

LEARNING ANALYSIS OF SEVEN CHARACTER OF ENTREPRENEUR IN CORPORATE ENTREPRENEURSHIP GUILD CIPUTRA UNIVERSITY

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ABSTRACT

Ciputra University is a private educational institution established in 2006. Based on entrepreneurship curriculum for all students. At Ciputra University, there are seven entrepreneur characters called as seven spirit of entrepreneur. The characters consists of passion, persistent, independent, opportunity creation, creativity and innovation, calculated risk taking and high ethical standards. In addition to developing a managed business, Ciputra University also provides a curriculum for students who really want to become a professional in a company commonly referred to as corporate entrepreneurs. The curriculum of corporate entrepreneurship is in the fourth semester. Learning undertaken by students during semester four is ikigai, arrange a dream job, determine dream company, undergo hack a ton, and designing career pyramid. Learning in every subject at Ciputra University cannot be separated from seven spirit of entrepreneur. The problem that arises when people hear corporate entrepreneurship is the question of whether entrepreneurial character learning has been embedded even to the guild of corporate entrepreneurship. This research was conducted qualitatively with semi structured interview method to seven students. Researchers use member check as a method for data validity in this study. The result of this research shows that the character of passion, persistence, independent, creativity and innovation, high ethical standard and calculated risk taking are six spirit that formed on corporate entrepreneurship student. The character of opportunity creation is less formed in the self of corporate entrepreneur student.

Key words: corporate entrepreneur, intrapreneur, entrepreneurship

INTRODUCTION

Ciputra University is a private educational institution established in 2006. Ciputra University has the advantage of entrepreneurship curriculum for all students. In addition to developing a managed business, Ciputra University also provides a curriculum for students who really want to become a professional in a company. This curriculum is named corporate entrepreneurship guild. Corporate entrepreneurship guild at Ciputra University was founded because of the tendency of the alumni that after graduating not directly into entrepreneurship, but work as an employee first in the company of others.

Corporate entrepreneurship guild was established by Ciputra University curriculum team based on the tendency of several alumni of Ciputra University to work in other company before opening their own business. Lessons learned by the students during the fourth semester are IKIGAI, composing dream job, determining dream company, undergoing hack aton, and designing career pyramid. IKIGAI is a learning process taken from Japan where students do self exploration. The module from IKIGAI contains questions that explore each student like what they like, hobbies, weaknesses, self-advantages and others. Through this process also students usually have a buried passion unearthed. Dream Job is a process where students are invited to determine the dream job they want to be in later. Through this process, students become more confident in choosing a field of work because it is helped by data explored through IKIGAI process. Dream Job also helps students in determining what they want later. Dream Company is a process whereby students are encouraged to determine the company they are working for. During this process, students seek as much information about the companies they want. This process is also very helpful through the data obtained during the process of IKIGAI and dream job for the determination of the company. Hack A Ton is a process whereby students go directly into business in the real world. During this process, students will be divided into groups for work or internship for a while at the cooperating company. Students are encouraged to apply the sciences they have gained during lectures into real business situations. The career pyramid can be said to be a summary of all previous learning. The process of designing career pyramids encourages students to have clear planning in the careers they will pursue. In addition to designing their careers in the future, students are also encouraged to build a pyramid of study, where they can design as well when they want to continue their studies to the next level. The design of pyramids teaches students not only to have one plan but to have several plans at once.

At Ciputra University, there are seven entrepreneur characters called as seven spirit of entrepreneur. The characters consist of passion, persistent, independent, opportunity creation, creativity and innovation, calculated risk taking and high ethical standards. Learning on every subject at Ciputra University can not be separated from the seven characters. The problem that arises when people hear corporate entrepreneurship is the question of whether entrepreneurial character learning has been embedded even to the guild of corporate entrepreneurship. Therefore the researcher is interested to conduct research entitled "ANALYSIS OF LEARNING SEVEN CHARACTER OF ENTREPRENEUR IN CORPORATE ENTREPRENEURSHIP GUILD UNIVERSITY CIPUTRA."

LITERATURE REVIEW

Theoretical basis

Entrepreneur (Entrepreneur)

According to Suhardi (2012), entrepreneurs are proficient in carrying out skills and processing resources around them by taking different steps with others in order to produce something more useful. Definition of entrepreneur by Joewono (2013), entrepreneur is a person who has a passion to develop new business by utilizing the resources around him to be more useful. Kodrat and Christina (2015), mentioned in her book that the growth of the number of entrepreneurs in a country can improve the economy rate in that country. The ideal size for a country to say its healthy economy if it has an entrepreneurial more than 2% of the total population (Imawan, 2015).

Intrapreneurship (Intrapreneur)

According to Pinchot in Parker (2009), intrapreneurship is an activity to develop new business within an existing company to seek new opportunities and create more value in a company.

Kolchin and Hyclak (1987) suggest that intrapreneurship has been defined as the introduction of new processes or adaptations of existing processes.

According to Kazanjian, et al. (2002), intrapreneurship is essentially an individual activity, while corporate entrepreneurship is done at the organizational level. Jong and Wenneker (2008), stated that there are three things that define intrapreneurship. First, intrapreneurs are proactive individuals strong desire to act. They are people who are very initiative at work even sometimes they can work without asking permission and ignore the negative reaction from the environment to their ideas. Second, their proactive attitudes focused on pursuing an opportunity regardless of current resources. Third, intrapreneurs sometimes pursue something that can be said 'new' or 'innovative'. Covin and Slevin (1986, 1991) stated that within corporate entrepreneurship or intrapreneurship at the organizational level there are three characteristics that confirm the previous research: proactive, innovative, and risk-taking.

Entrepreneur Character (7 Spirit of Entrepreneur)

According to Wahyudi (2012), an entrepreneur has a clear characteristic that distinguishes themselves against others who are not entrepreneurs. According to Ciputra (2011), there are seven characters that an entrepreneur must have to help the success of the business they run. Here are the definitions and indicators of each character: passion, persistent, independent, opportunity creation, creativity and innovation, calculated risk taker, and high ethical standards:

Passion

Passion can be characterized by having enthusiasm and love for what is done (Wahyudi, 2012). Passion is also a strong sense of passion, passion and emotion when someone does something (Suharti and Sirine, 2012). There are several indicators of passion, among others:

1. Feel happy when doing the activity (Wahyudi, 2012)
2. Have enthusiasm and love for the activities done (Wahyudi, 2012)
3. Lack of feeling depressed during the activity (Suharti and Sirine, 2012)

Persistent

According to Wahyudi (2012), Persistent is a persistent attitude, diligent and not easily disconnected spirit in an effort to achieve the original goal. Meanwhile, according to Clancy (2011), persistent can be said as persistence and not easily give up facing difficult circumstances. There are several persistent indicators, including:

1. Do not give up when circumstances are difficult (Clancy, 2011)
2. Can rise again after failure (Ciputra, 2011)
3. Keep doing real business despite facing obstacles (Sharma and parashar, 2010)
4. Have perseverance, tenacious and commitment to the initial goal is achieved (Kasmis, 2011)

Independent

According to Wahyudi (2012), independent or independent is an attitude that allows one to act alone without depending on others continuously. Soegoto (2014) also mentioned that an entrepreneur can not depend on others continuously and must be independent in order to learn to make decisions There are several independent indicators, among others:

1. Can take decisions without interference and influence from others (Wahyudi, 2012)
2. Can manage the company itself without interference oang-people outside the company (Soegoto, 2014)
3. Not continuously dependent on others (Winardi, 2010)

Opportunity Creation

Opportunity Creation is the ability to identify and evaluate and manage ideas to be an unexpected business opportunity by others (Wahyudi, 2012). The character of opportunity creation is necessary so that one can see something that seems ordinary can be changed to be beneficial for both yourself and others (Hills, 2011). There are several indicators of opportunity creation, among others:

1. Can see profitable opportunities, which are not seen by others (Ciputra, 2009) (Ciputra, 2011)
2. Can provide solutions to problems that exist around the business (Wahyudi, 2012)
3. Can create acceptable ideas based on opportunities or problems that exist (Ambadar et al, 2010)

Creativity and Innovation

The characteristics of a person are said to be creative and innovative when having a great curiosity, a strong imagination, able to bring up the original idea and make it happen. (Wahyudi, 2012). Creativity and Innovation are ideas, thoughts, and concepts that are still in the mind, manifested in the form of objects, goods, or services that can be used in real and practical ways (Kao in Frinces, 2011). There are several indicators for creativity and innovation, between other:

1. Creating a new process or method (Fontana, et al, 2011)
2. Can provide value or new value to the community (Fontana et al, 2011)
3. Can create and implement creative ideas that have a positive impact (Wahyudi, 2012) (Wijatno, 2010)

Calculated Risk Taking

Calculated risk taking is a combination of risk planning and risk calculation so that it can prepare alternatives if it fails (Harefa and Siadari, 2010). There are several calculated risk taker indicators, among others:

1. Courage to take calculated risks (Fahmi, 2013).
2. Learn from experiences that have to take the step forward as well as to minimize risk (Harefa and Siadari, 2010)
3. Can identify the possibilities that will occur for the actions performed (Fahmi, 2010)
4. Can manage and minimize risk (Morris et al, 2010)

High Ethical Standard

According to Arijanto (2011) ethics comes from the Greek language "ethos" which means custom or habit. According to Gani (2011), ethics is a decency or science of how one should live to be accepted by others well.

RESEARCH METHODS

According Sugiyono (2012), method or research approach is a scientific way to obtain data with a specific purpose and usefulness. Explained research approach consists of three types of approach qualitatively, quantitatively, and a combination of approaches qualitatively and quantitatively (Sugiyono, 2012). This research will use qualitative approach with the aim to explore entrepreneur character in Ciputra University Corporate Entrepreneurship guild student. According to Moleong (2013), the definition of qualitative methods is the income of data descriptively through words in writing or orally from the observed persons. The approach taken is directed to the background and the individual as a whole or holistic. Therefore, it is not permissible to isolate individuals or organizations into a variable or hypothesis but rather as part of a wholeness.

Method of collecting data

Data collection method that will be done in this research is by interview method. According to Moleong (2013), interview method is a conversation with certain intentions. In this research method researchers and resource persons met face to face to get oral information the main purpose of obtaining data that can help explain the problem of research. Interviews were conducted to obtain direct data from research subjects focusing on the analysis of entrepreneur character. The types of interviews that will be executed are semi-structured interviews or focused interviews. Questions in semi-structured interviews may be submitted not according to the initial order depending on the conditions in the field. This type of interview is conducted to collect similar information and usually the interview time is faster (Daymon, 2008).

Validity of data

The validity of the data to be used in this research is the member check method. According Sugiyono (2013), member check is the process of checking the data obtained by researchers to the data provider, to find out how far the data obtained is in accordance with what is given by the informant or source. The data obtained can be said to be valid if the data found by the researchers agreed by the source. Validity will be supported with a written recording (transcript). The results of interviews with resource persons will be returned to the resource persons for approval whether it is appropriate or not with which they convey.

Data analysis method

Data analysis method used by researcher is qualitative method. The method of analysis is used in accordance with the stages of Miles and Herman in Sugiyono (2013). The process of data analysis performed is as follows: data reduction, data presentation, data comparison, conditions and conclusions

Profile of Informant

The following is the profile of the informants interviewed in this study.

Table 1. Research Informant

No	Name	Department	Code Name
1	Giovanni Julia	IBM	I1-GJ
2	Belvina Angelina	IBM	I2-BA
3	Smara Sekar Ayu	IBM	I3-SSA
4	Jeffrey Ernesto	ACC	I4-JE
5	Howen Homan	IBM	I5-HH
6	Amanda Teonata	PSY	I6-AT
7	Alicia	ACC	I7-A

Source: Data processed

Informants in this study amounted to seven students from corporate entrepreneurship guild who have undergone a series of learning in the fourth semester of Ciputra University. Sample selection technique used in this research is purposive sampling. Criteria for selection of informants for this study there are some like firstly the informants are students of Ciputra University batch 2015. Secondly, informants have joined the guild corporate entrepreneurship in the even semester of the academic year 2016/2017. Third, the informant is a student who has completed all series of learning in guild corporate entrepreneurship. Fourth, the informant is an active student in the classroom and field learning.

DISCUSSION

Based on data analysis, passion character is the most entrepreneur character formed during learning in corporate entrepreneurship. Passion characters can be characterized by having enthusiasm and love for what they do (Wahyudi, 2012). Passion is also a strong sense of passion, passion, and emotion when someone does something (Suharti and Sirine, 2012). According to Gani (2011), the ideals without passion like a vehicle without gasoline because passion is the fuel that burn the spirit, motivation, emotion, strength, and our ability to do something. During the learning in corporate entrepreneurship, the character of passion is unearthed once the student learning ikigai. During the learning of ikigai, students are taught to explore their potential such as through their own talents, favorite things, student ideals, and strengths. Students' opinions when following the learning of ikigai, many passions that they previously did not know owned were seen when following this lesson. After the students know the passion they have, the advantages and disadvantages obtained through learning ikigai then students are assigned to build their dream job and dream company. There are students who told me when he first entered the accounting department, he just thought would be an ordinary accountant when graduated. But after following the learning ikigai, unearthed work that is in accordance with his passion is to become an auditor. So when building dream job and dream company has been very focused where and what work he wants. Passion characters are very helpful to students when learning to build a career pyramid. The results of learning ikigai, dream job, and dream company is the material to form a career pyramid from students. When students build a career pyramid, they reflect on the results that will be written based on the results of the process they previously underwent. A career pyramid is created to help students build priority scales in the careers they want to live in later. The contents of the career pyramid made by students are the job they most want at the very top to the very least possible. In addition to work, they can also create a company that wanted later. The third thing that can be made into a career pyramid is a dream university where if they are after graduation they want to continue their studies to the next level first. Seeing the passion character formed in almost all the learning stages, it can be said that the character of passion is the most formed character during learning in corporate entrepreneurship.

The second character formed during learning in corporate entrepreneurship is creativity and innovation. The characteristics of people said to be creative and innovative is when having a great curiosity, a strong imagination, able to bring the original idea and make it happen (Wahyudi, 2012). Menurut Ciputra (2011), creativity and innovation is the ability to add value to a product or service. John Kao in Frinces (2011) says that creativity and innovation are ideas, thoughts, and concepts that are still in the mind, manifested in the form of goods, objects, or services that can be used in a real and practical way. Character of creativity and innovation began to form first started learning ikigai because learning not only explore the potentials themselves but also encourage students to be creative and innovative in doing the task so that the results are not mediocre. Students tell when they are doing the work, they are not required to work with design or decoration, but the sense of giving the best makes them think creatively to make the task. There are other students who told me that because he felt he was not smart in designing tasks, then he thinks creatively how to get the job done but also have the design. In addition to the stage ikigai, learning stages that according to the students to form creative and innovative thoughts is the stage of hack aton. At the stage of hack aton, the student is in real working condition. Students work with Ciputra World and Ciputra Waterpark. Students tell when they follow this lesson, they are asked to do some things like direct survey to the location, see the problems and needs of the companies that work with them. After getting the problem to be solved, students will be encouraged to create a solution design which will then be presented to the company. Certainly in this creative and innovative step is needed to be able to design new solutions that can help the company. The third stage in which the character of creativity and innovation is formed is when the career pyramid stage. The reason why students feel at this

stage the character of creativity and innovation is formed is that when composing this career pyramid, they must think creatively about the priority order of work and company they want.

The third character formed during learning in corporate entrepreneurship is persistent. Persistent character is persistent attitude, diligent, and not easy to break the spirit in an effort to achieve the original goal (Wahyudi, 2012). Meanwhile, according to Clancy (2011), persistent can be said as persistence and not easily give up facing difficult circumstances. Persistent characters first formed when students work on dream jobs and dream companies. At this stage, students are encouraged to provide some of the work and dream companies they want. Of course to get a job and get into the company is not easy. So the students instill in themselves the nature of not giving up in order to reach the goals they want. One student told me that the first dream he wanted was to become a flight attendant, but because there were biological constraints (height less meet), he could not reach his dream. But he did not want to be discouraged, he changed his dream to become staff or crew onshore from one of the airlines for the dream to work in the aviation world. The next stage of learning that becomes the place of persistent character formation is hack aton. When students undergo the internship process at the company, there are some obstacles that can cause students to break up. An example is given by the story of one of the students who said when he conducted a market survey at Ciputra World, it is not uncommon when it has not asked questions of response from visitors who come already negative. In fact quite often directly rejected. Students realize that this incident is not to be a stumbling block that makes them stop to try but as a stepping stone that can be used by students to be able to get a better dream in the future. Likewise, in Ciputra Waterpark, students see that the problem can be solved as long as the students do not retreat and discourage before trying to improve. The third stage in which persistent character forms is the career pyramid. When students compose their career pyramids, there is a resemblance to dream jobs and dream companies where they have to give their dream jobs and companies. The visible difference is in the career pyramid, the students must arrange their dreams on a priority scale. This encourages students not to give up easily, because students learn that if the work they are most craving is not achieved they can still work on the next scale. Seeing from the story above can be said that the character persistent very formed during learning in corporate entrepreneurship.

The fourth character formed during learning in corporate entrepreneurship is independent. According to Wahyudi (2012), independent or independent is an attitude that allows one to act alone without depending on others continuously. Soegoto (2014) also mentioned that an entrepreneur can not depend on others continuously and must be independent in order to learn to make decisions. Independent character first formed when learning dream job and dream company. The reason why independent is formed when dream job and dream company is because building dreams that can not be rollicking but individual nature. Students have a story when building their dreams students understand that when undergoing their own. The student also recalled that while working on this stage, the students thought for the future where the students had to be independent. This resolution is obtained when he reflects on his personal life and he decides that when he graduates he must be independent from parents. The nature of independence is also formed because many of the tasks in corporate entrepreneurship is individual so inevitably the students have to do their own tasks. Another stage that forms an independent character is when students create a career pyramid. This stage is very encouraging students to form an independent character because in this stage the students really think about the future of their careers. This learning makes students think that when after they graduate, all will return to themselves each. During this process the students also reflect on whether they are ready to be independent when they have graduated. Their career life after graduation is in their hands.

The fifth character formed during learning in corporate entrepreneurship is calculated risk taker. Calculated risk taker character is a combination of risk planning and risk calculation in order to

be able to prepare alternatives if it fails (Harefa and Siadari, 2010). According to Wahyudi (2012), an entrepreneur must always take into account the possibility of success and failure in the implementation of activities to achieve its goals and able to decide to keep moving if the possibility of failure is not too large. According to Morris et al (2012), an entrepreneur must be able to calculate the risks in order to minimize whose name is a failure in business. Calculated risk taker characters first formed when students underwent hack a ton learning. As students go directly into the real world of work, there are many choices they will take when setting up events to help the companies that work together. This is told by one of the students working with Ciputra World, when students want to create a race event, there are many risks that can occur such as the soaring preparation costs, the possibility of participant quota not being met, and also the event did not run well due to technical problems. These things are taken into consideration by the students when taking into account the risks of the event. Along with the preparation of the event, calculated risk taker characters will be increasingly formed.

The sixth character formed during learning in corporate entrepreneurship is the high ethical standard. According to Arijanto (2011) ethics comes from the Greek language "ethos" which means custom or habit. According to Gani (2011), ethics is a decency or science of how one should live to be accepted by others well. Character high ethical standard formed first time when students follow the learning hack a ton. The formation of high ethical standards character is encouraged by the apprenticeship in cooperation with companies that already have their own standards. The process of cooperation with companies demands professionalism and high ethical standards. Students tell when this hacking a ton, the company asked for high standards in ideas that triggered by students. Even when creating events, students learn to have good ethics not only to their friends, peers, but also to other parties who are also involved in the event. Character that is less formed during learning in corporate entrepreneurship is opportunity creation. The opportunity character is the ability to identify and evaluate and manage ideas to be unpredictable business opportunities by others (Wahyudi, 2012). The character of opportunity creation is necessary so that one can see something that seems ordinary can be changed to be beneficial for both yourself and others (Hills, 2011). The opportunity character is also triggered by Ciputra (2009) which says that an entrepreneur must be able to convert waste or junk into gold. The character of opportunity creation is deemed less formed by the students due to the less likely learning conditions. Students tell the story during the course of the learning, the students have tried to be able to find the opportunities required by the company but usually have been told by the company their own needs. This problem is one of the things that make students feel able to form the character of opportunity creation. Students also tell stories during learning aton hack can actually learn to shape this character, but because it is still in guidance and help from the lecturers also so that this character has not felt really formed. Learning in corporate entrepreneurship actually encourages students to form the character of opportunity creation but because the circumstances make students feel less formed. Steps that can be done to overcome this problem is by one way by giving understanding that when the idea is rejected does not mean the character of opportunity creation is limited. But the rejection can be a place to look for more opportunities with more challenging circumstances.

Managerial Implications

Managerial implications in this study were obtained from the inputs and expectations of students. Here are some of the managerial implications that have been summarized into one.

Table 2. Managerial Implications

Implications	Benefits
Entrepreneurs company partners can be selected more open.	The learning process can run better so that the entrepreneur's character can be formed especially the opportunity creation because students are able to see the opportunities that are needed by the company.
Establish an integrated career center and collaborate with many national and multinational companies.	Career Center helps students to dig more passion in themselves because there are many choices and information that can be considered by students
The process of making dream jobs can be consulted with lecturers	Consultation with lecturers can make students more excavated again and lecturers can motivate students to continue to develop themselves.
The process of hack a ton or internship can be made very individual where the student plunges individually.	The process of individual hack a ton can help students in shaping persistent, independent, calculated risk taker and high ethical standards characters because students will really face the problems that occur personally.
More company visit to big companies.	Company visit can be used by students as a means to form the character of opportunity creation when looking at the state of business in the real world. Characters that can be formed also when the company visit is creativity and innnovation because looking at the ideas that already exist in the market can help materials preparation student plans.
Cooperating with several departments of Ciputra University that require an internship to be able to join the guild of corporate entrepreneurship in the fourth semester.	This program aims to be able to equip the children when they want to apprentice has a more mature and entrepreneurial mindset. Majors that can join are Hotel and Toursim Business majors.
Established a community of corporate entrepreneurs who can help each other.	This community can be used as a forum between guild members of corporate entrepreneurs can help each other and also this community can also be entered by some companies to become a container company looking for potential intrapreneur.

Source: Data Processed

CONCLUSION

Based on the results of a study titled "ANALYSIS OF LEARNING SEVEN CHARACTER OF ENTREPRENEURSHIP ON GUILD CORPORATE ENTREPRENEURSHIP UNIVERSITY CIPUTRA", there are several conclusions that can be drawn:

The entrepreneurship character that is formed during the learning in guild corporate entrepreneurship is passion, persistent, independent, creativity and innovation, calculated risk taking, and high ethical standard.

The entrepreneurial character that less formed during learning in the guild of corporate entrepreneurship is the character of opportunity creation. This can happen because the demand from the cooperating company does not allow students to explore more opportunities.

The most entrenched stage of entrepreneurship is the stage of hack a ton where students go directly into the real business world. During the hack a ton phase, students are grouped together to help two companies working together with corporate entrepreneurship guilds.

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