is all about money, which forces teachers and parents of students at UPT SPF SD Inpres Peruman Makassar City to set up businesses to meet their daily needs.

Becoming an entrepreneur does not only capitalise on material or capital, but establishing a business must be equipped with an understanding of entrepreneurial values so that the business that is established can survive all kinds of problems, be it problems in the family environment, community environment, and sales or customer problems.

Conclusion

1. Implementation of Entrepreneurship Education

a. Background of Entrepreneurship Education Programme

Entrepreneurship education aims to equip students to have entrepreneurial character through instilling the basic values of entrepreneurship in schools. UPT SPF SD Inpres Perumnas Makassar City instils basic entrepreneurial values such as independence, creativity, leadership, risk-taking, and orientation.

b. Entrepreneurship Education Planning

The programme that has been formulated will be agreed upon and ratified by all parties and then described in the activities at UPT SPF SD Inpres Perumnas Makassar City. The agreed programme will later be included in the school curriculum as a reference for implementing activities.

2. Factors Affecting Entrepreneurship Education

a. Income

Income plays a role in implementing the spirit of entrepreneurship. Entrepreneurship can provide opinions that can be used to meet all kinds of needs of his life, the desire to earn income that raises the entrepreneurial spirit.

b. Family environment

Family environment factors, not all research informants are born from entrepreneurial parents but the support of each parent for entrepreneurship fosters the implementation of entrepreneurship.

c. Community Environment

Community environmental factors for entrepreneurship that make him an entrepreneur because of the encouragement of his entrepreneurial parents, but community environmental factors can affect his entrepreneurial spirit.

d. Motivation

Motivational factors include factors that can encourage to implement the values of entrepreneurship education.

References

1. Pemerintah RI. Instruksi Presiden No. 4 Tahun 1995 Tentang Gerakan Nasional Memasyarakatkan dan Membudayakan Kewirausahaan (GNMMK), Jakarta: Pemerintah RI
2. Rahmadi AN, Heryanto B. Analisis Faktor-Faktor Yang Mempengaruhi Minat Berwirausaha Pada Mahasiswa Program Studi Manajemen Fakultas Ekonomi Universitas Kadiri. *Ekonika: Jurnal ekonomi universitas kadiri*, 2016, 1(2).
3. Miles MB, Huberman AM. *Qualitative data analysis: An expanded sourcebook*, Sage, 1994.
4. Sugiyono S. "Qualitative research methods and R&D"
5. Mulyani E. Model pendidikan kewirausahaan di pendidikan dasar dan menengah. *Jurnal Ekonomi dan Pendidikan*, 2011, 8(1).
6. Wibowo A. Dampak pendidikan kewirausahaan bagi mahasiswa. *Asian Journal of Entrepreneurship and Family Business*, 2017:1(1):1-4.
7. Gautam, Manish Kumar, and Dr Sunil Kumar Singh. "Entrepreneurship education: concept, characteristics and implications for teacher education"
8. Suhartini Y. Analisis faktor-faktor yang mempengaruhi minat mahasiswa dalam berwirausaha (studi pada mahasiswa Universitas PGRI Yogyakarta). *Jurnal Akmenika UPY*, 2011:7(1):24.
9. Ningrum MA. Peran keluarga dalam menumbuhkan jiwa wirausaha sejak usi dini. *JP (Jurnal Pendidikan): Teori dan Praktik*, 2017:2(1):39-43.
10. Galloway L, Kelly SW. Identifying entrepreneurial potential? An investigation of the identifiers and features of entrepreneurship. *International Review of Entrepreneurship*, 2009:7(4):1-24.
11. Nurdin N, Yusal MS, Nur S, Rasjid Y, Rais Z. Pengenalan Masa Pubertas Pada Peserta Didik Sekolah Dasar. *Panrannuangku Jurnal Pengabdian Masyarakat*, 2023:3(2):46-8.
12. Wahida, Nurdin, Saripuddin, Putera W, Sharif, N, M. Students' strategies and creativity in solving IPS problems in class VIII SMP Negeri 3 Sungguminasa Gowa district. *Int J Educ Res Dev*, 2023:5(2).
13. Elpisah WP, Saripuddin HA. Utilization of Entrepreneurship Education and Students' Personality Factors in Entrepreneurial Interest That Have an Impact on Entrepreneurial Creativity in SMU, SMK and SLB. *J ReAttach Ther Dev Divers*, 2023:6(1):637-55.
14. Abd Rasyid R, Putera W, Azis M, Yahya IL, Azis F. Factors Affecting the Improvement of Marketing Performance of Indonesian MSMEs Products. *Int J Capac Build Educ Manage*, 2023:5(3):1-3.
15. Saripuddin, Kadir D, Putera W, Yahya IL. Government Policy Through Market Orientation in Supporting the Business Performance of Maros Bread Business in Maros Regency. *Int J Capac Build Educ Manage*, 2022:5(2):1-21.
16. Syarif MN, Yunus M. Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw Dengan Pendekatan Jas Untuk Meningkatkan Hasil Belajar Ipa Siswa Smp Negeri 3 Buntu Malang. *Celebes Biodiversitas*, 2023:5(1):48-57.
17. Syarif MN, Hadinda A, Rasjid Y. Penerapan Model Pembelajaran Children Learning In Scince Dalam Meningkatkan Hasil Belajar Peserta Didik. *Binomial*, 2022:5(1):45-57.
18. Putera W, Sahabuddin R, Rakib M, Lestari I. The Influence of Facilities and Innovation in Improving Consumer Satisfaction through Creativity in MSMEs Micro Handicraft Products in South Sulawesi Province. *Am J Humanit Soc Sci Res*, 2021, 5.
19. Maidin, Andi Muh Rusdi, and Wahyudi Putera. "Organizational Communication Ethics in Supporting Service Quality in Government."

20. Iriani Nisma R, Rasyid Parajai TAM, Rostini Putera W. Occupational Safety and Health (K3) Program in Improving Employee Productivity through Employee Work Discipline. *Asian J Soc Sci Manage Technol*, 2023, 5(5).
21. Maidin, Andi Muh, Syamsul Bahri, Wahyudi Putera, and Abd Rasyid. "Puskesmas Strategy in Improving the Performance of Posyandu Cadres."
22. Azis M, Azis F, Putera W. Digital Transformation in Encouraging the Advancement of Accounting Learning in the Industrial Era 5.0 Through Optimizing Learning in Schools and on Campus. *Int J Innov Sci Res Technol*, 2023;8(3):341-51.
23. Putera W, Alimuddin A, Yahya IL, Magfirah M. Factors that Affect Employee Welfare in Improving Employee Performance at Pt. Semen Indonesia (SIG) Persero TBK. *Asian J Soc Sci Manage Technol*, 2021;3:1-92.
24. Rostini, *et al.* *Manajemen Sumber Daya Manusia (Menciptakan Sdm Berkualitas)*, Rizmedia Pustaka Indonesia, ISBN 978-623-98733-9-4, Cetakan Pertama, Januari, 2022.
25. Iriani N, *et al.* *Metodologi Penelitian*, Rizmedia Pustaka Indonesia, ISBN 6238050136, 9786238050130, 211 Hal, 2022.