

Students' Interest in Agricultural Entrepreneurship in Several Islamic Boarding Schools, Tasikmalaya Regency, West Java

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ABSTRACT

Currently, Indonesia is experiencing an excess of productive labor (Demographic Bonus), because more than 64 percent of the population is in the age range of 19-64 years. At this time we are also experiencing a farmer crisis, because the interest of the younger generation in entering the agricultural business is still not satisfactory. This condition must not be allowed if we do not want to accept unfavorable impacts in the future, therefore systemic and structured efforts are needed to overcome the crisis in the young generation's interest in becoming farmers. This research aims to: (1) describe students' interest in agricultural entrepreneurship, (2) analyze the factors that influence students' interest, and (3) formulate strategies to increase students' interest in agricultural entrepreneurship. This quantitative descriptive research was carried out in March-July 2023 in several Islamic boarding schools in Pagerageung District and Kadipaten District, involving a sample of 119 people from a population of 238 people, using the Slovin formula with a gallat of 7 percent. Data collection was made through direct interviews using closed questionnaires in accordance with research variables and indicators that have been tested for validity and reliability. Data analysis consists of descriptive and multiple linear regression analysis. The research results show that the majority of respondents (56.6%) have sufficient interest in agricultural entrepreneurship. Students' interest is significantly ($p < 0.01$) influenced by external factors (X2) and contextual factors (X3) with influence coefficients of 0.422, 0.640 respectively and constant 0.231 and R^2 0.645 so that the model equation $\hat{Y} = 0.231 + 0.422 X_2 + 0.640 X_3$. The strategy to increase students' interest in agricultural entrepreneurship is by optimally utilizing access to information in an effort to obtain support from the community (social) and the environment.

Keywords: interest, students, agricultural entrepreneurship

INTRODUCTION

Currently, Indonesia is experiencing an excess of productive labor (Demographic Bonus), because more than 69.3 percent of the population is in the productive age range of 15-64 years (Effendy, Widyaastuti, & Lastri, 2022). Among the productive population there is Generation Y (millennials) who were born between 1981 – 1996 or currently aged around 27 to 42 years, and Generation Z who were born in 1997 – 2012 (currently aged around 11 – 26 years). At the same time, our nation is experiencing a farmer crisis, because the interest of the younger generation in engaging in agricultural business is still not satisfactory, even though agriculture has proven to be one sector that is able to grow during the Covid-19 pandemic.

Some information on the reasons why generations Y and Z are less interested in entering the world of agriculture is that there is a negative stigma towards agriculture, including: (1) there is no career development, (2) agriculture is full of risks that must be borne, (3) the income

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is small, (4) underappreciated, and (5) unpromising. Another cause of millennials' lack of interest in the agricultural sector is limited access to capital, technology and skilled human resources, besides that the majority of farmers currently (62.3%) are older (>45 years). This condition will threaten national food security if it is not addressed immediately, therefore systemic and structured efforts are needed to accelerate the growth of Generation Y and Z farmers (millennial farmers).

The regeneration crisis of young farmers in Indonesia can have a broad impact on the agricultural sector, such as: (1) reducing the number of skilled and experienced young farmers, so agricultural productivity will decrease. This will have an impact on the availability of food, as well as potentially increasing food prices on the market. (2) Young farmers are usually more open to technological innovation and have more up-to-date knowledge compared to older farmers. If the younger generation is not interested in becoming farmers, then there is the possibility of stagnation in the development of agricultural technology and knowledge, (3) the regeneration crisis of young farmers has the potential to increase the unemployment rate in rural areas and this can increase competition in the labor market. and (4) in the long term, the decline in productivity and quality of agricultural products as well as the young generation's low interest in becoming farmers can reduce the competitiveness of the agricultural sector in Indonesia, this has the potential to have a negative impact on economic growth and social stability in rural areas.

There are several alternatives to increase students' interest in agriculture as a solution to the farmer regeneration crisis, namely: (1) increasing access to capital, access to technology and improving the agricultural skills of youth, especially students, (2) increasing youth attraction to the farming profession through education and training advanced and modern agriculture, (3) improving the quality of education, especially in Islamic boarding schools by including agricultural material in the curriculum, (4) increasing family and community support in cultivating rural youth's interest in agriculture, and (5) increasing the participation of young farmers in decision making for agricultural development.

Based on the description above, research needs to be carried out to find factors that can increase students' interest in agricultural entrepreneurship and specifically aims to: (1) describe students' interest in agricultural entrepreneurship, (2) analyze the factors that influence students' interest in agriculture, and (3) formulate a strategy to increase students' interest in agricultural entrepreneurship.

Framework of thinking

The research framework is an ideal model or hypothesis model that is built based on the theories and references studied. Based on these references and theories, this research determines three independent variables (X) and one dependent variable (Y). The independent variables consist of: Psychological factors (X_1), namely farming motivation, religiosity, self-efficacy and intelligence; External factors (X_2), namely. Access to information, capital assistance, agricultural training, and contextual factors (X_3), namely, academic support, parental support, environmental support. Meanwhile, the dependent variable (Y) consists of: enjoyment, interest, involvement, and achievement. The research hypothesis is that it is strongly suspected that the independent variables of psychological factors, external factors, and contextual factors jointly influence students' interest in agricultural entrepreneurship in Tasikmalaya Regency.

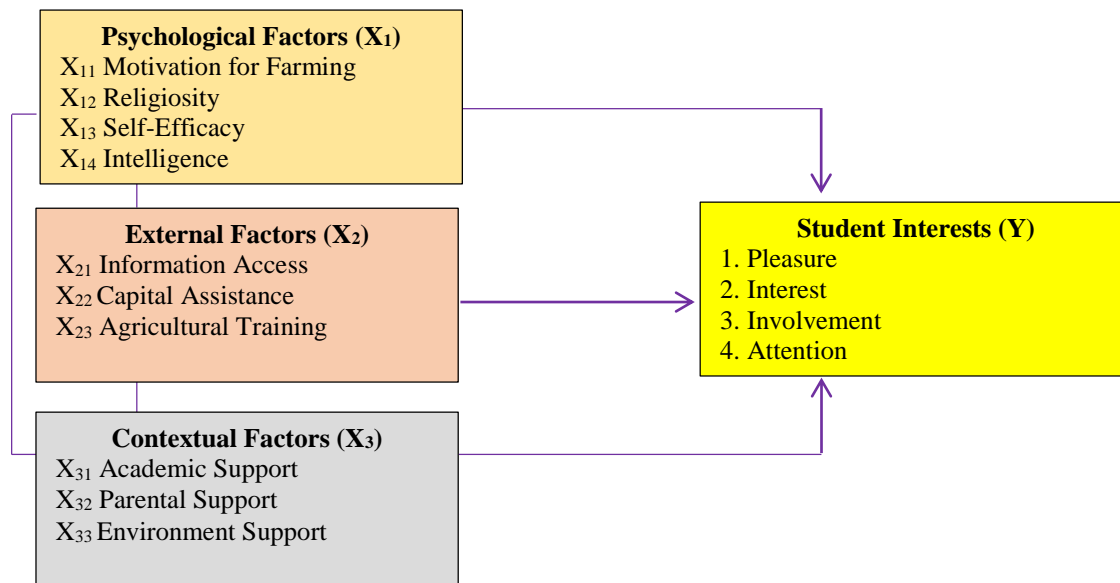


Figure 1. Interest Research Thinking Framework: Students in Agricultural Entrepreneurship

RESEARCH METHOD

The research was carried out from March to July 2023 in several Islamic boarding schools (Ponpes) in Pagerageung District and Kadipaten District, Tasikmalaya Regency. The research population was 238 santri (students) studying at Islamic boarding schools. Determination of the boarding school and population was carried out using purposive sampling with consideration of willingness to be a research location and to be a respondent (enumerator). Determining the sample using the slovin formula with a tolerable error rate (gallat) of 7 percent, obtained a sample of 119 students. Data collection was carried out through direct interviews with respondents using a closed questionnaire with four categories of answer choices. Before use, the questionnaire was tested on 30 students apart from actual respondents. The validity test results produced 101 valid and 25 invalid, the invalid ones were then corrected. Meanwhile, the reliability test obtained a Cronbach-alpha value of 0.975 (>0.60), so that the questionnaire was declared reliable and stable (reliable) and suitable for use as a collection tool. The collected data was analyzed using descriptive analysis techniques and multiple linear regression analysis.

RESULTS

Location Performance

Most of the Tasikmalaya Regency area is hilly, especially in the eastern area of the Regency. Some are mountains, as seen in the northwestern part where the Galunggung mountains are located. Only 13.05 percent of the Regency is located in the lowlands with an altitude of 0 - 200 meters. Meanwhile, the average height of this district is 200-500 meters. The rest rises to the height of the peak of Mount Galunggung, 2,168 meters, Pagerageung District, Tasikmalaya Regency. The area of Pagerageung District is 63.37 km², the division of the area of Pagerageung District according to villages/sub-districts includes Cipacing 2.39 km², Sukamaju 2.63 km², Pagerageung 2.69 km², Pagerageung 2.29 km², Sukadana 3.56 km², Puteran 3.20 km², Tanjungkerta 3.74 km², Guranteng 19.79 km², Nanggewer 10.21 km² and Sukapada 12.87 km² (Badan Pusat Statistik, 2019).

Tasikmalaya Regency has a number of universities, including the Cipasung Islamic Institute (IAIC) Singaparna and the Latifah Mubarakiyah Islamic Institute (IAILM) Suryalaya. Apart from that, Tasikmalaya is known to have a number of Islamic boarding schools including

Cipasang Islamic Boarding School, Miftahul Huda Manonjaya, KH. Zainal Musthafa Sukamanah & Sukahideng and other Islamic boarding schools are almost evenly distributed in every village. Islam is the majority religion adhered to by most of the people of Tasikmalaya. Tasikmalaya Regency is also nicknamed the "City of Santri" because of the attachment of Islamic values to people's lives.

Tasikmalaya Regency dominates the number of Islamic boarding schools in West Java, with a total of 1,344 units. The abundant existence of Islamic boarding schools in this district shows the richness of Islamic culture and its important role in religious education. Islamic boarding schools are a place for students to deepen their religious knowledge and strengthen their faith. In the Islamic boarding school environment, students not only learn about religion, but also live a communal life that teaches the values of togetherness, discipline and responsibility. As an illustration, the number of santri in the 10 sub-districts of Tasikmalaya City is 40,021 santri (Badan Pusat Statistik, 2019).

Respondent Characteristics

The number of santri respondents spread across six Islamic boarding schools who were research respondents was 119 santri consisting of; 40 male and 79 female students. Most of the students do not board at the Islamic boarding school but commute from home (nglajo). The age range of students is between 13 – 22 years or generation Z. The backgrounds of the parents of the students who are respondents are very diverse; laborers, traders and even the dominant ones do not have jobs. Details of the occupation of the parents of the respondent students are presented in Table 1.

Table 1. Occupation of the parents of santris

No	Work	Quantity	%
1	Businessman	40	33,61
2	Food trade	15	12,60
3	Laborer	14	11,76
4	Farmer	2	1,68
5	Don't have a job	47	39,49
6	Government employees	1	0,84
	Amount	119	

Table 1 shows that the work backgrounds of the students' parents are very diverse. Most of the students' parents do not have permanent jobs (39.49%), then entrepreneurs in various sectors (33.61%), food traders on the street (12.60%), laborers (11.76%), and what is interesting are farmers only 2 people (1.68%).

Description of Research Variables

Psychological Factors

The results of the descriptive analysis show that the average psychological factor is in the high category (58.62%), meaning that the majority of respondents assess that the psychological factors of respondents consisting of entrepreneurial motivation, religiosity, self-efficacy and intelligence really support the students' interest in entrepreneurship in the agricultural sector. Details of the results of the descriptive analysis of psychological factors are presented in Table 2.

Table 2. Performance of Psychological Factors

No	Indicator	Percentage (%)		
		Low	Medium	High
1	Entrepreneurial Motivation	4,2	40,3	55,5
2	Religiosity	3,4	27,7	68,9
3	Self-Efficacy	3,4	36,9	59,7
4	Adversity Intelligence	3,4	46,2	50,4
Average		3,6	37,8	58,6

Table 2 shows that the majority of respondents (58.60%) rated psychological factors in the high category. All psychological indicators, namely entrepreneurial motivation, religiosity, self-efficacy and intelligence, were rated high by the majority of respondents, with religiosity at most reaching 68.9 percent, while self-efficacy, entrepreneurial motivation and intelligence scored below it.

External Factors

The results of the descriptive analysis of external factors show that more respondents rated the medium category (48.40%) than those who rated it as high (45.90%) and low (5.60%). In detail the performance of external factors is presented in Table 3.

Table 3. Performance of External Factors

No	Indicator	Percentage (%)		
		Low	Medium	High
1	Information Access	4,20	58,80	37,00
2	Venture capital	7,60	48,70	43,70
3	Self-Efficacy	5,00	37,90	57,10
Average		5,60	48,40	45,90

Table 3 shows that the average external factors are in the medium category (48.40%), meaning that respondents assess that the respondents' external factors consisting of: access to information, business capital and self-efficacy tend to support students' interest in entrepreneurship in agriculture more than the high category and low.

Contextual Factors

The results of the descriptive analysis of contextual factors show that the average (55.25%) is in the medium category, meaning that the majority of respondents consider that the respondents' contextual factors consisting of: academic support, social support and environmental support tend to contribute to supporting students' interest in entrepreneurship in the agricultural sector. Details of the results of the descriptive analysis of psychological factors are presented in Table 4.

Table 4. Performance of Contextual Factors

No	Indicator	Percentage (%)		
		Low	Medium	High
1	Academic support	5,90	41,20	52,90
2	Social Support	11,80	63,00	25,20
3	Environment Support	6,70	61,40	31,90
Average		9,05	55,25	35,70

Based on Table 4, it can be explained that the majority of respondents (55.25%) agreed that the contextual factors were in the medium category. This means that academic support, social support and environmental support contribute quite significantly to growing students' interest in entrepreneurship in the agricultural sector. The indicators that received the most moderate ratings by students were social support (63.00%) and environmental support (61.40%). Meanwhile, academic support indicators were assessed by the majority of students (52.90%) in the high category.

Student Interests

The results of the descriptive analysis of students' interest show that the average (55.3%) is in the medium category, meaning that the majority of respondents consider that the students' interest in agricultural entrepreneurship, which consists of enjoyment, interest, involvement and attention, is sufficient to contribute to growing students' interest in entrepreneurship in the field of entrepreneurship. agriculture. Details of the results of the descriptive analysis of students' interests are presented in Table 5.

Table 5. Performance of Santri Interests

No	Indicator	Percentage (%)		
		Low	Medium	High
1	Pleasure	1,40	36,40	62,20
2	Interest	10,10	63,50	26,40
3	Involvement	10,10	64,70	25,20
4	Attention	8,40	52,10	39,50
Average		9,05	55,30	35,70

Table 5 above can explain that the most indicators of involvement and interest are rated as medium by students, 64.70 percent and 63.50 percent respectively. Meanwhile, the attention indicators and enjoyment indicators were rated as moderate by the students as much as 52.10 percent and 36.4 percent. The majority of santri (62.20%) rated the pleasure indicator as high.

Influencing Factors

Students' interests

The results of factor analysis using multiple linear regression analysis, it was found that several factors or variables studied had an influence on students' interest in entrepreneurship in agriculture, namely: external factors (X₂) and contextual factors (X₃), while individual psychological factors (X₁) had no significant effect. Details of the results of the analysis are presented in Table 6.

Table 6. Multiple linear regression results

Description	Unstandardized Coefficients B	t	Sig.
R2 (Square)	.645		
(Constant)	,231	1,112	,268
X ₁ Psychological Factors	-,126	-1,250	,214
X ₂ External Factors	,422	3,579	,001**)
X ₃ Contextual Factors	,640	6,966	,000**)

From Table 6 it can be seen that R² (R Square) is 0.645 (64.5%), meaning that the contribution of the variables Individual Psychological Factors (X₁), External Factors (X₂),

Contextual Factors (X_3) to the students' interest (Y) is 64.5 percent. Furthermore, it was found that the positive constant value (0.231) could be explained, that if the independent variable had a value of zero (0), then farmer interest (Y) would be 0.231. The individual psychological factor variable (X_1) has an insignificant influence ($p > 0.05$) on students' interest, while those which have a significant influence ($p < 0.05$) are external factors (X_2) and contextual factors (X_3), with values coefficients are 0.422 and 0.640 respectively.

The external factor (X_2), obtained an influence value of 0.422, which means that it has a directly proportional influence on the students' interest. It can then be explained that if the influence value of the contextual factor (X_3) is zero (0), then every one unit increase in the external factor will increase the students' interest (Y) of 0.422. Next, the contextual factor (X_3) obtained a coefficient of 0.640, which means it is directly proportional to the students' interest, and can explain that if the influence value of the external factor (X_2) is zero (0), then every one unit increase in the contextual factor will increase the students' interest (Y) by 0.640. These results can be illustrated with the following equation: $\hat{Y} = 0.231 + 0.422 X_2 + 0.640 X_3$.

DISCUSSION

Influence of External Factors

The external factor variable has an influence coefficient value of 0.422 ($p < 0.01$), meaning that external factors influence the interest of students. The regression coefficient value is 0.422 and is positive, which can be explained by the fact that every one unit increase in external factors consisting of: access to information, business capital and entrepreneurial training will increase student interest by 0.422 if the value of the influence of contextual factors is nil (0). These results are in accordance with the research results of Effendy (2017) and Effendy (2020) who prove that external factors have a real (significant) influence on farmer participation, innovation adoption, and farmer interest.

Information Access Indicators. The students get this agricultural information because they are close to teachers, friends and people who are engaged in agricultural entrepreneurship. Discussions with the community about agriculture make students confident and understand agricultural information before running a business. Apart from that, students get agricultural information from social media, namely videos, YouTube, TikTok, etc. Islamic boarding schools provide computer room facilities for accessing the internet but are still under the supervision of teachers. Students take advantage of this opportunity to look for information that sparks interest in the business they are running. Supported by the findings of Ilato and Payu (2020) and Ali (2020) that the use of information technology in accessing information can increase interest.

Venture capital. Students who have savings and a strategic building location have an interest in entrepreneurship because they don't think twice about the location and find enough money to open a business. This research is in accordance with the findings of Tanusi and Laga (2020) and Jailani and Sudarma (2017) that the things that trigger a person's interest in entrepreneurship are sufficient financial capital and a strategic location. The findings state that there is a positive and significant influence of the capital variable on students' interest in entrepreneurship (Bandura, 1977; Dewi, 2020). Interest in entrepreneurship is focusing attention on entrepreneurship because of a feeling of liking and accompanied by a desire to learn, know and prove more about entrepreneurship (Haroviz, 2012).

Entrepreneurship training. Students gain entrepreneurial knowledge from experience and entrepreneurial activities at Islamic boarding schools, entrepreneurial extracurricular activities make students familiar with and improve their skills in making business strategies. The opportunities given directly to engage in agricultural entrepreneurial activities by Islamic boarding school caregivers provide space for creativity for students. The better the

entrepreneurship training, the better the interest in entrepreneurship. This is in accordance with the findings of Blegur and Handoyo (2020), Dimatteo (1991), Effendy, Maryani, and Yulia (2020), Herwiek (2020), and Maisaroh and Tatik (2019) that the influence of entrepreneurship training can increase interest in entrepreneurship.

Influence of Contextual Factors

The contextual factor variable gives a coefficient value of 0.640 ($p < 0.01$) so it can be concluded that contextual factors influence students' interest in highland vegetable farming entrepreneurship. The coefficient value is 0.640, meaning that every one unit increase in contextual factors will increase students' interest by 0.640 if the contextual value is nil (0).

Academic ability. Islamic boarding schools not only focus on deepening religion but also provide entrepreneurship education (life-skills) that supports students' soft-skills in entrepreneurship. Learning to integrate entrepreneurship makes Islamic boarding schools superior and adaptive in responding to unemployment problems. Development of the Salafiah curriculum and modern curriculum with the aim of responding to the needs of Islamic boarding schools in developing educational facilities and Islamic boarding school infrastructure in facing the challenges of the times (Ali, 2020). The educational environment can encourage the formation of individual attitudes, because through education a basic understanding and moral concept is formed within a person (Adhimursandi, 2016). This is also in line with the results of, that a person's academic abilities are able to shape a person's decision making in responding positively or negatively to a suggestion or innovation (Prakasa & Putri, 2020).

Social support. The family environment shapes a person's interest in entrepreneurship (Qomarrun, 2000). The family provides the first education for individuals, children as social creatures will learn to pay attention, learn to understand, learn to help each other with their family. Furthermore, support to increase students' interest in entrepreneurship can be focused on positive appreciation from the people closest to them if a student is interested in becoming an entrepreneur (Effendy, Widyaastuti, & Latri, 2022; Effendy, 2023; Effendy, Husna, & Musyarofah, 2023; Maryani, Asriati, & Achmadi, 2020).

Environmental Support. The creation of an entrepreneurial ecosystem will determine the success of a business. All components in an entrepreneurial ecosystem must be integrated and need each other, so that a business will grow more quickly and develop harmoniously. This can be interpreted as a conducive entrepreneurial climate that can create entrepreneurs who are innovative, creative, and brave enough to take risks in business development even though these risks are bitter. According to Haryani (2017), Effendy et al. (2023), and Susanti (2021), the entrepreneurial environment that can determine development is; government policies related to licensing procedures, socio-economic conditions, entrepreneurship and business skills.

Simultaneous Influence

Simultaneous influence is the joint influence of each research variable being studied, meaning that there is a contribution of each independent variable (X) in influencing the dependent variable (Y). The results of the F test show that the significance value is 0.000, which means that there is a significant influence ($p < 0.01$) of variables (X_1), (X_2), and (X_3) on interest (Y). F table testing. The results of the analysis show that the calculated F value is 69.617. The F table value at a significance level of 0.05 (5%) can be obtained from the denominator's degrees of freedom (df), namely $n - k - 1$, where n means sample and k means variable, then $119 - 3 - 1 = 115$, and df regression is 3 as the degree of the numerator. So the value obtained from the F table is 3.20. Because the calculated F is greater than the F table ($69.851 > 3.20$), this means that the variables (X_1), (X_2), and (X_3) together have an effect on (Y).

Improvement Strategy: Students' Interest in Agriculture

Based on the results of the partial analysis, it is known that the psychological variable (X_1) has no real (non-significant) influence on student interest and entrepreneurship in the field of career. There is one variable that has a significant influence on students' interest in highland vegetable farming entrepreneurship. Thus, the strategy formulation that can be implemented is based on external factors (X_2) and contextual factors (X_3). So, it can be concluded that the extension model is as follows:

The results of factor analysis show that the factors that influence students' interest in highland vegetable farming entrepreneurship are several strategies that can be realized to increase the level of interest of students in agricultural entrepreneurship by maintaining activities that can instill leadership and entrepreneurial spirit by strengthening belief in religion.

Providing opportunities to access information, providing direction that there are agricultural vocational schools that can provide entrepreneurship education and training to form a professional, independent and competitive entrepreneurial spirit. This activity can be realized by providing outreach about vocational school education as a form of government in creating young entrepreneurs.

CONCLUSION

1. Most of the students (55.30%) were quite interested in highland vegetable farming entrepreneurship. Most students (58.60%) agreed that psychological factors can encourage students to become entrepreneurs. External factors were assessed by some students (48.40%) as sufficient to determine their interest in doing business in agriculture, while contextual factors were assessed by the majority of students (55.25%) as sufficient to determine students' interest in doing business in agriculture.
2. Factors that significantly influence students' interest in agricultural entrepreneurship ($p < 0.01$) are; External Factors (X_2), and Contextual Factors (X_3) with influence coefficients of 0.422 and 0.641. The selected variables in this study contributed 64.5 percent to the research results ($R^2 = 0.645$). Meanwhile, the other 35.5 percent was influenced by variables outside the research.
3. The strategy to increase students' interest in agricultural entrepreneurship is to increase students' understanding of agriculture through agricultural entrepreneurship guidance and training activities, as well as optimizing the roles of parents, teachers and friends.

ADVICE

1. The ability of the selected variables in this research to contribute 64.5 percent to the research results, although it is relatively high, there is one variable, namely psychological factors, which has no significant influence, so there needs to be further study regarding this factor.
2. Most of the students are quite interested in agricultural entrepreneurship, so the Islamic boarding school organizers facilitate this interest to be channeled.

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