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The contribution of problem-based learning in fostering an entrepreneurial attitude based on Pancasila values

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ABSTRACT

This research is motivated by the problems of the Indonesian state in increasing Human Resources (HR) which aims to make people no longer depend on jobs provided by companies or business entities as a source of employment, but students learn to create jobs for themselves and even for others. So that with this, it is hoped that students will be able to shape themselves to have an entrepreneurial attitude based on the values of Pancasila. The purpose of this study is to describe the contribution of problem-based learning in fostering entrepreneurial attitudes based on Pancasila values. The research method used in this research is quantitative method. The results showed that Problem-Based Learning based on Pancasila values is effective in fostering entrepreneurial attitudes, this is evidenced by the results of the calculation of the r value of product moment correlation which means problem-based learning is closely related to entrepreneurial spirit. on Pancasila values and there is a significant influence of problem-based learning on entrepreneurial attitudes.



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Introduction

Indonesia is yearning for the realization of a smart and happy and prosperous society in all aspects of life. This logically happens because of the demands of an increasingly global world situation. So the consequence that must be accepted is whether or not the idealism must be achieved so that our nation does not become a nation that is left behind. This idealism is actually very possible to be realized through the availability of qualified and competent human resources in various fields. Human resources are the main thing that is able to realize this idealism, because human resources are one of the most important factors in achieving prosperity, progress and welfare of a nation (Utami, 2015).

The Indonesian government has made various efforts to improve the quality of Indonesian Human Resources such as with social empowerment (Mulyadi, 2015) Job fairs or job (Mulyadi, 2015) jobtraining by BLK (Tindage, 2019) counseling, and motivating workers to become entrepreneurs. Another effort that is visible at this time is the provision of business capital as covered in the pre-employment program initiated by the Indonesian government itself, this is done so that people no longer rely on jobs provided by companies or business entities as their source in getting jobs, but rather people learn to create jobs for themselves and even for others. So that with this, the Indonesian people are expected to be able to create themselves to have an entrepreneurial attitude.

The government strongly promotes the nation's continued efforts to develop its human resources to ensure they exhibit an entrepreneurial spirit and are technically proficient. An area where work can be done is in educational settings. National education, as stated in Article 3 of Law No. 20 of 2003 Concerning the National Education System, serves to educate the nation's life by fostering the development of students' potential to become people who have faith in and devotion to God Almighty, have a noble, healthy character, are knowledgeable, capable, creative, independent, and bec (Republik Indonesia, 2003).

Education is one of the alternatives chosen to be able to foster an entrepreneurial attitude in students of the Pancasila and Civic Education Study Program of STKIP Pasundan Cimahi. Indonesian education is Pancasila-based education (Efendi & Sa'diyah, 2020). Pancasila that has been accepted and established as the basis of the state, as stated in the preamble to the 1945 Constitution is the soul of the entire Indonesian people. Pancasila has noble values that must be realized in real life. From the noble values possessed by Pancasila, we are able to live in harmony in accordance with the noble ideals of the nation. Thus, Pancasila as the soul of the Indonesian people can really be seen and felt. On the other hand, as we know today that the ideology of the nation based on Pancasila has been suspended in Indonesian society today, including in the national education system. In fact, the national education system needs Pancasila because one of its functions is to be able to be the answer in facing global developments. So that with Pancasila-based education which aims to produce human resources who have an entrepreneurial attitude, they are able to become an education system that is "Ekaprasetia Pancakarsa", which means an education system that has a very strong determination and is no longer shaken to realize its will.

In the classroom, students will receive instruction based on the principles of Pancasila. Djamarah and Zain in (Manalu, 2018) define learning as "the process through which an individual's behavior is altered as a result of prior experience and repeated exposure to a particular context." That is, the objective of the activity is a change in behavior, whether it involves information, abilities, or attitudes, and it even spans all parts of the organism or person. Correspondingly, Witherington in (Palupi, 2016) contends that learning can transform a personality, which can present itself as a new pattern of reactions in the form of skills, attitudes, habits, personality, or an understanding. In this investigation, we focus on problem-based education. Problem-based learning is one of the learning approaches that can help students enhance the abilities needed in the current era of globalization. Problem-based learning was developed for the first time by Prof. Howard Barrows around the 1970s in the study of medical sciences at McMaster University, Canada (Amir in (Sriyatno, 2020)). This instructional technique has students start with a real-world challenge, which they then investigate and apply using a problem-solving strategy (Muis, 2019).

Research conducted by (Nafisah, Sobah, Yusuf, & Hartono, 2022) states that the cultivation of Pancasila and moral values in early childhood is very important to prepare for the future. The problems presented will be found solutions by students later. The process of solving until they find a solution to the problem will be carried out in groups, with a mutual cooperation system that is adjusted to the family values in Pancasila. With the grouping system, students will be easy to cultivate an entrepreneur attitude, so that the hope afterwards will be that students can independently cultivate an entrepreneur attitude. That way, the result or output of students who take part in learning using the Problem Based Learning model is that students are able to be sensitive to existing problems and responsive in finding solutions to a problem through investigation and students who have an entrepreneurial attitude with pancasila values that are still used as a basis for attitude.

Problem Based Learning

When it comes to helping students acquire and hone the kinds of abilities necessary in today's age of globalization, problem-based learning is one promising approach (Syamsidah, Hamidah Suryani, Ratnawati T, & Anas Arfandi, 2018). Around the 1970s, Professor Howard Barrows of McMaster University in Ontario, Canada, pioneered the use of problem-based learning in the field of medical education. Due to the nature of this instructional paradigm, students are immediately faced with a challenging situation that can only be resolved through independent research and practical application. According to Duch J in (Maharani & Cahyono, 2021), Problem-Based Learning is a teaching method in which students "learn how to learn" by solving authentic issues in collaborative groups. Students' natural inquisitiveness is harnessed by posing this problem before them. Arends Trianto and Glazer in (Haryani, 2022) defines problem-based learning as "a method of instruction in which students are given opportunities to solve issues that are both intellectually challenging and directly relevant to their field of study." In problem-based learning, students are given authentic, complex issues to solve as part of the curriculum. Several definitions of "problem-based learning" point to the same core idea: that this type of education is one of the cutting-edge approaches to learning that may put students in an active learning environment.

Pancasila Values

Pancasila has five precepts that become the basic system of state philosophy. According Kaelan in (Krisnamukti, Dhamayanti, Maharani, & Putri, 2020) explains that ontology the unity of essence in the substance of the precepts of Pancasila as a system that has a hierarchical s i fat and has a pyramidal shape. Pancasila as the basis of state guidelines has its own philosophy that is deeply rooted in the Indonesian nation. Pancasila has elements of moral elements, value systems, development spirits, and systems in the Pancasila economy (Kian & Sabri, 2021). The moral philosophy of Pancasila economy can be interpreted as a unity of measure, or a norm that regulates patterns in thinking and patterns in acting from economic actors in the Pancasila economic system. The implementation of Pancasila Economic development can be realized in real terms through Pancasila entrepreneurship (Salim, 2019). This is more in line with the characteristics of the Indonesian nation which has the development of socio-cultural values that occur within the Indonesian people. These values have been inherent in society and are contained in the points of Pancasila values themselves, so that Pancasila entrepreneurship is the right and relevant solution path to be applied (Wibowo, 2015).

Entrepreneurship based on Pancasila values is certainly related and cannot be separated from the spirit of building a much better economic order in the future by sticking to faith in God Almighty (Arifin & Iskandar, 2019). Believing in God in developing the economy is the spirit and spirit of entrepreneurship based on faith. The entrepreneurial spirit itself glorifies many human beings through almsgiving and forms new entrepreneurial persons. The following is an explanation of entrepreneurship based on Pancasila (Wibowo, 2015): First; essence of the 1st Pancasila Sila: The One True Godhead. Entrepreneurship based on the one true godhead means that as a wusahamust havefaith or trust and obedience to the creator's principle; Second; esensi Pancasila 2nd Precept: AJust And Civilized Society. Entrepreneurship based on just and civilized humanity is based on human civilization which advocates with the higher level of human civilization will encourage entrepreneurs to always develop innovations and creativity that are getting better and better in human life. As an entrepreneur, you are also required to always have personality, feelings, honor, self-esteem, and the desire to always achieve the highest achievements. Third; the essence of the 3rd Pancasila Sila: The Unity of Indonesia. Entrepreneurship, which is based on the unity of Indonesia, shows that every citizen/entrepreneur has the right to do business in all regions of the Indonesian homeland without discrimination against ethnicity, color, gender, place of birth, religion, class or political tradition. Fourth; the essence of the 4th Pancasila Sila: People Led by Wisdom in Representative Consultatives. and fifth; the essence of the 5th Pancasila Sila: Social Justice for All Indonesians. Entrepreneurship based on social justice for all Indonesians means that entrepreneurs are free to choose the type of business they do and must be treated fairly in doing business and treat fairly all consumers together to improve the results of their business in order to improve the welfare of entrepreneurs, their workers, and their families.

Entrepreneur

The word *entrepreneur* in Indonesian means entrepreneur. In general, entrepreneur is defined as an attitude, soul and ability to create something new that has nilai and is useful for others (Suharyono, 2018). Attitudes in the context of entrepreneurship can be defined to what extent a person's views regarding entrepreneurial behavior and its consequences as something valuable, beneficial, and beneficial. According to (Fatimatu Zahro, 2018) is someone who can organize, direct, develop, expand and empower an organization / company to be able to produce new services / goods to customers in a market whereas (Meredith, Neck, & Nelson, 1984) *Entrepreneur* is a person who has the ability to see and assess business opportunities, gather the resources needed to take advantage of them and act appropriately to ensure his business is successful, this describes the entrepreneur as an action-oriented, highly motivated and risk-taking individual in pursuit of goals. Another opinion expressed by (Scarborough, 2011) who termed *Entrepreneur* is a creative and innovative ability that can create new and different opportunities to create added value for goods and services by taking risks in an effort to improve life towards success. Basically, becoming an *entrepreneur* is one of the steps to achieve success. A person who wants to become an entrepreneur or *successful entrepreneur* must have the entrepreneurial attitude that has been stated above (Dwijayanti, 2015).

However, only a few of people are truly committed to realizing their goal of becoming prosperous business owners. Long-term planning and overthinking can be a hindrance to launching and running a business. One of the first requirements of entrepreneurship is the ability to develop an entrepreneurial mindset and go headfirst into business creation. Students need to have the following characteristics in order to develop an entrepreneurial mindset, as outlined by the Balitbang curriculum center of the Ministry of National Education of the Republic of Indonesia (Research and Development Agency, Ministry of National Education of the Republic of Indonesia) in 2010: a) autonomy, b) originality, c) risk-taking, d) initiative, e) management, f) diligence, g) leadership, h) discipline, I innovation.

Method

This research uses a quantitative approach with descriptive methods. Based on the type and data analysis, this research is classified as causal associative research or causal correlation. According to (Sugiyono, 2019) associative research (relationship) is research that aims to analyze the causal relationship between independent and dependent variables. The data collection technique used is the observation method, which is systematic observation and recording of symptoms that appear on the object of research. Observation is a data collection method that uses observation of the object of research which can be done directly or indirectly. So in this study the author went directly to the research location, especially STKIP Pasundan Cimahi. Data collection techniques used to obtain data on the process of filling out questionnaires, besides that in this study a questionnaire method was used. The questionnaire is a list containing a series of questions about a problem or field to be studied. To obtain data, questionnaires are distributed to respondents (people who answer questions asked for research purposes), especially in survey research (Cholid Narbuko dan Abu Achmadi, 2010). In this case the author makes written questions and then is answered by the respondent/sampling. And the form of the questionnaire is a closed questionnaire, which is a questionnaire whose questions use multiple choice techniques or there are already answer choices, so that the respondent just chooses the desired answer.

This research was conducted at STKIP Pasundan Cimahi with a sample size of 30 respondents and the sampling technique used simple random sampling, which according to (Sugiyono, 2019) purposive sampling, which is a way of determining the sample based on certain considerations. The analysis stages used by researchers to determine the effect of each variable using simple regression analysis techniques. As an independent variable is the contribution of problem-based learning (X) while the dependent variable is entrepreneurial attitude based on Pancasila values (Y). In this study, instruments that have met the validity and reliability requirements are used to collect data. The data is then processed and analyzed. First, an analysis is carried out to see whether the data meets the requirements of parametric or non-parametric tests, then a linear regression test is carried out, and then hypothesis testing is carried out.

Results and Discussions

Problem Based Learning based on pancasila values to foster an entrepreneurial attitude produces interesting findings, this learning fosters an entrepreneurial attitude in STKIP Pasundan Cimahi students. This is proven based on several tests conducted by researchers. The first test is the correlation of problem-based learning in fostering entrepreneurial attitudes based on pancasila values. The correlation test has a meaning if two variables have a relationship, namely between the variables X and Y, it is stated that the correlation coefficient (r) of Pearson Product Moment, variables X and Y can be both positive and negative. On the basis of decision making if the significance value < 0.05 then there is a correlation and if the significance value > 0.05 then it is not correlated. Table 1. correlation pearson product moment the contribution of *problem-based learning* in fostering entrepreneurial attitudes based on pancasila values

Table 1. Correlation Pearson Product Moment

Correlations			
		<i>Problem based learning</i>	Pancasila Values in Entrepreneurship
<i>Problem based learning</i>	Pearson Correlation	1	.511**
	Sig. (2-tailed)		.004
	N	30	30
Pancasila Values in Entrepreneurship	Pearson Correlation	.511**	1
	Sig. (2-tailed)	.004	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

In table 1. A significance value of 0.000 was obtained, which means that there is a correlation between *problem-based learning* and *entrepreneurial* attitudes. The correlation value shown in the table obtained a value of 0.511 which shows the level of relationship between the *problem-based learning* model and the *entrepreneurial* attitude categorized as strong. In practice, the use of various types of learning that are applied can foster an *entrepreneurial* spirit in students.

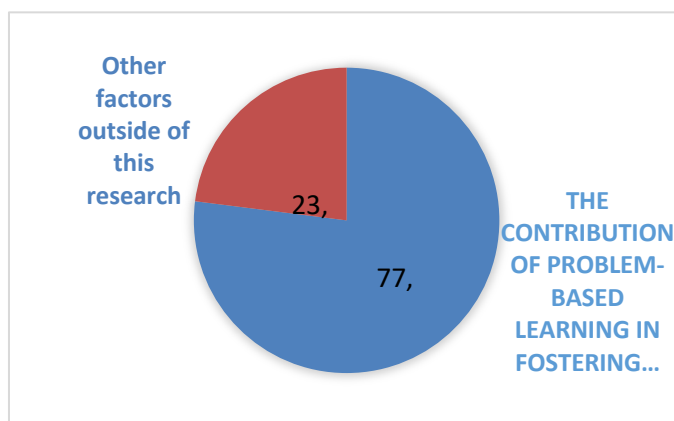
Table 2. Coefficient of Determination Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.878 ^a	.770	.762	.621

a. Predictors: (Constant), *Problem based learning*

b. Dependent Variable: Pancasila Values in Entrepreneurship

The value of Pancasila in entrepreneurs tested using the coefficient of determination test resulted in the finding that *problem-based learning* affects the growth of student entrepreneurs as shown in Table 2.

**Figure 1.** Coefficient of Determination

R Square Value shows that 77.0% of these influences are shown because of problem-based learning, problem solving and identification as well as problem evaluation in the field on entrepreneurial practices based on pancasila values and another 23.0% is influenced by other factors outside the research.

Table 3. Simple Linear Regression Analysis

Model		Coefficients ^a		t	Sig.
		Unstandardized Coefficients	Standardized Coefficients		
		B	Std. Error	Beta	
1	(Constant)	16.940	1.048		16.169 .000
	<i>Problem based learning</i>	.362	.037	.878	9.691 .000

a. Dependent Variable: Pancasila Values in *Entrepreneurship*

Based on Table 3. it is known that the constant value (a) is 16,940 while the P values in the entrepreneur (b=regression coefficient) are 0.362 so that the regression equation $\hat{Y} = 16,940 + 0.362 X$ The constant value of 16,940 states that statistically without any *problem-based learning*, the magnitude of the Pancasila values in an entrepreneur of 16,940 and a regression value of X of 0.362 states that statistically every growth of Pancasila values in *entrepreneurship*, the value of *problem-based learning* is 0.362. Partially significant testing is used t-test of the influence of free variables on bound variables in regression models already generated by comparing t counts with t_{tables} as shown in the table below.

Table 4. t-test

Model		Coefficients ^a		t	Sig.
		Unstandardized Coefficients	Standardized Coefficients		
		B	Std. Error	Beta	
1	(Constant)	16.940	1.048		16.169 .000
	<i>Problem based learning</i>	.362	.037	.878	9.691 .000

a. Dependent Variable: Pancasila Values in Entrepreneurship

The calculated t value obtained by the *problem-based learning* model variable is 9.691 and the significance value is 0.000. Known results t_{table} from $df = (n - k) = (n - 2) = (30 - 2) = 28$ obtained by 2.048 and an error rate of 5% (0.05). So, $9.691 > 2.048$ and a significance value of $0.000 < 0.05$ so that it can be concluded that there is an influence of *problem-based learning* on Pancasila values in *entrepreneurship*. After partial testing, the researcher tested the significance of the influence of the overall free variable on the bound variable using the F test (Fisher Test) with a confidence level of 95% or α 0.05 with the test results presented in table 5.

Table 5. Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.213	1	36.213	93.909	.000 ^b
	Residual	10.797	28	.386		
	Total	47.010	29			

a. Dependent Variable: Pancasila Values in Entrepreneurship

b. Predictors: (Constant), *Problem based learning*

Based on these tests, calculated F number of 93,909 was obtained. As for the significance figure, it is obtained by 0.000. Based on F_{table} of $df = (n - k) = (n - 2) = (30 - 2) = 28$ is 4.19. So, it can be concluded that the value of F_{hitung} $93.909 > F_{tabel}$ 4.19. So H_0 is rejected and H_1 is accepted which means that there is an overall influence between *problem-based learning* variables on the variables of Pancasila Values in Entrepreneurship. The significance value was obtained by $0.000 < 0.05$ so that it can be concluded that H_0 is rejected and H_1 is accepted which means that overall between *the problem-based learning* variables and the Pancasila Values variable in Entrepreneurship is significant.

Problem-based education and the principles of Pancasila in the business world go hand in hand. The product moment correlation (r) value of 0.511 indicates a strong positive relationship between problem-based learning and entrepreneurial attitudes based on Pancasila values, this indicates that problem-based learning has a considerable impact on entrepreneurial attitudes based on Pancasila values. By using the t test results obtained t value of 9.691 and t table of 2.048. Problem-based learning has a large effect on entrepreneurial attitudes based on Pancasila (t-value = $9.691 > t\text{-value} = 2.048$), which is indicated by the significance of the relationship between the two variables. The greater the problem-based learning means the more entrepreneurial spirit based on Pancasila. The results showed that the problem-based learning variable had an influence of 77.0% on the entrepreneurial attitude variable based on Pancasila values, while the remaining 23.0% was influenced by other factors or variables not included in the study (coefficient of determination = 0.770). Therefore, with the cultivation of Pancasila values it is very important to prepare for the future, for example in the attitude of being an entrepreneur has applied the values of divinity, humanity, national unity, consensus and social justice in all aspects of work implementation. So that this research is in line with research conducted by Vienna, which states that the cultivation of Pancasila and moral values in early childhood is very important to prepare for the future.

Conclusions

Based on the results and discussion above, it can be concluded that Problem-Based Learning based on Pancasila values is effective in fostering entrepreneurial attitudes, this is evidenced by the results of the calculation of the product moment correlation r value which means problem-based learning is closely related to entrepreneurial spirit. on Pancasila values and there is a significant effect of problem-based learning on entrepreneurial attitudes.

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