

**The Effect of Attractiveness of Creative Product and Entrepreneurship Subjects
through Creativity on Entrepreneurial Interest**

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Abstract

With many vocational school graduates who do not get a job after finishing school, the government launched an entrepreneurship subject that aims to make students entrepreneurial, especially at the vocational high school level. This study aims to see how much influence the attractiveness of creative product learning and entrepreneurship has on student creativity and interest. The effect of creativity on student business interest. Students' interest in doing entrepreneurial activities is influenced by internal and external factors. The initial research hypothesis found that there are external factors that come from teaching and learning activities that focus on teacher and student interactions. The population in this study were all vocational students in Bekasi City using the purposive random sampling method, using a closed questionnaire technique with alternative answers using a Likert scale with a sample of 200 students in grades XI and XII of public and private vocational schools. Data collection was carried out for 1 month at the beginning of the school year. The research analysis used path analysis which emphasize the causal relationship between variables, namely creative subjects and entrepreneurial products on student creativity and business interest. The results showed that the attractiveness of creative product subjects had a direct effect on student creativity by 20.3%, and a direct effect on student entrepreneurial interest by 30.5%. In conclusion, the attractiveness of creative product subjects and entrepreneurship has a direct influence on student creativity and entrepreneurial interest.

Keywords: attractiveness, creative products and entrepreneurship subject, creativity on entrepreneurial interest

INTRODUCTION

Many students graduated from *Sekolah Menengah Kejuruan* (SMK) in Bekasi City in 2021-2023 did not get jobs and they did not have the ability to become entrepreneurs. There is no interest or lack of interest in business due to lack of knowledge and knowledge about entrepreneurship, due to the existence of government policies by holding creative product and entrepreneurship subjects at the SMK level. This is where schools and teachers have an important role to be able to stimulate students' interest in entrepreneurship to achieve independent and established individuals.

Stimulating students' interest in entrepreneurship to achieve independent and established individuals is important. Therefore, student creativity must be built so that they can make bright ideas and ideas in making useful and used products so that the business process that is carried out will be able to run and develop properly. Through the subject of creative products and entrepreneurship, teachers can increase the attractiveness in the teaching and learning process, so that students can be comfortable and understand about entrepreneurship itself (Beetlestone, 2017). If a comfortable and pleasant learning environment is formed, students will be interested in carrying out the business process independently, which begins with the stimulation of interest through creative ideas and ideas expressed in the learning process in class.

In entrepreneurship learning and business creativity have a joint effect on student entrepreneurial interest (Dewi et al., 2020). One of the other factors that influence is the attractiveness of Creative Product and Entrepreneurship subjects seen from the learning and teaching process, with a strong attractiveness of the teacher in entrepreneurship and creative product subjects, students can have a high level of entrepreneurship education, entrepreneurial orientation, and entrepreneurial intention, which has a positive relationship between entrepreneurship education and the entrepreneurial process (Mardiah et al., 2023). If the relationship is good, the better the value of Creative Product and Entrepreneurship subjects obtained by students so that it will increase student interest in entrepreneurship (Khotimah et al., 2020).

In increasing students' entrepreneurial interest, the ability to think creatively and the entrepreneurial spirit can be formed by internal factors themselves and get motivation from high external factors such as the attractiveness of the teacher in the process of teaching subjects in class. This affects the creative and entrepreneurial abilities of a student, so that they are able to develop more than one idea while still thinking about what benefits and uses (Wahyuningsih, 2019) Therefore, teacher teaching creativity is the ability and ability to always innovate in providing the learning process to realize an achievement of learning objectives, teachers not only convey knowledge but are an effort to build the environment and character of students.

Based on previous research, the author sees the importance of the field of study of creative products and entrepreneurship as one of the foundations that can lead students to start entrepreneurial activities early on. From previous research, it was found that the field of entrepreneurship studies and business creativity influenced students' entrepreneurial interest. To be able to attract students' interest, students need to get the right stimulation from the subject teacher as the main provider of information in teaching and learning activities because it is believed that the attractiveness generated from learning activities, a teacher can greatly influence students' interest in entrepreneurship. In addition, student interest in learning can be influenced properly, because student interest in learning is influenced by two factors, namely internal and external, internally

it will affect a person's psychology and externally it is motivation from other parties. (Alifah et al., 2019)

Based on a previous survey at SMK Mandiri Bekasi City in 2021, there were 30 respondents, that students' interest in business was formed due to stimuli provided by creative product and entrepreneurship subject teachers. The interest that students have makes students love the subject and creates a sense of desire to have their own business, so that students can easily express creatively active towards bright ideas for a small business.

Interest is the success of a learning process. Learners who have an interest in an object will tend to pay greater attention to the material they are learning. To create an independent business requires the ability to be creative and innovative, as well as observant of many opportunities, which will later become an entrepreneur who is always open to any input and positive changes so that the business can continue to grow. In previous research entitled *Building Creative, Innovative and Useful Businesses Through the Application of Social Entrepreneurship*, the essence of entrepreneurship is the ability to create something new and different through creative power and advanced and broad thinking in order to create opportunities (Saragih, 2017). Interest is the basis and driving force for someone to do what they want to achieve the expected goals. Students who have an interest in an object will tend to pay more attention to the material they are learning, because students have something to achieve from that interest.

Entrepreneurial interest is a drive from within a person who is able to provide enthusiasm for doing business activities in order to get income without depending on others. Entrepreneurial interest is influenced by several by 2 factors, namely internal and external. External factors include capital ownership, access to capital, business skills, self-confidence, availability of facilities and infrastructure and resources, business climate, commitment to success, family support, and guidance from others (Munawar, 2019)

In education, especially in school institutions, teaching and learning activities involve many subjects, one of which is the teacher and students. The teacher is one of the important subjects that can influence teaching and learning activities in the classroom. A teacher should have a fun and interesting learning method so that it can be the center of attention for students and students (Damayanti & Jirana, 2018). According to KBBI, attractiveness is the ability to attract or attract attention. In teaching and learning activities, it is closely related to the attractiveness of the field of study being taught. The attractiveness that will be produced also depends on the teacher's delivery and the overall quality of learning both seen from the teacher, activities or students.

Teacher attractiveness is the ability of the teacher to build himself into having hypnotic power so that he is liked by his students who then have an increasing enthusiasm for learning, especially the subjects taught. Teachers can be said to have hypnotic power if a teacher has a positive self-popularity that can attract the attention of others, has expertise in several things that make others expect a lot and trust, an alluring personality from the ethical, etiquette and aesthetic aspects of himself.

Having visual points, namely facial and physical appearance that is attractive and not saturating, having auditory points, namely the tone and pressure of the voice that matches the sentence spoken, and having kinesthetic points, namely the ability to string words and touch the feelings of their students (Masdudi, 2018)

Teachers can adopt a variety of approaches to learning that will encourage students' interest in the subject, namely creative products and entrepreneurship. Fun

activities provide opportunities for students to use their imagination, to try to realize ideas, and to think harder, wider with the possibilities found (Beetlestone, 2017).

In order for students to be more interested in the teacher, it is required that as a teacher can hold the class as a place to learn while playing. Using the right learning media, making a fun impression, making questions and if the student answers correctly a prize is given. The attractiveness of a subject basically depends on the student's characteristics, such as aptitudes, needs, interests, and other individual inclinations or preferences. A subject can be highly attractive either because it matches the student's aptitude, or it is personally needed by the student, or it is simply of interest. This attraction is what causes students to want to learn and understand more about the subject.

So, a teacher must have a learning organization strategy and learning delivery plays a very important role to maintain and at the same time show the attractiveness of the subject. However, the management strategy, which serves to organize the use of both learning strategies, cannot be ignored. In addition to learning delivery strategies, learning quality is also important, namely the task of learning to show the attractiveness of a subject to students under certain learning conditions.

Students' attraction to teachers will make their own interest between students and the subjects taught, especially creative products and entrepreneurship. The learning provided by the teacher is something that will change students where the changes are positive and carried out continuously so that they develop for the better, in this case changes can be felt by students in learning creative and entrepreneurial products so that students have an attraction to the learning subjects being taught (Dewi et al., 2020). Attractiveness can arise because there is a uniqueness or characteristic and ease of using or understanding something especially in the learning process, attractiveness needs to be owned in order to attract or attract students..

The attractiveness of the teacher can be a stimulant for students to produce creativity that can be used as a driver of innovation in entrepreneurship. Without creativity, there is very little motivation to create new creations. Creativity is influenced by humans and the environment. This means that creative thinking is generated from the brain which is creative from its origin and is passed down from generation to generation (Malawat, 2019).

Creativity can also be divided into two classifications, namely external creativity which can be encouraged by exercising curiosity and internal creativity, namely ideas that cross suddenly in thought (Tasidjawa et al., 2021) following are the characteristics of creativity, namely. Dare to take risks:

1. Positive role play creative thinking
2. Formulate and define the problem
3. Growth and development overcoming problems
4. Tolerance of ambiguity
5. Respect for others and the environment

Creativity is an important and necessary component for an entrepreneur, without creativity students will only work at a narrow cognitive level. In order for children's creativity to be stimulated teachers must spend more time in the classroom doing activities and approaches to students, because a direct approach can have a faster effect on a student.

In addition to creativity, student interest must also be stimulated so that the desire to become an entrepreneur arises. A student is a young generation who has a lot of desires for their future development, but there are still few students who want to become an

entrepreneur because in their eyes entrepreneurship is a very complicated and difficult thing to do at their age, especially if students think about how to bring business capital. Interest is a psychological factor that is very important to determine a choice in a person (Damayanti & Jirana, 2018). Interest is a moment of mental tendency that is directed intensively towards an object that is considered the most effective, namely feelings and emotions, in which there are strong and basic effective elements (emotions) (Arisanti & Subhan, 2018).

Interest is related to personality and is the basic driving force for a person to do what is desired to achieve the expected goals. Students who have an interest in an object will tend to pay greater attention to the material they are learning, students will be motivated to understand the material because students consider it an opportunity. According to Hakim (2014), interest is a special attention that students who are interested in a field of study. Their attention will be high and their interest will be a strong driver to be actively involved in teaching and learning activities.

Based on the explanation above, it can be said that in interest there are elements of recognition (cognitive), emotions (affective), and abilities (conative) so that students can achieve an object in themselves deeply. In other words, interest is a person's interest in paying attention to learning activities actively and committedly. Entrepreneurial interest can be an encouragement from within a person who will be able to provide enthusiasm and encouragement from within to carry out business activities and earn their own income without depending on others (Munawar, 2019).

To arouse student interest, there are several ways that teachers can do, namely: 1) comparing the existence of a need in students, so that they are willing to learn without coercion, 2) connecting the subject matter provided with the problems of experience possessed by students, so that students easily accept learning materials, 3) providing opportunities for students to get good learning results by providing a creative and conducive learning environment, 4) using various forms and teaching techniques in the context of individual student differences.

METHOD

This study used a survey research method conducted on vocational students in the Bekasi area, West Java. The population in this study were all students of public and private vocational schools in Bekasi City and the sample obtained using random purposive sampling technique using a questionnaire, resulting in a sample of 200 respondents consisting of students of public and private vocational schools in Bekasi City. The questionnaire used is closed with alternative answers using a four-level Likert scale.

This study used the Likert scale method in the form of a questionnaire, an instrument used to measure a person's opinion, and perception of a teacher's teaching process in creative product and entrepreneurship subjects, student interest in entrepreneurship, and student creativity (Sugiyono, 2014). To calculate the assessment score, it can be done using the formula $T \times P_n$, namely the total respondents multiplied by the total assessment score, for each answer choice is given a score of 1, 2, 3 and 4. This research questionnaire was distributed to 200 respondents.

This study has 3 main variables, for the variable attractiveness of creative product and entrepreneurship subjects (X) using alternative answers with a 4-level Likert scale, namely never (1), occasionally (2), often (3) and always (4). This variable is measured from the teacher's attractiveness which is assessed from the appearance, how to deliver lessons, the teacher's attention to students during learning, the motivation provided and

the students' assessment of the teacher's ability to present material that is in accordance with the developing environment (up to date) (Bilqis, 2018).

The second variable is the student creativity variable measured by students' ability to express opinions, solve problems during learning and the ability to generate rational ideas. Alternative answers to statements of student creativity and statements of entrepreneurial interest (Y1) use a 4-level Likert scale which includes answers strongly disagree (1) disagree (2) agree (3) and strongly agree (4).

The last variable is the entrepreneurial interest variable measured by student interest and student interest in entrepreneurship after studying creative product and entrepreneurship subjects. Alternative answers to the entrepreneurial interest statement (Y2) use a 3-level Likert scale with alternatives strongly disagree (1), agree (2) and strongly agree (3). All variables are analyzed through instrument tests consisting of validation tests and reliability tests. The data that has been collected from 200 respondents is analyzed again the level of influence on each variable using SPSS and path analysis.

FINDINGS AND DISCUSSION

Respondents in this study were dominated by students from private vocational schools in Bekasi city, which amounted to 76.5% and the rest came from public vocational schools. The larger portion of private school respondents is due to the number of private schools which are indeed more than public schools. With such a composition, it is hoped that the sample taken will be more representative. Respondents are students of public and private vocational schools in Bekasi city who are still actively participating in learning and teaching activities in grades XI and XII. Respondents in this study were more female students, reaching 54.5%, while male respondents were only 45.5% of the total number of respondents, namely 200 people.

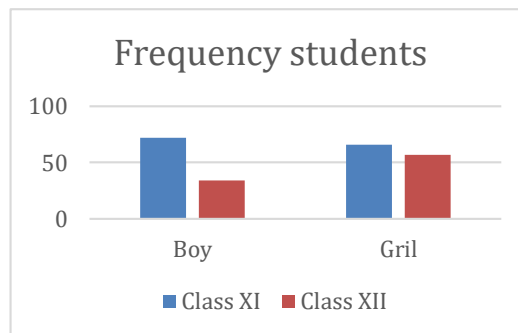


Diagram 1. Frequency of Number of Students by Gender and Grade

Of the total 200 respondents, 109 students came from class XI. The number of male respondents from class XI was 52.17% and female 47.82%. Respondents from class XII were 62.64% female and 37.36% male students.

Table 1. Results of the Creativity Variable Validation Test

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected if Item – Total Corelation	Cronbach's Alpha if Item Deleted
X.1	35.47	36.482	.649	.890
X.2	35.54	37.325	.598	.892

X.3	35.17	36.872	.612	.891
X.4	35.50	37.276	.547	.895
X.5	35.52	36.231	.582	.893
X.6	35.28	36.454	.676	.888
X.7	35.59	36.143	.652	.889
X.8	35.16	36.587	.658	.889
X.9	35.53	36.793	.536	.896
X.10	35.54	36.913	.614	.891
X.11	35.28	36.100	.669	.888
X.12	35.32	36.822	.635	.890

The validity test was carried out on 30 respondents with an error rate of 5% and the Rhio table value was found to be 0.370. From the results of the variable validation test, it is also known that the Corrected Item-Total Correlation value for variable measuring items Y1.1, Y1.3, Y1.4, Y1.5, Y1.6, Y1.7 and Y1.8 is greater than 0.370, so the items listed in the table can be used as a measure of variable Y1, namely creativity (See Table 1).

Table 2. Results of the Entrepreneurial Interest Variable Validation Test

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item – Total Correlation	Cronbach’s Alpha if Item Deleted
Y.1	7.01	2.397	.719	.842
Y.2	7.05	2.481	.696	.851
Y.3	7.04	2.368	.773	.821
Y.4	7.09	2.340	.729	.838

The results of the Y2 variable validation test, it is known that the *Corrected Item-Total Correlation* value for measuring items Y2.1, Y2.2, Y2.3 and Y2.4 is greater than 0.370, so the items listed in the table can be used as a measure of variable Y2, namely entrepreneurial interest (See Table 2).

Table 3. Reliability Test Results

Variables	Cronbach's Alpha
Creative product and entrepreneurship subjects	0,899
Creativity	0,894
Entrepreneurial interest	0,873

The reliability test results from this data show that the Cronbach's Alpha value is greater than 0.6. Thus the items used to measure each variable are declared reliable (See Table 3). Statistical tests were conducted to determine the effect of the attractiveness of creative product subjects and entrepreneurship directly or indirectly on student interest in entrepreneurship. In this study as an intervening variable is student creativity.

Table 4. Statistical Test Results of the Effect of X1 on Y1.1

Coefficients^a

Model	B	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics	
		Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	2.325	.223		10.434	.000	
	X.1	.200	.203	2.912	.004	1.000	1.000

It is known that the significant value of the attractiveness of creative product and entrepreneurship subjects is 0.004 (<0.05), so it concludes that the attractiveness of creative product and entrepreneurship subjects has a significant effect on creativity (See Table 4). The survey results show that the attractiveness of this subject is measured by many factors, such as that the teacher's teaching methods vary, namely lectures, *games*, discussions, group work, quizzes, experiments and others, which are carried out at least 2 methods per KBM, the teacher during teaching and learning activities does not stand still but gives attention by approaching students or going around the class. However, more than 80% of students considered that the teacher delivered the material gradually and sequentially and provided enthusiasm and motivation to learn. The last two factors appear to contribute the most to the attractiveness of the subject for students. The teacher's attention and ability to always provide material that is in line with environmental developments seem to be able to attract student creativity. Students will always be interested in new things that are around them. Teachers who are able to realize this coupled with the attention and motivation provided make students creative in response to the environment.

Table 5. Statistical Test Results of the Effect of X1 and Y1.1 on Y2

Model	B	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		Std. Error	Beta	Beta	Beta		
1	(Constant)	1.612	.211			7.654	.000
	X.1	.230	.053	.305		4.347	.000
	Y1.1	.012	.054	.016		.222	.825

It is known that the significant value of variable X1: The attractiveness of creative product subjects and entrepreneurship is 0.000 (<0.05), it is concluded that variable X: creative product subjects and entrepreneurship has a significant effect on variable Y2: entrepreneurial interest. And it is known that the significant value of variable Y1: creativity is 0.825 (<0.05), it is concluded that variable Y1 has a significant effect on variable Y2: entrepreneurial interest. It is known that the significant value of the variable attractiveness of creative product and entrepreneurship subjects is 0.000 (<0.05), it is concluded that the attractiveness of creative product and entrepreneurship subjects has a significant effect on entrepreneurial interest. The survey results show that 89.5% of students after studying creative products and entrepreneurship are interested in entrepreneurship. After studying these subjects they have a stronger interest in entrepreneurship (See Table 5). On the other hand, the significant value of the creativity variable is 0.825 (> 0.05), which means that creativity has no direct effect on entrepreneurial interest. Because student creativity does not have a direct effect on interest in entrepreneurship, the role of teachers who motivate them to be able to direct their creativity into rational ideas that can be realized.

Table 6. R Square Value

R square value

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.308 ^a	.095	.090	.572

a. Predictors: (Constant), X.1

It is known that the R square value of 0.095 means that the contribution of the influence of the variable attractiveness of creative product and entrepreneurship subjects to the creativity variable is 9.5%. The remaining 90.5% is influenced by internal factors, namely motivation, interest and talent of students. While the value of e can be found with the formula $e = \sqrt{(1 - 0,095)} = 0,951$ then it means that the value of e describes the results of the compensation of variable x on variable Y1 has a direct influence with a value of 0.951. It is known that the R square value of 0.095 means that the contribution of the influence of the variable attractiveness of creative product and entrepreneurship subjects to the creativity variable is 9.5%. The remaining 90.5% is influenced by internal factors, namely motivation, interest and talent of students. While the value of e can be found with the formula $e = \sqrt{(1 - 0,095)} = 0,951$ then it means that the value of e describes the results of the compensation of variable x on variable Y1 has a direct influence with a value of 0.951 (See Table 6).

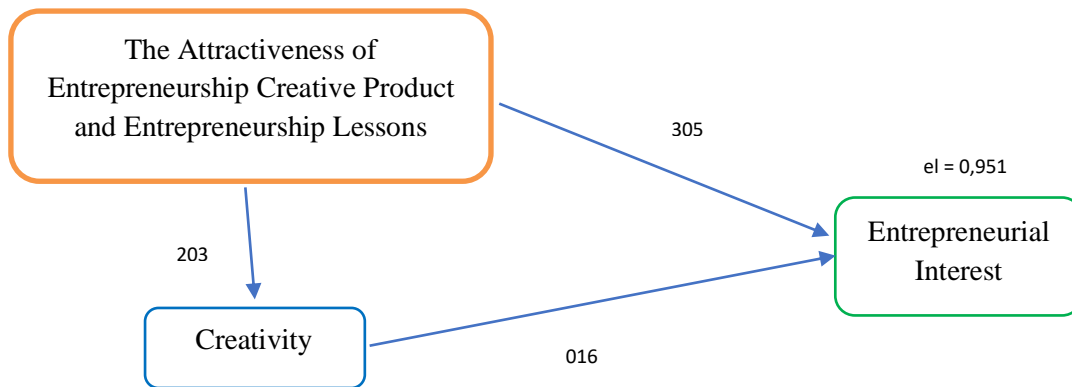


Diagram 2. Path Analysis

The results of the path analysis calculation show that the indirect effect is smaller than the direct effect. The direct effect of the attractiveness of creative product subjects and entrepreneurship on creativity is 0.203, the direct effect of creativity on entrepreneurial interest is 0.016. Thus the indirect effect of the attractiveness of creative product subjects and entrepreneurship through creativity on entrepreneurial interest can be calculated by multiplying the *beta* value (compensation to creativity) with the *beta* value (creativity to entrepreneurial interest), namely: $0,203 \times 0,016 = 0,003$. Because the direct effect of the attractiveness of creative product subjects and entrepreneurship on entrepreneurial interest is 0,305 and the indirect effect is 0.003, it means that the indirect effect is smaller than the direct effect, it is concluded that creativity does not act as an intervening variable in the relationship between the attractiveness of creative product subjects and entrepreneurship with entrepreneurial interest (See Figure 2).

This is also proven by the results of statistical tests showing that X has a sig value of 0.004 with an alpha of 0.05. So the sig value of 0.004 is ≤ 0.05 , meaning that there is an influence between So the sig value is $0.825 \geq 0.05$, meaning there is no influence between Y1 and Y2.

It is known that the significant value of variable And it is known that the significant value of variable Y1: creativity is $0.825 (<0.05)$, so it can be concluded that variable Y1 does not have a significant effect on variable Y2: entrepreneurial interest. It is known that the significant value of the attractiveness variable for creative product and entrepreneurship subjects is $0.000 (<0.05)$, so it can be concluded that the attractiveness of creative product and entrepreneurship subjects has a significant effect on entrepreneurial interest.

With the above data, this research proves that the attractiveness of creative product and entrepreneurship subjects affects the creativity of students of SMK Bekasi City (H1). It is known that the field of entrepreneurship studies has a direct influence on entrepreneurial interest (H2), where student creativity does not directly affect entrepreneurial interest in SMK students (H3). Likewise, creativity does not appear to be an intervening variable in the relationship between subject attractiveness and entrepreneurial interest.

CONCLUSION

From the results of research, the researchers have obtained the effect of the attractiveness of creative product and entrepreneurship subjects on creativity and entrepreneurial interest. The researcher get the first conclusion that the attractiveness of the subject has a direct influence on the creativity and entrepreneurial interest of students in grades XI and XII of SMK. Second, student creativity cannot directly influence student entrepreneurial interest. Third, creative product and entrepreneurship teachers in Bekasi city, both private and public, are creative product and entrepreneurship subject teachers in grades XI and XII who have an attraction in managing the learning process, this can be seen from the results of respondents that teachers are always innovative and creative in the learning process and fourth, that students are stimulated by interest in business and students can grow and develop by the existence of entrepreneurship subjects. The researchers expect future research about creative product subjects and entrepreneurship which can form creativity that affects student interest through new learning models and other interests in the learning process.

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