



Model Improvement of Students' Entrepreneurial Intentions in SMP Satu Atap Kandangserang

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Article Info	Abstract
<p>Article History :</p> <p>Received March 2021</p> <p>Accepted July 2021</p> <p>Published December 2021</p> <p>Keywords:</p> <p><i>Entrepreneurial intentions of students in SMP Satu Atap</i></p>	<p>The aim of this study is to determine the influence of society, school environment, the role of parents, friend circle, and self-efficacy on students' intentions to be an entrepreneur. The population of this study was the 9th grade students of SMP Satu Atap Kandangserang in the academic year of 2020/2021. There were 117 students as the sample of the study who were taken using proportional random sampling technique. The data collection technique used was a linkert scale questionnaire, which was given directly to the respondent. The data analysis used the IBM SPSS 24 and AMOS 20 path analysis. The results showed that the influence of society, parents, school, friend circle on self efficacy also the influence of society on entrepreneurial intention have a significant effect. While the influence of parents, school on entrepreneurial intention have no significant effect. Furthermore, the influence of self efficacy on entrepreneurial intention has a significant effect, the goodness fit test showed that the significance probability of all variables can be accepted.</p>

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INTRODUCTION

School is a formal educational institution that serves students in learning after entering the required age. In deciding to study at school a student involves parents who play a role in directing them to pursue education so that they will feel comfortable and happy by studying at school. Schools will have a lot of influences that enter such as learning models, peers, learning facilities and teaching methods so that the sustainability of each student who is studying in school gets knowledge that is measured by value (knowledge, skills, attitudes) and its development is described by teachers, while students who have graduated or alumni independently have a management to take advantage of the knowledge obtained from the school that can be applied (transfer of knowledge) in social life, students who have graduated from junior high school are included in the category of elementary schools directing that the passing value can be used to continue to high school, to be able to continue high school, readiness is needed, especially financing which is generally greater when compared to previous schools, so that the socio-economic conditions of the family have an impact on determining the future of their sons and daughters because they are in childhood and adolescents studying at school are the right of school-age children, and as parents are obliged to provide encouragement through sufficient education costs for their children, many parents direct their children to quality schools at a higher cost than schools in general, this is different from the economic condition of parents who are lacking will support their children to study according to their abilities, even after graduation there are still many students who do not continue with the excuse of working to help their family needs, to overcome this problem economists provide a formula through the Government Work Plan (RKP) in 2020 with a major focus on efforts to develop Human Resources and equitable distribution of areas, the State Budget allocates a budget for improving the quality of human resources such as 5.8% for health and 20% for education, including the provision of educational guarantees such as *Kartu Indonesia Pintar* (KIP) to the level of students, *Program Keluarga Harapan* (PKH) and other budget policies such as subsidies and simplified services, for education services, the existence of a

zoning system, improvement of school infrastructure through *Bantuan Operasional Sekolah* (BOS) funds so that there are several schools that exempt fees.

The government allocates the education budget to improve learning in schools, making the number of schools that offer various fields of skill science, both public schools from *SMP-SMA / MA* as well as efforts to improve facilities at majors (*SMK*) which aim to produce graduates to work, this is according to its mission. improving the quality of learning can produce graduates who have competitiveness in the work of the Ministry of Education and Culture (2020) in line according to Yanto (2017) through skills education and training can prepare a worker to be formed and can produce advanced and quality Human Resources (HR), so that later it can produce the desired job according to plan, because with school someone gets an education that can be used as motivation for achievement and has the confidence after graduation that he is able to work well.

The narrower job vacancies have resulted in the large number of unemployment rates in high schools, especially high schools, this shows that there is no balance between high school graduates and employment opportunities, so that alumni who do not get job opportunities and do not have work skills choose to be unemployed According to Kusumandari (2013) unemployment is an important problem of the nation and being an entrepreneur (entrepreneur) is one of the solutions, because the progress and decline of a nation's economy is determined by entrepreneurial groups, while education as a generator of the nation's generation in providing provision for character building that produces quality human resources should be able to create opportunities. work, with the large number of educated unemployed due to the narrowing of formal employment opportunities, the informal employment is an alternative in reducing unemployment in Indonesia, while the informal employment agriculture is still dominated by workers who have elementary school diplomas.

According to Rini (2012) the informal economy sector has a great ability to absorb the potential of Indonesian labor that cannot be accommodated in the formal sector as an alternative work opportunity that is able to accommodate workers without certain conditions such as education level and job skills, the

role of educational institutions both in general. and vocational roles have a role in developing the talents, interests and personality of Dorajatun (2020). The development of one's talents and interests will be more effective through primary and secondary education as capital to become entrepreneurs without waiting to enter the age of the workforce.

The focus of the government in improving human resources through adequate budgets includes education, health and poverty alleviation as a

foundation in shaping advanced and superior quality of human resources, a tangible manifestation of formal education through school facilities that are scattered from cities to remote villages aimed at increasing enrollment rates. schools, because if you look at the consistency the number of students, especially in SMP Satu Atap Kandangserang District, continues to increase from the comparison for 2019/2020 was 418 students and the 2020/202 academic year recorded 438 students.

Table 1. List of Students Continues

No.	Sekolah	Jumlah Alumni	Melanjutkan	Tidak Melanjutkan
1	SMP Satu Atap Wangkelang	51	30 students	21
2	SMP Satu Atap Gembong	44	10 students	34
3	SMP Satu Atap Luragung	25	10 students	15
	Total	120	50 students	70 / 41,6%

Source: the primary data of 2020

n 2020 there were 70 or 41.6% alumni of SMP Satu Atap Kandangserang, Pekalongan not continue to high school, the results of interviews with researchers with the school were caused by several factors such as lack of motivation, geographical conditions, saturation of learning and demands for needs. parents' economy so they have to earn income as casual daily laborers and become overseas workers in big cities which is against the law because they are underage workers, on the other hand choosing not to go to school can make it difficult for weak human resources to develop, according to Widiyanto (2019), Human Resource Development is carried out through education, so that schools are expected to provide encouragement and motivation for students to excel and can provide provisions for students after graduation who are able to work in real practice in the community. According to Rusdarti (2017), lack of student entrepreneurial knowledge and understanding of learning materials about entrepreneurship provided at school can have an impact on students' low interest in entrepreneurship so that learning material development is needed to increase interest in entrepreneurship.

Entrepreneurship is more than just creating a business. Creating an entrepreneurial mindset among students through proper entrepreneurship education is

a necessity today. McMullen (2019) related to the entrepreneurial model among SMP Satu Atap Kandangserang students is supported by geographic conditions and social environment so that they have the confidence to help the economy of their parents while choosing a career as an entrepreneur because there is only a desire to get needs with the potential that exists in society, by choosing to become Entrepreneurship will actually be a supporter of the back and forth of the economy of a nation, because it can be creative in determining one's own income, the more advanced the business that is carried out will open job vacancies, through educational support, this will lead to entrepreneurial intentions, according to yourself (2020) in an effort to increase the intention to become entrepreneurship among students of SMP Satu Atap Kandangserang there are several models of increasing entrepreneurship among students such as technopreneurs with the positive use of information technology, through social media such as Facebook, Instagram, YouTube tutorial videos while other models are legal. ui the development of the applicable curriculum and learning practices that lead to entrepreneurship, in increasing the intention to become an entrepreneur, it is not limited to learning in school, of course, it must start from within students to start a

business, which does not have to reach the age of the workforce, because Creating business opportunities requires a creative, innovative and basic self-efficacy (belief) attitude in relation to efforts to provide very important support because an entrepreneur must be able to convince himself that there is an intention because of self-efficacy, so that there is hope and confidence that the next stage will succeed. Doanh's research results (2019) because with a strong belief a goal can be achieved, in Khafid's research, (2016), the results of data analysis showed that behavioral attitudes, subjective norms, self-efficacy affect entrepreneurial intentions, while in Fachrurrozie's research (2019)) Self-efficacy is not capable moderating the relationship between adversity intelligence and student entrepreneurial intentions, so that this belief can be strong and weak depending on the supporting variables according in research Prajanti (2019) self-efficacy has an influence on students' readiness to entrepreneurship.

Student after learning from school naturally gets learning from the community environment which plays a very important role in having an effect on students' intentions in entrepreneurship, in Wardoyo's research (2012) shows that the community environment has no effect on entrepreneurial intentions, while the one that has a significant effect is independent attitude, research. This is different from Nurkhin (2017) which shows a positive influence between the environment and entrepreneurial intentions, in the community there is the smallest environment, namely family and parents as the main character formers of children, so that in their careers children cannot be separated from the role of parents in determining decisions. In Katz's research (2018) parents are supporters of children's independence in making decisions, while in Salmela-Aro's research (2013) shows that parental involvement is low

In addition to the support factors of parents who provide the basis for learning for their children, parents have a role to direct their children to study at school, because with school a student is able to adapt to peers and can develop his skills, so that with school it is expected to be the basis of a person. students in their career, but in Hutasuhut's research, (2018) shows that education does not affect entrepreneurial intentions, because this is still a strong perception of education with formal work, this research contrasts with Doganay's

research (2014) which shows 40.8% of education towards intentions. entrepreneurship among professional school students, this indicates a particular type and category of education.

Extensive evidence related to the business activities carried out by students generally gets influence from peers, because peers will create relationships that encourage business improvement such as sales and products made by business actors, in this case starting from Zheng students (2020) apart from learning, students have partners who have an idea or peers who are able to support each step and their goals are usually those goals that have the same interests, peers are also friends who are considered assets in entrepreneurship, to see how strong peer support is for Intention to become entrepreneurs based on research by Sukardi (2013) peers influence donations to entrepreneurship, Kustanti's other research (2017) also shows that the results of this study indicate that there is a significant positive relationship between peer social support and self-efficacy of entrepreneurship. The important role that is gained from associating with peers is getting broader information which is made into experiences, knowledge, and skills outside of school and family education, peers can influence attitudes positively or negatively, positive attitudes are attitudes that make personal to be better at achieving life goals, such as learning goals and career goals, while negative attitudes are competitive and competitive attitudes that can pose a risk so that someone who chooses to become an entrepreneur certainly gets support, access to information obtained from peer-to-peer social circles.

RESEARCH METHODS

This study uses primary data or data obtained directly from respondents and processed in the form of numbers so that with a quantitative research approach with the help of the AMOS 20 software application.

The population in this study were all students of SMP Satu Atap Kandangserang, Pekalongan as many as 436 students with a sample of 165 ninth graders in the academic year of 2020/2021, the sample size of this study used the Slovin formula with an error range of 5% in Wahyudin (2015).

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{165}{1+(165)0.05^2} : 117$$

In this study, six variables were used, namely the community environment, support from parents, school, peer, self-efficacy and intention with details of four exogenous variables consisting of the community environment, support from parents, schools and peers, one Endogenous variable, namely the intention to become entrepreneurs, and one. the intervening variable, namely self-efficacy or belief.

1 Social Environment (X1)

By the indicators:

- a. Students' activities in society
- b. Social Media
- c. Friends circle
- d. Society's life
- e. Reassurance of worth
(rewards/recognition)

2 Parental support (X2)

- a. Attachment (affection)
- b. Social Integration
- c. Reassurance of worth
(rewards /recognition)
- d. Reliable alliance (trusted relationship)
- e. Guidance
- f. Opportunity for maturation

3 School Environment (X3)

- a. School building's condition
- b. Teaching method
- c. Students each other's relation
- d. Teacher-students' relation
- e. Discipline

4 Friends support (X4)

- a. Emotional support / Caring
- b. Appraisal support/reward
- c. Informational support
- d. Instrumental support/material
support

5 Intention to be entrepreneurial among students, based on a strong desire as a student choice while still studying or after graduating, intention with indicators

- a. High desire to choose entrepreneurship as a career or professional choice
 - b. Will realize the business
 - c. Business
- #### 6 Self Efficacy by indicators:
- a. Level

b. Strength

c. Generality

Data analysis methods used in this study include validity and reliability tests with IBM SPSS 24 and path analysis with AMOS 20. To get a good model, it is necessary to develop a regression model used to test the fit of the two correlation matrices. or more models compared to Ghazali (2011) Regression is carried out for each variable in the model being compared, the regression value predicted by the model is compared with the correlation matrix of the observed variables and the goodness-of-fit value is calculated, to measure the suitability of the observation input. or actually (covariance or correlation matrices) with predictions from the proposed model which are generally against various types of fit indexes and are used to measure the degree of conformity between the hypothesized model and the data presented. Researchers are expected to carry out tests using several fit indexes to measure the suitability of the model proposed by Ferdinand (2000).

The following are some of the suitability indices and their cut-off values to use in testing whether a model is acceptable or rejected:

1. Chi Square Statistic

The model being tested is considered good or satisfactory if the chi-square value is low. The smaller the value of χ^2 the better the model and it is accepted based on probability with a cut-off value of $p > 0.05$ or $p > 0.10$.

2. The Root Mean Square Error of Approximation / RMSEA

It is an index that can be used to compensate for the chi-square statistic in a large sample. The RMSEA value shows the value of the goodness of fit that can be expected if the estimation model in the population RMSEA value which is small or equal to 0.08 is an index for the acceptability of a model that shows a close fit of the model. based on the degrees of freedom.

3. Goodness of Fit Index / GFI

It is a non-statistical measure that has a value range between 0 (poor fit) to 1.0 (perfect fit). A high value in this index indicates a better fit.

4. Adjusted Goodness of Fit Index / AGFI

Recommended acceptance rate when AGFI has a value equal to or greater than 0.90

5. CMIN / DF

It is The Minimum Sample Discrepancy Function divided by the degree of freedom. CMIN / DF is a chi-square statistic divided by its DF so that it is called relative X^2 . Relative X^2 values less than 2.0 or 3.0 are an indication of an acceptable fit between the model and data.

6. Tucker Lewis Index / TLI

It is an Incremental Index that compares a tested model against a baseline model, with the model's reference value ≥ 0.95 Hair et al (1995), and a value very close to 1 indicates a very good fit.

7. Comparative Fit Index / CFI

The range of values from 0 to 1, close to 1, is the highest level of fit a very good fit.

RESULTS AND DISCUSSION

There are 6 questions on the intention variable, 10 questions on the self-efficacy variable, 6 questions on the community environment, 6 questions on the parent variable, 6 questions on the school variable, and 11 questions on the peer variable that were tried out on 30 students outside SMP Satu Atap Kandangserang produces all valid questions and all variables are reliable.

Based on the data that the researcher obtained from filling out the questionnaire, then it was analyzed

through descriptive analysis to provide an explanation of the variables of the community environment, support from parents, schools, peers through self-efficacy on entrepreneurial intentions among students. based on the descriptive statistical table that shows the intention to become entrepreneurs among students has an average value of 22, with a maximum number of 28 or 78% and a standard deviation of 2.83 means having sufficient intention, while self-efficacy has an average value of 40 with a maximum score of a number of 48 or 83% with a standard deviation of 4.016 which means very high, the community support variable has a maximum value of 29 with an average number of answers of 23 or 79% with a standard deviation of 2,625 with a sufficiently role category, for parental support has a maximum value of 30 with an average value amounted to 25 or 83% and a standard deviation of 2,820 means that it is quite supportive, the school variable has an average number of 24 or 80% with a standard deviation of 3,324 so that for school variables many students' answers are doubtful but nevertheless it is quite influential, for the category of friends. Peers have a maximum value of 53 with an average of 42 respondents' answers or 79% den Bro, the standard deviation is 5.56, so it has a very good category in giving its role.

Table 2 Descriptive Statistic Analysis

Variabel	Min	Max	Sum	Mean	%	Std. Deviation
Entrepreneurial Intentions	12	28	2570	21.97	78	2.834
Self Efficacy	20	48	4638	39.64	83	4.016
Society	16	29	2699	23.07	79	2.625
Parents	14	30	2885	24.66	83	2.82
School	6	30	2779	23.75	80	3.324
peers	20	53	4953	42.33	79	5.566
Valid N (listwise)						

Source: the primary data of 2020

The relationship between variables can be seen with its significance value if the correlation results ≤ 0.05 then it is not related or not significant, the following table shows the relationship between parents and school is 5.68, while the relationship between

school and community is 0.524. Relationship between School and Peers 0.666, Relationship between School and Self Efficacy 0.580, Relationship between Parents and Communities 0.419, Relationship between Parents and Peers 0.527, Relationship between Parents and self-efficacy 0.507 Relationship between Parents and

Entrepreneurial Intentions 0.144 Community and Peer
0.535 Community Relationship with Self Efficacy
0.662, Community Relationship with Entrepreneurial
Intentions 0.445, Peer Relationships with self-efficacy

0.534, the relationship between self-efficacy and
Entrepreneurial Intention is 0.419 so all variables are
significantly related

Tabel 3. Analisis Korelasi

	X3	X2	X1	X4	Y1	Y2
X3	1,000					
X2	,568	1,000				
X1	,524	,419	1,000			
X4	,666	,527	,535	1,000		
Y1	,580	,507	,662	,534	1,000	
Y2	,187	,144	,445	,275	,419	1,000

Source: the primary data of 2020

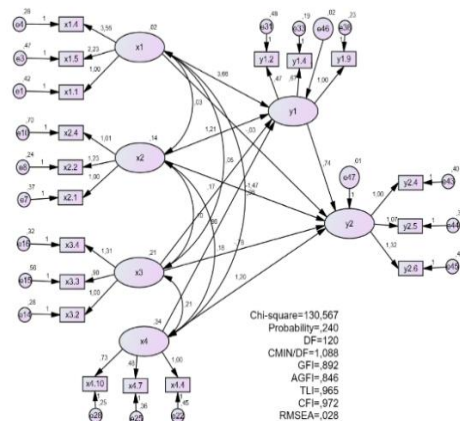
The results of the calculation of the Path analysis
using AMOS 24 show that the dependent variable is the
intention to become entrepreneurial among students of
SMP Satu Atap Kandangserang and the independent

variable of the community environment, parents,
schools and peers, as well as the intervening variable,
namely Self Efficacy, with a confidence level of p-value
 ≤ 0.05 significant effect is accepted.

Table 4 The results of path analysis and hypothesis tests

Hipotesis	Variabel			Estimate	P	Keterangan
H1	Self_Efficacy	<---	Society	,685	***	Accepted
H2	Self_Efficacy	<---	Parents	,237	,036	Accepted
H3	Self_Efficacy	<---	School	,246	,027	Accepted
H4	Self_Efficacy	<---	Peers	,051	,433	Rejected
H5	Entrepreneurial_Intentions	<---	Peers	,057	,332	Rejected
H6	Entrepreneurial_Intentions	<---	Society	,345	,004	Accepted
H7	Entrepreneurial_Intentions	<---	Parents	-,105	,313	Rejected
H8	Entrepreneurial_Intentions	<---	School	-,145	,157	Rejected
H9	Entrepreneurial_Intentions	<---	Self_Efficacy	,211	,011	Accepted

Source: the primary data of 2020

GoodnessFit**Figure 1.** Goodness Fit**Table 5** Goodness of fit

Goodness of Fit Index	Cut-off Value	Hasil Analisis	Evaluasi Model
X ² -Chi Square	Kecil	130	fit
Significance Probability	≥ 0,05	0.24	Fit
RMSEA	≤ 0,08	0.028	Fit
GFI	≥ 0,90	0,89	Marginal Fit
AGFI	≥ 0,90	0.84	Marginal fit
CMIN/DF	≤ 2,00	1.03	Fit
TLI	≥ 0,95	0.98	Fit
CFI	≥ 0,95	0.98	fit

Source: the primary data of 2020

CONCLUSION

In the validity and reliability test using SPSS all indicators are declared valid, and reliable, all values show Corrected item total correlation $r_{\text{count}} \geq r_{\text{table}}$ or Corrected Item-Total Correlation > 0.30 then with AMOS 24 the research model is fit and there are two Marginal Fit models, Overall, the model is acceptable, the correlation analysis test all variables are significantly related, and the path analysis results in the hypothesis: The society environment has a significant effect to the *Self Efficacy* of students in SMP Satu Atap Kandangserang. Parents have a significant effect to the *Self Efficacy* of students in SMP Satu Atap Kandangserang. School has a significant effect to the *Self Efficacy* of students in SMP Satu Atap Kandangserang. Friend circle doesn't have a significant effect to the *Self Efficacy* of students in SMP Satu Atap Kandangserang. Friend circle doesn't have significant effect to the

The calculation results showed that the chi-square test for this construct is 130 (small); probability is $0.24 > 0.05$; RMSEA is worth $0.028 < 0.08$; GFI is valued at $0.892 > 0.90$; AGFI is valued at $0.846 > 0.90$; CMIN / DF is worth $1.088 < 2.00$; TLI is valued at $0.965 > 0.90$; and CFI has a value of $0.972 > 0.95$ so that the research model is fit and there are two Marginal Fit models, the overall model is acceptable. Tabel 5 Goodness of fit index.

entrepreneurial intentions of students in SMP Satu Atap Kandangserang. Society has a significant effect to the entrepreneurial intentions of students in SMP Satu Atap Kandangserang. Parents doesn't have significant effect to the entrepreneurial intentions of students in SMP Satu Atap Kandangserang

School doesn't have significant effect to the entrepreneurial intentions of students in SMP Satu Atap Kandangserang

Self Efficacy has a significant effect to the entrepreneurial intentions of students in SMP Satu Atap Kandangserang.

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