

# The Influence of Programming Skills and Digital Innovation on Student Technopreneurship Success

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## Abstract

This article aims to analyze the influence of creativity and innovation on student *entrepreneurial success* in the digital era through the Competency-Based Curriculum (KBK) framework. Amidst technological disruption, the development of an entrepreneurial ecosystem in higher education is required to not only teach conventional business management, but also rely on stimulating creative thinking and innovative actions. This textbook dissects the design of the business start-up process, achievement motivation, and business management governance (production, marketing, finance) integrated with business independence in the modern era. The method used in this discussion is library research *through* the review, summary, and synthesis of scientific literature and the empirical conditions of academic entrepreneurial activities. This discussion is also complemented by the Semester Program and Learning Plan (RPKPS) instrument containing *soft skills* as a practical guide for student field actions. The results of the discussion show that: 1) creativity and innovation embedded in a structured manner have been proven to have a significant influence as the main driving force for the success of student businesses in reading digital opportunities; 2) the synergy between innovative abilities and mastery of management functions (such as business plan analysis and cash flow discipline) effectively shapes the leadership character, self-confidence, and tenacity ( *adversity quotient* ) of students in the field. The novelty of this article lies in the integration of the competency curriculum concept that combines the honing of digital creativity-innovation with *soft skills content* and the moral foundation of Islamic business ethics to ensure the sustainability and longevity of student businesses in the era of modern competition.

**Keywords:** Creativity, innovation, student *entrepreneurship* , digital era, competency-based curriculum, *soft skills* .

## INTRODUCTION

The evolving global economic landscape in today's digital era demands a fundamental transformation in the higher education system, particularly regarding the job readiness and independence of its graduates. Universities can no longer limit their role to merely theoretical knowledge transfer institutions. The high rate of educated unemployment and the dynamic changes in the labor market disrupted by technology require academic institutions to take concrete steps to equip students with an

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entrepreneurial spirit . Through this new orientation, universities are expected to act as strategic incubators, producing independent, adaptive young entrepreneurs capable of capitalizing on digital technology-based opportunities.

In the context of a fast-paced digital ecosystem, the key competencies that determine the success of a student entrepreneur are creativity and innovation. The introduction and instillation of an entrepreneurial spirit *should* not be limited to conventional business activities or simply seeking short-term material gain. The deepest essence of this education in the modern era is to cultivate students' cognitive abilities to think creatively to generate unique ideas and act innovatively to transform those ideas into value-added business solutions in the digital marketplace.

However, the reality on the ground shows that the implementation of entrepreneurship education in higher education often falls into an overly theoretical, rigid, and administrative academic approach. The learning process often relies on memorizing management texts without engaging with creative thinking, thus depriving students of in-depth practical experience in responding to technological change. This wide gap between conventional classroom theory and the dynamic realities of the digital business world has created an urgent need for a learning guide that specifically hones student creativity and innovation.

Besides mastering creativity and innovation, one fundamental weakness in standard entrepreneurship curricula is the neglect of integrating *soft skills* . Yet, a digital entrepreneur's success in starting a business and leading a team is largely determined by their emotional intelligence and interpersonal skills. Characteristics such as high self-confidence, goal-orientedness, persuasive communication, and adversity *quotient* are key pillars that must be honed alongside technical business operational skills.

Therefore, the implementation of a Competency-Based Curriculum (KBK) is a strategic solution to bridge the need to develop creativity, innovation, and practical aspects. Through this competency-based curriculum approach, the learning plan is designed so that students not only understand business management cognitively but also develop psychomotor skills in executing their innovative ideas. This integration between practical theory and concrete action steps is facilitated through a measurable Semester Program and Learning Plan (RPKPS) instrument, which guides students step-by-step in translating their creativity into concrete digital business models.

The ideal business start-up process model for students is built on a comprehensive understanding of the stages of entrepreneurship, from digital innovation and identification of triggers, implementation, and growth. Comprehensive managerial skills are essential to balance student creativity, encompassing a keen eye for new market

opportunities, the development of a well-thought-out business plan , *production management, adaptive marketing mix strategies, and disciplined cash flow management* . This structured governance foundation is crucial to ensure that creative ideas are not merely ideas but instead transform into robust operational businesses.

Through the comprehensive review presented in this book's discussion articles, it is hoped that a comprehensive synergy can be formulated regarding the real influence of creativity and innovation on student *entrepreneurial success* in the digital era. The availability of practical guidance and a targeted learning program containing *soft skills* and Islamic business ethics is expected to erode students' hesitations about starting their own businesses . Ultimately, this strategic step will make a real contribution to producing a generation of independent, creative, and noble economic drivers who are ready to win global competition in the digital era.

## **THEORETICAL REVIEW**

The theoretical foundation of entrepreneurship in the digital era rests on the understanding that *entrepreneurship* is a dynamic discipline that studies the values, abilities, and adaptive behavior of individuals in exploiting opportunities amidst technological disruption. Conceptually, the main essence of modern entrepreneurship is not merely the physical management of a conventional business entity, but rather the manifestation of the soul, spirit, and cognitive capacity to create something new and different ( *create new and different* ). Therefore, the theoretical framework of entrepreneurship places the element of creativity as a key internal competency that must be cultivated through higher education institutions so that students are able to identify and convert digital economic opportunities into productive business models.

Two key pillars that are crucial determinants of student business success are creativity and innovation. In entrepreneurial behavior theory, creativity is defined as the ability to think laterally to generate new ideas, alternative perspectives, and unique, unprecedented perspectives on solving problems. Meanwhile, innovation is the practical action or applicability of transforming these creative ideas into realities with added commercial value and high utility. The synergy between the two is an essential driving force that distinguishes a visionary digital entrepreneur from a mere traditional economic actor, particularly in responding to rapidly changing market needs.

In analyzing the development of digital business, the entrepreneurial process model theory explains that the formation of new businesses by students always goes through

evolutionary stages that begin with the innovation phase. This initial phase is triggered by students' creative abilities in capturing technological dynamics, which are then driven by achievement motivation factors ( *need for achievement* ) and the desire for financial independence in the triggering phase . This process then continues to the implementation phase *when* the business plan begins to be operationalized in real terms, and ends with the growth phase *that* demands continuous innovation to maintain the competitiveness and sustainability of student businesses in the competitive digital market.

Given the high level of uncertainty in the digital era, business management theory emphasizes that student creativity and innovation must be balanced with structured business management to minimize the risk of failure. Students are required to translate their innovative ideas into a comprehensive business plan *that* serves as a strategic roadmap. This business plan includes mapping business feasibility, production management efficiency, and mastery of adaptive digital marketing mix strategies to reach target consumers. Furthermore, mastery of financial management theory through disciplined *cash flow control* is an absolute prerequisite for maintaining the liquidity of the micro-enterprises pioneered by students.

Contemporary entrepreneurship theory studies also emphasize that the success of executing digital innovation is not solely determined by technical expertise ( *hard skills* ), but is also strongly influenced by the maturity of *soft skills* . Personality attributes such as high self-confidence, persuasive communication skills, negotiation skills, and leadership capacity *within* a group are key assets for students in managing the dynamics of business organizations. Furthermore, mastery of *the adversity quotient* , or the level of persistence in the face of obstacles, is a crucial *soft skill component* that ensures students' innovativeness remains strong when faced with market rejection or operational technical constraints in the field.

The conceptual strength of this discussion on entrepreneurship is further enhanced by integrating moral and spiritual dimensions through the theory of Islamic business ethics. This theoretical foundation emphasizes that the development of students' digital business creativity and innovation must be inseparable from the corridors of honesty, justice, transparency, and social responsibility ( *maslahah* ). Sharia principles strictly prohibit elements of uncertain manipulation ( *gharar* ), speculative gambling ( *maysir* ), and exploitative interest systems ( *riba* ). This theory of business ethics directs student innovation toward creating halal added value and balancing the achievement of material profitability in this world with spiritual blessings.

As a synthesis of the entire theoretical framework, the Competency-Based Curriculum (KBK) concept is used as a methodological foundation to transform the theory of creativity and innovation into practical student actions. Through a directed

Semester Program and Learning Plan (RPKPS) approach, the learning process is designed to produce measurable learning outcomes through direct experience ( *experiential learning* ). The complete integration of understanding process models, functional management, *soft skills development* , and adherence to Islamic business ethics forms a solid foundation for students. This interweaving of theories ultimately equips students to start, manage, and grow independent digital businesses that are adaptive, competitive, and imbued with high integrity.

## **METHOD**

The methodological approach used in this discussion relies on library research *combined* with descriptive-qualitative analysis of the empirical conditions of student entrepreneurship. Data collection was conducted systematically by reviewing, summarizing, and synthesizing various sources of scientific literature, higher education curriculum regulations, and Semester Program and Learning Plan (RPKPS) documents. All theoretical data obtained were then evaluated for validity and aligned with the Competency-Based Curriculum (KBK) framework to examine the influence and relevance of creativity and innovation elements on business success in the digital era.

To ensure the effectiveness of developing students' creativity, the instructional design in this discussion utilizes contextual methods and experiential learning . The teaching structure is not based on one-way delivery of material, but rather is organized through interactive scenarios that stimulate students' creative thinking skills in responding to technological dynamics. The division of learning materials is broken down into tightly scheduled lecture time units, where each session is designed to fulfill students' basic psychomotor competencies, starting from the phase of exploring innovative digital ideas to converting ideas into real business actions.

The curriculum's operationalization method is realized through the integration of evaluation instruments that balance technical abilities ( *hard skills* ) with personality attributes ( *soft skills* ). The process of monitoring the development of student creativity and innovation is carried out continuously throughout the entire semester using measurable performance indicators. Assessment is not only taken from the results of conventional written exams, but also emphasizes the weight of student activeness in solving case studies, conveying digital innovation ideas, level of group discipline, ability to collaborate, and manifestation of leadership spirit when facing market challenges.

In the practical implementation phase, students are required to go through a structured business simulation method facilitated by a business plan preparation assignment . This step begins with a digital *brainstorming method* to explore, select, and

test the level of innovation of the business opportunity to be pursued. Once an innovative concept is selected, students are methodologically guided to compile a comprehensive business plan document, including an analysis of production efficiency aspects, an adaptive digital marketing mix strategy, financial report projections, cash flow management , and operational risk mitigation.

Next, the practical stages of entrepreneurship are implemented through a targeted field action method, embracing the slogan " *start your own business* ." In this phase, students transform creative business plan documents into practical micro-business startups within the campus environment. This practical implementation method serves as a living laboratory for students to test the effectiveness of their product innovations, manage business capital turnover in a disciplined manner, and cultivate mental resilience in the face of market rejection and the competitive dynamics of the real digital business world.

As the final step of this learning methodology, a post-practicum evaluation method and the preparation of a final comparative reflection report are implemented. Each student group is required to present the results of their digital business operations, report an accurate financial position, and analyze operational challenges encountered during the internship period. This review process is complemented by the internalization of Islamic business ethics as a moral and spiritual benchmark, enabling students to assess the success of business innovation holistically, both in terms of material profitability and the resulting blessings and social benefits.

## **RESULTS AND DISCUSSION**

### **Results**

#### **1. Characteristics of Student Creativity in Identifying Digital Business Opportunities**

The implementation of the Competency-Based Curriculum (KBK) has shown significant improvements in students' cognitive abilities in constructing creative business ideas. Through experiential learning methods , students are trained not to simply imitate existing conventional business models but to think laterally in mapping digital economic opportunities. This creative mindset enables students to identify new, untapped market niches, utilize technology platforms, and respond to shifts in modern consumer behavior with astuteness.

The measured structure of the Semester Program and Learning Plan (RPKPS) successfully sparked students' imaginations to translate environmental problems into business concepts. Students' creativity was reflected in their success in designing unique

product value propositions *that* had high appeal in the digital marketplace. This process of exploring ideas triggered a strong *need for achievement* , so that students were no longer passive but proactive in seeking independent business breakthroughs from the very beginning of their studies.

In practice, observations show that creative thinking skills effectively reduce students' reliance on conventional job search methods after graduation. Students demonstrated flexibility in their thinking when faced with limited initial capital, utilizing the efficiency of digital devices and social networks. The creative stimulation provided throughout the course has proven successful in shifting students' mindsets from job seekers *to* pioneers of innovative job opportunities.

Overall, the success indicators in this initial stage demonstrate that creativity is a key foundation for students entering the world of *entrepreneurship* . Through focused, competency-based curriculum guidance, students' creative potential across various disciplines can be productively realized. These developed creative characteristics provide students with a solid imaginative foundation to face the intense competition of business operations in the digital age.

## **2. Implementation of Innovation in Business Management Process and Governance Models**

In the idea execution stage, students successfully transform their creativity into concrete innovative actions through an understanding of the entrepreneurial process model theory. Structured learning guides students through the digital innovation phase, identifying triggers, and then entering the business implementation phase in a sequential manner. Innovation is no longer viewed as an abstract concept, but rather embodied in the application of new methods in production, packaging, and the delivery of product value to consumers.

*plan* results demonstrated a high level of maturity in combining innovation strategies with the four main management functions. In marketing management, students demonstrated innovative agility by utilizing a digital-based marketing mix to reach target markets broadly and efficiently. In production management, innovation was realized through efficient input transformation into high-quality outputs, adapting to fast-moving digital market trends.

Management governance discipline is also strictly applied in the financial aspect through digital *cash flow control*. Students have proven capable of separating group operational finances from personal expenses, accurately calculating the break-even point , and innovatively projecting a limited working capital budget. This structured managerial mastery ensures

that every step of product innovation launched by students remains based on rational economic feasibility.

The operational maturity from the implementation phase to the growth phase provides valuable empirical experience regarding the dynamics of business governance. Test results indicate that the resilience of student micro-enterprises is largely determined by the continuity of innovation supported by strong functional management. Students are not only adept at generating innovations on paper but also skilled at managing them amidst real market competition.

### **3. Contribution of Digital Business Success to Strengthening Students' Soft Skills**

The implementation of field activities with the slogan " *start your own business*" has had a tangible impact on strengthening *soft skills attributes* , which are determinants of student *entrepreneurial success* . As students tested their creativity and innovation in the digital marketplace, their interpersonal competencies experienced optimal growth. Their self-confidence and courage to take calculated business risks gradually increased as they successfully overcame initial obstacles in business operations.

*Leadership* and teamwork skills are naturally honed through the division of work authority oriented toward a common end goal. Students learn how to persuasively communicate their innovative ideas, negotiate with partners, and manage internal team conflict under the pressure of market targets. The process of presenting business plans in the classroom also directly contributes to improving students' professional communication skills.

The most crucial personality attribute to develop is a student's *adversity quotient (resilience in the face of obstacles)* . In the competitive digital era, students are faced with the reality of product rejection by consumers, technical operational disruptions, and sudden changes in market trends. Students' creative *problem-solving responses* to these small setbacks train their mental resilience, encouraging them to persevere and continually improve their strategies.

The evaluation results show that these *soft skills* cannot be optimally developed through theoretical lectures alone but must be cultivated through hands-on experience in the field. Integrating personality competency assessment into the course's graduation criteria provides positive encouragement for students to demonstrate their best character. These mature interpersonal competencies ultimately transform into social capital that guarantees students' future professional success.

### **4. Manifestation of Sharia Business Ethics as a Bastion of Modern Innovation**

A crucial achievement in this book is the integration of moral and spiritual dimensions into students' digital business innovations through the concept of Islamic business ethics. Students successfully demonstrated that utilizing creativity and digital technology does not have to sacrifice noble human values. In practice, students conduct business operations while upholding the principles of honesty, fair transactions, and transparency of product information to consumers.

Students consciously avoid all forms of marketing innovation that lead to data manipulation or uncertainty that is detrimental to consumers ( *gharar* ). The principles of fair partnership and a profit-sharing system are consistently applied in the management of group working capital, reflecting a real commitment to eliminating exploitative elements ( *riba* ). Internalizing this ethical virtue has successfully formed a strong moral integrity within students as novice entrepreneurs.

Furthermore, understanding the concept of *maslahah* has successfully shifted students' business orientation beyond the mere pursuit of material profitability ( *maddi* ). Digital creativity is directed toward creating social benefits, such as empowering local potential, preserving the environment, and providing courteous service. This spiritual awareness fosters a new perspective that true business success is measured by the blessings and benefits felt by the wider community.

The end result of this integration of spiritual values demonstrates that business innovations based on Sharia morality have a higher level of social acceptance and compliance in society. Students not only develop into digitally and financially savvy budding entrepreneurs but also possess a heightened spiritual sensitivity. Instilling these noble values has proven to be an effective ethical bulwark in safeguarding business continuity against unfair modern business practices.

## **Discussion**

A synthesis of all learning outcomes confirms that student *entrepreneurship success* in the digital era is heavily influenced by the quality of creativity and innovation instilled through appropriate curriculum design. The Competency-Based Curriculum (KBK) approach, complemented by Semester Program and Learning Plans (RPKPS), has proven to be an effective instrument for igniting students' creativity beyond conventional theoretical boundaries. Through experiential learning methods , universities can direct students' creativity so that it does not remain merely abstract discourse but rather manifests itself in applicable digital managerial competencies. Aligning the sharpness of creative thinking with operational innovation in the field is key to narrowing the gap in graduates' job readiness amidst modern technological disruption.

This article differs from the research of Rangkuti (2006), Suharno (2008), and Setyorini (2010). They essentially discuss entrepreneurship from a partial perspective; Rangkuti (2006) emphasizes technical SWOT analysis to dissect general business cases, Suharno (2008) focuses on the tactical-practical steps of individual business start-up from scratch, while Setyorini (2010) examines the methodology for developing entrepreneurial motivation in a broad rural community without touching on the structure of the formal education curriculum. In contrast, this article specifically discusses the influence of student creativity and innovation in the academic instructional ecosystem through competency-based RPKPS. The discussion focuses on how universities direct students' cognitive creativity into structured actions, which combine business process maturity from the innovation phase to real growth in the digital market.

This article aligns with research by Sumanto (1984), Safriyani (2000), and Susilo (2006). They primarily discuss the importance of internal psychological factors, mental readiness, and moral foundations in economic activity. Sumanto (1984) emphasized the instilling of a spirit of independence through an entrepreneurial education system, Safriyani (2000) examined the close relationship between religious maturity and an individual's level of self-confidence, and Susilo (2006) reviewed the concept of *wisdom entrepreneurship* as a business management instrument for facing the challenges of the times. In line with these premises, this article discusses how stimulating digital creativity and innovation interacts directly with students' personality attributes ( *soft skills* ) such as *adversity quotient* , leadership, and persuasive communication, synergized with the implementation of sharia business ethics to realize business continuity with integrity and bring social benefits.

The novelty of this article is the analytical focus on integrating the Competency-Based Curriculum (KBK) concept, which simultaneously combines the honing of students' digital creativity and innovation with *soft skills content* and the spiritual moral foundations of Islamic business. Unlike generic entrepreneurial guides that merely pursue material profitability or mastery of functional managerial aspects (production, marketing, and finance), this article offers a holistic learning model that places creative character building and adherence to ethical virtues as the determining pillars of business success. This novelty provides a new instructional *roadmap* for higher education institutions through the RPKPS structure that tests innovative *business plan designs* directly into real-world actions with the slogan " *start your own business* ."

This comprehensive review of the influence of creativity and innovation provides fundamental theoretical and practical contributions to the reform of the entrepreneurship education curriculum in Indonesia. Mastery of digital business management functions, supported by strong character traits, has proven effective in shaping students' profiles as

independent, adaptive, and resilient young entrepreneurs. The clear, ethically-driven practical guidance can alleviate students' doubts about starting their own businesses from scratch . Ultimately, the integration of all these instructional aspects becomes a crucial national strategy for reducing educated unemployment and fostering a generation of digital economy drivers who uphold high moral integrity.

## CONCLUSION

Based on all the analysis and discussion outlined above, it can be concluded that students' creativity and innovation play a vital role and significantly influence their *entrepreneurial success* in the digital era. Through the Competency-Based Curriculum (KBK) framework, systematically implemented through the Semester Program and Learning Plan (RPKPS), universities have successfully stimulated students' lateral thinking. This approach has proven effective in shifting students' mindsets from conventional job seekers *to* job creators *who* are adaptive to modern technological disruption.

The actualization of students' creativity was successfully realized sequentially through the stages of the entrepreneurial process model, starting from the digital innovation phase, through the discovery of triggering factors, to the implementation phase of the business in the field. When students' creativity in capturing market opportunities is synergized with mastery of the four main management functions—production, marketing, finance, and human resources—the micro-business units pioneered by students have a strong operational foundation. The preparation of a mature business plan and discipline in cash flow management *are the* determining instruments that maintain the economic viability of students' innovative ideas.

At the theoretical level, this discussion successfully asserts its scientific position by clearly distinguishing itself from previous, partial studies, while simultaneously aligning itself with the theory of mental independence and the moral foundations of economics. The essential novelty of this article lies in the integration of the concepts of digital creativity-innovation competency and *soft skills development*, simultaneously synergized with the ethical values of sharia business. Personality attributes such as *adversity quotient* (level of persistence), leadership, and persuasive communication, which go hand in hand with the principles of honesty, transactional fairness, and orientation towards the benefit ( *maslahah* ), are proven to be able to guarantee the sustainability of student businesses with noble integrity.

As a final implication, this holistic entrepreneurship learning model provides a highly strategic contribution to the reform of higher education curricula in Indonesia, aiming to produce a generation of competitive digital economy drivers. A complete synergy between managerial intellectual intelligence, innovative agility, mature interpersonal competencies, and strong spiritual integrity is the key to student business sustainability in the modern era. Ultimately, the implementation of this structured learning guide, guided by the slogan " *start your own business*, " is a crucial national instrument for reducing educated unemployment and fostering young entrepreneurs who bring broad benefits to society.

## **SUGGESTION**

Higher education institutions are advised to consistently restructure their entrepreneurship curriculum to adapt to technological disruption through the implementation of an integrative Competency-Based Curriculum (KBK). Academic institutions need to develop Semester Program and Learning Plans (RPKPS) that specifically stimulate students' cognitive capacity to think creatively and act innovatively. Furthermore, university management should expand the provision of digital business incubation facilities and external partnerships that support targeted field action programs with the slogan " *start your own business* ," so that students have adequate living laboratory space to test the feasibility of their product innovations in the modern market.

For lecturers teaching entrepreneurship courses, it is recommended to shift from conventional one-way teaching methods to contextual approaches and experiential learning . Lecturers should act as facilitators who actively challenge students to explore new business opportunities, guide them in the development of well-thought-out digital business plans , and regularly monitor the development of students' personality attributes ( *soft skills* ). Lecturers also play a crucial role in continuously internalizing the moral and spiritual values of Islamic business ethics, to ensure that the technological innovations developed by students remain grounded in the principles of honesty, transparency, fair transactions, and an orientation toward the public good ( *maslahah* ).

Students taking entrepreneurship courses are advised to utilize the digital ecosystem optimally by cultivating a high level of achievement motivation and the courage to take calculated business risks. Students should not view this learning solely as fulfilling an absolute academic obligation for graduation, but rather as a platform for self-transformation to train mental toughness ( *adversity quotient* ), leadership, and persuasive communication within a group. Students must be disciplined in managing their business's *cash flow* and consistently evaluate their product's *problem-solving skills* ,

so that the digital business innovations they have pioneered since college can grow healthily, competitively, and sustainably.

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