

# The Influence of Entrepreneurial Knowledge and Entrepreneurial Creativity on Entrepreneurial Interest in Raflesia Polytechnic Students

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## ARTICLE INFO

## ABSTRACT

### Article history

Received : May 26, 2025

Revised : June 04, 2025

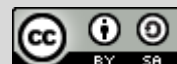
Accepted : June 25, 2025

### Keywords

Consumption Patterns and Lifestyles,  
Technology and Financial  
Digitalization Financial Management

The purpose of this study was to determine how entrepreneurial knowledge and entrepreneurial creativity affect entrepreneurial interest in Raflesia Polytechnic students. This study involved 75 students in the 2022–2023 intake, who were selected by chance for four semesters. Primary data were collected through questionnaires, while secondary data were collected through literature. In this study, the hypothesis was tested using multiple linear analysis, which had a significance of  $\alpha = 5\%$ . This study shows that entrepreneurial knowledge and entrepreneurial creativity have a significant effect on the interest of 2022–2023 Raflesia Polytechnic students to become entrepreneurs partially and simultaneously. R Square of 0.751 indicates that entrepreneurial knowledge and entrepreneurial creativity greatly influence 73.5 % of entrepreneurial interest, and 26% is influenced by other factors not included in the variables of this study.

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## Introduction

Students are the generation prepared to continue the leadership of the nation. It is expected that students will act as agents of change and future reserves. As an elite element in society, students should take the lead in promoting the entrepreneurial spirit. With higher education obtained at university and the spirit that is formed, college graduates are expected to develop into entrepreneurs.

The more developed a country will be directly proportional to the number of educated people, but also the increasing unemployment rate due to limited job opportunities. This condition shows how important the role of entrepreneurs is in the country's economy. Development projects will be more successful if supported by entrepreneurs who open up jobs,

considering that the government's capacity is very limited. The government cannot handle all development projects because it requires a large budget, manpower, and supervision. As a result, the opportunities that the government can prepare are very limited and are unable to meet the needs of all people in Indonesia.

It is undeniable that Indonesia is now facing challenges in terms of job opportunities for fresh graduates, with the increasing number of educated unemployed in recent times. Data from the Central Statistics Agency states that in 2020, Indonesia had 7.56 million unemployed (6.18%), among whom were graduates. Statistics show that some of the unemployed are those who have Diploma, Academy, and college graduates. This situation is exacerbated by the level of global competition that forces local university graduates to compete with graduates of international universities. So, it is important for graduates to be directed and encouraged not only as job seekers, but also as job creators.

College students are considered a solution to reduce unemployment, because they are expected to become educated young entrepreneurs who are able to start their own businesses. The percentage of young entrepreneurs in Indonesia, which is only around 0.18% of the total population, is still far behind developed countries such as the United States which reaches 11.5% and Singapore with 7.2%. A country should ideally have 5% entrepreneurs from the total population in order to compete globally. Given the increasingly tight business competition, which relies on knowledge and intellectual capital, the development of young entrepreneurs needs to be directed towards intellectual groups. Students as prospective graduates must be encouraged to have the determination to become entrepreneurs.

The growth of interest in entrepreneurship is currently very important, especially because of the imbalance between supply and demand for labor. The supply of labor is very low while demand is very high. In today's education, entrepreneurship programs are increasingly developing. Many vocational schools now teach the principles of entrepreneurship and how to implement them. Basically, entrepreneurship is a critical attitude of someone who thinks innovatively and visionarily based on entrepreneurial principles, aiming to develop and maintain the business they own.

Zimmerer (2002:12) explains that one of the drivers of entrepreneurial growth in a country is the contribution of universities through teaching entrepreneurship. Universities have an important role in educating and developing entrepreneurial skills for their graduates and motivating them to dare to choose the entrepreneurial path as a career choice. Higher education institutions should implement concrete entrepreneurship learning methods based

on empirical data to provide students with relevant knowledge that can motivate them to enter the world of entrepreneurship.

Entrepreneurship is an effort to create value by recognizing business opportunities, taking risks wisely, and using communication and management skills to organize the people, capital, and other resources needed to run a project effectively (John J. Kao, 1993: 41). Understanding entrepreneurship supports entrepreneurial values, especially for students, so it is hoped that it can foster their enthusiasm for starting a business. Students who are entrepreneurs really need interest, creativity, and innovation in order to recognize and utilize business opportunities to create new jobs. It is hoped that students' interest and knowledge related to entrepreneurship will encourage their tendency to start new businesses in the future. Knowledge about Entrepreneurship and creativity of students has a big influence on entrepreneurial activities, because without high creativity, an entrepreneur will find it difficult to maintain his business in the midst of tight competition, which encourages them to produce innovative ideas.

With the rapid development of the times, it is expected that students will strive to create the latest creative and innovative products to pioneer businesses in order to achieve the expected profits. For example, in the hijab sales business, it is necessary to pay attention to the motif, color, and texture of the fabric that suits the current market models and tastes, besides that the price must also be comparable to the quality. To encourage the spirit of entrepreneurship among students and create graduates who are able to open up job opportunities, it is necessary to provide guidance that facilitates students in entrepreneurship. Students will be guided through various programs to stimulate entrepreneurial activities in their environment, such as Entrepreneurship Lectures, Entrepreneurship Internships, Business Work Lectures, and Student Entrepreneurship Programs, which are expected to inspire students after they graduate.

According to Hendro (2011: 5), currently job growth is relatively slow and capital flows from outside the country are quite low. This reality requires college graduates to equip themselves with knowledge that can create jobs. The knowledge in question is entrepreneurship. By studying entrepreneurship, it is hoped that the mindset of college graduates will not only focus on finding jobs, but also be aware of the existence of an interesting alternative choice, namely creating jobs. It has been proven that creating job opportunities can provide greater income compared to choosing a career, looking for work, or becoming an employee. Of course, this can be achieved if students are armed with knowledge, insight,

creativity, and the right strategies and tactics, namely smart entrepreneurship, not just relying on hard work alone.

The results of research by Budiati and colleagues show that students' interest in becoming entrepreneurs is very high, but is not supported by environmental factors such as continuing family traditions in business or feeling more appreciated if they have their own business rather than working for someone else. This is one of the factors that does not encourage interest in becoming entrepreneurs in the short term. Although there is a level of confidence and encouragement to become an entrepreneur, environmental factors that act as subjective norms do not provide support, because the idea of entrepreneurship is considered a second option. In addition, the average graduate student and their parents' background are not entrepreneurs, so the perception of graduate students becomes less brave to start their own business, both in the short term and in the next two years.

This study selected Raflesia Polytechnic students as research subjects. The purpose of this research is to explore students' interest in entrepreneurship. Referring to the background of the problems that have been explained, the author conducted research on entrepreneurial knowledge and creativity related to the desire to become entrepreneurs among Raflesia Polytechnic students, which is stated in the title: "The Impact of Entrepreneurial Knowledge and Entrepreneurial Creativity on Entrepreneurial Interest in D3 Accounting Students 2022-2023 Raflesia Polytechnic"

## **Method**

This study uses an associative approach, namely research that aims to determine the relationship between two or more variables. The main focus of this study is to evaluate the influence of entrepreneurial knowledge and entrepreneurial creativity towards students' interest in entrepreneurship. The variables in this study consist of variables independent, namely entrepreneurial knowledge (X1) and entrepreneurial creativity (X2), and the dependent variable, namely interest in entrepreneurship (Y).

The population in this study were students of the management study program of Raflesia Polytechnic in semesters 4 and 6, who had taken entrepreneurship courses, totaling 305 people. The research sample was taken using the accidental sampling technique, with the calculation of the number of samples based on the Slovin formula and an error rate of 10%. The data used consists of primary data, which was collected through distributing questionnaires, as well as secondary data obtained through documentation studies. from books, journals, and online sources.

To ensure the quality of the research instruments, validity and reliability tests were carried out. using SPSS software. The statement is considered valid if the *calculated r value* is greater than *the table r* and has a positive correlation of more than 0.361. The instrument is declared reliable if the *r alpha value* is greater than *the r table* . Data analysis techniques include descriptive analysis. to describe the characteristics of the data, as well as multiple linear regression analysis to test the relationship between independent and dependent variables, with the regression equation model :  $Y = a + b_1X_1 + b_2X_2 + e$  = Interest in Entrepreneurship

A = Intercept / Constant  
 b1-b2 = Regression Coefficient  
 X1 = Entrepreneurial Knowledge  
 X2 = Entrepreneurial Creativity  
 e = Standard Error

Before conducting the regression analysis, a classical assumption test was carried out which included a normality test (through skewness and histogram values), multicollinearity test (seen from the VIF value < 10 and Tolerance > 0.1 ) , and heteroscedasticity test (through examination of the pattern on the scatterplot). Furthermore, a hypothesis test is carried out , namely: determination coefficient (R<sup>2</sup>) to measure how much the independent variable explains the dependent variable; F test to test the simultaneous influence of variables X1 and X2 on Y; and t test to see the partial influence of each independent variable on entrepreneurial interest. Testing is carried out at a significance level of 5%

**Results and Discussion**

1. Test Validity And Reliability

Validity and reliability tests were carried out on research tools, namely questionnaires. The distribution of questionnaires for validity and reliability testing was given to 30 respondents outside the sample of Raflesia Polytechnic students. A total of 30 respondents were selected to meet the normal curve assumption in statistical analysis.

a. Test Validity

The instrument is declared valid if it can measure what is intended and can present data from the variables investigated accurately. Validity testing was carried out using the SPSS version 20.0 program with a significance level of 5% which is worth 0.361. The results of the validity test are shown in Table 1 below:

**Table 1.** Results Test Validity Item-Total Statistics

|  | Scale Mean<br>if Item | Scale<br>Variance if | Corrected<br>Item- Total | Cronbach's<br>Alpha if Item |
|--|-----------------------|----------------------|--------------------------|-----------------------------|
|--|-----------------------|----------------------|--------------------------|-----------------------------|

|     | Deleted | Item Deleted | Correlation | Deleted |
|-----|---------|--------------|-------------|---------|
| p1  | 65,4667 | 72,947       | ,642        | ,868    |
| p2  | 65,4000 | 74,317       | ,381        | ,880    |
| p3  | 65,4000 | 74,731       | ,439        | ,876    |
| p4  | 65,3667 | 73,137       | ,485        | ,875    |
| p5  | 64,9333 | 76,202       | ,506        | ,874    |
| p6  | 65,2333 | 70,944       | ,697        | ,865    |
| p7  | 65,0667 | 76,685       | ,492        | ,874    |
| p8  | 65,5333 | 74,671       | ,369        | ,880    |
| p9  | 65,3000 | 74,907       | ,509        | ,873    |
| p10 | 65,1000 | 73,541       | ,677        | ,868    |
| p11 | 65,1667 | 72,971       | ,598        | ,870    |
| p12 | 65,4333 | 73,633       | ,412        | ,879    |
| p13 | 65,0667 | 76,685       | ,492        | ,874    |
| p14 | 65,3667 | 73,137       | ,485        | ,875    |
| p15 | 64,9333 | 76,202       | ,506        | ,874    |
| p16 | 65,4667 | 72,947       | ,642        | ,868    |
| p17 | 65,1000 | 73,541       | ,677        | ,868    |

Source : Results Processing SPSS (2025)

Based on Table 1 can seen that whole grain statement stated valid because of the value *corrected* Items total correlation For every grain statement >0.361.

#### b. Results Test Reliability

A construct is said to *be reliable* if it provides a *Cronbach's Alpha value* > 0.60 (Ghozali, 2009:42). The results of the reliability test can be seen in Table 2 below:

**Table 2.** Results Testing Reliability Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| 0.880            | 17         |

Source: Results Processing SPSS (.2025)

Based on Table 2 Statistical Reliability, Cronbach's Alpha is 0.880 with a total of 17 item statements, illustrating that the statement is reliable and worthy of use as a research tool. This happens because Cronbach's Alpha is greater than 0.60 which means 0.880 is greater than 0.60.

#### 1. Descriptive Analysis

The tool used in this study is a questionnaire. There are 6 statements for variable X1, 4 statements for variable X2, and 7 statements for variable Y. So, the total of all statements distributed to respondents regarding entrepreneurial knowledge (X1) and entrepreneurial creativity (X2) related to entrepreneurial interest (Y). Respondents in this study were students of the 2022-2023 intake.

#### 2. Characteristics Respondents

Respondents in this study were students of Raflesia Polytechnic class of 2022-2023. Several things analyzed from respondents include respondent name, student ID number, age , gender , parents' profession, and interest in entrepreneurship.

Respondent Characteristics Based on Respondent Name. In the characteristics of respondents based on name , the number of respondents reached 76 people.

#### Respondent Characteristics Based on Class Year

Most of the respondents came from the class of 2023 with a percentage of 51.3% and the class of 2022 with a percentage of 48.7%. The characteristics of respondents based on the stamp number or class year can be seen in the following table 3.

**Table 3.** Characteristics Respondents Based on The Stalk

| No. | Category | Amount | %    |
|-----|----------|--------|------|
| 1.  | 2022     | 37     | 48.7 |
| 2.  | 2023     | 39     | 51.3 |

Source : Data Processed Researcher

#### a. Respondent Characteristics Based on Age

Majority The age of respondents was 24 years with a percentage of 40.8%; And age 25 year with percentage 32.9% , and age 23 years with a percentage of 26.3%. Respondent characteristics based on age can be seen in Table 4 below.

**Table 4.** Characteristics Respondents Based on Age

| No    | Age | Amount | %    |
|-------|-----|--------|------|
| 1.    | 23  | 20     | 26.3 |
| 2.    | 24  | 31     | 40.8 |
| 3.    | 25  | 25     | 32.9 |
| total |     | 76     | 100  |

Source : Data Processed Researcher

#### b. Respondent Characteristics Based on Gender

The majority of respondents were female at 69.7% and male at 30.3%. Respondent characteristics based on gender can be seen in Table 5 below.

**Table 5.** Characteristics Respondents Based on Type Sex

| No    | Gender | Amount | %    |
|-------|--------|--------|------|
| 1.    | Man    | 24     | 30.3 |
| 2.    | Woman  | 52     | 69.7 |
| total |        | 76     | 100  |

Source : Data Processed Researcher

#### c. Respondent Characteristics Based on Having a Business

Respondents with characteristics of having a business are mostly in the category have no business namely with percentage 61.8% whereas Respondent Which already have a business, namely with a percentage of 38.2%. The characteristics of respondents based on having a business can be seen in Table 7 below.

**Table 7.** Characteristics Respondents Based on Has Own Business

| No    | Gender           | Amount | %    |
|-------|------------------|--------|------|
| 1.    | Have a business  | 29     | 38.2 |
| 2.    | Have no business | 47     | 61.8 |
| total |                  | 76     | 100  |

Source : Data Processed Researcher

### 3. Descriptive Variables

This research will explain descriptively the results of research on the influence of entrepreneurial knowledge in the form of entrepreneurial creativity and innovation on entrepreneurial interest in student Rafflesia Polytechnic 2 022 – 202 3 Rafflesia Polytechnic, with Respondents' responses are as follows :

#### 4. Variables Knowledge Entrepreneurship

Respondents' responses regarding entrepreneurial knowledge (X 1 ) are in Table 8 below.

**Table 8**

| Items | STS |     | TS |      | KS |      | S  |      | SS |      | TOTAL |
|-------|-----|-----|----|------|----|------|----|------|----|------|-------|
|       |     |     |    |      | F% | F%   | F% | F%   |    |      |       |
| 1     | 0   | 0   | 0  | 0    | 6  | 7.9  | 32 | 42.1 | 38 | 50   | 100   |
| 2     | 2   | 2.6 | 4  | 5.3  | 10 | 13.2 | 14 | 18.4 | 46 | 60.5 | 100   |
| 3     | 0   | 0   | 9  | 11.8 | 20 | 26.3 | 28 | 36.8 | 19 | 25   | 100   |
| 4     | 6   | 7.9 | 5  | 6.6  | 23 | 30.3 | 29 | 38.2 | 13 | 17.1 | 100   |
| 5     | 0   | 0   | 4  | 5.3  | 13 | 17.1 | 26 | 34.2 | 33 | 43.4 | 100   |
| 6     | 2   | 2.6 | 2  | 2.6  | 17 | 22.4 | 34 | 44.7 | 21 | 27.6 | 100   |

Source : Data Processed Researcher

Based on Table 8 above, it can be explained that:

- a. Regarding the statement: "I understand the business I want to enter." The data shows that no respondents strongly disagreed or disagreed, 7.9% of respondents stated that they disagreed, 42.1% agreed, and 50% stated that they strongly agreed with the statement.
- b. In the statement: "Knowledge of the business environment is needed in entrepreneurship." The results show that 2.6% of respondents strongly disagree, 5.3% disagree, 13.2% disagree, 18.4% agree, and 60.5% strongly agree.
- c. Regarding the statement: "Knowledge of the role of entrepreneurship is needed for entrepreneurship." No respondents stated that they strongly disagreed, 11.8% stated that they disagreed, 26.3% disagreed, 36.8% agreed, and 25% stated that they strongly agreed.

d. In the statement: "Knowledge of business responsibility is needed in entrepreneurship." As many as 7.9% of respondents stated that they strongly disagree, 6.6% disagree, 30.3% disagree, 38.2% agree, and 17.1% strongly agree.

e. Regarding the statement: "Management knowledge is needed in entrepreneurship." The results showed that no respondents strongly disagreed, 5.3% of respondents disagreed, 17.1% disagreed, 34.2% agreed, and 43.4% strongly agreed.

f. Regarding the statement: "Knowledge of business organization is needed in entrepreneurship." From the results, 2.6% of respondents strongly disagree, 2.6% disagree, 22.4% disagree, 44.7% agree, and 27.6% strongly agree.

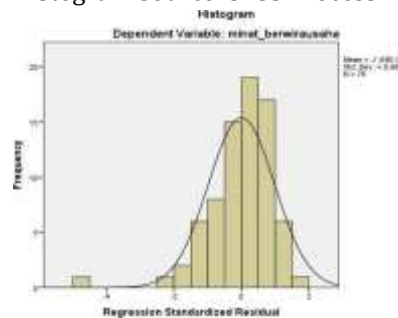
### 5. Normality Test

Normality analysis in this study was carried out using graphs, namely Histogram and Normal PP Plot of Regression Standardized Residual. In addition, the Kolmogorov-Smirnov test was also used. The testing process was carried out by assisting SPSS for Windows software and here are the results.

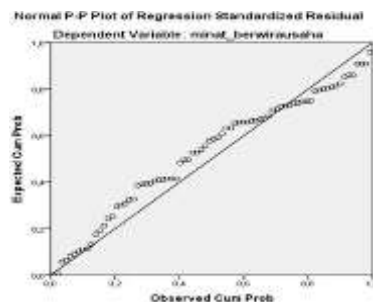
#### a. Normality Test Results with Histogram

If the graph is not symmetrical, then it shows that the variable is not normally distributed. While the graph display is not tilted to the left and right or a symmetrical graph, this shows that the variable follows a normal distribution.

Picture 1. Test Normality with Histogram Source: SPSS Processing Results (2024 )



Picture 2. Test Normality with with Normal PP Plot of Regression Standardized



Source : Results Processing SPSS (2025 )

Based on the illustration in Figure 2, it can be seen that the points are spread following a diagonal pattern. This indicates that the data is normally distributed.

b. Test Heteroscedasticity

Test heteroscedasticity is for know level distribution and variations of all observed variables. The criteria for the heteroscedasticity test are if the points are spread randomly and do not form a particular pattern and spread above or below zero on the Y axis, it is concluded that a regression model is considered to have no heteroscedasticity problems.

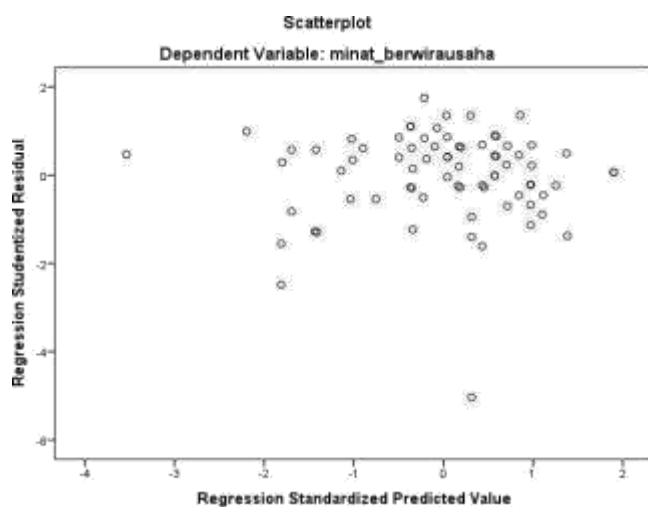


Figure 3 Heteroscedasticity Test with Scatter Plot Source: SPSS Processing Results (2024)

Figure 3 shows that the points are spread randomly, so it can be concluded that there is no heteroscedasticity.

From this study, it can be seen that two independent variables, namely entrepreneurial knowledge and entrepreneurial creativity, have a significant positive impact on entrepreneurial interest among D3 Accounting students 2022-2023. The explanation of each variable is as follows:

1. The Impact of Entrepreneurial Knowledge on Entrepreneurial Interest

The research findings show that the entrepreneurial knowledge factor has a positive and significant influence on entrepreneurial interest among Raflesia Polytechnic students in 2022-2023, this is reflected in the significant value (0.000) which is smaller than 0.05 and the t-value (4.387) which is greater than t-table (1.9930). Thus, it can be stated that Raflesia Polytechnic students in 2022-2023 have sufficient knowledge in terms of entrepreneurial interest. This entrepreneurial knowledge is able to provide insight into aspects that support business and the risks that may be faced by students who have a desire to become entrepreneurs. This finding is in line with research by Wijaya (2012) which examined the Influence of Entrepreneurial

Knowledge on Entrepreneurial Interest of Students at STIE, STMIK MDP, which stated that entrepreneurial knowledge has a positive and significant impact on entrepreneurial interest. This is also supported by Harris in Suryana (2010:5) who states that successful entrepreneurs usually have competencies, namely entrepreneurial knowledge, creativity, skills, and adequate individual qualities.

## 2. The Impact of Entrepreneurial Creativity on Entrepreneurial Interest

The research findings show that creativity in entrepreneurship has a positive and significant influence on business success, as evidenced by the significant value (0.000) which is smaller than 0.05 and the t-count value (7.213) which is higher than t-table (1.9930). This can be interpreted that entrepreneurial creativity can encourage students to grow an interest in entrepreneurship.

This is in line with Harris's opinion in Suryana (2010:5) which states that successful entrepreneurs are generally those who have competence, including entrepreneurial knowledge, creativity, skills, and good individual qualities. This is because the greater the level of creativity an entrepreneur has, the more motivated they are to imagine and produce new ideas that will attract consumer interest and make the business more efficient than before. As a result, the results achieved by entrepreneurs will also increase.

## Conclusion

The study on the influence of entrepreneurial knowledge and entrepreneurial creativity on entrepreneurial interest resulted in the following conclusions.

1. Entrepreneurial knowledge (X1) and entrepreneurial creativity (X2) simultaneously influence entrepreneurial interest (Y). This can be seen from the results of the F test, where F count is greater than F table, which is 101.055 greater than 3.1203 with a significant value of 0.000 which is smaller than 0.05.
2. The results of the T-test as a partial test show that the variables of entrepreneurial knowledge and entrepreneurial creativity have a positive and significant influence on entrepreneurial interest, with the variable of entrepreneurial creativity.

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