

INTERNALIZATION OF ENTREPRENEURIAL CHARACTER VALUES IN CULINARY SKILLS LEARNING AT SMALB TUNARUNGU (PHENOMENOLOGY STUDY IN SLB NEGERI OF BANDUNG CITY)

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Abstract

The shortage of deaf engagement in both business and entrepreneurship sectors is an issue for the education aspect, specifically concerning independence and prosperity achievement. The purpose of this research is to disclose the internalization process of entrepreneurial character values in culinary skills learning at SMALB Tunarungu. This study was conducted by qualitative method with a phenomenological approach, aimed to reveal and describe existing phenomena through a series of procedures, such as 1) preliminary study, 2) data collection through observation, interview, documentation, and Focus Group Discussion FGD, and 3) data analysis. Based on the existing phenomenon, the results of this study reveal that 1) entrepreneurial character values were developed in planning learning activities as referred to in the curriculum of the education unit that had been set by the school; 2) the performed learning activity of culinary skills applied entrepreneurial character values. It was by integrating into the learning process with appropriate model, media, and approach with characteristics of deaf students; 3) evaluation in the internalization of character values used provisions in the used curriculum; and, 4) constraints on the implementation of entrepreneurial character internalization relied on an understanding of the language concept, especially in interpreting character values, which were abstract for deaf students.

Keywords: Internalization; Character Values; Entrepreneurship; Deaf.

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INTRODUCTION

Deaf students have salient traits, such as diligence and meticulousness. It is possible since deaf students have superior power in visual. It is proven from the relevant results of research, stating that deaf students show better learning motivation and independence in following the lecturing process. The learning motivation of students increases by showing a sufficiently diligent attitude in doing tasks (Etriana Meirista, Mitra Rahayu, and Karlina Wong Lieung, 2020).

In skills learning or vocational, deaf students have opportunities for self-development after completing the educational process, specifically opportunities in employment and entrepreneurship. However, the chance is necessarily well-prepared. The preparation, itself, can be skills development and internalization of character values so that students, who have a shortage, have a firm and solid character.

Those deaf students, who have an obstacle in communication, require the great role of teachers. It is in line with Ahmad Saghafi and Badri Shatalebi (2012) in their research, stating that generally, the character educational process is downstream from a teacher and it ends with students. A teacher is a central figure taking as a role model and example. It means that teachers' behaviors and patterns are examples for children, including deaf students.

In entrepreneurial development, there is a skill that can be developed, such as culinary. This skill should be necessarily introduced to deaf students. However, the meaning of this skill should be also introduced based on entrepreneurial character values that can support and strengthen character as young entrepreneurs. The character values in entrepreneurship are confidence, hardworking, risk-taker, leadership, future-oriented, and creativity/innovation (Suryana, 2016). For deaf students, the strengthening of the concept of entrepreneurial character values can be performed with a repetition model through language or communication, or action. A language that is used is speech and gestures or the finger alphabet. Meanwhile, the example of action can be done by displaying a video about the implementation of the related actions related to entrepreneurial character values. Another pattern is with habituation and role modeling of teachers or other figures. Those examples are conducted by values internalization.

All this time, many schools, including exceptional schools, have developed a strengthening of character education through values internalization. Hakam and Nurdin (2016) explained that values internalization is an embedding process of certain values that boost someone to act based on his/her own choice. Furthermore, the internalization process of values can be conducted through the following stages, as follows:

Values Transformation

It is a process conducted by trainers in informing good and bad values. At this stage, verbal communication occurs between the trainer and participants. Values transformation only transfers knowledge from the trainer to the participants. The delivered values only stimulate participants' cognitive aspects that may be not intact if participants' memory is weak.

Values Transaction

That is an internalization process of values by two-way communication between the trainer with participants so that the interaction process takes place. The existence of values transaction can influence participants' values through the conducted examples of the values (modeling), whereas participants can accept values following their self-values.

Trans-Internalization

It is an internalization process of values through both verbal communication and personal communication displayed by the trainer through exemplary, conditioning, and habituation process to behave under the expected values. Thus, participants are invited to understand values, train to actualize values, and obtain concrete examples of how to implement values in everyday life, as well as have the opportunity and habituation to actualize values. By trans-internalization, the

internalization of the expected value occurs in the cognitive, affective, and psychomotor aspects of participants.

Understanding entrepreneurial character values for deaf students at school, particularly vocational skills learning is much required. This can strengthen students' character and equip them as entering society and form a strong mentality in dealing with competition in the globalization age. Mastery and competency in certain skills followed by the entrepreneurial character of deaf students will make them to be an excellent generation in the entrepreneurship sector.

The benefit of studying entrepreneurship at school is to develop an ability to think and work hard from students. In addition, it will grow better and superior characters and strengthen the attitudes and personalities of students in both entrepreneurship and society. Meanwhile, the objectives of studying entrepreneurship at schools are as follows: a) sharpening students' skills by making and creating products according to their interests and purchasing power; b) increasing innovativeness and creativeness of students through products manufacturing; and c) creating a pleasant climate for learning, working, creating, and participating.

Entrepreneurship in the globalization age is one of the soft skills that have to be mastered in the mid of daily life and fierce competition. Thus, those who can survive are those who are creative and have high innovativeness to seize all chances and opportunities through skills and ability. The possessed skills will develop all potential to make creations and varied product types that can be beneficial for either himself/herself or others. In making work, not only theory is required since a profound theory without practice in realizing knowledge will not produce something that can be utilized directly. Someone who has the ability must combine theory and practice to produce meaningful products. It means that such a person has an entrepreneurial mindset. Therefore, the study aims to provide theoretical insight that is beneficial to increase the knowledge of educators and learners as well as society in terms of the internalization of entrepreneurial character values for deaf students in the culinary skills learning process.

METHODOLOGY

The research employed a qualitative method with the phenomenological approach for some reasons, as follows: 1) it was related to the internalization process of entrepreneurial character conducted by teachers, so an in-depth interview was required to disclose how the teachers conducted internalization of entrepreneurial values to students, and 2) how teacher's perception or view of the participation of the school in the internalization of entrepreneurial values was.

The qualitative method aimed to understand a phenomenon that was directly experienced by the subject of the research and describe it in a specific natural context (Lexy J Moleong, 2016). Moreover, according to Hilal and Alabri (2013), the qualitative method was a means of research method in describing a phenomenon based on the informants' point of view, finding diverse reality, and developing holistic comprehension of a phenomenon in a certain context.

Informants in this research were teachers of culinary skills and principals. Then, the selection and determination of the informants were based on capability, experience, and ability to articulate experience and views about the internalization of entrepreneurial values.

Phenomenological research was oriented to understanding, exploring, and interpreting the meaning of events and their relationships with people living in certain situations. It was commonly called qualitative study using observation to naturally social phenomena or symptoms based on reality (empirical). Meanwhile, the phenomenological approach tried to understand the meaning of an event or phenomenon that mutually influenced people under certain circumstances.

Further, the data analysis technique used in the research was data collection, data presentation, and conclusion or verification. The visualization is as follows:

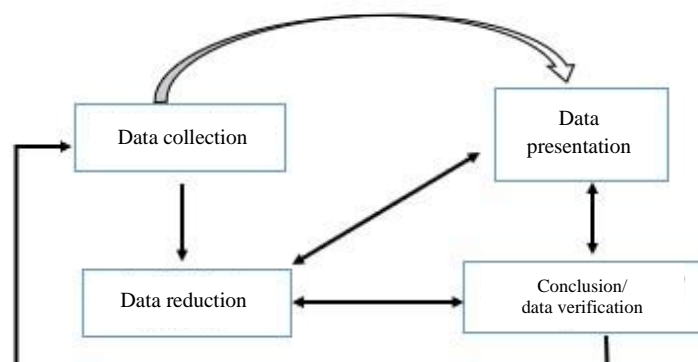


Figure 1. Flow chart of data analysis
(Sugiyono, 2013; Faiz & Soleh; Faiz, Novthalia, et al., 2022)

RESULTS AND DISCUSSION

Based on the research, through phenomenological study an entrepreneurial program had been conducted at an exceptional school by applying or internalizing character values of deaf students in the vocational subject of culinary skills learning at Exceptional Senior High School (SMALB). The developed character values at school through strengthening character education (PPK) were conducted in 18 character values, including religion, honesty, tolerant, discipline, hardworking, creativity, independence, democratic, curiosity, nationalism, patriotism, appreciation, communicative, pacifier, love to read, environmental care, social and responsible. In practice, the school determined and agreed on entrepreneurial character values based on the condition of the education unit.

Entrepreneurial character values in the plan of skills learning so that students and teachers knew character values to be developed in the vocational subject of culinary skills learning. The principal's policy in the development of entrepreneurship was highly important and fundamental to the progress of the skills learning program that become the flagship program in the exceptional school. The values as outlined in the lesson plan centered on student learning, while the teacher played a role model.

Internalization of entrepreneurial character values in planning culinary learning skills.

Table 1. Planning of internalization of character values in Public SLB of Bandung City

Place of Activity	Employed curriculum	References of character values	Developed skills	Internalization of character values in the planning program
Public SLB of Bandung City	Curriculum of 2013	Strengthening Program of Character Education	<ul style="list-style-type: none"> • Culinary • Beauty • ICT • Automotive 	<ul style="list-style-type: none"> • Annual program (Prota) • Semester program (Promes) • Syllabus • RPP (Lesson plan)

The significant stage in the internalization of entrepreneurial character values was a direct learning process centered on students. Skills learning, mainly at the Exceptional Senior High School (SMALB) Tunarungu had to be conducted in two-way interaction by concept strengthening

through total communication or speech, and displaying images, and video through internet links or previously provided. Learning had to implement the concept of the scientific approach with the following teacher's learning mindset, as follows: 1) student-centered learning; 2) Building interactive learning (between teachers, students, society, environment, and sources, learning media); 3) Conditioning learning in a network (students could obtain information from various sources); 4) Facilitating students to find out about various information; 5) Training team-based learning; 6) Conditioning multimedia-based learning; 7) Considering the potential and needs of each learner; 8) Developing learning patterns with multidisciplinary knowledge; 9) Improving critical learning patterns.

In the implementation process of learning skills, the role of the principal as a supervisor played a significant role in providing feedback on the success of skills learning at exceptional schools. Principals could also act as coaches and teachers could be coaches in implementing coaching programs to improve the learning quality, especially in the internalizing process of entrepreneurial character values in the exceptional schools.

Implementation of internalization process of entrepreneurial character values in culinary skills learning.

Table 2. Implementation of internalization process of entrepreneurial character values at Public SLB of Bandung City

Place of Activity	Learning Infrastructure	The approach of skills learning	Skills learning models	Learning media
Public SLB of Bandung City	Highly sufficient	Total communication	Project-based learning	<ul style="list-style-type: none">• Poster• Internet network• YouTube

The success of entrepreneurial character values in culinary skills learning could be seen from the assessment or evaluation process, mainly attitude assessment, either process or final assessments. Evaluation could be performed with the following principles: 1) Comprehensive study. The assumption used in the comprehensive study was that students could achieve the specified competencies, as long as students achieved the right assistance and were given the needed time. Students who were slow learners had to be given more time for the same material than general students; 2) Authentic. It viewed assessment and learning as interrelated aspects. The authentic assessment had to reflect real-world issues and not experienced the school only. Using various methods and holistic criteria (comprehensive competency reflected knowledge, skills, and attitudes). The authentic assessment did not only measure what students knew but also an emphasis on measuring what students could do; 3) Continuous. The continuous assessment was intended as an assessment that was conducted continuously and sustainably while learning took place. The goal was to obtain a complete picture of the development of student learning outcomes, monitoring processes, progress, and improvements; 4) Using varied assessment techniques. The selected assessment technique was written, oral, product, portfolio, performance, project, observation, and self-assessment; 5) Reference criteria. The assessment of learning outcomes by educators used reference criteria, which was an assessment of student progress rather than the specified competency achievement criteria (KCK). (Characteristics of the 2013 Curriculum Assessment)

In detail, the assignment was conducted for individuals and groups. In the final learning of education unit, the internship program was introduced and implemented, specifically for deaf students of SMALB. This program was conducted in hotels, restaurants, and home industries as the school's partners.

Evaluation of the implementation of internalization of entrepreneurial character values in skills learning.

Table 3. Evaluation of internalization of entrepreneurial character values at Public SLB of Bandung City

Place of Activity	Type of evaluation	Follow-up program	Majoring of Entrepreneurship
Public SLB of Bandung City	<ul style="list-style-type: none"> • Oral • Written • Assignment • Attitude journal 	Internship Program	Having shortage

The frequent issues occurring in the application of entrepreneurial character values to culinary skills learning at SMALB Tunarungu were language or communication. It was the primary constraint at all exceptional schools managing deaf students. The language was the basis for values internalization. The most instrumental and dominant sense of deaf students, including visual children, was their eyesight, so it tended to be verbal. Entrepreneurial character values internalized in skills learning were difficult to understand by deaf students since they were abstract. Thus, the teacher played a significant role in simplifying language and searching for synonyms or giving other strengthening so that the concept of character values could be accepted and understood correctly by deaf students.

Constraints of implementation of internalization of character values in skills learning.

Table 4. Constraints of internalization of entrepreneurial character values at Public SLB of Bandung City

Place of Activity	Internalization of character values	Human resources	Infrastructure
Public SLB of Bandung City	Requiring a longer time to comprehend the concept	None of the teachers having linear culinary skills was available yet	Having budget shortage

Interpreting language through pictures or symbolic patterns as well as visual displays reflected the aligned activity with the intended meaning, and it was a solution for deaf students in strengthening the meaning contained in the entrepreneurial character values. Thus, it could be internalized and implemented in students' daily life, especially in conducting business or entrepreneurship.

The importance of character education through the internalization of entrepreneurial values was needed to fulfill students' soft skills. This ability was the supply that was important besides hard skills. It could be applied by values habituation of soft skills. Implementation of habituation-based character educational programs at school had to be conducted consciously and by planning since someone's character could be shaped due to intervention, and habituation in structured and systematic ways, especially in entrepreneurship (Faiz, 2019).

Entrepreneurship was translated from the word entrepreneur according to Kholiluzzair (2014). It, then, developed based on personality and instincts since there was no clear concept of entrepreneurship. An entrepreneur was a risk-taker to decide and took risks from all options that had different benefits and risks. McClelland (1965) explained that an entrepreneur is energetic and limits risks. In terms of characteristics of entrepreneurial behavior, it was those who founded, managed, developed, and institutionalized his/her company (Mardia, et al. 2021) (Ramdani, A., Rakhmat, C., Nurdin, ES, & Kosasih, 2023).

Internalization of entrepreneurial character values was an integration of character values in learning materials. This integration could be performed for one or more topics of discussion, such as attitude. A value could not stand alone, but it was in a group. Internally, each character's value contained elements of mind, feeling, and moral behavior that were psychologically binding. The

character was formed from the internalization of values, such as consistency. It was a harmony between elements of values (Ramdani, A., Rakhmat, C., Nurdin, ES, & Kosasih, 2023).

Cultivating and developing entrepreneurial character in Indonesia could be done through educational institutions. Formal education was considered capable to form entrepreneurial character in students. Entrepreneurship education had to be able to change students' mindset. It was in line with the statement of Kasmir (2006) arguing that entrepreneurship education will encourage students to recognize and open businesses or take entrepreneurship. The mindset that was always oriented to be an employee was reversed to find employees (Basrowi, 2014). With entrepreneurial skills, the graduates were expected to create new work fields that could provide higher income than the salary of employees in certain institutions (Bahri, 2019:29). Noel (2001) viewed that a good entrepreneur is a characteristic of an individual with character. It is not only character but also ethically conducting good things. It means doing a job as well as possible, including perseverance, tenacity, strong work ethics, positivity, ingenuity, and self-discipline (Ramdani, A., Rakhmat, C., Nurdin, ES, & Kosasih, 2023).

Educational institutions as one of the three pillars of external education, such as family and society, had a significant position in developing students' character (Kingdon & Knight, 2004). Undeniably, in the globalization age, Indonesian were required to be able to compete globally. Therefore, education was not only focused on the cognitive development of its learners, but also as a means of driving students' entrepreneurial character so that they could accelerate development and mobilize national competitiveness (Karim, Faiz, Nur'Aini, & Rahman, 2022; Karim et al., 2020; Parhan et al., 2020).

Indeed, in viewing such conditions, the education sector had to play an active role in preparing human resources who were able to face various challenges in life, both locally, regionally, nationally, and internationally (Burger, Mahadea, Neill, 2004). Education that was able to overcome such issues is education oriented towards the growth of entrepreneurial character (Nwite, 2009). The development of entrepreneurial character was to develop a creative spirit to find solutions and an independent spirit that was independent (Leinhardt, McCarthy Young, Merriman, 1995). Entrepreneurial culture through formal education could be pursued by giving lots of portions of entrepreneurship lessons or courses to students (Kroon & Meyer, 2001).

Internalization of entrepreneurial values had to be able to change students' mindsets as stated by (Kasmir, 2007). Entrepreneurship education would encourage students to start recognizing and opening businesses or taking entrepreneurship. The mindset that was always oriented to be employees was reversed to orient finding employees (Basrowi, 2014). Hence, entrepreneurship could be taught through internalizing entrepreneurial values that would shape entrepreneurial character and behavior so that they could be independent in working or doing business (Solomon, Duffy & Tarabishy, 2002; Vesper & Gartner, 1997) (Ramdani, A., Rakhmat, C., Nurdin, ES, & Kosasih, 2023).

Thus, the internalization of entrepreneurial character values in terms of the dynamics and dialectics process of an individual building required the role of educators. The educators were expected more realize the importance of entrepreneurial ability development as a means to form soft skills to fulfill other capabilities with independence, creativity, risk-taker, leadership, hardworking, honesty, discipline, innovation, responsible, determinant, cooperation, commitment, reality, curious, communicative, and motivation as explained by Zultiar & Siwiyanti, (2017) in his concept of an entrepreneur (Ramdani, A., Rakhmat, C., Nurdin, ES, & Kosasih, 2023).

The results of this study at SMALB Tunarungu Bandung City support the results of research conducted by (Priyanti et al., 2016) which revealed that an appropriate method was needed to internalize entrepreneurship learning for SLB students. While (Adji, 2016) reveals the strategy or method of instilling entrepreneurial values in Model Public Elementary School Malang City is carried out by: a) Integrating entrepreneurial values into subjects; b) School culture; c) Extracurricular; d) Local load. In addition, (Majdi, 2012) reveals how to instill entrepreneurial values in the Model Public Elementary School in Malang City by means of; a) Integrating entrepreneurial values into subjects; b) School culture; c) Extracurricular; d) Local load. The importance of instilling

entrepreneurial values from an early age can grow and instill entrepreneurial values from an early age as revealed (Suharyoto, 2017) that reveals one way of learning entrepreneurship with market day activities by instilling entrepreneurial values from an early age, so that after they graduate from school they are no longer job seekers but will create jobs. However, (Shodiqim, Slamet, 2017) for elementary students are still in the learning period and do not have their own business. Of course, there are many factors that influence students to want to do entrepreneurial learning, (Majdi, 2012) revealed that entrepreneurial learning has a positive influence on one's motivation both intrinsically and extrinsically. The most important thing when learning entrepreneurship in SLB is the need for synergy as revealed by (Indah Kusuma, 2017) that the commitment and synergy of school management by implementing the right strategy can accelerate the process of fostering an entrepreneurial spirit through education in the school environment. The implementation of this strategy does not only target elementary school (SD) students but also teachers as educators. The synergy of parents, teachers, employees/staff and the conditioning of the school in such a way both in terms of facilities and policies are no less important and must be aligned with the expected end goal, namely the emergence of student graduates with entrepreneurial characteristics.

CONCLUSION

It can be concluded that entrepreneurial character values have been necessary given and applied in culinary skill learning in SMALB Tunarungu. Internalization of entrepreneurial character values in vocational learning of culinary has been applied in planning, implementation, and learning evaluation. Character values that have been internalized in culinary skill learning are character values that have been developed based on the teacher's agreement and choice and adjusted with the condition of the education unit. The values developed in culinary learning skills in deaf students of SMALB Tunarungu still refer to general character values, so the achievement of the entrepreneurship program, particularly character and entrepreneurship development has not been achieved maximally. It is due to basic constrain in the implementation of character values for deaf students, mainly in language comprehension. Mostly, deaf students have difficulty interpreting the meaning of values since they are abstract. Based on such issues, theoretical review, and the implementation of this research as well as data processing of the research's results, the socialization and strengthening of the comprehension of entrepreneurial character values are necessarily required, mainly in the culinary skill learning in SMALB Tunarungu.

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