



The effect of human agility, digital literature, curriculum and the role of the family on the interest of the millennial generation in entrepreneurship through capabilities as intervening variables

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ABSTRACT

The business environment continues to change rapidly and uncertainly, therefore, in order to exist, in the world of entrepreneurship, the millennial generation needs to have the capability to be able to exploit change and agility in action, or what is known as agility. Furthermore, with the support of knowledge of the rapidly growing digital world, nowadays, it is a determining factor for success in entrepreneurship. In particular, the issue of education and the role of the family that encourages the emergence of an entrepreneurial spirit in the millennial generation are also important factors that deserve to be reviewed. The data used by researchers in this study is primary data obtained through distributing questionnaires to active students at Pamulang University. Data collection was carried out in March 2021 and the analysis used using Structural Equation Model (SEM) analysis with the SmartPLS 3.0 software tool. Based on the results of the study, the human agility variable has a significant effect on entrepreneurial capabilities and interests, digital literacy variables only have a significant effect on capabilities, curriculum variables do not affect entrepreneurial capabilities or interests, family role variables only have a significant effect on capabilities, and capability variables affect entrepreneurial interests. However, the intervening variable capability is a good variable to influence the millennial generation's interest in entrepreneurship.

Keywords: Human Agility, Digital Literacy, Curriculum, Family Roles, Entrepreneurship, Capabilities.

1. INTRODUCTION

Developing countries such as Indonesia with the fourth largest population in the world have quite crucial economic problems, poverty and unemployment are issues that are still a big challenge for the Indonesian people and must be addressed immediately. Every year, unemployment in Indonesia increases because the demand for jobs in Indonesia is not proportional to the number of working age and educated workforce graduates every year. Apart from these factors, the lack of interest of graduates after taking their education to become entrepreneurs is

also one of the factors that trigger the number of unemployed in Indonesia.

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after taking their education to become entrepreneurs is also one of the factors that trigger the number of unemployed in Indonesia.

The emergence of new entrepreneurs cannot be separated from the participation of the world of education, especially education at the tertiary level which is expected to contribute to participating in overcoming economic problems, poverty and unemployment. As revealed by Scarborough, N. M., Zimmerer, (1996) one of the factors driving growth in a country lies in the role of universities in providing entrepreneurship education. In line with what Zimmerer said, Widhiandono (2016) states that universities and schools have an important role in creating graduates who have the competencies needed in business as well as providing entrepreneurial abilities for alumni so that they are not only looking for work but also able to create jobs, and create valuable products. and high quality.

According to the opinion expressed by Suharti & Sirine (2011) a country lies in the role of universities through the implementation of entrepreneurship education. However, the data obtained regarding the role of the world of education, especially universities in encouraging the growth of student entrepreneurship in Indonesia, seems to show results that are still lacking. This can be seen from the large number of open unemployment at the undergraduate level or equivalent which shows that the participation of higher education is still less than optimal in the formation of graduates who are willing to choose their career path through entrepreneurship.

In today's era, being an entrepreneur is a challenge for undergraduate graduates because these graduates are faced with increasingly rapid developments in the era and technology that can become opportunities in entrepreneurship or even become a threat to prospective entrepreneurs. It becomes an opportunity when you can use technology appropriately and wisely, and it becomes a threat when you can't use technology properly because competitors are increasingly innovative and creative. Information and communication technology functions in several ways, namely for effectiveness in disseminating information, connecting directly with customers, increasing revenue, providing opportunities to gain new markets, and as a leading business tool (Bonauli & Yuliana, 2014). Being an entrepreneur is not an easy thing, there are many abilities that must be possessed by an entrepreneur, both in terms of personal and support from other parties. If being an entrepreneur is easy, of course, many graduates choose to become an entrepreneur compared to being an employee in a particular company. This has proven that being an entrepreneur is not an easy thing.

Cantillon (2010) mentions entrepreneurs as individuals who bear a lot of uncertainty. There are many risks that must be faced when becoming an entrepreneur. Novalia (2016) states that there are three fears in individuals to start becoming entrepreneurs, the first is the fear of loss, the second is the fear of uncertainty, and the third is the fear of trying. The thing that everyone wants in entrepreneurship or working in a company is to get profit or pay, the goal is to fulfill daily needs. People who have worked in

a company will certainly have a more certain income because they will receive wages at the beginning or end of the month compared to someone who chooses to be an entrepreneur. There are many risks in entrepreneurship, one of which is loss. Losses are obtained because the sacrifice is not proportional to the income.

The second fear is the fear of uncertainty. Entrepreneurship certainly has risks for profit or loss, an entrepreneur cannot be sure of the income that will be obtained. Many factors that are difficult to predict can have a significant effect on an entrepreneur's income. Unlike company employees who will definitely get wages according to company regulations. The third fear that a prospective entrepreneur fears is the fear of trying. It is not easy for someone to start something that has never been done before. Careful planning and prepared anticipations may not necessarily be able to overcome the obstacles that exist in entrepreneurship. This is because someone will be more confident and confident if they have done or often do things that are repeated. The decision to become an entrepreneur is based on internal and external factors.

Tjahjono & Ardi (2008) explained that for many people the decision to become an entrepreneur is a behavior with involvement that will involve: Internal factors (personality, perception, motivation and learning (attitudes) and external factors (family environment, friends and neighbors). Putra & Herdiyanto (2016) stated the need for jobs that promise a future and the emergence of awareness of the high competition in getting jobs today, encouraging students to contribute as providers of jobs both for themselves and for others. Suryana (2008) stated that the factors that influence come from the environment including role models, opportunities, activities, besides being influenced by competitors, resources, and government policies. Some literature in the field of psychology and human behavior shows that a person's personality traits can affect an individual's entrepreneurial intentions. Evaluation of personality n someone has aroused interest in many disciplines including entrepreneurship (Dacul, 2017).

Personality factors have an important role in building a theory of entrepreneurial processes such as intentions in entrepreneurship (Zhao et al., 2010). From the several studies above, it can be concluded that one of the important factors encouraging students to become entrepreneurs is from the internal factors of the students themselves such as personality, perception, motivation and learning (attitude).

2. LITERATURE REVIEW

A. Human Agility

Sarfraz Ali Kiyani (2017) agility is a reaction to the challenges of a dynamic, business variable and uncertain environment, including new ways of doing business, new mentalist reflections in production, buying and selling and opening up to other forms of new business relationships and new steps. for corporate and individual performance. Rahmawati & Tricahyono (2019) states that agility is a reaction to the challenges of a dynamic, variable

and uncertain business environment, including new ways of doing business, reflection of new mentalists in production, buying and selling and opening up to other forms of new business relationships and new measures to evaluate the performance of companies and individuals. Then, Rahmawati and Tricahyono (2019) citing Peter Drucker stated Agility as the ability to thrive in an unpredictable environment with constant change.

Agility can be defined as; smart, agile, agile and agile. You can imagine if management maintains its conventional style in today's competition, then it is almost certain that management decisions in the future will not contribute positively to the company's longevity. As business competition increases, many organizations realize that workforce agility is an important factor to maintain organizational business continuity (Muduli, 2013). In addition, agility can be defined as the agility of the workforce can be viewed as a proactive, adaptive and generative behavior of the workforce (Muduli, 2013; Sherehiy & Karwowski, 2014). Proactive behavior consists of two aspects, namely initiating and improvising. Proactive initiative is an active search for opportunities to contribute to organizational success and take the lead in pursuing opportunities that appear promising. Adaptive behavior is more indicative of the ability of workers to play in different capacities at all levels of work needs.

Nova & Raharso (2016) adapt the opinion of Sharifi and Zhang see agility as the ability to sense, perceive, and predict changes that have occurred in the environment. Agility refers to an insecure and unpredictable business environment. Therefore, special capabilities are needed in order to "maintain" changes, unsafe conditions, and unpredictable situations; These capabilities are: responsiveness, competency, flexibility, and speed. This approach is seen as the most comprehensive framework for identifying the essential characteristics needed to realize agility.

Agility is also interpreted as ability. In this case, agility can include two factors, namely: the ability of the workforce to respond to change in an appropriate and timely manner, and the ability of the workforce to take advantage of change as an opportunity for them to develop (Muduli, 2013). From an attitude perspective, Sherehiy and Karwowski (2014) explain that employees who have job dexterity also have positive attitudes towards learning and self-development; good problem solving skills; comfortable with change, new ideas and new technologies; ability to generate innovative ideas and always ready to accept new responsibilities.

Furthermore, Nova & Raharso (2016) state that responsiveness refers to the ability to recognize changes, react quickly to these changes, and take advantage of these changes. Competency, related to the ability to achieve the goals and objectives of the organization. Flexibility refers to the ability to advance or modernize various processes and achieve various goals through the use of existing supplies and facilities. Next, speed or quickness refers to the ability to carry out various activities in a short time limit.

Nova & Raharso (2016) state that the ability to respond to unpredictable changes quickly and effectively is known as agility which is an important requirement for businesses that want to survive, not an option anymore.

Based on the opinion of experts, agility is a reaction or ability to thrive in an unpredictable environment to the challenges of a dynamic, variable and uncertain business environment, including new ways of doing business, a new mentalist reflection in production, with constant changes the ability to operate profitably in an environment. competitive and increasingly unpredictable customer environment. Organizations need special capabilities in order to "maintain" change, unsafe conditions, and unpredictable situations.

According to Sajdak (2015) strategic agility results over time from the combination of three key meta-capabilities that provide its foundation:

1. Strategic sensitivity (both perceptual acuity and intensity of awareness and attention) combines early and vigorously awareness of the trends of the incapacitated and unites the forces with the strong. real-time making sense in strategic situations as they evolve and develop. Strategic sensitivity is strengthened by the combination of a strong externally and internally oriented participatory strategy process, a high level of tension and concern, and a rich, intense, and open internal dialogue.
2. Unity leadership involves the ability of the top team to make bold decisions quickly. The unity of the leadership team allows decisions to be reached at lightning speed once the strategic situation has been understood and the options opened or closed have been understood intellectually.
3. Resource fluidity involves internal capabilities reconfiguring business systems and moving resources back quickly, based on business processes for operation and resource allocation, approaches, mechanisms and incentives for collaboration that make business model and system transformation activities faster and easier

B. Digital Literacy

Literacy is not only related to reading and writing, but people can understand, understand, and appreciate various forms of communication critically (Nani Pratiwi, 2019). In early development, literacy is defined as the ability to use language and images in rich and varied forms to read, write, listen, speak, view, present, and think critically about ideas. Subsequent developments state that literacy is related to social situations and practices. Then, literacy was expanded by the development of information technology and multimedia. After that, literacy was seen as a social construction and never was.

According to Syawaludin (2020) digital literacy is an ability to understand and use information sources from various digital sources. The progress of a nation is determined by the literacy ability (reading and writing) of its people. Literacy is a means to recognize, understand, and apply the knowledge gained, both at school, at home and in the surrounding environment.

Tamburaka in Pratiwi (2019) stated that with the existence of technology in the field of information technology, a major event in digitalization technology, namely the condition that all printed and electronic content can be combined and distributed. Gilster in Maulana (2015) defines digital literacy as the ability to understand and use information in many formats from various sources when presented on a computer.

Retnowati (2015) suggests that media literacy or digital literacy was developed as a tool to protect people from media exposure so that they have the ability to think and be able to express themselves and present themselves in the media. and must be addressed immediately. One way that can be done to overcome these problems is by creating new entrepreneurs. The benefits of being an entrepreneur in addition to supporting daily needs are also participating in assisting the government in reducing unemployment which increases every year because there are fewer jobs compared to working age and graduates are always increasing (Basrowi et al., 2020)

According to Akhirfiarta (2017), citing Gilster, groups digital literacy into four core competencies, namely;

1. Internet Search

Internet Searching is a person's ability to use the internet and perform various activities in it. This competency includes several components, namely the ability to search for information on the internet using search engines, as well as perform various activities in it.

2. Hypertextual Navigation

Hypertextual Navigation is a skill to read and dynamically understand the hypertext environment. So someone is required to understand the navigation (guidance) of a hypertext in a web browser which is certainly very different from the text found in textbooks. This competency includes several components, among others: Knowledge of hypertext and hyperlinks and how they work, Knowledge of the difference between reading a textbook and browsing via the internet. Knowledge of how the web works includes knowledge of bandwidth, http, html, and urls, as well as the ability to understand the characteristics of web pages.

3. Content Evaluation

Content Evaluation is a person's ability to think critically and provide an assessment of what is found online accompanied by the ability to identify the validity and completeness of information referenced by hypertext links. This competency includes several components, including: The ability to distinguish between display and information content, namely the user's perception of understanding the appearance of a visited web page, The ability to analyze background information on the internet, namely awareness to explore further about sources and creators of information, Ability to evaluate a web address by understanding the various domains for each particular institution or country, the ability to analyze a web page, and knowledge of FAQs in a newsgroup/discussion group.

4. Knowledge Assembly

Knowledge Assembly is an ability to organize knowledge, build a collection of information obtained from various sources with the ability to collect and evaluate facts and opinions properly and without prejudice. This is done for certain purposes, both education and work. This competency includes several components, namely: the ability to search for information via the internet, the ability to create a personal newsfeed or notification of the latest news that will be obtained by joining and subscribing to news in a newsgroup, mailing list or other discussion group that discusses or discusses a topic. certain needs or specific problem topics, Ability to cross-check or re-check the information obtained, Ability to use all types of media to prove the truth of information, and Ability to compile sources of information obtained on the internet with real life that are not connected to the network.

C. Curriculum

Curriculum is a subject and subject matter which is taught by teachers and studied by students. Terminologically, curriculum means an educational program that contains various teaching materials and learning experiences that are programmed, planned and systematically designed on the basis of applicable norms and are used as guidelines in the learning process for educators to achieve educational goals (Dakir, 2014). According to Dakir, the curriculum contains all programs that are carried out to support the learning process. The program that is poured is not fixed in terms of administration only but involves the whole that is used for the learning process. According to Suryobroto (2001) that curriculum is all educational experiences provided by schools to all their students, both inside and outside school. Suryobroto seems to view that all educational infrastructure that is useful for students is a curriculum. Curriculum is a set of subjects and educational programs provided by an educational institution that contains lesson plans that will be given to lesson participants in one period of education level. The preparation of this set of subjects is adjusted to the circumstances and abilities of each level of education in the implementation of the education as well as the needs of employment. The length of time in a curriculum is usually adjusted to the aims and objectives of the education system implemented.

According to Inglis in Kartika (2010), the functions of the curriculum include:

1. Adaptation Function, because individuals live in an environment, while the environment is always changing and dynamic, then each individual must be able to adapt dynamically. And behind the environment must be adapted to individual conditions, herein lies the function of the curriculum as an educational tool towards individuals who are well adjusted.
2. Integration function, the curriculum serves to educate individuals who are integrated. Because the individual himself is an integral part of society, the integrated person will contribute to the formation or integration of society.
3. Differentiation function, the curriculum needs to provide services to individual differences in society. Basically differentiation will encourage people to think critically and

- creatively, and this will encourage social progress in society.
4. Preparation function, the curriculum functions to prepare students to be able to continue further studies for a longer reach or plunge into the community. Preparing skills is very necessary, because schools are unlikely to provide all what is needed or all what interests them.
 5. Election function, between difference and election have a close relationship. Recognition of differences also means being given the opportunity for someone to choose what they want and interest them. This is an ideal requirement for a democratic society, so the curriculum needs to be programmed flexibly.
 6. Diagnostic function, one aspect of educational services is to help and direct students so that they are able to understand and accept themselves so that they can develop all their potential. This can be done if they are aware of all their weaknesses and strengths through exploration and prognosis. The function of the curriculum is to diagnose and guide students in order to develop their potential optimally.

D. Family Role

Soemanto (2014) said that education in the family affects the attitude and mentality of children, how the treatment received by children from the family greatly affects their development and abilities. Therefore, if a child is accustomed to and dependent on his parents, he will not be able to be independent, while a child who is accustomed to being independent will feel confident in his ability to face problems and the future of his family who are responsible for preparing children to be able to overcome their problems. with their own strengths and believe in their own abilities that they can (Self-Efficacy).

Entrepreneurship education can be done through education in the family, because the family is the first and foremost place in underpinning children's education, Soemanto (2014) states that entrepreneurship education and entrepreneurship education must begin and develop in the family environment, failure and in an effort to meet their needs will affect children's interests and choices. to meet their own future needs.

Family is the closest social environment of an entrepreneur, which has a very large role in shaping character, including the entrepreneurial character of a child. Saroni (2012) states that the family environment has a very big role in preparing children to become entrepreneurs in the future.

The family is the starting point that is responsible for the education of children, so that the family can be said to be the foundation stone for the pattern of behavior and personal development of children. The family environment can be a conducive environment to train and hone entrepreneurial character, which can be a provision for children to start directing their interests in the future. In this family environment, a child gets inspiration and entrepreneurship support from the family.

Based on Law No. 10 of 1992, PP No. 21 of 1994, it is written that the family function takes eight forms, including the socialization function, with the following explanation:

1. Realizing, planning and creating a family environment as a vehicle for education and socialization of children first and foremost.
2. Recognizing, planning and creating family life as a center where children can find solutions to various conflicts and problems they encounter both in the school environment and in the community.
3. Fostering the process of education and socialization of children about things needed to increase maturity and maturity (physical and mental), which are not provided by the school environment and the community.
4. Fostering the process of education and socialization that occurs in the family so that it is not only positive for children, but also for parents, in the context of the development and maturity of living together towards a happy and prosperous small family.

Growth responsibilities that must be achieved by a family at each stage of its development so that biological needs, cultural obligations, and family values and aspirations are met (Friedman, 2010). The three basic assumptions of family development theory, as described by (Friedman, 2010) are:

1. Family behavior is the sum of previous experiences of family members as they occur in the present and during their future experiences.
2. Repeated developments and changes in the family occur in a similar and consistent way, and
3. Families and family members perform certain tasks at specific times set by them and by cultural and social contexts.

E. Capabilities

Capabilities are built using the assumption of a resource-based view. This theory reflects the ability to achieve new and innovative forms of competitive advantage (Kumalaningrum & Purbandono, 2014). Kristinawati & Hidajat Tjakraatmadja (2017) citing Alsos, Borch, Ljunggren, Madsen have built a capability operational framework consisting of four dimensions, namely:

1. External exploration dimension; The manifestation of the external exploration dimension is observing the external environment to identify and evaluate opportunities from outside, adaptive to technology and market developments, and open to adopting best practices.
2. Dimensions of internal exploration; The dimension of internal exploration is to carry out connection or networking activities
3. Dimensions of external exploitation; The dimension of internal exploration is finding and implementing new initiatives that are obtained from new knowledge so that it is possible to do reconfiguration to support new ideas that will be implemented.
4. Dimensions of internal exploitation. The dimension of internal exploitation is renewal in order to be able to continue to be adaptive to various environmental changes, to be able to use new knowledge and experiences to produce innovations.

Kumalaningrum and Purbandono (2014:99) quoted Zahra et al and Teece write operationalization of capabilities based on research conducted where abilities are divided into four dimensions, namely the ability to understand the environment, the ability to make changes and create new things, the ability of technological flexibility, and the ability of organizational flexibility.

1. The ability to understand the environment is measured by three aspects, namely:
 - a. Understanding of the rules.
 - b. Response to environmental changes
 - c. Interaction with the external environment
2. The ability to make changes and create new things is measured by:
 - a. Likes to innovate.
 - b. Chasing rewards
 - c. Creative thinking
 - d. Love new ideas
3. Technology flexibility capability is measured by:
 - a. Easy to adapt to new technology
 - b. Trying to find new technology information
4. The ability of organizational flexibility is measured by:
 - a. Like the flexibility of work,
 - b. Establish communication channels with other parties

F. Interest in Entrepreneurship

According to Jogiyanto (2007) behavioral intention is a person's desire (interest) to perform a certain behavior. Interests are related to behaviors or actions, but interests can change over time, the wider the time interval, the more likely there are changes in a person's interests.

According to Harlan (2014) interest is a mental tendency that remains to pay attention and remember an activity or activity. Interest is a pleasure to do activities. Ajzen (1991) states that behavioral intention shows a person's decision to do or not to do a certain behavior. The concept of behavioral interest states that an individual's motivation to engage in behavior is defined by the attitudes that influence the behavior. Behavioral interest shows how much effort an individual puts into committing to a behavior. The magnitude of a commitment defines the realization of the behavior (Ajzen, 1991). In this study, the intention (intention) leads to the individual's interest or desire for entrepreneurship.

Many factors influence a person to be willing to become an entrepreneur, one of which is internal factors, namely factors that arise from within a person. Personality and entrepreneurship studies have been carried out and it has been found that entrepreneurs have unique traits that differ from others related to some basic personality elements (Thompson, 2009). Other studies reveal that personality traits are one of the most common psychological theories that have been used to explain and predict human behavior including entrepreneurship (Kautonen et al., 2011). The personality traits possessed by a person are expected to be able to help someone in increasing one's confidence in creating job opportunities by becoming an entrepreneur. In line with the opinion of Thomson (2009) and Kautonen (2013) research conducted by Dacul (2017) about the influence of personality traits on intentions to become entrepreneurs shows a positive impression.

According to Heriansyah et al (2017) Entrepreneurship is a creative endeavor that builds a value from something that doesn't exist yet, and can be enjoyed by many people. Every successful entrepreneur has at least four main elements, namely: 1) Ability (with IQ and skills) in: (a) reading opportunities; (b) innovate; (c) Foundation; (d) sell. 2) Courage (develops with Emotional Quotient and Mental) in: (a) overcoming his fears; (b) controlling risk; (c) get out of your comfort zone. 3) Courage includes: a) perseverance (tenacity), never giving up; (b) determination (firm in his belief); (c) the power of the mind (the power of the mind) that he too can. 4) Creativity that spawns an inspiration as the forerunner of the idea to find opportunities based on intuition (with experience/experience).

According to Harlan (2014) the factors that influence interest can be classified as follows:

1. Need factors from within, this need can be in the form of needs related to physical and psychological.
2. Social motive factors, the emergence of interest in a person can be driven by social motives, namely the need to get recognition, appreciation from the environment in which he is located.
3. Emotional factor, this factor is a measure of a person's intensity in paying attention to a particular activity or object.

3. METHOD

The objects in this study are human agility, digital literacy, curriculum, family roles, entrepreneurial capabilities and interests in the millennial generation (study of Pamulang University students). The implementation time of this research is March 2021 by distributing research questionnaires to respondents.

The population in this study were Pamulang University students, totaling 74,217 students. According to Sugiyono (2017) the sample is part of the number and characteristics possessed by the population.

Sample measurement is a step to determine the size of the sample taken in carrying out research on an object. To determine the size of the sample can be done with statistics or based on research estimates. This sampling must be carried out in such a way that a sample can truly function or can describe the actual state of the population, in other terms it must be representative (represent). Samples are needed to prove the correctness of the answers that are still temporary (hypotheses), so the researcher collects data on certain objects.

Because the object in the population is unknown to students who have an interest in entrepreneurship, the researchers used a formula using the Slovin formula with alpha or an error rate of 10%. Determination of the number of research samples based on the calculation of the following Slovin formula:

$$n = \frac{N}{1 + N e^2}$$

N in the above formula is the total population of employees, while e is the tolerable error rate (10%) then the calculation results are:

$$n = \frac{74.217}{1 + 74.217 (0,1)^2}$$

$$n = \frac{74.217}{1 + 74.217 (0,01)}$$

$$n = \frac{74.217}{1 + 742,17}$$

$$n = \frac{74.217}{743,17}$$

$$n = 99,86$$

Based on the calculation of the sample, the researcher believes with an alpha or an error rate of 10% that the random sample is 99.86. Seeing these results, to facilitate the calculation of the data, the researcher rounded the number of samples to 100 people.

Data collection in this study used a questionnaire (questionnaire), Questionnaire The questionnaire was made using open-ended questions, which consisted of questions to explain the identity of the respondents and closed questions, namely questions that asked respondents to choose one of the available answers from each question.

In this study, respondents were asked to answer questions in the form of a scale to measure the attitude of respondents to the questions in the questionnaire. The measurement scale uses a Likert (Sugiyono, 2017) which is a scale used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. The answer to each instrument item that uses a Likert scale has a gradation from very positive to very negative, a Likert scale of 1 - 5 is used in this study, where each question item in the questionnaire is sorted by variables. This is intended so that respondents focus more on the questions.

In this study, the data analysis used was partial least square analysis, the data used was obtained by distributing questionnaires to respondents. Quantitative data is data in the form of numbers that can be calculated, which is obtained from the calculation of the questionnaire that will be carried out related to the problem under study. Data analysis was carried out using the component-based SEM method using PLS was chosen as an analytical tool in this study. The Partial Least Square (PLS) technique was chosen because this tool is widely used for complex causal - predictive analysis and is an appropriate technique for use in prediction applications and theory development as in this study.

PLS is a more appropriate approach for prediction purposes, especially in conditions where indicators are formative. With the latent variable in the form of a linear combination of the indicators, the prediction of the value of the latent variable

can be easily obtained, so that the prediction of the value of the latent variable that it affects can also be easily obtained, so that the prediction of the latent variable that is affected can also be easily made.

4. RESULTS

A. Descriptive statistics

Descriptive statistics are a way to describe and present information from large amounts of data. With descriptive statistics, raw data is converted into information that can describe phenomena or characteristics of the data.



Figure 1. Percentage of Respondents by Gender

Based on Figure 1, it can be seen that the number of respondents is 100 respondents, where the female sex is 60 percent, more than the male sex which is 40 percent.

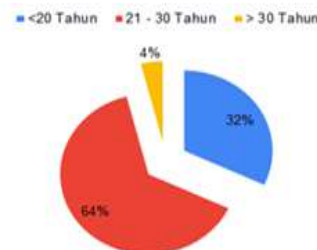


Figure 2. Percentage of Respondents by Age

Based on Figure 2, it can be seen that the largest number of respondents were aged 21-30 years, namely 64 percent of respondents, then the age range <20 years was 32 percent, and the smallest respondents aged >30 years was 4 percent.

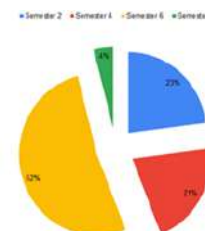


Figure 3. Percentage of Respondents by Semester

Based on Figure 4, it can be seen that the most respondents were 6th semester students, namely 62 percent of respondents, then 4th semester students were 21 percent, 2nd semester students were 23 percent and the smallest 8th semester students were 4 percent.

B. Test Assumptions and Quality of Research Instruments

1. Validity Test

An individual reflexive measure is said to be valid if it has a loading value (α) with a latent variable that you want to measure 0.7, if one of the indicators has a loading value (α) < 0.7 then the question item must be discarded or dropped because it indicates

that the indicator not good enough to measure the latent variable precisely. The following is the output factor loading of research variables on Smart PLS:

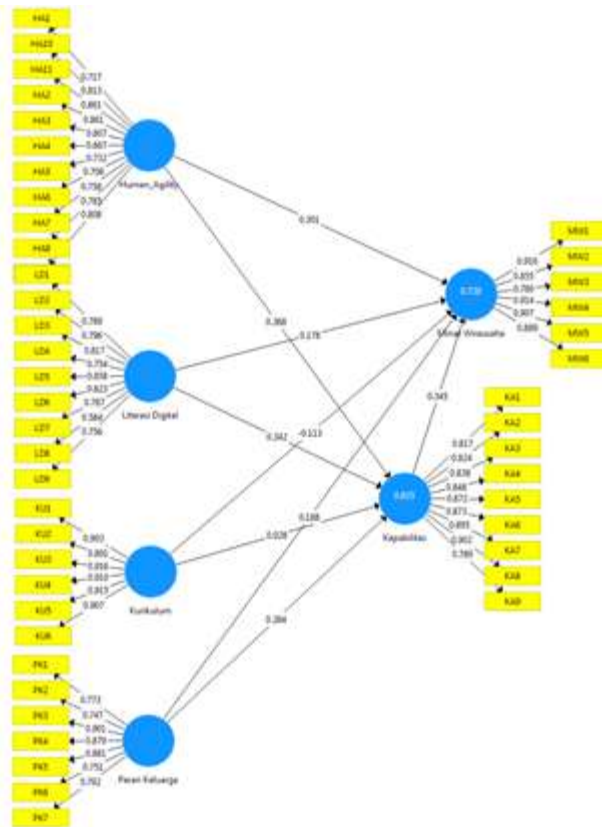


Figure 4.
Path & Loading Factor Diagram of Initial Research Variables

Based on the factor loading value above, after calculating the PLS there is a factor loading value below 0.7, then proceed with data processing by removing invalid question items, so that the final path diagram is obtained as follows:

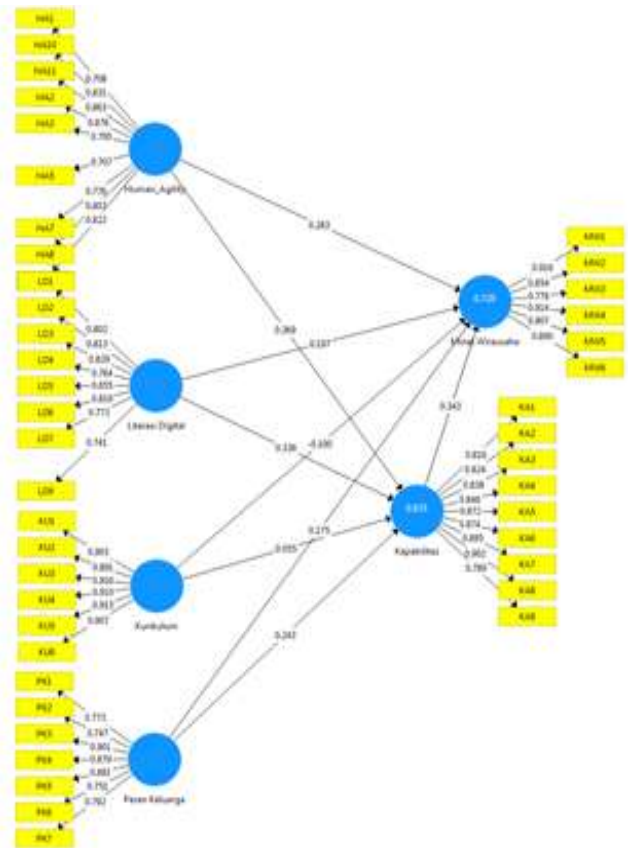


Figure 5.
Path & Loading Factor Diagram of Final Research Variables

Figure 5 shows that all the loading factor values of the research variables are above 0.7, so they are all valid. In the following, the loading factor data of the final research variable is presented to clarify the numbers contained in Figure 5.

Table 1. Validity Test

Indikator	Loading Factor						Keterangan
	Human Agility	Kapabilitas	Kurikulum	Literasi Digital	Minat Wirausaha	Peran Keluarga	
HA1	0,708						Valid
HA10	0,831						Valid
HA11	0,863						Valid
HA2	0,876						Valid
HA3	0,795						Valid
HA5	0,707						Valid
HA7	0,776						Valid
HA8	0,807						Valid
HA9	0,822						Valid
KA1		0,816					Valid
KA2		0,824					Valid

KA3		0,838					Valid
KA4		0,848					Valid
KA5		0,872					Valid
KA6		0,874					Valid
KA7		0,895					Valid
KA8		0,902					Valid
KA9		0,789					Valid
KU1			0,903				Valid
KU2			0,891				Valid
KU3			0,916				Valid
KU4			0,910				Valid
KU5			0,915				Valid
KU6			0,907				Valid
LD1				0,802			Valid
LD2				0,813			Valid
LD3				0,829			Valid
LD4				0,764			Valid
LD5				0,855			Valid
LD6				0,819			Valid
LD7				0,773			Valid
LD9				0,741			Valid
MW1					0,916		Valid
MW2					0,854		Valid
MW3					0,778		Valid
MW4					0,914		Valid
MW5					0,907		Valid
MW6					0,890		Valid
PK1						0,773	Valid
PK2						0,747	Valid
PK3						0,901	Valid
PK4						0,879	Valid
PK5						0,881	Valid
PK6						0,751	Valid
PK7						0,792	Valid

2. Reliability Test

In research, a variable is said to be quite reliable if the variable has a construct reliability value greater than 0.6. The following is a table of the results of reliability testing on each research variable.

Table 2. Reliability Test
Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Human_Agility	0,929	0,934	0,941	0,641
Kapabilitas	0,952	0,954	0,960	0,725
Kurikulum	0,957	0,958	0,965	0,823
Literasi Digital	0,919	0,921	0,934	0,641
Minat Wirausaha	0,940	0,948	0,953	0,771
Peran Keluarga	0,918	0,922	0,935	0,672

Based on the reliability output results above, it can be concluded that for all variables the Composite Reliability is above 0.9 and Cronbach's Alpha is above 0.7 and the rho-A value is above 0.7, so it can be concluded that the indicators used in each variable has good reliability or is able to measure its construct.

Likewise with the value of Average Variance Extracted (AVE), all variables have values above 0.5 and can be said to be sub marginal, so it can be said that all variables in this study have high Discriminant Validity.

3. Hypothesis test

To test the hypothesis in this study, the t-statistic value in each path of direct influence is partially used. The following is an image that explains the path diagram for hypothesis testing:

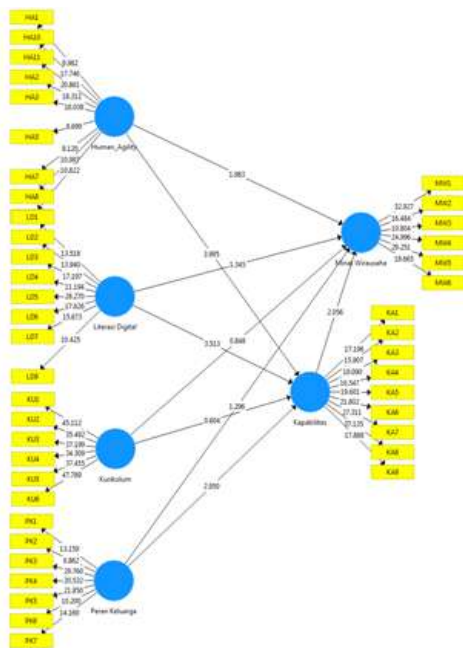


Figure 6. Hypothesis Testing Path Diagram

Based on the path diagram for testing the hypothesis above, all indicators in each variable have t-statistics values greater than 1.96 (table). To test the relationship between variables (hypothesis testing), the t-statistic value of the SmartPLS output is compared with the t-table value. The following is a table that gives the results of relationships between constructs (Variables):

Table 3. Hypothesis Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
Human_Agility -> Kapabilitas	0,369	0,376	0,092	3,990	0,000
Human_Agility -> Minat Wirausaha	0,283	0,278	0,141	2,000	0,046
Kapabilitas -> Minat Wirausaha	0,343	0,333	0,171	2,003	0,046
Kurikulum -> Kapabilitas	0,055	0,057	0,090	0,611	0,541
Kurikulum -> Minat Wirausaha	-0,100	-0,110	0,113	0,882	0,378
Literasi Digital -> Kapabilitas	0,336	0,335	0,095	3,533	0,000
Literasi Digital -> Minat Wirausaha	0,197	0,197	0,144	1,368	0,172
Peran Keluarga -> Kapabilitas	0,243	0,237	0,084	2,881	0,004
Peran Keluarga -> Minat Wirausaha	0,175	0,188	0,125	1,406	0,160

With regard to hypothesis testing, the influence of the relationship between variables in detail can be explained as follows:

- 1) The influence of human agility on the capabilities of the millennial generation
The path parameter coefficient obtained from the influence of the human agility variable on the capability of the millennial generation is 0.369 with a t-statistic value of 3.990 > 1.96, the p value of 0.000 is smaller than the real level = 0.05 (0.000 < 0.005) so that it can be concluded that there is a positive and significant influence on the human variable. agility to the capabilities of the millennial generation. The value of 0.369 in the parameter coefficient means that if human agility increases by 1 unit, the capability of the millennial generation will increase by 0.369 units.
- 2) The influence of digital literacy on the capabilities of the millennial generation
The path parameter coefficient obtained from the influence of the digital literacy variable on the capability of the millennial generation is 0.336 with a t-statistic value of 3.533 > 1.96, the p value of 0.000 is smaller than the real level = 0.05 (0.000 < 0.005) so that it can be concluded that there is a positive and significant influence on the literacy variable. digital towards the capabilities of the millennial generation. The value of 0.336 in the parameter coefficient means that if digital literacy increases by 1 unit, then the capability of the millennial generation will increase by 0.336 units.

- 3) The influence of the curriculum on the capabilities of the millennial generation
The path parameter coefficient obtained from the influence of the curriculum variable on the capability of the millennial generation is 0.055 with a tstatistic value of $0.611 < 1.96$, the p value of 0.541 is greater than the real level = 0.05 ($0.541 > 0.005$) so that it can be concluded that there is an insignificant effect of the curriculum variable on the capability millennial generation.
- 4) The influence of the role of the family on the capabilities of the millennial generation
The path parameter coefficient obtained from the influence of the family role variable on the capability of the millennial generation is 0.243 with a tstatistic value of $2.881 > 1.96$, the p value of 0.004 is smaller than the real level = 0.05 ($0.004 < 0.005$) so that it can be concluded that there is a positive and significant influence on the role variable. family to the capabilities of the millennial generation. The value of 0.243 in the parameter coefficient means that if the role of the family increases by 1 unit, then the capability of the millennial generation will increase by 0.243 units.
- 5) The influence of human agility on the millennial generation's interest in entrepreneurship
The path parameter coefficient obtained from the influence of the human agility variable on the millennial generation's interest in entrepreneurship is 0.283 with a tstatistic value of $2,000 > 1.96$, the p value of 0.046 is smaller than the real level = 0.05 ($0.046 < 0.005$) so that it can be concluded that there is a positive and significant influence on the variable. human agility to the millennial generation's interest in entrepreneurship. The value of 0.283 in the parameter coefficient means that if the human agility variable increases by 1 unit, the millennial generation's interest in entrepreneurship will increase by 0.283 units.
- 6) The influence of digital literacy on the millennial generation's interest in entrepreneurship
The path parameter coefficient obtained from the influence of the digital literacy variable on the millennial generation's interest in entrepreneurship is 0.197 with a tstatistic value of $1.398 < 1.96$, the p value of 0.172 is greater than the real level = 0.05 ($0.172 > 0.005$) so that it can be concluded that there is an insignificant effect of the literacy variable. digital technology to the millennial generation's interest in entrepreneurship.
- 7) The influence of the curriculum on the millennial generation's interest in entrepreneurship
The path parameter coefficient obtained from the influence of the curriculum variable on the millennial generation's interest in entrepreneurship is -0.100 with a tstatistic value of $0.882 < 1.96$, the p value of 0.378 is greater than the real level = 0.05 ($0.378 > 0.005$) so that it can be concluded that there is an insignificant effect of the curriculum variable. to the millennial generation's interest in entrepreneurship.
- 8) The influence of the role of the family on the millennial generation's interest in entrepreneurship
The path parameter coefficient obtained from the influence of the family role variable on the millennial generation's interest in entrepreneurship is 0.175 with a tstatistic value of $1.406 < 1.96$, the p value of 0.160 is greater than the real level = 0.05 ($0.160 > 0.005$) so that it can be concluded that there is an insignificant effect of the role variable. family to the millennial generation's interest in entrepreneurship.
- 9) The influence of capability on the millennial generation's interest in entrepreneurship
The path parameter coefficient obtained from the influence of the capability variable on the millennial generation's interest in entrepreneurship is 0.343 with a tstatistic value of $2.003 > 1.96$, the p value of 0.046 is smaller than the real level = 0.05 ($0.046 < 0.005$)

so that it can be concluded that there is a positive and significant influence on the capability variable. to the millennial generation's interest in entrepreneurship. The value of 0.343 in the parameter coefficient means that if the capability variable increases by 1 unit, the millennial generation's interest in entrepreneurship will increase by 1 unit capability.

4. Indirect Relationship Hypothesis Testing through Capabilities Variables

The results of testing the indirect relationship between variables through capabilities can be seen in the following table:

Table 4. Intervening Variable Hypothesis Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV)	P Values
Human Agility -> Kapabilitas -> Minat Wirausaha	0,126	0,123	0,070	1,800	0,072
Kurikulum -> Kapabilitas -> Minat Wirausaha	0,019	0,021	0,035	0,533	0,594
Literasi Digital -> Kapabilitas -> Minat Wirausaha	0,115	0,110	0,065	1,774	0,077
Peran Keluarga -> Kapabilitas -> Minat Wirausaha	0,083	0,081	0,055	1,519	0,129

In the research model, the influence of human capital, digital literacy, curriculum and family roles on the millennial generation's interest in entrepreneurship through Capabilities is not significant, because all p-values of 0.046 are smaller than the real level = 0.05, so it can be concluded that the capability variable is not an intervening variable. good for influencing the millennial generation's interest in entrepreneurship.

5. DISCUSSION

Based on the results of the study, the human agility variable has a significant effect on entrepreneurial capabilities and interests, digital literacy variables only have a significant effect on capabilities, curriculum variables do not affect entrepreneurial capabilities or interests, family role variables only have a significant effect on capabilities, and capability variables affect entrepreneurial interests. However, the intervening variable capability is a good variable to influence the millennial generation's interest in entrepreneurship.

Based on the results of research on the human agility variable, the indicator of cooperation in the organization's place/environment, according to respondents, is the highest indicator, then awareness to increase competence because the world of work in the future has severe challenges becomes the second highest factor, then speed in solving problems in the place/environment organization is the third highest indicator that drives human agility in the millennial generation.

The desire to be involved in every task and decision making is the lowest indicator of human agility, thus it can be concluded that the millennial generation, they want to focus on their duties and responsibilities in accordance with the assigned task description, the desire to be involved in various aspects of the organization is not attractive. their interest.

Based on the results of research on digital literacy, the ability to search for information via the internet, according to respondents, is the highest indicator, then being able to use the web in order to facilitate college/work assignments is the second highest indicator, the ability to use all types of facilities and media on the internet (email, browsing, social media, downloading, and so on) is the third highest indicator that drives digital literacy in the millennial generation. The ability to create a personal newsfeed on social networks via the internet, the ability to analyze background information on the internet and the ability to evaluate a credible and non-credible web address as a reference in finding information are the lowest digital literacy indicators, in the three. These indicator points show that the millennial generation needs to be given training in analytical skills on the credibility of information and website addresses. Thus, the millennial generation can properly sort out a bona fide website address and get valid information.

Based on the results of research on the curriculum, the curriculum is able to educate and make the millennial generation adapt dynamically to the times, the curriculum provides an opportunity for me/opens up life opportunities to choose to be what I want/aspire to be according to respondents as the highest indicator of the curriculum variable.

The curriculum does not print to be a person who is easy to adapt and contribute to society, the curriculum has not been educated to become a person who thinks critically and creatively and the curriculum is less helpful and directs to develop potential, are indicators that have low perceptions from respondents. Curriculum variables do not significantly affect the capability and interest in entrepreneurship, thus, the implementation of the curriculum must be further improved, in order to be able to produce millennial generations who are easy to adapt, think critically and creatively and are able to develop their potential.

Based on the results of research on the role of the family, the family provides life lessons that are not available on campus/school and the family provides the best education and place for learning, according to respondents, being the highest indicator of the family role variable. Furthermore, the family is not a model / example to build my life in the future, and the family has not planned and created a conducive environment for growth and development is the opinion of the respondents in viewing the role of the family that has low values, thus it is necessary to cooperate with all parties to form a family atmosphere conducive so that it is comfortable for the younger generation to grow and develop.

Based on the results of research on the capability variable, the ability to follow the development of science is very necessary to achieve success. Giving awards for performance is very important, and supporting policies that support organizational innovation, according to respondents to be the highest indicator on the capability variable.

The ability to generate new ideas and use new innovations in completing tasks, the ability to interact with external parties and be responsive to environmental changes, are the opinions of respondents in capabilities that have low scores. Thus, efforts are needed to improve the capabilities of the millennial generation by educating them to be more innovative, creative, adaptive, and responsive to environmental changes.

Based on the results of research on the variable of interest in entrepreneurship in the millennial generation, indicators that successful entrepreneurs are dreams, being entrepreneurs/entrepreneurs have a greater opportunity to contribute to the progress of society and are interested in becoming entrepreneurs because they want to achieve future goals according to the reasons for the highest respondents who encourage interest entrepreneurship, then the perception that being an entrepreneur/entrepreneur will get recognition in the eyes of the community is the lowest indicator that affects entrepreneurial interest, thus it can be concluded that the entrepreneurial profession is seen as less bona fide in the eyes of the community, making the millennial generation less interested, so it is necessary to socialize and educate the community that being Entrepreneurship is also a dignified profession.

6. CONCLUSION

Based on the results of the study, the conclusions that can be drawn in this study are:

1. There is a positive and significant influence of the human agility variable on the capability of the millennial generation, if human agility increases by 1 unit, the capability of the millennial generation will increase by 0.369 units.
2. There is a positive and significant influence of digital literacy variables on the capabilities of the millennial generation, if digital literacy increases by 1 unit, the capability of the millennial generation will increase by 0.336 units.
3. There is no influence of curriculum variables on the capabilities of the millennial generation.
4. There is a positive and significant effect of the family role variable on the capability of the millennial generation, if the role of the family increases by 1 unit, the capability of the millennial generation will increase by 0.243 units.
5. There is a positive and significant influence of the human agility variable on the millennial generation's interest in entrepreneurship, if the human agility variable increases by 1 unit, the millennial generation's interest in entrepreneurship will increase by 0.283 units.
6. There is no influence of digital literacy variables on the millennial generation's interest in entrepreneurship.
7. There is no influence of the curriculum on the millennial generation's interest in entrepreneurship.
8. There is no influence of the family role variable on the millennial generation's interest in entrepreneurship.
9. There is a positive and significant influence of the capability variable on the millennial generation's interest in entrepreneurship, if the capability variable increases by 1 unit, the millennial generation's interest in entrepreneurship will increase by 1 unit capability.
10. The capability variable is not a good intervening variable to influence the millennial generation's interest in entrepreneurship on all independent variables

7. SUGGESTION

Based on the results of the study, the suggestions that can be given in this study are:

1. In the millennial generation, they want to focus on their duties and responsibilities in accordance with the assigned task description, the desire to be involved in various aspects of the organization does not interest them, thus to enhance human agility it is necessary to make a more specific job description

for the company which recruits Human Resources from the millennial generation.

2. The millennial generation needs to be given training in analytical skills on the credibility of information and website addresses. Thus, the millennial generation can properly sort out a bona fide website address and get valid information.
3. Curriculum variables do not significantly affect the capability and interest in entrepreneurship, thus, the implementation of the curriculum must be improved further, in order to be able to produce millennials who are adaptable, think critically and creatively and are able to develop potential
4. The family is not a model/examples to build my life in the future, and the family has not planned and created a conducive environment for growth and development is the opinion of the respondents in viewing the role of the family that has low values, thus it is necessary for the cooperation of all parties to form a family atmosphere that is conducive to growth and development. conducive so that it is comfortable for the younger generation to grow and develop.
5. All parties' efforts are needed to improve the capabilities of the millennial generation by educating them to be more innovative, creative, adaptive, and responsive to environmental changes.
6. The entrepreneurial profession is seen as less bona fide in the eyes of the community, making the millennial generation less interested, so it is necessary to socialize and educate the community that being an entrepreneur is also a dignified profession.

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