

# THE INFLUENCE OF CURRICULUM AND LECTURERS TOWARD QUALITY OF ENTREPRENEURIAL GRADUATES IN BANDUNG

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## Abstract

*Is an entrepreneur born or created? This is a hard question in the middle of higher competitions among universities and institutes which are offering entrepreneurship as their competitive advantage since our government is focusing on this concept to face global economic crises. The goals of this study are to know and analyze entrepreneurial curriculum, lecturers who teaches entrepreneurship, quality of entrepreneurial graduates and the influence of curriculum and lecturers toward quality of entrepreneurial graduates. Research objects are graduates from universities and institutes which offer entrepreneurship in Bandung City. This study uses descriptive – verificative method with descriptive and explanatory survey. Path analysis is used to analyze data. The result shows that curriculum and lecturers influence quality of entrepreneurial graduate 73.9% and it means high. Lecturer is more dominant influence quality of entrepreneurial graduate such as 39% meanwhile curriculum 34.9%.*

*Keywords: Entrepreneur, quality of entrepreneurial graduates, curriculum, lecturer*

## 1. INTRODUCTION

Indonesian National Education Ministry promotes entrepreneurship as focus curriculum in the state and private universities/institutes through Entrepreneurship Education for Student Program, TGT Entrepreneurship Education for Lecturers program, Cooperative Academic Education (<http://www.ditkelembagaan-dikti.net>).

The goals are to create self independence graduates, able to create job opportunity and not being job seeker. Government allocates 37 billion Rupiah to succeed entrepreneurship for students (<http://www.kompas.com>), entrepreneurship education program for 1500 lecturers from state and private universities/institutes to enrich their view and experiences in entrepreneurship because they will be facilitator for the students in the entrepreneurial subject in

the campus. Another program is 10.000 – 20.000 students are targeted by DIKTI for studying and training entrepreneurship in the campuses in 2009 (<http://www.dikti.go.id/kegiatanterbaru>). Students are not only taught entrepreneurial theory, but also guided to run business and provided loan for working capital.

These programs are supported by West Java Province Governor by committing to give entrepreneurship curriculum for students in West Java to reduce their dependency as job seeker since declining quantity of job opportunity in West Java. (<http://www.sinarharapan.co.id>). In reality, Koordinasi Perguruan Tinggi Swasta (Kopertis) Chapter 4 West Java and Banten, allocate one billion rupiah for Entrepreneurship Education for

Student Program in 2009. At least 70% will be used to support working capital to run student's business. The goal is to change student's paradigm as job seeker to be job creator (<http://newspaper.pikiran-rakyat.com>). It indicates synergy between National Education ministry and local government to create entrepreneurial graduate in West Java Province and one of targeted city is Bandung since most of universities and institutes are in Bandung.

Bandung city has been known as Educational City. There are 15.000 students study at different universities and institutes as well as polytechnics and higher institution in Bandung. Beside educational city, Bandung is also known as Creative city because there are a lot of creative industries offered by communities include students and universities graduated. This perception has given an opportunity for students to develop their entrepreneurship by offering a lot of kinds of businesses like laundry and café which have influenced Bandung economic development. (<http://www.okezone.com>).

This condition becomes an interested thing for developing entrepreneurship in Bandung. Now, a hard question should be answered, is an entrepreneur born or created? This is a hard question to be answered.

Government program to develop entrepreneurship in the universities and institutes will be a competitive advantage for each university or institute to win competition among them to get new students. Some universities and institutes in Bandung offer entrepreneurship as their competitive advantage and try to focus on this subject by preparing curriculum and lecturers. Beside that, each university often organizes entrepreneurial seminar and training for students. Some universities and institutes

which promote entrepreneurial subject to the public are

**Table 1.1: Universities/Institutes Offer Entrepreneurship**

No	University	Entrepreneurial education
1	Bandung Institute of Technology	Techno-preneur who can develop a competitive domestic industry in globalization era is one of ITB mission. Entrepreneur curriculum, seminar, training feasibility study competition and set a Business Incubator Center
2	Padjadjaran University	This university run for entrepreneurial university and offer entrepreneurial subject to all study programs. Beside that, Padjadjaran University often organizes entrepreneurial seminar and training for students. Entrepreneurial is also developed for students who will graduate through seminar and training to make them able to create business plan. finally, they will be given capital as stimuli
3	Widyatama University	Curriculum, seminar, training
4	Bandung Islam University	Curriculum, seminar, training
5	Parahyangan University	Curriculum, seminar, training

No	University	Entrepreneurial education
6	Maranatha University	Curriculum, seminar, training and also providing entrepreneurial activities in campus like student activities
7	Pasundan University	Curriculum, seminar, training
8	ITENAS	Curriculum, seminar, training
9	STMB TELKOM	Curriculum (6 SKS), seminar, training, students are obliged to create a business in certain semester
10	UPI	Curriculum, seminar, training

Source: websites of those universities/institutes

Even universities offer entrepreneurial curriculum, but based on our observation, most of graduates from those universities are still become job seeker, not job creator as the goal of entrepreneurial curriculum. Consequently jobless from universities are getting increase in Bandung. Other conditions are

1. Lower graduates interest to be entrepreneur in West Java. Most graduates choose employee as their goal because they are afraid of fail because fail will make them give up. Jerry Koswara, owner of Monamic Center Marketing Consulting and Services said that only 15% of students dare to run business. 10% of 15 % are from rich families and helped by parents. Only 5% run business by him self (<http://www.kompas.com>)

2. Perry Trisianto, owner of The Big Price Cut Group said that only 20% students dare to run business and the rest, is still only wish to run the business.
3. Alumni creativity in running business is still low. It is indicated by new business offered by alumni. Most of their businesses are existing businesses that have been offered by society. Creativity is the source of entrepreneurship.
4. Lower innovation which is indicated by diversification of business and development of business are still limited.
5. Sustainability of business is not long. Most of businesses are run in short period.
6. Graduates find difficulties in getting fund to run business.

It indicates quality of graduate entrepreneurship do not suit to government objectives such as to create students to be job creator. This phenomenon is supposed related to curriculum and lecturers who teach entrepreneurial curriculum in campus. Curriculum and lecturers are related to education in campus. Ciputra said that entrepreneurial education can give good impact for Indonesian future, like Singapore. But, the key is education must be creative (<http://www.dikti.go.id>).

The goals of this study are to know and analyze curriculum used by universities/institutes, lecturers who teaches entrepreneurship, quality of entrepreneurial graduates and the influence of curriculum and lecturers toward quality of entrepreneurial graduates.

## 2. Relevant work which is done, the theories under layer

The relationship between education and quality of entrepreneurship had ever

been researched by Suwandi in his dissertation and the conclusion education is one of factors that influenced quality of entrepreneurship beside motivation and business endurance (Suwandi, 2000, 218).

Education plays an essential role in shaping attitudes, skills and culture – from the primary level up. Entrepreneurship education provides a mix of experiential learning, skill building and, most importantly, mindset shift. Certainly the earlier and more widespread the exposure to entrepreneurship and innovation, the more likely it is that students will consider entrepreneurial careers at some point in the future (Karen Wilson, 2008)

## 2.1 Curriculum, lecturer and Quality of entrepreneurship

Undang-Undang Republik Indonesia number 20 year 2003 about National Education System said curriculum is a set of plan and regulation about objectives, content, teaching material and ways used as guidance to run learning activity to achieve defined education objectives. UNESCO said that there are four foundations of education learn how to know, learn to do, learn to be, and learn to live together.

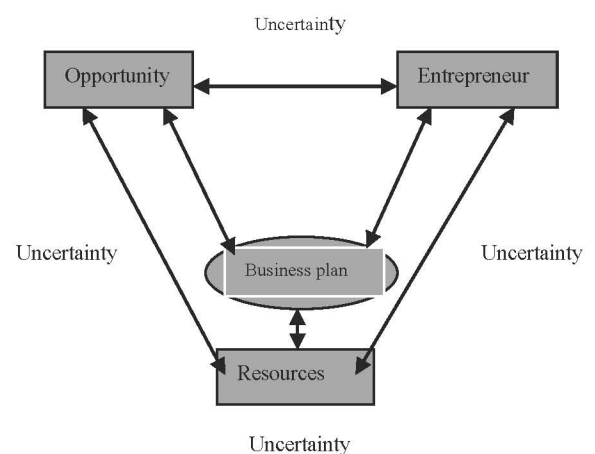
Another factor in Entrepreneurial education to students is lecturer. Undang-Undang Republik Indonesia number 14 Year 2005 about Teachers and Lecturers, said that lecturer is a professional education and scientist with main duty to transform, to develop and to disseminate knowledge, technology and art through education, research and community service.

Quality of entrepreneurship concept can be explained from two views, first, theory about quality of entrepreneurship. Second, factors influence quality of entrepreneurship.

There are some theories about entrepreneurship because it has been an interested study from different body of knowledge like sociology, psychology and behavioral theory. Economic theory about entrepreneurship put entrepreneurship as key production factor and not only as sub ordinate in the external variable. This theory said that entrepreneurship was created and developed if there is an economic opportunity. So, entrepreneur is one who always searches for, responds change and applies it to be opportunity, take risk (Cantillon, Mc Clelland), creating new way (Schumpeter), Decision making (Casson) and organization creation (Leisbenstein).

Opportunity is an existing chance and can be seen, like incremental of change in human need on product and service, spreading of economic resources among regions (Say), limited information about market, raw material or uncertainty on human resources supply (Leibenstein), transfer of production technology and organization form developed countries to developing countries (Broehl) and so on.

A qualified entrepreneur is believed to be able to create a business plan based on opportunity and existing resources. Timmons explain relationship among entrepreneur – opportunity – resources and uncertainty:



Source: Jeffry A Timmons, A New Venture Creation, in Bygrave (1994: 10)

**Picture 1: Three Determined Factors**

The relationship among those determined components become a problem in a small business running by an entrepreneur because owner and manager are still focused on one figure. In this case, an entrepreneur is an idea and business opportunity inventor and also be the one who has to supply economic resources needed to run the business.

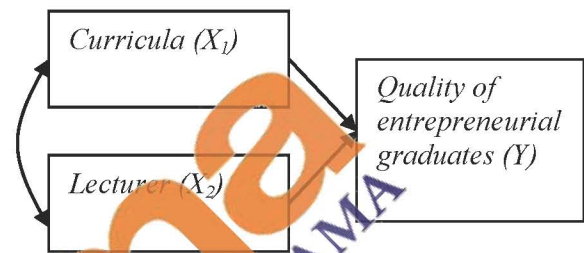
Based on this description, a small entrepreneur is one who has high quality of entrepreneurship. Entrepreneurial quality is mix of great personality characters and skill like managerial ability. Yuyun Wirasasmita said personality characteristic as an intrinsic value or generic from entrepreneurship and business skill as managerial ability (Yuyun Wirasasmita, 1993: 3).

Second is about factors influence entrepreneurship. There are two basic theory about entrepreneurship entrepreneurs is a businessmen who is born, developed by Hagen (1962), Fleming (1979), and Shapiro (1982). (2) Child caring, training and education influence creation of entrepreneurship spirit, pioneered by Mc Clelland. Based on Mc Clelland theory, factors influence quality of entrepreneurship are (1) background as part of life, include background of village – city and social status, (2) factors influence part of one's life in the future; education, business experience and business motivation.

Factors influence quality of entrepreneurship, intrinsically are 1) opportunity search, 2) Obstinacy and assidinity; 3) Obey to contract; 4) demand on quality and efficiency; 5) Risk Taking; 6) Goal setting; 7)

Information search; 8) systematic planning and monitoring; 9) Persuasive and business networking arrangement 10) Self confidence.

**2.2 The relationship of curriculum, lecturers and quality of entrepreneurship.**



**Hypothesis**

*H<sub>0</sub>: Curriculum and lecturers do not give positive influence quality of entrepreneurial graduates*

*H<sub>1</sub>: Curriculum and lecturers give positive influence quality of entrepreneurial graduates*

**3. Design, Model, and Implementation**

Research objects are graduates from universities/institutes/Higher institutions which offer entrepreneurship as their competence in Bandung. The graduates have new business, not based on their parents. There are 27.822 graduates in Kopertis IV, but this research is focused on graduate in Bandung City.

This study uses descriptive – verificative method with descriptive and explanatory survey. Path analysis is used to analyze data. Sampling technique is simple random sampling with amount sample will be 70 X 5 = 350 graduates from different universities in Bandung

based on the table 1.1 by using simple random sampling.

## 4. Result

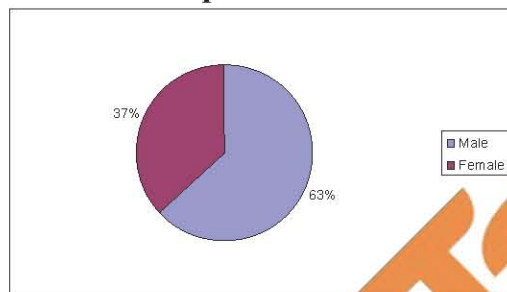
### 4.1 Profile

Profiles of respondents are based on sex, ages and Length of running business.

#### 4.1.1 Sex

It consists of male and female of respondents:

**Graphic 1: Sex**



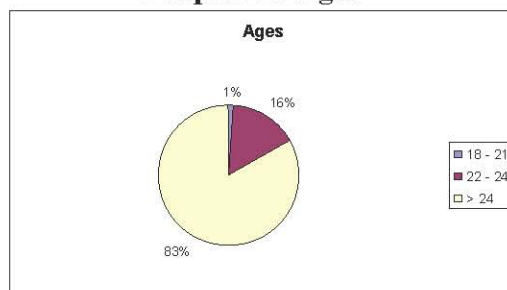
Source: Data collection on March – April 2009

63% of respondents are male and 37% are female. It indicates majority of graduates who are running business are male.

#### 4.1.2 Ages

Ages is based on three groups, namely 18 – 21 year old, 22 – 24 year old and more than 24 year old.

**Graphic 2: Ages**



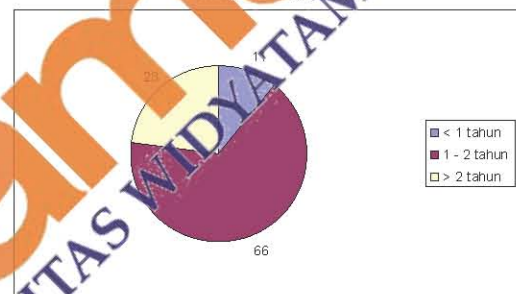
Source: Data collection on March – April 2009

Most of graduates are more than 24 year old such as 83%. 16% are between 22 – 24 year old and only 1% of graduates are 18 – 21 year old.

#### 4.1.3 Length of running business

Length of running business is seen from three groups, less than 1 year, 1- 2 year and more than two year.

**Graphic 1: Length of running business**



Source: Data collection on March – April 2009

66% of graduates are running their business between 1 – 2 years and 23% are more than two years. There are 11% of graduates running it less than one year.

## 4.2 Curriculum

Curriculum of entrepreneurship consist of portion of practical compare to theory and concept, availability of entrepreneurial magazines and journals, involvement of entrepreneurs and bankers in the classes, teaching method, portion of entrepreneurial subject compares to other subjects, availability of start up fund and real business. Finally, marketing management, financial and

accountancy, operation management and also create business plan in the curriculum. Graduates responds are

**Table 4.1: Response respondents on curriculum**

Nr	Curriculum	Average	Meaning
1	Practical is more than theory	3	Less Agree
2	Availability of entrepreneurial magazines	4	Agree
3	Availability of entrepreneurial journals	3	Less Agree
4	Entrepreneurs teach in the class	3	Less Agree
5	Bankers give a lecture	3	Less Agree
6	Subject of Entrepreneurship is bigger than others	3	Less Agree
7	Interactive teaching method	4	Agree
8	Availability of Start up fund	3	Less Agree
9	Create a real business	3	Less Agree
10	Study marketing management	4	Agree
11	Study financial management	4	Agree
12	study accountancy	4	Agree
13	Study Operation management	4	Agree
14	Create a business plan	4	Agree

*Source: Data collection on March – April 2009*

This table indicates that alumni agree about curriculum on

some related activities, such as they were taught marketing management, financial and accountancy, operation management and also create business plan. It means that students had been taught functional management of a company which are really needed in entrepreneurial curriculum. Marketing is related to how students understand about market as the main target in the business. They were taught theories related to marketing such as segmentation, targeting, positioning, marketing mix and others. Financial management relates to how they obtain fund for running the business, manage it and distribute profit. To support financial management, accountancy is needed to record financial transaction in the business. Operation management relates to business process that the students run. Students should understand about how to get raw material, production process, total quality management and other related concept to business process. Finally, they were guided how to make business plan as foundation for entrepreneurial graduates. They have to be able to integrate their knowledge to make business. To support their study, they also agree on availability of entrepreneurial magazines in their campuses and interactive teaching method. A lot of information provided by magazines related to entrepreneurial issues.

Unfortunately, they feel that proportion of practical in the curriculum is less than theory. It means that, curriculum has not prepared on practical, meanwhile, practical is needed to develop quality of entrepreneurial graduate. Students are directed to

understand theory but less practical aspect to make them more understand on the theory.

Alumni saw that they were not supported by entrepreneurial journals in the campus. Based on observation, most of campuses provide journals but students do not know about this. In other case, most students have limited interest to use it.

In transferring their knowledge in the class, alumni saw that entrepreneurs had limited portion taught them. Most of lecturers were academic background, not entrepreneur. This condition was the same as bankers who taught entrepreneurship. When they studied about financial aspect and start up funding especially from banks, they didn't get real information how to propose it.

Subject of entrepreneurship is less than other subjects in the campus which was indicated by amount of SKS. This condition indicates how campus attention on entrepreneurial subjects.

Alumni didn't agree on start up funds provided by campuses. It indicates that campuses hadn't provided start up fund for their students. This condition is similar to real business offered by campuses to their students. Alumni saw that they were not directed to run real business in the curriculum. Consequently, they didn't feel how to run business and risks related to business in entrepreneurial curriculum.

### 4.3 Lecturers

Lecturers of entrepreneurial are responded by graduates from some aspect. They are education background, business experience, tough concept, business networks, lecturer's ability to motivate students, ability to examples related to entrepreneurship, vision, creativity and innovation, teaching method, their participation on business

association and ability to guide students in practice.

**Table 4.2: Respondent responds on Lecturers**

Nr	Lecturers	Average	Meaning
1	Educational background	4	Agree
2	Business experience	4	Agree
3	Tough concept	4	Agree
4	Has business network	4	Agree
5	Able to motivate students	4	Agree
6	Able to give examples	4	Agree
7	Has strong vision	4	Agree
8	Creative	4	Agree
9	Innovative	4	Agree
10	Interactive method in teaching	4	Agree
11	Join business association	4	Agree
12	Able to guide students in practice	4	Agree

*Source: Data collection on March – April 2009*

Graduates agree that formal education of lecturers suits to the entrepreneurial teaching in the campus. Most of lecturers have management background. Beside that, lecturers have business experiences. It is really needed by students in learning process.

In teaching students, lecturers have tough concept of entrepreneurship. Their understanding on the concept is very important to make students learn about entrepreneurship.

Another thing is graduates agree that lecturers have business network with other businessmen especially with other successful entrepreneurs. In Bandung, there are a lot of entrepreneurs and at certain times, those entrepreneurs meet each other in seminar, business sharing and others. These events can give an opportunity for the lecturers to increase their business networks. Beside that, campus often organizes entrepreneurial gathering, seminar and training.

Lecturers are also supposed give them motivation in running business for the first time. Another thing is when students failed to run business, lecturers are really needed to motivate students. Ability to motivate can decrease students demotivation and finally, guide them to run business.

Studying entrepreneurship needs example to make students understand of business. Graduates agree that their lecturers can give example while teaching them.

Lecturers are also supposed have strong vision in teaching entrepreneurship. Beside that, graduates agreed that their lecturers are creative and innovative and also use an interactive method in teaching process. Based on their understanding, their lecturers also joined business association. Finally, graduates agreed that their lecturers were able to guide them in real business.

#### 4.4. Quality of Entrepreneurial Graduates

Quality of Entrepreneurial Graduates is seen from three aspects, entrepreneurship characteristics, market access, capital's access, technology access and cooperation.

**Table 4.3: Quality of Entrepreneurial Graduates**

Nr	Quality of Entrepreneurial Graduate	Average	Meaning
<b>3.1</b>	<b>Entrepreneurship Characteristics</b>		
1	Search for opportunity	4	High
2	Run business even risky	4	High
3	Assiduity	4	High
4	Based on business contract	4	High
5	Efficient	4	High
6	Set a business goal	4	High
7	Search business information	4	High
8	Set a systematic business plan	4	High
9	Monitor the business	4	High
10	Active in business association	3	High Enough
11	Business is developing	4	High
<b>3.2</b>	<b>Market Access</b>		
12	Know market share	3	High Enough
13	Know market structure	3	High Enough
14	Know market growth	4	High

15	Set market coverage	4	High
16	set product price	4	High
17	Promote routinely	3	High Enough
<b>3.3 Capital Acces</b>			
18	After sales service	3	High Enough
19	Know source of capital	3	High Enough
20	Know the requirement	3	High Enough
21	Know the procedures	3	High Enough
22	Search for loan by proposal	3	High Enough
23	Able to make a proposal	3	High Enough
24	Ever get fund from proposal	3	High Enough
25	search for fund	4	High
<b>3.4 Technology Acces</b>			
26	Use information technology	3	High Enough
27	Provide a specialist IT officer	3	High Enough
28	IT suits to business	3	High Enough
29	Apply IT for after sales service	3	High Enough
30	IT for quality	3	High Enough
31	Give training for IT Officer	3	High Enough
32	Develop IT for service	3	High Enough
<b>3,5 Cooperation</b>			

33	Offer partnership	4	High
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Source: Data collection on March – April 2009

Quality of Entrepreneurial Graduate from entrepreneurship characteristics are responded by graduates as follow

1. They have not been active in the business association since most of their responds are high enough. It indicates most of graduates have not joined business association because of not understanding about association.
2. meanwhile, other indicators are responded high, such as they search for business opportunity, run business even risky, Assiduity, Based on business contract, Efficient, Set a business goal, Search business information, Set a systematic business plan, Monitor the business and they believe that their business is developing.

Quality of Entrepreneurial Graduate from market access:

1. Graduates know market growth, set market coverage and set product price
2. Unfortunately, graduates do not know market share and market growth, they have not promoted routinely and also have not provided after sales services yet

Quality of Entrepreneurial Graduate from capital access:

1. Graduates always search for fund to run their business
2. Unfortunately, they don't know source of capital, requirement, procedure of getting funds,

Quality of Entrepreneurial Graduate from technology access, most of them do

not use information technology as supporting infrastructures in running business. It indicates by some indicators they do not provide a specialist IT officer, their IT does not suit to business, do not use IT for quality, do not give training for IT Officer and do not develop IT for service

Quality of Entrepreneurial Graduate from cooperation, graduates offer partnership to others. Businesses that have been being run by graduates are offered to their friend, colleagues, families and others to be run based on business cooperation. Unfortunately, offering is still simple since no business formation like franchise yet. They usually offering for capital availability and most of targeted people are also from common people who sometimes do not understand about business.

#### 4.4. The Influence of Curriculum and Lecturers toward Quality of Entrepreneurial Graduates

##### 4.4.1 The Influence of Curriculum and Lecturers toward Quality of Entrepreneurial Graduates simultaneously

$H_0$ : Curriculum and lecturers do not give positive influence quality of entrepreneurial graduates

$H_1$ : Curriculum and lecturers give positive influence quality of entrepreneurial graduates

**Table 4.4: ANOVA**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	82183.185	2	41091.592	492.840	.000 <sup>b</sup>
	Residual	28931.843	347	83.377		
	Total	111115.0	349			

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

F value is 492,840 and F table for  $\alpha = 0.05$  with freedom level (db) 2 and 347 is 3,022. F value is bigger than F table and from significance level is smaller than 0.05, so  $H_0$  is rejected and  $H_1$  is

accepted. It means Curriculum and lecturers give positive influence quality of entrepreneurial graduates

The influence of curriculum and lecturers can be seen from determination coefficient (R square)

**Table 4.5 Model Summary**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.8600 <sup>a</sup>	.7396	.738	9.13110

a. Predictors: (Constant), X2, X1

R-square = 0.7396. It means quality of entrepreneurial graduates is influenced by curriculum and lecturers 73.96%

##### 4.4.1 The Influence of Curriculum and Lecturers toward Quality of Entrepreneurial Graduates Partially

Based on t-test,  $t_{table}$  for  $\alpha = 0,05$  with freedom level (db) = 347 is 1.967.

**Table 4.6: Coefficient**

Coefficient <sup>a</sup>							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations Zero-order
		B	Std. Error	Beta			
1	(Constant)	28.932	2.833		10.213	.000	
	X1	.984	.103	.431	9.534	.000	.810
	X2	1.041	.089	.476	10.519	.000	.819

a. Dependent Variable: Y

t-value for each curriculum and lecturer is bigger than t table and from significance level is smaller than 0.05. It means  $H_0$  is rejected and  $H_1$  is accepted which means there is an influence of curriculum and Lecturers toward Quality of Entrepreneurial Graduates Partially.

Variables	Beta	Korelasi Zero Order	Influence
X1	0.431	0.810	34.96%
X2	0.476	0.819	39.00%

Direct and indirect influence for curriculum and lecturers to quality of Entrepreneurial Graduates Partially

Influence				
Indirect				
Variable	Direct	X <sub>1</sub>	X <sub>2</sub>	Total
X1	18.61%	16.35%		34.9
X2	22.66%		16.35%	39.0
			Total	73.9

## 5. Conclusion

1. Curriculum is responded by graduates more theory than practical, journal is not always available, less entrepreneur and bankers as lecturers, amount of entrepreneurial subject is less than other materials, less start up fund and don't create a real business. Magazine is available, interactive teaching method, study marketing management, finance and accountancy, and operation management. Finally, they create a business plan.
2. Graduates agree to lecturer's educational background, teaching method, business experiences and others.
3. Qualities of entrepreneurial graduates are they are not too active in business association. Others are search for business opportunity, efficient and others. In the market access, they do not know market share and market structures exactly.

They don't promote routinely and do not give after sales service. In the capital access, most of graduates do not know about how to get capital and others. In the technology access, most of graduates don't use IT for their business. Finally, graduate offers partnership to others.

4. Curriculum and lecturers influence quality of entrepreneurial graduate 73.9% and it means high. Lecturer is more dominant influence quality of entrepreneurial graduate such as 39% meanwhile curriculum 34.9%.

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