



## Implementation of The Entrepreneurial Program: Mini Fiesta Entrepreneurship @ KKBS

Full Paper

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### Abstract

The MPU12012 Entrepreneurship course at Malaysian Community College is being developed to provide basic entrepreneurial exposure to all students. Students are exposed to basic knowledge and entrepreneurial skills in this course to promote the culture of entrepreneurship after graduation by becoming job creators. The purpose of this study was to determine the impact of implementing the Mini Fiesta Entrepreneurship @ KKBS programme on enhancing the knowledge and entrepreneurial skills of students enrolled in the MPU12012 Entrepreneurship course. This study applies a quantitative approach in the form of a survey. In Session II 2021/2022, 73 students took the MPU12012 Entrepreneurship course at Beaufort Community College. The mean score data shows a high level of implementation of the Mini Fiesta Entrepreneurship @ KKBS and entrepreneurial skills. Furthermore, there is a significant relationship ( $r=.994$ ) between the implementation of the Mini Fiesta Entrepreneurship @ KKBS programme and entrepreneurial skills. However, the t-test results show that there is no difference in entrepreneurial skills between students. As a result, higher education institutions should constantly encourage students to engage in entrepreneurial activities and develop their skills. Mini Fiesta Entrepreneurship @ KKBS programmes can assist them in applying the theory they have learned and taught.

*Keywords:* - Mini Fiesta Entrepreneurship, entrepreneurial program; entrepreneurial skills

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### 1. Introduction

Entrepreneurship is a creative and innovative activity based on developing new products and having the courage to take risks to reach the added value or objective you have in mind (Saefullah et al., 2011; Yusuf & Beny, 2019). Additionally, being an entrepreneur requires the ability to promote ideas and items to the public. It is not enough to only research or develops develop. In other words, entrepreneurship prioritizes marketing capabilities in addition to other business-related skills.

According to the Entrepreneur Action Plan for 2016-2020 for higher education institutions (IPT), entrepreneurship and education are two crucial elements

that are at the core of developing Malaysia into a high-income and inclusive developed nation. As a result of the importance of entrepreneurial culture in reducing Malaysians' traditional belief that they should live off of their salaries, education system in Malaysia's educational system includes entrepreneurship (Judeh & Rahim, 2011 and Nurzulaikha & Aslinda, 2021).

As a result, Malaysia's higher education system uses the application of entrepreneurial skills to give potential graduates other options when they graduate. Development of an entrepreneurial curriculum has been put into place to inspire students to explore entrepreneurship in the future. Students should be encouraged to pursue entrepreneurship since they can succeed as business

owners, according to Nurzulaikha and Aslinda (2021). Jardim, Bartolo, and Pinho (2021) explain this by stating that the growth of entrepreneurial education in the field of global education is because graduates with entrepreneurship skills are better prepared to face challenges in their professional careers and to contribute to social and economic issues like sustainability, environment, social exclusion, and poverty.

Furthermore, the entrepreneurial culture at the institution of higher learning is proactive, having been incorporated into the curriculum as a service for various training and entrepreneurship (Freddy & Norasmah, 2021). The Malaysian Ministry of Education promotes entrepreneurship through co-curricular activities in secondary schools. It also includes curriculum development at a community college, which is one of the TVET training institutions administrated by the Ministry of Higher Education. All students pursuing a community college degree must take the MPU12012 Entrepreneurship course. Various entrepreneurial programs and activities are implemented to improve students' knowledge and entrepreneurial skills.

## 2. Problem Statement

Entrepreneurship is the most effective tool for transforming the country's economy and bringing more high-quality entrepreneurs to the Malaysian government's attention. However, according to Freddy and Norasmah (2021) situation of the entrepreneurial culture among students is still low, with more students preferring to find work than pursue entrepreneurship.

Although entrepreneurial education has been incorporated into the curriculum at higher education institutions, the impact of this subject or entrepreneurial course is still debatable because students' tendency to become entrepreneurs and their entrepreneurial characteristics are low (Badariah et al., 2016; Nurzulaikha & Aslinda, 2021). According to Widoyoko, Kustilah and Pamilih (2020), the outcomes of entrepreneurial course learning are generally unsatisfying because they are solely based on the achievement of sales goals, so the learning outcomes do not reflect changing entrepreneurial attitudes and behaviors.

Community College is a TVET institution that promotes the implementation of the entrepreneurial education curriculum to improve the skills and knowledge of students interested in entrepreneurship. The MPU12012 Entrepreneurship course was designed to expose all students to entrepreneurial principles. Students' knowledge and skills can help them pursue entrepreneurship after graduation. According to the course syllabus, the following five (5) topics will be covered:

- i. Topic 1: Introduction to entrepreneurship;
- ii. Topic 2: Coming up with new business ideas;
- iii. Topic 3: Marketing mix (4Ps);
- iv. Topic 4: Social media marketing for entrepreneurs; and
- v. Topic 5: Finance

The MPU12012 course evaluation included four (4) continuous assessments of presentation, reports, offline sales simulations, and online sales simulations. To achieve the course learning outcomes (CLO), lecturers must conduct ongoing assessments of their creativity to:

- i. Describe entrepreneurial values in the business world;
- ii. Participate in offline and online business simulations using marketing mix; and
- iii. Report effective profit and loss calculations from the business.

As a result, lecturers have planned an entrepreneurial program with students in the MPU12012 Entrepreneurship course as one of the efforts to achieve the CLOs. This Mini Fiesta Entrepreneurship @ KKBS was an entrepreneurial program that includes continuous evaluation. During the teaching and learning session of MPU12012 Entrepreneurship, students plan and execute offline and online sales simulation activities. Students are required to develop a business idea that is a product or service.

Following that, they must conduct offline and online marketing activities within the Beaufort Community College (KKBS) area or outside of college. As such, the Mini Fiesta Entrepreneurship @ KKBS programme, held on June 8, 2022, is an indicator for students to apply the entrepreneurial skills learned in class. Therefore, the purpose of this research is to examine the impact of implementing the Mini Fiesta Entrepreneurship @ KKBS program on enhancing the knowledge and entrepreneurial skills of students who have taken the MPU12012 Entrepreneurship course.

### 2.1 Research Objectives

The objectives of this research are based on the problem statement presented:

1. Determine the Mini Fiesta Entrepreneurship @ KKBS program's implementation impact;
2. Identify significant relationships between Mini Fiesta Entrepreneurship @ KKBS implementation stages and entrepreneurial skills among students; and
3. Identify gender differences in entrepreneurial skills among students.

Following that, the research's hypotheses are:

- i. Ho<sub>1</sub>: There is no significant relationship between Mini Fiesta Entrepreneurship @ KKBS level implementation and entrepreneurial skills among students.
- ii. Ho<sub>2</sub>: There is no difference in entrepreneurial skills between genders among students.

## 2.2 Research Questions

The following research questions were addressed in this research is:

1. What is the current level of the Mini Fiesta Entrepreneurship @ KKBS program's?
2. Is there a relationship between the implementation of Mini Fiesta Entrepreneurship @ KKBS and the entrepreneurial skills of students?
3. Do students' entrepreneurial skills differ by gender?

## 3. Literature Review

Entrepreneurial education is being introduced in higher education to help students develop their entrepreneurial skills. Implemented programs not only add value to entrepreneurial skills and provide students with the opportunity to pursue entrepreneurship.

However, previous research indicates that teaching and learning entrepreneurship in secondary school is generally less satisfactory. Erna (2017) agreed, stating that entrepreneurship-shaped programs are less effective. This finding is based on an evaluation of the impact of an entrepreneurial education program at a business centre for accounting students at SMK Negeri 7 Yogyakarta, Indonesia. This study included 128 respondents and discovered that 51.5% of respondents did not understand the importance of entrepreneurial education programs conducted in school business centres. As a result, the school administration must implement a more detailed understanding of the importance of entrepreneurship to students.

An entrepreneur should have a distinct personality and vision when acquiring or developing a new product or idea. Triana et al. (2019) have studied entrepreneurship development programs at Soedirman General University, where 59 students have been conducting entrepreneurship programs based on Science and Technology for nearly 8 months. Dairy processing, soap making, food preparation (fried chicken), and ginger cultivation were all activities for entrepreneurship students. According to the findings, this entrepreneurial development program helps to motivate and inspire respondents. Following that, this entrepreneurial development program has successfully produced six independent entrepreneurs in six different business areas.

Safitri et al. (2021) conducted a qualitative study to determine the impact of creative entrepreneurship programs involving iWANCHU product innovation: Cucumber Ice Cream by Jakarta State University students. This creative entrepreneurship program involves collaboration with a small group of housewives from a small industry, iWANCHU home business in Kojja, Klender. The findings indicate that these innovative products are capable of increasing the income of the home business sector while requiring little capital. According to 85.4% of respondents in this study, creative entrepreneurship programs are a program that allows

students to engage in entrepreneurship. Furthermore, the respondents successfully produced creative innovation products for home business commodities.

Muhammad, Sheerad and Norasmah (2021) conducted a study of 350 *asnaf* children from all over Selangor to determine the level of entrepreneurial culture and mindset. The results show that the samples' entrepreneurial cultural tendencies were high, with a mean value of 4.44 and a standard deviation of .79. It can be concluded that *zakat* capital assistance programs for entrepreneurial activities assist *asnaf* children in starting their businesses.

Hasan, Khan and Nabi (2017) conclude that entrepreneurial education is crucial to long-term socioeconomic development. As a result, Rahma et al. (2022) researched the impact of implementing a creative entrepreneurship program involving students from Muhammadiyah University, Sukabumi. Students in this creative entrepreneurship program created the Bellissimo Folding Table's innovation product: Student Multifunctional Folding Innovation and Designer. This study includes aspects of evaluation based on consumer satisfaction, sales volume, product quality, and the impact of implementing creative entrepreneurship programs. The results show that Bellissimo's creative entrepreneurial program has market potential, consumer solutions, business opportunities, and the possibility of creating employment opportunities for the community.

## 4. Methodology

This study uses a quantitative approach with a survey-style design. The study population is 73 students taking MPU12012 Entrepreneurship courses in the academic semester II 2021/2022 from March to July 2022 at Beaufort Community College. This study applied a purposive sampling technique that represents a collection of non-probability sampling. Samples were chosen based on specific organizations, events, or data (Rai & Thapa, 2015). Furthermore, the purposive sampling method involves the researchers purposefully selecting the sample to obtain a sample size that is representative of the population (Najib, 1999; Junaidi & Azhari, 2008).

The research tool consists of three sections of questionnaire forms:

- i. Part A: Background of respondents (3 items)
- ii. Part B: Impact of program implementation (10 items)
- iii. Part C: Student entrepreneurship skills (10 items)

### 4.1 Pilot Test

The researcher constructed this research questionnaire based on the planned study construct. Two (2) entrepreneurship experts reviewed this research instrument for accuracy and grammar usage. Meanwhile, a pilot test was conducted to ensure the instrument's validity and consistency. A pilot test is a pre-test version

of a study instrument used to test it before conducting actual studies (Gani, Rathakrishnan & Krishnasamy, 2020).

This pilot study included 30 students as a sample of studies with characteristics similar to the actual study sample. Respondents were given the questionnaire in Google Forms format. The data was collected using SPSS software version 23 to determine the level of internal consistency or reliability of the benchmark used in this study. As shown in Table 1, the study instrument's reliability test data is =.977.

Table 1. Reliability statistic

Reliability Statistic	
Cronbach's Alpha	N of Items
.977	20

This indicates that the study's instrumentation consistency is high and that it measures what the researcher should measure based on the study construct. According to Creswell (2014), the Alpha's Cronbach coefficient is used to obtain the internal reliability index of the instrument in the case of a survey conducted on a Likert scale, with the value of ( $\alpha$ ) used to be 0.6 and above.

The descriptive analysis involves conducting descriptive research on the outcomes of the Mini Fiesta Entrepreneurship @ KKBS program. Furthermore, inference analysis will be used to test the hypothesis of this research. Table 2 shows the interpretation of Riduwan's mean scores (2012).

Table 2. Mean score interpretation

Mean Scores	Mean Score Interpretation
1.00 – 1.99	Weak
2.00 – 2.99	Low
3.00 – 3.99	Moderate
4.00 – 5.00	High

## 5. Findings and Discussion

Fig. 1 shows the number of respondents by gender. There were 58 (79.5%) male respondents and 15 (20.5%) female respondents.

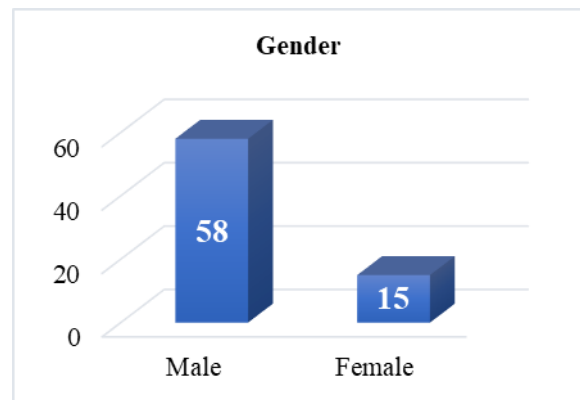


Fig. 1. Demographic of respondents

### 4.1 Descriptive Analysis

The impact of implementing Mini Fiesta Entrepreneurship at KKBS is shown in Table 3. Based on the data presented, the overall impact of implementing the Mini Fiesta Entrepreneurship @ KKBS programme is high, with a mean score of 4.19 and a standard deviation of .805.

Table 3. Impact of programme implementation (N=73)

Items No.	Statements	Mean Score	SD	Level
B1	I can be disciplined, especially when it comes to time management.	4.26	.745	High
B2.	I understand the scope of the lecturer's assignment.	4.24	.759	High
B3.	I can improve my leadership skills.	4.09	.900	High
B4.	The group's cooperation was exactly what I expected.	4.04	1.195	High
B5.	My communication skills are getting better.	4.27	.961	High
B6.	My self-esteem is growing as a result of the work that has been assigned to me.	4.12	.927	High
B7.	This programme provides a very meaningful experience for me to improve my quality.	4.20	.985	High
B8.	The programme achieved its objectives as planned.	4.26	.1054	High
B9.	Implementing assigned tasks can help me gain a better understanding of the topics covered in class.	4.26	.928	High
B10.	According to the preparation, teaching and learning in the classroom can be effectively managed.	4.16	.928	High
<b>Average</b>		<b>4.19</b>		<b>High</b>

The findings of this study are also supported by the Igah and David (2018) study of the effectiveness of the Young Entrepreneur Program among high school students in Sabah, Malaysia. The findings indicate that the Young Entrepreneur Program has high implementation effectiveness in terms of the application of student entrepreneurial values.

Table 4 shows an analysis of mean scores for entrepreneurial skills of students involved in the implementation of Mini Fiesta Entrepreneurship @ KKBS. According to the data, the overall level of entrepreneurial skills was high, with a mean score of 4.23 and a standard deviation of .697. This finding is consistent with the Liliana and Dwikurnaningsih study (2020), which discovered that the Entrepreneurship Education and Training programme increased by 85.2%, involving the entrepreneurial skills of higher education institutions in the Riau Islands, Indonesia.

Table 4. Student entrepreneurship skills (N=73)

Items No.	Statements	Mean Score	SD	Level
C1	Can identify potential opportunities.	4.27	.712	High
C2	Ability to work independently	4.26	.727	High
C3	Always grab the opportunity.	4.15	.793	High
C4	Capable of making systematic plans.	4.15	1.009	High
C5	Always maintain a positive attitude in all situations.	4.36	.716	High
C6	Have the desire to enter a new field for me.	4.12	.927	High
C7	Dare to take any risks.	4.26	.850	High
C8	Have the ability to logically evaluate something.	4.35	.839	High
C9	Capable of creating an appealing assignment	4.26	.928	High
C10	Find an alternative solution to a problem.	4.16	.928	High
<b>Average</b>		<b>4.23</b>		<b>High</b>

#### 4.2 Inference Analysis

In order to test this research hypothesis, the researcher used inference analysis. A hypothesis is typically in the form of a numerical budget of a population that is evaluated using research sample data. Examining hypotheses involves using procedure statistics to explain charges against specific populations based on research samples (Creswell, 2016 and Dewi, 2021).

*Ho1: There is no significant relationship between Mini Fiesta Entrepreneurship @ KKBS level implementation and entrepreneurial skills among students*

The first hypothesis of this study is to investigate the variable relationship between the implementation of the Mini Fiesta Entrepreneurship @ KKBS and entrepreneurial skills among students. Pearson's correlation method was used to examine the relationship. Table 5 provides an interpretation of Sugiyono's Pearson correlation test coefficients (2017).

Table 5. The interpretation of correlation coefficients

Correlation coefficient (+ / -)	Interpretation of correlation
0.00	There is no connection.
0.10 - 0.20	The correlation is very weak.
0.20 - 0.40	Correlation is weak.
0.41 - 0.70	Simple correlation
0.71 - 0.99	High correlation
1.00	Perfect correlation

According to the interpretation of the correlation coefficient in Table 5, there is a significant relationship between the implementation of the Mini Fiesta Entrepreneurship @ KKBS programme and entrepreneurial skills among Beaufort Community College students ( $r=0.994$ ,  $N=73$ ,  $p<0.01$ ). As a result, the null hypothesis ( $H_{01}$ ) of this study was rejected because there was a strong and significant relationship between the Mini Fiesta Entrepreneurship @ KKBS implementation and entrepreneurial skills among students.

The findings of this study are similar to those of Freddy and Norasmah (2021) in high school students in the Tuaran district of Sabah. The study discovered a significant relationship of  $r=.774$  between student entrepreneurship skills and the level of implementation of the entrepreneurial programme. It explains that the implementation of the compression entrepreneurship programme improves the entrepreneurial skills of students in order to foster an entrepreneurial culture.

*Ho2: There is no difference in entrepreneurial skills between genders among students.*

The second hypothesis was tested using independent sample t-tests to identify differences in entrepreneurial skills among students. According to the data in Table 6, there were no differences in entrepreneurial skills by gender ( $t_{(73)}=.974$ ,  $p\text{-value} .582>0.05$ ). As a result, this null hypothesis is accepted because the mean scores of male and female students show no difference in entrepreneurial skills.

Table 6. Analysis of independent sample t-test (N=73)

	N	Mean Score	SD	t	p-value
Male	58	4.25	.712	.974	.582
Female	15	4.04	.891		

However, the findings of this study differ from those of Saad and Sankaran (2021) in terms of entrepreneurial course implementation. Saad and Sankaran (2021) discovered a difference in entrepreneurial skills and intentions among 148 Bachelor of Education students at Malaysia's Northern University. This shows that male and female students have different levels of entrepreneurial skills and entrepreneurial intentions when learning or acquiring new skills.

## 6. Conclusion

Overall, the results of this study show that Mini Fiesta Entrepreneurship @ KKBS can provide students with exposure to knowledge and skills in the MPU12012 Entrepreneurship course. The high level of implementation of the program is aimed at enhancing the entrepreneurial skills of students at Beaufort Community College. This study is an early scenario that can be seen as one of the exposure efforts in producing successful entrepreneurs. In addition, continuous encouragement to students to conduct entrepreneurial activities at the university level will make them more skilled and apply the theory they gained during college and while taking any organized entrepreneurship course.

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