

IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION IN THE FAMILY ENVIRONMENT (PHENOMENOLOGY STUDY OF OYSTER MUSHROOM INDUSTRY CENTERS IN SEMPU DISTRICT, BANYUWANGI REGENCY)

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Abstrack : To realize the entrepreneurial mindset, entrepreneurship education is needed to produce reliable and qualified entrepreneurs, where the family is the closest person who can provide such education. This study aims to determine how the process of entrepreneurship education in the family, knowing the cultivation of entrepreneurial spirit in children in the family, as well as knowing the constraints and obstacles to the process of entrepreneurship education in the family at the oyster mushroom industry centers Sempu District, West Java. The type of research used to achieve this goal is a type of qualitative research with phenomenological methods. The results showed that the application of entrepreneurial values in some families has been carried out, as seen by some children who participated in helping their parents' businesses. The conclusion of this research is the application of entrepreneurial values in some family's oyster mushroom centers in the district Sempu has been implemented, but although the application of entrepreneurial values in the family in this community has been implemented, the understanding of entrepreneurship education and entrepreneurial values have not been fully understood.

Keywords: Education, Entrepreneurship, Family.

Abstrak : Untuk mewujudkan pola pikir kewirausahaan diperlukan pendidikan kewirausahaan untuk menghasilkan wirausaha yang handal dan berkualitas, dimana keluarga merupakan orang terdekat yang dapat memberikan pendidikan tersebut. Penelitian ini bertujuan untuk mengetahui bagaimana proses pendidikan kewirausahaan dalam keluarga, mengetahui penanaman jiwa kewirausahaan pada anak dalam keluarga, serta mengetahui kendala dan kendala dalam proses pendidikan kewirausahaan dalam keluarga di sentra industri jamur tiram. Kabupaten Sempu, Jawa Barat. Jenis penelitian yang digunakan untuk mencapai tujuan tersebut adalah jenis penelitian kualitatif dengan metode fenomenologi. Hasil penelitian menunjukkan bahwa penerapan nilai-nilai kewirausahaan di beberapa keluarga sudah dilaksanakan, terlihat dari beberapa anak yang ikut membantu usaha orang tuanya. Kesimpulan dari penelitian ini adalah penerapan nilai kewirausahaan pada beberapa sentra keluarga jamur tiram di kecamatan Sempu telah dilaksanakan, namun meskipun penerapan nilai kewirausahaan pada keluarga di komunitas ini telah dilaksanakan, pemahaman tentang pendidikan kewirausahaan dan nilai kewirausahaan belum sepenuhnya dipahami.

Kata kunci: Pendidikan, Kewirausahaan, Keluarga.

1. INTRODUCTION

The rooted problem in Indonesia is the problem of unemployment. This can be seen from the increasingly high unemployment rate in Indonesia, even though Indonesia graduates generations of the workforce from various levels of education every year, many graduates cannot be accommodated in the job market due to the lack of available jobs in Indonesia. The reality is that many Indonesian people need jobs, but the availability of jobs is still very small so unemployment continues to increase.

So far, jobs as farmers and traders have always been looked down upon, even though these perceptions can easily be undermined because all jobs must be learned, trained, and mastered as long as the individual has good perception. When becoming an entrepreneur, individuals need to have a responsible attitude to the various suggestions and criticisms given, have a leadership spirit, be able to work hard, have a broad outlook, and have a vision for the future so that they can make decisions by looking at various risks, and feel confident. tall one.

To realize this mindset, entrepreneurship education is needed to produce reliable and quality entrepreneurs. The family becomes everyone's closest relatives. Therefore, informal entrepreneurship education by instilling entrepreneurial values in parents to children is the most basic thing to do as early as possible. In this case, the family is an environment where individuals have a life and a great influence on the development of life so there is a need for entrepreneurship education in which the family has a role to educate individuals who have an interest in entrepreneurship in the future. When someone decides to become an entrepreneur, it will involve various factors, namely internal and external factors. In this case, the intended internal factors are personality, perception, motivation, and learning. While external factors include family, friends, neighbors, and other close relatives (Tjahjono in Majdi, 2012).

Based on these problems, this study seeks to explain the urgency of introducing and understanding entrepreneurship for the people in Semu District and its relation to entrepreneurship education in the local community's family environment. This research is different from several previous studies because the research object is located in Sempu District, Banyuwangi Regency as a center for the oyster mushroom industry which has never been studied before. Apart from that, this research also tries to examine further the entrepreneurial values of the children of home industry owners in Sempu District, Banyuwangi Regency.

2. LITERATURE REVIEW

Definition of Education

According to Law Number 20 of 2003, education is a business that has the plan to achieve a learning process and learning atmosphere so that students can develop their potential and talents to be able to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills, which are needed by himself, the community, and the country. In the world of education or everyday life, education is seen as an activity that can increase individual knowledge, including knowledge about theories and skills. Not only that but education is also seen as something that can provide solutions to problems related to activities to achieve goals in the world of education (Junaedi, 2019).

Entrepreneurship Education

Entrepreneurship is defined as a spirit, attitude, and behavior as well as an individual's ability to handle a business and activity. In this case trying to get to apply and create ways of working as well as technology and products can be improved to provide good service and get big profits (Rusdiana, 2014). In cultivating a productive, rational way of thinking, entrepreneurship education is needed because to become a human being who has superior character, competence is needed in cleaning up negative mental attitudes to have competitiveness and fighting power. Things that can influence an entrepreneur are willingness, interest, and family (Nurhafizah, 2018).

Entrepreneurship Education in the Family

In starting your own business, the family has an important role because it plays a role in encouraging and developing individual talents. In cultivating an individual entrepreneurial spirit it will be more effective if it is instilled since childhood. The family is the closest party to instilling entrepreneurship education from an early age. The internalization method is one of the methods in the process of entrepreneurship education in the family environment. The order to incorporate skills and knowledge into individuals so that they can be implemented in everyday life is called the internalization method. This is in line with Tafsir (2011) that this internalization method integrates skills and knowledge into individuals from external to internal. In cultivating an entrepreneurial spirit in individuals, it can be done with the habituation method. This is important for early childhood because it is considered an effective method for instilling an entrepreneurial spirit (Ningrum, 2017).

Entrepreneurial Values

According to Mulyani (2011), several entrepreneurial values can be carried out in the context of conducting entrepreneurship education that is:

- a. The value of honesty is a value in which there is a person who can be trusted both in actions and words. This is applied individually when doing work
- b. The value of discipline is a value in which there is behavior that obeys the rules by carrying out a disciplinary attitude following existing rules.
- c. The value of hard work is the value that is carried out by individuals by completing responsibilities and tasks and being able to have solutions when experiencing problems.
- d. Creative value is the value when individuals can produce a product that is different from their thoughts
- e. Innovative value is the value when individuals can solve existing problems and take advantage of opportunities for what they do, for example by creating new products.
- f. Independent (independent) values are the values of individuals who are responsible for completing their tasks without depending on others.
- g. The value of responsibility is the value of an individual who can carry out their duties properly
- h. The value of cooperation is a value that can build communication with other people to complete their duties and obligations at work.
- i. The value of leadership is the value of individuals who can interact and socialize and are open to suggestions given and can direct others correctly.
- j. The value of never giving up is the value that an individual has when achieving a goal, even though many obstacles are faced, they do not give up easily.
- k. The value of daring to take risks is the value possessed by individuals when they dare to take risks by doing challenging work
- l. The value of commitment is the value that is owned by an individual related to the agreement made by the individual towards other people or his work.
- m. Realistic value is the value possessed by an individual related to facts based on a rational way of thinking in making decisions at work.
- n. The value of curiosity is the value that individuals have to be able to know in detail related to what is learned, heard, and seen.
- o. Communicative values are values that can show the joy of talking, getting along, and working with others.
- p. The value of strong motivation for success, is an attitude and action that always seeks the best solution. Action-oriented values, take the initiative to act instead of interrupting before unwanted things happen.

The Urgency of Entrepreneurship Education in the Family

The family is the environment, as well as the non-formal education facility that is closest to the child. Its contribution to the success of students' education is quite large. Therefore, when viewed from the aspect of the quantity of time, the family environment contributes as much as 70% to the success of students' education. Associated with entrepreneurship education, the family environment is a very important role. Most successful entrepreneurs appear or are born from entrepreneurial families as well. This is because, in entrepreneurial families who cultivate entrepreneurship, habituation to children will happen by itself (Sari, 2015). In other words, families who are involved in the business world invite all family members (including children) to be involved in it.

Entrepreneurship Education in the Family Environment According to the Developmental Level of the Child's Personality

One of the methods used to apply these entrepreneurial values can be done by internalization (Widyaningsih et al., 2014). According to Sari (2015), the internalization process of child development can be divided into three stages:

- 1) Internalization of entrepreneurship in childhood (age 2-5 years) which is carried out by providing personality exercises such as training language, training memory, training imagination, and training self-actualization; provide affection in the form of realizing the needs of children. For children aged 7-12 years, this can be done by providing various personality exercises, playing games with family or friends, and providing attention and guidance for children so they can develop.
- 2) Internalization of entrepreneurship in pre-adolescence which is carried out by providing personality training by getting children to know self-development, playing various games to train children's will, and giving appreciation for the work done by children.
- 3) Internalization of entrepreneurship in adolescence which is carried out by providing personality training by collaborating with various parties, conducting work skills training by providing a comprehensive understanding of entrepreneurship, and increasing learning experiences to encourage children's interest in various environments.

Barriers to Entrepreneurship Education in the Family

Pegi (2022), states that there are obstacles experienced in implementing entrepreneurship education in the family;

- a. Families provide less support, this factor greatly influences and hinders the process of entrepreneurship education for families. If parents don't build these characters and don't support children then children will focus on their pleasure.
- b. Children have not discovered their talents, this is one of the obstacles because if children do not have the desires they like it will have an impact on the process of internalizing entrepreneurship education, and feel that this is a burden.

3. RESEARCH METHOD

Approach and Type of Research

This study uses a qualitative research approach. Qualitative research is defined as research that can describe and describe data in written or oral form based on the phenomena and behavior of the people studied. This research uses a phenomenological type because this research focuses on exploring the experience and meaning of implementing entrepreneurship education in the family environment for oyster mushroom business actors in Sempu Banyuwangi District. This study uses a qualitative approach to phenomenology to describe and describe phenomena, so it uses qualitative research. In addition, the phenomenological approach usually concerns perceptions of everyday life and the life of the people being studied.

Research Locations

Place this research was conducted in Sempu District, Banyuwangi Regency, to be precise at the oyster mushroom business center.

Research Data Sources

The data sources used in this study are:

a. Primary Data Source

In this case, the researcher collected data by conducting interviews with the families of oyster mushroom business owners and confirming data on employees and neighbors of oyster mushroom business owners. After that, the results of the interviews that were obtained from the informants became the primary data source. The primary data sources in this study consist of the nuclear family of the owner of the oyster mushroom business, employees, and closest neighbors.

b. Secondary Data

The data to be taken from this research will be taken in Sempu District, Banyuwangi Regency, the data to be taken includes data on a list of business owners and a list of personal data of business owners, and so on. In this study, researchers used a purposive sampling technique to collect research data sources.

Data Analysis

In this study, the authors used interactive qualitative data analysis techniques, namely data analysis which was carried out continuously from the start of the data collection process until the research was completed and the data obtained was saturated. Data analysis consists of activities that consist simultaneously in which there are namely:

a. Data reduction

In the context of research, the reduction is the process of unifying and uniforming the form of the data obtained into a written form to be analyzed. Matters relating to research were carried out during the research process carried out until completion.

b. Presentation of qualitative research data

Usually, the presentation of data is done in the form of descriptions, charts, or relationships. However, Miles & Huberman argue that in qualitative research, data presentation can be done with narrative text, namely describing it with detailed narration. Presentation of data is done by making logical and systematic sentences so that they can be easily read and understood by others.

c. Conclusion Drawing

In answering research questions, it is usually found in the conclusion section. In this case, if there is no answer from the problem formulation in the conclusion section, it indicates that there is a lack of supporting data so it cannot represent the answer to the research question. However, if you already have supporting data, it shows that you can answer research questions that are not temporary.

Checking Data Validity

Ensuring the truth of data and its validity is called data validity or data credibility. In this study, the validity of the data was carried out by fulfilling four criteria, namely credibility, dependability, transferability, and confirmability (Rahayu, 2021).

Research Stages

The stages in the phenomenological qualitative research process can be described, as are:

a. Pre-field stage

Before conducting the research, the stage carried out was submitting a title to the supervisor. After that, the researcher made a research proposal whose title was approved by the supervisor. When entering a research location, researchers need to prepare various research instruments such as books, paper, tape recorders, and other supports to support the research process.

b. Field work stage

When conducting research, researchers need to make observations and in-depth interviews. In this case, researchers need to build rapport so that informants can answer research questions while in the interview process, building this familiarity is important so that informants want to tell stories about the research phenomena being studied so that there is a sense of openness that is carried out by informants. Furthermore, researchers conducted interviews and more in-depth observations and collected data from the documentation.

c. Data Analysis Stages

In the data analysis stage, when the data obtained has been collected, then the researcher conducts systematic maintenance of data that is relevant to the research so that it is easy to understand. This is done so that the process of data analysis can be easily and conveyed. After carrying out these three processes, the research results are written in the form of a report that has been analyzed with the concepts used.

4. RESULTS AND DISCUSSION

General Description of Sempu District

At first, Sempu District, which is currently a village in the administrative area of the Genteng sub-district, but in 1995 based on Government Regulation No. 37 of 1995 a new sub-district was formed, namely Sempu sub-district, whose territory/village took part of the area in the Genteng sub-district and Singojuruh district. The name of Sempu District according to local folklore, Sempu village has existed since the 1890s and the name "Sempu" itself is taken from the name of a tree/plant that used to be common in the forest near the slopes of Mount Raung, namely the Sempur tree or in Javanese it is called Sempur or Sempu.

The geographical location of Sempu District is in the highlands of Banyuwangi Regency, this can be seen from the height of the Sempu District which is above 200m above sea level in the lowest area at 200 meters above sea level.

Instilling Entrepreneurial Values in the Family in the Community of Sempu District, Banyuwangi Regency

Sempu District is an agricultural area where the majority of people in this village work as farmers and traders. The people in this village have an understanding that working as a farmer, trader, or businessman is hard work with an uncertain income, which is why parents in this sub-district prefer their children to have a higher education to become civil servants. The majority of people in this village have the view that the profession of a civil servant can guarantee the welfare of their children which includes, a fixed civil servant salary every month, then the life prospects of civil servants compared to other professions, especially in terms of security from all risks, there is a pension that can be used as a guarantee of life in old age, apart from that there is a social status factor that places civil servants in a social status that is respected and respected in society is the reason for a bachelor's degree to become a civil servant.

Meanwhile, as we know that nowadays it is very difficult to become a civil servant because the employment opportunities as civil servants are limited while human resources continue to increase so that generations of unemployed are created. So, one solution to this problem is to realize entrepreneurship. To change the understanding of parents and the next generation in this village, it is necessary to instill entrepreneurial values from an early age by instilling entrepreneurial values in the family. Instilling entrepreneurial values here is part of education that occurs in the family or informal environment. This family or informal education process can be done anytime and anywhere. So is the case with families in Sempu Banyuwangi District.

The instilling of entrepreneurial values is carried out in families where parents play an important role in instilling entrepreneurial values in children. have entrepreneurial values such as honesty, leadership, discipline, hard work, creativity, innovation, independence, responsibility, motivation, curiosity, action orientation, risk-taking, tenacious, cooperation, commitment, realistic, and communicative. It is hoped that the cultivation of entrepreneurial values will bring a positive impact.

From interviews conducted by researchers, it is known that families in Sempu District have their way of instilling entrepreneurial values in their children. Not all entrepreneurial values can be instilled in children at the same time as the values of honesty, leadership, discipline, hard work, creativity, innovation, independence, responsibility, motivation, curiosity, action orientation, brave to take risks, tenacity, cooperation, and commitment. , realistic, or communicative, but these values are instilled step by step.

From the results of interviews and observations, it has been explained that only a few entrepreneurial values are instilled in the mushroom entrepreneur family. However, that does not mean that other entrepreneurial values are not important to instill. Each entrepreneurial value has its benefits in creating entrepreneurial souls, such as task and result-oriented values, this can also be taught by parents, what is meant by task and result oriented is carrying out tasks according to what is ordered and getting the results that are in accordance. Oriented to tasks and results, it is intended that in carrying out any work, the focus must be so that the tasks and results do not diverge. Then the courage to take risks, an entrepreneur has risks and challenges such as competition, price fluctuation, goods don't sell, and so on. Leadership values, with good leadership skills, can get along with other people and respond to suggestions and criticism. This is also an important value in carrying out entrepreneurship, having good leadership traits can manage the business well, it is one of the keys to business success, then it is oriented toward the future, this means that businesses that have been established for generations must be maintained. in terms of the quality of raw materials, products produced, to services that make consumers feel like kings.

Entrepreneurship Education Methods in the Family at the Oyster Mushroom Center Family, Sempu District, Banyuwangi Regency

The methods of entrepreneurship education in the family that can be used are:

a. Internalization Method

It is an effort to incorporate knowledge and skills to implement knowledge into a person so that knowledge becomes a personality and is implemented in everyday life. In this study, this method can be applied by involving children in family business activities. In this case, parents can involve children in various family business activities, Soemanto (121-122: 2002) suggests that parents provide opportunities for their children to learn the realities and practices of their parents' daily life. Here children are educated to begin observing and getting to know how families work to meet their daily needs. That way children will begin to know the world and their interest will be encouraged to participate in the world of work.

As in the oyster mushroom business family in Sempu District, parents can involve their children to participate in work during school holidays. In this oyster mushroom business, there are many processes from seed production to marketing that has been carried out by residents. Thus, to involve children in helping their parents' work, parents can apply it when their children are off school.

Based on the results of interviews that the family plays an important role in fostering a child's entrepreneurial spirit. In this case, the family not only fosters an entrepreneurial spirit but also sees how children are taught to carry out activities independently and help their parents in doing business.

From the results of observations of researchers where when they come home from school or school holidays they usually include their children according to the child's abilities and the child's busyness. Parents have tried to include their children since childhood and not burden the children. Another thing that was found during the observation was that parents did not mind if their children helped while playing, because at an age when children still like to play they cannot be forced, while children at an adult age with different conditions will also be different. Children with the condition of having free time, so their internalization activities will be different from children who have different activities. In addition, the son of the owner of the mushroom business center looks more shrewd because the father tries to continue to improve his skills by giving little by little until the child gets used to doing it himself. Then, from the observations of the researchers, it was found that in the process of internalization, parents of children rarely provide one thing that is very important for children's psychology, namely appreciation. Parents tend to be ignorant and don't think it's important so appreciation is rarely given either in action, speech, or gift-giving.

b. Habituation Method

The importance of emphasizing this method of habituation in children is the right way to instill entrepreneurial souls. Therefore, if the child has been accustomed to doing good things since childhood, then the child will grow in kindness. In this study, the habituation method can be applied by involving children in various economic activities within the family. Here, parents can educate their children through economic activities within the family, such as making children pay for the gallon man, involving children when they want to buy electricity tokens, going to the market, or doing monthly shopping. By involving children in economic activities in the family, children will understand how to manage finances in the family where which will be a useful life provision for their future lives.

For the activities given to family members to be beneficial and in demand by them, the activities created should be endeavored to meet the following requirements: 1) Busyness should be in the form of effective activities to meet the needs of all family members in the present. 2) Busyness should be in the form of activities that provide provisions for life in the future for each family member.

Thus, the task of parents is not only to create random economic activities in the family but to find activities that are interesting and useful so that children are interested in doing them. In addition, the habituation method can also be applied by getting used to living independently by setting aside your own pocket money. In everyday life, parents always give pocket money or pocket money to their children, be it when they go to school or give pocket money when their children want to go out to play with their peers. In the oyster mushroom entrepreneur family in Sempu District, each parent has their way of giving pocket money to their children. In the family that owns an oyster mushroom center in Sempu District, he gives a weekly ration for his son, so his son is given pocket money in the amount he has determined with his wife to be accounted for by his son.

From the results of the interviews conducted, the researcher concluded that children in the family can be educated to set aside their own pocket money depending on how parents give pocket money to their children. In civil servant families, their children are given weekly pocket money, so their children are educated to be able to manage their finances by managing their expenses. This method can be an effective way to educate children to be thrifty, to be able to choose which items are important for them to buy and which they don't need to buy. Then educating their children to try first when they want to earn money so they can buy the things they want, is also a good way to educate children to set aside their pocket money. With habits like this, over time the children will understand that making money is not easy, there must be a diligent effort in it to earn it. Children will understand that the more a person is active in trying, the better the results he will get later.

c. Entrepreneurship Work Skills Training Methods

In this method children get stronger personal provisions to be able to be self-employed, so parents should invite and guide children in this matter:

- 1) Understanding the meaning of entrepreneurship and the characteristics of an entrepreneur
- 2) Understanding the importance of entrepreneurship in advancing personal, family, national, and state life
- 3) Understanding the family or household as an economic institution
- 4) Get to know the fields and types of entrepreneurial activity
- 5) Carry out jobs in self-employed businesses
- 6) In every work activity, parents provide motivation and guidance to strengthen personal or entrepreneurial mentality.

In this study, this method of entrepreneurship work skills training can be applied by teaching the child to be directly involved in the business of his parents. Children are trained in various processes from production to product marketing so that children understand how their parents' business flows and how their parents' businesses can generate money for everyday life. In the interview related to how this mushroom entrepreneur family in Sempu District, each family has a different process of teaching their children.

5. CONCLUSION

Based on the research results, it can be concluded that the implementation of entrepreneurial values in several oyster mushroom center families in Sempu sub-district has been implemented, but the understanding of entrepreneurship education and entrepreneurial values has not been fully understood. The entrepreneurship education method in the family that is applied is a way to implement entrepreneurial values in the family, through 3 methods, namely the internalization method, the habituation method, and the method of entrepreneurship work skills. The impact of entrepreneurship education in the family on the community managing mushroom centers in Sempu District is a child accustomed to entrepreneurial activities so it will foster an entrepreneurial spirit in children from an early age.

Based on the above conclusions, it is suggested that children should be more enthusiastic about increasing entrepreneurship and paying close attention to the material presented by parents. Children can also train themselves by starting simple entrepreneurial activities, such as selling credit or becoming an online shop reseller that does not require large capital. In addition, parents should be able to provide support and motivate their children to become entrepreneurs, because parents play an important role in determining the readiness of children to become entrepreneurs. Parents must also realize that there are increasingly limited job opportunities and increasingly intense labor competition. For future researchers, it is better to be able to examine more deeply other factors that influence the readiness of entrepreneurship in children, such as entrepreneurial motivation, entrepreneurial skills, and so on.

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