

Analysis of Entrepreneur Characteristics in Project Activities to Strengthen the Profile of Pancasila Students



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ABSTRACT: The purpose of this research is to describe the characteristics of entrepreneurs through the project of strengthening the profile of Pancasila students. The type of research is descriptive qualitative. The data source is the project activity of strengthening the profile of Pancasila students with the theme of entrepreneurship. Data collection through: observation, interviews, and documentation studies. The results of the study are character focus that needs to be developed in realizing the characteristics of entrepreneurs, namely: honesty, dare to be responsible, able to read opportunities, have goals, and have motivation. The conclusion of the research is that the theme of entrepreneurship is able to develop the characteristics of entrepreneurs in students.

INTRODUCTION

Education in the 21st century and after the Covid-19 Pandemic needs fundamental changes to prepare students to be ready to face and keep pace with advances in science and technology (science and technology). One of the developments in science and technology is digitalization technology. Veriesa (2020) explains that the impact of the development of digitalization is the shift in values in social life. The above statement emphasizes that education today needs to develop knowledge, affective, and skills to be ready to face the socio-cultural changes in today's society.

The need for balanced development between the domains of knowledge, affective, and skills is because there has been a shift in values in the 21st century. Wijaya, et al, (2016) explain that the shift in values is due to: the shrinking of the world because it is easy to connect and become infinite due to advances in technology and transportation; the need for technology services and information media; global economic development has an effect on changes in employment and income; focus on developing resource management such as water, food, and energy; the emergence of forms of cooperation in environmental management; there is an emergence of security needs related to privacy and terrorist threats; the emergence of economic knowledge and its implementation in the face of global competition.

Balanced development of the knowledge, affective, and skills domains, to deal with the development of the 21st century, requires education. Trilling and Fadel (Rahayu, et al, 2023) explain that education supports national civilization because: one of the elements of the education system is students who need to be actively involved so that later they are able to independently participate in every job and society; train and empower students to become individuals who have skills; fulfill civil responsibility and; understand, maintain, and practice traditional values and national values (character values) in socializing with the wider community.

Traditional values and national values will become the character values of a country or global, so it needs to be continuously instilled in every individual. This is because the current generation is the foundation as the future leader of the country. Therefore, global character needs to be developed by every student today. Beth (Hadi, 2019) explains that a global citizenship society is an individual who is based or has a foundation in life from the identity of his nation, but has a high awareness in respecting every cultural variation, tolerating the beliefs of others, and being wise in responding to global issues that arise in this world.

Prof. Dr. Ayami Nagaya (Bomantara, 2020) at his seminar with the theme "Global Citizenship and Educating on Globalization" at Gadjah Mada University, stated that global citizenship can be observed from its characteristics, namely: obtaining diversity which is also able to respect human rights; having ideas or ideas that are collaborative and cooperative with others for solutions to problems that arise collectively without conflict; actively participating and having a positive view in the realm of global society. To realize this, it is necessary to develop attitudes, knowledge that is able to understand meaning deeply, cognitive and non-cognitive skills, and behavior.

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Realizing global citizenship with the above development requires a Pancasila learner profile project. The Ministry of Education and Culture (2020) gives an understanding that Pancasila learners as a description of Indonesian students who are lifelong learners, have global competence, and behave in accordance with the values of Pancasila. as for the values described through the six dimensions of the Pancasila learner profile which include; faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. These six dimensions are included in the Merdeka curriculum.

The Ministry of Education and Culture (2021) explains the characteristics of the independent curriculum, namely: character and soft skills are developed through the project of strengthening the Pancasila learner profile (P-5); the material developed is essential, relevant and in-depth in order to develop students' creativity and innovation in achieving basic competencies as well as literacy and numeracy competencies; the implementation of learning is flexible, which is characterized by teachers being able to organize learning according to the stages of learning outcomes and the development of students, and make adjustments to the context of the subject matter and choose local content.

The implementation of P-5 in each education unit is carried out through co-curricular, no longer integrated with Intra-curricular subjects. Shilviana and Hamami (2020) explain that intra-curricular is an activity of learning related to subjects that have been determined in the curriculum structure. In fact, intra-curricular activities have not been able to maximize the development of students' potential, so they need a companion, namely co-curricular and extracurricular. Danang (Shilviana and Hamami, 2020) explains that co-curricular activities are learning activities whose implementation is carried out outside the classroom with the aim of helping students in deepening and appreciating the subjects that have been obtained through intracurricular. Co-curricular lesson hours take 20% to 30% of Intra-curricular hours. This statement emphasizes that the subjects in the Merdeka curriculum need to be appreciated, especially in developing students' character education.

Co-curricular basically has several goals to be achieved. Chomaidi and Salamah (Shilviana and Hamami, 2020) explain that co-curricular activities have the aim of supporting the practice of intracurricular activities with the main target being that students can appreciate the subject matter that has been obtained to develop their responsible character. This confirms that co-curricular activities have the potential to develop character education.

Asrijanty (Susanti Sufyadi, 2021: iii) states that the Pancasila Student Profile Strengthening Project (P-5) is an effort to achieve the Pancasila Student Profile by using the new Paradigm Learning. In this study, to build the character and abilities of students, researchers focus on the project of strengthening the Profile of Pancasila Students whose learning is cross-disciplinary and aims to observe and think about solutions to problems in the surrounding environment. So that P-5 uses a project-based learning (PjBL) approach.

Irawati, et al, (2022) explained that at the elementary school level there are 5 themes in P-5, namely: unity in diversity; local wisdom; sustainable lifestyle; entrepreneurship; engineering and technology to build NKRI. In this study, researchers focus on the theme of entrepreneurship. The definition of entrepreneurship explained by Isrososiawan (2015) is as a mental attitude that has an active spirit to empower its creativity, create, work, be unpretentious, and continue to strive for increased material gain. Kusuma (2017) explains that the theme of entrepreneurship has the aim of instilling knowledge and developing insight into students to become entrepreneurs so that students have entrepreneurial skills and readiness.

Hanwita (2023) explains entrepreneurship as a process of creating new objects or making changes or innovating in order to improve welfare. Saputra, et al, (2023) explain that entrepreneurship is the level of a person's ability to read business opportunities and take advantage of opportunities in order to change the existing system. This definition directs the implementation of the entrepreneurship theme in P-5 to build the characteristics of students learning to become an entrepreneur.

The characteristics of entrepreneurs need to be built on P-5 activities by taking the theme of entrepreneurship. The characteristics of entrepreneurs in this study, researchers took the theory from Meredith. The theory is explained by Iswan and Wicaksono (2020: 33-34) who explain that the theory of entrepreneur characteristics, namely: self-confidence, a combination of attitudes and beliefs in facing tasks; task and result oriented, focusing on tasks and results; risk-taking courage, preferring more challenging ventures; leadership, having leadership traits, pioneering, exemplary; future-oriented, having a perspective and view of the future; and originality: never satisfied, appearing different, pouring imagination into work.

Research relevant to this study is research from Yuliastuti, et al. (2022) entitled "Implementation of the Pancasila Student Profile Strengthening Project (P5) Entrepreneurship Theme Grade 4 SD Labschool Unnes Semarang City". The research focused on the planning, implementation, and evaluation of the implementation of the P5 entrepreneurship theme. The result of the study was that the flow of the implementation of P5 on the theme of entrepreneurship began with forming a team of facilitators consisting of the principal, vice principal of the curriculum section, and grade 4 teachers. The next step is to identify the level of school readiness, namely the facilitator team prepares school facilities and infrastructure such as a place for project implementation, school readiness to prepare tools and materials, and teacher readiness in receiving P5 information. Furthermore,

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what is done is to design the dimensions of the theme and implementation time, develop project modules, and design project result reporting strategies. The results of the research related to the implementation of the P5 entrepreneurship theme are to produce products that have a marketable value in accordance with school conditions. The culmination of the activities carried out is to hold a selling work title by offering products to schoolmates and teachers. The results of research related to evaluation are the implementation of the P5 theme of entrepreneurship running well, structured, and according to plan, can increase the entrepreneurial spirit and creativity of students, develop an attitude of cooperation between students, and provide insight and experience to students about entrepreneurial practice in everyday life. In addition, the implementation of the P5 entrepreneurship theme makes learners more confident by offering products to friends. Furthermore, the facilitator team determines the follow-up that must be done next, namely establishing cooperation with parties outside the school.

Another study that took the theme of entrepreneurship in the Pancasila Student Profile Strengthening Project (P5) was conducted by Sholikhah, et al. (2023) with the title "Analysis of Strengthening the Pancasila Student Profile (P5) to Foster an Entrepreneurial Spirit at SDN 06 Tahunan". The purpose of this study was to determine the implementation of the application of P5 entrepreneurship and to determine the formation of an entrepreneurial spirit in grade 4 students. The results showed that the application of P5 at SDN 06 Tahunan was carried out through the learning process both intracurricular, extracurricular, and school culture. The application of the Pancasila learner profile attitude is implemented during the implementation of the project, namely making a bouquet independently and working together. The entrepreneurial spirit of students is formed through the cultivation of the Pancasila learner profile through the provision of material for calculating the selling price. The attitude of the Pancasila learner profile, namely faith and fear of God Almighty and noble character, is implemented by praying before carrying out project activities, independent attitude through doing assignments, mutual cooperation attitude through helping each other in making projects, global diversity attitude through ownership of small businesses from the results of making projects that can be sold, and creative attitude through making crafts.

Based on the description of relevant research that has been conducted by previous researchers, this research has similarities, namely related to entrepreneurship in the Pancasila Student Profile Strengthening Project (P5). The difference between previous relevant research and this research lies in that the former is oriented towards the stages of P-5 implementation while this research focuses on analyzing the characteristics of entrepreneurs who emerge during P-5 activities.

Based on the description above, the researcher can formulate the problem formulation, namely: how are the characteristics of entrepreneurs in the project activities of strengthening the profile of Pancasila students in the theme of entrepreneurship at SD Negeri Banjarsari Kulon 02 Madiun? The purpose of this study is to describe the characteristics of entrepreneurs in project activities to strengthen the profile of Pancasila students in the theme of entrepreneurship at SD Negeri Banjarsari Kulon 02 Madiun.

RESEARCH METHODS

This type of research is descriptive qualitative with a case study approach. Sugiyono (2019: 18) explains the characteristics of qualitative research, namely: situations in scientific conditions, the instrument is the researcher, data analysis is qualitative, meaning becomes the main focus. Case studies explained by Sulistyosari, et al, (2022) are activities to describe and describe with attention to various aspects of individuals, a group, organization, program, or social situation.

The research was conducted from June to December 2023 at SD Negeri Banjarsari Kulon 02 Madiun. The research subjects were P-5 management teachers and entrepreneurship practitioners. The source of data is P-5 activities with the theme of entrepreneurship. Data collection techniques through documentation studies, interviews, and observations. Primary data are the results of interviews and secondary data are documents on the implementation of P-5 activities. The data collected are the characteristics of entrepreneurs who appear in P-5 activities with the theme of entrepreneurship according to Meredith's theory.

The data collected is then validated. Moleong (2019: 48) explains that the techniques to test data validation are: extension of participation, persistence of observation, triangulation, peer checking, adequacy of reference, negative case analysis, member checking. In this study, the validation techniques used were extension of participation, triangulation, and peer checking.

The data processing process that has been validated is then analyzed following Meredith's theory. Afrizal (2015) explains that data analysis is the activity of processing data in the stages of action, narration, field notes, and written materials that support research, followed by data interpretation. Data analysis uses interactive analysis from Miles and Huberman. Afrizal (2015) explains that the stages of interactive analysis are data reduction, namely discarding data that is irrelevant to the data needed by researchers, presenting data is researchers processing data to match the research focus, and drawing a conclusion is interpreted as interpreting data to answer problem formulations.

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RESEARCH RESULTS AND DISCUSSION

Results

The results of the study obtained data that researchers can describe as follows:

The growth of self-confidence in students, the average obtained after producing bead products in the third result, this is obtained from the acquisition of the average on each indicator of the characteristic variable of self-confidence in the table below.

Table 1: Average Acquisition of Formative Assessment Score Characteristics of Self-Confidence

Indicator	Average Formative Assessment Score			Description
	I	II	III	
Ideas	65	70	85	The work is more varied and has a selling value (ready to be marketed)
Initiative	60	75	80	
Creativity	65	75	90	
Perseverance	60	70	80	
Work ethic	65	75	90	

The increase in formative assessment scores is seen in all components, the average for all formative assessment indicators to III is 85. This increase is evidenced by the results of varied beadwork.

The development of task- and result-oriented characteristics is the basis for seeing the character of students in responding to the tasks given in P-5 activities. The assessment results are in the following table:

Table 2: Average Score of Formative Assessment of Task and Result-Oriented Characteristics

Indicator	Average Formative Assessment Score			Description
	I	II	III	
Discipline	70	70	80	The character development of the indicators in students has increased the average score of the formative assessment, because students' awareness of practicing and being responsible is starting to be felt.
Critical thinking	65	70	85	
Responsive	65	75	80	
Passionate	70	80	90	
Achievement spirit	75	80	90	

The average score of formative assessment on task-oriented characteristics and results has increased, with the average in assessment III is 85 with evidence of increased practice awareness.

Development oriented to the characteristics of risk-taking courage is the basis for seeing the character of students in reading opportunities. The assessment results are in the following table:

Table 3: Average Acquisition of Formative Assessment Score Characteristics of Courage to Take Risks

Indicator	Average Formative Assessment Score			Description
	I	II	III	
Discipline	70	70	80	Learners begin to dare to try other shapes of beads
Critical thinking	65	70	85	
Responsive	65	75	80	

The results of the average formative assessment score on the characteristics of courage to take risks have increased in each indicator, with the average in the third formative assessment being 81.67. This shows that students begin to dare to combine bead work with other forms.

Leadership-oriented development is the basis for seeing the character of learners in producing new products in P-5 activities. The assessment results are in the following table:

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Table 4: Mean Score of Formative Assessment of Leadership Characteristics

Indicator	Average Formative Assessment Score			Description
	I	II	III	
Produce new products	65	70	90	The products produced have different shapes and some learners take examples on Google.
Capitalize on product differences	65	70	85	

The average score of the formative assessment on leadership characteristics has increased, with the average of the third formative assessment being 87.5. This is shown by the emergence of a desire to be different from his classmates. So look for forms of variation through social media.

Future-oriented development is not yet apparent. This can be seen from the average score of the formative assessment. The assessment results are in the following table:

Table 5: Average Score of Formative Assessment of Future-Oriented Characteristics

Indicator	Average Formative Assessment Score			Description
	I	II	III	
Ability to create new things	70	70	70	The ability to create has not been seen until the third meeting. This is because students are still result-oriented.

The average score of the formative assessment on future-oriented characteristics is constant (fixed).

Originality-oriented development: creativity and innovation are the basis for the progress of a business. The assessment results are in the following table:

Table 6: Average Score of Formative Assessment of Originality Characteristics: Creativity and Innovation

Indicator	Average Formative Assessment Score			Description
	I	II	III	
Not quickly satisfied with existing results	70	70	70	There is no improvement because the work still leads to existing examples and further variations in the size of the beads are given.
Always pouring Imagination	65	65	65	
Always want to be different	65	65	65	

The average score of formative assessment on the characteristics of originality: creativity and innovation did not increase in each indicator.

Data from the results of interviews with project managers to strengthen the profile of Pancasila students, obtained the following data:

"...until the third meeting the increase occurred in the characteristics: self-confidence; task and result oriented; courage to take risks: leadership...while the contingent on the characteristics: oriented to the future; originality: creativity and innovation... yak arena for characteristics that are fixed students do not yet have the need to work that has a selling value..."

This interview is also reinforced by the results of an interview with the second P-5 manager. The results of the interview, namely:

"Students are still oriented towards school grades ... students are always motivated to always think their work can be marketed ... students are asked to look at social media about changes in creativity in beads ..."

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The results of data analysis and interviews are reinforced by the results of observations from researchers. The results of observations can be described by researchers as follows: (1) students are still result-oriented as task obligations, so that the work is always collected on time; (2) some students are actively looking for forms of development of bead skills, so that several times new creations are found as a result of looking at social media; (3) the results of students' work are getting better and worthy of being exhibited and marketed.

DISCUSSION

The variable of self-confidence is the main thing for students to become entrepreneurs. This is explained by Iswan and Wicaksono (2020) who state that the self-confidence variable is supported by indicators of ideas, initiative, creativity, perseverance, and work enthusiasm. This indicator is a unity that needs to exist in prospective entrepreneurs. This is also supported by the theory from Syariati (2022) which explains that the characteristics that an entrepreneur must have are: courage, meaning the ability to anticipate an effect or result even though the possibility of loss, both material and non-material, will always exist; and creativity, meaning the skill in obtaining fresh ideas in achieving something and thinking "out the box".

Task- and result-oriented variables are variables to educate students' consistency in doing the work and providing the quality of the work. This is confirmed by Iswan and Wicaksono (2020) who state that task- and result-oriented variables are a real form of candidates who always want to excel. So that there is a need for consistency in discipline, critical thinking in order to be able to read opportunities, be responsive to market changes, be passionate about producing quality work, and have a passion for working to provide optimal service. This is also supported by the theory of Syariati (2022) which explains that the characteristics that must be possessed by an entrepreneur are having curiosity, meaning being curious or wanting to always learn and ask if there is something that is not known; and having discipline, meaning having the ability to focus on plans that have been made and strive to fulfill before the specified deadline.

The variable of risk-taking courage in P-5 activities is shown by producing different works. Iswan and Wicaksono (2020) explain that aspiring entrepreneurs have a desire to challenge different habits in order to be different from others. This is also supported by the statement of Verzat, et All, (2017) which states that the characteristics of an entrepreneur are a person who dares to take risks - material and non-material risks that need to be sacrificed; and students who dare to take the initiative and dare to combine all their assets in an effort to create goods and services.

Leadership variables need to be continuously developed because entrepreneurs need to think about policy issues appropriately. Iswan and Wicaksono (2020) explain that leadership is a source of inspiration and role model for people in the environment. So that students need to build patterns to become inspirational leaders. Syariati (2022) explains that leaders need to have empathy, meaning sensitivity to other people's thoughts and reading opportunities; have enthusiasm, meaning that they are always passionate about running their business. This is the focus of development to become prospective entrepreneurs.

Based on the description above, the theory of entrepreneur characteristics can be summarized as the theory of Widjatmaka and Tri (2022), namely having goals, always having self-motivation, having the right calculations in taking risks, having a way to balance emotionally, being able to read opportunities, and dare to take responsibility. So the characteristics of entrepreneurs that need to be given to students in elementary schools are honesty, dare to be responsible, able to read opportunities, have goals, and have motivation.

CONCLUSION

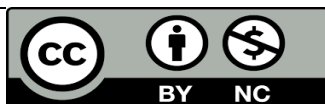
The characteristics of entrepreneurs in the project activities to strengthen the profile of Pancasila students in the theme of entrepreneurship at SD Negeri Banjarsari Kulon 02 Madiun, things that need to be focused on in developing character, namely: honesty, dare to be responsible, be able to read opportunities, have goals, and have motivation.

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