

ANALYSIS OF STUDENTS' BUSINESS INDEPENDENCE AND ENTREPRENEURIAL RESILIENCE THROUGH THE USE OF DIGITAL TECHNOLOGY IN A BUSINESS STUDENT COMMUNITY

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ABSTRACT

The purpose of this study is to analyze the influence of business independence on students through the use of digital technology and entrepreneurial resilience. This research method uses correlational with a total population of 254 students who take part in the business student community. The number of samples in this study was 120 students with a sample taking technique using a probability sampling technique. Data analysis using path analysis techniques. The results of the analysis show that the use of digital technology and resilience affects business independence. The level of student business independence in the moderate category is 45%, while the student entrepreneurial resilience has a high category of 47%. The use of digital technology is needed to create product innovations to become independent prospective entrepreneurs. The recommendation based on the results of this study is the need for training provided to members of the business student community in improving business independence.

Keywords: *Students business independence, entrepreneurial resilience, business student community*

Received: 22 Oktober 2022

Accepted: 14 Desember 2022

Published: 17 Desember 2022

INTRODUCTION

Entrepreneurial behavior at the college level needs to be developed. This is not only in one aspect, but in many other aspects that can affect entrepreneurial behavior. One of them is the development of the entrepreneurial character of students. Character in entrepreneurship is also related to interest in entrepreneurship, where interest is an impulse from within the individual himself to like a certain thing. This cannot be forced or grown by others, but requires some kind of training and habituation efforts made by teachers in an institution. One of the stimuli to cultivate the characteristics of entrepreneurship and interest in

entrepreneurship is to implicate entrepreneurship courses for all study programs in an institution.

Schools and universities started to provide business information and grew students' entrepreneurial character. According to Widhiandono (2016), educational institutions had a vital role to generate graduates with business and entrepreneurial skills and competencies so that they not only come to be job seekers but also construct occupations and yield products with high value and quality.

Running a business was not easy because of requiring the capacity to solve numerous difficulties that occurred in the industry such as loss in trade and failure to build a company. The ability to cope with hitches and challenges was often called resilience. Resilient individuals tended to be more confident, assertive, and had a positive influence in a cricle (Ryff & Singer, 2003). According to Luthans et al., (2006) resilience referred to a person's aptitude to survive and be able to rise when confronted with unpleasant situations to regain happiness. Each individual had dissimilar levels of resilience and how to react to it. Positive and negative ways could emerge then could bring people for being easily frustrated and hopeless. Research conducted by Sun and colleagues (in Maulidya & Eliana, 2014) indicated that resilience was vital as an entrepreneur's basic resource and expertise for gaining success. The key to entrepreneurship was having high resilience to be durable in resolving sudden challenges and carrying the industry to run efficiently and successfully.

In fact, in addition to resilience, entrepreneurs should be proficient with the use of all-digital technology that was currently developing. Thompson et al (in Sukirman et al., 2020) stated that the use of information technology was related to a benefit expected by information system users in carrying out any duties. Technological developments were growing, from the old digital economy era, and now turning to the new digital economy era. According to Kumala (2021), the era of the new digital economy was marked by the presence of mobile technology, unlimited internet access, and the presence of cloud technology in the digital economy process. So entrepreneurs did not only construct products but also market them using digital technology.

Good resilience and capacity to use technology appropriately affected the entrepreneurs' independence both in personal and in their business. Business independence was one of the chief things in an entrepreneurship process since, by the existence of independence, businessmen had a responsibility to regulate and discipline themselves, in developing entrepreneurial abilities of their own accord. Entrepreneurial independence referred to attitudes and business conditions with an entrepreneurial spirit to meet expected needs and struggle by relying on their abilities (Sukirman, 2017). Therefore, it was imperative to nurture independence skills in entrepreneurs so that the businesses could play roles competitively and acquire projected outcomes.

The independence possessed by individuals in entrepreneurship was needed to strive with rivals. According to Purwanti (2012), independence in business was required so that business actors could contend with others competitively. This

ability certainly needed to be owned by all entrepreneurs so that the business could run as expected.

Based on the background of the problems that have been described, the researchers formulated the objectives of this study to determine the level of business independence, the use of digital technology, and also the entrepreneurial resilience of students who are members of the business students' community. In addition, researchers want to know if there is a link to the three variables.

Independence showed the belief in one's ability to solve problems without others' help. In the dictionary of psychology, independence came from the word "independence" which was defined as a condition in which a person did not depend on others in making decisions and had an attitude of confidence (Chaplin, 2011). According to Erikson (in Monks et al., 2002), independence was an attitude of trying to break away from others to find oneself through the process of seeking ego identity, which was a steady development towards self-reliance.

While an effort was an activity carried out by individuals to achieve particular goals. According to Sudarmono & Sugeng (2008), an effort was a human struggle to do something for reaching certain aims and fulfilling daily life necessities. In science, an effort was the force exerted by an object to change a position. According to Norvadewi (2015), business was an economic activity that had a vital role to meet human needs, such as buying and selling, producing and marketing, and interacting with other creatures. Efforts were all activities carried out by humans to accomplish definite objectives (Sukmadinata, 2006). Based on the description above, it could be determined that business independence was believed in one's own ability to start a business and solve problems without others' help in attaining the desired ends.

According to Widayati (2015), the aspects of independence that could be applied in business were: 1) responsibility, namely the ability to complete a task and be able to account for the results of the work and had principles in thinking and acting, 2) autonomy, which was a condition indicated by action on own will and did not depend on others and had self-confidence, 3) initiative, which was an activity shown by the ability to think and act creatively, 4) self-control, namely the ability to control emotions and actions in overcoming problems and the ability to see difficulties from another person's point of view.

Technology was a tool that could not be separated from life in this millennial era. According to Roger (in Fatah, 2008), technology was a design for action aids that diminished uncertainty with causal relationships in achieving a desired result. Gary J Anglin (in Arifin & Setiawan, 2012) argued that technology was the application of the behavioral and natural sciences and other knowledge in a systematic way to solve any complications. In addition, technology was also a whole method that rationally led and had efficient characteristics in every human activity (Jacques E., Fatah, 2008).

In utilizing IT, business actors were influenced by two aspects (Asfiatul, 2013), namely internal features consisting of business actors' decisions (top management) including: capital, human resources, IT applications that were in accordance with

business needs; and external causes that affected the competitive environment (competition with other businesses), government, customers and suppliers, as well as IT consultants and vendors.

According to Danuri (2019), digital technology was an information technology that prioritized computer/digital activities rather than using human power. This system was more likely to operate on a fully automated and sophisticated operating system with a computerized system/format that could be read by a computer. Digital technology was basically just a very fast computing system that processed all forms of information as numerical values. The development of this technology brought changes in the quality and efficiency of the data capacity created and transmitted, such as; the clearer photos because of the better quality, the more efficient capacity, and the faster delivery process. The rapid development of technology and people's lifestyles brought rapid alterations to their technological needs, and digital technology was the main choice.

Resilience was a construct of various dimensions related to determination and the ability to survive, adapt, and recover when challenged with unfortunate conditions (Taormina, 2015). According to Macfarlane (2021), resilience was a person's ability to rise or resilience in facing challenging conditions and ambiguity. According to Wijaya (2008), entrepreneurs also needed the courage to take risks and dare to face obstacles as a consequence of something that should be done so that if they failed, individuals did not focus on reasons for the obstacles they met.

Korber & McNaughton (2017) saw resilience as a characteristic of entrepreneurs, a trigger for entrepreneurial intentions, and a provision to cope with failure in business. When faced with stressful situations, resilient individuals still felt various negative emotions due to the traumatic event they experienced. So it could be concluded that entrepreneurial resilience was the ability of an entrepreneur to overcome challenges in business and provision in anticipating any failure in business so that they could adapt to the current conditions.

According to Taormina (2015), in entrepreneurial resilience, four aspects were proposed, namely 1) determination was defined as the willingness and willpower that a person had in achieving a goal and the decision to survive, 2) endurance was personal strength and fortitude in persisting in difficult situations without giving up on circumstances, 3) adaptability was indicated as the capacity to be flexible, resourceful, and able to handle a difficult environment and be able to self-regulate so that they could adapt to various settings, 4) recoverability was a person's ability to recover physically and cognitively in difficult conditions and be able to back to normal position.

RESEARCH METHOD

This study was quantitative research using correlational research as a research design to find answers fundamentally about cause and effect by analyzing the roots of phenomena in several variables. The respondents to this study were students who participated in the business student community at the Faculty of Pedagogics and

Psychology, PGRI Adi Buana University Surabaya with a population of 254 students. However, with the limitations of researchers reaching the entire population as long as face-to-face learning is still limited, the researchers took a random sample so that answers from 120 respondents were obtained as research samples. The determination of this sample is based on the opinion of experts who state that in conducting quantitative research a sample of at least 30 people is required (Kerlinger & Lee, 2000).

The data collection technique was employed using a non-test technique in scales. The scales utilized were (1) the scale of business independence (2) the scale of the use of digital technology, and (3) the scale of entrepreneurial resilience. The research instrument was validated using internal consistency through Cronbach's Alpha coefficient. Indicators of accuracy and precision of measurement results appeared in the value > 0.3 (Azwar, 2015). The validity and reliability tests were carried out using SPSS version 22.

The data were then analyzed using quantitative analysis with model formulation through developing theory-based models, compiling path and structural diagrams, selecting the type of input matrix and estimation of the proposed model, assessing the identification of structural models, assessing the goodness-of-fit criteria, interpretation, and modification of the model (Ghozali & Fuad, 2014). In this research, testing the hypothesis was carried out using the AMOS software. The hypotheses of this study, there are 3, namely; 1) The use of digital technology affected entrepreneurial resilience, 2) The use of digital technology affected business independence, and 3) Entrepreneurial resilience affected business independence.

RESULTS AND DISCUSSION

The Result Description

In the description of the results of this study, the first explanation is the categorization of the three variables which include business independence, the use of digital technology, and entrepreneurial resilience. Respondents in this study as members of the business students' community were shown to have a moderate business independence category, with a percentage of 45%. This can be illustrated in the following image.

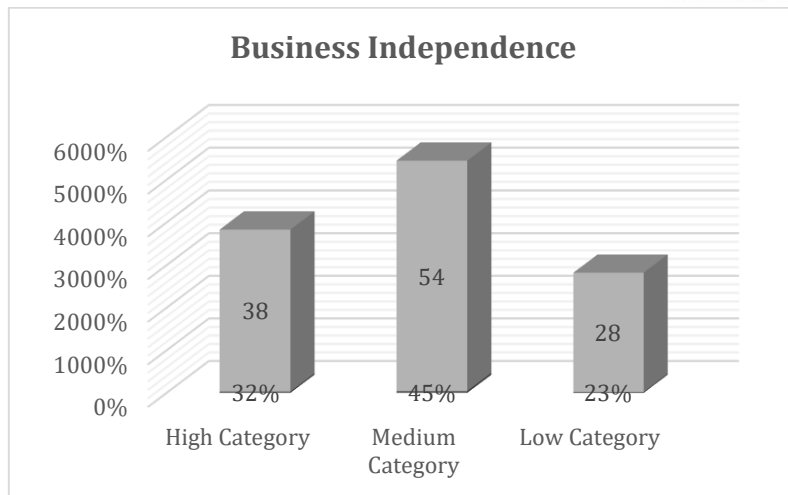


Figure 1.
The Categorization of Business Independence

A total of 28 respondents had a low business independence categorization. These students need training to be more confident in running their business so that they are more confident in the products they offer to potential customers. Not only that, students who have low business independence, one of which is when interviewed randomly, they stated that they are actually not interested in entrepreneurship just by joining friends with these activities. Furthermore, in entrepreneurship, it is certainly inseparable from the use of digital technology in this increasingly advanced era. The percentage of students who use digital technology is also in a high category with a percentage of 64% which is depicted in the following diagram.

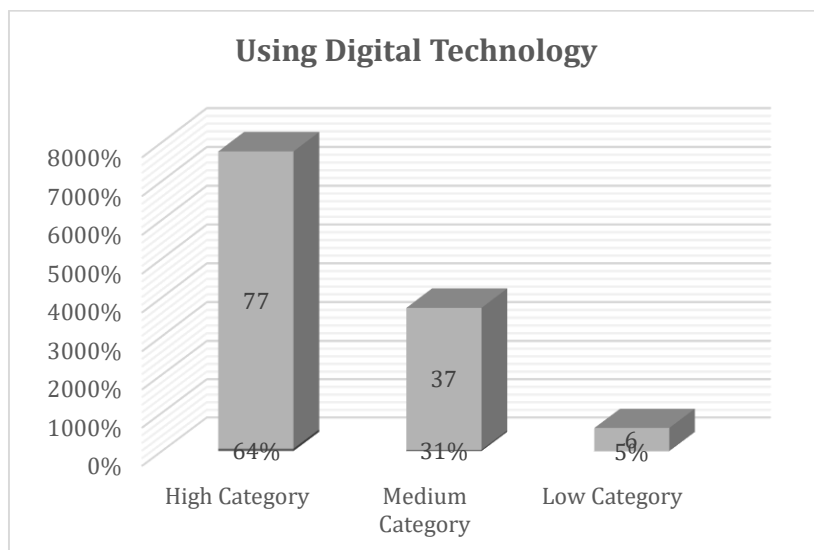


Figure 2.
The Categorization of Using Digital Technology

Not a few digital technology users in marketing their entrepreneurial products. Most young entrepreneurs nowadays have made good use of technology, one of which is that they take the initiative to market their products through one of the e-commerce. Then, this study also discusses the categorization of entrepreneurial resilience, which is described as follows.

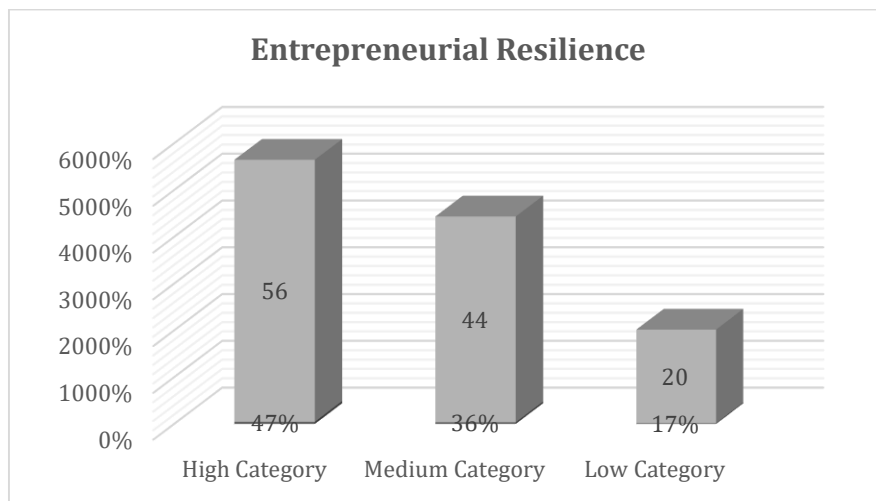


Figure 3.
The Categorization of Entrepreneurial Resilience

Based on the picture above, student entrepreneurial resilience is in a high category with a percentage of 47%. This shows that the condition of students in terms of entrepreneurial resilience is very good. One of the indications seen on the research site is that they often have discussions with other friends to discuss product innovation plans that have been marketed. They are not silent enough if the product is felt to be less interested, so they are not easily discouraged or give up but they ask other friends how to improve the quality of the product or just do a product weakness analysis together.

Hypothesis Analysis Results

Overall Model Fit Test

The goodness of Fit criteria included chi-square with probability greater than 0.05, and RMSEA < 0.08. Furthermore, a model was declared fit if the values of GFI, TLI, CFI, and AGFI showed a cut-off value > 0.90. Referring to these criteria, the results of the overall fit of the structural model were shown as follows.

Table 1.
The results of the overall suitability of the Structural Model of Student Business Independence

<i>Size of Goodness of Fit</i>	<i>Acceptance Limit of Goodness of Fit</i>	Results
Probability (P)	$P \geq 0,05$	0.17
RMSEA	$RMSEA \leq 0,08$	0.083
CFI	$0,80 \leq CFI \leq 1$	0.923
GFI	≥ 0.90	0,978
AGFI	≥ 0.80	0,901
TLI	≥ 0.90	0,947

The table above displayed that the results of the overall suitability of the structural model of student business independence by comparing the fitness criteria and test results were known that: (1) Probability (P) = 0.17 was a good fit; (2) RMSEA = 0.083 was a good fit; (3) CFI = 0.923 was a good fit; (4) TLI 0.947 was a good fit; (5) GFI = 0.978 was a good fit; (5) AGFI = 0.901 was a good fit.

Hypothesis testing

Hypothesis testing was employed using SEM analysis with a significance level of 5 percent and produced a Critical Ratio (CR) value of 1.96. The hypothesis was accepted if the t value was 1.96 and the probability value was less than 0.05. The hypothesis was rejected if the t value was 1.96 and the probability value > 0.05. The outcomes of the hypothesis testing were revealed as follows.

Table 2.
Hypothesis Testing Results

	Hypothesis	CR	P	Results
H ₁	The use of digital technology affected entrepreneurial resilience	2,575	0,005	Received
H ₂	The use of digital technology affected business independence	2,203	0,001	Received
H ₃	Entrepreneurial resilience affected business independence	2,358	0,002	Received

The table showed that the use of digital technology (CR=2.575; P=0.005) had a positive and significant effect on entrepreneurial resilience. Meanwhile, the use of digital technology (CR=2.203; P=0.001) and entrepreneurial resilience (CR=2.358; P=0.001) had a positive and significant impact on business independence. The correlation path for all variables tested in depicted in figure 4.

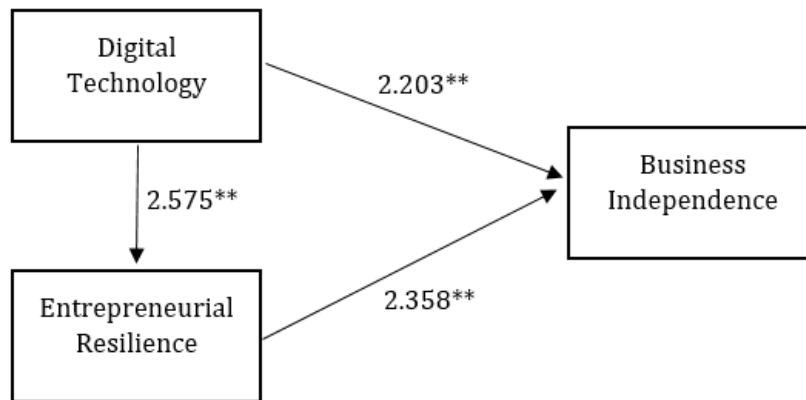


Figure 4.

The Path Analysis of Digital Technology, Entrepreneurial Resilience, and Business Independence

Based on the figure above, it can be explained that the CR value on the influence of digital technology on entrepreneurial resilience is 2.575 (> 1.96), so it can be concluded that the covariances of the variables of digital technology and entrepreneurial resilience have a significant influence. Thus, it can be concluded that responsibility, autonomy, initiative, and self-control are related to business needs, human resource management, and information systems. Meanwhile, the CR value of digital technology with business independence has a value of 2,203 (> 1.96) when business needs, human resources management, and information systems can affect willingness, personal endurance, adaptability, and recoverability. In accordance with the results of the path analysis which states that the CR value between entrepreneurial resilience and entrepreneurial independence is 2.358 (> 1.96), it means that the covariants between the two variables can also be said to affect each other significantly.

Discussion

The results of testing the relationship between the use of digital technology and entrepreneurial resilience acquired a probability result of 0.005 (P<0.05) so that it could be stated if there was a direct influence on the use of digital technology for entrepreneurial resilience. This meant that the development of technology into the digital era could assist to shape the students’ resilience in entrepreneurship. The findings of this study supported the results of previous research conducted by Syaiful (2021) that analyzed the strength of resilience in the midst of a pandemic

moment and maintained business existence using information technology as a marketing tool to compete competitively. In addition, according to Arief, et al (2021), the use of appropriate technology was the main foundation in developing the spirit and soul of Technopreneurship.

This argument was supported by Jacques E (in Fatah, 2008). Technology as a whole method rationally led and had efficient characteristics in every human activity. Meanwhile, according to Wijaya (2008), entrepreneurs also needed the courage to take risks and dare to face unpredictable obstacles as a consequence of something that should be done so that if they failed, individuals did not focus on reasons for the obstacles they encountered. Students who were able to develop rapidly with technology would be able to compete in the business world so their resilience in entrepreneurship increased as the individuals could adapt to both the environment and digital technology.

The results of testing the relationship between the use of digital technology and business independence attained a probability result of 0.001 ($P < 0.05$) so that it could be specified if there was a straight effect on the use of digital technology with business independence. This signposted that technology was not only able to help for building the learners' resilience but also their business independence. The findings of this research reinforced the results of previous investigation by Hendarwan (2018) which revealed that the use of IT had an impact on the formation of people's business independence. In addition, research directed by Sutrisno & Sri Budhi (2019) argued that the use of digital technology, namely E-commerce, had a positive effect on strengthening business independence.

This idea was reinforced by Purwanti (2012). Independence in business was needed so that the business actors could contest with others fairly. Meanwhile, according to Thompson (in Sukirman, 2020), the use of information technology was regarded as a benefit expected by information system users in carrying out their duties to utilize technology when doing work. So that the use of technology that helped in developing an entrepreneurial attitude owned by each individual would also assist in growing both resilience and business independence.

The results of testing the relationship between entrepreneurial resilience and business independence met a probability result of 0.002 ($P < 0.05$) so that it could be identified if there was a direct consequence on entrepreneurial resilience and business independence. The findings of research conducted by Zaenal (2020) illustrated that entrepreneurship had a stimulus on business independence. In addition, Dewinda & Ummil (2021) mentioned that entrepreneurial students had a higher level of resilience than students who had no entrepreneurship.

This finding was maintained by Sukirman (2017), that entrepreneurial independence referred to attitudes and business conditions with an entrepreneurial spirit for meeting needs and relying on their own abilities. Meanwhile, individuals with good resilience had a tendency to be more self-confident, firm, and had a positive power (Ryff & Singer, 2003). This meant that in entrepreneurship, it was not enough to have determination, but having independence in solving problems

and rising from any failure was required. The vital attitude that should be possessed by prospective entrepreneurs was resilience in entrepreneurship and business independence.

CONCLUSION

By identifying the students' business independence through the use of digital technology and entrepreneurial resilience, this study concluded as follows. (1) The level of business independence of business student community members in the moderate category with a percentage of 45%. The category of using digital technology has the highest category, namely 64%. Meanwhile, students who have entrepreneurial resilience in the high category are 47%. (2) There was a direct effect between the use of digital technology and students' entrepreneurial resilience. This illustrated that the use of appropriate digital technology in business would help students' in forming resilience in entrepreneurship. (3) There was a straight impact between the use of digital technology and students' business independence. This meant that the greater the experience in using technology, the greater the students' independence in the business. (4) There was a direct power between entrepreneurial resilience and students' business independence. This revealed that the higher the students' entrepreneurial resilience, the higher their level of business independence.

This study suggested the existence of information related to business independence and entrepreneurial resilience as well as the use of digital technology so that it could assist in developing the learners' independence in entrepreneurship. Special trainings in the use of appropriate digital technology in improving the students' entrepreneurship in accordance with the development of the current era to improve both students' resilience and business independence were needed. Furthermore, an independence module specifically related to business and the use of digital technology given to students as a form of assistance to make it easier for them to learn about entrepreneurship and digital technology was also required.

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