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¹Hendra ²Zulkarnain Lubis ²Endang Sari Simanullang

¹²³Fakultas Pertanian Universitas Medan Area

Corresponding Email: <u>Sph9084@gmail.com</u>

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Abstract

This study aims to find out what factors influence the interest of vocational high school students to become entrepreneurs in the agricultural sector. This study was located at SMK Negeri 2 Lima Puluh, Batu Bara Regency, North Sumatra. In this study, the author used a quantitative approach. The quantitative approach is the measurement of quantitative data and objective statistics through scientific calculations. In this study, the population was all vocational students of plantation crop agribusiness totaling 75 people. The sampling technique used saturated sampling where all populations were sampled from classes X, XI and XII. The data analysis method used in this study was SEM-PLS analysis. The results of this study were talent influencing entrepreneurial interest. The courage to take risks influenced entrepreneurial interest. Capital did not influence entrepreneurial interest. Parental and environmental participation did not influence entrepreneurial interest.

Keywords : Interests, Entrepreneurship, Agriculture, and Students

INTRODUCTION

Entrepreneurship education today has become one of the important things for people who want to be independent without relying on government agencies, private companies or individuals to earn a living for their lives. Entrepreneurship education has many important benefits for the younger generation. First, this education teaches skills that are very relevant in the modern job market, such as critical thinking, problem solving, creativity, and adaptability. In an era marked by technological disruption and rapid market change, these skills are very important. Entrepreneurs must be able to think "outside the box," identify opportunities, and adapt to change. Entrepreneurship education helps students develop these skills early on, preparing them for success, both as entrepreneurs and as professionals in various fields.(Aprillianita et al., 2020).

The Central Statistics Agency (BPS) of Indonesia stated that in February 2024, there were around 56.56 million entrepreneurs in the country. This number is equivalent to 37.86% of the total Indonesian workforce of 149.38 million people. BPS revealed that the number of Indonesian entrepreneurs is dominated by novice entrepreneurs. As many as 51.55 million entrepreneurs are novice entrepreneurs, equivalent to 34.51% of the total workforce. Furthermore, 29.11 million of them work alone and the remaining 22.44 million are assisted by casual/unpaid workers (https://data.goodstats.id/)

According to BPS, based on the results of the 2023 Agricultural Census (ST) Phase 1, it shows that in the last 10 years the age of farmers in Indonesia has been getting older. The productive age group of farmers (25-44 years) in 2023 amounted to around 32.32% of 29.3 million people. This situation is quite worrying, considering that agriculture is a crucial sector in Indonesia, but there are no human resources to take care of it in the next few years. Farmers and parents of the younger generation also see that there are very large risks in farming, such as crop failure, scarcity of fertilizer, plant pests, uncertain weather, and so on. The majority of farming families choose to send their children to college or university, thus reducing the possibility of them entering the world of agriculture (Source:<u>https://serealia.bsip.pertanian.go.id/</u>)

The Young Agricultural Entrepreneur Development Program (PWMP) is a training program implemented by the Ministry of Agriculture in order to realize farmer regeneration designed for awareness, growth, development, and independence of the interests, skills, and entrepreneurial spirit of the young generation in the agricultural sector. This training program aims to develop business opportunities for graduates so that they are able to become



job creators in the agricultural sector (agribusiness), and encourage the growth and development of the capacity of agricultural education institutions as centers of agripreneur development based on agribusiness innovation (BPPSDMP, 2018). SMK Negeri 2 Lima Puluh is one of the schools participating in the PWMP program.

The PWMP process is a program run by BPPSDMP (Agricultural Human Resources Development Extension Agency) under the Ministry of Agriculture. Every program that is run requires evaluation, especially for programs that are run in the long term. Evaluation of a program can also provide great benefits for program implementation. One of them is by implementing an evaluation, the success of the program can be known so that it can be used as a reference for improving program implementation in the future. Therefore, in this study the author conducted a survey on students' interest in entrepreneurship in the agricultural sector. Interest has the meaning of high heart dominance towards something. Interest is an innate attitude that is always present in a person. Interest has a great influence on individual activities because with interest he will do what he is interested in. Conversely, without interest, an individual cannot do something. Many factors influence a person's interest in entrepreneurship, including 3 factors: Personality factors such as the need for achievement and self-efficacy, Environmental factors such as contextual elements: access to capital, information and social networks, Demographic factors such as gender, age, educational background and work experience. Interest in entrepreneurship can also arise due to external influences or extrinsic factors including family environment, community environment, opportunities and education(Widodo, 2012)

Students in high school have very varied interests in entrepreneurship. Interest in entrepreneurship in students can be influenced by several factors, both from within the student (intrinsic factors) and from the surrounding environment (extrinsic factors). Some of the main factors most often mentioned in research are family environment, community environment, motivation, and entrepreneurship education. Individuals with a high need for achievement are more likely to engage in entrepreneurial activities (Parinduri & Siregar, 2022).

Environmental factors are also one of the things that make students interested in entrepreneurship, students who are located in areas with many oil palm plants make students' interest increase, this can be caused by easy access to capital, information and social networks. Demographic factors also play a role in increasing students' interest in entrepreneurship in agriculture, the age of students who are still easy to motivate makes them more interested in entrepreneurship in agriculture, their educational background which is vocational in agriculture makes them more interested in entrepreneurship and the work experience of several students who are used to living in oil palm plantation locations makes them interested in entrepreneurship in agriculture.

Opportunities are also one of the factors that make students interested in entrepreneurship in the agricultural sector, programs provided by the government will increase students' interest in entrepreneurship in the agricultural sector because this is seen as an opportunity to advance in the future because it has a potential market, making students interested in running a business.

RESEARCH METHODS

This research is located at SMK Negeri 2 Lima Puluh which is located at. H. Husin Usman, Pasir Permit, Kec. Lima Puluh, Batu Bara Regency, North Sumatra 21255, the reason for choosing the location is because the research location has a Young Agricultural Entrepreneur Development Program (PWMP) and has a vocational Agribusiness of plantation crops. In this study the author used a quantitative approach. The quantitative approach is the measurement of quantitative data and objective statistics through scientific calculations, in this study the population was all students of the vocational Agribusiness of plantation crops totaling 75 people, the sampling technique used saturated sampling where all populations were used as samples taken from classes X, XI and XII, The data analysis method used in this study is SEM-PLS analysis which aims to test the predictive relationship between constructs by seeing whether there is a relationship or influence between the constructs

RESULTS AND DISCUSSION

a. Outer Model Testing

1. Testing the Validity of the Model Instrument

a) Convergent Validity Testing

This convergent validity test is conducted to determine the level of suitability or truth of each instrument in measuring the research construct variables. An instrument that has a good validity value is an instrument that is suitable and appropriate to be used to measure its construct variables. The first convergent validity test is to look at the loading factor value of each instrument on the construct variable. A loading value greater than 0.6 is a good loading factor value for an instrument to measure its construct variables. The results of the loading factor of each instrument on the construct variables. The results of the loading factor of each instrument on the construct variable for an instrument of each instrument on the following figure





Loading factor results for construct variable instruments

In Figure 1, it is clear that the loading factor value of each instrument on the construct variable is at a value greater than 0.6. Thus, it can be concluded that the convergent validity test with the loading factor approach has been fulfilled, in other words, the construct variable instrument in the study is valid. Furthermore, the second convergent validity test is to look at the Average Variance Extracted value on the construct variable. An Average Variance Extracted value greater than 0.5 is a good Average Variance Extracted value for the construct variable. The results of this convergent validity test are explained as follows:Validity testing is carried out to determine whether a questionnaire is true or not. A measuring instrument can be said to have high validity if the tool performs its measuring tasks in accordance with the purpose of the measurement.

Variables	Items	Loading Factor	AVE	
	px1.1	0.935		
Entrepreneurial talent	px1.2	0.944		
	px1.3	0.925		
	px1.4	0.901	0.796	
	px1.5	0.811		
	px1.6	0.769		
	px1.7	0.942		
	px2.1	0.969		
	px2.2	0.975		
	px2.3	0.982		
Courage to Take Risks	px2.4	0.970	0.948	
	px2.5	0.981		
	px2.6	0.932		
	px2.7	0.969		
	px2.8	0.980		
	px3.1	0.961		
Carrital	px3.2	0.982	0.020	
Capitai	px3.3	0.955	0.838	
	px3.4	0.960		

Table 1.Results of Convergent Testing of Validity of Loading Factor & Average Variance Extracted Approach

	px3.5	0.970	
	px3.6	0.875	
	px3.7	0.960	
	px3.8	0.986	
	px3.9	0.981	
	px3.10	0.983	
	px4.1	0.980	
	px4.2	0.944	
	px4.3	0.990	
Opportunity Footon	px4.4	0.986	0.925
Opportunity Factor	px4.5	0.980	
	px4.6	0.984	
	px4.7	0.967	
	px4.8	0.939	
	px5.1	0.977	
	px5.2	0.982	
Dessin and Francisco an	px5.3	0.985	0.944
Business Experience	px5.4	0.984	
	px5.5	0.987	
	px5.6	0.955	
	px6.1	0.954	
	px6.2	0.985	
Family and Environmental Factors	px6.3	0.979	0.057
raminy and Environmental ractors	px6.4	0.972	0.937
	px6.5	0.976	
	px6.6	0.975	
	y1	0.810	
	y2	0.919	
	y3	0.946	
Interest in Entropyonourship	y4	0.810	0.041
mieresi in Entrepreneursnip	y5	0.957	0.941
	y6	0.963	
	y7	0.946	
	y8	0.958	

The table above shows that the Average Variance Extracted value of all construct variables in this study has a value greater than 0.5 (AVE > 0.05) thus it can be concluded that all construct variable instruments used in this study have met the criteria for convergent validity testing. None of the instruments were deleted in the construct variables in this study.

b). Discriminant Validity Testing

Discriminant validity testing aims to see the instrument used in one construct variable is different from the instrument used in other construct variables. So conceptually it is expected that the instrument used is able to measure the variable being measured and is different from the instrument in other variables. Discriminant validity testing uses the Fornell-Larcker Criterion and Cross Loading techniques. The Fornell-Larcker Criterion postulate states that if the root value of the Average Variance Extracted is higher when compared to the correlation value of



other construct variables, then the discriminant validity can be said to be good. While in other discriminant validity tests, namely using cross loading where discriminant validity is said to be good if the value of the construct variable instrument is higher than the value of the instrument in other construct variables. Thus it can be said that the Fornell-Larcker Criterion is in the test of its construct variables, while cross loading is in the instrument of its construct variables. The results of the discriminant validity test in this study can be seen in the following table:

	Talent	Participation	Interest	Capital	Opportunity	Experience	Risk
Talent	0.892						
Participation	0.921	0.974					
Interest	0.926	0.940	0.916				
Capital	0.919	0.978	0.934	0.962			
Opportunity	0.921	0.977	0.939	0.981	0.971		
Experience	0.918	0.983	0.933	0.978	0.974	0.978	
Risk	0.944	0.960	0.913	0.965	0.960	0.956	0.970

Table 2. Discriminant Validity Testing of the Fornell-Larcker Approach

The table above shows the correlation value of the construct variable matrix itself is greater than the value of the construct variable matrix with other constructs. It is known that the correlation value of the performance assessment system matrix is 0.807 greater than the correlation value of the feedback performance assessment system construct variable matrix with other construct variables. Likewise, the same results are shown in the correlation of the X1 variable matrix which is 0.892 The correlation value of the X2 variable matrix is 0.921 The correlation value of the X3 variable matrix is 0.919 and the correlation value of the X4 variable matrix is 0.921, the correlation value of the X5 variable matrix is 0.918, the correlation value of the X6 variable matrix is 0.944. The matrix values in the construct variables are greater than the correlation values of the construct variable matrix with other construct variables. It is known that each instrument in the tested construct variable has a greater value than the cross loading value of other instruments. With the results of this cross loading test, it is concluded that the instruments in each variable are not correlated with each other. Thus, these results show that the construct variables have very good discriminant values.

c). Testing the Reliability of Construct Variables

As for reliability, it is actually a tool used to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is declared reliable or reliable if the individual's answer to the statement is consistent or stable from time to time. A variable or construct can be declared reliable if it provides a Cronbach's alpha value > 0.70(Ghozali, 2018)

	Cronbach's	Composite reliability	Composite reliability	Average variance
	alpha	(rno_a)	(rno_c)	extracted (AVE)
Talent	0.956	0.960	0.964	0.796
Participation	0.989	0.989	0.991	0.948
Interest	0.972	0.976	0.976	0.838
Capital	0.991	0.991	0.992	0.925
Opportunity	0.991	0.992	0.993	0.944
Experience	0.991	0.991	0.993	0.957
Risk	0.991	0.991	0.992	0.941

Table 4. Reliability Test

The table above shows that the Cronbach alpha value is above 0.70, meaning that in this study all instruments are declared reliable.

2. Structural Equation Modeling Analysis (Inner Model)

Before conducting an analysis of Structural Equation Modeling – Partial Least Square (SEM-PLS), it is necessary to test the model used in this study whether it is in a fit or not fit position. Measuring whether a model is fit or not can use the Standardized Root Mean Square (SRMR) value. The model is declared fit if the SRMR value is less than 0.08. (Ghozali, 2016)

Table 5. Fit Model

	Saturated model	Estimated model
SRMR	0.048	0.048
d_ULS	3.320	3.320
d_G	n/a	n/a
Chi-square	8	8
NFI	n/a	n/a

The table above shows that in the research the fit model has a good match with the data because the SRMR value is above and below 0.08, namely and approaching one, namely 0.043.

3. Coefficient of Determination (R2)

The determination coefficient is carried out to find out how much the model's ability is in explaining the dependent variable. If the determination coefficient (R2) is greater or approaches 1, then it can be said that the independent variable (X) is large against the dependent variable (Y). This means that the model used is stronger to explain the influence of the independent variable studied with the dependent variable(Ghozali, 2018)

I ADIE V. CUEIIICIEIII VI DEIEI IIIIIIALIVI	Table 6.	Coefficient of Determination
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	R-square	R-square adjusted
Interest	0.917	0.909

The table above shows the coefficient of determination (R2) value of 0.909 or 90.9%, indicating a very strong ability of the independent variables, namely talent, risk, capital, opportunities, experience and participation of parents and the environment towards entrepreneurial interest while the remaining 5.2% are other variables that were not studied in this study. This means that the model used is increasingly strong in explaining the influence of the independent variables studied with the dependent variables.

b. Hypothesis Testing (Statistical T Test)

Used to test each independent variable whether there is a positive or significant influence on the dependent variable. The value of the t-statistic test will be compared with the t-table value with an error rate of $\alpha = 5\%$. The T-table value with a significance level of 95% is 2.00. The limit for rejecting and accepting the proposed hypothesis refers to the value of 2.00. Where a hypothesis will be accepted if it has a t-statistic greater than 2.00 and if it has a t-statistic less than 2.00 then the hypothesis will be rejected (Perdana et al., 2018)

		Table 7. Stat	stical I Test		
	Original	Sample mean	Standard deviation	T statistics	Р
	sample (O)	(M)	(STDEV)	(O/STDEV)	values
Talent -> Interest	0.474	0.465	0.140	3.378	0.001
Participation ->	0.240	0.252	0.219	1.069	0.286
Interest	0.340	0.555	0.318	1,008	0.280
Capital -> Interest	0.176	0.135	0.292	0.605	0.546
Opportunity ->	0.215	0.270	0 202	1.040	0.200
Interest	0.313	0.370	0.303	1,040	0.299
Experience ->	0.022	0.001	0 202	0.100	0.012
Interest	0.055	-0.001	0.302	0.109	0.915
Risk -> Interest	-0.364	-0.347	0.147	2,479	0.014

- 1) Talent has an influence on interest in entrepreneurship because the t statistic value is 3.378>2.00 and p values 0.001 < 0.05
- 2) The courage to take risks has an effect on interest in entrepreneurship because the t statistic value is2,479>2.00 and p values 0.014 < 0.05
- Capital does not influence interest in entrepreneurship because the t statistic value is 0.605<2.00 and p values 0.546 > 0.05
- Opportunities do not influence interest in entrepreneurship because the t statistic value is1,040<2.00 and p values 0.299 > 0.05



- 5) Business experience does not influence interest in entrepreneurship because the t statistic value is0.109<2.00 and p values 0.913 > 0.05
- 6) Parental participation does not affect entrepreneurial interest because the t-statistic value is1,068<2.00 and p values 0.286 > 0.05

DISCUSSION

- 1. The results of this study show that talent has an influence on interest in entrepreneurship because the t-statistic value is 3.378>2.00 and p values 0.001 < 0.05, the results of this study are in line with research conducted by Pepadu et al. (2022)shows that entrepreneurial talent has an influence on a person's pursuit of entrepreneurship
- 2. The results of this study show that the courage to take risks has an effect on entrepreneurial interest because the t-statistic value is2,479>2.00 and p values 0.014 < 0.05, The courage to take risks in entrepreneurship is called "risk taking" or "risk-taking behavior". This is one of the important characteristics for an entrepreneur, where they dare to try new ideas, face challenges, and step out of their comfort zone to achieve success. In a dynamic and changing business world, the courage to take risks is one of the key characteristics that distinguishes between successful and unsuccessful entrepreneurs. Entrepreneurship involves making bold decisions and facing uncertainty with confidence. the results of this study are in line with research conducted by(Pramiana et al., 2020)which states that one of the factors that can increase students' interest in entrepreneurship is their courage in taking risks.
- 3. The results of this study show that capital does not influence interest in entrepreneurship because the t-statistic value is0.605<2.00 and p values 0.546 > 0.05.Capital is a production factor that has a strong influence in obtaining productivity or output, in macro terms capital is a major driver for increasing investment both directly in the production process and in production infrastructure. The results of this study indicate that in students of SMK Negeri 2 Lima Puluh capital does not have much impact on their interest in running an entrepreneurship, this can be caused by several factors including school assistance and parental support, the results of this study are not in line with research conducted by(Hambali & Maruwae, 2021)which states that capital influences entrepreneurial interest
- 4. The results of this study show that opportunities do not influence interest in entrepreneurship because the tstatistic value is1,040<2.00 and p values 0.299 > 0.05. Business opportunities are opportunities that arise to start or develop a business, usually with the potential to generate profits. This involves analyzing markets, identifying needs, and utilizing resources to create valuable products or services.(Syamsuri et al., 2022). the results of this study are not in line with research conducted by(Afriyanti et al., 2022)which states that business opportunities are a factor that influences a person's interest in entrepreneurship.
- 5. The results of this study show that business experience does not influence interest in entrepreneurship because the t-statistic value is 0.109 < 2.00 and p values 0.913 > 0.05. The results of the study showed that in studentsSMK Negeri 2 Lima Puluh, experience is not really needed by them in increasing their entrepreneurial interest, this is because the respondents are students with a young age, they have gained a lot of knowledge at school, experience in entrepreneurship can be obtained when they are focused on running entrepreneurship in the agricultural sector. The results of this study are not in line with research conducted by(Azizi et al., 2024)
- 6. The results of this study show thatPparental and environmental participation does not influence interest in entrepreneurship because the t statistic value is1,068<2.00 and p values 0.286 > 0.05. The results of this study indicate that in SMK 2 Negeri Lima Puluh, their parents have not provided motivation and moral support to their children to start and develop a business. This could happen because they are still young so that their ideals can still change in the eyes of their parents. The results of this study are not in line with(Siti Nurlaela et al., 2020)which states that the role of parents can increase students' interest in entrepreneurship.

SUGGESTIONS AND CONCLUSIONS

Based on the results of the research that has been carried out, the conclusion of this research is:

- 1. The results of this study show that talent influences interest in entrepreneurship.
- 2. The results of this study show that the courage to take risks has an effect on interest in entrepreneurship.
- 3. The results of this study show that capital does not influence interest in entrepreneurship.
- 4. The results of this study show that opportunities do not influence entrepreneurial interest.
- 5. The results of this study show that business experience does not influence interest in entrepreneurship.
- 6. The results of this study show that PParental and environmental participation does not influence entrepreneurial interest

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