

THE MAPPING OF UNIVERSITY STUDENT'S BACKGROUND, EXPECTATION, AND ENTREPRENEURSHIP VIEW ON FUTURE CAREER

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ABSTRACT

This research aims at: 1) mapping university student's background, 2) expectation university students on future career, 3) finding out the differences of student's background and expectation. This research uses descriptive comparative method. The population of this research is students of AP FIP UM and MP FIP UNESA. The number of sample is 248 respondents from 743 populations. Data is taken using questionnaire. The results are: 1) most students are from East Java and graduated from Senior High School. The parents' highest educations are from Senior High School. Parents' occupation is businessmen. Students' interest is art. Most parent's expectation that their children will reach career as public servant (PNS). 2) Students college after graduation, they have expectation to work in the field of education on the staff of the Ministry of National Education. Non-educational field, they have hopes to be an employee of Bank. 3) Based on group variable university, sex, and student year, there are similarities and there are differences.

Keywords: mapping students' background, expectation, future career, entrepreneurship

INTRODUCTION

Indonesia is one of the developing countries in South-East Asia. Indonesia has the enormous potential of human and natural resources. The characteristic of developing country is that most of its people work as farmer and fisherman while for developed country, most of its people work as entrepreneur or businessman. Iwantono (2002) stated that entrepreneurship is the English language while the entrepreneur is the person who organizes, manages, makes innovation and shows courage to take a risk. The entrepreneur has the dedication to run the business successfully and willingness to take a risk on financial, career or reputation. The entrepreneur will work hard to use up all his capabilities and capacities in running business in order to reach psychological satisfaction. Indonesians who work as entrepreneur much less than other ASEAN countries. The Head of Central Official Organization of Indonesian Young Entrepreneur (Badan Pengurus Pusat Himpunan Pengusaha Muda Indonesia/BPP HIPMI), Lahadalia (2016) stated that the number of Indonesian entrepreneurs is only 1.5% of Indonesian total number reaching 252 million. Singapore, Malaysia, Thailand, and Vietnam have 7%, 5%, 4.5% and 3.3% of entrepreneurs, respectively.

Ratten (2014) in his study about the analysis of current challenges faced by entrepreneurs in developing countries finds that there are a number of different types of collaborative entrepreneurship conducted. These include cultural collaboration, government attitudes and society benefits, community innovations and collaborative capabilities.

Based on data from Statistical Center Organization (Badan Pusat Statistik/BPS) it is shown that Indonesian working generation in August 2015 was 122.4 million, falling about 5.9 million compared to February 2015 and

increasing about 510 thousand compared to the number in August 2014. Opened Jobless Level (Tingkat Pengangguran Terbuka/TPT) in August 2015 was 6.18%, meaning it is increased compared to the number in February 2015 (5.81%) and in February 2014 (5.94%). In August 2015, working generation was dominated by those who graduated from elementary school and below which was about 44.27%, and those who graduated from university was only 8.33%.

Recently, literate level in Indonesia increases significantly. Indonesia government dedicates high effort in improving educational sector from the earlier age to university level. Higher educational institutions produce many graduates who are ready to implement their knowledge and skills each year. Most of the graduates expect that they will get occupation on formal sector, and some of them expect to work in the non-formal sector. It is an ironical fact because working chance in the formal sector is so limited. It is not only student's expectation but also parent's expectation who insist their children be the public servant. This assumption will cause the producing of intellectual jobless.

Based on the problem, it is required for the government to find a solution from every sector. The solutions are expected not only from government but also from student's background (parents, students' interest, and expectation), community, friends and university environment. Students must prepare their future career better. Kompasiana (2014) stated that career is any kinds of job, both payable or not. Career is also a learning process and roles in people life. Career is related to earning money and a single job. Career is viewed as a long life learning process and self-development. Wakawimbang (2012) stated that career is all occupation which is had on someone life.

One effort to reduce intellectual jobless is by having entrepreneurship. The jobless group is a working generation group which has the willingness to work but they have not got a job yet. An educated jobless group is a person who graduated from public or private higher education institution and they want to get a job but they have not got it yet. The educated jobless group usually comes from middle to top society, in which they may live in welfare condition instead of living in jobless condition. Educated jobless group relates tightly to the educational problem in developing country including the problems of educational quality, educational staff, facilities and the lack of working field which effect on social welfare and educational existence on society view.

There will be many advantages if they decide to be the young entrepreneur. Iwantono (2002) stated that to be young entrepreneurs they should have the following characteristics: a) strong self-confidence to work independently, hard-working, comprehensive understanding about risk to face in order to reach successfulness; b) strong business vision interpreted then into concrete objectives, goal-oriented, and be able to face any risks in case there are failures on decision they made; c) high creativity and innovation to find out and try new ideas; d) be ready to enjoy challenges and pro-active in accepting development and changes surroundings.

Alma (2007) stated that the advantages of entrepreneurship are: 1) increasing working group volume that can reduce jobless sectors. 2) Creating a generator of the development environment, production sector, distribution, environment keeping, welfare, and others. 3) Being an example of other people, as an excellence person, for an entrepreneur is an honest, courageous person who is able to give advantages to others. 4) Obeying rules, keeping and creating the good environment. 5) Offering help to others and social development according to his skills. 6) Trying to educate his staffs to be self-reliance, discipline, honesty and diligence person in doing the job. 7) Giving examples on how to work hard but never leaving his religion rules. 8) Living efficiently, and 9) keeping the harmonic environment, both on behavior and cleanliness.

University students must be encouraged to be the entrepreneur. There should be working togetherness between students, parents, university and society to reduce educated jobless group number, and preparing students to grab better future. Rao (2014) in his study found that entrepreneurship education and development programs resulted in revenue growth and also employment generation, thereby impacting society at large. This study also demonstrated improvement of self-

confidence levels and strategic thinking by the women entrepreneurs, which benefited their business performances and growth.

METHODS

This research used the quantitative approach with the comparative descriptive design. Research object is students of Educational Administration Department, Faculty of Educational Science Malang State University (AP FIP UM) and Educational Management, Faculty of Educational Science Surabaya State University (MP FIP UNESA), from 2012 – 2015 generation. The number of students is 248 from 743 populations. The sample consisting of 138 of students of AP FIP UM and 110 from students of MP FIP UNESA. Research sample is taken based on *Robert Krejcie and Daryle W. Morgan formula*, in which it is taken using *Proportionate Random Sampling* based on students' generation. Data collecting technique is a questionnaire. The data is analysed with cross tabulation descriptive and t-test technique using SPSS for Windows.

RESULTS AND DISCUSSION

The result of data analysis suggested that there are 248 respondents from two universities, Malang State University and Surabaya State University. There are 138 students from AP FIP UM department, consisting of 30 male and 108 female students, and 110 from MP FIP UNESA, consisting of 19 male and 91 female students. Based on the generation year of AP FIP UM students, there are 32, 35, 35 and 36 students from the academic year 2012, 2013, 2014 and 2015, respectively. For MP FIP UNESA, there are 27, 27, 29 and 27 students from the academic year 2012, 2013, 2014 and 2015, respectively. The number of students based on their hometown shows that most of the students are from East Java Province, 232 students and 16 students from other provinces. Most of the respondents are Senior High School (SMA) graduates. For AP FIP UM department, 79 are Senior High School graduates, 50 are vocational high School graduates, and Madrasah Aliyah School graduates are 9 graduates. For MP FIP UNESA, 71 are Senior High School graduates, 23 are vocational high School graduates, 14 Madrasah Aliyah School graduates, and 2 and other schools' graduates, respectively.

For parents' educational aspect, most of them are Senior High School graduates, it is 102 (41.1%), 48 parents are university graduates (19.4%), and 9 are post-graduates (3.6%), and 4 parents do not graduate from Elementary School (1.6%).

Table 1 Analysis Result of Parents Education

| | Frequency | Percent (%) | Valid Percent | Cumulative Percent |
|-----------------------------------|-----------|-------------|---------------|--------------------|
| Valid () | 3 | 1.2 | 1.2 | 1.2 |
| Not graduated from primary school | 4 | 1.6 | 1.6 | 2.9 |
| Primary school | 34 | 13.7 | 13.7 | 16.5 |
| Junior High School | 39 | 15.7 | 15.7 | 32.3 |
| Senior High School | 102 | 41.1 | 41.1 | 73.4 |
| Bachelor | 9 | 3.6 | 3.6 | 77.00 |
| Graduate (S1) | 49 | 9.4 | 19.4 | 96.4 |
| Postgraduate (S2) | 9 | 3.6 | 3.6 | 100.0 |
| Total | 248 | 100.0 | 100.0 | |

For occupational aspect, most of the students' parents worked as businessmen, it was 111 (44.8%), 56

parents (22.6%) worked on civil and military servants, and 4 parents (1.6%) did not fill up the form.

Table 2 Analysis Result of Parents' Occupation

| | Frequency | Percent (%) | Valid Percent | Cumulative Percent |
|----------------------------|-----------|-------------|---------------|--------------------|
| Valid () | 4 | 1.6 | 1.6 | 1.6 |
| Civil and Military Servant | 56 | 22.6 | 22.6 | 24.2 |
| Trader | 28 | 11.3 | 11.3 | 35.5 |
| Labor | 20 | 8.1 | 8.1 | 43.5 |
| Farmer | 27 | 10.9 | 10.9 | 54.4 |
| Businessmen | 111 | 44.8 | 44.8 | 99.2 |
| Housewife | 2 | .8 | .8 | 100.0 |
| Total | 248 | 100.0 | 100.0 | |

For parents' expectation aspect, most of them expect that their children would become civil servant after graduating, it was 114 (46.0%). 61 parents (24.6%)

expected to become teacher or lecturer, 27 (10.9%) expected their children to be businessmen, and 9 parents (3.6%) did not fill up the form.

Table 3 Analysis Result of Parents' Expectation after Graduating

| | Frequency | Percent (%) | Valid Percent | Cumulative Percent |
|------------------------|-----------|-------------|---------------|--------------------|
| Valid () | 9 | 3.6 | 3.6 | 3.6 |
| Civil Servant | 114 | 46.0 | 46.0 | 49.6 |
| Bank Official | 21 | 8.5 | 8.5 | 58.1 |
| Educational Department | 20 | 8.1 | 8.1 | 66.1 |
| Official | 41 | 16.5 | 16.5 | 82.7 |
| Teacher/Lecturer | | | | |
| Public Company | 5 | 2.0 | 2.0 | 84.7 |
| Businessmen | 10 | 4.0 | 4.0 | 88.7 |
| Trader | 27 | 10.9 | 10.9 | 99.6 |
| Housewife | 1 | 4 | 4 | 100.0 |
| Total | 248 | 100.0 | 100.0 | |

There are three choices for students' talent. For the first choice, most of the students choose art (55 or 22.2%). The second and third talent was abstract (pattern, design, diagram), it was 30 (12.1%) and 46 (18.5%), respectively. For interest aspect of the vocational sector, the most dominant were another choice, it was 61 (24.6%). For interest aspect on the vocational sector, the most dominant were entertainment aspect, it is 10 (43.5%). Students with

an interest in entrepreneurship mostly owned by the students of UNESA is 41 people, while on the UM only 3 people.

The result of cross-tabulation showed that after graduated, students expect to work in the educational sector such as to be university staff, Department of Education staff, and principal. Some students wanted to work in non-educational sectors such as banker, trader,

service entrepreneur, and service manager. In the first place, most of the students wanted to work and continued their study on postgraduate, while in the second place, the students wanted to continue their study on the postgraduate program. In the lowest place, they wanted to

work as the entrepreneur after graduated from university. Different test analysis based on university, gender, and academic year between AP FIP UM and MP FIP UNESA was presented in Table 4.

Table 4 Expectation the Workplace

| University | In the city/country | Outside the city/country | Outside the province | Outside the island | Outside the country | No answer | Total |
|------------|---------------------|--------------------------|----------------------|--------------------|---------------------|-----------|-------|
| UM | 66 | 45 | 11 | 6 | 7 | 3 | 138 |
| UNESA | 42 | 42 | 7 | 1 | 12 | 6 | 110 |
| Total | 108 | 87 | 18 | 7 | 19 | 9 | 248 |

Table 5 Different-test Analysis Result Based on University, Sex, and Academic Year

| No | Grouping Variable | Aspect | Asymp.sig (2-tailed) | Information Accepted |
|----|-------------------|---------------------------------|----------------------|----------------------|
| 1 | University | The parents' highest educations | 0.902 | H0 |
| | | Parents' occupation | 0.044 | H1 |
| | | Parents' Expectation | 0.006 | H1 |
| | | Students' talent | 0.321 | H0 |
| | | Students' Vocational Interest | 0.381 | H0 |
| | | Students' Avocational Interest | 0.013 | H1 |
| | | Type of Work Education | 0.008 | H1 |
| | | Type of Work Non-Education | 1.072 | H0 |
| 2 | Sex | The parents' highest educations | 0.036 | H1 |
| | | Parents' occupation | 0.286 | H0 |
| | | Parents' Expectation | 0.028 | H1 |
| | | Students' talent | 0.678 | H0 |
| | | Students' Vocational Interest | 0.322 | H0 |
| | | Students' Avocational Interest | 0.901 | H0 |
| | | Type of Work Education | 0.608 | H0 |
| | | Type of Work Non-Education | 0.356 | H0 |
| 3 | Academic Year | The parents' highest educations | 0.538 | H0 |
| | | Parents' occupation | 0.861 | H0 |
| | | Parents' Expectation | 0.437 | H0 |
| | | Students' talent | 0.090 | H0 |
| | | Students' Vocational Interest | 0.509 | H0 |
| | | Students' Avocational Interest | 0.746 | H0 |
| | | Type of Work Education | 0.075 | H0 |
| | | Type of Work Non-Education | 0.178 | H0 |

Based on university group variable, there was no difference between AP FIP UM and MP FIP UNESA department: 1) Parents Education, 2) Students' Talent, 3) Students' Vocational Interest, and 4) Type of Work Non-Education. The different variables were 1) Parents' occupation, 2) Parents' Expectation, 2) Parents' Expectation, 3) Students' Avocation Interest, and 4) Type of Work Education Based on sex group variable, there was no difference between AP FIP UM and MP FIP UNESA department: 1) Parents' occupation, 2) Students' talent, 3) Students' Vocational Interest, 4) Students' Avocational Interest, 5) Type of Work Education, and 6) Type of Work Non-Education. The different variables were 1) The parents' highest educations and 2) Parents expectation. Based on academic year group variable, all have in common.

Based on the research, it was suggested that students of AP FIP UM and MP FIP UNESA, most of them were from East Java, and the rest was from other provinces. This fact was normal because students consider several factors to choose universities, including financial, distance, interest, talent, geographical aspect, sex, and others. It was suggested from the research that most of the students do not have the willingness to work as the entrepreneur in pushing national economic wheel, instead, they want to be the public servant. This fact caused the higher number of the educated jobless group. It was appropriate with rational choice theory stating that it is the only behavior (usually from everybody) which optimizes their choices (behavior) on certain conditions. On the other hand, it could be stated that

every person shows their behavior as good as possible based on their condition. Levin & Milgrom (2004) state that every person has the basic consideration to make a decision. Rational choice means a process in determining available choice and determines the most interesting choice from the consistent criteria. This model was based on optimization, showing the valuable utility.

Karimi et. al. (2013) state that the results indicated that entrepreneurial role models indirectly influenced entrepreneurial intention through its antecedents in the Theory of Planned Behavior (TPB). The study found no gender differences in the relationship between perceived behavioral control and entrepreneurial intention. However, gender affected the other relationships in the TPB, such that attitude towards entrepreneurship was a weaker, and subjective norm a stronger predictor of entrepreneurial intention for female students than for the male.

Tlaiss (2014) suggests a considerable socio-cultural impact: one that starts with family support and extends to the huge spill-over effect on the business venture itself and on women's access to capital and business networks. They also highlight the role that women's agency, self-confidence, and persistence were playing in fostering the appetite of local women for entrepreneurship and overcoming the toll of barriers. Overall, the findings suggested that the winds of change, although mild, are nevertheless blowing through the UAE and the Arab Middle East by extension. The significance of the impact of culture on women entrepreneurs in the UAE and the Middle East should not be underestimated or ignored by policymakers seeking a better understanding of women's entrepreneurship in the Arab world.

Parents' education showed a good level because most of the parents graduated from Senior High School and University (S1), even some parents are post-graduates (S2). Parents' education level will influence much on students' education. Parents usually have the expectation for their children to take higher education than their education level. Parents' occupation, in which most of them are businessmen will influence their way of thinking about their children occupation later, and even influence students' way of thinking to get the better job than their parents. Based on parents' education, in which most of them are Senior High School graduates and parents' occupation, which is businessmen, they expected that their children will get a job as the civil servant and have bright future after graduation. Many parents were influenced more by social status, that civil servant has high social status. Only 10.9% who have the expectation that their children will become trader or businessmen. It supported survey result from BBC News stating that educated jobless in Indonesia will improve year by year. To realize their parents'

expectation as the civil servant, most students compete hard.

Students' talent can be separated into academic, productive, art, kinesthetic/psychomotor, social talent (Fajriyah, 2016). Most students have talent on art, and interest on entertainment. Talent and interest which is developed by someone will support their dream or career, and it can be a profession in the future. According to Merriam-Webster (in Dewianataria, 2013) stated that interest is an inclination to something, a strong motivation from someone to do something. Interest can be a factor which directs talent. Norashidah (2014) study supports the entrepreneurial intentions model based on the theory of planned behavior. The results further suggested the significant influence of entrepreneurial education on entrepreneurial intentions of the students. Moreover, this study results also showed that theoretical knowledge of entrepreneurship (know-what) and knowledge of social network development (know-who) component are vital for imparting entrepreneurial education. Hendro (2002), therefore, states that university should prepare students with skill, knowledge, concept, and strategy in entrepreneurship so that they may have the bright career in the future.

Based on Koe (2016), the results indicates that university students demonstrated intention towards entrepreneurship and were quite positive towards becoming entrepreneurs. In addition, university students' entrepreneurial intention was found to be positively affected by their quality of proactive and innovative. However, the risk-taking ability was not an influential factor on entrepreneurial intention. Theoretically, this paper confirmed the importance of studying EO at the individual level. Practically, it suggested that higher learning institutions should pay careful attention in designing their entrepreneurship education curriculum. Specifically, the entrepreneurship training should focus on enhancing student's individual entrepreneurial orientation (IEO) ability and increasing their entrepreneurial intention.

A person who has design on their future has the following characteristics: 1) more meaningful life, 2) higher level of happiness, 3) better academic performance, 4) less problem in school, 5) higher participation in school, 6) higher sense of belonging, 7) lower depression level, 8) lower risk behavior (sexual relationship in early age; pregnancy or to be the cause of pregnancy; smoking, drug, alcohol; crime, and others), 9) more positive view to ethnic. A study on future plan and career destination suggested that 49% students in the USA has career destination in the future, and 51% does not have. The details are as follows 1) graduating from senior high school or getting good score (4%), 2) continuing study in university but no specific purposes (10%), 3) specific career that can be reached if they get degree from university (7%), 4) specific career without having degree from university (14%), 5) career in entertainment or sport sector (4%), 6) not certain or not

knowing (7%), and 7) no answer or answering but outside the career (44%) (Mendatu, 2014). Widyasari (2010) states that there are differences of students' perception on career choice viewed from salary, professional training, professional acknowledgment, social values, working environment and job market factors. Irsyadi (2012) in his research states there are: (1) positive and significant influence on career guidance on students' self-reliance in choosing career, (2) positive and significant influence of parents' keeping style to their children on students' self-reliance in choosing career, and (3) positive and significant influence of parents' keeping style to their students' self-reliance in choosing career.

According to the study about parents' education, there was no difference between parents' education of AP FIP UM and MP FIP UNESA students. In contrast, there was the difference between parents' occupation. This result is in correlation with the study conducted by Lestari (2014) stat that there is no difference between students' perception based on parents' education variation. On the other hand, there is a difference between parents' occupation between students of AP FIP UM and MP FIP UNESA department. But Lestari stated that there is no difference between parents' education. It is caused by university differences.

Supriatna & Mamat (2006) stated that social factors influencing position degree are: a) job type and parents' salary, b) parents' education level, c) parents' address, d) socio-economic condition, e) nation, religion, and faith held by parents, f) condition of environment surroundings, g) parents' expectation on children education, i) job type expected and dreamt by parents, j) position and role of children on family, k) relationship and attitude of siblings to children, l) value and norm hold by parents, m) peer condition, n) attitude and characteristic of peer, and o) objective and value of peer-group. Alma (2007) states that the differences between man and woman on entrepreneurship are: 1) woman entrepreneur is motivated to open the new business because they want to reach successfulness and get frustrated from the previous job. She feels stuck not to be able to show her skill and improve her attitude. 2) Man entrepreneur has more space to get the asset, while woman entrepreneur gets asset from her account, private asset, and private debt. The woman is more difficult in getting debt. 3) Woman entrepreneur is more tolerant, flexible, realistic, creative, enthusiastic, and energetic in developing the relationship with society and has a medium level of self-confidence. Most of the man has higher self-confidence than the woman, in general. 4) A man begins his business on 25-35 years old, while a woman on 35-45 years old. 5) Relatives who support woman entrepreneur are family, husband, woman organization, and peer-group. 6) Types of business opened by man are more variable, while most of the

women open the business related to service business, education, consultant and public relations.

Hattab (2014), in the findings, suggests a positive relationship between entrepreneurship education and intentions and perceived desirability while no relation existed with perceived feasibility or self-efficacy. Given the significance and importance of entrepreneurship, it is desirable to reform the educational system to encourage creativity and innovativeness of students. Nasr & Boujelbene (2014) states the findings show that programs offered by entrepreneurship's master have a positive impact on entrepreneurial intention and profiles of participants. Then, entrepreneurship's master alumni who have found a job have transferred what they have learned on their works.

In order to improve and develop entrepreneurship spirit, there should be curriculum development to prepare students living in society. Duening (2010) suggests curriculum design using Gardner's 'minds' approach as a theoretical framework specific to the challenge of developing curriculum for teaching entrepreneurship. Following Gardner, each entrepreneurial mind developed in this article is a meta-category representation of a host of cognitive sub-skills that have been identified through research to be unique to successful entrepreneurs. The five minds for the entrepreneurial future are: (1) The Opportunity Recognizing Mind, (2) The Designing Mind, (3) The Risk Managing Mind, (4) The Resilient Mind and (5) The Effectuating Mind. Taken as a whole, these five minds provide an intellectual foundation for entrepreneurship education and curriculum development. The articulation of the aggregated cognitive sub-skills in terms of entrepreneurial minds provides curriculum designers with a handy taxonomy, not unlike those used by general education curriculum designers. In addition, each of the entrepreneurial minds is based on a rich and growing literature that focuses on the cognitive skills that successful entrepreneurs possess.

CONCLUSION

Based on the study, it is concluded: first, the mapping of university students' (S1) to future career is as follows: 1) the students are from senior high school (SMA) graduates, the highest parents' education is from SMA, parents' occupation is businessmen and civil or military servant. Parents' expectation to their children after graduating is to be the civil servant. The least is to be the entrepreneur. The students have talent in art, while their interest is on entertainment. 2) College students after graduated, have the expectation to work in the field of education on the staff of the Ministry of National Education. Non-educational field, they have hopes to be an employee of Bank. And 3) Based on university group variable, there is no difference between AP FIP UM and MP FIP UNESA department: a) Parents

Education, b) Students' Talent, c) Students' Vocational Interest, and d) Type of Work Non-Education. The different variables are: a) Parents' occupation, b) Parents' Expectation, c) Parents' Expectation, d) Students' Avocation Interest, and e) Type of Work Education based on sex group variable, there is no difference between AP FIP UM and MP FIP UNESA department: a) Parents' occupation, b) Students' talent, c) Students' Vocational Interest, d) Students' Avocational Interest, e) Type of Work Education, and f) Type of Work Non-Education. The different variables are a) The parents' highest educations and b) Parents expectation. Based on academic year group variable, all have in common.

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