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Changing University Students' Mindset: From Job Seekers to Job Creators

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Abstract. The government continues to encourage the growth of entrepreneurship in Indonesia. Currently, university graduates are generally more interested in becoming workers or employees than in creating jobs. Indonesia still needs around 4.75 million entrepreneurs. Data from the Ministry of Education and Culture shows that in general, college graduates are more interested in becoming job seekers than job creators. Therefore, universities have the responsibility to change the students' mindset from wanting to become job seekers to job creators. This research is a qualitative study using the phenomenological approach. Data collection was carried out by means of semi structured interviews by selecting 20 students from private universities in Jakarta. The results of this study indicate that students' mindset from job seekers to job creators cannot change without improvement of entrepreneurship education at universities. The students' mindset must be changed from a fixed mindset to a growth mindset. Curricula and learning methods that are too theoretical must be transformed into learning that emphasizes practical elements and entrepreneurial mental development.

Keywords. Job creators, job seekers, mindset

1. Introduction

Current students are generation Z who rely heavily on information technology in their lives. Generation Z is the "digital generation" who are proficient and passionate about information technology and various computer and gadget applications. They are very intensive in communicating and interacting with all groups of people, and are used to doing various activities at the same time. The next generation is the Alpha generation, this generation has been exposed to technology since birth. This generation is also accustomed to accessing information via the internet to the expertise of using the touchscreen to access various applications that are widely available freely. The world of education is obliged to prepare a new generation that is capable of facing the challenges of the new age that will come so that education can still produce a cultured generation with high intellectual attitudes. Higher education institutions are responsible for printing human resources and developing science and technology widely, universities should also prepare and develop educational technology that is in accordance with the development of the era, without eliminating Indonesian norms and culture, therefore Entrepreneurship is very important to face the Industrial Revolution 4.0, where students are trained to become job creators.

Students as intellectuals must change the mindset from jobseeker to job creator. This is based on the fact that higher education does not guarantee that someone will get a decent job. So that students must dare to leave their comfort zone and dare to take risks to compete in the real

world. The choice to become an entrepreneur is the right choice today because entrepreneurship means providing employment opportunities for oneself and not depending on others. If their business is getting more advanced, entrepreneurs will be able to create jobs for others. Currently the unemployed are not only graduates from elementary to high school, but also many unemployed undergraduates [1]. A survey conducted by the Indonesian Young Entrepreneurs Association (HIPMI) states that out of 5 million students in Indonesia, 83% of them aspire to become employees, 4% become entrepreneurs, and the rest become members of NGOs and politicians. This fact is very concerning. In the midst of the incessant era of competition which requires Indonesia to have more entrepreneurs to support the national economy, our students actually want to become employees or work for other people instead of having their own businesses. This must become a national awareness so that Indonesia is able to build a smarter and more competitive nation.

Previous researchers from Nigeria, [2] conducted a study to examine the nature and concept of entrepreneurship education and its application for university graduates. The objects used in this research are universities in Nigeria. The variable or concept used in this study is entrepreneurship education. The data analysis in this study used descriptive qualitative research and the results showed that the challenges of entrepreneurship education in tertiary institutions were teachers who had insufficient knowledge about entrepreneurship and curriculum development and implementation that had not been integrated with the practical realization of entrepreneurial activities. Other researchers who also research entrepreneurship are [3]. This research was conducted with the aim of mapping the different experiences in various countries where entrepreneurs drive the economy and improve welfare. The variable used in this research is entrepreneurship. This research method is literature study with the data analysis technique is descriptive qualitative. The results showed that entrepreneurs have an important role in productive activities that encourage the economic growth of a country. The new businesses that will be built will open up jobs, reduce unemployment, and improve people's welfare.

The higher the number of entrepreneurs, the higher the economic growth. Other researchers are [4], with the research title *The Effect of Entrepreneurship Education, Entrepreneurial Motivation and Family Environment on Entrepreneurial Mental Attitudes*. The method used in this research is quantitative. The results showed that the entrepreneurship education variable (X1) had a value of $0.006 < 0.05$. So entrepreneurship education has a significant effect on entrepreneurial mental attitudes. 2. The entrepreneurial motivation variable (X2) has a value of $0.017 < 0.05$. So entrepreneurial motivation has a significant effect on entrepreneurial mental attitudes. The similarity between the three studies above with this study is that they both examine entrepreneurial problems. Two studies used descriptive qualitative methods and the other used quantitative methods. However, the difference with this study is that the three previous studies only analysed the concept of entrepreneurship education and entrepreneurial mental attitudes. While this research focuses on changing the mindset of students from job seekers to job creators.

Currently, the number of Indonesian entrepreneurs is around 3.1% or is still far behind Singapore, which reached 7%, Malaysia 6%, Thailand 5%, even Vietnam 3.3%.¹ Indonesia needs 1.7 million young people to fill this void, especially if we refer to the World Bank standard which must be 4%, then we need more than 5 million young people to become entrepreneurs. This study aims to answer the following questions: (1) Why are students less interested in becoming entrepreneurs, and (2) How do universities implement entrepreneurship

¹ <https://www.kominfo.go.id/content/detail/9503/pejuang-besar-jadi-pengusaha-di-era-digital/0/berita>

courses for their students. The results of this study make a big contribution to students, especially in understanding the importance of changing the mindset from job seekers to job creators so that they can continue to exist in the era of the Industrial Revolution 4.0. This research also contributes to higher education about how courses should be applied so that students not only understand theoretically but can also practice them in everyday life.

2. Literature Review

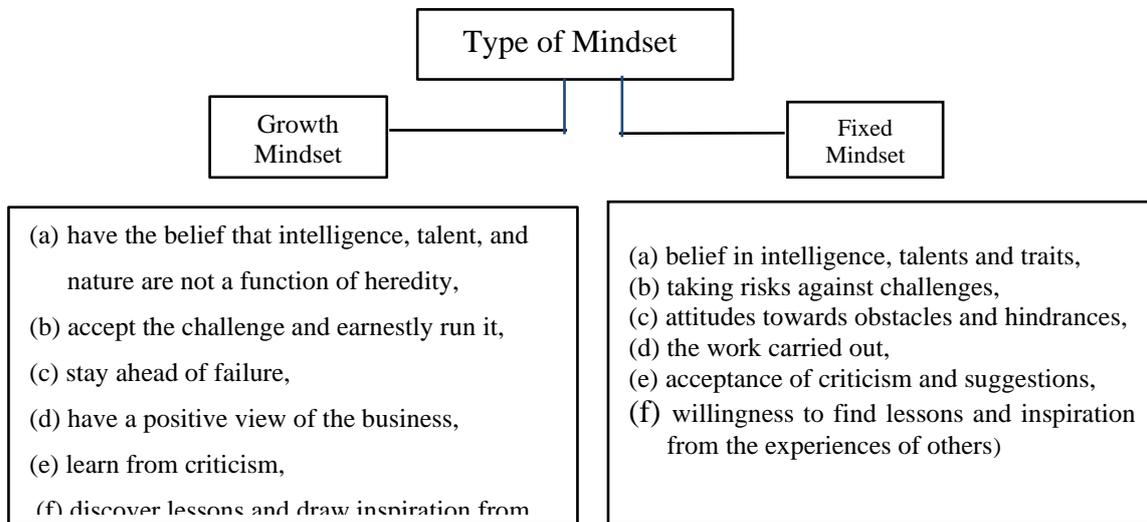
2.1 Definition of Mindset

Mindset consists of two words: mind and set. "Mind" means seat of thought and memory; the centre of consciousness that generates thoughts, feelings, ideas, and perceptions, and stores knowledge and memories (the source of thoughts and memories; the centre of consciousness that produces thoughts, feelings, ideas, and perceptions, and stores knowledge and memory). "Set" means a preference for or increased ability in a particular activity (prioritizing increased ability in an activity). Thus the mindset is beliefs that affect somebody's attitude; a set of beliefs people a way of thinking that determine somebody's behaviour and outlook (beliefs that affect a person's attitude; a set of beliefs or a way of thinking that determines a person's behaviour and views, attitudes, and future) [5] .

According to [6], mindset is the essence of self-learning. This is what determines how to view potential, intelligence, challenges and opportunities as a process that must be pursued with persistence, hard work, and efforts to achieve goals [6]. Thus, to change the mindset, the first step needed is to change beliefs. Piaget, the father of cognitive developmental psychology, realized late in his life that it was not enough to focus on logical thinking abilities. Piaget came to the conclusion that belief systems play an equally important or even more important role than the ability to think logically to form a person's mindset [5].

According to [7] Dweck (2006) in his latest book, *Mindset: The New Psychology of Success*, which has also been translated into Indonesian, in this world there are two kinds of mindset: (1) Growth mindset. This growth mindset is based on the belief that a person's basic qualities are things that can be processed through certain efforts. Although humans may differ in all respects, in their initial talents and abilities, interests, or temperaments everyone can change and develop through treatment and experience. The characteristics of people with a growth mindset are as follows: (a) have the belief that intelligence, talents, and traits are not a function of heredity, (b) accept challenges and are sincere in carrying them out, (c) keep a forward view of failure, (d) have a positive view of business, (e) learn from criticism, (f) find lessons and get inspiration from the success of others. (2) Fixed mindset. This fixed mindset is based on the belief that a person's qualities are assigned. If a person has a certain amount of intelligence, a certain personality, and a certain moral character [7]. The characteristics of people with a fixed mindset are as follows: (a) have a belief that intelligence, talents, and traits are a function of heredity, (b) avoid challenges, (c) give up easily, (d) think effort does not exist point is, (e) ignore criticism, (f) feel threatened by the success of others. Based on the characteristics of the growth mindset and fixed mindset mentioned above, the two can be distinguished by: (a) belief in intelligence, talents and traits, (b) taking risks against challenges, (c) attitudes towards obstacles and obstacles, (d) the effort made, (e) acceptance of criticism and suggestions, (f) willingness to find lessons and inspiration from the experiences of others [7].

Figure 1. Type of Mindset



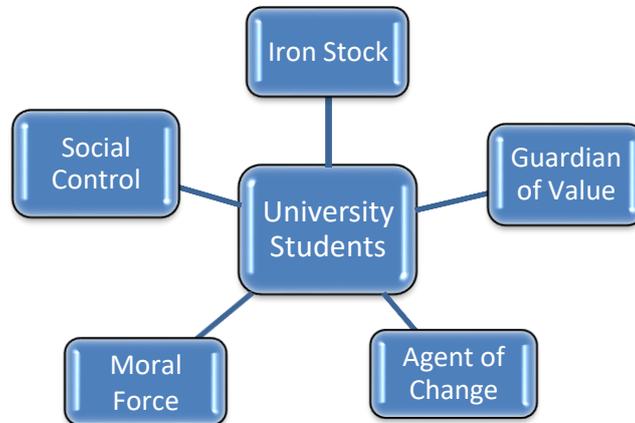
Source: C.S Dweck (2006)

2.2 Role and function of College Students

There are many definitions of a student. According to Knopfemacher in [8], students are individuals who become graduate candidates with their relation to a university, who are educated and are also expected to become intellectual candidates. According to [9], students are people who study in higher education, be it universities, institutes or academies. Basically, the meaning of students is not that narrow. Being registered as a student at a College or University is only an administrative requirement of being a student, but being a student contains a broader meaning than just an administrative problem itself.

The role and function of students in society is very important. Student is a term for someone who is currently studying in college. Not only studying on campus, students also have an important role and function in the progress of the nation. According to [10] states there are 5 roles of students, namely as follows: (a). *Iron Stock*. Students can become Iron Stock, that is, students are expected to become human beings who have the ability and noble character who can replace previous generations. In essence, the role of students as Iron Stock is an asset, a reserve, the nation's hope for a better future; (b) *Guardian of Value*. Students as Guardian of Value means that students act as guardians of values in society. The point is that students as academic beings who always think scientifically in search of the truth of every problem that exists; (c). *Agent of Change*. Students as agents of change, because students are our last step for students to take higher education, in order to be able to apply their degree as agents of change for a better change. Students are expected to be able to provide positive changes to the nation and state; (d). *Moral Force*. Students as Moral Force play a role as moral force for the country. It means that students must have a basic reference in behaving with good dress code, attitude, behavior and speech; (e) *Social Control*. Students as Social Control means that we have to act as controllers of social life. In this case, it is controlling people's lives, by making ourselves as a bridge between society and the government.

Figure 2
Role of University Students



Source:
PWK Institut Teknologi Sepuluh Nopember

According to [11], currently many students are more lifestyle-oriented. There are five faces of students that appear in self and social reality. The first face of the confrontational-idealist students who tend to be active in demonstrations. The two students are idealistic-realistic, more cooperative in the struggle towards establishment. Third, opportunistic students who tend to support the government in power are also professional students, namely students who are only oriented towards studying or studying. The four faces of the students mentioned above are only about 10 percent, the rest are the fifth faces, namely recreational students who are oriented towards a glamorous and fun lifestyle.

2.3 *Becoming Job Creator (Entrepreneur)*

In 2009, the Government through the Directorate General of Higher Education Ministry of Education and Culture (Ditjen Dikti Kemendikbud) launched the Student Entrepreneurship Program (PMW) which aims to provide students with knowledge, skills and attitudes based on science and technology entrepreneurship so they can change their mindset, from job seekers to job creators [12]. Various efforts have been made to foster an entrepreneurial spirit, especially changing the mindset of young people who have only intended to be job seekers when they finish school or college [13]. So far, most of the universities have only provided theories on entrepreneurship education rather than extending its practice. As a result, the percentage of application or application of practical knowledge in the business world is still limited. The lack of knowledge makes them less prepared to apply their knowledge in real life practice, so it is necessary to instill entrepreneurial skills both in theory and practice so that they can apply their knowledge appropriately.

[13] stated that entrepreneurship education can shape the mindset, attitude, and behaviour of students to become true entrepreneurs, thereby directing them to choose entrepreneurship as a career choice. Entrepreneurship learning methods must be able to transfer not only knowledge and skills but also the ability to create a real business, and gain a soul from entrepreneurship itself [14]. Entrepreneurship education is highly dependent on the acceptance of an entrepreneurial mindset in universities and the creation of an entrepreneurial environment in and around the University [15]. There are several opinions of experts who put forward

entrepreneurial characteristics with different concepts. Meredith in [16] suggests the characteristics and character of entrepreneurs as follows:

Table 1
Characteristics and Characters of Entrepreneurs

No	Characteristics	Characters
1.	Confident and Optimistic	Having a strong self-confidence, independent of others, and individualistic.
2.	Tasks and results Oriented	The need for achievement, profit-oriented, has a strong drive, is energetic, persevering and steadfast, determined to work hard and take initiative.
3.	Dare to take risks and like challenges	Be able to take reasonable risks.
4.	Leadership	Leadership spirit, adaptable to others, and open to suggestions and criticism
5.	Originality	Innovative, creative, and flexible.
6.	Future Oriented	Have a vision and perspective on the future.

Source: Suryana (2014)

[17] states that there are several factors that need to be considered by people who are interested in entrepreneurship. These factors include: (1). *Interest*. A prospective entrepreneur must have an interest in entrepreneurship. He must also have a business field that he is interested in. The interest in the chosen business sector will create a sense of love for the business. Any work that is carried out will not be a burden and complain about because of his interest and love for the job; (2). *Knowledge*. Knowledge is an insight possessed by entrepreneurs about the line of business being carried out. Having adequate knowledge will greatly assist an entrepreneur in his business development efforts; (3). *Talent*. Talent represents abilities that someone has innate from his birth, this talent can also be passed down from his family; (4). *Experience*. Experience cannot be ignored in supporting his success. Every entrepreneur must learn from his failures and past entrepreneurial successes, both from his own experience and the experiences of others; (5). *Relation*. There is no entrepreneur who is successful in carrying out business activities without the support of other parties. Entrepreneurs need suppliers to fill the goods needed for their business activities. Entrepreneurs will need consumers to buy the products they produce. Entrepreneurs will need employees to operationalize their daily work, and so on; (6). *Capital*. Capital is one of the most vital factors in supporting business success. Capital is not only in the form of money but also includes other assets. Intellectual ability, for example, is a capital that is rather difficult to value in money.

Apart from the internal aspects of the students themselves, the external aspects, in this case the support from others is very necessary so that students can have seriousness to become job creators. Motivation given by other people can build students' entrepreneurial mentality, so that later students will have good soft skills [18]. This is useful in equipping students' business mentality so that they do not easily depend on other parties, become job creators and are no longer job seekers. The entrepreneurial mentality referred to is that students have the ability to see opportunities, empowerment and professionalism, with the following characteristics: (a) have the ability to conceptualize and plan well; (b) entrepreneurial awareness; (c) entrepreneurial spirit; (d) explore his strengths and cover his weaknesses; (e) have a business

network and build access to other parties; (f) mentally independent; (g) creative and innovative; (h) self-confidence; (i) resilient and persevering; (j) do not give up easily.

3. Method

This is a qualitative research with phenomenological approach to explore the phenomena of Entrepreneurship learning in higher education. Thus, phenomenology is a very appropriate qualitative design because it will elicit real experiences in the process of changing mindset from job seekers to job creators. According to Polkinghorne [20], the study of phenomenology describes the meaning of a life experience to some people about a concept or phenomenon. The people involved in dealing with a phenomenon explore the structure of the awareness of human experience.

For this research, in depth interview was employed. [19] argues that in-depth, formal open interviews are the mainstream of qualitative nursing research. A formal qualitative interview is an unstructured conversation with the aim of usually prioritizing the recording and transcription of verbatim (word for word) data, and the use of an interview guide instead of a rigid set of questions. The interview guide consists of a set of general questions or a topic chart, and is used at the start of the meeting to provide structure, especially for novice researchers. The general rule in qualitative interviews is not to impose an agenda or framework on participants, rather the purpose of this interview is to follow the participants' wishes. The use of this format is to capture the perspectives of participants in accordance with the research objectives. For this research, the researcher used semi structured interview. Semi-structured interview: an ongoing interview refers to a series of open-ended questions. This method allows new questions to emerge because of the answers given by the resource person so that during the session, information mining can be done more deeply [20]. The interviews were conducted using an interview guide that has been pilot tested by the researcher.

Twenty (20) students were interviewed to explore their experiences in learning entrepreneurship in their respective campuses. In addition, the interview was also intended to find out information on how to change the mindset from job seekers to job creators. The selection of informants was carried out by purposive sampling. In this participant selection, researchers also chose students studying at private universities who were not included in the 2020 LLDikti 2020 version of the best 50 in Jakarta. This is important so that students can find out how they experience entrepreneurship learning at private universities outside the top 50 category. The best university assessment indicators are: (1). Input indicators (20%): includes the percentage of the number of Ph.D lecturers, the number of lecturers and professors, the ratio of students to lecturers, the number of foreign students, and the number of lecturers who work as industry practitioners; (2). Process Indicators (25%): includes assessments of accreditation of universities and study programs, university cooperation, online learning and completeness of reports; (3). Output indicators (25%): includes an assessment of the number of scientific articles, research and student performance, as well as the number of internationally certified study programs; (4) Outcome indicators (30%): includes an assessment of innovation performance, the number of graduates who obtain work within 6 months, the number of citation value per lecturer, and community outreach performance.

Data were analysed manually. Findings were categorized into themes and categories. Data analysis were carried out simultaneously with the data collection phase. Interviews were transcribed verbatim, including pauses, laughs, and other remarks. Data analysis were conducted in three phases: (a). Data reduction, (b). Data presentation, (c). Verification of the data collected.

4. Results

The results of interviews with 20 students studying at private universities in Jakarta can be summarized in the following table:

Table 2

Excerpt of the interviews with 20 students from private universities in Jakarta

No	Questions	Answers
1.	If you have graduated from university, are you interested in becoming an entrepreneur or would you rather be an employee?	17 out of 20 students interviewed said they wanted to be employees rather than entrepreneurs. 7 students even want to become civil servants.
2.	Is there any interest in owning your own business?	17 out of 20 students answered that they were not interested for various reasons, including: a. Must have strong capital. b. Have tried a start-up business but it only lasted a few months because it was criticized by many fellow students and also by customers. c. There are many competitors outside and the challenges are very tough. d. Talent in doing business usually comes from parents.
3.	Is there a possibility to change the mindset from a job seeker to a job creator?	17 out of 20 students say that until now they don't want to change their mindset from job seekers to job creators because: a. To be an entrepreneur you must have a passion in it. If there is no interest in the field, any business that is carried out will not be successful. b. Students must also have knowledge about the business field that they will pursue. c. Must have talent in business. d. Must have extensive networking. e. Must have strong capital. f. It would be better if you have experience
4.	How is the implementation of Entrepreneurship courses on campus?	a. In one semester, Entrepreneurship course is only delivered in the form of theory. There is no practice where students can try to make a product and market it. This is closely related to the ability of lecturers to teach entrepreneurship subject. b. The course is mostly done in the classroom and there are no visits to successful start-up businesses. c. Universities never invite young entrepreneurs who start a business from the ground until they've got a success and share experience with students. If this is applied, it will motivate students to change their mindset to become a job creator.

5.	Is there an incubator for start-up students on campus?	<p>a. Universities have incubators for students' start-ups, but students don't get sufficient facilities.</p> <p>b. There is no mentor guiding each start-up group, so each group tries to find its own solution without any guidance from the mentor.</p> <p>c. There has never been a training or workshop for start-ups, even students try to find training or workshop on Entrepreneurship by themselves.</p> <p>d. With such condition, the number of students who want to build a start-up will decrease, because there is nothing to motivate them to become job creators.</p>
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5. Discussion

From the data that has been analysed, it is found that most of the students who study at universities that are excluding the top 50 in Jakarta tend to want to be employees rather than become entrepreneurs. This can be seen from their answers in which they said that to become entrepreneurs you must have talents and talents obtained from offspring. Students also feel that they will encounter many problems if they have to build a business from scratch because there are many competitors outside and this is a very tough challenge. Some students have already got some experiences to build a start-up but it did not continue. This is because there was no guidance so that students were not motivated, and got more criticism. From the students' answers, it can be seen that most students have a fixed mindset, with the characteristics of always avoiding challenges, giving up easily, seeing business as useless, not wanting to make criticism a valuable input for future improvement, and always feeling threatened by the success of others [7]. Meanwhile, related to a change in mindset, from students' answers, it was found that changing students' mindset from job seekers to become job creators was not easy if universities did not implement Entrepreneurship subject properly.

"In one semester, students only learn entrepreneurship theoretically in the classroom and never have any practical session. The university also never invites successful young entrepreneurs to share their experiences on how they started their business, even facing difficult times until they are successful. This is exactly what we need. So learning entrepreneurship is not just learning about theory, but how students can put it into practice."

(HU-student of Faculty of Business Administration)

Students need encouragement that can motivate themselves to have self-confidence, able to open their eyes and minds so that they have entrepreneurial awareness, which will later develop into an entrepreneurial spirit with high creativity and innovation and form a mentality of entrepreneurs who don't give up easily [18]. From the data above, it was found that if universities implement entrepreneurship education properly, with the right curriculum and appropriate learning methods, then, this will be able to shape the mindset, attitudes, and behaviour of students to become true entrepreneurs, thus directing them to choose entrepreneurship as an entrepreneur career choices [13]. Therefore, if we want to change the mindset of students from job seekers to job creators, it is very important to improve the systems and methods of entrepreneurship education at universities and not to make entrepreneurship education a mere theoretical learning [15].

6. Conclusion

The results of this research indicate that the student mindset from job seekers to job creators cannot change without an improvement from entrepreneurship education at universities. The student mindset must be changed from a fixed mindset to a growth mindset. Curricula and learning methods that are too theoretical must be transformed into learning that emphasizes practical elements and entrepreneurial mental development. Universities should facilitate students' start-ups and make incubator program planning more clearly and more measurably. For future research, researcher suggests that a study on changing mindset be carried out with a different approach.

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