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Analysis of the SPW (School for Producing Entrepreneurs) Program and the Creative Product Subject to the Behavioral Business and Students Independence of XI Graders of Binakarya Mandiri, Bekasi

Muh. Ardhi Ridhwan¹, Veithzal Rivai Zainal², Aziz Hakim³

¹University of Krisnadwipayana, Jakarta, Indonesia, ardhiridhwan@gmail.com

²Indonesian MSME Communication Forum, Jakarta, Indonesia, veithzal47@gmail.com

³University of Krisnadwipayana, Jakarta, Indonesia, dr_azizhakim@unkris.ac.id

Corresponding Author: ardhiridhwan@gmail.com

Abstract: This study aims to determine the impact of the SPW (School for Producing Entrepreneurs) Program and Creative product on the behavioral business and student independence of eleventh-grade students at Binakarya Mandiri, Bekasi, during the 2021–2022 academic year. This study was conducted at Binakarya Mandiri Vocational High School, Bekasi with a population comprising a portion of class XI, to determine the number of samples for each class utilizing cluster sampling data collection techniques to gather 59 students using the Taro Yamane formula. Entrepreneurial interest is the desire to generate business prospects without fear of the associated risks and a desire for entrepreneurial success. Using a pre- and posttest questionnaire, the researchers obtained research data. Prior to receiving support in the SPW program, Creative students' interest in entrepreneurship was assessed using a pretest questionnaire. In the meantime, the posttest questionnaire was used to determine the extent to which students were interested in entrepreneurship after obtaining aid from the entrepreneurial printing school program and the creative and entrepreneurship products field of study. This study employs quantitative descriptive data with a specific percentage utilizing the Azwar scale formula so that the percentage can be determined and results can be stated in words or phrases. According to the data analysis, the findings of the pretest questionnaire, with an average score of 61.90, fall into the moderate group, and the results of the posttest questionnaire, with a score of 79.55, go into the very high category. The results of hypothesis testing indicate that $t_{count} 8.271 > t_{table} 2.081$ at a significance level of 5% with $n = 55$ and that there is an influence of the entrepreneurial school program and the field of study of creative and entrepreneurial products on the business behavior and independence (interest in entrepreneurship) of students, with the magnitude of the effect being 56%, with the remainder influenced by internal and external factors.

Keyword: Creative Product, Entrepreneurship, Independence.

INTRODUCTION

The School for Producing Entrepreneurs (SPW) is an educational concept that encourages students to gain entrepreneurial skills through practical experience. Students are encouraged to engage in online/web-based entrepreneurship due to its low cost and relative simplicity for novices. Particularly for students of the Z generation who are expected to be able to navigate the industrial era 4.0. In 2018, the Directorate of Vocational Development aimed for 150 Vocational Schools to participate in the SPW program by receiving assistance in the form of technical guidance and funding so that they can spawn young entrepreneurs, with a goal of 5% of all graduates being able to create jobs or become entrepreneurs.

The SPW program is particularly beneficial for young entrepreneurs on the rise. This curriculum is highly strategic for changing the thinking of entrepreneurship instructors and school principals who continue to undervalue entrepreneurship. Consequently, it is hoped that in the future, teachers of entrepreneurship will comprehend the potential of their students and continue to improve themselves. To develop an entrepreneurial attitude, one must be literate and courageous enough to create a breakthrough.

Entrepreneurship Education aligns with character education enhancement. Independence is one of the primary character traits that this SPW program aims to instill. It is intended that pupils would be able to demolish guilt, learn consistency, acquire commitment, and learn to be trusted.

It is essential to provide formal education on entrepreneurship to the younger generation so that they can establish their businesses and improve their future well-being. As specified in Article 15 of the National Education System Law, Vocational High School (SMK) is a Vocational Education Unit that focuses on preparing students for work in particular sectors. Creative Products and Entrepreneurship is one course that prepares students to become entrepreneurs. This subject of study teaches students how to become entrepreneurs by manufacturing original things or promoting preexisting products.

According to Jamieson (1984), entrepreneurship education as a subject must give skills, knowledge, and ethical instruction so that students may create benefits for themselves and address the challenges they encounter. To achieve a level of skills, knowledge, and ethics that can be implemented in entrepreneurial activities, entrepreneurship education/PKK is divided into three categories (Matlay & Mitra, 2022):

1. Company 'about' education. It aims to raise awareness
2. Education 'for' companies. It is the preparation stage for prospective entrepreneurs to develop innovation
3. Education 'in' business. It aims to grow and develop innovation

Jamieson (1984) also discussed these three categories by stating that corporate education aims to help students become the primary agents of social and economic change. Then, the teaching style should utilize the company's activity situation. Last, the training of prospective and existing entrepreneurs. Therefore, the entrepreneurship education program/PKK can assist students in experiencing entrepreneurship.

In the teaching-learning process of entrepreneurship education/PKK, it is crucial to create in students an entrepreneurial culture. They require an active learning process in which students utilize real-world learning opportunities. The accomplishment of the desired goals regarding the development of entrepreneurial skills among the younger generation depends on the participation of educators. As is the case in general education classrooms, teachers in entrepreneurship education programs must no longer rely solely on one-way communication. Rather, they must function as facilitators (World Economic Forum, 2009).

Entrepreneurship education/PKK is a field of education with special aims for the worldwide development of individuals and societies. Creative product learning and entrepreneurship have emerged as significant concerns in the field of economic development that engage the community on all levels. As a field of study that prepares students to become business professionals, entrepreneurship education/PKK is an active learning method that places students at the center of the educational process, empowering them to take responsibility for their learning, both in terms of experimenting and developing themselves.

After graduating from school or even college, it is intended that students would not be preoccupied with job-seeking activities but rather use the entrepreneurial skills they have acquired to generate jobs. Multiple expert viewpoints suggest that entrepreneurship education/PKK is an educational curriculum focusing on entrepreneurial aspects to foster an entrepreneurial mindset and attitude. The purpose of entrepreneurship education is to teach diverse entrepreneurial competencies and knowledge.

In every nation, the government is obligated to encourage the youth to develop an entrepreneurship culture to become independent of relying on others. However, it should not be permissible for people to be forced into poverty by circumstances they cannot avoid. Even in Islam, Allah SWT offers a life of prosperity and plenty, as stated in Al-Qur'an Surah An-Najm (53), verse 48:

وَأَنَّهُ هُوَ أَغْنَىٰ وَأَقْنَىٰ

Artinya : Dan sesungguhnya Dialah yang memberikan kekayaan dan kecukupan.

Meaning : “that He it is Who bestowed wealth and riches”.

From the verse above, it can be interpreted that Allah SWT grants His believers only prosperity and sufficiency, not poverty. This prosperity cannot be achieved on its own. Even Allah SWT commands humans to work hard. One of these commands is found in Surah At-Taubah (9), verse 105 of the Al-Qur'an:

وَقُلْ اْعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ إِلَىٰ عِلْمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُم بِمَا كُنتُمْ تَعْمَلُونَ

Artinya : Dan katakanlah, “Bekerjalah kamu, maka Allah akan melihat pekerjaanmu, begitu juga Rasul-Nya dan orang-orang mukmin, dan kamu akan dikembalikan kepada (Allah) Yang Mengetahui yang gaib dan yang nyata, lalu diberitakan-Nya kepada kamu apa yang telah kamu kerjakan.”

Meaning : And say, “Do [as you will], for Allah will see your deeds, and [so, will] His Messenger and the believers. And you will be returned to the Knower of the unseen and the witnessed, and He will inform you of what you used to do.”

All levels of society can actualize the field of entrepreneurship by understanding the significance of working hard in business with the initial goal of self-prosperity. However, it is understood that being a successful entrepreneur is a difficult process that calls for a person's strong will, abilities, creativity, ingenuity, and courage to take risks. Therefore, assistance from other groups is required to support those who desire to engage in entrepreneurial activities so that they have the guts to take genuine action, including creative and entrepreneurship product instruction by PKK teachers.

By integrating the development of entrepreneurial skills into the educational curriculum, particularly at the vocational high school level, governments in many nations, including the Indonesian government, have made self-reliance education a key agenda item. However, entrepreneurship education is a field practice that necessitates a lengthy procedure in order to be able to assess progress. Therefore, this study was created to determine the extent to which the Binakarya Mandiri Vocational School in Bekasi educates entrepreneurs. Studying creative and entrepreneurial products influences students in class XI to develop an entrepreneurial spirit and independence.

LITERATURE REVIEW

The School for Producing Entrepreneurs (SPW)

One of the most crucial national programs is entrepreneurship. The government, corporate, and non-governmental groups sponsored numerous entrepreneurship programs to support the national initiative. These initiatives are required to enhance the spirit of entrepreneurship among SMK students to increase the number of SMK graduates who can become entrepreneurs. Some ideas contend that entrepreneurship is a natural skill but can also be acquired, intentionally practiced, and continually improved. In an endeavor to foster an entrepreneurial spirit in pupils from an early age, the role of the school is essential. In keeping with this, the SPW BKM program is an effort on the part of the school to give students a place to cultivate their entrepreneurial spirit and spirit as one of the prerequisites for obtaining mental and financial independence.

One of the foundations supporting entrepreneurial operations at Binakarya Mandiri Vocational School, Bekasi, is the School for Producing Entrepreneurs (SPW BKM). Digital simulation, entrepreneurialism, and productive theory are all integrated into this program. Since 2020, Binakarya Mandiri Vocational School has participated in the Entrepreneurial Printing School initiative started by the Directorate of Vocational Development in partnership with the National Education and Culture Office.

Schools set up the SPW BKM program as a platform for students with a business aptitude and an interest in entrepreneurship linked to their majors or outside of their specialties, depending on the options available to develop their abilities. With the help of this program, it is envisaged that students who are gifted or exceptional in business and have an interest in the field can have more representative assistance and space to channel their abilities so they can be developed. The SPW program aims to achieve the following:

1. Character and work ethic development, such as discipline, responsibility, honesty, cooperation, leadership, and independence
2. Support and motivation for students to venture into business
3. An increase in student creativity and innovation in identifying business opportunities

Creative Product and Entrepreneurship Subject/PKK

The study of creative products and entrepreneurship, which is included in the curriculum at formal educational institutions, has been the subject of numerous arguments. The use of words like entrepreneurship education/PKK versus enterprise education is the primary focus of the discussion (Garavan & O'Connell, 1994). Jones and English (2004) assert that there are conceptual distinctions between corporate education and entrepreneurship education/PKK. While corporate education aims to create people who can seek opportunities, entrepreneurial education/PKK is related to developing an attitude of independence. Gibb (1993) believes that although the two phrases are contextually distinct, they are conceptually the same. While the United Kingdom and Ireland place more emphasis on the phrase enterprise education, the United States and Canada favor entrepreneurship education/PKK.

A clearer definition of entrepreneurship is required and will be provided to the younger generation during their formal education process in light of the conceptual and contextual conflict between entrepreneurship education/PKK and corporate education. Entrepreneurship education/PKK is described by Jones and English (2004: 2) as "the process of giving people the ability to see economic opportunities and the insight, self-esteem, knowledge, and skills to act on their own ideas." The term "entrepreneurship education" or "PKK" is then frequently used by business experts when examining the underlying concepts of the actions performed. Entrepreneurs are described as "innovators" by Cantillon (1931) and Schumpeter (1934). In contrast, Drucker (1985) describes business owners as wealth producers and risk-takers.

In light of these definitions of entrepreneurship, entrepreneurship education/PKK needs a curriculum and teaching resources that concentrate on studying sources of opportunity and discovery processes (Timmons, 1989), where people are encouraged to develop creativity, dare to take risks, and can change ideas. The concept is implemented in actuality (Jones & English, 2004).

Entrepreneurship education/PKK prepares pupils to face an uncertain future by giving students the skills to create businesses. Therefore, why is it crucial to align entrepreneurial education? PKK theoretically collaborates with the recipients of entrepreneurship education in terms of the curriculum, teaching resources, and instructional design. The development of teaching materials that can foster entrepreneurial mindsets, foster the development of entrepreneurial abilities, and offer managerial training is a key area of attention in entrepreneurship education and PKK. The goal of entrepreneurship education/PKK, which includes a variety of educational and training methods, is to change people's attitudes, behaviors, values, or intentions toward running a successful independent firm.

It is possible to define entrepreneurs as people that can transform an idea into practical action. Taking risks, being innovative, and having the capacity to plan and manage initiatives to accomplish objectives are all included in this. Accordingly, entrepreneurship education is a method of applying knowledge, forming attitudes, and honing skills and abilities in a work context.

PKK and entrepreneurship education are intended to teach students how to run independent businesses that can foster entrepreneurial qualities and behaviors, such as being creative and independent thinkers, taking risks, accepting responsibility, and respecting diversity.

Creating an entrepreneurial culture is the main emphasis of PKK and entrepreneurial education. It aims to assist aspiring business owners in locating and seizing opportunities, including but not restricted to boosting start-ups, cutting-edge projects, and employment creation. The younger generation will be better prepared by being more innovative and confident in carrying out all types of activities thanks to the entrepreneurial education offered in higher education.

Behavioral Business

Human behavior is a set of behaviors impacted by customs, attitudes, emotions, values, ethics, and power. Business is a series of diverse activities not restricted by the amount of ownership of assets (goods/services), including profits, but are limited by halal and haram regulations in their acquisition and utilization. Among the different techniques of making a living and accumulating riches, Islam considers business one of the most honorable. On the other hand, business is viewed as a societal obligation for the person.

The essence of business is to engage in activities that increase value-added so that it may be sold for a greater price. A business practitioner is a warrior who can meet people's requirements. As mandated by the Qur'an, businesspeople enrich the globe by transforming all natural wealth and human resource capabilities into beneficial or useful commodities in praising Allah SWT.

Beginning with thoughts converted into tangible acts, businesspeople have established an economic activity that can engage many individuals. A collection of individuals with a far-reaching vision, who perform tasks more efficiently, think creatively and maximize the use of existing resources. The most crucial thing for this set of individuals is to have a purpose and a passion that motivates them to take risks to achieve their goals. The ambition to attain success and inspire one another is a must-fulfillable dream for these individuals. The concept of conducting business represents an endeavor to realize this objective.

Business people are seen as people who always think creatively (think outside the box). This type of individual craves novelty and prefers to be distinct from others. Legendary world entrepreneurs such as Bill Gates, Steve Jobs, and Narayana Murthy, as well as new entrepreneurs such as Larry Page, Sergey Brin (co-founder of Google), and Mark Zuckerberg, are finally succeeding in the commercial world (CEO of Facebook). Sandiaga Uno and Erick Tohir are reputed to be wealthy businessmen in Indonesia, where they have established business operations. These individuals have set the bar for becoming the most inspiring and influential businessmen in their respective industries.

In some nations, conducting business is a crucial component of the economy and an essential step for producing jobs and promoting economic growth, which must be well-planned and mature. The business has impacted human lives in several ways, including products, services, technology, and innovative business concepts.

Independence

Independence or autonomy is a psychosocial ability that consists of the courage, initiative, and responsibility to overcome obstacles/problems with self-assurance without relying on the abilities of others, as well as the capacity to command, master, and determine oneself without the influence of the environment and the assistance of others.

According to Patriana (2007), independence is an attitude that allows a person to act freely, to do something on his own for his own needs, to pursue achievement, to be full of perseverance, and to want to do something without assistance of others, to be able to think and act in an original, creative, and initiative-filled manner, to be able to influence their environment, have confidence in their abilities, respect their condition, and derive satisfaction from their efforts.

Individuals' independence is a crucial component of their personality. Gradually, during a person's development, he or she gains the capacity to think autonomously and act.

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Widayati (2009) identifies the following characteristics of independence:

1. Responsibility is the ability to fulfill a task, account for the results of their work, explain new roles, and possess principles regarding what is good and wrong in thinking and acting.
2. Autonomy is a condition characterized by acts performed based on one's own will and not on the will of others, as well as self-confidence and the capacity to care for oneself.
3. Initiative is the capacity to think and act creatively.
4. Self-control is demonstrated by the ability to control one's behaviors and emotions, overcome obstacles, and understand other people's points of view.

Based on its qualities Desmita (2011) stated that independence can be categorized into the following three categories:

1. Emotional independence, which displays variations in the closeness of persons' emotional interactions. Three characteristics denote emotional adolescent independence: not being emotionally dependent on parents but yet being impacted by them, the desire to stand alone, and the ability to sustain emotions in front of their parents.
2. behavioral independence, i.e., the capacity to make judgments independently and responsibly. Changes in the ability to make decisions and choices, acceptance of the influence of others, and feelings of self-reliance are three components of adolescent behavioral independence (self-resilience).
3. Value independence, or the capacity to understand ideas on good and wrong and what is important. Value independence is a set of values adolescents establish relating to good and evil, right and wrong, or religious devotion.

METHODS

According to Arikunto (2014: 203), the research method is used for data collection. This research employs quantitative research using the experimental technique with a pretest-posttest design in one group or a pretest-posttest design in one group. Before and after receiving treatment, students' interest in entrepreneurship was determined using a one-group pretest-posttest methodology. This design is implemented by administering treatment (X) to business/entrepreneurship practices. Before starting observation, the group was given a pretest (O1), followed by a posttest (O2) after receiving treatment.

RESULT AND DISCUSSION

The findings of this study pertain to pre-and post-test data for the School for Producing Entrepreneurs (SPW) and creative and entrepreneurial product subjects (PKK) in terms of business conduct and student autonomy (interest in entrepreneurship). The authors utilized the questionnaires to measure the impact of the entrepreneurial school program and creative and entrepreneurial product subjects on student independence and business conduct (interest in entrepreneurship). Implementing the mentoring school programs for entrepreneurship and entrepreneurial practice as a sub-subject of creative products and entrepreneurship/PKK could increase students' interest in entrepreneurship.

Based on the number of calculations performed using questionnaire data and the Azwar scale with value requirements, 77.4% - 100% is categorized as excellent, 66.4% - 77.3% as high, and 53.5% - 66 as poor. The criteria for a value of 3% is considered low, a value of 40.5% to 53.4% is classified as low, and a value of 40.5% is classified as very low.

The majority of students on the results of the pretest questionnaire are very high criteria, amounting to 3.70%, where there are 2 students with a range of 77.4% to 100%, for a range of 66.4% to 77.3%, there are 21 students or 38.9%. In comparison, for the vulnerable 53.5% to 77.4%, there are 21 students or 38.9%. For the range 40.5% - 53.4%, there were 7 students or 12.96%, and for the range 40. The average score on the pretest questionnaire is 61.90 per cent, which falls within the medium category.

According to posttest data collected after students have undergone observation, the percentage of entrepreneurs is as follows: With a sample of 54 students, the frequency of interest in entrepreneurship obtained from 29 students falls into the very high category with a percentage rate of 53.70 per cent. 19 students are interested in entrepreneurship in the high category, with a percentage rate of 35.19 per cent. 6 students are interested in entrepreneurship in the medium category, with a percentage rate of 11.11 per cent. 0 students with interest in entrepreneurship fall into the low and very low categories. This high and significant correlation holds for the same population, 117 students. The significance of a class XI sample of 59 students is demonstrated by the t-test at a significance level of 0.05 when $t_{count} > t_{table}$, or 8.271 > 2.081. Then, a 56% impact on business conduct and independence (entrepreneurial interest) is the most significant factor.

Therefore, there is no doubt that students interested in creative products and entrepreneurial subjects tend to be interested in entrepreneurship, as creative and entrepreneurial product courses are indeed relevant to entrepreneurs' daily lives. It means that creative and entrepreneurship product classes contain materials that help students live freely, attempt on their own, never give up and be able to establish firms, which students can utilize as resources for their entrepreneurial/business lives. With the existence of creative and entrepreneurial product subjects and the SPW, students not only learn the lessons but also practice them directly in the field so that they are not only good at studying but also good at being interested in business/entrepreneurship.

The research outcomes acquired by the researchers were t_{count} 8.271, and the price of t_{table} at a significance level of 0.05 was 2.081, meeting the conditions for hypothesis testing. H_a was accepted if $t_{count} >$ from t_{table} , then it was known that t_{count} was $8.271 >$ t_{table} , then it was known that t_{count} was 2.081. Therefore H_a was accepted, and H_o was rejected, indicating that entrepreneurial schools and creative and entrepreneurial product subjects affect students' interest in entrepreneurship at Binakarya Mandiri Vocational School, Bekasi.

CONCLUSION

To conclude, there are several points that could be summed up from this research.

1. The average pretest results of the entrepreneurial practise subcategory of creative products and entrepreneurship subjects were 61.90 on the medium criteria. In contrast, the average posttest results were 79.55 on the very high criteria.
2. The questionnaire (pretest) administered before treatment and the questionnaire (posttest) administered after treatment at SMK Binakarya Mandiri, Bekasi yielded different results. H_o is rejected, and H_a is approved based on the t-test results: $t_{count} = 8.271 >$ $t_{table} = 2.081$.
3. The influence of the entrepreneurial school curriculum and creative and entrepreneurial product subjects on business behaviour and self-reliance (interest in entrepreneurship) in the exam is 56%, whilst internal and external factors influence the remaining 44%.

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