

Students' Interest in Entrepreneurship After Following Entrepreneurship Practice of "Indonesian Traditional Snack Creation"

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Abstract

This research attempted to describe students' interest in entrepreneurship after following the entrepreneurship practice of "Indonesian Traditional Snack Creation". This was a qualitative descriptive research whose informants were elementary school teacher education study program students of PGRI University of Palembang, who took entrepreneurship courses and amounted to 36 students. Data collection was done using questionnaires and interviews. The research results showed that although business activities were carried out independently in their houses due to the Covid-19 pandemic, that did not reduce students' enthusiasm, optimism, and creativity. This was evident from the various traditional snack creations presented in their sales reports. Students' interest in entrepreneurship tends to be high and medium, with more than 50% of students who participated in entrepreneurship practice planned to start their own entrepreneurship in the near future to the next 2 years. The entrepreneurship practice of "Indonesian Traditional Snack Creation" could provide the students with the ability to create their own job opportunities for others and become solution to unemployment.

Keywords :

Entrepreneurship Interest, Entrepreneurship Practice

1. Introduction

The wave of layoffs in the midst of the Covid-19 pandemic has reached a number of sectors including manufacturing sector and service sector such as tourism, transportation, trading, construction, and others. The significant increase of unemployment is not only caused by economic growth slowdown but also due to changes in the community behavior related to the Covid-19 pandemic as well as social restriction policies, both on small and large scales. The worst impact can be felt in the business of accommodation, food and drink, transportation, warehousing, and trading, both wholesale and retail trade (CORE Indonesia, 2020).

The case of layoffs and the impact of the Covid-19 pandemic seem to add to the series of problems with the lack of job opportunities for prospective graduates in addition to competition with incoming (foreign) workers. From the moment they were still studying, they must be able to map opportunities and project the future amidst chaotic problems in the world of working. If not, then these prospective graduates will increase the Open Unemployment Rate (TPT) in Indonesia, which was currently around 4.99% of the total workforce as of February 2020, before the Covid-19 case hit Indonesia (BPS, 2020). Although in aggregate the level of TPT has declined in the last 5 years, viewed from the perspective of the education level, diploma and university graduates are increasingly unemployed. If we look closely, the problem of unemployment in Indonesia are dominated by educated circles.

The slow rate of unemployment decline in Indonesia is considered to be due to the irrelevance skills of the existing workforce with the needs of the industrial world, or in other words, the skills possessed by graduates are not suitable with the job opportunities provided by the labor market. Things that need to be addressed from the national education sector to reduce educated unemployment is that the learning system implemented by educational institutions must be oriented towards competence and expertise according to the development and needs of the labor market and industry. The increase in the number of educated unemployed is considered to be the result of the absence of harmony between the two sides of supply and demand for Indonesian workers. There are at least two main reasons behind this problem. Firstly, graduates tend to be overly selective in choosing jobs because of the prestige they hold in their degrees. Secondly, the abilities or skills that are owned do not match the needs of the industry (Kajian, 2019).

Educational institutions have a big responsibility to address the high rate of educated unemployment in Indonesia. Some efforts that educational institutions can try are to enrich the entrepreneurial aspects in curriculum and to provide more intensive practice of entrepreneurship courses. Through entrepreneurship learning, both theoretical and practical, students are more prepared to face entrepreneurship competitions. After

graduating, students should not only wait to get a job, but they can create job opportunities for themselves and for others armed with the knowledge and experience obtained from their education. According to Nasional/Bappenas, (2017) in a press release on demographic bonus, "In 2030-2040, Indonesia is predicted to experience a demographic bonus period, where the productive age population (aged 15-64 years) is greater than unproductive age population (aged under 15 years and over 64 years)". If this prediction is correct, then fixing the skill-oriented learning system might be one of the right solutions to ensure the availability of abundant human resources at productive age in balanced manner with quality improvements, including its relation to the openness of the labor market.

Entrepreneurship education in higher education is related to cultivating entrepreneurial character, forming an entrepreneurial mindset and behavior of creative and innovative, creating added value, taking advantage of opportunities, and having the courage to take risks (Susilaningsih, 2015). Entrepreneurship education is packaged in a variety of programs, such as providing loan funds (Entrepreneurship Student Program), Entrepreneurship Student Creativity Program (PKM-K), as well as seminars and training. In addition to these programs, entrepreneurship education is also delivered through lecturing activities, in the form of entrepreneurship and practical courses. Entrepreneurship courses are given in various study programs (Fitriyanti, 2016). Through entrepreneurship learning, higher education provides the widest possible opportunity for students to become individuals with integrity, trustworthiness, skilled in business, communication skill, cooperativeness, and good personality.

Entrepreneurship learning design should lead to providing meaningful, creative, and future-oriented learning experiences that include interactive learning, case study, experiential learning, mentoring and coaching, use of visual media, use of entrepreneurship, use of game theory and drama, use of simulation and animation, practice in business plans, and other important topics (Moses, C., & Mosunmola, 2014). At the tertiary level, mentoring and training of business practice is sufficiently applicable, where students are conditioned to plan, manage, and evaluate a business. The "Indonesian Traditional Snack Creation" is one of them that the researchers applied in instructional entrepreneurship.

The target output of entrepreneurship learning is developing students' interest in becoming entrepreneurs, as well as their ability to think creatively and innovatively in finding business opportunities. In addition, learning also leads to the implementation stage of entrepreneurship so that students are ready to take part in the world of entrepreneurship. (Dzulfikri, A., & Kusworo, 2019) mentioned that "interest in entrepreneurship is a desire, connection, and a willingness to work hard or try to meet the needs without being afraid of the risk of failure." Interest is positively influenced by behavior and attitude, meaning that the stronger (positive) an individual's assessment of being an entrepreneur will strengthen the individual's desire to work independently (self-employed) or run his own business. The stronger the behavior and attitude towards entrepreneurship, the stronger the interest in becoming an entrepreneur (Budiati, Y., Yani, T. E., & Universari, 2012). With a strong urge, aspiration, or desire for entrepreneurship, when those are fulfilled, a pleasant satisfaction will arise (Rahmadi, A. N., & Heryanto, 2017).

Students with interests will try to know and learn things related to their interests without coercion. According to Anggraeni, B., (2015) "A person is said to have a high interest in entrepreneurship which can be seen from various aspects of personality such his character, attitude, and behavior". Entrepreneurship has six important components; self-confidence, results-oriented, risk-taking, leadership, originality, and future-oriented (Suryana, 2013). Indicators that can be used as benchmarks for lecturers in mapping student achievement and measures of success in learning entrepreneurship according to Prasetyo and Sumarno (Siswadi, 2014) include: 1) strong will to achieve life goals and needs, 2) strong belief in self-strength, 3) honesty and responsibility, 4) physical and mental resilience, 5) persistence in working and business, 6) creative and constructive thinking, 7) future-oriented, and 8) willing to take risks. One variable of entrepreneurship that needs to be developed among students is originality, in the sense that what is emphasized in entrepreneurship learning is that students are able to think independently, be different from others, find new opportunities, be revolutionary, or even become a pioneer in whatever field they are in. Based on the background above, the formulation of the problem in this research was how are students' interest in entrepreneurship after participating in the entrepreneurship practice of "Indonesian Traditional Snack Creation"?

2. Research Method

This research implemented qualitative method, based on the philosophy of interpretive and post-positivism, in which this research was carried in inductive, interpretive, and discovery manner. This kind of research is carried out on natural objects, directed to understand meanings, find hypotheses, and construct phenomena (Sugiyono, 2019). The informants were students of the elementary school teacher education study program who took entrepreneurship courses of "Indonesian Traditional Snack Creation" that the researched taught, amounting to 36 students. Data collection was performed using questionnaires and interviews. These two techniques were used to collect information related to entrepreneurial practice activities and deepen students' interest in becoming entrepreneurs after participating in said activity. The data analysis of this research used the

Miles & Huberman model, the analysis was carried out when the data collection took place and after completing the data collection within a certain period of time. Data analysis was carried out interactively and continued until the data were saturated. It was done by the following procedures: Data Display, Data Reduction, and Drawing Conclusion/Verifying (Sugiyono, 2019).

3. Result and Discussion

3.1. Entrepreneurship Practice Description

The practice was part of the semester learning plan for the entrepreneurship course with a weight of 2 credits. The practice was designed by the research team, starting from group division, assignment, cooking reference, capital cost, production plan and process, marketing venue, and reporting stages. However, in the middle of the semester, the practice was converted into independent activity due to the Covid-19 pandemic that hit Indonesia since the end of February 2020 and subsequently learning process was changed to distance learning (PJJ) or online learning.

The practice was carried out independently by the students, with each student was given the task of creating one kind of Indonesian traditional snack. Recipe references, cooking ingredients, and cooking steps were for the students to find on their own from books, magazines, or the internet and YouTube. The fund for the business was provided fully by the research team, which then subsequently managed independently by students in their business. The fund was used for purchasing ingredients, renting cooking tools, product packaging, selling costs, and others based on budget plan. Those stages of the practice were carried out independently by students, but male students were given option to work with their mothers or sisters for the production/cooking stage. Business activities were performed on every weekend to prevent from disturbing other lecturing activities.



Figure 1. Ingredients



Figure 2. Lemper Snack

Students were free to decide their own sales targets as the target of designing the activity was to develop entrepreneurial spirit for opening opportunities and finding ideas that are different from others and oriented to the future. As Indonesia experiences the Covid-19 pandemic, thus the issuance of no crowd regulations, the plan to hold a bazaar activity was canceled. Therefore, most consumers were neighbors around the students' houses. The following is a documentation of their sales activities.



Figure 3. Sale of PutriNoong Snack



Figure 4. Sale of Arem-arem Snack

3.2. Questionnaire Results Description

This questionnaire was given to research participants to determine the state of their interest in entrepreneurship after participating in entrepreneurship practice of "Indonesian Traditional Snack Creation". The answers from the participants can be seen as the following:

Table 1. Summary of Participants' Answers

| Describer | Frequency/ Respondent | | | | Total | Frequency/Score | | | | Total | % | Explanation |
|--|--------------------------|----|--------|-----|-------|-----------------|----|--------|---------|-------|----|-------------|
| | S S | S | T S | STS | | S S | S | T S | ST S | | | |
| Everyone must pose willpower to achieve life goals | 24 | 9 | 3 | 0 | 36 | 96 | 27 | 6 | 0 | 129 | 90 | High |
| To meet all the needs, people have to work hard | 16 | 12 | 6 | 2 | 36 | 64 | 36 | 12 | 2 | 114 | 79 | Medium |
| Strong belief in one's own strength | 22 | 8 | 3 | 3 | 36 | 88 | 24 | 6 | 3 | 121 | 84 | Medium |
| Understanding your strengths and weaknesses | 13 | 14 | 8 | 1 | 36 | 52 | 42 | 16 | 1 | 111 | 77 | Medium |
| Honesty | 30 | 6 | 0 | 0 | 36 | 120 | 18 | 0 | 0 | 138 | 96 | High |
| Responsible | 20 | 12 | 4 | 0 | 36 | 80 | 36 | 8 | 0 | 124 | 86 | High |
| Physical endurance | 16 | 14 | 4 | 2 | 36 | 64 | 42 | 8 | 2 | 116 | 81 | Medium |
| Mental endurance | 15 | 10 | 7 | 4 | 36 | 60 | 30 | 14 | 4 | 108 | 75 | Medium |
| Persistence in working and trying | 13 | 16 | 5 | 2 | 36 | 52 | 48 | 10 | 2 | 112 | 78 | Medium |
| Resilience in working and trying | 19 | 9 | 6 | 2 | 36 | 76 | 27 | 12 | 2 | 117 | 81 | Medium |
| Creative thinking | 17 | 13 | 3 | 3 | 36 | 68 | 39 | 6 | 3 | 116 | 81 | Medium |
| Constructive thinking | 12 | 11 | 6 | 7 | 36 | 48 | 33 | 12 | 7 | 100 | 69 | Low |
| Oriented to the future | 16 | 11 | 5 | 4 | 36 | 64 | 33 | 10 | 4 | 111 | 77 | Medium |
| Having a long term plan | 9 | 13 | 8 | 6 | 36 | 36 | 39 | 16 | 6 | 97 | 67 | Low |
| Willing to take risks | 17 | 15 | 2 | 2 | 36 | 68 | 45 | 4 | 2 | 119 | 83 | Medium |
| Able to turn risk into opportunity | 19 | 7 | 6 | 4 | 36 | 76 | 21 | 12 | 4 | 113 | 78 | Medium |

Based on table 3.1, it can be explained that all participants gave quite varied statements for each measured entrepreneurial interest indicator. Most students admitted that they agreed that everyone must pose a strong will in achieving life goals. The some goes for honesty and responsible indicators as these two characteristics are considered as main capitals in entrepreneurship. However, there are also statements showing that their interest in entrepreneurship were not accompanied by future projections of said interest. This is as shown in the indicators of constructive thinking and having a long-term plan in entrepreneurship where more than 30% of students gave statements that they disagreed with the importance of these two things. Furthermore, to see the conclusion from the indicators of student interest in entrepreneurship, consider the following image,

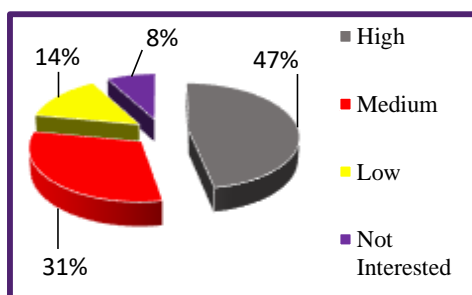


Figure 5. Percentage of interest in entrepreneurship

In Figure 5., almost half of the students who took part in the practice had high interest in entrepreneurship. There appears to be a huge difference between the number of students who were interested and those who were less interested in becoming entrepreneurs. The unique finding of this questionnaire was that there were three students who gave statements that tended to be negative, so it could be concluded that the three students were not interested in entrepreneurship.

3.3. Interview Results Description

Interest in entrepreneurship is defined as a person's desire to work independently (self-employed) or run his own business. In the interview, the researchers conducted a deeper exploration of the student's interest in starting a business, the choice of statements was divided into four groups; Interest in starting entrepreneurship in near term, within the next two years, in long term, and not having an interest in entrepreneurship. It was also given with logical reasons for the statements which the students chose.

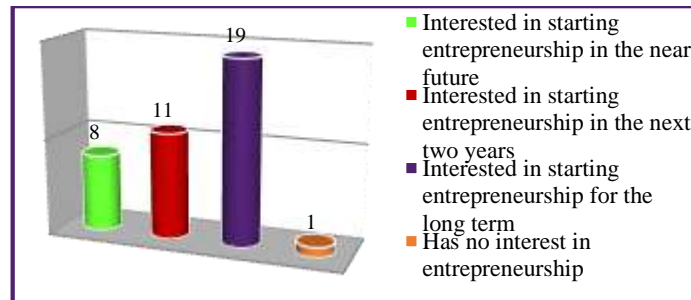


Figure 6. summarizes the results of the interview

The time frame and business field of the students' picking were quite varied. Some chose the same field for reasons of hobbies and projections of promising future opportunities. The following is a summary of the results of the interview regarding the business plan that would be involved in certain period of time.

Table 2. – Time Frame and Business Field of the Students' Picking

| Time Frame | Business Field |
|---------------------------|-----------------------------------|
| Less than a year | Typing Service |
| | Online Shop |
| | Calistung Private Course |
| Within the next two years | Trading Service (<i>Jastip</i>) |
| | Vlogger |
| | Cosmetic |
| | Culinary |
| Long term | Traditional Snack / Pastry |
| | Clothing |
| | Packaged Food (Frozen Food) |

3.5. Discussion

The results of this research provide an overview that entrepreneurship education is important to produce human resources with creative and innovative thinking in order to take advantage of opportunities and create new businesses. The main objective of entrepreneurship education is to impart knowledge, value, spirit, and attitude to students in order to create reliable new entrepreneurs. As human population in Indonesia increases, the number of unemployment at productive age due to difficulties in finding employment opportunities also increases, as Bappenas has projected that it is likely that in 2030-2040 Indonesia will experience a demographic bonus. Thus, everyone should think thoroughly about the problem of unemployment because everyone is looking for work to improve economic quality of an individual or a family and to increase per capita income of our country.

Various strategies have been implemented by the government to increase the number of entrepreneurs in Indonesia, one of which is to include entrepreneurship courses in curriculum, especially at tertiary level. When a person opens a business as he has the knowledge to do so, he will help in reducing unemployment and increase the number of job opportunities. The existence of entrepreneurship course is intended to broaden students'

insight into the world of entrepreneurship and motivate them to be directly involved in such world as strong young entrepreneurs, so that they can contribute to improving the Indonesian economy. This is also highlighted by an empirical study from Mueller, J., Zapkau, F. B., & Schwens, (2014) which examined that entrepreneurial education positively related to entrepreneurial intention of 253 students in Germany and Ethiopia. The results showed that entrepreneurship in educational could help the government develop better economy prospects and economic growth. This means that tertiary institutions and educational units are extensions of government programs related to poverty alleviation, reducing of unemployment, and new business opportunities through entrepreneurship education.

The allocation of special credits (*SKS*) about entrepreneurship at the university level covers the introduction stage and the development stage of entrepreneurial concepts. This is necessary as entrepreneurship development process involves more than just solving problems. An entrepreneur must find, evaluate, and develop an opportunity by overcoming the problems the creation of something new. As a form of responsibility and support for the country's economic development, entrepreneurship courses have been included in the curriculum for at least two credits, which must be taken by students at almost all universities in Indonesia. The same goes with PGRI University of Palembang, where entrepreneurship education is included in the curriculum in every study program with two to five entrepreneurship credits must be taken by all students.

The entrepreneurship practice in this research acted as a form of contribution from PGRI University of Palembang in developing and training future entrepreneur cadres. Through this entrepreneurial activity, the researchers facilitated the process of discovering student entrepreneurial interests, which of course would be one of career choices after they graduate, that the students are not only oriented as job seekers but have competence and are ready to become job creators. In this research, students were guided to carry out business independently. Each student was given the task of creating one kind of Indonesian traditional snack. Each stage of the practice was carried out independently, but still under the supervision and guidance of lecturers. This was intended to familiarize students with planning, organizing, implementing, controlling, evaluating and reporting.

Entrepreneurship learning is aimed at fostering interest in entrepreneurship among students, as most students have understood the essence of entrepreneurship education. The focus is not on the amount of results, but the formation of strong attitude and mentality in facing various possibilities and problems in the future. Lecturers should understand that the emphasis of coaching is to facilitate students to find their interests in the world of entrepreneurship, not to teach trading skills. Interest in entrepreneurship arises because of the knowledge and information about entrepreneurship, which will be followed by the willingness to participate directly in order to seek experience. The list goes on with having a happy feeling and having a desire to be involved in risk-taking activities, running own business by taking advantage of existing opportunities, and creating new businesses with an innovative approach. Entrepreneurial interest is not just owned, but rather nurtured and developed.

In this particular research, students' interest in entrepreneurship showed good percentage, where almost half of them had high interest in entrepreneurship. This shows that as one of the pioneers of entrepreneurship development in the elementary school teacher education study program, this activity was quite successful in piquing students' enthusiasm and desire to learn more about the world of entrepreneurship. Of course there were challenges in the follow-up activities, without of 36 students, around 22% seemed uninterested in the world of entrepreneurship. Interest in becoming an entrepreneur is defined as someone's desire to work independently, and 39% of students were interested in starting entrepreneurship within the next two years after completing their studies. Wanting to raise capital, wanting to focus on college first, having no entrepreneurial background were some of the reasons that students used to explain their disinterest in the world of entrepreneurship.

In practice-based entrepreneurship learning, students must be serious and earnest as learning on a practical basis is more complicated than theory. Students must study and create a business proposal before carrying out the business. They have to test products before selling them. All of these assignments will tell if students are able to complete each process and can absorb the knowledge. Maybe the knowledge is not very useful for the moment, but one day it will be. Through practices, students develop strong and resilient characters, have entrepreneurship spirit, and increase entrepreneurship attitude and intention as they are directly involved in all the process of planning, conducting surveys, testing product feasibility, processing product from raw ingredients, calculating Break Event Point (BEP), and marketing the product to community.

Based on the analysis of the questionnaire and interviews, it can be concluded that entrepreneurship attitude and intention increase as long as the students practice entrepreneurship. Students were optimistic in carrying out entrepreneurship practice as optimistic attitude could lead a businesses to run smoothly and get good results. The attitude of responsibility has begun to appear from the students, which could be seen from all the assignments that have been completed properly and on time. They also showed the attitude of initiative to ensure the practice ran smoothly, most of which were already present in students, namely full of energy, active, and agile. In the near future, some students planned to start entrepreneurship with low capital, such as opening a typing service and private tutoring service for reading, writing, and arithmetic for elementary school students.

4. Conclusion

Based on the results and discussion of the research, it can be concluded that;

- a. The entrepreneurship practice activity of traditional snack creation was part of a learning innovation that aimed to provide coaching for students in entrepreneurship, through the integration of experience, skill, and knowledge.
- b. There were 17 students who had high interest in entrepreneurship, 11 students with medium interest, 5 students with low interest, and 3 students were not interested.
- c. More than 50% of students who participated in the practice planned to start entrepreneurship in the near future, within the next 2 years.

Based on the research conclusions, the following suggestions are given;

- a. Universities should increase the intensity of practical activities and entrepreneurship assistances for their students.
- b. Students should be able to take advantage of practical activities and entrepreneurship assistances optimally, in order to open new opportunities
- c. Further researchers should make use of this research as a reference for subsequent research related to interests in entrepreneurship in a more complex and in-depth manner.

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Biography

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