

## PROMOTING STARTUP BUSINESS' SUCCESS IN UNIVERSITAS CIPUTRA SURABAYA: THE ROLE OF ENTREPRENEURSHIP EDUCATION

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**Abstract :** Entrepreneurship is one of the ways to decrease the unemployment rate and promote economic growth. Entrepreneurial character can be taught through entrepreneurship education, which also help new entrepreneurs to minimize failure rate when starting a business. Universitas Ciputra Surabaya (UCS) is considered as the pioneer of entrepreneurial university in Indonesia and has an entrepreneurship course series called E-Wednesday. This university encourages students to have entrepreneurial spirits. The purpose of this study is to explore the role of entrepreneurship course in UCS toward startup business' success. Semi-structured interview, documentation, and secondary data were used to collect data. Purposive sampling was used to select informants. The result of this study indicates that E-Wednesday gives positive impact and contributes to students startup business' success. Students can implement the theories learned when creating real business projects. The entrepreneurship course has important roles such as to provide mentoring, facility, networking, and motivation for students. Specifically, UCS's E-Wednesday provides students not only business lecturers, but also real entrepreneurs as facilitators. Exhibition, workshop, bazaar, and business incubators are the facilities provided by E-Wednesday to help students develop their businesses. Nonetheless, there are still some improvements to be made for the betterment of E-Wednesday.

**Keyword :** *Entrepreneurship Course, Startup Business' Success, Qualitative Method*

### 1. Introduction

The need for higher economic growth through economic development (Istanti et al., 2021), and high unemployment rate are the challenges that Indonesia faces for the past few years. Indonesia tried to overcome these challenges by increasing the number of entrepreneurs. Thurik *et al.* (2008) as cited in Sánchez and Sahuquillo (2017: 2) explained that entrepreneurs can provide many new job vacancies to decrease the unemployment rate and enhance the prosperity of the society. Thus, entrepreneurs are necessary for a country to achieve a decent economic growth (Pratama & Sartika, 2018). In order to create more entrepreneurs, entrepreneurship education or training must be encouraged and to provide the needed understanding and knowledge (Hongdiyanto, 2017). According to the Ministry of Research, Technology and Higher Education, Indonesia's government has tried to increase the number of entrepreneurs by launching several entrepreneurial programs to increase the awareness of citizens toward entrepreneurship through entrepreneurship education. Santoso and Oetomo (2016) explained that Sociologist David McClelland declared a country needs at least 2%

entrepreneurs of total population for the country to prosper. Based on the data from *Badan Pusat Statistik*, the number of entrepreneurs in Indonesia has greatly increased reaching 3.1% in 2016 from only 1.65% back in the year 2013, whereas Indonesia's unemployment rate has decreased along the years reaching 5.33% in February 2017. These two facts show that entrepreneurship education programs indeed have huge roles in developing more entrepreneurs and decreasing the country's unemployment rate.

However, starting a business is not easy. Peacock (2004) in Fatoki (2015) mentioned that startup business has a higher failure rate compared to large company where only 50% are able to survive in their first year. One way to decrease the high failure rate in startup business is by enrolling in entrepreneurship education and programs. Hence, the government provides entrepreneurial programs through entrepreneurial university that will act as mentor for students to start their business and also provide them with all the necessary entrepreneurship skills and knowledge.

Universitas Ciputra Surabaya (UCS) is the first entrepreneurial university in Indonesia. It is known as a private university that prioritizes entrepreneurship education to all students. UCS has a vision to "create world class Entrepreneurs" by developing entrepreneurial mindset to the students. UCS has an entrepreneurship education called E-Wednesday or "*Reboan*". This subject is under the School of Entrepreneurship and Humanities (SEH). All students in UCS must take this subject regardless what major the students take from 1<sup>st</sup> – 5<sup>th</sup> semester. Based on these phenomena, the purpose of this study is to explore the role of entrepreneurship course in affecting Universitas Ciputra Surabaya startup business' success. The result of this research provides insight on UCS's entrepreneurial education best practice in contributing to startup business' success, which contributes to entrepreneurial education body of knowledge. In addition, the result of this research also provides practical implications for the betterment of UCS's E-Wednesday program.

## **2. Literature Review Entrepreneurship**

Inegbenebor and Igbinomwanhia (2010) in Ogedengbe *et al* (2015: 79) mentioned that entrepreneurship is a process of implementing the role of planning, executing and forecasting the business' risk. Entrepreneurship can also be defined as the ability to maximize and create a value proposition to find new opportunities and use it to create a better economic life (Radianto and Santoso, 2017: 99). Based on Ciputra (2012) as cited in Gunawan and Kaihatu (2017: 245), entrepreneur is someone who is able to combine all existing resources with creative and innovative process to create a product or service that gives benefits to the people. According to the researcher, entrepreneurship is an action of creating something value to grab and find new opportunities to create a better economic life.

### **Entrepreneurship Education**

Katz as cited in Kassean *et al* (2014: 3) mentioned that as people start to know the importance of entrepreneurship as the demand of entrepreneurship education is increasing. Entrepreneurship education is not only teaching students how to build a new business; it provides students with motivation, basic knowledge, skills, and competencies to be more innovative and flexible in doing a business (Nacuta 2014: 10). Through entrepreneurial education, students also learn to have organization skills, time management, leadership development and interpersonal skills (Kurnia, 2014: 7). Gibb (2002) in Kassean *et al* (2014:

3) explained that students who have gone through entrepreneurship education are three times more likely to start their own business and to be self-employed. According to Rae and Carswell (2000) in Arshed (2013: 3) mentioned that experience and/or experiential learning is important for entrepreneurial learning to be effective. Neck and Greene (2011) as cited in Arshed (2013: 3) explained that teaching entrepreneurship is not only by understanding and knowing, but also requires applying and practicing.

Furthermore, a research by Mohamad *et al* (2017) confirms that entrepreneurship can be taught through education. A research by Hasan *et al* (2017) concluded that entrepreneurial development is influenced by generalized, motivational, and augmented entrepreneurial education. Pedrini, Langella, and Molteni (2017) also found that entrepreneurship education has a positive and significant impact on some physiological characteristics and increase the students' personal skills and knowledge. Ho, Low, and Wong (2014) conclude that entrepreneurship education program is positively related to entrepreneurship engagement. Jones *et al* (2017) shows that entrepreneurial education programs provide students with value to enable them in building new business by giving enterprising knowledge and skills to the students.

### **Entrepreneurship Course in Universitas Ciputra Surabaya (UCS)**

UCS is a university that enhanced the entrepreneurship education as their education priority. This university uses Problem Based Learning Teaching methods that provide students with mentoring sessions with facilitators and theoretical basic skills and knowledge about entrepreneurship to the students. This shows that UCS uses combination of both classroom-based program and experiential learning. Classroom-based program includes lecturers about theoretical basic knowledge and skills about entrepreneurship and seminars. While experiential learning program includes real business project assignments, workshops for business project enrichment, mentoring with experienced facilitator, coaching, and networking sessions. According to Antonio (2012: 23), UCS has an entrepreneurship program called "E-Wednesday" that applied to all students regardless what major the students take. This entrepreneurship course is managed by entrepreneurship center called 'School of Entrepreneurship and Humanities' (SEH). This subject takes 15 credits out of 144 credits in all study programs.

E-Wednesday is divided into several projects model includes (Antonio, 2012: 24):

- E1 – Personal Selling Skill  
The project is personal selling of a certain product of brand. This activity aims students to familiarize with the process of direct selling and find innovative communication skills to promote the products.
- E2 – Startup Creation  
In this semester, the students learn to create startup business project and design business activities that promote the product to a bigger target using digital media such as Facebook, Twitter or website.
- E3 – Startup Execution  
The students are required to execute their business project designed in E2, as well as learning how to handle various sectors of the business such as human resources, finance, marketing, and operations. Students also have the chance to ask for real market feedback.
- E4 – Innovation

The students learn how to further innovate their business project using the concept of 10 Types of Innovation. Students also need to register the business to legal entity and learn how to broaden their business. They will learn the mechanism and challenges of running business. They need to be able to adapt and customize their products to meet with customers' expectation.

- **E5 – International Business**

The students are challenged to grow their business internationally through joining foreign trade fairs and international exhibitions as a way to introduce their products to the international market. The students are also expected to learn international law and legal aspects.

Based on Antonio (2012: 5), UCS also provides students with entrepreneur enablers and Entrepreneur in Residence (EiR). Entrepreneur enabler is a full-time lecturer who gives students all the theoretical foundation about entrepreneurship to develop students' creativity and innovation. On the other hand, EiR is a real entrepreneur who is invited to tell his experience and knowledge to the students. They both will be the mentor and facilitator for the students in doing their business.

### **Startup Business' Success**

Rises (2013) as cited in Gunawan and Kaihatu (2017: 246) explained that start-up business is a new established business and is in the development and research phase to find the most suitable and most appropriate market. According to Kidder (2013), startup business is a company with limited operating history and usually in the phase of product and market discovery. It is also a small company that focuses in high growth, scalability and market leadership. Therefore, startup business is a new company offers new product or service, which was created in high uncertainty conditions and has a chance to grow in the future.

Stefanovic et al. (2010) in Eriksson (2012: 9) mentioned that there is no specific definition of business success. Business success can be interpreted in many ways. According to Hlatshwako (2012: 18), small business is considered as successful when it continues to do transaction regularly and survive in maintaining the business in the industry. Pasanen (2003) in Eriksson (2012: 8) mentioned there are some criteria that determine startup business' success:

1. **Survivability of the company**

Survivability is the ability for a company to be able to survive in the business. It is also considered as a determinant for success in startup business because startup business has higher failure rate compare to large business. The company needs to be at least survived in the business for 2 years minimum.

2. **Financial performance growth**

Financial growth can be the basic factor that measures the successful of the company. There are some growths in financial performance includes sales revenue growth every year. Growth in sales revenue indicates that society are accepting and using the products.

### **3. Research Method**

This research is classified as a qualitative research. According to Cooper and Schindler (2014: 664), qualitative research is an interpretive method that asked to describe, decode,

interpret and come to terms with the significance, not the frequency, of particular phenomena. Morse (1999) in Dabić and Stojanov (2014) mentioned that in qualitative research, the researcher spends more time in real world to achieve deep understanding of a situation. Qualitative technique is used at data collection and data analysis of a study (Cooper and Schindler, 2014: 144). The techniques in data collection include focus groups, case studies, grounded theory, action research, individual depth interview (IDIs) and observation. In data analysis, the researcher uses the recorded materials from respondents (Cooper and Schindler, 2014: 144).

In this study, purposive sampling method was used in determining the research subject. It is a sampling which researchers select the respondents for their unique characteristics, experiences, attitudes or perceptions (Cooper and Schindler, 2014: 663). The first research subject is business and entrepreneurship facilitator. This subject is chosen for they have the entrepreneurship and business knowledge that can give insight about theoretical basis. The second research subject student of UCS. This subject is chosen because they can give their thoughts and idea about the impact entrepreneur education in their business project. Data collection method that is used are interview, documentation, and secondary data. According to Cooper and Schindler (2014: 152), interview is a primary data collection method for gathering information in qualitative methodology. This study uses semi-structure interview. According to Willer *et al* (2013: 2), document is used to make evident and provide explanation. In this study, the documentation includes interview transcript, literature study, interview recorded audio, photo with informant and financial report sales revenue of student's business. Secondary data is a result of studies that was collected by others (Cooper and Schindler, 2014: 693). In this research, the secondary data consist of literature study, journals, books, and recent studies that have connection with the research.

According to Bajpai and Bajpai (2013), validity is a test of how well the instrument that is used measures a certain concept it is intended to measure. This study uses triangulation method. According to Yeasmin and Rahman (2012: 156), triangulation is a process of verification from several points of views and methods. The objective is to verify the credibility of the data by checking the data through different sources. This study uses data triangulation method for the researcher collected the data from interview with different sources such as Business and Entrepreneurship facilitator and students of UCS. Reliability is related with the accuracy and precision of a measurement procedure (Cooper and Schindler, 2014: 257). This study is collected data from interview and documentation to test the reliability.

## **4. Results and Discussion**

### **4.1. Results**

#### **Entrepreneurship Course in Universitas Ciputra Surabaya**

UCS's teaching method is Problem Based Learning, which provides students with basic knowledge about business and also create their own business. UCS combines the classroom-based and experiential learning program. According to the interview with business facilitators, experiential learning program is really important for students can directly create their own business in real world. This result supports a research by Hongdiyanto (2021), which found that students who want to learn more about entrepreneurship are to have higher entrepreneurial intention. Whereas, this research result also supports a research by



Hongdiyanto et al. (2020) that shows entrepreneurial learning can increase female students' entrepreneurial intention. Therefore, as students gain entrepreneurial educations, they are more likely to engage in real business practice and entrepreneurship.

In addition, facilitators feel that students will learn more about doing business by experience it in real life and not just from book or class. However, this does not mean that classroom-based program is not important, facilitators mentioned in the interview that theoretical program can give students basic knowledge and skills in becoming an entrepreneur. Students also feel that the combination of theory and practical is really important for people can do better in real life when they have already had basic skills and knowledge.

According to Neck and Greene (2011) in Arshed (2013: 3) explained that teaching entrepreneurship is not only by understanding and knowing, but also requires applying and practicing. The result of the interview with the informants are strengthened by previous research conducted by Ho *et al* (2014), which shows that both classroom-based and experiential learning program are positively related to entrepreneurial engagement. In addition, experiential learning has stronger and higher impact compare to classroom-based. UCS has already combined those two types of educational programs.

## **The Roles of Entrepreneurship Course in Universitas Ciputra Surabaya**

### **1. Mentoring**

Based on the interview, the students feel that mentoring program has significance role in helping their business to be success. Handy feels that facilitators can help him in upgrading his business product. They also give guidance about where the business' future will go and give him solution in difficult situation. Mega mentioned that facilitators guide her step by step in doing her business. When she faced some difficulties, facilitators also give her many solutions to overcome the difficulty. When plan A does not work out, they will try to find other solutions together. On the other hand, Mrs. Dewi as business facilitator explained that the facilitators in E-Wednesday are not only business lecturer but also business practitioners. Facilitators will supervise, direct and give students guidance about their business. According to Antonio (2012: 5), this term called entrepreneur enabler who is full time lecturer in UCS that give students all theoretical foundation about entrepreneurship and Entrepreneur in Residence who is real entrepreneur that share their experience in creating a business.

### **2. Facility**

Students in UCS also given many facilities in hope this that can help them expand their business. Based on the interview, students are given free stands for national and international exhibition, bazaar, seminar and workshops. To be able to get a free stand, the business project needs to fulfill certain requirements. For example, in 5<sup>th</sup> semester, Handy and Lucia are given free stand in SIAL Interfood exhibition in Jakarta. The stand in the exhibition itself is expensive approximately million rupiahs and UCS gives them for free. They just need to buy plane tickets and hotels to stay. They are chosen for their product is good and the business is running well. Faradina also once given free stand in WTF market. She mentioned that the revenue in WTF market is higher than her usual sales. Facilitators mentioned that UCS also funding students' business project that fulfill specific requirements and send students in national and international competition. In conclusion, UCS really supports their students in expanding their business.

### **3. Networking**

By joining exhibitions, bazaars, and seminars, students also get lots of new network that is useful for their business. In doing business, networking is really important. At this opportunity, students got new customers, suppliers, and channels in doing their business. Students mentioned that by having large networking, it is easier for them to put their product in supermarket or doing consignment for of having network inside the supermarket. Based on the interview with Lucia, by joining workshop from UCS, Lucia can make friend with the owner of Finna Group. When she want place her product in Bonnet supermarket, it is easier for her for she already has contact with Mr. Bambang who is the manager of Bonnet supermarket. Based on facilitators, many students get new deal with buyers abroad by joining the exhibition. UCS also provides students with many communities and seminars that can enlarge their network.

### **4. Motivation**

A company needs to have target to so that they know where does the business want to go. Target is also a tool to motivate students in expanding their business. Facilitators always set target to the students so that they can try their best in doing the best. Each business project has different target depend on the progress of the business project itself. Based on the interview, target can help students in doing better performance in the future. It can also guide students to find new strategies to fulfill those targets. When the target cannot be achieved, facilitators will help students to find other solutions and other strategies in order to finish the target. Without target, people will be lazy and not motivated in expanding the business for they do not have a future image about their business in the future. According to Nacuta (2014: 10), entrepreneurship education is not just teaching students how to build a new business; it provides students with motivation, basic knowledge, skills, and competencies to be more innovative and flexible in doing a business. Target is a key factor in expanding and developing business. Target can motivate someone to better in doing their performance and expanding business. It is one of the tools to motivate students in order to become better.

#### **4.2. Discussion**

##### **Improvement for Entrepreneurship Course in Universitas Ciputra Surabaya (UCS)**

#### **1. Facilitator**

In E-Wednesday class, the students usually have different facilitators for each semester. The information and progress of each business project will be transferred from previous facilitators to new facilitators. The results of interview with the students show that they feel the previous and new facilitators are not communicating well. Students will be asked to explain their business from the start and also their business progress to the new facilitators when the new semester began, while new facilitators are supposed already know about all the information about students' business project. This shows that facilitators are lack of coordination between each other. This condition sometimes leads to unreasonable target and unsuitable guidance from the new facilitator to their students' business for they do not have deep understanding about the progress of each business project. This could discourage the students in doing business.

On the contrary, facilitators explained that this condition happened because the scope of the E-Wednesday class is extremely big, which is all UCS approximately one thousand students with internal and external facilitators. It is not easy for them to facilitate all students

at once. Facilitators have already done the coordination, but it all also depends on the capability of the facilitators. In the future, students hope that there will be more coordination between facilitators in order for them to have deep knowledge about students' business project. The information and progress can be transferred optimally from previous to new facilitators.

## **2. System**

Students hope that in the future there will be more integrated and better system for them to submit the information data and progress of their business to the facilitators. E-Wednesday class uses SEP system (UCS's student information system) to collect all data of students' business project. Each week students need to submit their progress and also their mentoring report. The interview with students shows that they feel SEP system is actually good system for it is more organized and all data is saved in one system, which is SEP. It is also easier for students and facilitators to look at the history and progress of business project. However, SEP system often error and it affects students' performance. Faradina as UCS student once lost her mentoring score for the when she wanted to input the report to SEP, the system went wrong. It went jam and error for about three hours. This can give negative impact to students' performance. On other hand, based on the interview result with facilitators, SEP system is used as a tool to compile and track all students' business project history. By having this system, facilitators hope that the coordination among facilitators will be easier for the scope of students is extremely big. However, facilitators also agree that SEP system is not integrated enough to do the task well. Therefore, they also hope that UCS can make more integrated system that can coordinate all facilitators and students.

## **Research Implications**

Based on the findings of the study, there are several research implications. First research implication is for entrepreneurship course in UCS. E-Wednesday program has a positive impact and contribution to students' startup business success by giving the students mentoring program, facilities, networking and motivation. UCS has provided students with good curriculum of Entrepreneurship Course that can help students in developing their business to be successful. Students also understand the importance of E-Wednesday and can implement the knowledge and skills from classroom program through creating a real business project. UCS needs to maintain the quality of the program by giving more interactive and innovative programs to the students. Students need to apply the knowledge and skills they received from E-Wednesday program to do the business project.

Second, there is a research implication for the roles of entrepreneurship course in UCS. E-Wednesday affected students' startup business' success by giving the students mentoring, facilities, networking, and motivation that hoped to help the business project to be successful. Mentoring program has a significant role to help increasing the startup business' success because facilitators will direct, supervise, guide, and help in finding new strategies when students faced with difficult situations. E-Wednesday also provides students with many facilities, such as exhibition, bazaar, seminar, workshop, and business incubator. Students are able to meet many business owners and important people in the business world that can enlarge their network. Facilitators also play a role to motivate the students by giving weekly target in every semester. UCS needs to maintain the quality of all programs to the students. Students also need to appreciate all the programs that E-Wednesday has provided and



maximally used all support from E- Wednesday to improve their business project's performance. Students need to be active in joining the exhibition, workshop, and seminar to enlarge their networks and must work hard in fulfilling the target given from the facilitators.

Third, the implication for the improvement of entrepreneurship course in UCS is that facilitators need to fix their communication skills in order to transfer information optimally from the previous facilitator to the new facilitator. Facilitators also need to set a target according to the business project's progress and guide students based on the condition of the business project. UCS needs to upgrade the system to a more integrated one so that it can be the platform that connects the students and the facilitators.

**Table 4.1 Research Implications**

<b>Research Result</b>	<b>After Research</b>
Mentoring	UCS needs to maintain the quality of the programs.
Facility	Students need to develop their business project successfully in order to fulfill the requirement to obtain more facilities.
Networking	Students need to be active in joining exhibition, workshop, and seminar to enlarge their networks.
Motivation	Students need to work hard in fulfilling the targets given by the facilitators.
Facilitator	Facilitators need to develop better communication in order to have the information transferred optimally.
System	UCS needs to upgrade the system to a more integrated one so that it can be a platform for the students and the facilitators.

Source: Data Processed (2017)

## **5. Conclusion**

The result of this study shows that Entrepreneur Course in UCS indeed contribute to students startup business' success. There are several roles of Entrepreneur Course that contribute to students' business project:

Mentoring: E-Wednesday provides students with two types of facilitators, business lecturer and real business owner. Both facilitators will teach students about theoretical basic and also share their experience in doing real business. Students will be guided and supervised by facilitators to find new strategies to develop their business. If students face any difficulties, they can ask the facilitators for the solutions.

1. Facility: E-Wednesday provides students with exhibitions, bazaar, workshop, and business incubator. Students will get free stand or funding if their business meets specific requirements. By having these facilities, students will get new experience and chances in developing their business.
2. Networking: By joining E-Wednesday, students meet many business community, real business owner who become facilitators in E-Wednesday and also other important people in business world through workshop and exhibition. This can help them in enlarging their network in business world.
3. Motivation: In E-Wednesday, each business project will make a target to be fulfilled in

every semester. This target can motivate them in doing better performance in the future. Facilitators will set a target every week in order to motivate students in expanding their business.

The Result of this study also shows some improvements to be made for E-Wednesday in order to increase the quality of the course:

1. Facilitator: Information can be transferred optimally from previous to new facilitators. Theyboth also need to have more coordination so that they have a deep understanding about theirstudents' business project.
2. System: Make a more integrated system and better system to submit and collect the data progress of business project.

### **Research Limitation and Suggestion**

This study only focused on E-Wednesday, which is a UCS's entrepreneurship program, as factor that influence a startup business' success. Therefore, the result of this study is limited to beused by the UCS. Nonetheless, this study has been able to explore the best practice roles of entrepreneurship course in the case of UCS. Therefore, other similar study can be done in other entrepreneurship universities in order to better understand the role of entrepreneurship education towards startup business' success in different universities. Future researchers should also seek and observe factors other than entrepreneurship education that may influence a startup business' success, such as the environmental factors (infrastructure, government, technology, political environment) and demographic factors (age, experience, education). The methods should consist of a combination between observation, case study and interview. The findings can help to better determine the factors that influence the success of a startup business.

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