

ANALYSIS OF ENTREPRENEURSHIP EDUCATION IN CREATING NEW ENTREPRENEURS

Aldila Krisnaresanti

Universitas Jenderal Soedirman, Purwokerto, Indonesia

Email: aldila.krisnaresanti@unsoed.ac.id

Karina Odia Julialevi

Universitas Jenderal Soedirman, Purwokerto, Indonesia

Email: karinaodiajulialevi@gmail.com

Lina Rifda Naufalin

Universitas Jenderal Soedirman, Purwokerto, Indonesia

Email: linarifda@gmail.com

Aldila Dinanti

Universitas Jenderal Soedirman, Purwokerto, Indonesia

Email: aldila.dinanti@unsoed.ac.id

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ABSTRACT

Entrepreneurship education is held to be able to produce graduates who are not only able to work in an institution but also open new business opportunities by becoming entrepreneurs. Various methods of entrepreneurship education are provided to be able to produce new, more competent entrepreneurs, but whether the entrepreneurship education provided has been truly effective in producing new entrepreneurs in the future. Researchers want to find out about the effectiveness of entrepreneurship education provided, whether it has been proven to produce new entrepreneurs. Based on the results of the analysis of respondents responses to 8 open questionnaire items regarding the effectiveness of entrepreneurship learning in creating a new business, from 63 respondents who were students of Jenderal Soedirman University, the following conclusions could be drawn: (1) Interestingly, the entrepreneurship learning process can foster an entrepreneurial spirit and motivate respondents to run a business. (2) The presentation of entrepreneurship material provides additional knowledge and experience for respondents and is able to instill respondents' interest in starting new businesses after the learning process is over. (3) There are several obstacles faced by respondents when starting a new business, and the most important of which are capital constraints, work partners, and the respondent's lack of confidence in opening a new business so that the respondent is only interested in developing the old business. (4) The implementation of entrepreneurial learning that respondents want is 50 % theory and 50 % practice. The practice is expected to be carried out by providing capital to the respondent to open a new business, and then the respondent is given a time limit for one semester to be able to return the capital. In addition, respondents also want guidance from lecturers so that they can run their business correctly.

KEYWORDS: Entrepreneurship Education, Entrepreneurial Spirit, New Entrepreneur, New Business.

JEL CLASSIFICATION: A23, L26, M13.

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INTRODUCTION

SMEs' performance is an important tool for the sustainability of market activity (Virglerova, 2020). To increase the number of SMEs' entrepreneur, one of the efforts is to carry out entrepreneurship education at universities. Entrepreneurship education is aimed to create new entrepreneurs and lowering the number of educated unemployed. When a graduate could not work in an organization, then he is expected to open new opportunities through the creation of a business or become an

entrepreneur. But entrepreneurship education in Indonesia can be said unsuccessful in creating innovative business enterprise, even though there has been a lot of people who choose to become an entrepreneur as their career. Global Entrepreneurship Monitor in 2018 released the data of innovation rate of 15.36 in Indonesia from a regional average of 21.32 and the global average of 26.26.

The willingness of an individual that is expected to be a new entrepreneur with their innovative business may still be very few in Indonesia. Entrepreneurship education can solve this need by improving the motivation and the competence of its graduates to be the key persons in innovative activities and entrepreneurship (Haase, Heiko Lautenschläger, Arndt, 2011). The aim of this research is to analyze the execution of entrepreneurship course in Jenderal Soedirman University and is expected to be able to answer the question of whether the effectivity of entrepreneurship course learning process is proven to be able to create new entrepreneur or not. The achievement of this aim is important because von Graevenitz et al. (2010) said that entrepreneurship education has a significant positive impact on the self-assessed entrepreneurship skills of the student.

Innovation through the creation of new companies and new business fields is seen as the key factor to achieve economic purposes in the company, regional, and national level. The limiting factor is the willingness of the competent individual to manage the project and become an entrepreneur. University can solve this need by improving the motivation and the competence of its graduates to become the key person in innovative activities and entrepreneurship. Therefore with the execution of entrepreneurship education, we expected it to be able to bring out the key person who has the motivation and competence to create new business. Entrepreneurship education is traditionally focused on individual teaching, but a lot of initiative that is more action-oriented, emphasizing learning by doing. This paper display some of the action-based activities in five universities in Sweden. The cases showed that entrepreneurship education is less focused on individual teaching in the classroom and more leaned towards learning while working in a group setting and network context. Some initiatives have many purposes, such as educating entrepreneurs, building new businesses, and commercializing the university's research.

1 LITERATURE REVIEW

1.1 Entrepreneurship

The word 'entrepreneur', can simply be translated as someone who has the courage to take the risk of opening a business in any opportunities, dare to take risks, means that he have the independent mentality and dare to start a business without being discouraged by fear or worries even in an uncertain condition (Kasmir, 2007). Zimmerer said that entrepreneurship as a process of applying creativity and innovation in solving problem and finding opportunities to improve life. Next, the characteristics and disposition of entrepreneurs are: 1) confident, which is have the disposition of belief, independency, individualistic and optimist; 2) task and result oriented, has the need to get achievement, profit-oriented, steadfast and have perseverance, have strong determination, hard working, have strong motivation, energetic, and initiative; 3) risk taking, which means have the ability to take fair risk and like challenges; 4) Leadership, behave as a leader, socialize with people, responsive to critiques and suggestions; 5) originality which is the innovative, creative and flexible attitude; 6) future-oriented, which means have perspective or have his mindset far to the future (Suryana, 2001).

According to Alma, the entrepreneurship process model involves the following steps: 1) innovation process; 2) trigger process; 3) execution process; and 4) growth process. Next, eight steps towards the peak of entrepreneurship career that consists of (Alma, 2007): 1) capacity for hardwork; 2) getting things done with and through people; 3) good appearance; 4) self-confidence; 5) making sound decision; 6) college education; 7) ambition drive; 8) ability to communicate. According to Zimmerer (2011) to formulate the benefit of entrepreneurship are as follows: 1) Giving opportunities and freedom to control

one's own fate; 2) Giving chances to do change; 3) Giving chances to reach the full potential of one's self; 4) Having opportunities to gain profit; 5) Having opportunities to play an active role in the society and gain acknowledgment for one's effort; 6) Having chances to do something that one's like and growing happy in doing.

1.2 Entrepreneurship Education

Entrepreneurship education in Higher Education can be interpreted as education to build entrepreneurial character, entrepreneurial mindset, and entrepreneurial behavior. The quality of university education is also a determinant of the entrepreneurial propensity of students to entrepreneurship (Gavurova *et al.*, 2018). The output of entrepreneurship education in higher education can become entrepreneurs, intrapreneurs, corporate entrepreneurs, and social entrepreneurs (Susilaningsih, 2015). Various studies have examined the importance of entrepreneurship education in increasing student interest in becoming entrepreneurs. The university's environment and support system have a significant but low influence on the perceived behavioral control of female students (Bazan, 2019). Entrepreneurship education able to improved students' perceptions that entrepreneurship is not hard to do, that developing and executing business ideas are interesting (Srirejeki, 2020).

1.3 Mindset

Mindset is a power created by someone so that they can determine the condition of soul, body, personality and self-confidence (Ibrahim Elfiky, 2009). While Aloia, Pasquale, and Aloia (2011) said that mindset is a mental perspective or a programmed character that decide the response of an individual for various situation. Mindset is an important thing to explain the human's judgment and decision making in which some decision may improve or worsening the bias of the decision (Hamilton, Vohs, Sellier, & Meyvis, 2011).

According to Siskandar (2008: 661) there are 7 sources of power that affected human's thought process:

- 1) Parents, where someone learns about words, facial expressions, gestures/body movements, behaviour, norms, religion, principle, and moral values.
- 2) Family, they are where someone catch information and other mindsets from, which functions to complete the mindsets that we obtain from our parents.
- 3) Society, with the addition of information combined with what we obtained will make the process of mindset formation become even stronger.
- 4) School, rules applied in the school or behaviour and attitude of the teachers may enrich the existing mindset formation process.
- 5) Friends. Having friends is the first self-actualization in life, because in a friendship, someone will determine who to befriend with, there is no restriction in determining who to befriend with.
- 6) Mass media, the existence of idolizing element in a show may raise impersonation by someone whether it is in a negative or positive way.
- 7) Self, this is the determining factor of a mindset, good and bad thing of an impact will determine whether someone will be a bad persona or choose to be a good one.

1.4 Learning Model

Istarani (2011) learning model is the whole sequence of learning material display which consist of all aspects starting from before, in the process, and after the learning that is executed by the teacher and all related facilities that used directly or indirectly in the learning process. While Joyce & Weil (in Rusman, 2012) suggested that a learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning material, and guide the learning process in the classroom or other.

Rusman (2012) said that the learning model has the following characteristics:

- 1) Based on education and studying process from individual experts.
- 2) Have a certain mission and education purposes, for example, the inductive thinking model designed to develop inductive thought process.
- 3) May be the guide for the improvement of learning activities in class.
- 4) Have some model parts called: (1) sequence/order of learning steps (syntax); (2) there are reaction principles; (3) social system; (4) supporting system. These four parts is the practical guide if a teacher is going to perform a learning model.
- 5) Have an impact as the result of application of learning model. These impacts are: (1) Learning impact, which is the measurable learning result; (2) accompanying impact, which is the long term learning result. Making a teaching preparation (instrutlional design) with chosen learning model's guide.

1.5 Self awareness

Goleman explained self-awareness as the perpetual attention towards one's inner state. In the state of self-reflection, the mind observes and discover experience, including emotion. Goleman said that there are three main abilities in self-awareness, such as:

- a. Identifying emotion; identifying self emotion and their effects. Someone with this abilities would:
 - 1) Knowing the meaning of the emotion that they currently feel and the reason behind it.
 - 2) Realizing the connection between their feeling and what they think about.
 - 3) Knowing how their feeling affect their work.
 - 4) Have the awareness that become the guide for their values and objectives.
- b. Accurate self recognition; knowing the inner resource, this capability and limitation. Someone with this abilities would:
 - 1) aware of their strengths and weaknesses.
 - 2) making the time to contemplate, learn from experience, open for sincere feedbacks, new perspectives, willing to keep learning and developing themselves.
 - 3) able to show humour and willing to see themselves from wide perspective.
- c. Self confidence; strong awareness about pride and self capabilities. Someone with this abilities would:
 - 1) Dare to come forward with self confidence, dare to said their "existence".
 - 2) Dare to voice out unpopular opinion and willing to sacrifice for the sake of the truth.
 - 3) Assertive, able to make a sound decision even in an uncertain condition.

RESEARCH METHOD

According to Moleong (2011:6) qualitative research is a research that is aimed to understand the phenomenon on what has been experienced by the research subject, for example their behaviour, perception, motivation, action, and so forth holistically and by description in the form of words and language, in a special context which is natural and by utilizing various natural method. While according to Sugiyono (2011:9) qualitative research method is a method that is based on postpositivisme philosophy, while to study on natural object, where the researcher is the key instrument, data collection technique is performed by triangulation (combination). Data analysis is inductive or qualitative, and the research result is emphasizing more on the meaning rather than generalization. The research using online media. Sources of data used in this study are primary sources that are obtained directly from respondents through filling out an open questionnaire, amounting to 8 items. As for the respondents in this study were Jenderal Soedirman University students who had taken entrepreneurship courses. The number of respondents in this study was 63 people, consisting of students from the faculties of economics and business and students from the faculty of engineering from 2016 to 2019.

RESULT AND DISCUSSION

This study was conducted on 26th – 31st of August 2020 by using online media. From the questionnaires distributed to students of the Faculty of Economics and Business and the Faculty of Engineering who have participated in entrepreneurship classes totaling 120 students from batches of 2016 to 2019, the number of questionnaires filled is 63 questionnaires. Data source used in this research was the primary source obtained directly from the respondents through open questionnaire that consist of 8 question items. As for the respondents in this study was the students of UNSOED who have enrolled in entrepreneurship course.

Here we display the result of respondent's response that we obtained from the 8 items questionnaire about the effectivity of entrepreneurship learning in creating new business, with the following analysis result.

Table 1 Grouping of Respondent's Responses

Item	Question	Variety of response	Respondent quantity	Percentage
1	When did you attend the entrepreneurship course?	2 nd semester	33	52,38 %
		3 rd semester	23	36,51 %
		5 th semester	7	11,11 %
		Total	63	100 %
2	How did the execution of entrepreneurship courses that you have attended? (method/activities performed) before and after mid semester	Entrepreneurship theory presentation	55	87,30 %
		Direct practice by selling a product and innovating the product		
		Plunge directly into the field by doing observation and interviewing successful and failed entrepreneur		
		Making of PMW proposal	4	6,35 %
		Making of pamphlete and business plan		
		Attend a Seminar or a Talkshow		
Total	63	100 %		
3	What are the theory/knowledge obtained after attending the entrepreneurship course?	Basic theory on entrepreneur's characteristics	63	100 %
		Theory on business management		
		Theory on the arrangement of a business proposal		
Total	63	100 %		
4	What are the skills obtained after attending entrepreneurship course?	Skill to arrange a business proposal	63	100 %
		Public speaking, skill for teamwork		
		Skills to manage a business, do marketing and promoting and innovating a product		
Total	63	100 %		

5	Do you own a business before attending the entrepreneurship course?	Own a business before attending	23	36,51 %
		Did not own a business before attending	40	63,49 %
Total			63	100 %
6	Apakah setelah mengikuti mata kuliah kewirausahaan saudara berminat untuk membuat usaha baru? Apabila tidak, mengapa? After attending the entrepreneurship course, do you have any interest to create a new business? If not, what is the reason?	Interested to create a new business	59	93,65 %
		Not interested to create a new business	4	6,35 %
Total			63	100 %
7	After attending the entrepreneurship course, did you able to build a new business? If not, what kind of difficulties did you face that make you failed to build a new business?	Success in building a new business after attending entrepreneurship course	21	33,33 %
		Did not succeed in building a new business after attending entrepreneurship course because of many obstacles.	42	66,67 %
Total			63	100 %
8	How is the method/execution of entrepreneurship courses that you expect?	Expecting 50% theory and 50% practice	63	100 %
		Capital allocation		
		Guidance regarding student's business by lecturer		
Distribution of handbook contain the guide of business proposal arrangement				
Total			63	100 %

(Source: own collaboration)

First analysis result, based on the table above, we learn that the average of the respondents had received the entrepreneurship course since 2nd and 3rd semester, even though there are also some respondents that only received the entrepreneurship course in the 5th semester.

Second, we know that besides the teaching of entrepreneurship material by lecturer, there are various method or activities that can be done during the learning process. Amongst them are plunge right into the field, observing and interviewing entrepreneur in Barlingmascakeb especially those around UNSOED. Then the respondents may do comparative studies from the companies that they have visited, starts from succesful companies to failed ones. These things are so that the respondents may gain knowledge and experience from those companies. Beside, from the interview respondents can take lessons on how an entrepreneur become successful and the causes of one to experience failures or bankruptcy in their businesses. So that it may be a learning process for the respondents on the tips and tricks to a successful business and not experience a failure.

Other activities that has been done is the making of PMW/PKM proposal and creating an innovation of individual product. Beside that, respondents also given a chance to make a pamphlete to promote their product and make a business plan by using business model canvas. Lastly, beside the theory by the lecturer, respondents also given knowledge about entrepreneurship through a seminar called 'Install Your Mind! To Be Young Entrepreneur'. From there, respondents gained deeper insight on business by learning from speakers who are real entrepreneurs.

Third analysis result showed that from all activities and learning method used during learning process of entrepreneurship course, respondents gained some knowledge and experience in entrepreneurship field. Those knowledge and experience are basic skills on entrepreneurship regarding the ways to be a successful entrepreneur, how to analyze a business and see business opportunity or potential, how to advertise a product through making a pamphlete, how to create a branding, how to make a business plan through business model canvas, business trick and strategy, sales and marketing technique, able to arrange a business proposal like PMW/PKM, able to determine the objectives and market segment and able to cooperate with external parties that in the end may develop and advance the company, and the most important thing is being able to grow new skill, passion and motivation for the respondents to design, start, run, develop, compete and manage a business or a venture.

Fourth, beside the knowledge and the experience that has been explained above, respondents are also able to develop their skills after attending entrepreneurship course. Such as skills to arrange a business proposal which is PMW/PKM, skill to good cooperation and to good communication, skill to promote product using various marketing media available such as pamphlete, poster, video, and so forth. As for other skill related to finance, management and marketing can be gained easily by the respondents after attending entrepreneurship learning. Respondents have deeper understanding on the making of company budget or counting the profit from the sales. Beside that, respondents also understands how to manage a company and handling the risks that may arise anytime. Then, respondents also able to promote better through innovating the product or using an interesting marketing strategy.

The fifth analysis result is that from 63 respondents, there are 40 respondents who had not owned a business before attending the entrepreneurship courses. While the rest of 23 respondents have already owned a business even before attending the entrepreneurship courses. Those business are selling pen refill and flannel brooch, selling bags, shoes, wallsticker and handphone case, marketing oriflame product, opening an online shop and enrolling in PMW/PKM.

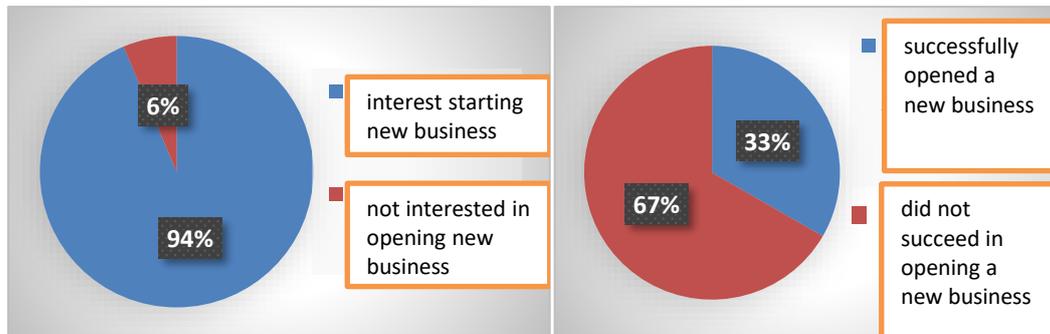
After taking the entrepreneurship courses, there are some respondents who starts to have interest in building a new business. As seen in the pie chart below on the sixth analysis result, we learn that after the respondents taking the entrepreneurship courses, gained knowledge, experience and business skills, there are 59 out of 63 respondents who state that they start to have interest in creating new business while the rest of 4 respondents said that they do not have any interest to open a new business.

There are some reason given by the respondents. Respondents who wants to open new business said that they have the opportunities to open new employment, have the chances to get additional income, there are big opportunities to practice the skills and knowledge obtained during the entrepreneurship learning, they want to make a new and more interesting system, want to try enroll in PMW/PKM and want to innovate and looking for new market target. Even then, there are some respondents who said that they actually really interested to open a new business but they are still obstructed by the lack of capital and lack in determination. There are even respondents who are still confused and hesitate on what kind of business do they want to start.

While the respondents who do not have any interest in opening new business give the reason that they have already owned a business that is running pretty well so that they just need to develop their own business by applying the knowledge they gained from the college. As for other reason are such as the

respondents feel that they do not suit the business field and unsure with their own selves especially regarding the lack of knowledge that they have so they do not have the interest to open new business even after attending the entrepreneurship courses.

Picture 1 Respondents who have an interest in starting a new business after attending entrepreneurship course and who has succeeded in starting a new business after attending entrepreneurship course



Here we displayed a pie chart that showed how many respondents who already succeed in starting a new business in applying the knowledge and experience and motivation to build a business gained from their participation in entrepreneurship course.

Based on the picture 1, then we can obtained the seventh analysis result that prove that from those who said that they have interest in starting new business after attending entrepreneurship course, there are only 21 respondents who have succeed in starting new businesses. For example to open a small business or become a reseller of a beauty product, there are also those who are just started their business and there are those who are still in vacuum and temporarily stopped because of various obstacles and still feel inconsistent in running a business.

Meanwhile there are as many as 42 respondents who have not yet starting new business after attending entrepreneurship course. Some of the reasons are because they are still running the old/previous existing business and only innovating it, did not start any new business. Beside, in average the respondents gave the reason that they experience difficulties to obtain capital and work partner. Respondents also facing difficulties in deciding what kind of business that they will start because they find it difficult to find new ideas, they also have concern to face competitor and still hesitate to start a business. Other reason is that the lack of support from people closest to them such as families, there are some respondents who do not have the passion to run a business because they did not given any trust by their parents to manage a business.

Nevertheless, actually there are some respondents who wanted to start a business, but still obstructed by organization activities or their wishes to focus on college first and foremost. Beside that there are also some respondents who said that they have difficulties in delivering goods because of far distance to the courier agent's office or because of the far distance to the place that sell the source material and difficulties to find new potential customer so they revoke their intention to open a new business.

Lastly, the eighth analysis about the execution of entrepreneurship learning that is hoped to be gained by the respondents are such as the clear and complete presentation of the material of entrepreneurship. Respondents also wanted a maximal discussion session in the learning process and direct practice activity such as doing sales or creating mini business so that the respondents become motivated to keep running a business. Or in other words, respondents hoped that entrepreneurship learning is not only focused on the theory or practice only, but divided equally into 50% of theory and 50% of practice.

Other respondents suggested that there are distribution of capital for the students so they can start new business while given deadline until the end of the semester to return the capital complete by the report regarding the business executed. During the duration of the students managing the business, they expect the lecturer to give some time to guide and direct the student to manage their business well.

Besides, respondents also said that they need a handbook about the method of making a good proposal or handbook about tricks to manage a business, marketing a product to be more interesting in the digital era like this moment and the need to give relation to the student related to entrepreneurship. So that the students can cooperate to start a new business.

CONCLUSION AND SUGGESTIONS

Conclusions that can be drawn from the discussion above are as follows:

- a. An interesting execution of the entrepreneurship course learning process may raise a entrepreneur's passion in every respondent and may motivate the respondents to jump into the business field and running an independent business.
- b. Material presentation during the learning process can add more knowledge and experience for the respondents about entrepreneurship and may able to plant interests in the respondents to open a new business after the learning process ended.
- c. There are some problems that become obstacles for the respondents when they are going to open a new business, the main problem is the capital problem, work partner and lack of confidence of the respondents to open a new business, so they only stuck in the effort to develop old existing business owned by the respondents.
- d. The execution of entrepreneurship that is expected by the respondents is 50% theory and 50% of the practice. The execution of practice is expected to be able to be done by distributing the capitals for the respondents to open a new business, and then the respondents are given time limits for one semester to be able to return that individual capital. Besides, respondents also want guidance by the lecturer so they can run their business correctly and well.

The limitation of this study is the number of respondents. Based on the result of the analysis that has been explained before, for future research, it is necessary to find solutions to help the respondents to solve their problems in the field when opening a new business, and it is necessary to improve the execution of entrepreneurship learning by collecting aspirations and suggestions from the respondents.

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BRIEF DESCRIPTION OF AUTHOR/AUTHORS:

Aldila Krisnaresanti, S.Pd., M.Pd., M.Si.

Management Department, Faculty of Economics and Business, Jenderal Soedirman University, Purwokerto-Central Java, Indonesia. aldila.krisnaresanti@unsoed.ac.id.

Aldila Krisnaresanti is the first author and currently helping to do a review in the Soedirman Economics Education Journal. Research interests: economics education especially in entrepreneurship education, and MSME's management.

Karina Odia Julialevi, SE., M.Si., Ak., CA., Asean CPA., A-CPA

Accounting Department, Economics and Business Faculty, Jenderal Soedirman University, Purwokerto - Jawa Tengah, Indonesia, feb.unsoed.ac.id, karinaodiajulialevi@unsoed.ac.id

Lina Rifda Naufalin, S.Pd., M.Pd.

Management Department, Economics and Business Faculty, Jenderal Soedirman University, Griya Satria Bukit Permata, Patikraja, Banyumas, Indonesia, feb.unsoed.ac.id, lina.naufalin@unsoed.ac.id

Aldila Dinanti, S.E., M.Si., Ak.

Accounting Department, Economics and Business Faculty, Jenderal Soedirman University, Jl. Gunung Slamet VIII No. 7 Perum Purwosari- Purwokerto, Indonesia, feb.unsoed.ac.id, aldila.dinanti@unsoed.ac.id

Aldila Dinanti is the fourth author whose main areas of research are business and accounting. The author also has a special interest in the field of SMEs.