

## THE IMPACT OF KNOWLEDGE ABOUT BUSINESS MODEL CANVAS (BMC) ON ENTREPRENEURIAL INTEREST OF YOUNG GENERATION IN JABODETABEK

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**Abstract:** This research aims to investigate the influence of Business Model Canvas (BMC) knowledge on entrepreneurial knowledge among young generations in the Jabodetabek region. There is a growing need to understand the role of BMC in stimulating entrepreneurial interest among the youth. This study seeks to provide insight to the younger generation on the importance of entrepreneurship and to encourage the development of an entrepreneurial interest through the application of the Business Model Canvas (BMC) learning method. The research employs purposive sampling techniques for data collection and utilizes a quantitative approach with simple regression analysis. The data reveals a correlation coefficient (R) of 0.65 or 65%, with a coefficient of determination (R Square) of 0.423. Data processing using SPSS 29 indicates an F value of 60.878 with a significance level of  $0.001 < 0.05$ . Partial significance test (t-test) shows that the Entrepreneurial Knowledge BMC variable attains a t value of 7.802, exceeding the critical t-table value of 1.992, with a significance value of 0.0005, smaller than 0.05. These findings indicate a positive and significant relationship between BMC knowledge and entrepreneurial aspirations among young individuals in Jabodetabek. Entrepreneurial knowledge through BMC has a positive and significant impact on entrepreneurial interest. Therefore, enhancing entrepreneurial knowledge acquired through BMC has the potential to increase entrepreneurial interest among the younger generation.

**Keywords:** BMC knowledge, business model canvas, young generation, entrepreneurial interest

**Abstrak:** Penelitian ini bertujuan menginvestigasi pengaruh pengetahuan Business Model Canvas (BMC) terhadap pemahaman berwirausaha generasi muda di wilayah Jabodetabek. Terdapat kebutuhan yang semakin meningkat untuk memahami peran BMC dalam merangsang minat berwirausaha di kalangan generasi muda. Penelitian bertujuan memberikan pemahaman kepada generasi muda akan pentingnya berwirausaha dan mendorong tumbuhnya minat kewirausahaan (entrepreneurial interest) pada generasi muda melalui penerapan metode pembelajaran Business Model canvas (BMC). Studi ini menggunakan teknik Purposive sampling dalam mengumpulkan data, serta metode kuantitatif dengan analisis regresi sederhana. Data mengungkapkan koefisien korelasi (R) sebesar 0,65 atau 65%, dengan koefisien determinasi (R Square) sebesar 0,423. Hasil pengolahan data menggunakan SPSS 29 menunjukkan nilai F sebesar 60,878 dengan tingkat signifikansi  $0,001 < 0,05$ . Uji signifikansi parsial (uji-t) menunjukkan bahwa variabel Pengetahuan Kewirausahaan BMC mencapai nilai t sebesar 7,802, melebihi nilai t-tabel sebesar 1.992, dengan nilai signifikansi sebesar 0,0005, yang lebih kecil dari 0,05. Temuan ini mengindikasikan hubungan positif dan signifikan antara pengetahuan BMC dan aspirasi berwirausaha di kalangan individu muda di Jabodetabek. Pengetahuan BMC memiliki dampak positif dan signifikan terhadap minat berwirausaha. Oleh karena itu, peningkatan Pengetahuan Kewirausahaan, yang diperoleh melalui BMC, berpotensi meningkatkan aspirasi berwirausaha di kalangan generasi muda.

**Kata kunci:** pengetahuan BMC, business model canvas, generasi muda, minat berwirausaha

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## INTRODUCTION

A substantial population can indeed be considered a fundamental asset for achieving national development. However, it is important to note that an inadequately managed large population can result in population-related issues, notably unemployment. The mismatch between the labor force and available job opportunities makes unemployment a significant problem in many nations, including Indonesia. This disparity has ripple effects on other societal aspects, including poverty, crime rates, and various social inequalities. It is crucial to address these population-related challenges through effective policy measures and strategies to ensure that the demographic dividend resulting from a large population can be harnessed for national development while mitigating the adverse consequences associated with unemployment and its associated social issues (Nurjannah, 2020).

Numerous research studies (Nur, 2016; Aprianto & Khairunisa, 2013) have found that young people and educated people make up the majority of those who are unemployed overall in developing nations. Youth unemployment occurs in the population in the age range of 15–24 years. The International Labour Organisation (ILO) predicts that young people (15–24 years old) make up almost half of the world's unemployment, or 88 million out of 186 million, although young people are only 25% of the working-age population in the world. The ILO estimates that reducing global youth unemployment by half will increase the global GDP by US\$2.2 trillion, or 4% of the world's GDP. These statistics give reason to believe that youth unemployment is a problem that deserves attention. One way to reduce unemployment is through entrepreneurship. According to Hendro, entrepreneurship is the ability to manage something inside to be improved so that it can improve the quality of life in the future (Hendro, 2011). Entrepreneurship can create extensive jobs, not rely on others to get jobs, and help the government reduce unemployment by opening up jobs. (Student and Kumar, 2021).

Interest is a persistent tendency to pay attention to and enjoy some activity or content (Slameto, 2010). Entrepreneurship is the creation of activities, enterprises, or business activities on the basis of one's own will or ability (Saiman, 2014). An entrepreneur is an innovator an individual who has an instinct to see opportunities, has a passion, and has the ability to

manage a business (Alma, 2013). It can be concluded that entrepreneurial interest is the desire, interest, and willingness to work hard or to strive to meet the needs of life without fear of risks, as well as the will to learn from failure. Indicators measuring entrepreneurial interest can be seen from several indicators, namely: (Suryana, 2006) (a) confident; (b) have initiative; (c) have motivation for performance; (d) have a spirit of leadership; (e) have courage.

Seeing the current phenomenon of the low interest and motivation of Indonesian youth to do business becomes a serious thought for various parties, the government, the education, the industry, and society. Various efforts are made to cultivate the spirit of entrepreneurship, mainly changing the mindset of young people who have always been interested only as job seekers after completing their studies or college. This is a challenge for schools and colleges as graduate-producing institutions. Entrepreneurial education can also increase the interest of students in choosing entrepreneurship as one of their career options.

The entrepreneurial education given at the college not only teaches about the theoretical foundations of the concept of entrepreneurship but also how to shape the attitude, behaviour, and mindset of an entrepreneur. It is an investment of human capital to prepare students for starting a new business through the integration of experience, skills, and knowledge essential to the development and expansion of a business. A person will not succeed in entrepreneurship if there is no knowledge, ability, or will in his life. The presence of knowledge can be a trigger for someone to be interested in entrepreneurship (Suryana, 2006). Knowledge of entrepreneurship can shape mindsets and behaviours that may shape an individual into a successful entrepreneur as a career choice (Retno & Trisnandi, 2012).

A business model canvas (BMC) is a template used to describe, such as what business we want to build or which business we are conducting now, in a comprehensive manner and in various aspects (Elliyana & Sulistiyono, 2020) The purpose of Business Model Canvass (BMC) activities is to provide understanding to students as well as find ideas; business ideas are not valued because students are biased. BMC can help entrepreneurs develop a business plan and have a more holistic understanding of their business (Osterwalder, Pigneur, & Clark, 2010) introduced the concept of a

business model that can be understood by everyone, starting from the same point and speaking the same thing, with concepts that are simple, relevant, and intuitive to understand while not simplifying the complexity of how a company works (Coyanda, 2020). Entrepreneurial or BMC knowledge is the science, art, behaviour, and nature that enable a person to realise innovative and creative ideas in the real world to create the prosperity of individuals and societies and to be able to compete in a healthy way (Nurbaya, 2012). By Hong Y. Ching, Fauvel, highlighted the importance of using BMC and recommended it to entrepreneurs and the academic world (Hong, 2013) through training and support on BMC, it has been demonstrated to enhance students' comprehension regarding the significance of entrepreneurship (Lestari, Rusdarti, & Widiyanto, 2020; Sustaningrum & Pramitasari, 2020; Utami et al. 2021; Ilyas et al. 2020).

Based on the previous study by Lestari, The research aims to improve the low creativity of students in public vocational schools in Semarang, Central Java, by applying the Teaching Factory-Based BMC Application Model. The research shows that the model is valid, practical, and effective in improving students' creativity. The model can be implemented in other vocational schools to improve students' creativity and prepare them for the workforce (Lestari, Rusdarti, & Widiyanto, 2020) and BMC significantly improved students' learning achievement and entrepreneurial intention (Hutasuhut, 2020).

Based on the description, it can be concluded that there is a mismatch between the population size and its management with the available job opportunities. Action needs to be taken to reduce unemployment, especially among the younger and educated population. Effective solutions and strategies are required to address this disparity. Previous research has indicated that training and understanding of BMC can enhance students' comprehension of the importance of entrepreneurship. Additionally, BMC can boost students' creativity, yielding positive outcomes.

Therefore, to gain a deeper understanding of the issue of unemployment among the youth and the educated population, and to find more effective solutions and strategies to address this mismatch, researchers have initiated further research. The aim is to explore entrepreneurial interest among the younger generation, specifically investigating the "Impact of BMC

Entrepreneurial Knowledge on Entrepreneurial Interest in the Jabodetabek Area."

## METHODS

This research adopts a quantitative methodology, distinguished by its reliance on numerical data for the objective measurement and analysis of various variables. Conforming to Sugiyono's (2009) perspective, in this study, quantitative data manifest either as direct numerical values or through the transformation of qualitative data into quantifiable scores. The employment of quantitative data is essential for providing empirical substantiation and facilitating rigorous statistical examination, pivotal for the corroboration of hypotheses and the formulation of informed conclusions. For data collection, the study employs purposive sampling, a deliberate, non-random sampling approach. This technique involves selecting participants who meet specific, predefined criteria pertinent to the research goals (Sugiyono, 2009). In the selection of the sample, the researchers used a judgmental and selective sample of as many as 85 people who had met the criteria:

1. Location (Jabodetabek): Strategically, the Jabodetabek area was chosen for this study in order to capture a heterogeneous economic and demographic environment. This decision guarantees a representative sample that spans many industries and cultural contexts. Because of the region's distinct mix of suburban and urban areas, it is possible to comprehend the influence and implementation of the Business Model Canvas (BMC) in a variety of business contexts.
2. Generation (Millennials and Gen Z): It is intentional for the study's primary demographic to focus on Millennials and Generation Z. These groups provide pertinent insights for the research because of their varied educational backgrounds and significant roles in contemporary economic trends. Their traits adaptability, digital fluency, and creative thinking, for example are essential for examining modern business tactics and the efficacy of instruments like the BMC.
3. Knowledge of BMC (Business Model Canvas): The study's emphasis on business model evaluation depends on including respondents who are familiar with the Business Model Canvas. This guarantees that the research gains from knowledgeable viewpoints and real-world BMC experiences, giving

the analysis depth and relevance. These contributors may provide in-depth explanations of how the BMC is applied in real-world scenarios and how it affects successful entrepreneurship.

This study uses secondary data sourced from questionnaires designed by the researchers and distributed online to young residents in the Jabodetabek area. through Google Form. The research questionnaire comprises several questions for each studied variable. The measurement scale employed in this study uses a Likert scale from 1 (lowest agreement) to a higher number indicating stronger agreement.

Data analysis and hypothesis testing in this study were done using IBM SPSS version 29. The stages conducted include testing traditional assumptions, constructing a direct regression analysis model, hypothesis testing using the t-test, and testing the coefficient of determination. Simple linear regression analysis is a fundamental statistical tool that examines the linear relationship between an independent variable (X) and a dependent variable (Y). This type of analysis aims to understand and quantify the extent to which the independent variable influences the dependent variable. In simple linear regression, the relationship is expressed through a linear equation,  $Y = a + Bx$ . The primary goal of this analysis, as discussed by Priyanto (2008), is to determine the strength and direction of the relationship between the two variables. By analyzing the regression coefficients, researchers can assess whether there is a positive or negative relationship and how strong that relationship is (Priyanto, 2008).

R<sup>2</sup> is the rate of free variable contribution to a bound variable. The R<sup>2</sup> value represents the proportion of the total variation in the value of the dependent variable that can result from the linear relationship with the independent variable value (Neolaka, 2014).

A hypothesis is a temporary answer to the formulation of a research problem, in which the formula of the research problem has been expressed in the form of a statement sentence. It is said to be temporary because the answers given are based on empirical facts obtained through data collection. Research that formulates a hypothesis is research that uses a quantitative approach. The hypothesis for this research is:

Ha: There is a significant influence between the knowledge of BMC and the interest of young entrepreneurs. Jabodetabek

Ho: There is no significant influence between the knowledge of BMC and the entrepreneurial interest of the young generation of Jabodetabek.

## RESULTS

### Validity Test

The examination of the simple linear regression validation data reveals a significant correlation between the independent variables, which represent knowledge, and the dependent variable, indicative of participation. Calculated correlation coefficients (r) for the majority of variable pairs exceed the critical 'r table' value of 0.2133 (Table 1). This surpassing of the critical value affirms the predictive validity of the knowledge variables in relation to the levels of participation. Consequently, where 'r' values are greater than the corresponding 'r table' values, the constructs under investigation in this study are considered valid.

### Reability Test

In statistical analysis, ensuring data reliability is crucial. The Composite Reliability (CR) test is a common tool used for this purpose, with scores ranging from 0 to 1. A score above 0.7 in this test is generally considered a sign of good reliability. This means the measurement methods are accurate and consistent. Based on the results of the Composite Reliability test, each variable has a reliability value above 0.7 (Table 2). It indicates that your data is highly reliable. This level of reliability is essential for robust and credible research outcomes.

In this study, explored the relationship between knowledge (independent variable) and participation (dependent variable) using the 'enter' method in regression analysis (Table 3). This approach involves incorporating all knowledge-related variables into the analysis at once, allowing us to assess their collective impact on participation. This method provides a comprehensive view of how knowledge influences participation, considering both the direct and interactive effects of various knowledge factors on participatory behavior.

Table 1. Validity test of research instruments

X	r Count	r Tabel	Y	r Hitung	r tabel
1	0.672	0.2133	1	0.729	0.2133
2	0.628	0.2133	2	0.417	0.2133
3	0.625	0.2133	3	0.446	0.2133
4	0.759	0.2133	4	0.750	0.2133
5	0.569	0.2133	5	0.551	0.2133
6	0.650	0.2133	6	0.691	0.2133
7	0.648	0.2133	7	0.732	0.2133
8	0.591	0.2133	8	0.494	0.2133
9	0.662	0.2133			
10	0.662	0.2133			
11	0.616	0.2133			
12	0.706	0.2133			
13	0.717	0.2133			
14	0.675	0.2133			
15	0.755	0.2133			
16	0.715	0.2133			
17	0.752	0.2133			
18	0.715	0.2133			

Table 2. Reability Test

	Composite Reability
BMC Entrepreneurial Knowledge	0.927
Entrepreneurial Interest	0.758

Table 3. Variabel Entered

Variables Entered/Removed <sup>a</sup>			
Model	Variables Entered	Variables Removed	Method
1	Knowledge <sup>b</sup>	.	Enter

a. Dependent Variable: Interest

b. All requested variables entered.

### Determination Coefficient Test

The analysis conducted using SPSS 29 yields insightful results regarding the relationship between the variables in the study. The correlation coefficient (R), as indicated in the table, is 0.65, which translates to a 65% correlation between the independent variable (Knowledge BMC) and the dependent variable (entrepreneurial interest). Furthermore, the determination coefficient (R Square) derived from the output stands at 0.423 (Table 4). This value elucidates that 42.3% of the variance in entrepreneurial interest can be explained by the variation in Knowledge BMC. This significant level of influence highlights the pivotal role of Knowledge BMC in determining entrepreneurial

interest, underscoring the importance of this variable in the context of entrepreneurial studies.

### Simple Linear Regression Test

The data analysis performed with SPSS 29 reveals significant findings in the regression model. The F statistic, calculated as 60.878, and the corresponding significance level of 0.001, which is well below the conventional threshold of 0.05, indicates that the regression model is statistically significant (Table 5). This outcome implies that the model is robust and can be reliably used to predict the variable of interest. In practical terms, it denotes a meaningful influence of the independent variable, Knowledge BMC (X), on

the dependent variable, Entrepreneurial Interest (Y). The statistical significance reflected by these results underscores the importance of Knowledge BMC in shaping Entrepreneurial Interest, validating the hypothesized relationship within the model.

The results of the partial significance test (t-test) in the study provide substantial insights into the impact of the independent variable. The Enterprise Knowledge BMC variable exhibits a t-value of 7.802, which notably surpasses the critical t-table value of 1.992 (Table 6). Additionally, the significance level, recorded at 0.0005, is below the standard threshold of 0.05. This statistical evidence strongly suggests that Entrepreneurship Knowledge positively influences Entrepreneurial Interests.

Interpreting these results, it can be inferred that an increase in entrepreneurship knowledge, particularly through engagement with the Business Model Canvas (BMC), correlates with heightened entrepreneurial interest among the younger generation. This significant relationship is further reinforced by both the t-test and F-test results. Consequently, the study concludes that the variable of BMC Entrepreneurship Knowledge holds a significant and positive influence on entrepreneurial interests, affirming its critical role in fostering entrepreneurial inclinations.

The results of this study are in line with several studies, namely the Study on the influence of entrepreneurial knowledge on entrepreneurial interests conducted by Mustofa (2014), which showed that the variable of enterprise knowledge positively affects entrepreneurial interests (Mustofa, 2014). Knowledge of entrepreneurship has a positive impact on entrepreneurial interests (Noviantoro & Rahmawati, 2017) and the results of research show that the application of BMC methods can improve student entrepreneurs thinking. Knowledge about entrepreneurship influences entrepreneurial intentions positively and significantly (Lestari, Rusdarti, & Widiyanto, 2020; Sustaningrum & Pramitasari, 2020; Utami et al. 2021; Hutasuhut, 2020; Astar, 2020; Ilyas et al. 2020).

The BMC Method gives students the opportunity to be introduced, taught, and applied in entrepreneurship courses and entrepreneurial practise (Rezvanny & Syahribulan, 2022). Research conducted by Paramitasari (2016) noted that entrepreneurial knowledge has no influence on the interests of entrepreneurs. Both studies show differences in results, so further research is needed on the impact of entrepreneurial knowledge on entrepreneurial interests.

Table 4. Result Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.650a	.423	.416	2.433

a. Predictors: (Constant), Knowledge

Table 5. F-Test

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	360.422	1	360.422	60.878	<.001 <sup>b</sup>
	Residual	491.390	83	5.920		
	Total	851.812	84			

a. Dependent Variable: Interest

b. Predictors: (Constant), Knowledge

Table 6. The result of Simple Regression T-Test

Coefficients <sup>a</sup>						
Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	15.539	2.642		5.882	<.001
	Knowledge	.258	.033	.650	7.802	<.001

a. Dependent Variable: Interest

## Managerial Implication

The managerial implications of this research are significant, especially for educators and business trainers. Given the demonstrated positive impact of entrepreneurial knowledge, as highlighted by Mustofa (2014), Noviantoro & Rahmawati (2017), and others, it's crucial for educational institutions and training programs to integrate comprehensive entrepreneurial education into their curricula. This integration should include the use of methods like the Business Model Canvas (BMC), as advocated by Rezvanny (2022), to foster practical and theoretical understanding of entrepreneurship. For business trainers and mentors, the findings suggest the importance of emphasizing knowledge-based training, reinforcing the concept that a robust grasp of entrepreneurial principles can significantly elevate entrepreneurial interest and intentions. However, the contrasting results of Paramitasari (2016) indicate that the approach to imparting entrepreneurial knowledge should be tailored to the specific context and audience to ensure effectiveness. This nuanced approach to education and training can lead to a more informed and motivated generation of entrepreneurs (Mustofa, 2014; Noviantoro & Rahmawati, 2017; Rezvanny & Syahribulan, 2022; Paramitasari, 2016).

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The results of this study's basic regression analysis highlight the strong correlation between the Jabodetabek youth's interest in entrepreneurship and their knowledge of the Business Model Canvas (BMC). This shows a significant association, indicating that young people's entrepreneurial aspirations are positively influenced by growing familiarity and understanding of the BMC framework. The BMC has demonstrated its efficacy as a strategic management and entrepreneurial tool by augmenting entrepreneurial attitudes. This underscores its potential as a pivotal educational element in the promotion of entrepreneurship. In light of these results, it is critical that academic institutions and entrepreneurship programs include BMC training in their curricula. Younger people's interest in entrepreneurship can be greatly increased by such integration, equipping them with the necessary skills for success in the cutthroat business world. Furthermore, this association between entrepreneurial spirit and BMC knowledge

## Recommendations

Based on the research that identified a positive correlation between Business Model Canvas (BMC) knowledge and entrepreneurial interest among the Jabodetabek generation, several managerial implications can be outlined. First, it is crucial for educators and policymakers to integrate BMC into the entrepreneurship curriculum, providing relevant training and resources. Second, the education and business sectors need to collaborate in offering practical opportunities for the younger generation, such as workshops and internships, to apply BMC in real-world contexts. Third, further research is needed to better understand the influence of BMC on entrepreneurial interest, focusing on a larger and more diverse sample. This will aid in formulating more effective strategies to support entrepreneurship among the younger generation in Jabodetabek, while strengthening the development of evidence-based policies in the education and business sectors.

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