

**MEMBANGUN KARAKTER MANDIRI, KUAT, DAN BAIK
MELALUI MODEL PELATIHAN ENTREPRENEURSHIP**

DISERTASI

**diajukan untuk memenuhi sebagian dari syarat memperoleh gelar
Doktor Pendidikan Bidang Ilmu Pendidikan Umum dan Karakter**



**oleh
Naniek Krishnawati
2104969**

**PROGRAM STUDI DOKTOR PENDIDIKAN UMUM DAN KARAKTER
SEKOLAH PASCA SARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2023**

MEMBANGUN KARAKTER MANDIRI, KUAT, DAN BAIK MELALUI MODEL PELATIHAN ENTREPRENEURSHIP

Oleh
Naniek Krishnawati

S.Pd. Universitas Pendidikan Indonesia, 2012
Dra. IKIP Negeri Medan, 1987

Sebuah Disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Doktor
Pendidikan (Dr.) pada Sekolah Pascasarjana

© Naniek Krishnawati 2023
Universitas Pendidikan Indonesia
Juli 2023

Hak Cipta dilindungi undang-undang.
Disertasi ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

MEMBANGUN KARAKTER MANDIRI, KUAT, DAN BAIK
MELALUI MODEL PELATIHAN ENTREPRENEURSHIP

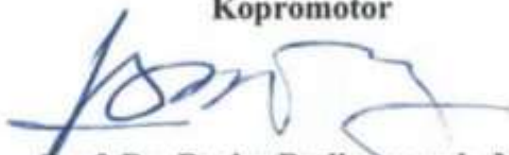
disetujui dan disahkan oleh panitia disertasi:

Promotor



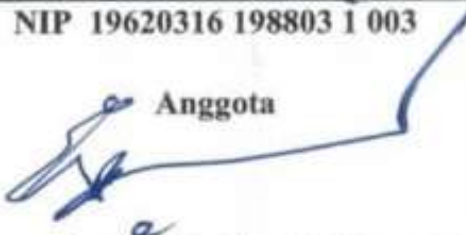
Prof. Dr. Achmad Juntika Nurihsan, M.Pd.
NIP 19660601 199103 1 005

Kopromotor



Prof. Dr. Dasim Budimansyah, M.Si.
NIP 19620316 198803 1 003

Anggota



Prof. Dr. Encep Syarif Nurdin, SH, Drs, M.Pd, M.Si.
NIP 19610618 198703 1 002

Penguji I Luar



Prof. Dr. H. Yosy Adiwisastra, M.Si
NIDK 8808550017

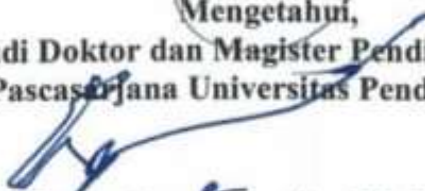
Penguji II Dalam



Prof. Ace Suryadi, M.Sc, Ph.D
NIP 19510725 197803 1 001

Mengetahui,

Ketua Program Studi Doktor dan Magister Pendidikan Umum dan Karater,
Sekolah Pascasarjana Universitas Pendidikan Indonesia



Prof. Dr. Encep Syarif Nurdin, SH, Drs, M.Pd., M.Si.
NIP 19610618 198703 1 002

**PERNYATAAN TENTANG KEASLIAN
DISERTASI DAN BEBAS
PLAGIARISME**

Dengan ini saya menyatakan bahwa disertasi dengan judul "Membangun Karakter Mandiri, Kuat, dan Baik melalui Model Pelatihan Entrepreneurship" ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Mei 2023

Yang membuat pernyataan,

Naniek Krishnawati

2104969

ABSTRAK

Karakter mandiri, kuat, dan baik penting untuk mencapai kualitas hidup dan kesejahteraan psikologis yang lebih baik. Oleh karena itu upaya pengembangan karakter tersebut sangat diperlukan. Tujuan penelitian ini adalah membangun karakter mandiri, kuat, dan baik melalui model pelatihan entrepreneurship Metode penelitian yang digunakan adalah Experiment Group Design with Pretest and Posttest. Populasi target penelitian adalah peserta didik pada 73 SMK Negeri DKI Jakarta sebanyak 59.956. Partisipan penelitian untuk keperluan survey direkrut dengan teknik multistage cluster sampling mengacu pada table Krejcie dan Morgan sebanyak 400 orang sedangkan untuk kelompok kontrol dan eksperimen, masing-masing dipilih dari sekolah yang rata-rata skornya berdasarkan survey paling rendah, sebanyak 26 orang. Data diungkap dengan kuesioner dan dianalisis secara statistik dengan menggunakan Mancova. Peserta didik SMK Negeri memiliki karakter mandiri pada kategori *great autonomy*. Mereka memiliki karakter kuat pada aspek harapan, kemudian diikuti oleh karakter kehati-hatian, karakter suka belajar, dan karakter cinta. Sedangkan yang paling rendah adalah karakter adil, kemudian diikuti karakter spiritualitas, karakter kerja tim, dan karakter kebaikan. Berkenaan dengan enam kebajikan, transcendence menduduki nilai rata-rata paling tinggi, kemudian diikuti oleh kebijaksanaan dan pengetahuan, keberanian, kemanusiaan, kesederhanaan, dan yang paling rendah nilai rata-ratanya adalah keadilan. Pelatihan entrepreneurship berpengaruh paling kuat terhadap kemandirian nilai, kemudian berpengaruh terhadap kemandirian perilaku, dan terakhir berpengaruh terhadap kemandirian emosi, terhadap 19 karakter kuat yaitu creativity, curiosity, judgment, love of learning, perspective, bravery, persistence, honesty, zest, kindness, love, social intelligence, fairness, leadership, forgiveness, humility, prudence, self-control, dan gratitude. Pelatihan entrepreneurship berpengaruh positif terhadap karakter baik seperti wisdom and knowledge, courage, humanity, justice, dan temperance, namun tidak berpengaruh signifikan terhadap transcendence.

Kata kunci: Karakter mandiri, Character strength and virtue, Pelatihan entrepreneurship, Untreated Control Group Design, Peserta didik SMK

ABSTRACT

Independent, strong, and virtuous character is essential for achieving a better quality of life and psychological well-being. Therefore, efforts to develop such character are crucial. The aim of this study is to build independent, strong, and virtuous character through entrepreneurship training models. The research method used is descriptive and The Untreated Control Group Design with Pretest and Posttest. The target population of the study is students in 73 State Vocational High Schools in DKI Jakarta, totaling 59,956. Research participants for survey purposes were recruited using multistage cluster sampling techniques, referring to Krejcie and Morgan's table, with a total of 400 participants, while for the control and experimental groups, each was selected from schools with the lowest average survey scores, with 26 participants each. Data was revealed through a questionnaire and analyzed statistically using Mancova. Vocational high school students have a great autonomy character category. They have strong character in the aspects of hope, followed by cautiousness, love of learning, and love. Meanwhile, the lowest is the character of fairness, followed by spirituality, teamwork, and kindness. Regarding the six virtues, transcendence has the highest average score, followed by wisdom and knowledge, courage, humanity, simplicity, and justice being the lowest. Entrepreneurship training has the strongest influence on the autonomy value, followed by the influence on behavioral autonomy, and finally by the influence on emotional autonomy, on 19 strong characters, namely creativity, curiosity, judgment, love of learning, perspective, bravery, persistence, honesty, zest, kindness, love, social intelligence, fairness, leadership, forgiveness, humility, prudence, self-control, and gratitude. Entrepreneurship training also has a positive influence on good character as wisdom and knowledge, courage, humanity, justice, and temperance, but has no significant influence on transcendence.

Keywords: *Independent character, Character strength and virtue character, Entrepreneurship training, Untreated Control Group Design, Vocational high school students.*

DAFTAR ISI

	Halaman
PERNYATAAN KEASLIAN DISERTASI DAN BEBAS PLAGIARISME	ii
ABSTRAK	iii
ABSTRACT	iv
KATA PENGANTAR DAN UCAPAN TERIMA KASIH	v
DAFTAR ISI	viii
DAFTAR TABEL	xi
DAFTAR GAMBAR	xii
DAFTAR LAMPIRAN	xiii
BAB I PENDAHULUAN	
1.1 Latar Belakang Penelitian	1
1.2 Rumusan Masalah	17
1.3 Tujuan Penelitian	17
1.4 Manfaat Penelitian	18
1.5 Struktur Organisasi Disertasi	19
BAB II TINJAUAN PUSTAKA	
2.1 Karakter Mandiri, Kuat, dan Baik	20
2.1.1 Pengertian Karakter	20
2.1.2 Teori Karakter Mandiri	23
2.1.3 Teori Karakter Kuat dan Baik	27
2.1.4 Determinan Karakter Mandiri, Kuat, dan Baik	30
2.1.5 Pengukuran Karakter Mandiri, Kuat, dan Baik.....	39
2.1.6 Model Pengembangan Karakter Mandiri, Kuat, dan Baik.....	48
2.2 Landasan Filosofi Karakter Mandiri, Kuat, dan Baik serta Kontribusi Teori Pendidikan Umum	55
2.3 Hasil Riset Terdahulu yang Relevan terkait Pelatihan untuk Pengembangan Karakter Mandiri, Kuat, dan Baik	64

2.4	Kerangka Pikir	74
2.5	Hipotesis Penelitian	83
BAB III	METODE PENELITIAN	
3.1	Paradigma, Desain, dan Metode Penelitian	85
3.2	Partisipan	86
3.3	Populasi dan Sampel Peneleitian	87
3.4	Instrumen Penelitian	93
3.5	Prosedur Penelitian	94
3.6	Analisis Data	95
BAB IV	HASIL PENELITIAN DAN PEMBAHASAN	
4.1	Kecenderungan Karakter Mandiri, Kuat, dan Baik	97
4.1.1	Kecenderungan Karakter Mandiri	97
4.1.2	Kecenderungan Karakter Kuat	99
4.1.3	Kecenderungan Karakter Baik	102
4.2	Pengaruh Pelatihan Entrepreneurship terhadap Peningkatan Karakter Mandiri, Kuat, dan Baik	105
4.2.1	Pengaruh Pelatihan Entrepreneurship terhadap Peningkat Karakter Mandiri	105
4.2.2	Pengaruh Pelatihan Entrepreneurship terhadap Peningkatan Karakter Kuat	114
4.2.3	Pengaruh Pelatihan Entrepreneurship terhadap Peningkatan Karakter Baik	124
BAB V	SIMPULAN DAN REKOMENDASI	
5.1	Simpulan	147
5.2	Saran	148
	REFERENSI	151
	LAMPIRAN	181

DAFTAR TABEL

	Halaman
Tabel 3.1 Sebaran Satuan pendidikan dan Peserta Didik SMK Negeri di Wilayah DKI Jakarta Semester Ganjil Tahun Ajaran 2022/2023	88
Tabel 3.1 Ukuran Sampel Minimal menurut Krejcie dan Morgan	89
Tabel 4.1 Ringkasan Uji Pengaruh Pelatihan Entrepreneurship terhadap Karakter Kuat dan Karakter Baik Peserta Didik SMK Negeri DKI Jakarta Tahun 2022/2023	126
Tabel 4.2 Urutan Besaran Pengaruh Pelatihan Entrepreneurship terhadap Karakter Kuat dan Karakter Baik Peserta Didik SMK Negeri DKI Jakarta Tahun 2022/20230	127

DAFTAR GAMBAR

	Halaman
Gambar 1.1	Gambar 1.1 Enam Ciri Utama Peofil Pelajar Pancasila 6
Gambar 2.1	Kaitan 24 Karakter Baik dan Kuat dalam Teori Peterson & Seligman 27
Gambar 3.1	Model The Untreated Control Group Design with Pretest and Posttest 72
Gambar 4.1	Kecenderungan Karakter Mandiri dan Aspek-aspeknya 98
Gambar 4.2	Karakter Kuat Peserta Didik beserta Aspek-aspeknya 100
Gambar 4.3	Kecenderungan Karakter Baik beserta Aspek-aspeknya 103

DAFTAR LAMPIRAN

	Halaman
Lampiran	
1 Surat Keputusan Pembimbing Disertasi	181
2 Buku Bimbingan	182
3 Model Pelatihan.....	183
4 Modul Fasilitator.....	188
5 Modul Peserta	209
6 Surat Izin Penelitian	230
7 Kisi-kisi dan Instrumen Penelitian.....	231
8 Data dan Proses Uji Coba Instrumen Penelitian	276
9 Kisi-kisi dan Instrumen Hasil Uji Coba	288
10 Data Penelitian	333
11 Proses dan Hasil Analisis data Penelitian	378
12 Bio Data Peneliti.....	423

REFERENSI

Al-Qur'an (13:11).

Abdollahi, A., Abu Talib, M., Carlbring, P., & Harvey, R. (2016). The influence of parents and peers on adolescent substance use: A comparison of mediating and moderating effects. *Journal of Substance Use*, 21(5), 525-530. <https://doi.org/10.3109/14659891.2015.1057446>

Abuzaid, A., & Alshayeb, W. (2020). The Effect of Entrepreneurship Training Program on Business Knowledge, Personal Attitude, and Social Responsibility of Small Business Owners in Saudi Arabia. *Journal of Entrepreneurship Education*, 23(6), 1-10.

Adams, G. R., et al. (2014). Developing personal identity and character. In M. Lamb, C. Garcia Coll, & R. Lerner (Eds.), *Handbook of Child Psychology and Developmental Science, Volume 3: Socioemotional Processes* (7th ed., pp. 293-333). Wiley.

Adekitan, T.A., Iyanda, D.A., & Oke, A.O. (2020). The impact of entrepreneurship training on the entrepreneurial orientation of undergraduates in Nigeria. *Journal of Entrepreneurship Education*, 23(2), 1-14.

Aguilar, M. A., & Retamal, R. G. (2019). The relationship between self-directed learning, self-regulated learning and critical thinking: a systematic review. *International Journal of Educational Technology in Higher Education*, 16(1), 16.

Aquinas, T. (1947). *Summa Theologiae* (Vol. 7). Benziger Bros.

Artz, S., Johnson, K., & Lee, C. (2017). The relationship between family environment and self-reliance among adolescents. *Journal of Adolescent Research*, 32(4), 455-481.

Aseanpreneur Academy. (2020). Entrepreneurship Training as a Catalyst for Independent Thinking and Innovation. <https://aseanpreneur.org/entrepreneurship-training-as-a-catalyst-for-independent-thinking-and-innovation/>

Ayub, N. A., Ismail, S. A., & Hashim, R. (2019). Entrepreneurship education and personality development: Evidence from Malaysian higher education institutions. *Journal of Entrepreneurship Education*, 22(3), 1-8.

Badan Penelitian dan Pengembangan Pendidikan dan Pelatihan Kementerian Agama Republik Indonesia (2022). Karakter Siswa Menurun: Refleksi Pembelajaran Masa Pandemi. <https://balitbangdiklat.kemenag.go.id/berita/>

Badan Standard, Kurikulum, dan Asesmen Pendidikan Kemdikbudristek (2022). Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila pada Kurikulum

Merdeka. <https://kurikulum.kemdikbud.go.id>

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological review*, 84(2), 191-215.
- Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44(9), 1175-1184.
- Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), *Annals of child development: Six theories of child development* (Vol. 6, pp. 1-60). JAI Press.
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational behavior and human decision processes*, 50(2), 248-287.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.
- Banks, J. A., Au, K. H., Ball, A. F., Bell, P., Gordon, E. W., Gutiérrez, K. D., ... & Tate, W. F. (2020). *Multicultural education, transformative knowledge, and action: Historical and contemporary perspectives*. New York: Teachers College Press.
- Baron, R.A. (2008). The role of affect in the entrepreneurial process. *Academy of Management Review*, 33(2), 328-340.
- Baumeister, R. F. (1998). The self. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *Handbook of social psychology* (Vol. 1, pp. 680-740). McGraw-Hill.
- Baumeister, R. F., & Heatherton, T. F. (1996). Self-regulation failure: An overview. *Psychological Inquiry*, 7(1), 1-15.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology*, 4(1p2), 1-103.
- Bennis, W. G. (1998). *An Invented Life: Reflections on Leadership and Change*. Basic Books.
- Berkowitz, M. W. (2012). Character education. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 2, pp. 815-832). Sage Publications Ltd.
- Berkowitz, M. W. (2012). The science of character education. *Journal of Educational Psychology*, 104(1), 48-60.
- Berkowitz, M. W., & Bier, M. C. (2005). *What Works in Character Education: A Research-Driven Guide for Educators*. Washington, DC: Character Education Partnership.

- Berkowitz, M. W., & Bier, M. C. (2005). What works in character education: A research-driven guide for educators. Character Education Partnership.
- Berkowitz, M. W., & Bier, M. C. (2006). Research-based character education. *The ANNALS of the American Academy of Political and Social Science*, 607(1), 73-96.
- Berkowitz, M. W., & Bier, M. C. (2007). Research-based character education. *The ANNALS of the American Academy of Political and Social Science*, 613(1), 177-196.
- Bjerregaard, L. B., & Smith, M. L. (2018). The impact of a mindfulness-based intervention on stress, anxiety, and depression in university students. *Journal of American College Health*, 66(8), 563-570.
- Blasi, M., Burkitt, E., & Peterson, C. (2010). Values, identity, and adolescent psychological well-being: A longitudinal analysis. *Journal of Youth and Adolescence*, 39(8), 911-922.
- Blustein, D. L. (2011). The role of hope in the development of personal agency. *Journal of Counseling Psychology*, 58(3), 287-293.
- Blustein, D. L. (2011). The role of identity development, values, and costs in adolescent career decision-making. *Applied Developmental Science*, 15(4), 188-197.
- Bouchard Jr, T. J., Lykken, D. T., McGue, M., Segal, N. L., & Tellegen, A. (1990). Sources of human psychological differences: The Minnesota study of twins reared apart. *Science*, 250(4978), 223-228.
- Bouffard-Bouchard, T., Parent, S., & Larivee, S. (1991). Influence of self-efficacy on self-regulation and performance among junior and senior high-school age students. *International Journal of Behavioral Development*, 14, 153-164.
- Bronfenbrenner, U. (1979). *The ecology of human development: experiments by nature and design*. Harvard University Press.
- Burić, I., & Sorić, I. (2015). Family Environment and Autonomy Development of Adolescents. *Journal of Child and Family Studies*, 24(6), 1712-1720.
- Burić, I., Slišković, A., & Penezić, Z. (2018). Family as a Factor of Children's Independence Development. *Croatian Journal of Education*, 20(1), 87-110.
- Burke, C. A. (2010). Mindfulness-based approaches with children and adolescents: A preliminary review of current research in an emergent field. *Journal of Child and Family Studies*, 19(2), 133-144. doi: 10.1007/s10826-009-9282-x.
- Campbell, W. K., & Miller, J. D. (2011). *The handbook of narcissism and narcissistic personality disorder: Theoretical approaches, empirical findings, and treatments*. John Wiley & Sons.

- Cao, Y., Li, X., & Cao, Q. (2020). The impact of entrepreneurship education on college students' self-efficacy and adaptability. *Education Sciences*, 10(4), 97.
- CASEL. (2021). What is SEL? Collaborative for Academic, Social, and Emotional Learning. Diakses pada 22 Februari 2023, dari <https://casel.org/what-is-sel/>
- Character Education Partnership. (2003). Eleven Principles of Effective Character Education. Retrieved from <https://www.character.org/key-topics/character-education/eleven-principles/>
- Chen, M. H., Chang, Y. Y., & Wu, C. H. (2018). Entrepreneurial resilience: A comprehensive review. *Sustainability*, 10(6), 2082.
- Ciarrochi, J., & Park, N. (2016). What Do We Know About the Link Between Virtue and Well-Being? A Preliminary Meta-Analysis. In *Virtues and Their Vices* Borba, M. (2016). *Unselfie: Why empathetic kids succeed in our all-about-me world*. Simon and Schuster.
- Cloninger, C. R., Svrakic, D. M., & Przybeck, T. R. (1993). A psychobiological model of temperament and character. *Archives of General Psychiatry*, 50(12), 975-990.
- Costa, P. T., Jr., & McCrae, R. R. (1992). NEO PI-R professional manual. Psychological Assessment Resources.
- Côté, S., & Buckley, M. R. (1987). Estimating and comparing the validity of measures of emotional intelligence. *Educational and Psychological Measurement*, 47(2), 309-317.
- Covey, S. R. (2004). *The 7 habits of highly effective people*. Free Press.
- Covey, S. R. (2006). *The 8th habit: From effectiveness to greatness*. Simon and Schuster. The Center for Creative Leadership. (2018). The most important leadership skills for new managers. Diakses pada tanggal 28 Desember 2021 dari <https://www.ccl.org/articles/leading-effectively-articles/most-important-leadership-skills-for-new-managers/>
- Craighead, L. W., & Craighead, W. E. (1983). *Behavioral independence: The assessment of self-control in children and adolescents*. New York: Pergamon Press.
- Credé, M., Tynan, M. C., & Harms, P. D. (2016). Much ado about grit: A meta-analytic synthesis of the grit literature. *Journal of Personality and Social Psychology*, 113(3), 492-511.
- Csikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention*. New York: HarperCollins.

- Damon, W. (2004). What Is Positive Youth Development? *The Annals of the American Academy of Political and Social Science*, 591(1), 13–24. <https://doi.org/10.1177/0002716203260092>
- Damon, W., & Schaar, J. H. (2007). *Greater Expectations: Overcoming the Culture of Indulgence in America's Homes and Schools*. Simon and Schuster.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer Science & Business Media.
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.
- Deci, E. L., & Ryan, R. M. (2002). *Handbook of self-determination research*. University of Rochester Press.
- Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology/Psychologie Canadienne*, 49(3), 182-185. doi: 10.1037/a0012801
- Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 1, pp. 416-437). Sage Publications Ltd.
- Dembo, M. H., & Eaton, M. J. (2000). Self-Regulation of Academic Learning in Middle-Level Schools. *The Elementary School Journal*, 101(5), 511–528. <https://doi.org/10.1086/499715>
- Deniz, M. E., & Cakir, O. (2018). The role of character education in fostering academic success: A systematic review. *Educational Research Review*, 23, 1-17.
- Diener, E., & Suh, E. M. (2000). "Culture, personality, and subjective well-being: Integrating process models of life satisfaction." *Journal of personality and social psychology*, 80(4), 680-691.
- Diener, P., Emmons, J., & Larsen R. A. (2011). The role of meditative practice in cultivating transcendent virtues. *Journal of Religion and Health*, 50(1), 1-17.
- Dina, N., & Aisyah, S. (2019). The Effect of Education on Character Building Based on Local Wisdom. *International Journal of Education and Practice*, 7(3), 139-147.
- DuBois, D. L., Flay, B. R., & Fagen, M. C. (2009). *Improving classroom quality: Teacher influences and experimental effectiveness of the Child*

- Development Project. *School Effectiveness and School Improvement*, 20(1), 1-23.
- Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science*, 16(12), 939-944.
- Duckworth, A. L., et al. (2019). Character development in schools and beyond. *Annual Review of Psychology*, 70, 83-109.
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087-1101. doi: 10.1037/0022-3514.92.6.1087
- Duckworth, A. L., Steen, T. A., & Seligman, M. E. (2005). Positive psychology in clinical practice. *Annual review of clinical psychology*, 1, 629-651.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432. doi: 10.1111/j.1467-8624.2010.01564.x
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House Digital, Inc.
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109-132.
- Eisenberg, N., Fabes, R. A., Spinrad, T. L., Proctor, S. L., Reiser, M., Cumberland, A., ... & Thompson, M. (2010). The relations of effortful control and impulsivity to children's resiliency and adjustment. *Child development*, 81(1), 264-276.
- Eisenberg, N., Spinrad, T. L., & Morris, A. S. (2015). Moral development. *Handbook of child psychology and developmental science*, 3, 701-749.
- Elliot, A. J., & Church, M. A. (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of personality and social psychology*, 72(1), 218-232.
- Emmons, R. A. (2003). Personal goals, life meaning, and virtue: Wellsprings of a positive life. In C. L. M. Keyes & J. Haidt (Eds.), *Flourishing: Positive psychology and the life well-lived* (pp. 105–128). American Psychological Association.
- Emmons, R. A. (2003). *The psychology of ultimate concerns: Motivation and spirituality in personality*. Guilford Press.
- Emmons, R. A. (2003). Transcendent Virtues and Virtue Transcendence. In S. J. Lopez & C. R. Snyder (Eds.), *Positive Psychological Assessment: A*

- Handbook of Models and Measures (pp. 339-352). American Psychological Association.
- Emmons, R. A. (2004). *The psychology of ultimate concerns: Motivation and spirituality in personality*. Guilford Press.
- Emmons, R. A. (2005). Striving for the sacred: Personal goals, life meaning, and religion. *Journal of Social Issues*, 61(4), 731-745.
- Emmons, R. A. (2007). Spiritual character and virtue: The role of gratitude, forgiveness, and humility. *Handbook of the psychology of religion and spirituality*, 234-250.
- Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of personality and social psychology*, 84(2), 377-389.
- Ende, J., & Kazis, L. (1989). Measuring patients' desire for autonomy: decision making and information-seeking preferences among medical patients. *Journal of General Internal Medicine*, 4(1), 23-30.
- Erlin, E. (2023). Duh! Lulusan SMK, Diploma dan Sarjana Banyak yang Menganggur. *SINDOnews.com*. <https://daerah.sindonews.com>
- Farrington, D. P., et al. (2018). Advancing knowledge about the nature and measurement of pathways leading to antisocial behavior and crime. *Journal of Abnormal Child Psychology*, 46(4), 477-489.
- Firmanzah. (2018). Pengaruh Pelatihan Kewirausahaan terhadap Karakter Mandiri Mahasiswa. *Jurnal Pendidikan dan Kebudayaan*, 4(1), 61-68.
- Fitria, M. (2020). Peningkatan karakter mandiri melalui pelatihan entrepreneurship pada siswa SMK. *Jurnal Pendidikan Vokasi*, 10(2), 143-154.
- Fitriani, L. M., & Fadli, A. (2020). The Effect of Entrepreneurship Education on Entrepreneurship Intention and Entrepreneurial Competence: A Study on Vocational School Students in Indonesia. *Journal of Entrepreneurship Education*, 23(3), 1-11.
- Foster, L., & Cone, J. (1988). The Behavioral Independence Scale (BIS): reliability and validity. *Journal of Personality and Social Psychology*, 55(1), 105-112.
- Matson, J. L., & Fee, V. E. (1981). *Social Independence Scale*. Baton Rouge: Louisiana State University.
- Foster, L., Cone, J., & Kendall, J. (1996). Measuring behavioral independence in persons with severe disabilities: an evaluation of the Behavioral Independence Scale (BIS). *Journal of Developmental and Physical Disabilities*, 8(4), 321-335.

- Fowers, B. J., & Richardson, F. C. (1996). Why is virtue important in the practice of psychology?. *American Psychologist*, 51(10), 1085.
- Fulgini, A. J., Tseng, V., & Lam, M. (1999). Attitudes toward family obligations among American adolescents with Asian, Latin American, and European backgrounds. *Child development*, 70(4), 1030-1044.
- Funder, D. C. (2013). *The Personality Puzzle*. New York: W.W. Norton & Company.
- Gallagher, T. P. (2017). Character education: A critical review of current approaches. *Journal of Educational Controversy*, 11(1), 1-16.
- Gardner, J. (2015). The transcendence of virtues: A critique of positive psychology. *The Journal of Positive Psychology*, 10(3), 260-268.
- Garland, A. C., Gaylord, T. A., & Park, J. W. (2016). The role of mindfulness in positive reappraisal. *Explore*, 12(5), 309-312.
- Garth, B., D. D., Shaw, D. L., & Arrowood, D. E. (2008). Character Education. In K. L. K. Jensen, *The Praeger Handbook of Education and Psychology*, Vol. 2 (pp. 397-402). Westport, CT: Praeger.
- Gati, I., Krausz, M., & Osipow, S. H. (1996). A taxonomy of difficulties in career decision making. *Journal of Counseling Psychology*, 43(4), 510-526. <https://doi.org/10.1037/0022-0167.43.4.510>
- Gecas, V., & Burke, P. J. (1995). Self and identity. In K. S. Cook, G. A. Fine, & J. S. House (Eds.), *Sociological perspectives on social psychology* (pp. 41-67). Boston: Allyn & Bacon.
- Geldard, K., & Geldard, D. (2012). *Counselling children: A practical introduction*. Sage Publications.
- Gilmartin, K., D'Amico, M., & Montopoli, G. (2016). The impact of family environment on adolescent autonomy development: A review of the literature. *Journal of Child and Family Studies*, 25(2), 445-458.
- Gismondi, P., & Lavoie, J. A. (2015). Measuring the effectiveness of autonomy training: A quasi-experimental study. *Journal of Autism and Developmental Disorders*, 45(3), 722-733. doi: 10.1007/s10803-014-2245-2
- Goleman, D. (1995). *Emotional intelligence*. Bantam Books.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Gosling, J. (2008). Succeeding in the global workplace: Character strengths matter. *International Journal of Humanities and Social Science*, 2(13), 112-119

- Gosling, S. D., Rentfrow, P. J., & Swann, W. B. (2003). A very brief measure of the Big-Five personality domains. *Journal of Research in Personality*, 37(6), 504-528.
- Graff, H. J. (2019). *The laboring of American culture: An anthropological view*. New York: Taylor & Francis.
- Grant, A. M., et al. (2007). "A personality strength approach to assessing individual virtue: Constructing and validating the Virtues in Action Inventory of Strengths." *Personality and Individual Differences*, 43(5), 1189-1201.
- Gritsenko, V., Krasnova, G., & Plotnikova, I. (2019). The Role of Life Experience in the Formation of Personal Autonomy. *Journal of Siberian Federal University. Humanities & Social Sciences*, 12(1), 87-97.
- Grolnick, W. S., & Ryan, R. M. (1989). Parent styles associated with children's self-regulation and competence in school. *Journal of Educational Psychology*, 81(2), 143-154.
- Grossman, M., Niemann, L., Schmidt, S., & Walach, H. (2011). Mindfulness-based stress reduction and health benefits: A meta-analysis. *Journal of Psychosomatic Research*, 57(1), 35-43.
- Grusec, J. E., & Goodnow, J. J. (1994). Impact of parental discipline methods on the child's internalization of values: A reconceptualization of current points of view. *Developmental Psychology*, 30, 4-19.
- Guterman, J. T. (2010). Solution-focused brief therapy: A review of the outcome research. *Family Process*, 49(4), 457-471. doi: 10.1111/j.1545-5300.2010.01332.x
- Hackman, J. R., & Wageman, R. (2005). A theory of team coaching. *Academy of management review*, 30(2), 269-287.
- Hagerty, B. M., Lynch-Sauer, J., Patusky, K. L., Bouwsema, M., & Collier, P. (1992). Sense of belonging: A vital mental health concept. *Archives of Psychiatric Nursing*, 6(3), 172-177.
- Harper & Row. Lickona, T. (1991). *Educating for character: How creativity, curiosity, judgment, love of learning, perspective*
- Harvard Business School. (2018). *The Impact of Entrepreneurship Education: A Study of Harvard Business School's MBA Elective Curriculum*. https://www.hbs.edu/faculty/Publication%20Files/19-045_2f46a3a3-ae8a-400a-9f08-cc9f073d59c1.pdf
- Haws, K. A., & Cunha Jr, M. (2019). Transcendent Virtues: What They Are and Why They Matter for Consumer Behavior. *Journal of Business Ethics* 157(3), 735-750. doi: 10.1007/s10551-017-3726-8

- Hayashi, N., & Inagaki, H. (2010). The development and validation of the Personal Autonomy Scale. *Personality and Individual Differences*, 49(8), 794-799.
- Hays, D. G. (2008). Assessment of student mastery of self-direction in learning. *International Journal of Self-Directed Learning*, 5(2), 1-16.
- HBR. (2015). The Benefits of Teams with Strong Personalities. Diakses pada 16 Desember 2021 dari <https://hbr.org/2015/03/the-benefits-of-teams-with-strong-personalities>
- Herman, J. L., Baxter, J. H., & Khisty, A. C. (2015). Intellectual ability and transcendent virtues: A study of graduate students. *Intelligence*, 51, 22-29.
- Hermans, R., Taconis, R., & Van Hout-Wolters, B. (2011). The development of students' self-regulated learning during four successive courses in higher education. *British Journal of Educational Psychology*, 81(2), 349-371.
- Hill, P. C., & Pargament, K. I. (2003). Advances in the conceptualization and measurement of religion and spirituality: Implications for physical and mental health research. *American Psychologist*, 58(1), 64-74
- Hill, P. L., & Roberts, B. W. (2018). Character strengths and well-being among older adults: A matter of both resources and personal goals. *The Journals of Gerontology: Series B*, 73(5), 783-792.
- Hill, T. E. Jr. (1992). Universal prescriptivism. In W. H. Shaw & V. W. Haines (Eds.), *Ethical Issues in Business* (pp. 35-42). Belmont, CA: Wadsworth.
- Höffe, O. (2003). Immanuel Kant. Transcendental Virtues. In A. H. C. van den Braembussche (Ed.), *Handbook of Whiteheadian Process Thought* (pp. 190-200). Springer Netherlands.
- Hoffman, M. L. (2000). *Empathy and moral development: Implications for caring and justice*. Cambridge University Press.
- Holiday, R. (2016). *The Daily Stoic: 366 Meditations on Wisdom, Perseverance, and the Art of Living*. Penguin.
- Hsu, D. K., Wiklund, J., & Cotton, R. D. (2016). Success, failure, and entrepreneurial reentry: An experimental assessment of the veracity of self-efficacy and prospect theory. *Entrepreneurship Theory and Practice*, 40(4), 881-911.
- Huang, L., & Yan, Z. (2018). Influence of Education on Individual Independence. *Educational Sciences: Theory and Practice*, 18(2), 399-408.
- Huang, Y. C., et al. (2015). An intervention program for promoting independent learning and academic performance of college students. *Journal of College Student Development*, 56(4), 396-410.
- Huitt, W. (2011). *Moral and character development*. Educational Psychology Interactive. Valdosta, GA: Valdosta State University.
- James, W. (1902). *The Varieties of Religious Experience: A Study in Human Nature*. Longmans, Green, and Co.

- Janusz Korczak (1929). The Child's Right to Respect. *International Journal of Ethics*, 39(3), 277-288.
- Jatnika, J., Hasanah, U., & Sari, M. (2018). The relationship between gender and self-reliance among college students. *Journal of Education and Practice*, 9(4), 87-92.
- Jessor, R. (1991). Risk behavior in adolescence: A psychosocial framework for understanding and action. *Developmental Review*, 11(4), 374-390.
- Jeste, D. V., Alexopoulos, G. S., Bartels, S. J., Cummings, J. L., Gallo, J. J., Gottlieb, G. L., ... Lebowitz, B. D. (1999). Consensus statement on the upcoming crisis in geriatric mental health: Research agenda for the next 2 decades. *Archives of General Psychiatry*, 56(9), 848-853. <https://doi.org/10.1001/archpsyc.56.9.848>
- Jeynes, W. H. (2003). A Meta-Analysis: The Effects of Parental Involvement on Minority Children's Academic Achievement. *Education and Urban Society*, 35(2), 202-218. <https://doi.org/10.1177/0013124502239392>
- Josephson Institute. (2016). The Six Pillars of Character <https://josephsoninstitute.org/character/>
- Kant, I. (1785). *Groundwork of the Metaphysics of Morals*. Cambridge University Press.
- Kashdan, T. B., & Rottenberg, J. (2010). Psychological flexibility as a fundamental aspect of health. *Clinical Psychology Review*, 30(7), 865-878.
- Katz, I., & Assor, A. (2007). When choice motivates and when it does not. *Educational Psychology Review*, 19(4), 429-442.
- Keltner, D., & Haidt, J. (2003). Approaching awe, a moral, spiritual, and aesthetic emotion. *Cognition and Emotion*, 17(2), 297-314.
- Kementerian Pendidikan dan Kebudayaan. (2017). *Riset karakter remaja Indonesia 2017*. Jakarta: Kemendikbud.
- Kesebir, S., & Kesebir, P. (2017). Childhood Autonomy and Liberalism: Testing the Causal Relationship Between Childhood Experiences and Political Attitudes. *Child Development*, 88(3), 932-944.
- Kim, H. K., Kim, K. J., & Park, J. Y. (2018). The impact of early childhood environment on children's self-esteem and character development. *Sustainability*, 10(7), 2488.
- Kim, J. Y., Kim, J. Y., & Seo, J. (2019). The impact of entrepreneurship education on entrepreneurial intention and self-efficacy. *Sustainability*, 11(16), 4433.
- Kim, S. Y., Wang, Y., Chen, Q., Shen, Y., Hou, Y., & Li, X. (2018). Culture, parenting, and adolescent self-esteem in the United States, China, and Russia. *Journal of Adolescence*, 68, 165-175.
- Kim, S., & Choi, H. (2016). The Role of Social Support in Adolescents' Psychological Well-being: A Longitudinal Analysis. *Journal of Youth and Adolescence*, 45(1), 40-54.
- King, L. A. (2008). Transcendence as a universal human potential: Historical roots and

- contemporary challenges. *The Journal of Humanistic Psychology*, 48(4), 438-456.
- King, L. A. (2008). Transcendent virtues and the limits of science. *Review of General Psychology*, 12(4), 298-307.
- King, L. A., Hicks, J. A., Krull, J. L., & Del Gaiso, A. K. (2006). Positive affect and the experience of meaning in life. *Journal of Personality and Social Psychology*, 90(1), 179–196.
- King, P. E., & Boyatzis, C. J. (2015). Developing transcendent virtue: Theory, research, and practice. *Journal of Psychology and Theology*, 43(4), 195-209.
- Knafo, A., & Plomin, R. (2006). Prosocial behavior from early to middle childhood: genetic and environmental influences on stability and change. *Developmental Psychology*, 42(5), 771-786.
- Kohlberg, L. (1969). Stage and Sequence: The Cognitive-Developmental Approach to Socialization. In D. A. Goslin (Ed.), *Handbook of Socialization Theory and Research*. Rand McNally.
- Kohlberg, L. (1981). *Essays on moral development: The philosophy of moral development* (Vol. 1).
- Kohlberg, L. (1981). *The Philosophy of Moral Development: Moral Stages and the Idea of Justice*. HarperCollins Publishers.
- Kohlberg, L. (1984). *Essays on moral development: Vol. 2. The psychology of moral development*. Harper & Row.
- Kohli, C. (2018). Role of education in developing independent thinking among students. *Journal of Education and Practice*, 9(22), 1-5.
- Kompas. (2017). Menristek: Karakter Mandiri dan Kreatif Penting untuk Peningkatan Kualitas Pendidikan. Diakses pada 16 Desember 2021 dari <https://www.kompas.com/edu/read/2017/11/20/18385581/menristek-karakter-mandiri-dan-kreatif-penting-untuk-peningkatan-kualitas>
- Kristjánsson, K. (2015). *Virtues and Vices in Positive Psychology: A Philosophical Critique*. Cambridge University Press.
- Kristjánsson, K. (2018). *Aristotelian Character Education*. Routledge.
- Kurniawati, N. L. P., & Ningsih, R. D. (2020). The Effect of Entrepreneurship Training on Students' Character Strengths. *Journal of Entrepreneurship Education*, 23(1), 1-10.
- Kuswanto, H. (2020). Pengaruh pengalaman hidup terhadap karakter mandiri pada mahasiswa. *Jurnal Penelitian dan Evaluasi Pendidikan*, 24(2), 293-300.
- Kwak, S. Y., & Kang, H. S. (2018). The effect of character education program on students' self-esteem and self-directedness. *International Journal of Applied Engineering Research*, 13(17), 12034-12038.
- Lambert, N. M., Clark, M. S., Durtschi, J., Fincham, F. D., & Graham, S. M. (2010). Benefits of expressing gratitude: Expressing gratitude to a partner changes one's view of the relationship. *Journal of Personality and Social Psychology*, 98(6), 940–953.
- Lapsley, D. K. (2012). Moral psychology. *Annual review of psychology*, 63, 377-404.
- Lapsley, D. K., & Narvaez, D. (2004). A social-cognitive approach to the moral personality.

- In T. F. Petterson & K. W. Asch (Eds.), *Handbook of personality: Theory and research* (2nd ed., pp. 309-322). Guilford Press.
- Lapsley, D. K., & Narvaez, D. (2006). Character education. *Handbook of moral and character education*, 166
- Lavy, S., & Littman-Ovadia, H. (2017). My better self: Using strengths at work and work productivity, organizational citizenship behavior, and satisfaction. *Journal of Career Development*, 44(2), 95-109.
- Lavy, S., & Littman-Ovadia, H. (2017). My better self: Using strengths at work and home. *The Journal of Positive Psychology*, 12(6), 626-637. doi: 10.1080/17439760.2016.1225112
- Lavy, S., Littman-Ovadia, H., & Boiman-Meshita, M. (2017). The strength to continue: The role of perseverance in career development. *Journal of Vocational Behavior*, 98, 114–123..
- Lerner, R. M., & Steinberg, L. (2009). *Handbook of adolescent psychology*, third edition. John Wiley & Sons.
- Lickona, T. (1991). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Bantam Books.
- Lickona, T. (1992). The Return of Character Education. *Educational Leadership*, 49(1), 14-18.
- Lickona, T. (2013). *Educating for character: How our schools can teach respect and responsibility* (Revised ed.). Bantam.
- Lickona, T. (2013). *Smart & Good Schools: A blueprint for turning academic achievement into character education*. Stenhouse Publishers
- Lickona, T. (2018). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Bantam.
- Lickona, T. (2019). Character education: An overview. In M. J. Furlong, R. Gilman, & E. S. Huebner (Eds.), *Handbook of positive psychology in schools* (2nd ed., pp. 151-161). Routledge.
- Lickona, T., & Davidson, M. (2005). Character education and student achievement: A study of three urban middle schools." *Journal of research in character education*, 3(2), 83-104.
- Linley, P. A., & Joseph, S. (2004). *Positive psychology in practice*. John Wiley & Sons.
- Liu, F., Wang, L., Xie, Q., & Li, Y. (2019). The Effect of a Character Education Program on Chinese High School Students: A Cluster-Randomized Controlled Trial. *Journal of Educational Psychology*, 111(6), 1036–1050. <https://doi.org/10.1037/edu0000342>
- Liu, J., & Balkundi, P. (2017). The Effects of Life Experiences on Personal Independence. *Journal of Personality and Social Psychology*, 113(4), 551-564.

- Loh, J. M. I., Shu, Y., & Chen, Y. (2019). Entrepreneurship education and social and emotional learning: An empirical study. *Journal of Business Venturing Insights*, 11, e00125. <https://doi.org/10.1016/j.jbvi.2019.e00125>
- Luthans, F., & Youssef, C. M. (2007). Emerging positive organizational behavior. *Journal of Management*, 33(3), 321-349.
- Luthans, F., Avey, J. B., Avolio, B. J., Norman, S. M., & Combs, G. J. (2006). Psychological capital development: Toward a micro-intervention. *Journal of Organizational Behavior*, 27(3), 387-393.
- Luthar, S. S., & Becker, B. E. (2002). Privileged but pressured? A study of affluent youth. *Child Development*, 73(5), 1593-1610.
- Maccoby, E. E. (1992). The role of parents in the socialization of children: An historical overview. *Developmental psychology*, 28(6), 1006.
- Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen & E. M. Hetherington (Eds.), *Handbook of child psychology: Vol. 4. Socialization, personality, and social development* (4th ed., pp. 1-101). Wiley.
- MacIntyre, A. (1981). *After Virtue: A Study in Moral Theory*. University of Notre Dame Press.
- Maddux, J. E. (2002). Self-efficacy: The power of believing you can. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 277-287). Oxford University Press.
- Malti, T., Ribeaud, D., & Eisner, M. (2011). The effectiveness of two universal preventive interventions in reducing children's externalizing behavior: a cluster randomized controlled trial. *Journal of Clinical Child & Adolescent Psychology*, 40(5), 677-692.
- Mandell, L., & Klein, L. S. (2009). The impact of financial education on young adults' financial literacy and decision making: Evidence from a randomized controlled trial. *Journal of Consumer Affairs*, 43(2), 329-355.
- Marpaung, B. O., & Pasaribu, S. (2019). The Effect of Entrepreneurship Training on Independence and Creative Thinking Ability. *International Journal of Scientific and Technology Research*, 8(8), 433-437.
- Martin, R. A. (2007). *The psychology of humor: An integrative approach*. Academic Press.
- Masten, A. S., & Powell, J. L. (2003). A resilience framework for research, policy, and practice. *Resilience and vulnerability: Adaptation in the context of childhood adversities*, 1-28.
- Masten, A. S., & Tellegen, A. (2012). Resilience in developmental psychopathology: Contributions of the Project Competence Longitudinal Study. *Development and Psychopathology*, 24(2), 345-361. doi: 10.1017/S095457941200003X
- Mawardi, M., & Hikmawati. (2020). The Effect of Entrepreneurship Training on Student's Self-Reliance. *Journal of Education and Learning*, 9(1), 1-9.

- McCrae, R. R., & Costa Jr, P. T. (1997). Personality trait structure as a human universal. *American psychologist*, 52(5), 509-516.
- McCullough, M. E., & Emmons, R. A. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of personality and social psychology*, 84(2), 377–389. <https://doi.org/10.1037/0022-3514.84.2.377>
- McCullough, M. E., Emmons, R. A., & Tsang, J. A. (2002). The grateful disposition: A conceptual and empirical topography. *Journal of personality and social psychology*, 82(1), 112-127
- McEvoy, P. M., & Mahoney, A. E. J. (2011). Achieving personal goals: A review of the literature on the effects of planning and implementation intentions. *Clinical Psychology Review*, 31(6), 1122-1132. doi: 10.1016/j.cpr.2011.06.002
- McGrath, R. E. (2015). Character strengths in 75 nations: An update. *The Journal of Positive Psychology*, 10(1), 41-52.
- McGrath, R. E. (2019). Advancing the science of character strengths: Methodological considerations and challenges in practice. *Journal of Positive Psychology*, 14(6), 727-732.
- McGrath, R. E., & Edwards, L. M. (2016). The nature of the transpersonal: A review. *Journal of Positive Psychology*, 11(1), 1-9.
- McLeod, S. (2018). Kohlberg's theory of moral development. *Simply Psychology*.
- Miller, W. R., & Thoresen, C. E. (2003). Spirituality, Religion, and Health: An Emerging Research Field. *American Psychologist*, 58(1), 24–35. <https://doi.org/10.1037/0003-066X.58.1.24>
- Mousavi, N., Razak, N. A., & Rahim, N. A. (2016). The role of teacher in development of students' self-reliance. *Mediterranean Journal of Social Sciences*, 7(1), 231-239.
- Munaf, S. (2021). The relationship between character strength and virtue with psychological well-being: A systematic review. *International Journal of Psychosocial Rehabilitation*, 25(1), 226-240.
- Mussen, P. H., Conger, J. J., & Kagan, J. (1984). *Child Development and Personality*. Harper & Row, Publishers.
- Myers, D. G., & Spencer, S. J. (2006). *Social psychology* (2nd ed.). New York: McGraw-Hill.
- Narvaez, D. (2012). Moral complexity: The fatal attraction of truthiness and the importance of mature moral functioning. *Perspectives on Psychological Science*, 7(2), 163-181.
- Naseer, S., Qadir, F., & Shah, M. A. (2016). Relationship of self-reliance with academic achievement and parenting styles among college students. *Journal of Education and Educational Development*, 3(2), 128-145.
- Nashori, F. (2011). Kekuatan Karakter Santri. *Millah*, 11(1), 203-219.
- Nelson, S. K., Layous, K., Cole, S. W., & Lyubomirsky, S. (2016). Do unto others or treat yourself? The effects of prosocial and self-focused behavior on psychological flourishing. *Journal of Happiness Studies*, 17(5), 2241-2256.

- Niemiec, R. M., & Wedding, D. (2014). *Positive psychology at the movies: Using films to build virtues and character strengths*. Hogrefe Publishing.
- Nigussie, M., & Belachew, T. (2014). Determinants of early initiation of breastfeeding in Ambo Woreda, West Ethiopia: A community based cross-sectional study. *BMC Pregnancy and Childbirth*, 14(1), 1-7.
- Norvilitis, J. M., & MacLean, M. G. (2010). The role of parents in college students' financial independence. *Journal of Family and Economic Issues*, 31(3), 360-370.
- Novianto, A., & Santoso, R. (2020). The influence of entrepreneurship training on self-efficacy and entrepreneurship intention through character education. *Journal of Entrepreneurship Education*, 23(5), 1-9.
- Novita, E., Wulandari, D., & Jannah, N. F. (2019). Pengaruh pengalaman hidup dan kemampuan mengambil keputusan terhadap karakter mandiri. *Jurnal Ilmiah Psikologi Terapan*, 7(1), 41-49.
- Nsiah, P. (2015). Relationship between family support and the level of independence of visually impaired students. *Disability, CBR & Inclusive Development*, 26(3), 5-19.
- Nucci, L. (2015). Moral development and moral education. *Handbook of child psychology and developmental science*, 3, 877-922.
- Nucci, L. P. (2001). *Education in the moral domain*. Cambridge University Press.
- Nurhayati, N., Kurniawati, N., & Mustaqim, M. (2020). Pengaruh pelatihan entrepreneurship terhadap karakter kuat dan baik siswa SMK. *Jurnal Pendidikan Vokasi*, 10(1), 85-98.
- Nurhayati, R., Supriyono, S., & Rini, A. D. (2020). The influence of entrepreneurship training on character development of micro, small and medium entrepreneurs. *Journal of Entrepreneurship Education*, 23(2), 1-11.
- Nurmi, J. E. (2013). Age differences in adult life goals, concerns, and their temporal extension: A life-course approach to future-oriented motivation. *International Journal of Behavioral Development*, 37(5), 446-454.
- Nussbaum, M. C. (1986). *The Fragility of Goodness: Luck and Ethics in Greek Tragedy and Philosophy of child psychology: Vol. 4. Socialization, personality, and social development* (4th ed., pp. 1-101). Wiley.
- O'Brien, M., & Bok, S. (2020). Family background and children's independent activity. *Child Indicators Research*, 13(1), 195-211.
- O'Neil, H. F., & Drillings, M. (1994). *The Role of Self-Regulated Learning in Contextual Teaching: Principles and Practices for Teacher Preparation*. *Yearbook - National Society for the Study of Education*, 93(1), 150-189.
- O'Neill, O. (1989). *Constructions of Reason: Explorations of Kant's Practical Philosophy*.
- Pangle, T. L. (2003). *Aristotle and the philosophy of friendship*. Cambridge University Press.
- Paredes, J. F., et al. (2018). A mindfulness-based program to promote self-regulation,

prosociality, and well-being in early childhood: A pilot study. *Frontiers in Psychology*, 9, 2228.

Park, N., & Peterson, C. (2003). Virtues and organizations. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive organizational scholarship* (pp. 33-47). Berrett-Koehler.

Park, N., & Peterson, C. (2006). Character strengths and happiness among young children: Content analysis of parental descriptions. *Journal of Happiness Studies*, 7(3), 323-341. doi: 10.1007/s10902-005-3648-6

Park, N., & Peterson, C. (2006). Moral competence and character strengths among adolescents: The development and validation of the Values in Action Inventory of Strengths for Youth. *Journal of Adolescence*, 29(6), 891-909.

Park, N., Peterson, C., & Seligman, M. E. (2019). Strengths of character and well-being. *Journal of Positive Psychology*, 14(6), 701-709.

Park, N., Peterson, C., & Seligman, M. E. P. (2004). Strengths of character and well-being. *Journal of Social and Clinical Psychology*, 23(5), 603-619. <https://doi.org/10.1521/jscp.23.5.603.50748>

Park, S. Y., Lee, J. H., & Lee, S. M. (2019). The effect of a leadership and self-empowerment program on positive character development of Korean adolescents. *Children and Youth Services Review*, 101, 364-370.

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research* (Vol. 2). Jossey-Bass.

Pekrun, R., & Elliot, A. J. (2009). Achievement goals. *Handbook of motivation at school*, 77-104.

Pekrun, R., Elliot, A. J., & Maier, M. A. (2009). Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance. *Journal of Educational Psychology*, 101(1), 115.

Peña, J. C., Kuhlberg, J. A., Zerr, A. A., & Williams, R. L. (2017). The effects of a character education program on elementary students' self-efficacy, self-control, and character traits. *Journal of Character Education*, 13(2), 97-111.

Pennington, C. R., & Carpenter, T. P. (2017). Character and personality: Connections between positive psychology and measurement. *Journal of Positive Psychology and Wellbeing*, 1(1), 1-17.

Peterson, C. & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press.

Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press.

Peterson, C., & Park, N. (2011). The values in action inventory of strengths (VIA-IS): An overview. In S. J. Lopez & C. R. Snyder (Eds.), *The Oxford handbook of positive psychology* (2nd ed., pp. 61-71). Oxford University Press.

Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues: A handbook and*

classification (Vol. 1). Oxford University Press.

- Peterson, C., & Seligman, M. E. (2004). *Character Strengths and Virtues: A Handbook and Classification*. Oxford University Press.
- Lee, J., Kwon, M., Kim, Y., & Park, S. (2017). Effects of a leadership training program on leadership, resilience, and interpersonal skills in adolescents. *Child and Adolescent Social Work Journal*, 34(1), 61-71.
- Peterson, C., & Seligman, M. E. (2006). *The psychology of character and virtue*. Oxford University Press.
- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. American Psychological Association.
- Pintrich, P. R., Smith, D. A. F., Garcia, T., & McKeachie, W. J. (1993). Reliability and predictive validity of the Motivated Strategies for Learning Questionnaire (MSLQ). *Educational and Psychological Measurement*, 53(3), 801-813.
- Plato. (2014). *The Republic*. Oxford University Press.
- Pourjalali, H., Khalilzadeh, S., & Borna, S. (2020). Investigating the effectiveness of entrepreneurship training on the creativity and innovation of students. *Journal of Global Entrepreneurship Research*, 10(1), 1-11.
- Prasetyo, B. (2019). Peningkatan Karakter Mandiri melalui Pelatihan Kewirausahaan pada Mahasiswa. *Jurnal Pendidikan Teknologi dan Kejuruan*, 27(2), 138-145.
- Proyer, R. T., Ruch, W., & Buschor, C. (2013). Testing strengths-based interventions: A preliminary study on the effectiveness of a program targeting curiosity, gratitude, hope, humor, and zest for enhancing life satisfaction. *Journal of Happiness Studies*, 14(1), 275-292.
- Rahman, F., & Prasetya, H. (2020). Pengembangan karakter wirausaha melalui pelatihan entrepreneurship pada mahasiswa. *Jurnal Pendidikan Bisnis dan Ekonomi*, 4(2), 123-133.
- Rathunde, K. J. (2001). The development and validation of an appreciation of beauty and excellence scale. *Journal of Humanistic Psychology*, 41(2), 30-54.
- Ratten, V., & Uzelac, B. (2016). Entrepreneurial Education: New Perspectives on its Value and Challenges. *Education and Training*, 58(7/8), 697-707.
- Rauch, A., & Hulsink, W. (2015). Putting entrepreneurship education where the intention to act lies: An investigation into the impact of entrepreneurship education on entrepreneurial behavior. *Academy of Management Learning & Education*, 14(2), 187-204.
- Rehman, S., & Afzal, S. (2017). Effect of family environment on the development of self-reliance among students. *Journal of Education and Practice*, 8(16), 1-7.
- Rigol, N., & Nguyen, D. T. (2019). Entrepreneurship Education: A Systematic Review of the Methods in Impact Studies. *Journal of Business Venturing Insights*, 12, e00137. <https://doi.org/10.1016/j.jbvi.2019.e00137>

- Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior*. Pearson.
- Roberts, B. W., & Wood, D. (2006). Personality development in the context of the neo-socioanalytic model of personality. In D. Mroczek & T. Little (Eds.), *Handbook of personality development* (pp. 11-39). Lawrence Erlbaum Associates.
- Roberts, B. W., Caspi, A., & Moffitt, T. E. (2003). "Childhood personality and educational attainment: A 30-year longitudinal study." *Journal of personality and social psychology*, 84(4), 770-780.
- Roemer, L., Williston, S. K., & Eustis, E. H. (2016). Mindfulness and experiential avoidance as predictors and outcomes of the narrative intervention for women with PTSD. *Behavior Therapy*, 47(4), 541-553.
- Rokeach, M. (1973). *The nature of human values*. New York: Free Press.
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton University Press.
- Rothbart, M. K., & Bates, J. E. (1998). Temperament. In W. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (5th ed., pp. 105-176). Wiley.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67. <https://doi.org/10.1006/ceps.1999.1020>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual review of psychology*, 52(1), 141-166.
- Ryan, R. M., & Deci, E. L. (2020). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications.
- Ryan, R. M., & Huta, V. (2009). Wellness as healthy functioning or wellness as happiness: The importance of eudaimonic thinking (response to the Kashdan et al. and Waterman discussion). *The Journal of Positive Psychology*, 4(3), 202-204.
- Ryan, R. M., Weinstein, N., Bernstein, J., Brown, K. W., Mistretta, L., & Gagne, M. (2015). Vitalizing effects of being self-determined and of fostering self-determination in others. *Journal of Personality and Social Psychology*, 108(3), 373-393.
- Salleh, M. A. M., Rahman, M. M., & Zainol, N. R. (2017). Self-directedness and work performance: The mediating role of job satisfaction. *International Journal of Academic Research in Business and Social Sciences*, 7(10), 242-252.
- Santrock, J. W. (2017). *Life-Span Development* (16th ed.). McGraw-Hill Education.
- Sarafino, E. P., & Smith, T. W. (2014). *Health psychology: Biopsychosocial interactions*. John

Wiley & Sons.

- Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J. P., Duarte, M. E., Guichard, J., & Soresi, S. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior, 75*(3), 239-250.
- Schnitker, S. A., & Emmons, R. A. (2007). An examination of the relationship between gratitude and subjective well-being in early adolescence. *Journal of Youth and Adolescence, 36*(1), 77–84.
- Schunk, D. H., & Pajares, F. (2002). The development of academic self-efficacy. In A. Wigfield & J. S. Eccles (Eds.), *Development of achievement motivation* (pp. 16-31). Academic Press.
- Schunk, D. H., & Zimmerman, B. J. (Eds.). (2012). *Motivation and self-regulated learning: Theory, research, and applications*. Routledge.
- Schwartz, S. H. (2003). A proposal for measuring value orientations across nations. Questionnaire development report. The European Social Survey.
- Seligman, M. E. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. Simon and Schuster.
- Seligman, M. E. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Simon and Schuster.
- Seligman, M. E. , Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist, 60*(5), 410-421. doi: 10.1037/0003-066X.60.5.410
- Seligman, M. E. P., & Csikszentmihalyi, M. (2014). *Positive psychology: An introduction*. Springer.
- Seligman, M. E., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American psychologist, 55*(1), 5-14.
- Seligman, M. E., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist, 60*(5), 410.
- Shane, S. (2003). *A General Theory of Entrepreneurship: The Individual-Opportunity Nexus*. Edward Elgar Publishing.
- Sheldon, K. M., & King, L. (2001). Why positive psychology is necessary. *American Psychologist, 56*(3), 216-217.
- Shim, S. S., et al. (2017). The big five personality traits, materialism, and environmental beliefs and values. *Journal of Environmental Psychology, 50*, 38-52.
- Shin, H., & Ryan, R. M. (2014). When the rewards of competence are intrinsic: An organismic integration theory perspective on psychological needs. In B. L. Anderson (Ed.), *Encyclopedia of personality and individual differences* (pp. 1–5). Springer.
- Shoshani, A., & Slone, M. (2013). Middle school transition from the lens of students' transcendental virtues and character strengths. *Journal of Research in Character Education, 9*(1), 1-15.

- Shoshani, A., & Slone, M. (2016). The positive impact of a school-based resilience program on mental health of adolescent girls from southern Israel. *Journal of Primary Prevention*, 37(3), 207-220.
- Silvia, P. J., & O'Brien, M. E. (2004). Self-evaluative biases and self-presentation: The role of personality traits and contextual factors. *Journal of Personality*, 72(4), 907-932.
- Sin, N. L., & Lyubomirsky, S. (2009). Enhancing well-being and alleviating depressive symptoms with positive psychology interventions: A practice-friendly meta-analysis. *Journal of Clinical Psychology*, 65(5), 467-487. doi: 10.1002/jclp.20593
- Snyder, C. R. (2002). Hope theory: Rainbows in the mind. *Psychological inquiry*, 13(4), 249-275.
- Snyder, C. R., & Lopez, S. J. (2009). *Oxford handbook of positive psychology*. Oxford University Press.
- Soler, M. R., Marugan, M., & Budassi, J. (2019). Educating for transcendence: A holistic approach to character education. *International Journal of Ethics Education*, 4(3), 267-280.
- Sopiani, L. & Susandari, S. (2017). Studi deskriptif mengenai character strength pada siswa yang tidak melakukan kenakalan remaja di SMK X Kota Bandung. *Prosiding Psikologi Seminar Penelitian sivitas Akademika Unisba*, 3(2), 788-795.
- Steinberg, D. (1980). The assessment of independent living skills: a critical review. *Rehabilitation Psychology*, 25(3), 131-142.
- Steinberg, D. (1990). Clinical assessment of competency in independent living skills: An integrative review. *Clinical Psychology Review*, 10(2), 151-168.
- Steinberg, L. (1981). The concept of independence in adolescent development. *Child development*, 52(2), 482-510. doi: 10.2307/1129071.
- Steinberg, L. (1990). Autonomy, conflict, and harmony in the family relationship. In S. S. Feldman & G. R. Elliot (Eds.), *At the threshold: The developing adolescent* (pp. 255-276). Harvard University Press.
- Steinberg, L. (1996). *Beyond the Classroom: Why School Reform Has Failed and What Parents Need to Do*. Simon & Schuster.
- Steinberg, L. (2001). We know some things: Parent-adolescent relationships in retrospect and prospect. *Journal of research on adolescence*, 11(1), 1-19.
- Steinberg, L. (2005). Cognitive and affective development in adolescence. *Trends in cognitive sciences*, 9(2), 69-74.
- Steinberg, L. (2007). Risk taking in adolescence: New perspectives from brain and behavioral science. *Current directions in psychological science*, 16(2), 55-59.
- Steinberg, L. (2010). A dual systems model of adolescent risk-taking. *Developmental psychobiology*, 52(3), 216-224.
- Steinberg, L. (2017). *Adolescence*. New York: McGraw-Hill Education.
- Steinberg, L., & Morris, A. S. (2001). Adolescent development. *Annual review of psychology*, 52(1), 83-110.
- Steinberg, L., & Silverberg, S. B. (1986). The vicissitudes of autonomy in early adolescence. *Child development*, 57(4), 841-851.

- Steinberg, L., Lamborn, S. D., Dornbusch, S. M., & Darling, N. (1992). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, and encouragement to succeed. *Child development*, 63(5), 1266-1281.
- Steinberg, M. (1989). *The concept of personal autonomy: A philosophical and psychological analysis*. Springer Science & Business Media.
- Steinberg, M. (2014). Functional and structural independence. In L. Liu, J. C. Morstorf, & R. R. Redmond (Eds.), *Handbook of medical speech-language pathology* (pp. 33-47). Thieme.
- Steinberg, M. (2017). Measuring functional independence in communication: A review. *Seminars in Speech and Language*, 38(2), 142-152. <https://doi.org/10.1055/s-0037-1599125>
- Steinberg, R. J. (1981). Developmental pathways to independent adulthood. *Child development*, 52(2), 555-578.
- Steinberg, R. J. (1986). Development of independence. *Educational psychologist*, 21(1-2), 21-31.
- Sternberg, R. J. (1997). *Thinking styles*. Cambridge University Press.
- Sugiharti, E., Sujatna, A., & Taurisa, I. W. (2020). The Influence of Education on the Formation of Independent Character in Early Childhood. *Journal of Educational Sciences*, 4(1), 65-75.
- Sugiyanto, F. X., Riyadi, S. S., & Retnowati, D. R. (2021). The Effect of Entrepreneurship Training on Student's Good Character Development. *Journal of Entrepreneurship Education*, 24(1), 1-8.
- Sumber: Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press.
- Susanto, E. (2017). Pelatihan Kewirausahaan untuk Meningkatkan Karakter Kuat dan Baik pada Siswa SMA. *Jurnal Pendidikan Ekonomi dan Bisnis*, 5(2), 102-109.
- Susilawati, E., Maulida, A. H., & Nuraini, L. (2019). The effect of entrepreneurship training based on character on the character of high school students. *Journal of Entrepreneurship Education*, 22(3), 1-10.
- Swasty, R. (2022). Hasil Asesmen Nasional 2021: Iman dan Takwa Tinggi, Kebinekaan di Sekolah Rendah - Medcom.id. <https://www.medcom.id/>
- Tangney, J. P., Baumeister, R. F., & Boone, A. L. (2004). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. *Journal of personality*, 72(2), 271-324.
- Tangney, J. P., Stuewig, J., & Mashek, D. J. (2007). Moral emotions and moral behavior. *Annual Review of Psychology*, 58, 345-372.
- The UNICEF Philippines Education Team (2022). *Life Skills Modules: MYDev and*

Opportunity 2.0. Mindanao Youth for Development Project. Education Development Center, Inc. <https://sites.google.com/view/ict4als/ict-resources-for-als/life-skills-modules-mydev-and-opportunity-2-0>

Tisdell, E. J. (2012). Promoting Self-Determination in College Students: A Review of the Literature. *College Student Journal*, 46(1), 152-163.

Twain, M. (1895). *The Complete Essays of Mark Twain*. Harper & Brothers.

University of Rochester (2017). *Building a Strong Sense of Self: The Importance of Character*.

Vallerand, R. J., Blanchard, C., Mageau, G. A., Koestner, R., Ratelle, C., Léonard, M., ... & Marsolais, J. (2003). Les passions de l'âme: On obsessive and harmonious passion. *Journal of personality and social psychology*, 85(4), 756-767.

Vansteenkiste, M., Soenens, B., & Elliot, A. J. (2020). Autonomy in education: An overview of theory and research. In *Handbook of self-determination research* (pp. 301-330). Springer.

VIA Institute on Character. (n.d.). VIA Survey. Retrieved from <https://www.viacharacter.org/survey/account/register>

Waters, L., & Loton, D. (2019). A systematic review of school-based character education programs. *Journal of Educational Psychology*, 111(1), 77-98.

Waugh, C. E., & Fredrickson, B. L. (2006). Nice to know you: Positive emotions, self-other overlap, and complex understanding in the formation of a new relationship. *The Journal of Positive Psychology*, 1(2), 93–106.

Wijayanto, N. A. (2018). Pelatihan Kewirausahaan untuk Meningkatkan Karakter Mandiri dan Kemandirian Mahasiswa. *Jurnal Kewirausahaan dan Usaha Kecil Menengah*, 2(2), 142-151.

Williams, G. C., & Williams, L. (2010). Autonomy support and its opponents: Some implications of cognitive evaluation theory. *Journal of Educational Psychology*, 102(3), 677-686.

Wong, P. K., & Ho, Y. P. (2017). Entrepreneurship education: A critical review of its objectives, teaching methods, and impact. *Journal of Small Business Management*, 55(3), 407-425.

Wong, P. T. (2016). Meaning, happiness, and transcendence: How to practice Aristotelian eudaimonia in everyday life. *Journal of Happiness Studies*, 17(6), 2209-2230.

Wong, P. T. P. (2016). Meaning and Purpose as Key Factors in Well-Being. Diakses pada 16 Desember 2021 dari <https://www.psychologytoday.com/us/blog/the-human-pursuit-happiness/201606/meaning-and-purpose-key-factors-in-well-being>

Wong, P. T. P., & Bowers, V. (2016). *The human quest for meaning: Theories, research, and applications* (2nd ed.). New York: Routledge.

Wong, P. T. P., & Fry, P. S. (Eds.). (2016). *The human quest for meaning: Theories, research, and applications*. Routledge.

- Wood, A. M., Linley, P. A., Maltby, J., Baliousis, M., & Joseph, S. (2008). The authentic personality: A theoretical and empirical conceptualization and the development of the Authenticity Scale. *Journal of Counseling Psychology*, 55(3), 385-399. doi: 10.1037/0022-0167.55.3.385
- Wulandari, E. A., & Purnamasari, A. (2020). Pengaruh pelatihan entrepreneurship terhadap karakter mandiri mahasiswa. *Jurnal Pendidikan Bisnis dan Ekonomi*, 4(1), 23-32.
- Yunus, M. M., Hashim, S. S., & Hussin, S. (2019). The role of culture in the development of character: A systematic review. *Malaysian Journal of Learning and Instruction*, 16(2), 1-27
- Yuvaraj, S., & Prabhu, V. (2021). Impact of entrepreneurship training on personality traits of youth in India. *International Journal of Entrepreneurship and Small Business*, 43(1), 104-123. <https://doi.org/10.1504/IJESB.2021.113157>
- Zainuddin, A., Said, H., & Rofiki, A. (2018). The effectiveness of entrepreneurship education in developing entrepreneurial intention among senior high school students. *Journal of Entrepreneurship Education*, 21(3), 1-8.
- Zarnikau, J. (2006). The importance of character for success. *Journal of Business and Psychology*, 21(3), 45-53.
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. *Handbook of self-regulation*, 13-39.
- Zimmerman, B. J., Bonner, S., & Kovach, R. (1996). *Developing self-regulated learners: Beyond achievement to self-efficacy*. Washington, DC: American Psychological Association.