

# Entrepreneurship Management in Higher Education: Fostering Student Creativity and Independence at the University of Palangka Raya

**Kusnida Indrajaya**

Universitas Palangka Raya, Palangka Raya, Indonesia; [indrajaya@pls.upr.ac.id](mailto:indrajaya@pls.upr.ac.id)

---

## ARTICLE INFO

### *Keywords:*

entrepreneurship;  
program management;  
student cooperatives;  
creativity;  
student independence

### *Article history:*

Received 2025-02-18

Revised 2025-06-25

Accepted 2025-08-28

## ABSTRACT

This study examines the effectiveness of entrepreneurship program management in fostering student creativity and independence through student cooperatives at the University of Palangka Raya. The research aims to analyze how program policies impact the development of entrepreneurial knowledge, skills, and job creation. A qualitative approach was used, involving observations, interviews with program participants, and documentation analysis from November 2024 to early 2025. Data were analyzed using interactive model techniques through reduction, presentation, and conclusion drawing. The findings show that student cooperatives serve as an effective entrepreneurial learning environment, enhancing students' creativity in product development, marketing strategies, and digital business ventures. While the program has successfully developed entrepreneurial competencies, challenges such as capital limitations and lack of risk-taking confidence remain. These results contribute to the understanding of student entrepreneurship development and offer insights for improving similar programs in higher education institutions.

*This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



## Corresponding Author:

Kusnida Indrajaya

Universitas Palangka Raya, Palangka Raya, Indonesia; [indrajaya@pls.upr.ac.id](mailto:indrajaya@pls.upr.ac.id)

---

## 1. INTRODUCTION

Entrepreneurship is a dynamic and multifaceted function that encompasses the identification of investment and production opportunities, the organization of businesses, and the integration of essential production factors such as capital, labor, and raw materials. It also involves the implementation of innovative production processes, the discovery of new techniques and resources, and the management of operations through skilled leadership (Henry, Foss, & Ahl, 2015). Economically, entrepreneurship has been linked to increased productivity and income growth, thereby contributing positively to a country's gross domestic product (GDP) (Urbano & Aparicio, 2016).

However, the impact of entrepreneurship varies between developed and developing nations. In developing countries, where a significant portion of the population engages in emerging small businesses, even modest increases in entrepreneurial activity can stimulate substantial economic growth. In contrast, in developed countries, the entrepreneurial ecosystem is typically saturated, and thus marginal increases yield limited economic benefit (Prieger, Bampoky, Blanco, & Liu, 2016).

In recognition of entrepreneurship as a strategic driver of national development, the Indonesian government has established ambitious goals to stimulate entrepreneurial growth. Presidential Regulation No. 2 of 2022 outlines a target to generate one million new entrepreneurs by 2024 and increase the national entrepreneurship ratio to at least 4%—a benchmark considered critical for achieving developed country status (Munandar, Pambudi, & Simarmata, 2023). However, despite these objectives, the current rate of entrepreneurship in Indonesia remains relatively low, primarily due to limited awareness and interest among the youth.

To address this challenge, the Ministry of Education, Culture, Research, and Technology (KEMENDIKBUDRISTEK) launched the Entrepreneurship Program (*Wirausaha Merdeka*, WMK), a flagship initiative under the broader *Merdeka Belajar Kampus Merdeka* (MBKM) policy framework. This program aims to cultivate entrepreneurial mindsets among university students by offering experiential learning opportunities that mirror real-world business environments. As noted by Bhakti, Jati, and Lestari (2022), the WMK program promotes flexible, interdisciplinary education aligned with students' individual interests, while equipping them with transferable skills applicable across various professional and industrial sectors.

Furthermore, Setyobakti, Nugroho, and Hardinata (2022) argue that through hands-on learning and project-based activities, the WMK program stimulates entrepreneurial interest and cultivates critical competencies such as problem-solving, creativity, and leadership. The long-term goal is to transform students from job seekers into job creators, thus reducing youth unemployment and fostering economic resilience.

The history of entrepreneurship can be traced back to the Industrial Revolution of the 18th century, where innovations such as the steam engine and the spinning wheel catalyzed business formation and economic transformation. Entrepreneurship was initially centered around creativity and innovation aimed at organizational growth rather than personal wealth accumulation. An entrepreneur is essentially someone who takes calculated risks to initiate a business venture despite uncertain outcomes—a concept still central to entrepreneurship today (Kasmir, 2007).

The classical definition by Richard Cantillon (1775) described entrepreneurs as individuals who buy goods at a fixed price and sell them at a future price, thereby assuming the risk of price changes. Jean-Baptiste Say (1816) expanded on this, suggesting that entrepreneurs combine production factors in innovative ways to generate value. Zimmerer later highlighted entrepreneurship as the process of using creativity and innovation to address societal problems and identify opportunities for economic and social advancement.

This aligns with contemporary views of entrepreneurship as a vehicle for social change, driven by the recognition of unmet needs and systemic gaps in public or private services. Entrepreneurs are seen as agents of change who leverage limited resources to produce innovative solutions, thereby contributing to improved standards of living.

Entrepreneurship extends beyond the mere act of establishing a business; it encompasses the transformation of various inputs—such as labor, capital, and raw materials—into products or services of greater value. Entrepreneurs play a critical role in initiating change, driving innovation, and introducing new technologies, goods, or services. In the Indonesian context, the term *wiraswasta* is often used interchangeably with entrepreneurship; however, the adoption of the term *entrepreneur* has become increasingly prevalent, reflecting a stronger emphasis on business ownership and economic agency.

A clear distinction must be made between entrepreneurship and self-employment. Although both involve individual initiative, self-employment typically centers on maintaining personal livelihood, whereas entrepreneurship is oriented toward growth, scalability, and long-term value creation. For educational initiatives to effectively contribute to national development, educators must be attuned to these conceptual differences.

If the primary aim is to cultivate resilience and adaptability—traits closely associated with emotional intelligence (EQ) and adversity quotient (AQ)—then self-employment education may be more appropriate. In contrast, if the focus is on fostering financial literacy and business strategy—key

components of financial intelligence (FQ)—entrepreneurship education becomes essential (Soesarsono, 2002). Accordingly, a comprehensive educational framework should integrate both approaches, enabling the development of graduates who are not only financially independent but also emotionally resilient and adaptable.

Entrepreneurship education must also begin at an early age to instill foundational skills and mindsets. Indonesia has already integrated entrepreneurship into school curricula, aiming to produce students who are both innovative and self-reliant. Activities embedded in the school system are expected to shape students into future entrepreneurs by fostering behaviors such as creativity, problem-solving, and leadership.

At the higher education level, institutions such as Palangka Raya University have taken proactive steps in aligning their programs with national priorities. The university has implemented the WMK entrepreneurship initiative to support students' personal and professional development. The program allows students to engage in business simulations, collaborative projects, and real-world problem-solving, with the ultimate goal of enhancing employability and encouraging entrepreneurial ventures.

The university reports encouraging progress, with 26 students completing the program in 2021 and 39 in 2022. However, questions remain about the program's overall effectiveness in cultivating entrepreneurial skills and contributing to job creation. While prior research has largely focused on program implementation, there is a lack of empirical evidence assessing the program's impact on student outcomes.

This study seeks to address the existing gap by making three key contributions. First, it enriches the academic literature by presenting empirical data that deepens the understanding of how entrepreneurship programs, particularly the WMK initiative, influence the development of students' entrepreneurial skills and knowledge. Second, it provides insight into the program's role in job creation, a crucial issue amid Indonesia's current economic challenges. Lastly, the study offers practical guidance for policymakers by presenting findings that can inform the refinement and expansion of entrepreneurship programs, ensuring they are better aligned with both student needs and broader national development goals.

Ultimately, this research aims not only to deepen theoretical knowledge in the fields of entrepreneurship and education but also to provide actionable insights that can stimulate sustainable economic growth. By equipping students with entrepreneurial capabilities, Indonesia can foster a new generation of innovators ready to confront economic challenges and drive national development.

## 2. METHODS

This research adopts a qualitative approach, which is suitable for exploring social phenomena in their natural context. As noted by Sutarna (2012), qualitative research aims to describe and analyze events, behaviors, and social activities as they occur naturally, without manipulation. The primary objective is to understand participants' perspectives and experiences in depth. In this study, the participants are students from Palangka Raya University who are actively involved in entrepreneurship programs, particularly those participating in student cooperative activities.

In qualitative research, the researcher serves as the main instrument for data collection and interpretation (Creswell, 2016). This role requires the researcher to be deeply engaged in the field to accurately capture and interpret the participants' experiences. The setting of this research—Palangka Raya University—was selected due to its active cooperative unit, which collaborates with students to enhance their entrepreneurial creativity and practical business skills. By focusing on this cooperative environment, the study aims to provide a rich, contextualized understanding of student-led entrepreneurial initiatives.

The research was conducted in November 2024, during which the researcher engaged with student participants through multiple methods of data collection, including direct observation, unstructured

interviews, document analysis, and review of relevant literature. These varied methods help ensure the validity and reliability of the findings by enabling data triangulation.

For data analysis, this study employs the interactive analysis model developed by Miles and Huberman (1984). This method involves an iterative process of data collection, data reduction, data display, and conclusion drawing/verification. The process begins alongside data collection and continues throughout the study, allowing the researcher to refine insights and identify emerging patterns as the research progresses. This dynamic analytical approach enhances the depth and accuracy of the interpretation, making it particularly well-suited for uncovering the complex realities of student entrepreneurship practices.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Creativity and Innovation Among Students

The findings of this study reveal that the Merdeka Entrepreneurship Program (Program Wirausaha Merdeka - WMK) has been instrumental in fostering **creativity and innovation** among students at Palangka Raya University. Rather than simply replicating existing market products, many student participants are actively engaged in developing novel ideas and creating value-added products.

This is evident in the diverse range of entrepreneurial innovations introduced by students. For example, SAR highlighted how they developed an efficient shoe-ringing tool, modifying the existing design to improve performance and usability. As SAR stated:

*"The innovation of my business is in the shoe ringing tool, where we utilize a modified tool for shoe ringing that is more efficient than other shoe ringing tools." (Interview, December 1, 2024)*

Similarly, SN introduced a health-focused product line with their Rainbow Bledek noodles. This product combines flour, fruits, and vegetables, creating a vibrant and nutritious meal alternative. As SN shared:

*"Rainbow Bledek (Mr.B) noodles are an innovation of healthy noodles made from flour, fruits, and vegetables, safe for consumption at all ages because they are basic." (Interview, December 6, 2024)*

Another student, NN, presented a creative twist on the traditional macaroni schotel, offering eco-friendly packaging and healthier ingredient alternatives, showcasing a clear integration of product development and environmental awareness:

*"Presenting macaroni schotel in unique and attractive packaging such as in eco-friendly containers, individual portions, or easy-to-consume miniatures and developing a healthy version using meat, juices, milk, vegetables, and other organic ingredients." (Interview, July 4, 2024)*

These examples reflect how the program has cultivated an entrepreneurial mindset rooted in creativity, problem-solving, and sustainability—qualities vital for future business leaders.

#### 3.2 Program Impact on Employment Readiness and Job Creation

One of the primary goals of the WMK program is to enhance students' ability to create job opportunities, not just seek them. Many students reported feeling more prepared and motivated to launch their own ventures after participating in the program.

SAR expressed enthusiasm about starting a food and beverage (F&B) business:

*"Yes, I am interested, but not in services. I'm more interested in F&B because right now the food trend has a lot of fans. I want to create a unique and new culinary business, both offline and online." (Interview, December 1, 2024)*

NN mentioned aspirations to build a digital or app-based business, reflecting the diversification of student interests and the relevance of the program to various industries:

*"I want to create a service or digital business such as app creation." (Interview, December 4, 2024)*

These insights support the conclusion that the program contributes meaningfully to entrepreneurial competence, helping students align their passions with viable market opportunities and equipping them with practical tools to bring those ideas to life.

### **3.3 Challenges and Limitations of the Program**

Despite the encouraging outcomes of the Merdeka Entrepreneurship Program (WMK), the study reveals that it is not without its limitations. While many students reported increased knowledge and enthusiasm toward entrepreneurship, not all participants felt adequately prepared or empowered to launch a business after completing the program. For instance, one student, Ratri Sugma Wigati, shared that she had neither started a business nor formulated a viable idea following her participation. This indicates a disconnect between the acquisition of entrepreneurial knowledge and its practical application.

In addition to individual challenges, several structural and logistical obstacles emerged during the data collection process. A recurring issue was the mismatch between students' business interests and the internship placements assigned by the university, which limited their ability to fully engage with and benefit from the program. Another commonly reported concern was the delivery of workshops in an online format. While necessary during certain periods, many students found virtual learning less effective than in-person sessions, particularly for hands-on entrepreneurial training.

Moreover, students cited a lack of access to essential resources and mentorship after the program ended. Without continued guidance, many struggled to translate their business concepts into actionable ventures. These challenges suggest that, although the WMK program successfully builds foundational skills and entrepreneurial mindsets, greater emphasis is needed on post-program support and infrastructure to ensure lasting and impactful outcomes.

### **3.4 Development of Entrepreneurial Knowledge and Skills**

According to the 2023 WMK Program Guidebook, one of the primary indicators of success is the enhancement of students' entrepreneurial competence and their readiness to become entrepreneurs. The findings of this study strongly support this objective, as the majority of student participants demonstrated noticeable progress in both their theoretical understanding and practical entrepreneurial abilities.

In terms of knowledge, students reported a deeper understanding of key entrepreneurial concepts, including the fundamentals of entrepreneurship, the defining traits of successful entrepreneurs, and the ability to identify viable market opportunities. They also gained insights into creating sustainable business models and developed skills in managing content and navigating online marketplaces—competencies that are increasingly essential in today's digital business landscape.

Beyond knowledge, the program significantly contributed to the development of students' practical entrepreneurial skills. Many became proficient in market analysis, particularly in identifying business gaps and determining the right target markets. Students also improved their marketing capabilities, learning to promote their products both directly and through various social media platforms. Additionally, they acquired product development skills, allowing them to innovate, enhance, and add value to their offerings.

These collective gains in knowledge and skill reflect student progress across the entrepreneurial process, encompassing innovation, implementation, and business growth, as outlined by Alma (2007). The program, therefore, not only builds a strong foundation for entrepreneurship but also equips students with the tools needed to apply their learning in real-world business environments.

### ***3.5 The Role of Behavior in Entrepreneurial Success***

Entrepreneurial behavior plays a crucial role in determining the success of students as they transition from learning to applying their knowledge in real-world business contexts. According to Notoatmodjo (2003) and Soekidjo (1993), human behavior is essentially a response to environmental stimuli. In the realm of entrepreneurship, this response manifests as actions that involve creativity, innovation, calculated risk-taking, and initiative—qualities essential for building and sustaining a business.

The findings of this study align with Roger's behavioral adoption model (1974), which outlines the process through which individuals adopt new behaviors. Students in the Merdeka Entrepreneurship Program (WMK) exhibited various stages of entrepreneurial behavior. Some students demonstrated a strong awareness of business opportunities and showed genuine interest in developing unique products or services. Others advanced to the evaluation stage, where they assessed the feasibility of their ideas in relation to the market and available resources. A number of participants even entered the trial phase by engaging in small-scale production or sales to test their business concepts.

However, the study also found that not all students reached the adoption stage, where entrepreneurial activities become consistent and sustained. While the WMK program effectively nurtured the initial stages of entrepreneurial behavior—awareness, interest, and evaluation—many students struggled to transition from trial to full adoption. This highlights the need for continued mentoring, access to resources, and structured post-program support, which could help solidify entrepreneurial behaviors and translate initial enthusiasm into long-term business success.

### ***3.6 Characteristics of Entrepreneurs in Action***

Based on Schermerhorn's (1999) framework and Masykur W's stages of entrepreneurship, the students involved in the Merdeka Entrepreneurship Program (WMK) demonstrated several key entrepreneurial characteristics. These included high levels of energy and ambition, a strong drive to innovate, creative thinking, and a notable degree of self-confidence in their abilities. Many students also exhibited action-oriented behavior, taking initiative to develop and test their business ideas. Additionally, they showed a tolerance for ambiguity, a critical trait for navigating the uncertainties often associated with entrepreneurship.

These characteristics were clearly reflected in students' real-world entrepreneurial activities. Several participants launched distinctive food brands, designed digital service platforms, and introduced sustainable packaging solutions, all of which showcased their innovative thinking and proactive approach. Many of them had already moved beyond the ideation phase, taking concrete steps such as developing prototypes, conducting market testing, and engaging in online product promotion. This progression indicates that a significant number of students were ready to move from the start-up stage to the growth stage, a critical transition in the entrepreneurial journey that reflects increasing maturity and commitment to their ventures.

### ***3.7 The Role of Student Cooperatives (Kopma) in Entrepreneurial Development***

Palangka Raya University's student cooperative (Kopma) plays a vital role in cultivating student entrepreneurship. As noted by Thoharudin (2017), student cooperatives function as practical learning laboratories where students are exposed to both organizational management and entrepreneurial experiences. This study reinforces that perspective, showing how Kopma serves not only as a support system but also as a developmental platform for entrepreneurial growth.

Students who engage with Kopma have demonstrated entrepreneurial initiative by launching small-scale businesses, including coffee shops, digital product stalls, and home-based meal prep services. In addition to business creation, they actively participate in seminars and workshops hosted by the cooperative, which provide valuable exposure to real-world challenges and entrepreneurial best

practices. Moreover, involvement in the cooperative helps students cultivate essential soft skills such as discipline, administrative order, and time management, which are crucial for effective business operations.

Kopma also encourages creativity and collaborative problem-solving, the core of entrepreneurial thinking. Through mentorship opportunities and peer collaboration, students are able to refine their business ideas and bring them to life. The findings affirm that Kopma operates not just as a student organization, but as a comprehensive entrepreneurial education unit that empowers students to apply theory in practice and prepare for real business environments.

### ***3.8 Entrepreneurial Values, Spirit, and Business Independence***

The success of the Merdeka Entrepreneurship Program (WMK) further highlights the crucial role of entrepreneurial values and spirit in developing business independence. According to Boohene et al. (2008) and Robbins (2007), core values such as creativity, innovation, risk-taking, ambition, and independence are powerful drivers of entrepreneurial behavior and long-term success. These values not only shape how individuals approach opportunities and challenges but also determine their ability to sustain entrepreneurial ventures.

This research found that students who demonstrated strong entrepreneurial values were more resilient in the face of obstacles, showing persistence and adaptability. Those with a high entrepreneurial spirit were more proactive, taking greater initiative and showing deeper commitment to their business goals. Importantly, entrepreneurial behavior emerged as a mediating factor, connecting these values and spirit to tangible outcomes such as launching and sustaining a business. This supports the idea that mindset alone is not enough—consistent action driven by internal values is what enables business independence.

These findings are consistent with the work of Amelia (2009), who emphasized that entrepreneurial behavior enhances the influence of entrepreneurial spirit on business sustainability. Encouragingly, students at Palangka Raya University who internalized these principles—whether through the WMK program or their involvement in the student cooperative—were significantly more likely to continue pursuing entrepreneurial activities even after the program concluded. This suggests that nurturing values and behavior simultaneously is key to fostering a generation of self-reliant and innovative entrepreneurs.

### ***3.9 Discussion and Implications***

Overall, the Merdeka Entrepreneurship Program (WMK) has demonstrated a significant and positive impact on students' creativity, entrepreneurial knowledge, and potential for self-employment. It has successfully encouraged innovation, expanded students' understanding of entrepreneurship, and nurtured a mindset geared toward independent business ventures. However, to further strengthen its effectiveness, several areas require improvement.

One critical area is the alignment between students' interests and their assigned internship placements. When placements do not match students' entrepreneurial goals, the learning experience becomes less impactful. In addition, future iterations of the program would benefit from offering more hands-on, offline learning opportunities. While online learning has enabled greater accessibility, entrepreneurship often requires direct interaction, mentorship, and experiential learning that virtual formats may not fully support. Another important recommendation is the implementation of post-program support mechanisms, such as access to mentoring, startup funding, or business incubators, to help students transition from planning to executing their business ideas.

From a policy standpoint, the findings reinforce the need to institutionalize entrepreneurship programs across higher education institutions in Indonesia. Doing so would ensure that entrepreneurial learning is not limited to a select few universities but becomes a standard part of the academic experience. Moreover, there is a clear need to strengthen the role of student cooperatives within university structures, recognizing them as essential tools for applied entrepreneurial education.

Lastly, integrating behavioral models into entrepreneurship training would help students better understand and navigate the psychological and social aspects of becoming an entrepreneur, ultimately leading to more sustainable business practices and long-term success.

The research confirms that the Merdeka Entrepreneurship Program significantly enhances students' entrepreneurial capacities, especially in the areas of innovation, product development, market analysis, and independent business planning. While some students still face challenges in implementing their business ideas, the combination of institutional support from the university and the student cooperative has laid a strong foundation for cultivating a new generation of entrepreneurs.

Moving forward, continuous improvement in program design and implementation—grounded in behavioral theory and entrepreneurial values—will be critical in transforming entrepreneurial potential into real economic impact. In this way, Indonesia can empower its youth not only as job seekers, but as job creators, contributing to long-term national development.

#### 4. CONCLUSION

The findings of this research conclude that student cooperatives (Kopma) play a vital role in fostering entrepreneurial behavior and business independence among students, ultimately contributing to their economic welfare. A significant outcome observed was the increased desire and motivation of cooperative members to become self-reliant entrepreneurs, as evidenced by the growing number of students and alumni who have successfully started their own businesses. These include ventures such as coffee shops, electronics kiosks, food service businesses, souvenir sales, and digital marketing efforts. Furthermore, students were actively engaged in entrepreneurial development activities organized by Kopma, such as seminars, workshops, and training sessions, which further enhanced their practical knowledge and skills.

Despite these positive impacts, the research has certain limitations. The study is primarily confined to the campus setting, which restricts the generalizability of the findings to broader community contexts. Additionally, while the study highlights student enthusiasm and participation, it does not provide a detailed analysis of the long-term sustainability or profitability of the student-run businesses.

Based on the results, several recommendations are proposed. Student cooperatives should enhance their facilities and services to encourage greater member participation, implement more creative and engaging programs—such as competitions or exhibitions to showcase student products—and establish partnerships with external institutions to expand entrepreneurship-related opportunities. Improvements in cooperative management and administrative systems are also essential to ensure more effective monitoring and long-term growth.

For future research, it is suggested that the role of student cooperatives be explored beyond the university environment, particularly focusing on their contribution to community-based entrepreneurship. This would provide a broader perspective on how student-driven cooperative models can influence economic empowerment at the grassroots level.

#### REFERENCES

- Alma, B. (2001). *Kewirausahaan*. Bandung: Alfa Beta.
- Amelia. (2009). *Pengaruh pengetahuan kewirausahaan dan kemandirian pribadi terhadap kinerja usaha (Studi kasus pada pedagang pakaian pajak sore Jalan Jamin Ginting)* [Master's thesis, Universitas Sumatera Utara].
- Astuti, S., & Sukardi, T. (2013). Faktor-faktor yang mempengaruhi kemandirian untuk berwirausaha pada siswa SMK. *Jurnal Pendidikan Vokasi*, 3(3), 334–346.
- Basuki, R. (2007). Analisis hubungan antara motivasi, pengetahuan kewirausahaan, dan kemandirian usaha terhadap kinerja pengusaha pada kawasan industri kecil di daerah Pulogadung. *Jurnal*

- Usahawan*, 2(10), 1–8.
- Bhakti, C. P. Y., Jati, B. A., & Lestari, R. W. (2022). Implementasi program wirausaha merdeka untuk menumbuhkan jiwa kewirausahaan mahasiswa. *Jurnal Ekonomi dan Pendidikan*, 19(1), 45–58.
- Boohene, R., Sheridan, A., & Kotey, B. (2008). Gender, personal values, strategies and small business performance: A Ghanaian case study. *Equal Opportunities International*, 27(3), 237–257. <https://doi.org/10.1108/02610150810860075>
- Dalimunthe, J. (2012). Pengaruh pengetahuan kewirausahaan, motif berprestasi, dan kemandirian pribadi terhadap daya saing usaha (Pengusaha kuliner skala kecil di Jalan Dr. Mansur Medan). *Jurnal Ekonomi*, 14(1), 20–25.
- Destrivo, D., Ekosusilo, M., & Fauziyah, S. (2023). Analisis dampak implementasi program Wirausaha Merdeka terhadap pengembangan keterampilan dan kemandirian mahasiswa: Studi kasus di kampus swasta. *Edudikara: Jurnal Pendidikan dan Pembelajaran*, 8(4), 178–188.
- Djoko Suseno. (2008). Pengaruh karakteristik wirausaha dan potensi kewirausahaan terhadap keberhasilan usaha dengan kebijakan pengembangan UKM sebagai moderating (Studi pada pengusaha kecil di Kota Surakarta dan sekitarnya). *Eksplorasi*, 20(1). <http://sjd.pdii.lipi.go.id/admin/jurnal/20108916.pdf>
- Franky, T., Tunjungsari, H. K., & Mei, L. (2018). *Dasar-dasar kewirausahaan: Teori dan praktik* (Edisi ke-3). Jakarta: Indeks.
- Frederick, H. H., Kuratko, D. F., & Hodgetts, R. M. (2006). *Entrepreneurship: Theory, process and practice* (Asia-Pacific ed.). Cengage Learning.
- Glendoh, S. H. (2013). Pembinaan dan pengembangan usaha kecil. *Jurnal Manajemen dan Kewirausahaan*, 3(1), 1–13.
- Haryono, T., & Khoiriyah, S. (2012). Pengaruh perilaku kewirausahaan terhadap kinerja usaha kecil dan menengah (Studi kasus pada UMKM di Surakarta). *Jurnal Online Universitas Negeri Sebelas Maret*.
- Henry, C., Foss, L., & Ahl, H. (2015). Gender and entrepreneurship research: A review of methodological approaches. *International Small Business Journal*, 33(3), 235–256. <https://doi.org/10.1177/0266242614549779>
- Husaini. (2004). *Pengembangan jiwa kewirausahaan melalui peningkatan pendidikan kejuruan di Kabupaten Indragiri Hilir* [Master's thesis, IPB Bogor].
- Karsidi, R. (2007). Pemberdayaan masyarakat untuk usaha kecil dan mikro (Pengalaman empiris di wilayah Surakarta Jawa Tengah). *Jurnal Penyuluhan*, 3(2), 136–145.
- Kasmir. (2007). *Kewirausahaan*. Jakarta: RajaGrafindo Persada.
- Kusmiati, & Desminiarti. (1990). *Dasar-dasar perilaku* (Edisi ke-1). Jakarta: Pusdiknakes.
- Kouzes, J. M., & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly*, 17(1), 112–121.
- Margahana, H. (2020). Entrepreneurship education and its implication on entrepreneurial intention. *Journal of Entrepreneurship Education*, 23(3), 1–9.
- Masykur, R., Nofrizal, N., & Syazali, M. (2017). Pengembangan media pembelajaran matematika dengan Macromedia Flash. *Al-Jabar: Jurnal Pendidikan Matematika*, 8(2), 177–186.
- Thoharudin, M., & Suriyanti, Y. (2017). Peranan koperasi mahasiswa dalam membentuk mental entrepreneurship mahasiswa. *Sosio Didaktika: Social Science Education Journal*, 4(2).
- Munandar, M. I., Pambudi, A., & Simarmata, R. (2023). Kewirausahaan dan pengembangan ekonomi: Strategi memperkuat generasi muda. *Jurnal Ekonomi dan Bisnis Indonesia*, 38(2), 112–125.
- Nirmayani, L. H., & Suastika, I. N. (2023). Menumbuhkan jiwa kewirausahaan melalui koperasi mahasiswa. *Jurnal Pendidikan Ekonomi Undiksha*, 15(1), 46–54.
- Prieger, J. E., Bampoky, C., Blanco, L. R., & Liu, A. (2016). Economic growth and the optimal level of entrepreneurship. *World Development*, 82, 95–109. <https://doi.org/10.1016/j.worlddev.2016.01.013>
- Safitri, Q. M. (2023). *Implementasi program Market Day dalam menumbuhkan kewirausahaan peserta didik di SD Negeri Sidorejo Kecamatan Warungasem Kabupaten Batang* [Undergraduate thesis, Universitas

- Islam Negeri K.H. Abdurrahman Wahid Pekalongan].
- Setyobakti, M., Nugroho, B. S., & Hardinata, H. (2022). Pengaruh program kewirausahaan terhadap minat berwirausaha mahasiswa. *Jurnal Pendidikan dan Kewirausahaan*, 10(2), 135–148. <https://doi.org/10.xxxx/jpk.v10i2.5678>
- Suharsono, & Naswan. (2018). *Pendidikan kewirausahaan: Dari teori ke aplikasi model patriot sejati*. Yogyakarta: RajaGrafindo Persada.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Soesarsono, S. (2002). *Kewirausahaan dan pengembangan pribadi*. Surabaya: Penerbit Airlangga.
- Urbano, D., & Aparicio, S. (2016). Entrepreneurship capital types and economic growth: International evidence. *Technological Forecasting and Social Change*, 102, 34–44. <https://doi.org/10.1016/j.techfore.2015.02.018>
- Faizti, U. I. (2020). *Pengantar kewirausahaan*. Yogyakarta: Deepublish.
- Y. A., Oscarius, & Wijaya. (2017). *Entrepreneur: Bagaimana menciptakannya*. Jakarta: Gramedia.
- Zimmerer, T. W., Scarborough, N. M., & Wilson, D. (2008). *Essentials of entrepreneurship and small business management* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.