



Does Motivational Training Based on Self-Potential Development Improve the Students' Social Entrepreneurship Intention?

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DOI: 10.15294/dp.v20i1.20862

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History Article

Received February 01, 2025
Approved May 11, 2025
Published May 29, 2025

Keywords

Motivational Training;
Pesantren; Self-Potential;
Social Entrepreneurship Intention; Student

Abstract

The number of pesantren in Indonesia is vast and has contributed to economic development and growth. The development of pesantren today is about providing entrepreneurial provisions for students (santri) so that they will be ready to enter the community by having the ability to act creatively and innovatively. This research intends to strengthen students' social entrepreneurship intentions by applying motivational training based on developing self-potential. The research to be carried out is experimental research with quasi-experimental research techniques (quasi-experimental design). The research was conducted at the Pondok Pesantren as Salafy Al Asror, Semarang City, Central Java, Indonesia. The data collection techniques used are tests, observations, and interviews. The results indicated that managerial ability, motivational ability, creativity, and communication significantly affect the intention of the student to pursue social entrepreneurship. This research also develops an entrepreneurial model for students by utilizing the abilities possessed by students, namely managerial abilities, motivation, creativity, and communication. The model developed was tested differently and, based on the model developed, was effective in increasing the intention of students to pursue social entrepreneurship. Thus, this research has contributed to creating social enterprise intentions in students through the students' self-potential.

How to Cite

Widiyanto, W., Jaenudin, A., Feriady, M., & Kusumantoro, K. (2025). Does Motivational Training Based on Self-Potential Development Improve the Students' Social Entrepreneurship Intention?. *Dinamika Pendidikan*, 20 (1), 21-31.

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INTRODUCTION

The existence of Islamic boarding schools cannot be separated from the lives of Indonesian people (Hafidh & Badrudin, 2019). Pesantren is an educational institution in Indonesia that has contributed significantly to human resource development (Mujahidin, 2021). Until now, Islamic boarding schools continue to impact people's lives in politics, economy, government, and other fields (Saepurrohman & Ilmi, 2021). The number of pesantren in Indonesia is vast and has contributed to economic development and growth (Assa'idi, 2021).

Pesantren has also developed due to the rapid development of technology and information in this era of disruption. Based on statistical data from the Islamic boarding school database (2021), the number of Islamic boarding schools is 27,722, with 4,1 million students (dipdpontren.kemenag.go.id). Islamic boarding schools are synonymous with strong religious education. However, facing the era of the Industrial Revolution 4.0, students who graduate from Islamic boarding schools must be equipped with skills to strengthen their role and competitiveness in society further (Azizah, 2020). One of them is entrepreneurial competence.

The development of pesantren today is how to provide entrepreneurial provisions for students so that they will be ready to enter the community by having the ability to act creatively and innovatively (Kardoyo et al., 2018). Developing an entrepreneurial spirit is very important, so it is not surprising that many Islamic boarding schools have special programs in entrepreneurship development. Kiai leadership in pesantren is central to developing students' entrepreneurial interests through concrete, sustainable efforts. The entrepreneurial spirit of students cannot be formed in a short time. The pandemic conditions have caused the increasing importance of instilling an entrepreneurial spirit in students (Widiyati et al., 2020). Another reality is that there is still weak knowledge in entrepreneurship, so it needs to

be improved again (Farid et al., 2021).

Many ways can be implemented to shape the entrepreneurial spirit of students. The development of entrepreneurs can be done through the efforts of Baitul Mal Wat Tamwil (BMT) Islamic Boarding School to strengthen students' understanding of entrepreneurship in Islamic economics and finance (Fathurrahman & Muchlis, 2020). The development of entrepreneurs can also be pursued by providing experience and competence in the field of Islamic Marketing. Material on Islamic marketing is very important so that the business carried out by students is more by sharia (Fathurrahman & Wiranatakusuma, 2021). Santri, who joins the pesantren business unit, will also gain adequate knowledge for entrepreneurship (Anggrayani et al., 2020). The student canteen can also provide real experience in managing a business, so that students will be more interested in becoming entrepreneurs (Astuti et al., 2020).

The concept of entrepreneurship has also developed very diversely and is associated with many things, including the development of social entrepreneurship. The idea of social entrepreneurship is present as a solution to overcome societal problems in the future (Tran & Korflesch, 2016). Social enterprises are central to the entrepreneurial process. They can simultaneously create economic and social added value and complement each other (Wilton & Venter, 2016). Social entrepreneurship has also developed into digital social entrepreneurship (Ghatak et al., 2020) and Islamic social entrepreneurship (Ashraf, 2021). Thus, the development of social entrepreneurship is significant as a solution to society's problems today.

This research intends to strengthen students' social entrepreneurship intentions by applying specific methods, namely motivational training based on developing self-potential. By understanding the potential of students, business ideas can be created that are more in line with the potential of students. Students will be able to develop their ideas more quickly because they know what they currently have

and the opportunities in the market. Thus, the problem in this study is how to apply motivational training based on self-potential development and its influence on the entrepreneurial intentions of social students.

The urgency of this research is the focus on measuring students' social entrepreneurship intentions by applying motivational training methods based on developing self-potential. The concept of social entrepreneurship is very close to the identity of pesantren. Islamic boarding schools can develop the competence of social entrepreneurs by triggering students' intentions to be entrepreneurial while maintaining the social spirit they have. The student still has good social sensitivity even though they run a business successfully. Economic and social values go hand in hand so that students can contribute more to the lives of the surrounding community.

METHODS

Experimental research methods look for influences on something that is treated against others under controllable conditions (Sugiyono, 2016). Quasi-experiments use all subjects in the study group (intact group) to be given treatment; the sample is not randomized. One of the advantages of a quasi-experiment is that although the sample has limitations, it does not have strict restrictions. However, this method also has limitations because it is carried out on research subjects of Islamic boarding school students, where the variables cannot be controlled quantitatively. Grouping conflict and experimental group members cannot be done randomly.

The research design used was a nonequivalent control group design. Both experimental and control groups will be given pretests, and posttests will only be given to experimental groups that receive treatment. The pretest was given to determine the initial conditions in the experimental and control groups. This was done to ensure no differences in the groups regarding cognitive or student competence. The experimental group will be given training to

improve entrepreneurial skills, including motivational, managerial, and communication skills. Before training, the treatment group will be given several questions to map the three skills they already have. The design can be illustrated in Table 1.

Table 1. Design of Experiment

Group	Pretest	Treatment	Post Test
Experiment	0	X	0
Control	0		0

Remarks:

0 Pretest = Posttest

X Treatment, i.e., ability mapping and training (theory and practice).

Data collection was carried out using two methods: test and non-test. The test is divided into two. First, the test is intended to measure managerial ability, level of motivation, communication skills, and creativity. At the same time, decision-making variables measure the intention of social entrepreneurship. Second, tests map or categorize abilities lacking in experimental group members. This mapping is used as a basis for determining a model or strategy for carrying out an increase in the self-potential of students. The questions are uploaded via Google Forms to obtain test data, and the students are given a link to answer the questions. The non-test methods used are observation, interviews, and documentation. This technique is carried out simultaneously at the time of giving the training treatment.

The data analysis method was multiple regression analysis, with two independent samples using different tests. Multiple regression analysis is used to analyze which factors significantly affect students' social entrepreneurship intentions. Different tests of two independent samples to explore the impact of implementing self-potential-based training on students' entrepreneurial intentions. The treatment results in the experimental group were compared with those of the control group.

RESULT AND DISCUSSION

Data analysis using pretest data obtained the following results based on the test results. Based on the results of the regression test that has been carried out, it is known that there are four variables to be tested: creativity, communication, managerial, and motivation. The test results are shown in Tables 2 to 4.

Table 2. Result of Model Summary

Model Summary ^b				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.916 ^a	.840	.797	5.896
a. Predictors: (Constant), Creativity, Communication, Managerial, Motivation				
b. Dependent Variable: Student Intention				

Source: Processed data (2024)

Table 2 shows all the independent variables that influence the dependent variable. The test results showed an R-value of 0.916, meaning that the influence of creativity, communication, managerial, and motivation variables on entrepreneurial intentions was 91.6%. To better know the accuracy of the impact of all variables, the R Square value shows a result of 0.840, meaning that all variables influence 84% of entrepreneurial intentions.

Table 3 shows that the influence of the independent variable on the dependent variable is simultaneous. The test results show a significance value (Sig.) of 0.000, which means that creativity, communication, managerial, and motivation variables simultaneously affect the variables of entrepreneurial intentions. In addition, the F-calculate value of 19.681 is greater than the F-table value of 3.634, showing that all variables simultaneously influence entrepreneurial intentions.

Table 3. Result of ANOVA Test

ANOVA ^a						
Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2737.042	4	684.260	19.681	.000 ^b
	Residuals	521.508	15	34.767		
	Total	3258.550	19			
a. Dependent Variable: Student Intention						
b. Predictors: (Constant), Creativity, Communication, Managerial, Motivation						

Source: Processed data (2024)

Table 4. Result of Multiple Regression Analysis

Coefficients ^a					
Type	Unstandardized Coeff.		Standardized Coeff.		Sig.
	B	Std. Error	Beta	t	
(Constant)	-6.971	10.091		-.691	.500
Managerial	-.241	.308	-.135	-.783	.446
1 Motivation	.373	.271	.252	1.377	.189
Communication	.830	.222	.646	3.744	.002
Creativity	.287	.270	.203	1.064	.304
Dependent Variable: Intention					

Source: Processed data (2024)

Table 4 shows the influence of each independent variable on the dependent variable. The test results showed that managerial, motivational, and creative variables did not influence the dependent variable, entrepreneurial intentions, due to the value of the sig. > of 0.05. At the same time, the communication variable affects entrepreneurial intentions, which is indicated by a significance value of 0.002 or < 0.05. Furthermore, based on the results of data analysis using posttest data, which is the primary source of information for this study, multiple regression tests are used to determine whether the developed model influences student intention on social entrepreneurship. The test results are shown in Tables 5 to 7.

Table 5 shows all the independent variables that influence the dependent variable. The test results showed an R-value of 0.851, meaning that the influence of creativity, communication, managerial, and motivation

variables on entrepreneurial intentions was 85.1%. To better know the accuracy of the impact of all variables, the R Square value shows a result of 0.724, which means that all variables influence 72% of entrepreneurial intentions. The simultaneous influence can be found in Table 7.

Table 5. Result of Model Summary – Posttest result

Model Summary ^b				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.851 ^a	.724	.650	5.413
a. Predictors: (Constant), Creativity, Communication, Managerial, Motivation				
b. Dependent Variable: Intention				
Source: Processed data (2024)				

Table 6. Result of ANOVA Test – Posttest Result

ANOVA ^a					
Type	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1152.726	4	288.182	9.836	.000 ^b
Residuals	439.474	15	29.298		
Total	1592.200	19			
a. Dependent Variable: Intention					
b. Predictors: (Constant), Creativity, Communication, Managerial, Motivation					

Source: Processed data (2024)

Table 7. Result of Multiple Regression Analysis – Posttest Result

Coefficients ^a					
Type	Unstandardized Coeff.		Standardized Coeff.	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.010	12.989		.463	.650
Managerial	.819	.257	.745	3.184	.006
1 Motivation	1.018	.434	1.097	2.345	.033
Communication	.652	.257	.542	2.535	.023
Creativeness	-1.386	.469	-1.523	-2.957	.010
a. Dependent Variable: Intention					

Source: Processed data (2024)

The influence of the independent variable on the dependent variable is simultaneous. The test results show a significance value (Sig.) of 0.000, which means that creativity, communication, managerial, and motivation variables simultaneously affect the variables of entrepreneurial intentions. In addition, the F-calculate value of 19.681 is greater than the F-table value of 3.634, showing that all variables simultaneously influence entrepreneurial intentions.

Table 7 shows the influence of each independent variable on the dependent variable. Due to significant values, the test results show that managerial, motivational, communication, and creativity variables influence the dependent variable, entrepreneurial intentions. < of 0.05. This is shown in the table above in the column Sig. (Significance) the maximum variables are managerial 0.06, motivation 0.33, communication 0.23, and creativity 0.10. These results show that each variable has a significant value of less than 0.05, so it can be concluded that each variable has an essential influence on increasing students' entrepreneurial intentions through a developed model.

To get maximum test results, different tests are needed to get differences in the effectiveness results of the developed model. This research involved two classes, namely the control and experimental classes. The control class is a class that does not receive treatment with model development or in increasing students' entrepreneurial intentions with conventional methods. The experimental class is a class that gets the treatment of the model developed in the learning process to find out how effective the model is.

Pretest Results of the Control Group and Experimental Group

The pretest results in this study were used to determine the initial needs of students before research was carried out using a model developed to increase students' entrepreneurial intentions. The pretest results were tested using a different control and experimental group test. Table 8 shows that the mean value

or average value of the control group pretest is 63.05, and the mean value of the experimental group is 63.30. This indicates that there is an insignificant difference between the control group and the experimental group. To prove a significant difference or not, testing is needed using an Independent Sample Test in Table 9.

Table 8. Group Statistics – Control and Experiment (Pretest)

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
IB	Control	20	63.05	11.052	2.471
	Experiment	20	63.30	10.271	2.297

Source: Processed data (2024)

The significance value of the t-test is 0.941 (Table 9). This shows that the significance value is more than 0.05, meaning there is no significant difference in the pretest scores of the control and experimental groups. Thus, this study has the equivalence of test samples with the same subject characteristics.

Posttest Results of Control Group and Experimental Group

Furthermore, to determine whether this research is running according to plan and results, the results are analyzed as a tool to test the use of models developed to improve Student entrepreneurial intentions. Of course, the main highlight is the results obtained from the experimental group posttest, where the group is treated using a development model of entrepreneurship. Based on the results of further analysis of the data, the following results were obtained.

Table 10 shows that the mean value or average value of the control group pretest is 73.90, and the mean value of the experimental group is 82.30. When viewed from the difference in mean in each group, there are significant differences between pretest and posttest

Table 9. Result of Independent Sample Test (Pretest)

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.061	.807	-.074	38	.941	-.250	3.374	-7.080	6.580
IB Equal variances are not assumed.			-.074	37.797	.941	-.250	3.374	-7.080	6.581

Source: Processed data (2024)

results. However, any difference between groups in the mean value of the experimental group is substantial, as the mean of the experimental group is significantly different from the mean of the control group. Further, you can see the following table to determine the significant difference.

Table 11 explains that the significance value of the t-test is 0.003. This shows that the significance value is more than 0.05, meaning a significant difference in the post-test scores of the control and experimental groups. Thus, using the student entrepreneurship model significantly increases students' entrepreneurial intentions in Pesantren Al-Asror.

Table 10. Group Statistics – Control and Experiment (Posttest)

Group Statistics					
Group	N	Mean	Std. Deviation	Std. Error Mean	
Control	20	73.90	7.283	1.629	
IB Experiment	20	82.30	9.154	2.047	

Source: Processed data (2024)

The development of the era has forced many paradigm changes in all sectors. Continuous technological advances provide various conveniences for serving students. Al Asror Islamic Boarding School changed from just students of the yellow book and tahfidz Al Quran, equipping students to become entrepreneurs by providing a more complete education. Students are equipped with various skills and characteristics to become social entrepreneurs. As social entrepreneurs, students not only strive as entrepreneurs who carry out activities to obtain benefits, but also have a concern about solving problems that exist in society; this is the function of social entrepreneurs who have goals and missions for financial and community improvement. (Austin et al., 2012).

This research is intended further to build the attitudes and attitudes of the students as a social entrepreneur must have characteristics as a social agent, be interested in solving social problems, become a figure in a society entire of social care, advance departing from failure, and be able to create business opportunities and never give up. These functions can be carried out because, in community life, social enterprises have a role, namely (1) creating job

Table 11. Result of Independent Sample Test (Posttest)

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
IB	Equal variances assumed	1.078	.306	-3.211	38	.003	-8.400	2.616	-13.695	-3.105
	Equal variances are not assumed.			-3.211	36.173	.003	-8.400	2.616	-13.704	-3.096

Source: Processed data (2024)

opportunities; (2) innovating and creating new goods or services needed by the community; (3) becoming social capital; and (4) increasing equality broadly. One option for handling social problems carried out by developing countries, including Indonesia, is social entrepreneurship activities. Social entrepreneurship aims to solve social problems that exist in society, especially poverty. Social entrepreneurship is one solution that can be applied to distribute aid continuously and even empower the poor to be free from poverty without controlling assistance (Tenrinippi, 2019).

Some variables affect the intentions of social entrepreneurship students. These variables include managerial ability, motivational ability, creativity, and communication. The results of the data analysis conducted showed a significant influence on the entrepreneurial intentions of students. Managerial ability provides a person's level of success in managing problems in a business. Research undertaken by previous studies also explained that managerial ability is implemented in the ability to communicate, make timely decisions, recognize, determine, and solve a problem (Mubarak & Nurohman, 2022). Furthermore, previous research mentioned that managerial skills,

entrepreneurial behavior, and motivation positively and significantly influence SMEs' food performance. This suggests that the better the organizational abilities, entrepreneurial behavior, and motivation, the higher the performance of SMEs (Haryanti et al., 2019).

In addition to managerial abilities, motivational abilities, and creativity also increase students' social entrepreneurship intentions. Previous research results show that motivation, creativity, and business capital partially have a significant effect on entrepreneurial interest (Wardani & Dewi, 2021). Creativity is the ability to present ideas when solving problems or when facing opportunities. With creativity, someone will be encouraged to achieve the specified target. The target can be any field, including entrepreneurship (Mahanani & Sari, 2018).

This research carried out regression tests to obtain the influence of each variable. It carried out different tests to get information on whether there were differences in the entrepreneurial model developed. The test results showed a significant influence of independent variables, namely managerial ability, motivation, and communication, on the dependent variable, namely the intention of students to

engage in social entrepreneurship. Furthermore, the results of the difference test showed a significant difference, which can be seen from the test results above, between the control group using conventional methods and the experimental group, which was treated using the developed entrepreneurial model.

Thus, the research succeeded in testing the model of student social enterprises and effectively increasing the intentions of student social enterprises. This is confirmed by the increasing creativity of students in entrepreneurship, for example, in seeking business opportunities and good communication skills, as well as high motivation to start a business in the Al-Asror Islamic boarding school environment. This study has limitations with the object, namely, Al-Asror Islamic boarding school students. So, it is necessary to have further research to test the entrepreneurial intention model of students on other and larger objects.

CONCLUSION

Social entrepreneurship aims to solve social problems that exist in society, especially poverty. Students are equipped with various skills and characteristics to become social entrepreneurs. As social entrepreneurs, students not only strive as entrepreneurs who carry out activities to obtain profit but also have concerns about solving problems that exist in society; this is the function of social entrepreneurs who have goals and missions for financial and community improvement. This study aims to strengthen the social entrepreneurship intentions of students by applying specific methods, namely motivational training based on developing self-potential.

Some variables affect the intentions of social entrepreneurship students. These variables include managerial ability, motivational ability, creativity, and communication. The results of the data analysis conducted showed a significant influence on the entrepreneurial intentions of students. This research develops

a model of student entrepreneurship by utilizing the abilities possessed by students, namely managerial abilities, motivation, creativity, and communication. The model developed was tested differently, and based on these tests, it was effective in increasing the social entrepreneurship intentions of students. Thus, this research has contributed to developing social enterprise intentions in students through the students' self-potential. This research needs to be conducted further with larger objects and more developed models so that students throughout Indonesia have a strong entrepreneurial intention and become new entrepreneurs among Islamic boarding schools.

ACKNOWLEDGMENTS

We thank LPPM and the Faculty of Economics and Business, Universitas Negeri Semarang, for their research and publication funding support

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