

**THE INFLUENCE OF ENTREPRENEURSHIP SUBJECT ON STUDENTS' INTEREST IN ENTREPRENEURSHIP WITH HIDDEN CURRICULUM AS THE INTERVENING VARIABLE****Amin Kuncoro** [□], **Hutomo Rusdianto**Institut Pesantren Mathaliul Falah (IPMAFA) Pati
Faculty of Economics, Universitas Muhammadiyah Kudus, Indonesia**Info Artikel***Sejarah Artikel:*
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Higher education is a place of knowledge transfer with the certain framework set by a trusted institution. Nevertheless, the concept of knowledge transfer was still limited to a qualitative or tentative which made the output was only the micro scale of the institution scope. It was not appropriate to the goal of learning process in a very broad sense, both qualitatively and quantitatively. The objective of the study was to know the influence of entrepreneurship subject on students' interest in entrepreneurship at Institut Pesantren Mathaliul Falah (IPMAFA) Pati with hidden curriculum as the intervening variable. It used WarpsPls analysis to test the model directly and directly. The samples of the study were 30 Islamic banking students who got entrepreneurship subject and Islamic community development who did not get the entrepreneurship subject. The results of this study explained that the entrepreneurship subject influenced students' interest in entrepreneurship and the second model test results showed that hidden curriculum was not able to become the intervening variable for students' interest in entrepreneurship

PENGARUH MATAKULIAH KEWIRAUSAHAAN TERHADAP MINAT BERWIRAUSAHA MAHASISWA DENGAN HIDDEN CURRICULUM SEBAGAI VARIABEL INTERVENING**Abstrak**

Perguruan tinggi merupakan tempat transfer ilmu dengan kerangka yang telah ditetapkan oleh lembaga yang dipercaya. Namun demikian, konsep dari proses transfer ilmu masih sebatas kualitatif atau bahkan tentatif sehingga output yang dihasilkan masih berkutat pada skala mikro dari lingkup lembaga. Hal ini belum selaras dengan tujuan proses pembelajaran yang mempunyai arti sangat luas, baik kualitatif maupun kuantitatif. Penelitian ini bertujuan untuk mengetahui pengaruh mata kuliah kewirausahaan terhadap minat berwirausaha pada mahasiswa Institut Pesantren Mathaliul Falah (IPMAFA) Pati dengan *hidden curriculum* sebagai variabel intervening. Metode penelitian ini menggunakan analisis WarpsPls dengan menguji model langsung dan tidak langsung. Sampel yang diteliti adalah mahasiswa dengan Prodi Perbankan Syariah dan mahasiswa Prodi Pengembangan Masyarakat Islam dengan kriteria mahasiswa yang telah mendapatkan Matakuliah Kewirausahaan dan yang belum mendapatkan Matakuliah Kewirausahaan dengan jumlah sampel 30 orang. Hasil penelitian ini menjelaskan bahwa Matakuliah Kewirausahaan berpengaruh terhadap minat berwirausaha dan hasil uji model yang kedua menjelaskan bahwa *hidden curriculum* tidak mampu menjadi variabel intervening bagi minat berwirausaha mahasiswa.

INTRODUCTION

Higher education is a place of knowledge transfer with the certain framework set by a trusted institution. Nevertheless, the concept of knowledge transfer was still limited to a qualitative or tentative which made the output was only the micro scale of the institution scope. It was not appropriate to the goal of learning process in a very broad sense, both qualitatively and quantitatively. Higher education as the highest formal education was expected to produce independent young generations who inspired or raised awareness of students to become people who could create jobs (job creators) and not only job seekers (Lies, 2013).

Institut Pesantren Mathaliul Falah (IPMAFA) Pati is a private higher education in the northern of Pati. It has the obligation to support the government program, including on alleviating the poverty. Some efforts had been done to adjust its vision and missions to foster the entrepreneurial spirit, although IPMAFA did also focus to establish university-based research based on Pesantren (Islamic boarding house) values. Nowadays; entrepreneurship subject at IPMAFA was only 2 credits to foster students' entrepreneurial spirit but later, it was possible if the subject would be the one of the compulsory subjects which must be taken by all students as a provision when they graduated

The definitions of entrepreneurship were different among the experts since the focus or the emphasis of each expert was not same. Entrepreneurship was creating new organizations (Gartner, 1988), it was combining the new activities (Schumpeter, 1934), it was exploring the opportunities (Kirzner, 1973).

An entrepreneur was required to carry out the basic managerial functions such as directing and controlling. Based on some

references above, it can be summed up that entrepreneurship was the activity needed to create or implement which would later identifying the opportunities within the economic system, with the ability and the capacity to adapt the market changes. So entrepreneurship was the process of creating the different thing by devoting all time and energy and was eager to take the financial, psychological, social, risks and then, receiving the rewards of money and personal satisfaction.

Entrepreneurship subject at IPMAFA Pati was intended that students had spirit, and attitude of self-employment, and fostered their entrepreneurial interests and talents. By understanding the entrepreneurship, it was expected that students could create jobs later.

Hermina's research results (2011) showed that there was an influence of entrepreneurship subject on students' interest for being entrepreneurs. It was similar to Adeline's study result (2011). She found that students' interest in entrepreneurship was not only fostered from the campus support but also from social, environment and attitude supports.

Entrepreneurship subject at IPMAFA Pati was for 2 credits with six units at the entrepreneurship module. It discussed and reviews various entrepreneurial problems in this reformation and globalization era. Furthermore, it also discussed how to be a formidable entrepreneur. After studying the module, students are expected to: 1) explain the basic concepts of entrepreneurship; 2) explain the need for achievement and creativity for an entrepreneur; 3) identify business opportunities in entrepreneurship; 4) describe the business management in entrepreneurship; 5) shows togetherness and business ethics; 6) identify the entrepreneurship development.

The outcome of Entrepreneurship subject given to the curriculum at IPMAFA Pati was to foster students' interest in

entrepreneurship. Djaali (2008 in Lies, 2013) argued that interest was a desire which tended to direct himself to a particular choice as his needs, which would be realized into the real actions by their attention on the object they needed by searching for information as the insight. Thus; interest was something which came from within ourselves because the sense belongings which was supported by the deep desire. Then, interest demanded to know the more detailed and in-depth object by observing the object.

A person's interest in entrepreneurship was measured by indicators: (1) How strong were his efforts to attempt the entrepreneurial activity; and (2) How many were his planned efforts to perform entrepreneurial activity (such as; managing the time and managing the finances for entrepreneurship).

Several previous studies found that Entrepreneurship subject was able to foster students' interest in entrepreneurship. Norashidah Hussain (2015) found that entrepreneurship education has a significant influence on students' interest in entrepreneurship.

Arifin (2011) classified the content of the curriculum into three parts, they were: (a) logics, i.e. the knowledge of right and wrong based on scientific procedures; (B) ethics, i.e. the knowledge of good and bad, values, and moral; (C) aesthetics, i.e. knowledge about the beautiful-ugly, there was an art. In the process of implementation, curriculum should showed that there was a teaching-learning activity, i.e. the teacher attempted to teach students both in the classroom and outside the classroom through structured, organized and independent activities. In this case, the teacher was required to use various instructional strategies and approaches which were able to attract students' attention to actively participate in the learning process.

Curriculum had several different concepts (Arifin, 2011) including three concepts, they were: (a) ideal curriculum, it

had something good, expected or aspired points, as published in the curriculum book; (B) actual curriculum, it was the real activities in the learning process or the reality of the planned curriculum, as made in the curriculum book. The real curriculum should be same with the ideal curriculum, although in reality could not be completely same; (C) hidden curriculum, i.e. everything which influenced students positively when they learnt something. That influences could be from the teachers, learners themselves, the employees of the school, learning environment, and so forth. Hidden curriculum happened when ideal curriculum and real curriculum we're happening.

Based on the concept, it can be concluded that hidden curriculum was a curriculum planned to support the ideal and real curriculum in gaining the experiences of programs, strategies and evaluation means used as the implementation guidelines in the teaching and learning process at schools to achieve the goals of education.

Rahayu (2015) stated that there were two aspects of hidden curriculum, they were: (a) structural (organization), it described the class division, the activities outside the learning activities (e.g. extra curricular activities), the various facilities provided by the school (e.g. sports field, a library, multimedia room, laboratory, worship places, etc.) Facilities were also goods at schools to support the learning activities at school; such as textbooks and various computer programs are taught in schools; and (b) cultural which included the norms of the school, hard work ethic, roles and responsibilities, interpersonal and social relations among groups, conflict among students, rituals and celebrations of worship, tolerance, cooperation, competition, expectations of the teachers on students' discipline.

Some literatures on hidden curriculum emphasized the need of consistency in the

learning culture so students' understanding on what they were trying to reach was supported by structures and processes which had the important role to shape their learning experience (Ottewill, McKenzie, and Leah, 2005). Hidden curriculum was proven to support students' character formation as it was revealed from the research of Rofi'ah (2013), Shofa (2011), and Wisdom (2010).

Based on the research results, the character was able to be stimulated by hidden curriculum. One of characters which would be developed for IPMAFA students was entrepreneurial character; i.e. Self-confidence, good personality, and smart work. Self-confidence was proven to give the positive influence on students' interest in entrepreneurship as stated by Ermawati (2015). She said that confidence gave 13.24% positive influence on students' interest in entrepreneurship. Then; good personality influenced students' activities on entrepreneurship as stated by Citradewi (2016). Furthermore; smart work could be done if students had the qualified knowledge about entrepreneurship. It was in line with Atmaja's research (2016) which stated that entrepreneurial education influenced students' interest in entrepreneurship for 14.98%.

Although it was proven in numerous studies, but the influence of some variables on students' interest in entrepreneurship tended to be low. Therefore, innovating of hidden curriculum was needed to improve the success of creating students' characters in entrepreneurship, especially for students at IPMAFA Pati. Entrepreneurship education involved the teaching systematic reform. It means that entrepreneurship education should be infiltrated into every link of teaching at the university and every aspect of students' activities (Zhihong and Lishan, 2004). Each link should support the creation of entrepreneurship education which could be pursued not only through formal

curriculum but also through hidden curriculum. Through stimulus hidden curriculum which was directed to support entrepreneurial activities, it was expected that the goals of Entrepreneurship subject listed in the formal curriculum could be achieved. Thus; hidden curriculum also allegedly influenced students' interest in entrepreneurship at IPMAFA Pati.

Based on the problems and thinking framework above, the objectives of the study were: (1) to know if there is a direct influence of Entrepreneurship subject to foster students' interest in entrepreneurship, (2) to know whether there is an indirect influence of entrepreneurship subject on students' interest through hidden curriculum as the variable intervening or not.

METHOD

The population of the study was all 2nd semester students of PMI program study and 4th semester students of PS. It was a purposive sampling technique. Sugiyono (2001) stated that purposive sampling technique was selecting the samples through the certain considerations. Then; there were 30 students as the samples of the study.

The data was analyzed by Regression Analysis with Path Analysis and Adjusted R Square to determine the relationship among all independent variables (X) and the dependent variable (Y).

The determination coefficient indicated the variation percentage in the dependent variable which could be explained by the variation in the independent variables. The R² lied between 0 (zero) and 1 (one), if R² was getting closer to 1, the greater variation in the dependent variable which could be explained by variation in the independent variable. It means that the regression line was more precise to represent the observations results. Then, it used adjusted R Square since it had more than two independent variables.

RESULTS AND DISCUSSION

The validity test results showed that all items had Pearson correlation scores were more than r-table at 0.3494. Thus; all items were valid. Whereas; the reliability test results of the indicators of the independent and dependent variable showed that Cronbach alpha values were above 0.6 so it could be concluded that all items were reliable.

It was done based on the testing procedures of SEM-PLS, so the construct convergent validity evaluation used the indicators of loading factor and average variance extracted (AVE). The results of model outer through PLS warp program based on the table above, it showed that the convergent validity criteria were fulfilled because the loading was greater than 0.60 and AVE was greater than 0.40. And it showed that discriminant validity criteria were fulfilled by the square root of AVE which was greater than the correlation coefficient between the constructs of each column. Next, reliability also was tested by composite reliability which showed that Cronbach alpha was greater than 0.60.

The correlation matrix on the table above showed that there was the positive

strong relationship between Entrepreneurship subject and Hidden Curriculum which were organizationally indicated by the significant correlation coefficient. There was the positive relationship between Hidden Curriculum and students' interest in entrepreneurship with the significant correlation coefficient. And also there was a positive relationship between Entrepreneurship subject (MKW) and students' interest in Entrepreneurship with the correlation coefficient was 0.653.

These research results indicated that the hypothesis mediation because mediation required the significant correlation relationship between the independent variables, pemediation, and dependent (Baron and Kenny in Ratmono, 2012). Instead, the moderation model required the moderating variables which did not correlate significantly with the independent and dependent variables.

The testing procedure of Hidden Curriculum as the relationship mediator variable between Entrepreneurship Subject and students' interests in Entrepreneurship were:

- (1) Estimating the direct influence of Entrepreneurship Subject on studets' interest in Entrepreneurship (line e).

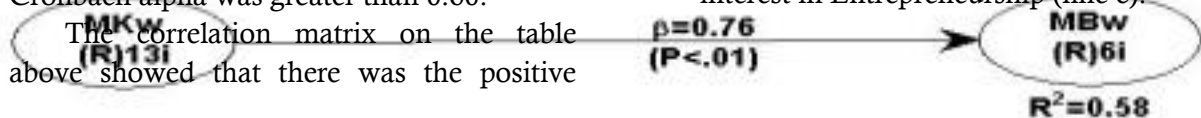


Figure 1. Direct Influences

From the figure above, we can see that there was the direct influence of entrepreneurship subjects to interest in entrepreneurship was for 0.76 and the significance with $p < 0.1$. R2 score was 0.58 which indicated that the variance of students' interest in entrepreneurship was 58% which

could be explained by the variance of entrepreneurship subjects.

The direct influence coefficient of entrepreneurship Subjects on interestof entrepreneurship (c) the model (1) was at .760 and significant. It means that most students had desires to try. The variable of

entrepreneurship subjects had 12 indicators or 12 meetings in one semester, they were: (1) students were able to explain more about entrepreneurship; (2) students were able to explain the material of family business opportunities, franchise opportunities, and the chances which can make yourself as entrepreneur; (3) students were able to make creative ideas; (4) Students were able to create a business plan; (5) Students were able to create brand names for their business plan tasks; (6) students were able to create a marketing plan; (7) students were able to analyze either by using SWOT analysis or industry; (8) students were able to make the operation plan to complete the business plans of students; (9) students were able to make

the organization plan; (10) students were able to make a financial plan; (11) students were able to distinguish the desire and knowledge; and (12) students were able to create new things. It means that entrepreneurship subjects were able to be understood by students of 4th semester and 6th semester as evidenced by the results of questionnaires.

(1) Estimating the indirect influence simultaneously with the triangle PLS SEM Model. It was Entrepreneurship subject (MKW) → Interests of Entrepreneurship (MBW) (Line c"), Entrepreneurship subject (MKW) → Hidden Curriculum (HK) (line a), and HK → Interests of Entrepreneurship (MBW) (Line b).

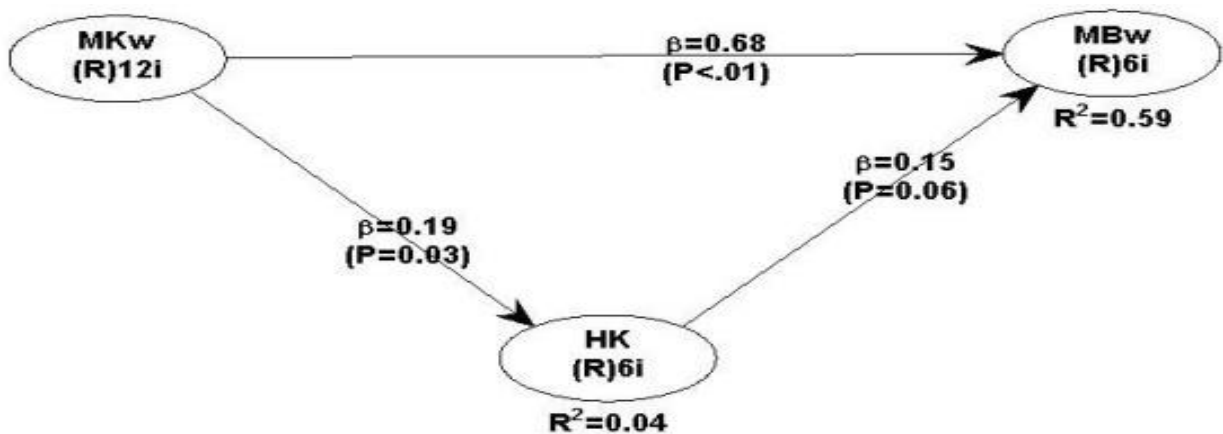


Figure 2. Indirect Influences

The requirements of mediating influence should be fulfilled by: (i) the path coefficients c was significant on the model (1), and (ii) the path coefficients a and b were significant on the model (2). It can be concluded about mediation were:

1. If the path coefficient c'' of the estimation model (2) was still significant and unchanged ($c' = c$) then the mediation hypothesis was not supported.
2. If the path coefficients c'' fell ($c' < c$), but it was still significant, then the form of mediation was partial mediation.

3. If the path coefficients c'' fell ($c' < c$) and it became insignificant, then the form of mediation was full mediation.

The estimation results of model (1) and (2) showed that goodness of fit criteria were fulfilled because the score of APC and ARS were statistically significant and AVIF was less than 5. The results on table above shows that the requirements for the testing of mediation were fulfilled; i.e. the coefficients c , a , and b .

The test results showed that the coefficient of direct influence of

Entrepreneurship Subject (MKW) on interests of Entrepreneurship (MBW) (c) on the model (1) was at 0.760 and significant. The results of the estimation model (2) showed that the indirect influence of coefficient Entrepreneurship Subject (MKW) on interests of Entrepreneurship (MBW) (c ") dropped to 0.680, but it remained significant.

On the other hand, Entrepreneurship Subject (MKW) to HK (Line A) showed that the coefficient was 0.190 and significance was 0.03; it happened also to Hidden Curriculum (HK) on interests of Entrepreneurship (MBW) (line b) showed the coefficient was 0.19 and it was not significant 0.06 because the significant tolerance was 0.05. it means that there was no mediation or hidden curriculum (HK) did not mediate the influence of Entrepreneurship Subject (MKW) on interests of Entrepreneurship (MBW) since to the 2nd requirement of mediation provision was not fulfilled; i.e.Line b was not significant.

Hidden curriculum did not mediate entrepreneurship subjects and interest in entrepreneurship, it was proven by the results of the estimation WarpPls 0.4. The results of the estimation model (2) showed that the indirect influence of coefficient Entrepreneurship Subject (MKW) on interests of Entrepreneurship (MBW) (c ") decreased 0.680. and significant. But Entrepreneurship Subject (MKW) to HK (Line A) showed the coefficient was 0.190 and the significance was 0.03 which happened also on as Hidden Curriculum (HK) on interests of Entrepreneurship (MBW) (line b) showed that the coefficient was 0.19 and significance was 0.06 and it was not significant because the significant tolerance was 0.05.

Hidden curriculum used 12 question items of six indicators based on the definition or the concept of variable, then from these questions, the researchers processed the data

using WarpPls 0.4. there were 6 significant and correlated question items; they were: (1) Do you have the ability to receive the compulsory subjects? (2) Do you seek to improve the knowledge of the subject outside of lectures? (3) Is it similar the concept received during the lectures with your spirit? (4) Do you have other activities outside the campus? and (5) Do you communicate well? Thus; it can be concluded that hidden curriculum can not mediate entrepreneurship subjects and interest in entrepreneurship for students at IPMAFA Pati.

According to Sanjaya (2008), there were two aspects which influenced hidden curriculum, they were relatively fixed aspects and flexible aspects. Fixed aspects were aspects inherented in surrounding communities and longstanding example; such as; ideology, beliefs, cultural values of society which influenced the school. This aspect has a broad role for each area and different each other area. The aspect was influential not only at school but also outside the school. The second aspect was the flexible aspect which included organizations and social systems variables. The organization variable was how school organization managed the learning at the school; such as how teachers managed the class, delivered the lesson, and teaching the discipline to students. Then; the social system included the relationships among stakeholders of the school either vertically, or horizontally.

Based on those opinions, evaluations conducted to identify some reasons why hidden curriculum was not able to be mediating variable between interest in entrepreneurship and Entrepreneurship Subject at IPMAFA student Pati. There were technical and theoretical reasons.

The technical reason of hidden curriculum was unable to mediate the influence of Entrepreneurship Subject on Entrepreneurship interest was: (1) There was

respondents' misconception in understanding the questions in the questionnaire so students were not able to capture the true meaning measured by the researchers; (2) The use of complex sentences in the questionnaire worsen the respondents' misconceptions on the questionnaire items.

The theoretical reasons of hidden curriculum was unable to mediate the influence of Entrepreneurship Subject on interests of Entrepreneurship was related to organizational and social system factors at IPMAFA Pati itself, they were: (1) there was not any common perception and commitment of the entire faculty at IPMAFA Pati to jointly support the creation of hidden curriculum which was in line with the objective of entrepreneurial character until students' interest to entrepreneurship; (2) The different perception made the weak hidden curriculum which was created at the campus IPMAFA Pati; (3) The different perception led to hidden curriculum which did not support the ideal curriculum and real curriculum.

CONCLUSION

Based on the results of the research above, it can be concluded that entrepreneurship subjects influenced students' interest in entrepreneurship, but hidden curriculum was unable to mediate or being the intervening variable between entrepreneurship subject and interest in entrepreneurship. Hidden curriculum was unable to be the intervening variable because there were any manipulations on hidden curriculum which could be the supporting factor in formal written curriculum.

Thus; it is suggested for the institution to give stimulus on hidden curriculum formed at IPMAFA Pati which is in line to the vision of the institution.

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