

Locus of Control and Social Support Analysis of the Need of Achievement, Interests, and Entrepreneurial Attitude of UNISKA Students in the Society 5.0 Era

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Abstract: During the pandemic coronavirus disease 2019 (COVID-19), many new entrepreneurs have sprung up, this is because many companies have laid off. In order to prepare intellectuals with entrepreneurial spirit and increase the quantity and quality as well as support government programs, universities need to play a more active role. This research aims to analyze locus of control and social support of the need of achievement, interests, and entrepreneurial attitude of UNISKA students in the society 5.0 Era with method. This type of research used qualitative descriptive research where the key instrument is, purposive and snowball sampling of data sources. The results showed that: (a) Internal, external and social support locus of control, play a role in the interest in entrepreneurship in UNISKA students. (b) Internal, external and social support locus of control play a role in the achievement needs of UNISKA students. (c) Locus of control internal, external and social support plays a role in the entrepreneurial attitude of UNISKA students.

Keywords: Interest in Entrepreneurship, Locus of Control, Need of Achievement, Social Support, Society 5.0.

A. Introduction

A country to be able to develop forward must have sufficient capital in carrying out its development. If the population is well managed, it is a very large capital or asset. According to Wikipedia data in 2017, Indonesia ranks fourth in the world population ranking, covering around 3% of the world's population, who are Indonesians. Based on estimates from the Central Statistics Agency (BPS) in 2020 Indonesia's population will be around 271 million people. With a very large population this is a very large capital for Indonesia to develop because when viewed from an economic market perspective it will support the growth of domestic industry 4.0 and if it is managed properly and correctly it is a source of income for the country (Shaddiq et al., 2021).

Currently in the era of free trade where competition is getting tougher, products with the best quality and competitive prices will win the competition. Likewise the quality of human resources, the best human resources will be selected. However, the problem faced by Indonesia so far is that the large population or human resources are not accompanied by good abilities, such as the level of education and skills that are still lacking. For example, there are still many Indonesian workers who work abroad as unskilled workers, such as laborers or household assistants. To obtain good quality human resources, it is necessary to have good quality educational institutions. Educational institutions with good quality will generally produce educated and trained human resources. Quality human resources will be absorbed in every sector of work and can even create new jobs (entrepreneurship) so that it has an impact on reducing the unemployment rate (Bahit et al., 2021). Conversely, if population growth is not accompanied by the availability of sufficient employment or low levels of education, it will cause social problems such as unemployment, poverty and even an increasing crime rate. expect to be employees but can create jobs by innovating and being creative and mastering technology (Kurniawan et al., 2021).

According to sociologist (Norraahmi et al., 2021) if a country wants to prosper, at least 2% of the total percentage of the country's population becomes entrepreneurs or entrepreneurs. However, in the phenomenon that occurs in Indonesia, people tend to prefer being employees rather than entrepreneurship, as based on the opinion of (Ramadhani et al., 2021) that the average Indonesian population prefers to be an employee rather than entrepreneurship. In 2018, based on data from the National Civil Service Agency (BKN), the number of applicants interested in becoming civil servants reached more than 4 million. This number could actually reach 8 million applicants. Based on these opinions and facts, it can be said that the motivation and interest of the Indonesian population is greater to become employees than to do business. According to (Nurlina & Rosa, 2020) the problems faced by Indonesia in the field of educated human resources are limited job opportunities for university graduates and the increasing number of intellectual unemployment. Meanwhile, according to data from the Central Statistics Agency (BPS), the open unemployment rate (TPT) for university graduates from February 2017 was 5.18% to February 2018, rising to 6.31%, indicating an increase of 1.13%.

According to (Ramadhani et al., 2021) states that to realize humans who have morals, attitudes and entrepreneurial skills is through education. Kalimantan Islamic University Muhammad Arsyad Al Banjari (UNISKA MAB) is a private university in South Kalimantan with a large number of students. As a large higher education institution, UNISKA has a vision and mission, namely to prepare and develop intellectuals in various fields with an entrepreneurial spirit. In order to realize this vision and mission, UNISKA carries out education and training in entrepreneurship skills through lecture activities, skills development at the faculty level and provision of entrepreneurship skills at the university level. The efforts made by UNISKA are a form of obligation as an educational institution to produce graduates who are

educated and trained and have an independent spirit. In addition to participating in supporting government programs to reduce the unemployment rate by instilling awareness in students about entrepreneurship and producing graduates who are entrepreneurship. In the opinion of (Nurlina & Rosa, 2020) which states that one of the drivers of entrepreneurial growth in a country lies in the role of universities through organizing entrepreneurship education both in lecture activities, seminars and entrepreneurial practice. As a guideline and evaluation in running the program to prepare and print entrepreneurial intellectuals, it is necessary to analyze the factors that influence the interest of UNISKA students and other campus students to do entrepreneurship in the era of society 5.0 (Kabul et al., 2022).

(Shaddiq & Wanidison, 2021) states that there are 2 factors that influence students' interest in entrepreneurship, namely intrinsic factors and extrinsic factors. Intrinsic factors consist of feelings and emotions, income, emotions, aspirations, and self-esteem, while extrinsic factors consist of support from the family environment, community environment, opportunities, education and knowledge. Locus of control according to (Nurchayadi, 2021) consists of two forms, namely internal locus of control and external locus of control. Internal locus of control, that is, if someone believes that what happens is always under his control and always takes roles and responsibilities in making every decision. Whereas someone who believes that events that occur in his life occur outside his control are included in the external locus of control. Wahyuningsih et al. (2022) states that apart from locus of control factors that affect entrepreneurial intentions are social support and need for achievement. Social support according to (Sari et al., 2023) is conceptualized as a concept of social capital that reflects social bonds (for example, friendship), which can be used to motivate goals (for example, moral and material support, work and social advice).

B. Methods

The research method used in this study is a qualitative approach. The qualitative research method is a research method based on the philosophy of postpositivism, used to examine natural object conditions, (as opposed to experiments) where the researcher is the key instrument, purposive and snowball sampling of data sources, data collection techniques with triangulation (combined), data analysis is inductive/qualitative in nature, and the results of qualitative research emphasize meaning rather than generalization (Sugiyono, 2017). According to Suyanto (2015) Qualitative research is research that emphasizes quality or the most important thing about the nature of an item or object.

According to (Sari et al., 2023) qualitative research was carried out because the researcher wanted to explore phenomena that cannot be quantified in a descriptive nature such as the process of a work step, the formula of a concept, the notions of a variety of concepts, the characteristics of a product and service, images images, styles, ordinances of a culture, the physical model of an artifact and so on. A qualitative

research is explored and deepened from a social phenomenon or a social environment which consists of behavior consisting of actors, events, places and times.

Qualitative research is an activity to obtain data from observations, interview results, photographic results, document analysis, field notes, compiled by researchers at the research location, not set forth in the form of numbers. Researchers perform data analysis by enriching information, looking for relationships, comparing, finding basic patterns of the original data (not transformed into numbers). The results of data analysis are in the form of an explanation of the situation under study presented in narrative form (Suyanto et al., 2015) and (Handayani et al., 2021).

In this study the instruments used were interview instruments, survey instruments and observation instruments, where the use of these instruments was to obtain information about locus of control and social support in relation to the need for achievement, interests and entrepreneurial attitudes of UNISKA Banjarmasin students. Data collection techniques used in this study are through: 1) interview techniques 2) observation techniques.

In observation, researchers are involved in the daily activities of people who are being observed or used as a source of research data (Sugiyono, 2011). Observation according to (Nurchayadi, 2021) observation is a method of collecting data through the human senses. According to (Suyanto et al., 2015) interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be studied, but also if the researcher wants to know things from respondents that are more in-depth. This data collection technique is based on self-reports or at least on personal knowledge and or beliefs (Sugiyono, 2011).

Interviews in this study are data collection techniques by way of question and answer directly and indirectly with data sources. Direct interviews were conducted with people who were data sources and were carried out without intermediaries, namely the UNISKA Student Affairs section which had data on UNISKA students who were entrepreneurs. Indirect interviews were conducted with people who were data sources through online questionnaires, in this case, 14 students who were entrepreneurs. Data analysis was carried out in 3 (three) stages: data reduction, displaying data, concluding data/data verification which is carried out interactively and continuously until complete, so that the data reaches saturation

C. Results and Discussion

Based on the results of interviews indirectly through questionnaires to 14 UNISKA students who are entrepreneurs, preliminary data is obtained:

1. Gender: a) female totaling 8 people; b) male totaling 6 people; Age: a) 20 years totaling 1 person; b) 21 years totaling 5 people; c) 22 years totaling 5 people; d) 24 years old totaling 2 people; and e) 34 years old totaling 1 person.

2. Business location: a) in Banjarmasin totaling 8 people; b) in Banjarbaru there were 4 people; c) in Marabahan there were 2 people
3. Length of time running the business: a) less than 1 year totaling 2 people; b) one (1) year totaling 1 person; c) less than 2 years totaling 1 person; d) two (2) years totaling 4 people; e) three (3) years totaling 5 people; f) four (4) years totaling 1 person.
4. Total workforce: a) does not have a workforce of 3 people.; b) has a workforce of 2 people totaling 3 people; c) has a workforce of 3 people totaling 2 people; d) has a workforce of 5 people totaling 4 informants; e) has a workforce of 10 people as many as 2 informants.
5. Profit per month: a) does not count 1 person; b) have not counted 1 person; c) Rp. 200,000,-/month for 2 people; d) Rp. 250,000,- / month totaling 1 person; e) Rp. 800,000, -/month for 1 person; f) IDR 3,000,000 - IDR 8,000,000 for a total of 2 people; g) IDR 5,000,000/month for 2 people; h) IDR 10,000,000/month for 1 person; i) IDR 24,000,000,-/month for 2 people; j) IDR 32,000,000/month for 1 person.
6. Types of marketing: a) offline and online as much as 85.7 %; b) online as much as 7.1%; c) offline as much as 7.2%.
7. Payment systems: a) offline and online as much as 78.6 %; b) offline as much as 21.4%.
8. Informants who had taken entrepreneurship courses were 64.3%, 35.7% had not taken entrepreneurship courses.

Then based on further data which was also obtained through a questionnaire are as follows:

1. The role of internal locus of control on UNISKA students' interest in entrepreneurship gets an average answer: Strongly Agree = 63.33%, Agree = 32.7, Less Agree = 9.5%
2. The role of internal locus of control on the need for achievement of UNISKA students gets an average answer: Strongly agree = 52.2% Agree = 44.4% Less Agree = 11.6% STS = 7.1
3. The role of social support for UNISKA students' interest in entrepreneurship gets an average answer: Strongly Agree = 42.9% Agree = 46.4% Less Agree = 10.7%, Disagree = 7.1%
4. The role of social support on the need for achievement of UNISKA students gets an average answer: Strongly agree = 52.2%, Agree = 44.4%, Disagree = 11.6%, Strongly Disagree = 7.1%
5. The role of external locus of control on UNISKA students' interest in entrepreneurship gets an average answer: Strongly Agree = 62.3%, Agree = 29.5%, Less Agree = 23.8%, Disagree = 2.2% Strongly Disagree = 7.1%
6. The role of external locus of control on the need for achievement of UNISKA students gets an average answer: Strongly Agree = 52.2%, Agree = .44.4% Less Agree = 11.6%, Strongly Disagree = 7.1%

7. The role of internal locus of control on the entrepreneurial attitude of UNISKA students gets an average answer: Strongly Agree = 54.2%, Agree = 41.7% Less Agree = 8.54%
8. The role of social support on the entrepreneurship attitude of UNISKA students. get the average answer: Strongly Agree = 54.2%, S = 41.7%, Less Agree = 8.54%
9. The role of external locus of control on the entrepreneurial attitude of UNISKA students gets an average answer: Strongly Agree = 30.7% Agree = 50.5% Less Agree = 28.1%, Disagree = 16.1%

Based on the results of indirect interviews through questionnaires, it was found that most of the students who became entrepreneurs were women with a total of 8 people and 6 men. Here it can be seen that women have an important role in the joints of life both within the household and outside, women do not not only contribute to the family, community but also as business actors who contribute to the national economy. As stated by the Minister of Finance of the Republic of Indonesia Sri Mulyani, the contribution of women in the Micro, Small and Medium Enterprises (MSMEs) sector is greater than that of men. More than 53% of MSMEs are owned by women and this figure has increased compared to 2013, which was 43% (Nurcahyadi, 2021).

As for the domiciles of students who do entrepreneurship, they are spread according to the domiciles of the students themselves, but most of the business domiciles are in the city of Banjarmasin, this is because the wheels of the economy and centers of community activities are centered in big cities. UNISKA students who are entrepreneurs have been running their businesses for a short time and on average they also have employees to help run their businesses. For the payment and marketing system, almost all UNISKA students who are entrepreneurs have done it online (digitally) because in its development they have to adapt to increasingly advance technological developments from the revolutionary era 4.0 to the era of society 5.0 and also demands for changing consumer needs. (Shaddiq & Wanidison, 2021) there has been a sales place where initially creative industry players were selling offline now switching online.

Based on the results of the questionnaire which showed that most of the informants answered strongly agree with the internal locus of control relationship to the interest in entrepreneurship so that it can be concluded that the internal locus off control plays a very important role in the interest in entrepreneurship at UNISKA students. (Sari et al., 2023) states that there are 2 factors that influence students' interest in entrepreneurship, namely intrinsic factors and extrinsic factors. Intrinsic factors consist of feelings and emotions, ideals, and self-esteem. While extrinsic factors consist of support from the family environment, community environment, opportunities, education and knowledge. According to (Norrahmi et al., 2021) that the factors related to entrepreneurial success are internal locus of control. In line with the results of (Irpan

et al., 2023) that there is a very significant positive relationship between internal locus of control and interest in entrepreneurship.

The results of the informants' answers to internal locus of control on the need for achievement of UNISKA students got the most answers on average and answered strongly agree, so it can be concluded that internal locus of control plays a very important role in the need for achievement of UNISKA students. According to (Murni, 2017) there is a positive relationship between internal locus of control and entrepreneurial intention. Entrepreneurial intention is an individual's desire to create new products, either goods or services by processing resources, taking advantage of opportunities and taking risks. The need for achievement is one of the factors that trigger entrepreneurship. As stated by (Khuzaini et al., 2023) that the need for achievement can be used as a reason for someone to choose entrepreneurship as a career and as a trigger for work in carrying out entrepreneurship.

Furthermore, the answers to the role of social support for the interest in entrepreneurship at UNISKA students get the most average answers, namely agree, it can be concluded that social support has a role for interest in entrepreneurship for UNISKA students. This is in line with the results of research by (Dwi Sri Diyanti et al., 2020) which states that social support has a very positive relationship with Untag Psychology students' interest in entrepreneurship with an R^2 value of 46 % or 46% interest in entrepreneurship is influenced by social support. Social support or social support in the form of providing assistance in the form of attention in the form of both moral and material support, providing information, which has a very large impact on students in entrepreneurship.

The informants' answers to the role of social support for UNISKA students' need of achievement got the most answers on average, strongly agree, so it can be concluded that social support plays a role in students' need for achievement in entrepreneurship. This is not in line with (Wahyuningsih et al., 2022) which states that there is no relationship between social support and the need for achievement in relation to entrepreneurship. One of the factors that encourage someone to become an entrepreneur is the need for achievement. Need for achievement is part of the theory of needs developed by (Sudirwo & Shaddiq, 2023) stated that every individual has a strong drive to succeed. While social support is an interpersonal relationship when individuals interact with the environment where the interaction is in the form of providing assistance that involves aspects, emotions, judgments, information and attention that have benefits for the recipient. So that it can be said that social support or social support in the form of attention or giving assistance can trigger someone to excel in the context of entrepreneurship.

While the answers to the role of the external locus of control on the interest in entrepreneurship at UNISKA students got the most answers on average, strongly agree, so it can be concluded that the external locus of control plays a role in the

interest in entrepreneurship at UNISKA students. According to Putra (2018) that there is a positive relationship between Locus of Control and creativity with an interest in entrepreneurship of 58.4%. Locus of Control itself consists of external locus of control and internal locus of control. Locus of Control is a concept of the limit to which people believe that events that occur are still under control within themselves which is characterized by that person has confidence in what he is doing and is responsible for the behavior and work (internal locus of control) and people who believes that what he does and the events that occur are beyond his own control or is called an external locus of control (Ramadhani et al., 2021). It can be said that control that comes from outside a person's self can either come from the family, the environment or the closest person can play a role in encouraging someone's interest in entrepreneurship.

Answers to the role of external locus of control on the need for achievement of UNISKA students get the most answers on average strongly agree, so it can be concluded that external locus of control plays a role in the need for achievement of UNISKA students in entrepreneurship. External Locus of control is a concept people who believe that what they do and the events that occur are beyond their own control (Aulia & Evanita, 2020) .As previously mentioned that one of the factors that encourages someone to become an entrepreneur is the need for achievement , so it can be said that controls outside a person's self such as attention, support or assistance from family or close people can play a role in encouraging someone to excel in the context of entrepreneurship.

Furthermore, the answer to the role of the internal locus of control on the entrepreneurship attitude of UNISKA students got the most answers on average strongly agreeing so that it can be concluded that the internal locus of control plays a role in the entrepreneurship attitude of UNISKA students. According to (Ma'rifah, 2019) there is a significant relationship between internal locus of control and entrepreneurial experience on entrepreneurial attitudes. According to (Rosmiati et al., 2015) attitude is a mental or emotional readiness in several types of action on the right thing. The attitude in this study is the attitude of entrepreneurship which includes having commitment and a sense of responsibility, self-confidence, resistance to risk, ambition to seek opportunities, and others, so that it can be said to be self-control which is characterized by that person has confidence in what he is doing and being responsible for the behavior and work (internal locus of control) plays a role or triggers entrepreneurial attitudes such as having commitment, a sense of responsibility, confidence, resistance to risk, ambition to seek opportunities and others.

The informants' answers on the role of social support on the entrepreneurial attitude of UNISKA students got the most answers on average, strongly agree, so it can be concluded that social support plays a very important role in the entrepreneurial attitude of UNISKA students. Social support or social support as previously mentioned is an interpersonal relationship when individuals interact with the

environment where the interaction is in the form of providing assistance involving aspects, emotions, judgments, information and attention that have benefits for the recipient, it can be interpreted that social support is in the form of attention or Assistance from family or close people can influence entrepreneurial attitudes such as responsibility, self-confidence, resistance to risk, and others.

Furthermore, the last answer is the role of the external locus of control on the entrepreneurship attitude of UNISKA students. Self-control from the outside (external locus of control such as attention and family support play a role in triggering a sense of responsibility, confidence, resistance to risk which is an entrepreneurial attitude.

D. Conclusion

Based on the results of the research locus of control and social support analysis of the need of achievement, interests, and entrepreneurial attitude of UNISKA students in the society 5.0 eras, it can be concluded: (a) Internal, external and social support locus of control, play a role in the interest in entrepreneurship in UNISKA students. (b) Internal, external and social support locus of control play a role in the achievement needs of UNISKA students. (c) Locus of control internal, external and social support plays a role in the entrepreneurial attitude of UNISKA students. This study also provides suggestions several things that the author can suggest related to this research are that there is still a need for education and outreach about entrepreneurship both related to entrepreneurship, marketing, transaction recording, payment systems, and others for UNISKA students so that the businesses they have run will run even better and For those who are not self-employed, they can be motivated to do business.

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