

## The Influence of Motivation, Internal Environment, and External Environment on the Entrepreneurial Interest of Management Department Students at the Faculty of Economics and Business, Warmadewa University

Ni Made Rustini<sup>1\*</sup>, Gusti Ayu Sugiati<sup>2</sup>, Ketut Sudarmini<sup>3</sup>

Universitas Warmadewa, Denpasar

**Corresponding Author:** Made Rustini [maderustini62@gmail.com](mailto:maderustini62@gmail.com)

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### ABSTRACT

Departing from the low interest in entrepreneurship among graduates, this study analyzes the influence of motivation, internal environment, and external environment on the entrepreneurial interest of Management Study Program students at the Faculty of Economics and Business, Warmadewa University Denpasar. The population consists of the 2024 cohort, and a sample of 71 respondents was determined using the Slovin formula. Data were collected through observation, interviews, and a Likert scale questionnaire that had been tested for validity and reliability, then analyzed using multiple linear regression. The results show that all three variables have a significant effect both simultaneously and partially. The beta test produced coefficients: motivation = 0.366; internal environment = 0.287; external environment = 0.369. The highest value for the external environment confirms this factor as the most dominant determinant in increasing students' entrepreneurial interest. The findings recommend strengthening the entrepreneurial ecosystem through network support, campus policies, and industry collaboration

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## **INTRODUCTION**

The role of higher education institutions in developing students' interest in entrepreneurship and exploring the factors that influence entrepreneurial behavior is very important. Interest is a state of a person that can generate a desire to engage in activities that are the object of their liking. Entrepreneurial interest will make someone more diligent in seeking and utilizing business opportunities by optimizing the potential they have. The development of interest is influenced by various factors, and it is indeed not easy to determine students' interest in entrepreneurship. This is due to the differences in each individual, including their motivations, characters, ambitions, and other attributes possessed by each student (Octavionica, 2020). These individual differences lead to variations in the desire and interest in entrepreneurship among students. There are those who indeed have a strong desire and interest in entrepreneurship, while on the other hand, many of them prefer to work as employees. This difference can occur due to many factors that influence students' interest in entrepreneurship, including motivation, which will serve as an internal drive and create the confidence to become an entrepreneur.

The low interest of university graduates in entrepreneurship is quite justified. Besides being full of challenges, entrepreneurial education is very necessary in universities to instill an interest in entrepreneurship among students. To foster entrepreneurial interest among students, providing entrepreneurial education is essential. Students, as one of the elite groups in society, are expected to become the future leaders of the Nation and should rightly become pioneers in developing an entrepreneurial spirit. Students possess the high-level education obtained in college and formed idealism; university graduates are expected to be able to develop themselves into entrepreneurs rather than being graduates who can only wait for job vacancies or even become unemployed, which in essence is a burden on development.

The Faculty of Economics and Business at Warmadewa University, as the place of research, provides entrepreneurship education to students to motivate them and increase their interest in becoming entrepreneurs. Management Department students at Warmadewa University are given entrepreneurship courses as well as entrepreneurship training. Entrepreneurship education aims to enhance students' entrepreneurial knowledge and can shape their mindset, attitudes, behaviors, knowledge, and skills, which will be instilled in students so that they are capable of becoming true entrepreneurs. Meanwhile, entrepreneurship training is provided as a process of activities to improve knowledge, attitudes, and skills related to entrepreneurship so that students can recognize, become interested in, and be ready to become resilient entrepreneurs. Factors influencing entrepreneurial interest come from both internal and external environments (Suryana, 2020:31). The internal environment refers to oneself or the family. The family environment is one of the motivating factors for someone to engage in entrepreneurship. The family's role is also very important in fostering entrepreneurial interest in their children. Entrepreneurial education can take place from an early age within the family environment. Having parents who work as entrepreneurs makes it very easy to foster an interest in

entrepreneurship in their children. Entrepreneurial interest grows and develops well in someone who lives and grows up in an entrepreneurial family environment. However, not all children of entrepreneurial parents want to continue their parents' business and may choose to work in an office instead. External environments can also influence a person's interest in becoming an entrepreneur. The external environment refers to surroundings that come from outside, such as friends, neighbors, the campus environment, or the surrounding area. The environment has a significant influence because humans cannot live without an environment throughout their lives. The environment always surrounds humans, and there is a reciprocal relationship between humans and their environment. Based on the background that has been presented, this study formulates the problem as follows: how do motivation, internal environment, and external environment collectively affect the entrepreneurial interest of students in the Management Department of the Faculty of Economics and Business at Warmadewa University; how do each of these factors – motivation, internal environment, and external environment – affect entrepreneurial interest separately; and among the three, which independent variable most dominantly influences students' entrepreneurial interest.

## **LITERATURE REVIEW**

### **Interest In Entrepreneurship**

Entrepreneurial interest is understood as a person's desire, attraction, and willingness to work hard and meet life needs through establishing and managing a business, without fear of risk and with readiness to learn from failure (Uswaturrasul & Sisilia, 2021). In line with this, Aris Subandono in Mutia (2022) emphasizes entrepreneurial interest as an individual's natural drive to create a business that is regulated, developed, and whose risks are borne by themselves; Utari (2020) adds elements of motivation, attraction, desire, and readiness to take initiative through hard work without fear of risk, while continuously learning to maximize opportunities. Oktavionica's view is also consistent: entrepreneurial interest encompasses the desire, connection, and strong will to be independent to meet life needs, accompanied by the willingness to learn from failure. In synthesis, entrepreneurial interest summarizes the desire and readiness to establish and run a business, the courage to face risks, and the commitment to learn from experience as capital for progress. Its determinants can be grouped into personal and environmental factors (Suryana in Widiyaningsih, 2015:15), which Bygrave (in Alma, 2019) breaks down into personal, sociological, and environmental realms. The personal realm includes triggers such as job dissatisfaction, layoffs/lack of alternatives, age-related impetus, and strong commitment to business; the sociological realm emphasizes networks and family/team support, parental encouragement, facilitation from family, and previous business experience; the environmental realm includes competitive pressures, availability of resources (capital, assets, location), and access to training/incubation, and a conducive government policy (ease of licensing, credit, business guidance). The three interact to form encouragement, opportunity, and confidence to start – pursue entrepreneurship, while also serving as key indicators (personal, sociological, environmental) reflecting a

person's level of desire, readiness, and support in developing entrepreneurial interest. Motivation According to Sutrisno (2019:109), motivation is a driving factor that moves a person to engage in certain activities; therefore, motivation is often understood as the driver of behavior. Similarly, Fahmi (2023:12) views motivation as a behavioral activity that works to fulfill the needs desired by an individual. In the context of entrepreneurship, entrepreneurial motivation is a condition that arises from within a person that influences the emergence of interest in taking action and achieving goals in the field of entrepreneurship. This aligns with Djaali (2020:101) who states that motivation is a state Physiological and psychological factors that drive humans to engage in activities to fulfill life goals or needs—in this case, entrepreneurial activities. Entrepreneurial motivation can be measured through several indicators, namely the desire to earn profit, the need for freedom (autonomy in decision-making), the achievement of personal dreams or self-actualization, the drive for independence (not depending on others), the fulfillment of physiological needs (a decent livelihood), and the need for security (business and income stability). All of these indicators reflect internal drives that shape an individual's intensity, direction, and perseverance in pursuing entrepreneurial activities.

H1: Motivation has a positive and significant effect on the entrepreneurial interest of students majoring in management at the Faculty of Economics and Business, Warmadewa University.

#### **Internal Environment**

The internal environment that influences an individual's development outside of themselves is the family environment. According to Octavionica (2020:29), the family is the primary educational environment first experienced by a child, as it is within the family that a child initially receives education and guidance from birth. It is called the primary environment because most of the child's life takes place within the family, so the largest portion of education is also received there. The family serves as the foundation for the child's growth and development, providing the initial influence on personality formation. In the context of entrepreneurship, individuals who grow up in entrepreneurial families tend to be exposed to entrepreneurial values, knowledge, and role models, making it easier for them to be educated to develop entrepreneurial activities within themselves. The family environment, as a primary component of the internal environment, influences a person's interests through various aspects. Slameto (2024:60) states that a child is influenced by the way parents educate, the quality of relationships among family members, the household atmosphere, the family's economic condition, the parents' understanding of the child's needs, and the family's cultural background. All of these elements shape a growth climate that can strengthen or weaken entrepreneurial interest.

H2: The internal environment has a positive and significant influence on the entrepreneurial interest of management students at the Faculty of Economics and Business, Warmadewa University.

### External Environment

The external environment includes the social/community environment, peer groups, and mass media, which can influence a person's decision to intend to become an entrepreneur (Octavionica, 2020). Walgito (2020:55) defines the social environment as the community environment where individuals interact with each other; these societal conditions have a certain influence on individual development and are divided into primary and secondary social environments. In line with this, Slameto (2020:69-70) emphasizes that society is an external factor that influences the learning process of students through involvement in community activities, exposure to mass media, the influence of peers, and the forms of community life surrounding them.

The external environment, as a factor outside of oneself and the family, affects self-confidence in starting a business through several indicators, namely the social/community environment, exposure to mass media, technological advancements that open up new opportunities, the influence of peers or peer groups, as well as entrepreneurship experience and education obtained at campus. These five indicators work simultaneously to shape access to information, networks, and opportunities, which in turn can encourage the development of entrepreneurial interest.

H3: The external environment has a positive and significant effect on the entrepreneurial interest of management students in the Faculty of Economics and Business at Warmadewa University. H4: Motivation, internal environment, and external environment have a positive and significant effect on the entrepreneurial interest of management students in the Faculty of Economics and Business at Warmadewa University.

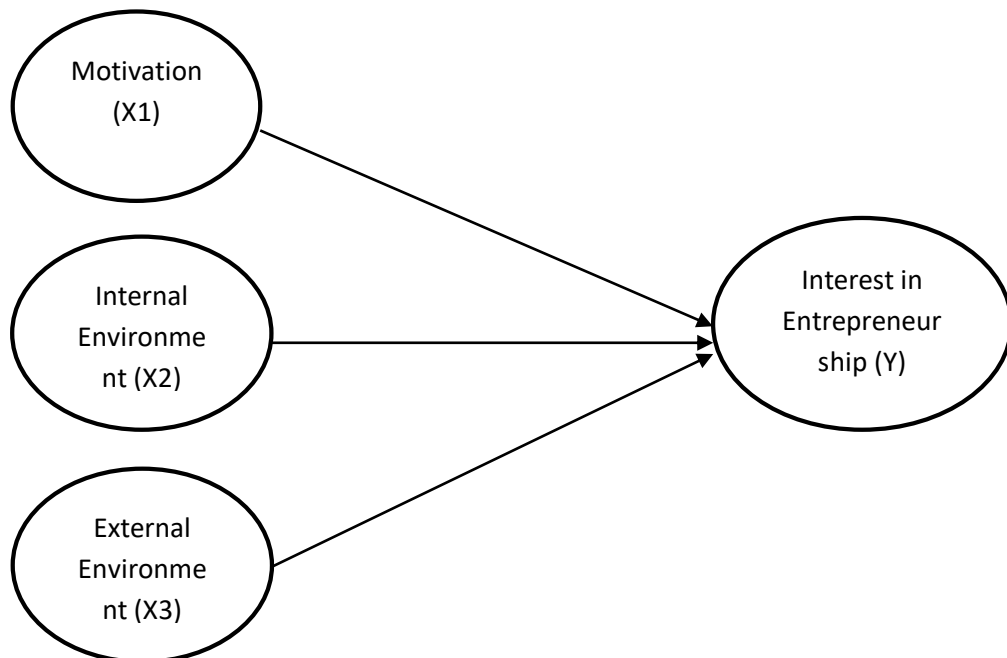


Figure 1. Conceptual Framework

## METHODOLOGY

This research uses a quantitative survey method. Quantitative research is conducted to investigate social or humanitarian issues by testing theories built on a number of variables, measured with numbers, and analyzed using statistical procedures. This research is also explanatory, meaning it identifies facts and events arising from the studied object, and then an investigation is conducted to explain the problem phenomena based on the variables being studied (Sugiyono, 2017:6). The variables in this study are Motivation (X1), Internal Environment (X2), External Environment (X3), and Entrepreneurial Interest (Y). The data collection process uses a survey method with an instrument in the form of a questionnaire, measured using a Likert scale of 1-5.

The research population consisted of 254 active students of the Management Department, Faculty of Economics and Business, Warmadewa University, class of 2024 who had taken the entrepreneurship course. The sample size was determined using the Slovin formula (with a 10% margin of error), resulting in 71 respondents (Roscoe in Wiratna, 2020:66). The data collection instrument comprised a set of written questions distributed to the respondents. The analysis was conducted in two stages: descriptive statistics to depict respondent characteristics and summarize answers, and inferential analysis using multiple linear regression to examine the relationships between variables..

## RESULT

### Respondent Characteristics

To understand respondents' perceptions regarding the influence of motivation, internal environment, and external environment on entrepreneurial interest, this study was conducted by distributing questionnaires to 71 people. The results of the questionnaire distribution provide information about the characteristics of the respondents as shown in Table 1.

Table 1. Respondent Characteristics

No	Characteristics	Choice	Number of Respondents (People)	Percentage (%)
1	Gender	male	30	42
		Female	41	58
		Total	71	100
2	Age	18-20 Years	45	63
		21-24 Years	26	37
		Total	71	100

Source: Processed Data, 2025

**Descriptive Research Variables**

Table 2. Criteria and Categories for Assessing Respondent Answers

No.	Criteria	Assessment Category
1	1,00 - 1,80	Very Bad
2	1,81 - 2,60	Not Good
3	2,61 - 3,40	Good Enough
4	3,41 - 4,20	Good
5	4,21 - 5,00	Very Good

The description of each variable in this study is as follows:

Table 3. Total Score, Average Score, and Assessment Category of Respondents' Answers Regarding the Motivation Variable

No	Statement	Respondent's Answer (Person)					Total Score	Score Average	Category Assessment
		1	2	3	4	5			
1	I am motivated to start a business with the hope of earning greater profits..	9	15	10	29	8	225	3,17	Enough
2	I choose to be an entrepreneur because I can manage my own work schedule.	12	10	5	38	6	229	3,41	Good
3	I am optimistic that I can succeed if I become an entrepreneur.	10	15	8	30	8	224	3,15	Enough
4	I can be independent and will not trouble my parents if I start a business.	12	12	14	23	10	220	3,1	Enough
5	I feel happy if I can meet my basic needs from the results of entrepreneurship.	12	17	18	18	6	202	2,85	Enough
6	I choose to be an entrepreneur, and	1	22	14	30	4	227	3,2	Enough

my future will be secured.								
Average							3,12	Enough

Based on Table 3, it can be explained that overall the average score is 3.12, with the highest score being 3.41 categorized as good. This is associated with the statement: "I choose to be an entrepreneur because I can arrange my own work schedule." However, there are still some students who responded with disagreement.

Table 4. Total Score, Average Score, and Assessment Category of Respondents' Answers Regarding the Internal Environment Variable

No	Statement	Respondent Answer (Person)					Score Total	Score Average	Assessment Category
		1	2	3	4	5			
1	I was taught by my parents to always work hard in order to become a successful person.	3	19	10	36	3	230	3,42	Good
2	I will consult with my family if I face a problem.	2	20	12	33	4	230	3,24	Enough
3	I want to start a business because my family's economic condition is not good.	5	17	24	21	4	215	3,03	Enough
4	I want to become an entrepreneur because the culture of entrepreneurship has been instilled in me since childhood by my parents.	9	17	13	23	9	219	3,08	Enough
5	I received good support from my family in making the decision to become an entrepreneur..	0	24	11	32	4	229	3,23	Enough
Average								3,16	Enough

Based on Table 4, it can be explained that overall, the average score of the indicators of the Internal Environment variable is 3.16, which falls into the fairly good category. The assessment category is good with an average score of 3.42, which is in the good category, with the statement "I was taught by my parents to always work hard in order to become a successful person."

Table 5. Total Score, Average Score, and Assessment Category from Respondents' Answers on the External Environment Variable

No	Statement	Respondent Answer (Person)					Score Total	Score Average	Assessment Category
		1	2	3	4	5			
1	I live in an entrepreneurial environment, which makes me have the desire to become an entrepreneur.	0	23	9	33	6	235	3,31	Enough
2	I obtained a lot of information about entrepreneurship through the mass media.	2	21	8	35	5	233	3,28	Enough
3	I can take advantage of technology for business, such as selling online.	2	21	10	32	6	232	3,27	Enough
4	I want to start a business because I see my friend who has already begun entrepreneurial activities.	5	18	15	27	6	224	3,45	Good
5	I received education and entrepreneurial training on campus that increased my knowledge and insights about entrepreneurship.	3	25	14	27	2	213	3,00	Enough
Average								3,20	Enough

Table 5 provides information that the average score is 3.20 with a moderate category. The highest score is 3.45, categorized as good, with the statement "I want to start a business because I see my friends who have already started entrepreneurial activities."

Table 6. Total Score, Average Score, and Assessment Category from Respondents' Answers on the Entrepreneurial Interest Variable

No	Statement	Respondent Answer (person)					Score total	Score Average	Assesment Category
		1	2	3	4	5			
1	I prefer working by running my own business rather than working for a company managed by someone else.	3	26	14	26	2	211	2,97	Enough
2	I am able to determine my own destiny without relying on others.	5	17	6	30	13	242	3,41	Enough
3	I want to motivate others by providing job opportunities through the business I manage.	0	22	12	25	12	240	3,38	Enough
4	I chose to become an entrepreneur because many people have been successful in entrepreneurship.	3	19	7	21	21	251	3,54	Good
5	I chose to become an entrepreneur because competition in the job market is getting tougher.	0	22	5	26	18	253	3,56	Good
6	I chose to start a business because I already have enough capital to get started.	3	26	14	26	2	211	2,97	Enough
Average								3,31	Enough

Table 6 provides information that the indicator with the highest average score of 3.56 falls into the good assessment category, with the statement "I choose to become an entrepreneur because competition in the job market is becoming increasingly tight."

**Inferential Analysis**

The inferential analysis in this study uses Multiple Linear Regression Analysis to determine the magnitude of the influence of motivation, internal and external environments on the entrepreneurial interest of management students in the Faculty of Economics and Business at Warmadewa University. In general, it is expressed in the form of a multiple linear regression equation:

$$Y = 0,076 + 0,366 X_1 + 0,287 X_2 + 0,369 X_3 \dots\dots\dots (1)$$

Table 8. Results of Multiple Linear Regression Analysis

Variable	Regression Coefficient		t	Sig
	B	Std. Error		
Motivation	0.366	0.095	3.869	0.000
Internal Environment	0.287	0.096	3.000	0.004
Eksternal Environment	0.369	0.097	3.805	0.000
(Constant)	: 0,076			
F Statistik	: 174,583			
Sig F	: 0,000			

The multiple linear regression equation above provides information that entrepreneurial interest is influenced by the Motivation variable with a regression coefficient of 0.366, internal environment 0.287, and external environment 0.369. This is significant, as seen from the significance test results in Table 8.

Table 9. F-Test Results  
 ANOVA<sup>b</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	66.887	3	22.296	174.583	.000 <sup>a</sup>
	Residual	8.556	67	.128		
	Total	75.444	70			

a. Predictors: (Constant), External environment, Internal environment, Motivation

a. Dependent Variable: Interesting in entrepreneurship

To observe the simultaneous influence of motivation, internal and external environment on entrepreneurial interest, it can be seen in Table 9 which shows that motivation, internal environment, and external environment have a significant effect on entrepreneurial interest.

Table 10. T-Test Results

Variable	Unstandardized Coefficients Beta	t Count	Sig.
Motivation	0.366	3.869	0.000
Internal Environment	0.287	3.000	0.004
Eksternal Environment	0.369	3.805	0.000

The table shows that the three variables—motivation ( $\beta=0.366$ ;  $t=3.869$ ;  $p=0.000$ ), internal environment ( $\beta=0.287$ ;  $t=3.000$ ;  $p=0.004$ ), and external environment ( $\beta=0.369$ ;  $t=3.805$ ;  $p=0.000$ )—have a positive and significant effect on students' entrepreneurial interest ( $\alpha=5\%$ ), meaning that an increase in each factor is followed by a rise in entrepreneurial interest; among the three, the external environment is the most dominant factor (largest  $\beta$ ).

## DISCUSSION

This study shows that motivation, internal environment, and external environment all contribute to shaping students' entrepreneurial interest. All three move in the same direction—when one factor strengthens, students' tendency to intend to start a business also increases. Among the three, the external environment emerges as the most prominent driver, followed by personal motivation, and then the internal environment (family). This means that entrepreneurial intention is not only about 'internal will,' but also about the availability of opportunities and tangible support from the surrounding ecosystem (networks, access to funding, campus/government policies, industry and media exposure).

Psychologically, motivation provides the energy for action (goal drive, courage to take risks, persistence)—so that students feel "capable and willing" to act. The internal environment (especially family) shapes values, norms, and early role models that reinforce career preferences; emotional and material support from the family lowers entry barriers. However, the external environment provides the opportunity structure: access to information about opportunities, networks, incubation, mentors, and regulatory ease—all factors that convert intention into actual readiness. When external opportunities and support are present, the psychological and practical costs of starting a venture feel lower; therefore, external influence appears to be the most dominant.

These findings are consistent with the framing of personal and environmental factors (Suryana in Widiyaningsih, 2015) as well as Bygrave's classification (in Alma, 2019), which emphasizes three domains—personal, sociological, environmental—as sources of entrepreneurial drive. The personal dimension aligns with the definition of motivation as a driver of behavior to fulfill needs (Sutrisno, 2019; Fahmi, 2023) and as a physiological-psychological condition that prompts action (Djaali, 2020). The internal environment corresponds with the role of the family as the primary educator and the

foundation of personality (Octavionica, 2020) as well as the influence of parenting style, relationships, home atmosphere, economic conditions, and family culture (Slameto, 2024). Meanwhile, the external environment—community, peers, media, policies, and technology— affects development and learning processes (Walgito, 2020; Slameto, 2020). Conceptually, the research results reinforce the thesis that interest emerges from the convergence of intrapersonal drives and structural opportunities.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the results of data analysis and discussion, this study concludes that motivation, internal environment, and external environment have a significant simultaneous effect on the entrepreneurial interest of Management Department students at the Faculty of Economics and Business, Warmadewa University. Partially, each variable is also proven to have a significant impact on entrepreneurial interest. Among the three, the external environment is the most dominant factor in encouraging students' entrepreneurial interest.

To increase entrepreneurial interest, it is recommended that Warmadewa University systematically strengthen students' motivation through booster programs (founder seminars, coaching, business competitions) that instill values, courage to take risks, and a work-oriented mindset. In the internal environment, family support needs to be optimized—particularly in fostering work ethic, discipline, and role modeling—because students who grow up in a culture of hard work tend to be more motivated to engage in entrepreneurial activities. Meanwhile, the external environment should be enriched through expanded access to knowledge and practical experiences (entrepreneurship courses and training, startup projects, incubation/mentoring, industry networks, as well as licensing and financing clinics) so that students' insights and readiness improve, and their interest in starting a business can develop into concrete action.

## **FURTHER STUDY**

This research focuses on a single study program within one institution using a cross-sectional design and self-report data (Likert scale), so generalization across contexts should be approached with caution, and strict causal inferences cannot yet be fully drawn. Future research agendas can be directed towards longitudinal/panel studies to assess the dynamics of intentions over time until the transition from intention to action; followed by experiments/quasi-experiments—for example, randomized training/incubation or a difference-in-differences approach on new policies to test causal effects. Developing mediation-moderation models is important to examine whether the influence of the external environment is mediated by motivation or whether motivation actually moderates the environmental effect..

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