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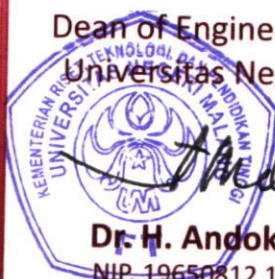
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Entrepreneurship motivation of vocational high school student

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Entrepreneurship Motivation of Vocational High School Student

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Abstract. The research reveals the influence of entrepreneurship learning results and productive training on entrepreneurship motivation. This research was conducted in the context of the Vocational High School, which is a class XI student of SMK at 65 publics and privates accredited A, B, and C SMK of East Java. Research sample is a number of 340 students from 18 SMK defined by stratified random sampling. The analytical model used in this study is a SEM (Equation Structural Modeling) with AMOS 20 (Analysis Moment of Structural) software to measure the relationship between variables. The results of the study showed that (1) there is a significant relationship between learning results of entrepreneurship subject with entrepreneurship motivation, (2) there is a significant relationship between learning results of productive training subject with entrepreneurship motivation. The analysis of structural models reveals there are strong entrepreneurship motivation is indicated by the presence of: (1) a sense of responsibility and (2) the desire to go forward (advancement) on students as the main pillars of learning success in the productive training subject. The combination of both contributed a great deal to make students eager to have high entrepreneurship motivation. Entrepreneurial learning results indicated by the three main things: (1) the student has a high orientation on the action, (2) students are more courageous in taking risks, and (3) students become more creative. While on productive training, students participating in clothing productive practices is getting better on three competencies: (1) sewing women's clothes, (2) sewing children's clothes, and (3) sewing men's clothes. Teachers should design and apply cooperative learning to maximize the potential of students, preparing and improving the competence of human resources (teachers), and learning media that can enhance students' motivation of entrepreneurship.

INTRODUCTION

Entrepreneurship motivation is a state in the individual that encourage individuals to undertake certain activities in order to achieve its business objectives [1]. The motivation must be present in SMK students because it contains a sense of responsibility and a desire to move forward, especially on the implementation of vocational practice. At every business conducted by someone, should be based on the capital and the self-ability, able to take risk in the business, and the business can be used as a model for others. While confidence in the self-ability is an important factor for the success of business, and job performance gained will strengthen the confidence of a person.

Entrepreneurship motivation in the form of a sense of responsibility is important to have by the students. Post-study of SMK is an entry into the working world in fashion or textile industry. The development of the textile industry and textile products with the existing competence in vocational is very clear and requires the development of competent and professional human resources for various purposes, especially for the textile industry and textile products, ranging from upstream to downstream, to be able to seize opportunities of human resources/workforce, the market needs of textile products, as well as the vocational graduates absorption rate can be determined, especially the study program of boutique clothing for the garment sector, as it has strong potential.

Objective conditions shows that education in SMK are faced with quality less in harmony with the needs of user industries. Similarly, the problems that arise for graduates of SMK boutique clothing courses, are: (1) vocational graduates working outside his field of expertise, and (2) the vocational school graduates do not have the courage to be independent (be an entrepreneur). This is consistent with research findings [2] found that entrepreneurship is understood by managers and teachers is associated with the ability to open and manage the business after school, this understanding then interpreted by compacting and enrichment of productive training subject and instructional design of business management.

It is important to create high entrepreneurship motivation that emphasis on effective implementation of entrepreneurial learning. This study is in line with the results of research conducted by [3] and [4]. Empirical results in this study explains that the learning results of entrepreneurship subject measured on the independence and the orientation of the action. While on entrepreneurship motivation measured on responsibilities and advancement indicator. Supporting research result is the research done by [5] proved that his research on the effectiveness, efficiency and attractiveness of proven entrepreneurial training models; (1) effectively meet the needs of trainees, (2) add knowledge about gender and entrepreneurial skills, (3) efficient in the use of time, energy, and (4) to attract male and female students (trainees). While the research results [6] indicate: (1) there were significant differences between groups of trainees who have experience with no experience of entrepreneurship before, (2) training can improve the effectiveness of entrepreneurship education, (3) students who obtain materials entrepreneurship before training proved much easier to develop the characteristics, behavior and performance of self-employment, and (4) training can provide insights on entrepreneurship education have often overlooked. While [7] says that the achievement motivation program designed to assist student's desire to doing a good job, because it learning model assumes that the motivations appear before, during, and after the study.

Research results of [8] who studied the influence of learning methods and achievement motivation is proven; students who have high achievement motivation remember and understand better than the group of students who are low motivated. The existence Boutique Clothing expertise program is very strategic because of its graduates become the foundation of the industry, while the related industries (garment / fashion) are in great demand by the international market and become a contributor of foreign exchange [11]. On the other hand, graduates of boutique clothing expertise program were also prepared for independent and become entrepreneur. The research hypotheses include: (1) The results of studying entrepreneurship subject directly related to entrepreneurship motivation; (2) Results of learning of Clothing productive training directly related to entrepreneurship motivation.

METHOD

This study uses correlational survey design. sampling techniques used in this study was stratified random sampling, can be done by first classifying the population into sub-sub-populations based on certain characteristics of the elements of the population. In this study is based on the level of school accreditation. This research was conducted in the context of the Vocational High School, which is a class XI student of SMK at 65 public and private accredited A, B, and C SMK in East Java. The research sample number of 340 students from 18 vocational defined by stratified random sampling. Data were collected using a questionnaire distributed in twelve cities / regencies in East Java to the respondent that the students in eighteen SMK accredited A, B or C Boutique Clothing Expertise Program. Data captured by the questionnaire. Questions were developed based on the indicators that have been set. Measurements were made using a Likert scale with 5 options, namely: starting from very low to very high. Before being used to collect data, the validity and reliability is tested. [10] requires minimum validity correlation value of 0.3. Results of testing the validity of obtained values of $r > 0.3$ with a 5% significance. Means that every item in the questionnaire is valid. Reliability test is done to make use of Cronbach Alpha. A questionnaire can be said to be reliable if the Cronbach Alpha values greater than 0.6 [11]. The analytical model used in this study is SEM (Structural Equation Modelling) AMOS 20 (Analysis Moment of Structural) software. To measure the relationship between variables.

RESULTS AND DISCUSSION

Study Result Description of Entrepreneurship Subject

Description of study result variables of entrepreneurship subject include six indicators with each consisting of 2-4 items. Measurement of each indicator using a Likert scale is 1 - 5. Total items used to measure the study

result of entrepreneurship subject are 21 items, so that the score on the outcome variable entrepreneurship subject study result is 21-84 with a middle value (median) = $(21 + 84) / 2 = 52.5$.

Table 1. Study Result of Entrepreneurship Subject Category

Categories	Interval	Frequency	Percentage
Very Low	Minimum Value -58	20	5.9
Low	59 - 64	99	29.1
Medium	65 - 70	109	32.1
High	71 - 76	94	27.6
Very High	77- Maximum value	18	5.3
Total		340	100.0

Number of students with very high category to the study result of entrepreneurship subject is 18 respondents (5.3%) and 94 respondents (27.6%) included in the high category. This description explains that if the score entrepreneurial study result variable is 71 or more it will fall into the category of high or very high.

Table 2 Relationship of Loading factor and average value on Study Results of Entrepreneurship Subject

Indicators	Label	Loading	Rata-rata	Remarks
X11	Honesty	0.51	3.11	Low Priority
X12	Independence	0.66 *	3.14	Main Priority
X13	Creativity	0.65 *	3.25 *	Maintain
X14	Risk-taking	0.65 *	3.23 *	Maintain
X15	Action-oriented	0.73 *	3.36 *	Maintain
X16	Leadership	0.61	3.15	Low Priority
	Median Value	0.64	3.21	

Note: * = values greater than the median value

The results of this study found that the weak results of studying the subjects of entrepreneurship in the honesty indicator allegedly occurred in many schools, it is apparent from the measurement model calculation results loading factor is low, so the repairs and varied efforts and thus increasing the honest behavior in entrepreneurship subjects in among students of SMK Boutique clothing expertise program need to be followed up, because honesty is a moral basis. This is in accordance opinions [12] which says that honesty is the moral foundation that should not be forgotten by an entrepreneur. Honesty about the characteristics of products (goods and services) offered, honesty regarding the promotion is done, honesty regarding the promised post-sale service, and honesty to know all the activities associated with the sale of products made by entrepreneurs. Indicators of independence which is also an indicator of entrepreneurship subjects aimed to create the character of students in order to have an attitude and behavior that is not easily dependent on others to complete tasks. As with honesty, independence issue is still undervalued compared to some other indicators in entrepreneurship. But based on the high loading factor, it explains that in some schools, SMK Boutique clothing expertise program in East Java has been able to properly implement the independence material.

The study's findings also indicate that the study result of entrepreneurship subjects, there are three main indicators, namely; creative, risk-taking and action-oriented. Thirdly this indicator can be interpreted that the majority of students have considered better, and these indicators are things that are substantive to measure study result of entrepreneurship subjects. This is demonstrated by the relatively high loading factor and average values are relatively high these are the indicator: creative, risk-taking and action-oriented. Indicators leadership still seems to be a big homework for teachers and principals at vocational level. The students' answers related to leadership is relatively low compared to other indicators. In addition, the value of loading factor is also low, so it should be assumed that the failure to build leadership among students of SMK occur fairly evenly in various vocational schools in East Java. The world entrepreneur who will enter vocational students cannot ignore this aspect of leadership. Leadership at SMK students can be enhanced by designing and implementing cooperative learning model, this approach will greatly help shape aspects of leadership to be more powerful, because the syntax of the

cooperative learning model requires students studying in groups, the next student in the group will choose a group leader to lead learning activities within the group. This is consistent with the research result of [13] that the cooperative learning model can improve the activity and study result. Thus an opportunity that will help the formation of the more powerful aspects of leadership. Teachers in addition to evaluating the work of assignment, assessment and evaluation of the group's leadership will also be necessary.

Study Result Description of Productive Training

Description of variables of Clothing Productive Training include six indicators with each consisting of 2-4 items. Measurement of each indicator using a Likert scale is 1 – 4. Total items used to measure the study result of Clothing productive training are 20 items, so that the score on the outcome variable of Clothing productive training study result is 20-80 with a middle value (median) = $(20 + 80) / 2 = 50$.

Table 3. Study result of Clothing productive training Category

Categories	Interval	Frequency	Percentage
Very Low	Minimum Value- 56	21	6.2
Low	57–63	89	26.2
Medium	64–68	132	38.8
High	69–75	73	21.5
Very High	76 – Maximum value	25	7.4
Total		340	100.0

Number of students with very high category to the study result of productive training subjects is 25 respondents (7.4%) and 73 respondents (21.5%) included in the high category. This description explains that if the productive training study results variable is 76 or more it will fall into the category of high or very high.

Table 4 Relationship of Loading factor and average value on Study Results of Productive Training

Indicators	Label	Loading	Mean	Remarks
X21	Clothes Drawing	0.53	3.33 *	Excessive
X22	Creating Clothes Pattern	0.60	3.25	Low Priority
X23	Creating Woman's Clothes	0.78 *	3.29	High Priority
X24	Creating Man's Clothes	0.82 *	3.23	High Priority
X25	Creating Child's Clothes	0.76 *	3.29	High Priority
X26	Creating Clothes Decoration	0.66	3.33 *	Excessive
Median Value		0.69	3.29	

Note: * = values greater than the median value

Productive training lessons is the number of expertise training practice in accordance with the program of expertise contained in the curriculum and spectrum, in this research productive training subject of Clothing Boutique expertise program are: Clothes Drawing, Creating Cloth Pattern, Creating Woman's Clothes, Creating Man Cloth, Creating Child Clothing, Creating Clothing Decoration. In this study the effectiveness of learning is measured using two indicators, namely; suitability with the procedure (process), and the quality of the final result.

The research proves that clothes drawing indicator is one of two things is rated easy to do. The ease of drawing clothes had not yet been entered in the actual clothes drawing competence. The sections in clothes drawing is actually quite difficult because students have to understand the shape of the clothes part, can describe the shape of proportions and anatomy of some types of the human body, able to apply the technique of making fashion design and be able to apply techniques to finish dry or wet images. Drawing clothes on paper is actually part of a wide range of competencies in clothes drawing. Based on the test results, the level of success has not been proven that it has delivered effectively for students. The findings of this research also proves that the other training subject which is seen easy by student of SMK Clothing Boutique expertise program is making clothes decoration. In practice, this training subject is not difficult, students are taught to be able to identify clothes decoration and can make decoration

according to type of decoration/needlepoint to be applied to the fabric or clothing. The productive training study result also proven effective, meaning that students are able to perform both the procedures and the purpose of this work. The results also prove that the indicators of making clothes patterns is one of the training that is quite difficult to be done by the student. The average value of this indicator is low. Similarly, the value of the loading factor is low. These skills seem to need to have longer practice time and more control on the students by the teachers. Study results in making clothes patterns also have not proven effective. Students need more time to be able to master the techniques in making a clothes pattern. This is understandable because in the manufacture of clothes patterns require long work steps and takes considerable time to complete, either to create a pattern of women's clothing, men's clothing patterns and manufacture of children's clothing patterns. This is in accordance to the [15] which states that the making of clothing pattern has steps of work; (1) analyzing the design; (2) measure the body; (3) making base patterns; (4) change the base pattern (according design analysis) into ready to use clothing design (burst pattern); and (5) describe parts of pattern. The study also reveals that the ability of SMK students of Clothing Boutique expertise program in creating women's clothes, men's clothes and child's clothes was still a part that is quite difficult to master. The average value in this training was below average, but the loading factor on these three indicators is high. If students successfully make the women's clothes, men's clothes and children's clothes pattern, that is substantially the student can be considered successful in these productive training. But the high success rate just tested in the creating of child's clothes, while the men's and women's clothes still needs to be redesign its concept of training so that it is easier to follow by the students.

Description of Entrepreneurship Motivation

Description of entrepreneurship motivation variable includes five indicators with each consisting of 2-4 items. Measurement of each indicator using a Likert scale is 1 - 5. Total items used to measure entrepreneurship motivation is 16 items, so that scores on entrepreneurship motivation variable is 16-64 with a middle value (median) = $(16 + 64) / 2 = 40$,

Table 5. Category of Entrepreneurship Motivation

Categories	Interval	Frequency	Percentage
Very Low	minimum value - 44	18	5.3
Low	45 - 49	104	30.6
Medium	50 - 53	120	35.3
High	54 - 58	74	21.8
Very High	59 – maximum value	24	7.1
Total		340	100.0

Number of students with very high category to the study results of entrepreneurship subjects is 24 respondents (7.1%) and 74 respondents (21.8%) included in the high category. This description explains that if the score entrepreneurship study result variable is 59 or more it will fall into the category of high or very high.

Table 6. Relationship of Loading factor and average value on of Entrepreneurship Motivation

Indicators	Label	Loading	Mean	Remarks
X31	Achievement	0.64	3.54 *	Excessive
X32	Recognition	0.55	3.41 *	Excessive
X33	Responsibilities	0.77 *	3.27	Main Priority
X34	The work it self	0.59	2.95	Low Priority
X35	Advancement	0.68 *	3.44 *	Maintain
Median Value		0.65	3.32	

Note: * = values greater than the median value

The analysis of the measurement model appears that there are two indicators with a loading factor values are relatively high compared with other indicators, namely responsibilities and advancement. In other parts, the

average value of the respondents' answers, will give a picture of the current relative position of the five indicators. There are 3 indicators with the average value is relatively high compared with 2 other indicators, namely: achievement, recognition and advancement. Entrepreneurship motivation is the driving force/impulse in a person or the students to achieve the highest possible study result. Motivation in this research is the motivation contained within the students to try to establish a change in behavior better in achieving the set objectives (the study results), namely: achievement, recognition, responsibilities, the work itself, and advancement. The research proves that an indicator of advancement is one of the main indicators measuring entrepreneurship motivation and most students have a great motivation from this aspect. The knowledge and insights more easily obtained about the world of business in the textile and clothing industry giving special encouragement for students to feel that they could grow wider. This research also proved that an indicator of achievement and recognition including the two things were deemed positive by the SMK students of Boutique Clothing expertise program. Vocational discipline that they pursue motivate them to be more confident that they will be able to compete and gain recognition. As stated by [16] that the motivation for entrepreneurship is an attempt to achieve success, aiming to succeed in the competition based on the particular advantages. Similarly, Responsibilities is a difficult thing to do by SMK student of Boutique Clothing expertise program. This study proves that the average value of this indicator is low, while the loading factor on this indicator is the highest. It is proven that creating students who are responsible is one of the benefits that these students can practice on the productive subjects appropriately. The findings of this research also proved that skills in the field of clothing has not always been a pride for by SMK student of Boutique Clothing expertise program. The results of this study explained that indicators of the work itself actually has an average value of the lowest compared to other indicators. Supported also by a low loading factor, in East Java among SMK student of Boutique Clothing expertise program are not too many who simply prefer a clothing work. Most of them chose SMK because of necessity instead of an intention.

Relationship between Variables

Exposure related to results of descriptive analysis covered two statistical value of each indicator, among others: the average value and the loading factor of the outer models. The average value will provide an overview of the results of respondents' votes on each indicator. The average value of more than 3 to describe their positive trend. As for the loading factor, serves to explain the relationship level indicator with latent constructs. the level of loading factor would explain the correlation level indicator with latent constructs and data related to the variation in the indicators. On an indicator with a low loading factor is thought to occur due to variations in the data is low, so that this indicator has a weak relationship level to be used as a latent construct measuring tool.

Relationships of Entrepreneurship Subject Study Results with Entrepreneurship Motivation

Hypothesis model in this study explains that the Study result of the entrepreneurship subjects is a significant driving factors for entrepreneurship motivation. The Important thing to create high entrepreneurship motivation is the emphasis on effective implementation of entrepreneurship lesson. This research is in line with the results of research conducted by [17] and [18]. Empirical results in this research explains that the study result of entrepreneurship subjects more measured on the independence and the orientation of the action. While on entrepreneurship motivation more measurable in advancement responsibilities indicator. The findings of this research explained that the learning outcomes of entrepreneurship subjects only superior on two indicators: the creativity and orientation towards action. These results are in line with what has been done by [18] that the teacher's role as teacher to contribute in creating great learning effectiveness. Teachers play a role in the smooth process of learning, the management of teaching and learning activities as well as instill character and entrepreneurial attitudes in students. In addition to teachers, as applicable education learning outcomes also need to be supported with sufficient infrastructure in the learning process of entrepreneurship education. Entrepreneurship motivation among SMK students have been pretty good at some things including: (1) achievement, (2) advancement and (3) recognition. While on the other two aspects, namely: responsibilities and the work itself is relatively less compared to 3 that. Substantially based on the modeling results, entrepreneurship motivation on students more explained by responsibilities and advancement. So that responsibilities problem is very essential to be repaired as a key indicator but not widely undertaken by SMK students. The findings in the research concluded that there is a relationship between study result of entrepreneurship subjects with SMK student of Boutique Clothing expertise program entrepreneurship motivation. Thus, it can be seen that the study result the subjects of entrepreneurship has essential

contribution to the development of entrepreneurship motivation of SMK student of Boutique Clothing expertise program in East Java.

Relationships of Productive Training Study Results with Entrepreneurship Motivation

Hypothesis model of productive training study result become a significant driving factors for entrepreneurship motivation. Besides direct effect on entrepreneurship motivation, it is important to create high entrepreneurship motivation emphasis on the implementation of productive training effective lesson. Results of research by [6] have common results with modeling in the research, some components synergize to build students to have achievement motivation. There is a chain of relationships between technical skills, business management skills, and personal entrepreneurial skills. It is the impact of entrepreneurship education and training, which also increases the productive competence, ultimately improving business effectiveness. This means that entrepreneurship education should be rich in learning principles, innovation and reflection because it is proven to improve learning outcomes. There are three advantages on students that must be possessed in order to facilitate the practice of productive training in school, that has the ability to sew children's clothes, sew man's clothes and sew women's clothes. Expertise in sewing these clothes is very strategic and determine the success of students in the textile and garment industry.

Findings of Research Result

Based on the results of hypothesis testing as described above, it can be concluded that the core findings of this study as follows:

1. Study result of entrepreneurship subjects on the part of creativity (57.1%) and action-oriented (67.4%).
2. study results of of productive training on the part of making child's clothes (58.8%) and making clothes decorations (60.3%).
3. Indicators of independence, creativity, risk-taking and action-oriented contribute significantly to measure study result of entrepreneurship subjects.
4. Indicators of making children's clothes, man's clothes and women's clothes make a big contribution in measuring study result of productive training
5. Indicators of responsibilities and advancement contribute significantly to measure entrepreneurship motivation.
6. Study Results of entrepreneurship subjects directly related to entrepreneurship motivation of SMK student of Boutique Clothing expertise program in East Java.
7. Study Results of productive training directly related to entrepreneurship motivation of SMK student of Boutique Clothing expertise program in East Java.

CONCLUSION

Entrepreneurship motivation as the main pillar of the establishment of study result in production activities in the school could be built on the implementation of effective entrepreneurship subjects and supported by an effective productive training practice. a combination of both contributed a great deal to make students eager to have strong entrepreneurship motivation. Successful entrepreneurship subjects will be represented by three main things: (1) the student has a high orientation on the action, (2) students are more courageous in taking risks, and (3) students become more creative. While in the eyes of productive training, the students are expected to undergo more training to master the three main skills: (1) making children's clothes, (2) making man's clothes and (3) making women's clothes

Study Results of on the scope of SMK student of Boutique Clothing expertise program, there are two main indicators, namely: The success of productive training measured by student skills in sewing women's clothes, sewing children's clothes, and sewing men's clothes. while strong entrepreneurship motivation will demonstrated by their sense of responsibility and desire to move forward (advancement) on students. The meaning of this relationship is tthat it can foster entrepreneurship motivation to advance and great sense of responsibility in the clothing business.

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