

The Needs of Planning Model Development of the Local Excellence-Based Entrepreneurship Education for Fashion Design Teacher Aspirants

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Abstract—The main objective of this research is to do “need assessment” prior to develop management model of local excellence-based entrepreneurship education for fashion design teacher aspirants in LPTK for Vocational High School (SMK). Through this research, the management model of entrepreneurship education will be developed by being studied in 4 aspects which are planning, organizing, implementing and evaluating which are based on the result of preliminary study and analysis of management model of entrepreneurship education in LPTK, department of Fashion Design as an institution that produces Vocational High School Teachers. The result of preliminary study is conducted to the respondents which consists of the head of department, lecturers and the teacher aspirants in the Fashion design program, and is supported with the user respondents such as the principal and teachers of 6 vocational schools in Semarang, Salatiga and Demak region. In this paper, the author will explain the result of the preliminary study which is limited to the entrepreneurship education management scope in the fashion design program of LPTK as the institution that produces productive fashion design teachers. The analysis result shows the need of preparation management of fashion design teachers in LPTK with the most percentage is the “Agree” response from LPTK, particularly from the department, and it is also supported by the Vocational School’s response on the need of the management, either for the strategy, material and human resource which include the components of planning, organizing, implementing and evaluating. The need of planning is indicated by the need to improve the competence of teacher aspirants as well as the teachers, need mapping, renstra, product planning, learning tools, fund, guidance, procedure, time, medium, the increasing of the entrepreneur amount, and the need for the responsible person and resource.

The conclusion of this study indicates the need of the human resource development in order to optimally utilize the resources for the preparation of teacher aspirants which is based on entrepreneurship and local excellence in fashion design program of LPTK.

Keywords—management, entrepreneurship education, local excellence, fashion design teacher

I. FOREWORD

Formally, the cornerstone of entrepreneurship development in Indonesia has entered a long enough periods, at least since the issuance of presidential Instruction Number 4 of the year 1995 about the National Movement of Promoting and Cultivating Entrepreneurship, instructing the citizens and the nation

of Indonesia to develop entrepreneurship programs. This Presidential Instruction is followed by the Department of National Education with the Regulation No. 20 of 2003 about the National Education System (Sisdiknas) article 3, about the releasing of the entrepreneurship development program in a form of education and activity package for the high school and university students, and article 15 of the Minimum Service Standard of Vocational School Education Implementation, attachment V of the Regulation of Central Java Governor dated on January 25, No 3 of the year 2005 letter L 10, which states that 20% of the vocational school graduates are accepted in the working world (DUDI) right according to their skill, the rest of the graduates are expected to be entrepreneurs based on their skills.

The development of entrepreneurship is also supported with the existence of the objectives of higher education in the Regulation No. 12 of 2012 that is to become the person who has faith and fear to The Almighty God and has noble character, be healthy, knowledgeable, capable, creative, independent, skillful, competent, and cultured for the interest of the nation. In order to enhance the learning outcomes, MKDU is then coupled with the entrepreneurship, and the courses that encourage the development of other characters, either integrated or individual ones. Entrepreneurship course is a course which form the entrepreneur character of at least increases the knowledge of the students about the ins and outs of business, from soft skill to hard skill, so that they can use every opportunity appears around them to create their own business after they graduate or even when they are still studying in the school

The education of the learning in college is oriented to the development of appreciation which is able to develop the social, local culture and global knowledge. It is in accordance with the statement of Rahman (2004: 16-57) about initiation devotion of college society to the development policy direction of culture social and higher education. It is stated that one of the education programs is to develop the knowledge, the earthly art and culture and to answer the community need through the approach which utilize local excellence and global knowledge. Local excellence is a potential of an area which is to become a valuable product or service and is able to enhance local earning, unique and has competitive benefit. (Ahmadi dkk, 2012: 23).

According to the announcement of the candidates acceptance for Civil Servants (CPNS) in Panselnas of Ministry of Education for Fashion Design teachers in 2014, there is no formation for all regencies in Central Java and there are only 2 formation for Jogjakarta region, and the appearance of new requirement that in order to become a teacher, one has to get a certification of Teacher Profession Education (PPG) indicates that the opportunity to become a Civil servant teacher in a vocational school is not easy and the opportunity is rare. Thus, it will be likely that fashion design graduates will be private/honorary teachers, even with a small salary. This encourages the Institution of Education for Educator (LPTK), as a teacher manufacturer, to provide the students with more capabilities in entrepreneurship in order to survive, to be independent and to support the development of entrepreneurship education. The announcement states that the selection results for executive candidates of PMW (Entrepreneurship Student Program) of Unnes in 2013 in *simawa.unnes* shows that there are 43 entrepreneurship; 9 proposals from Engineering Faculty are accepted and there is only 1 proposal from Fashion Design-Home Economics (PKK) department, and the entrepreneurship programs that are proposed are not that well-suited for the related course and they also hasn't touched the local excellence. The study result by Wulansari, et al (2012) about factors that influence entrepreneurship interest of Home Economics department shows that students' interests of entrepreneurship is low, it is only 0.3%, and Aminah's study result (2013: 73) about students' of Home Economics' interest about entrepreneurship shows that most students hasn't had thoughts about entrepreneurship after they graduate later. According to the tracerstudy result of the Engineering Faculty's alumni from the user in 2013, it shows that the level of inspiration and cooperation among the alumni in the working world is still low.

The Fashion Design of Home Economics Department of Engineering Faculty of UNNES is the only department in Central Java which has tasks to train teachers aspirants for vocational schools with fashion design program. The curriculum is arranged based on Regulation no 045 of 2002 which has the main, supporting and other competence which refer to the curriculum arrangement guidance based in competence and conservation (UNNES:2012). The students are equipped with the entrepreneurship education through the courses which exist in the curriculum and some of the implemented programs. Some university's programs which support the entrepreneurship interest are : PMW UNSEC, PKM, etc. some courses in the curriculum of fashion design program which relate to the entrepreneurship development are : entrepreneurship course (2 sks), Business Management and Excellent Service course (3 sks), Garment Industrial Management course (3 sks), fashion exhibition course (3 sks). Some practice courses which can be integrated with the development of entrepreneurship value as technical competence are : fashion boutique management, men's fashion management, fashion accessories, mechanical decorative technique, fashion design. However, the entrepreneurship course that have been taught are not

implemented yet in their real life. The Productivity course hasn't been used as a chance to open their own tailor business. At the meantime, the students use this course as a practice only by making clothes for their friend and not as a business. They do not feel confident and have fear of failure. The personality and character or entrepreneur which the teacher should have can give motivation for the vocational graduates to open their own job opportunity.

II. REVIEW OF RELATED LITERATURE

According to Tilaar (2012: 160-165) and Kuswara (2012:2), the entrepreneurship model which exists in the university mainly implement 5 ways which consist of curriculum, business incubator, entrepreneurship center, student scientific Olympic, and developing entrepreneurship skill and character by integrating it with a course and extracurricular activity.

Management has a significant role in achieving the organization objective through the effective utilization of human resource and material.

According to Engkoswara, et al (2010:89) education management is a structuring of education implementation field which includes planning, organizing, activity arranging, staff developing, coordinating, motivating, budgeting, controlling, supervising, evaluating and reporting which are done systematically to reach a qualified education objectives. Usman (2009:12-15) states that the education management is an art and knowledge in managing education human resource and the learning process to actively develop students' self-potential to possess religious spiritual ability, self-control, personality, intelligence, morals and other skill which are necessary for their own self, community, nation and country. Education management is also defined as an art and knowledge to manage education resource in order to effectively and efficiently achieve the education objective. Education resource is a matter used in the education implementation which includes human and non-human, which consists of *man, money, methods, material, machines, minutes, marketing* and *information*.

Sonhaji (2012:184) states that education management is a process of effectively utilizing the resources such as human, money, infrastructure, materials and information in order to reach the education objectives through the functions of planning, organizing, staff developing, directing and controlling and covers substances such as curriculum/learning management, human resource, infrastructure, students and community relationship. Education management is a process which is continuously conducted by the education organization which utilize the existing resources to achieve educational objectives which are assigned effectively and efficiently (Hikmat, 2011).

It is necessary to have an effective education management to prepare the teacher aspirants who have entrepreneurship mind in order to ensure that those programs can be implemented according to the education need nowadays and in the future, and with the teaching method and strategy assessment to reach the target of program result. This study will be done through an analysis of education management model need.

III. RESEARCH METHODOLOGY

This research uses research and development approach. The general objective of this research is to find the model of an effective and efficient preparation for fashion design teachers related to the entrepreneurship education management based of local benefit for fashion design teacher aspirants.

The stages of research and development are simplified, from ten stages (Borg & Gall, 1983:773) to become three stages, which consist of preliminary study, development and validation of final model. Data collection is grouped in three parts which are preliminary study, development and validation evaluation. In all stages, aside from literature review, the researcher will conduct interview, questionnaire, observation and documentation method. Generally, those four methods are used in a parallel way and are complete each other.

The preliminary study is held in 2 LPTK, they are the fashion design program of UNY and UNNES which is done by using interview, observation and questionnaire methods. The need level in entrepreneurship education is revealed by using questionnaire. Fashion design program of UNNES as a teacher manufacturer becomes the subject of this research. The respondents in LPTK consist of lecturers, head of department as well as the teacher aspirants, and also the teachers and principal of vocational schools as a consideration for the condition suitability, expectation and the need of education management model. The location for the research is in Fashion design program of UNNES as the manufacturer of fashion design in Central Java, while the user will be 2 public vocational schools and private vocational schools in three regions, Semarang, Salatiga and Demak regency.

In accordance with the research data characteristics, the analysis is done integrally and supportive, quantitatively or qualitatively. The quantitative data is analyzed by using descriptive quantitative technique. The qualitative data is analyzed qualitatively by using Interactive model of Miles & Huberman (Sugiyono, 2008: 246-247).

IV. RESULT AND DISCUSSION

Generally, this research is done in three parts, which are preliminary study, development and validation evaluation. This paper will define and describe how is the description and the need of education management from the aspect of entrepreneurship education planning, organizing, implementing and evaluation in preparing fashion design teacher aspirants in LPTK.

The research is conducted in PTK of fashion design program of UNNES and is supported by 6 vocational schools in three regions: Semarang, Salatiga and Demak regency.

TABLE I. LIST OF RESEARCH RESPONDENTS IN LPTK

No	Respondent	FASHION DESIGN DEPT. UNNES
1	Head of Dept	1
2	Secretary of Dept	1
3	Head of Lab	1
4	Head of Study Prog	1
5	UP Coordinator	1
6	Entrepreneurship lecturer	2
7	Active Lecturers	7
8	Teacher aspirants	23
Total		37

The description of the education management need for vocational school teacher aspirants based on Entrepreneurship by LPTK is based on the need category level which is sourced from percentage result of the respondent response frequency. The score range is : 3.26 – 4.00 for strongly agree (SS) is considered as strongly needed (SD), 2.51 – 3.25 for agree (S) is considered as needed (D), 1.76 – 2.5 for disagree (TS) is considered as needed not needed (TD) and 1.76 – 2.50 for strongly disagree is considered as strongly not needed. The description of the entrepreneurship management need based on local excellence for teacher aspirants includes 4 functions in the management, which are planning, organizing, implementing and evaluating. This article is limited to the discussion about planning entrepreneurship education.

A. Description of Entrepreneurship Education Planning Need

Overall, the Description of Entrepreneurship Education Planning Need based on all response by the respondents shows the appearance of the need for education planning development model. The overall planning model development need can be seen in Table 3.

Table 3 shows that the biggest response is between the “strongly needed”, 48.15%, and the “needed” 18.52%. Therefore, it can be concluded that the need of entrepreneurship education planning developing based on local excellence for vocational school teacher aspirants is very high.

TABLE II. LIST OF RESEARCH RESPONDENT IN VOCATIONAL HIGH SCHOOL (SMK)

No	Respondent	SMK N 6 and Kartini Semarang	SMK 1 and Alfalah Salatiga	SMK N1Sayung and SALAFIAH	Total
1	Principal	2	2	2	6
2	Vice Principal I (Curriculum)	2	2	2	6
3	Vice Principal I III (Hubin)	2	2	2	6
4	Head of Program	2	2	2	6
5	Entrepreneurship teacher	2	2	2	6
6	Active Teachers	4	4	4	12
7	Production Unit Coordinator	2	2	2	6
Total		18	18	18	54

TABLE III. DESCRIPTION OF ENTREPRENEURSHIP EDUCATION PLANNING NEED

No	Research Location		Response (%)			
			SD	D	TD	STD
1	Semarang	2 SMK	40.74	29.63	27.78	1.85
2	Salatiga	2 SMK	31.48	29.63	37.04	1.85
3	Demak Reg	2 SMK	31.48	38.89	27.78	1.85
4	LPTK	Unnes	48.15	18.52	25.93	7.41

B. The Description of Entrepreneurship Education Strategy/Method Planning Development Need

The Description of Entrepreneurship Education Strategy/Method Planning Development Need based on strategy/method planning need, material and the human resource planning need to prepare fashion design teacher based on entrepreneurship and local excellence is briefly described in Table 4.

Based on Table 4, the level entrepreneurship competence improvement need for teacher aspirants shows the urgent need for the competence improvement of entrepreneurship teachers, active teachers and active teacher aspirants of fashion design program in LPTK. The data also shows the lack of need mapping therefore it needs to map the need for the entrepreneurship education development. The description shows that entrepreneurship teachers/lecturers are still individually plan the objectives,

methods and achievement targets of entrepreneurship ability. Based on the response, the answers of “strongly agree” and “agree” is higher, and there is no “disagree” and “strongly disagree”, so that it shows the need of education planning which is arranged by a team, not an individual, which is supported by the head. This result is in accordance with the response of every teacher/lecturer, and the head needs to support the entrepreneurship education development planning in written or practice in learning, which is shown by the high response of “strongly agree” and “agree”, and the absence of response “disagree” and “strongly disagree”. This is also supported by the dire need to formulate joint strategy planning for increased entrepreneurship in the Program, which is proved by the response “strongly agree”, 50.56%, and “agree”, 44.9 %.

The response “disagree, 55.68%, shows the need of objective establishment to prepare active teacher aspirants who have entrepreneurship ability and can become an entrepreneur.

C. Description of Entrepreneurship Education Material Planning Development Need

The Description of Entrepreneurship Education Material Planning Development Need to prepare fashion design teacher aspirants based on entrepreneurship and local excellence can be seen in Table 5

TABLE IV. DESCRIPTION OF RESPONSES BY LPTK AND VOCATIONAL HIGH SCHOOLS ABOUT THE NEED OF ENTREPRENEURSHIP EDUCATION STRATEGY PLANNING BASED ON LOCAL EXCELLENCE FOR FASHION DESIGN TEACHERS

No	DESCRIPTION	RESPONSE %			
		4	3	2	1
	THE NEED OF TEACHER COMPETENCE STRATEGY AND IMPROVEMENT PLANNING	SS	S	TS	STS
1	The existing Entrepreneurship Teachers in the Vocational High School need competence improvement	60.67%	39.33%	0.00%	0.00%
2	The existing Active Teachers in the Vocational High School need improvement for their entrepreneurship competence.	52.81%	47.19%	0.00%	0.00%
3	The existing Fashion Design Teacher Aspirants in LPTK need improvement for their entrepreneurship competence.	50.56%	43.82%	5.62%	0.00%
4	There has been a need mapping for entrepreneurship development for active teacher aspirants in vocational high school	1.12%	22.47%	44.94%	31.46%
5	Entrepreneurship teachers/lecturers still individually plan the objective, method and achievement target of entrepreneurship ability every semester	32.95%	61.36%	5.68%	0.00%
6	Every teacher/lecturer needs to arrange strategy plan for the entrepreneurship education development and to achieve target of entrepreneur graduates	70.79%	28.09%	1.12%	0.00%
7	Entrepreneurship education planning development is needed to improve the entrepreneurship ability based on local excellence	50.56%	44.94%	3.37%	1.12%
8	Entrepreneurship education is designed to prepare a teacher aspirant to become an active teacher who has entrepreneurship knowledge and can become an entrepreneur	2.27%	25.00%	55.68%	17.05%

TABLE V. THE NEED OF ENTREPRENEURSHIP EDUCATION MATERIAL PLANNING DEVELOPMENT BASED ON ENTREPRENEURSHIP AND LOCAL EXCELLENCE BY LPTK

NO	MATERIAL PLANNING	SS	S	TS	STS
1	Orientation of Entrepreneurship Education result which is developed by teacher/lecturer in learning is already designed based on local excellence	14.94%	31.03%	40.23%	13.79%
2	The Development of entrepreneurship education planning is needed to improve entrepreneurship based on local excellence	53.93%	43.82%	2.25%	0.00%
3	There is fund support provided by the department for the entrepreneurship development and learning	10.23%	38.64%	45.45%	5.68%
4	Time, infrastructure and support media of entrepreneurship education development has been optimally designed.	6.90%	35.63%	55.17%	2.30%
6	It needs the availability of procedures and policy about entrepreneurship education programs development in the department/program	78.57%	21.43%	0.00%	0.00%
7	The development of entrepreneurship education based on local excellence is necessary as the hallmark of the study program and increase competitiveness	64.29%	35.71%	0.00%	0.00%

TABLE VI. HUMAN RESOURCE OF FASHION DESIGN TEACHER ASPIRANTS EDUCATION BASED ON ENTREPRENEURSHIP BY LPTK

NO	HUMAN RESOURCE PLANNING CONDITION AND NEEDS	SS	S	TS	STS
1	In the program/department level, there is no person in charge and group of teachers/lecturers who are assigned to plan entrepreneurship education planning	7.14%	57.14%	4.29%	21.43%
2	In the program/department level, there is teacher/lecturer planning who are specifically trained for entrepreneurship education	6.74%	56.18%	31.46%	5.62%
3	As a teacher/lecturer, has already conducted a periodic meeting with team of practice teacher/lecturer to plan entrepreneurship learning integrally	8.99%	58.43%	28.09%	4.49%
4	There has been a work standard about entrepreneurship ability of the teacher/teacher aspirant in vocational high school	4.60%	42.53%	48.28%	4.60%
5	Every teacher/lecturer needs to support the plan of entrepreneurship education development plan in learning, written or in practice	70.79%	28.09%	1.12%	0.00%

Table 5 shows the description of orientation of Entrepreneurship Education product design which has been developed by teacher/lecturer in the learning based on local excellence. Some of the responses show “disagree” and “strongly disagree”, which explain that the products are not based on local excellence so that they need an orientation for it. Fund support component by program/department for the entrepreneurship education development and learning that the fund is needed by the amount of responses, 45.456% states “disagree” if the fund has been provided, and even 5.68 % states “strongly disagree” that the fund has been provided, which means the process needs more fund. About time, infrastructure and supportive media, there are 55.17% responses which are “disagree” and 2.35% are “strongly disagree”, which shows that time, infrastructure and supportive media are still much needed. About the importance of procedure, there are 78.57% “strongly agree” and 21.43% “agree”. There is no “disagree” and “strongly disagree”, which means it is necessary to have procedure and policy about entrepreneurship education development program in the program level. It is also applied as the result of responses about socialization course and curriculum improvement of entrepreneurship education based on local excellence.

D. Description of Human Resource Planning Development of Entrepreneurship Education Need

The Description of Human Resource Planning Development of Entrepreneurship Education Need to prepare fashion design teacher aspirants based on entrepreneurship and local excellence can be seen in Table 6.

Table 6 shows that the description of human resources (SDM) planning needs in program level does not have the person in charge or team of teacher/lecturer who are assigned to plan entrepreneurship education development so in the future, they will need a person in charge or a team of lecturer to do the planning. It is shown by the response percentage, which 57.14% of the “agree”. There is 64.29 % respondents who are agree that the lecturer planning to be trained the entrepreneurship education is needed. A teacher/lecturer needs to arrange a periodic meeting with team of teachers/lecturers to plan the entrepreneurship learning integrally. It is shown by the percentage of 58.43% from the respondents who state “strongly agree” about that matter. About the working standard of entrepreneurship ability by the teacher/lecturer, there are 50% respondents who say that working standard is needed in the program for the entrepreneurship education development. Every teacher/lecturer needs the support about this development planning.

Entrepreneurship education in learning, in written or practice, is supported by 71.43% respondents who state that the support of lecturers and the head are needed in the form of writings and practices.

V. CONCLUSION

Based on the study, the brief conclusion is defined as follows:

1. The results of the analysis about respondents of fashion design program in LPTK and Vocational High Schools shows the needs of planning model development to prepare fashion design teacher aspirants in LPTK who have entrepreneurship and are based on local excellence. The “agree” response has the biggest percentage.
2. It is urgently necessary to make a model (hypothetic) of entrepreneurship planning which is based on local excellence in LPTK as the preparation of the entrepreneurship active teacher making.

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