

## **SPECIAL SERVICE MANAGEMENT OF THE STUDENT COOPERATIVE (KOPMA) IN DEVELOPING STUDENTS' TALENTS AND INTERESTS UIN KIAI HAJI ACHMAD SIDDIQ JEMBER**

**Nia Ramadhani<sup>1\*</sup>, Nur Ittihadatul Ummah<sup>2</sup>**

[nramadhani183@gmail.com](mailto:nramadhani183@gmail.com)<sup>1</sup>, [jtaittihad@gmail.com](mailto:jtaittihad@gmail.com)<sup>2</sup>

<sup>1,2,3</sup> *Manajemen Pendidikan Islam, UIN Kiai Haji Achmad Siddiq Jember, Indonesia*

**\*Corresponding author**

---

### **ABSTRACT**

Student Cooperatives (KOPMA) serve as a platform to develop student potential and play a vital role in fostering talent and interest in entrepreneurship. This study aims to explore the planning, organization, implementation, and supervision of KOPMA in enhancing the student entrepreneurial capabilities of UIN Kiai Haji Achmad Siddiq Jember. Using a qualitative case study approach, data were collected through interviews, observations, and documentation. The findings reveal that strategic planning emphasizes developing students' entrepreneurial interests through creative industry training, such as bouquet making, business studies, and collaborations with external stakeholders. An organized structure with divisions like PSDA, Usaha, and INFOKOM facilitates effective program execution, focusing on training, product marketing, and promotions. Program implementation leverages synergy across divisions, incorporating point-of-sale systems, digital marketing, and external collaborations to enhance networking and business skills. Regular evaluations and monitoring ensure program effectiveness, improve participation, and drive continuous improvements.

**Keywords:** Special Service Management, Student's Cooperative, Talent, Interest.

<https://doi.org/10.29103/j-mind.v8i1.19584>

---

### **INTRODUCTION**

In this era of globalization, entrepreneurial skills are highly necessary for students, including those in the environment of UIN Kiai Haji Achmad Siddiq Jember. The Student Cooperative (KOPMA) as a platform for developing student potential can play an important role in facilitating talent and interest in entrepreneurship. This is very relevant, especially for students in the Islamic education management program who are not prepared to become educators. Through KOPMA, students have the opportunity to train themselves in management, business administration, and the creation of products or services with market value in society. With various entrepreneurial activities organized by KOPMA, students can learn to sharpen their creativity, innovation, and courage to take risks in running a business.

In line with that, the interests and talents of UIN Kiai Haji Achmad Siddiq Jember students need to be developed, considering the advancing developments. It is important to foster entrepreneurial interests and talents among students through KOPMA. This is because, based on data from the Central Statistics Agency, the open unemployment rate (TPT) in Jember Regency increased in August 2021 compared to August 2020. TPT rose from 5.13% to 5.44%, indicating a 0.31% increase.

According to (Nurjanah & Anasrulloh, 2023), the Student Cooperative, also known as KOPMA, is a business cooperative located within the campus or university environment. The student cooperative is one of the Student Activity Units (UKM) that provides a platform and opportunities for all students to enhance their abilities and knowledge in organizing, both in

business and non-business fields.

This opinion is in line with what was stated by Oktaviani & Sardin, (2020) that interest in entrepreneurship is a sense of interest in becoming an entrepreneur who is willing to work hard and diligently to achieve the progress of his business. An interest or entrepreneurial spirit must be formed when a person is still in the process of education so that they can determine the direction of their future career.

This is in line with the opinions of Linatul Fatimah and Siti Aminah regarding the context of special service management, which is a process of providing services to meet the needs of students to support effective and efficient educational goals. Special service management is implemented and organized to facilitate learning and meet the specific needs of students in schools. One of the types of special services within the scope of education is cooperatives (Fatimah & Aminah, 2021). (Halimah & Murniawaty, 2019) state that one of the special service management practices commonly implemented in educational environments is cooperatives. The purpose of these cooperatives is not only to achieve sales targets but also to enhance the well-being of members (in this case, students) by providing optimal services.

In line with that, the principles of cooperation are also regulated in the Republic of Indonesia Law Number 17 of 2012 concerning Cooperatives, in Chapter III on Values and Principles, Article 5, Paragraph (1), which states that the underlying values of cooperative activities are mutual assistance, self-help, responsibility, democracy, equality, justice, and independence. Furthermore, it is also stipulated in Paragraph (2) that the values believed by cooperative members are honesty, transparency, accountability, and concern for others (Undang-Undang Republik Indonesia Tentang Perkoperasian, 2012).

Article 6, paragraph also regulates the principles of cooperatives, which include voluntary and open participation from cooperative members, democratic supervision, active participation in cooperative activities by all members, and for educational cooperatives, the need to organize education and training for members, supervisors, and administrators, and work towards sustainability for the environment and community through agreed-upon policies by the members (Undang-Undang Republik Indonesia Tentang Perkoperasian, 2012).

The principles of cooperatives in Article 6, such as voluntariness, openness, democracy, active participation, education, and sustainability, are in line with the teachings of Islam in QS. An-Nisa: 29

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَأْكُلُوا أَمْوَالَكُم بَيْنَكُم بِالْبَاطِلِ إِلَّا أَنْ تَكُونَ تِجَارَةً عَنْ تَرَاضٍ  
مِّنْكُمْ وَلَا تَقْتُلُوا أَنْفُسَكُمْ إِنَّ اللَّهَ كَانَ بِكُمْ رَحِيمًا ۝

*"O believers, do not consume one another's wealth unjustly or engage in unlawful trade, except with mutual consent. And do not take your own lives. Surely, Allah is Most Merciful to you."* (Departemen Agama Republik Indonesia, 2022)

The verse is in line with the cooperative principles outlined in Article 6. Namely, the principles of voluntarism and openness, democracy, active participation, education, training, sustainability, and social welfare. These principles can be seen through the Islamic teachings on justice, transparency, honesty, and willingness in transactions, especially within the educational environment.

Based on the initial interview with the Chairman of KOPMA for the 2023/2024 period, Muhammad Haikal, at the Student Cooperative (KOPMA) at UIN Kiai Haji Achmad Siddiq Jember, it was stated that in the business sector, KOPMA has established a cooperative unit called "Tjafetaria." The purpose of activities carried out in this unit is to train members in business management, time management, loyalty, integrity, and totality, as well as to provide a platform for entrepreneurship. Additionally, within KOPMA, members are also encouraged to engage in online entrepreneurship through digital media or online shops, with the aim of not only developing business management skills but also providing a space for members to venture

---

into online platforms, including Instagram.

UIN Kiai Haji Achmad Siddiq Jember, which is an accredited Excellent State Islamic University in Jember Regency, needs to instill an entrepreneurial spirit in its students through specialized cooperative unit management. In this case, it is KOPMA Padhalungan UIN Kiai Haji Achmad Siddiq Jember. This aligns with the university's goal of producing outstanding graduates with academic capacity, managerial skills, an open and moderate perspective, and the ability to integrate knowledge and local wisdom within the community.

The purpose of this study is to find out how the planning, organization, mobilization, and supervision of the Student Cooperative (KOPMA) in developing the talents and entrepreneurial interests of UIN Kiai Haji Achmad Siddiq Jember students. This research is expected to contribute to developing the management of KOPMA UIN KHAS Jember services to support students' entrepreneurial talents and interests. The findings of this research can serve as a reference for KOPMA in formulating strategic programs and for the campus in designing policies that support a sustainable student entrepreneurial ecosystem.

## **METHOD**

The method of study uses a qualitative approach, with the type of case study research. The case study itself is a research strategy that in the process conducts a careful investigation of a program. An event, activity, process, or group. In the process, research is limited by time and activities, and researchers collect complete information using various data collection procedures based on a predetermined time (*Kusumastuti & Khoiron, 2019*).

The location used as the object of research by the researcher is Kiai Haji Achmad Siddiq State Islamic University Jember which is located on Jl. Mataram No.1, Karang Miuwo, Mangli, Kaliwates District, Jember Regency. The reason why the researcher chose this location is of course with various considerations and with the results of initial observations at UIN Kiai Haji Achmad Siddiq Jember because it is the only state Islamic university in Jember district that has one that has a KOPMA (Student Cooperative) UKM. In addition, based on initial observations, the student cooperative at UIN Kiai Haji Achmad Siddiq Jember already has a business unit, namely Tjafetaria, which is a facility for students in entrepreneurship, and there is also a creative industry training program for members, one example is learning to make Bouquet.

In determining the source of data, the researcher uses a purposive technique. Purposive is a technique for collecting samples of data sources with certain considerations. These certain considerations, for example, the person who is considered to know the most about what we expect, or perhaps he or she is the ruler will make it easier for the researcher to explore the social object/situation being studied. In this study, the subjects or informants are Muhamad Gilbran and Moh. Alwi Ristamansyah Bistri as the head of the Member Resource Development (PSDA).

Checking the validity of the data used in this study uses a triangulation technique. Triangulation is the business of checking the correctness of data or information obtained by researchers based on various points of view using a way to reduce as much bias as possible when collecting and analyzing data (Saadah et al., 2022). The data collection techniques used in this study are interviews, observations, and documentation. The researcher tested the credibility of the data with triangulation techniques, namely by triangulation techniques and source triangulation. Triangulation of this technique is to compare statements from sources with other evidence such as observation evidence and documentation. Then source triangulation, namely comparing the answers between one source and another.

---

---

## RESULTS AND DISCUSSION

### **Student Cooperative Planning (KOPMA) in Developing Entrepreneurial Talents and Interests**

Based on the interview results with the Chairman and the Head of Member Resource Development (PSDA) of the Student Cooperative UIN Kiai Haji Achmad Siddiq Jember, the planning process for developing entrepreneurial talents and interests is based on the vision of KOPMA UIN Kiai Haji Achmad Siddiq Jember. This vision aims to create high-quality member resources, grounded in values of honesty, fairness, professionalism, and piety. To achieve this vision, according to Muhamad Gilbran and Moh. Alwi Ristamansyah Bistri, it is necessary to carefully design a planning process that focuses on developing entrepreneurial skills, collaboration, and member empowerment.

KOPMA, through the PSDA division (Member Development), and the sub-division INKRET (Creative Industry), plans programs to support members' creativity. These include creative industry training and training members in producing marketable goods. One example of training conducted by KOPMA through the sub-division of Creative Industry (INNKRET) is bouquet-making training. This program aims to develop creativity while providing practical skills. Additionally, there are discussions and training sessions on creative industry trends, equipping members with insights into business opportunities in the creative sector. Collaborations with external parties, such as working with professors, alumni, and relevant agencies, are also part of these programs to provide materials and marketing opportunities. These programs aim to enhance members' competitiveness, aligning with our first vision of improving competitiveness and optimizing members.

The KOPMA planning not only focuses on developing the talents and entrepreneurial interests of its members, but also strives to create an environment that supports cooperative values such as solidarity, justice, and innovation. By involving members in creative programs, supporting product marketing, and facilitating training, KOPMA contributes to the formation of high-quality member resources. This overall plan reflects KOPMA's vision as a platform for members to develop themselves in cooperative entrepreneurship, while also fulfilling its main mission of enhancing the quality and competitiveness of its members.

The planning carried out by the Student Cooperative (KOPMA) of UIN Kiai Haji Achmad Siddiq Jember is in line with the definition of planning in cooperatives, which is essentially the activity of determining the goals to be achieved along with the methods to achieve those goals. According to T. Handoko, as quoted in the book "Basic Concepts of Educational Management in Schools" by Daryanto and Mohammad Farid, there are four stages in planning: 1) Setting goals or a series of goals. 2) Formulating the current situation. 3) Identifying all facilitators and obstacles. 4) Developing a plan or a series of activities for goal achievement. (Fatimah & Aminah, 2021).

Planning related to talent development and entrepreneurial interests is very important, as stated by Nursita, (2021), Entrepreneurship has become one of the essential soft skills needed in the current era. Entrepreneurial soft skills serve as the main foundation for creating business activities and enhancing both the informal and formal sectors in Indonesia. In the informal sector, businesses are simpler and smaller in scale, allowing a significant number of people to be absorbed into this sector. The informal sector is easily accessible to the general public, as it requires minimal requirements for employment. Therefore, this sector has the potential to absorb a large workforce.

Interest and aptitude for entrepreneurship are significant strengths in supporting the successful development of businesses. With a strong interest, individuals will be motivated to hone their talents and skills, as well as seize opportunities in entrepreneurship. Talented and interested entrepreneurs not only grow their businesses but also contribute to the economy by

---

creating jobs and supporting both the informal and formal sectors of society.

### **Organizing Student Cooperatives (KOPMA) in Developing Talents and Entrepreneurial Interest.**

Based on the interview results, the organization of the Student Cooperative (KOPMA) Pandhalungan UIN KHAS Jember is designed to support the vision and mission of the cooperative, while also providing an effective structure for the development of members' talents and entrepreneurial interests. The leadership structure for the 2024-2025 term reflects a clear division of responsibilities among administrators, supervisors, and protectors, enabling the cooperative to function optimally.

The management structure of KOPMA Pandhalungan is divided into several main components, namely protector, advisor, mentor, and consultant. Dr. H. Hepni serves as the Protector, while Prof. Dr. Hamdan Rifa'i acts as the Mentor, ensuring that cooperative activities align with academic and cooperative principles. The Supervisor, Muhammad Haikal, along with his team, is responsible for overseeing cooperative performance and reporting evaluation results. The President (Muhamad Gilbran Bachtiar) and Vice President (Rizqy Putra Anugrahvianto) play a role in leading the cooperative, determining program direction, and ensuring synergy between divisions.

The KOPMA structure is designed to support entrepreneurial development through the delegation of responsibilities to various departments and divisions:

a. PSDA (Member Resource Development).

This field is led by Moh. Alwi Ristamansyah Bisri and his deputy, Muhammad Syahrul Al-Azziz. PSDA oversees three important divisions: the Scientific and Training Division (Agil Rahman), which manages entrepreneurship training such as creative product development; the Creative Industry Division (Nurul Hasanah), which supports member creativity through activities related to the creative industry, including recycled goods production; and the Outbound Division (Deni Arifqi), which cultivates soft skills among members, such as leadership and teamwork, crucial for entrepreneurship.

b. Field of Business

This division is led by Kuntum Amzaka Syifa and her deputy, Aisha Edithia A. This field focuses on managing cooperative business units, such as the Tjafetaria Division (Ahmad Faozan), which facilitates food and beverage products, including member product marketing. The Online Shop Division (Juwita Dewi) supports digital marketing, providing members with direct experience in online business.

c. Field of INFOKOM (information and Communication)

Led by Ja'far Shodiq and his deputy Yuli Dwi Fitriyanti, Infokom plays a crucial role in supporting cooperative activities promotion. This includes the Public Relations Division (Elok Agustin), which establishes relationships with external partners for training and collaboration, as well as the Multimedia Division (A'yunina Oktaviani), which manages visual content and digital media to support member product marketing.

The organizing process carried out by the Student Cooperative (KOPMA) of UIN Kiai Haji Achmad Siddiq Jember is in line with the definition of organization. Organization is a process of determining, grouping, and coordinating together in an activity to achieve goals, determining who will carry out activities, providing necessary tools, and assigning authority that can be delegated to each individual who will carry out the activities. (Fatimah & Aminah, 2021).

With this organization, members can learn entrepreneurship from the responsibilities assigned through its organizational process. This is in line with Asror's opinion (Hanafie &

Amin, 2018). Indeed, several factors can influence individuals, one of which is the environment. The environment is one of the factors that affect an individual's talent, as humans are social beings who constantly interact with their surroundings. Through this organization, members who have joined various groups will certainly adapt to their environment (in this case, division/field groups), which can in turn influence their entrepreneurial talents and interests.

### **Implementation of Student Cooperatives (KOPMA) in Developing Talents and Entrepreneurial Interest**

Based on the interview results of the KOPMA UIN KHAS Jember program in developing students' entrepreneurial talents and interests, a series of integrated activities with the cooperative organizational structure are carried out. One of the main programs is entrepreneurship training, such as creative industry training managed by the Creative Industry Division under the PSDA Field. This training equips members to produce marketable goods, such as flower bouquets and crafts from recycled materials. This aligns with the observations made at the Tjafetaria cafeteria owned by the UIN Kiai Haji Achmad Siddiq Jember Cooperative, where products from creative industry training are present, including bouquets, as documented in Figure 1.1

*Figure 0.1 Bouquet products from creative industry training*



Furthermore, the Scientific and Training Division also organizes studies on the creative industry to provide insights into business opportunities and marketing strategies. In this regard, KOPMA provides facilities for members who want to sell their products. This will undoubtedly help develop entrepreneurial interests and talents among KOPMA members, especially as they see the opportunity to showcase their goods within KOPMA.

To support member product marketing, KOPMA facilitates a consignment sales system at the Tjafetaria canteen and digital marketing through the Online Shop Division, with product promotion carried out by the Multimedia Division. Additionally, KOPMA collaborates with professors, alumni, and the Jember Cooperative Office to organize seminars and workshops, both internally and externally, to broaden members' knowledge and business networks.

Furthermore, the informant also stated that within the Student Cooperative, at the Tjafetaria canteen, empowerment is also carried out for members. Members are assigned to manage the cafeteria canteen, to enhance students' entrepreneurial experience and develop their entrepreneurial talents and interests. This aligns with the field observation results, where

members are indeed empowered at the Tjafetaria canteen. This is evidenced in the documentation results in Figure 1.2.

*Figure 0.2 Empowerment of KOPMA members at Tjafetaria.*



The implementation of programs carried out by the Student Cooperative (KOPMA) at UIN Kiai Haji Achmad Siddiq Jember is in line with the opinions of Siti Nurjannah and Muhammad Anasrullah, which state that student cooperatives, also known as KOPMA, are business cooperatives located within the campus or university environment. Student cooperatives are one of the Student Activity Units (UKM) used to provide opportunities and a platform for all students to enhance their abilities and knowledge in organizing, both in business and non-business fields. (Nurjanah & Anasrulloh, 2023).

In essence, the student cooperative (KOPMA) is an important platform within the campus environment that serves as a means for students to develop organizational skills, especially in the fields of business and non-business. Through KOPMA, students not only have the opportunity to learn about business management but also to hone their entrepreneurial abilities and work in teams. The student cooperative significantly contributes to the development of managerial and entrepreneurial skills among students, as well as prepares them for the future job market and business world. By training students to develop their talents and interests in entrepreneurship through cooperative management processes, KOPMA plays a crucial role.

Furthermore, talent development in the implementation of KOPMA programs has also become a primary focus. Talent itself is defined as a multitude of abilities that individuals can achieve through various activities or actions. In the increasingly modern development, the definition of talent continues to evolve. (Afniola et al., 2020). Then according to Bigham in Indah Ayu Anggraini, Wahyuni Desti Utami, and Salsa Bila Rahma, talent is a condition or ability possessed by someone that allows them to acquire a specific competence, knowledge, and special skills through specific training. (Anggraini et al., 2020).

Interest, on the other hand, is a process that consistently pays attention and focuses on something that one is interested in, with feelings of pleasure and satisfaction. Interest is a mental state composed of a mixture of hope, conviction, prejudice, fear, or other inclinations that direct an individual toward a certain thought. (Arifudin, 2022). Anjani, Mega, Prasrihamni, Zulela, and Edwita also expressed that interest is a consistent tendency to pay attention to and remember a certain activity. The activity here is continuously observed and accompanied by pleasure until satisfaction is achieved (Prasrihamni et al., 2022).

With the existence of the talent and entrepreneurship development program at KOPMA UIN Kiai Haji Achmad Siddiq Jember, several entrepreneurial skills can be enhanced. According to (Suebuddin, 2021) entrepreneurial skills include the ability to take risks, which is a key characteristic of a successful entrepreneur. Taking risks means being willing to face the

---

possibility of failure in the pursuit of profit or business success, as well as the ability to analyze business opportunities, including the ability to identify market gaps, consumer needs, industry trends, and innovations that can be utilized to create or develop new products or services. An entrepreneur must be able to identify whether an opportunity has growth potential, consider competitive advantages, and determine whether the business to be started has long-term prospects. The ability to formulate problem-solving solutions is crucial for an entrepreneur. Entrepreneurs must be able to analyze challenging situations, identify the root causes of problems, and find effective solutions. This involves critical thinking skills, creativity, and quick decision-making. The solutions formulated should address current issues and prevent similar problems from arising in the future.

### **Supervision of Student Cooperatives (KOPMA) in Developing Entrepreneurial Talents and Interests**

Based on the interview results, according to Gilbran, KOPMA supervision is carried out systematically to ensure the effectiveness of programs and the sustainability of entrepreneurial development. Performance evaluations of the management are conducted every month by the Chairman of the Supervisory Board and their team, covering aspects of program implementation, resource management efficiency, and adherence to the cooperative's vision and mission. Quarterly evaluations involving members provide space for input regarding the success of training programs, the effectiveness of the consignment sales system, and opportunities for product marketing improvements.

Supervision is also carried out in the Business Division at Tjafetaria and the Online Shop to ensure that the entrusted products meet quality standards and remain competitive in the market. Additionally, supervisors specifically assess members' level of participation in each program. If a decrease in enthusiasm is found, management is asked to improve communication and motivation strategies, such as through personal approaches or social media campaigns within the cooperative. Supervision of seminars and workshops also includes evaluating the quality of speakers and the relevance of the material presented to members' needs. Input from these evaluations is used to enhance the implementation of future programs.

The evaluation results indicate that most members have benefited from the training program, but challenges still exist, such as members' time constraints due to academic commitments and lack of participation in some programs. To address this, KOPMA has designed a more flexible schedule and optimized digital communication to make program information more accessible. Regular evaluation and strict supervision enable KOPMA to continually adapt and innovate in supporting student talent and entrepreneurial interests.

Supervision at the UIN Kiai Haji Achmad Siddiq Jember Cooperative is important to assess the implementation process of the KOPMA program. This is in line with the definition of supervision according to (Fatimah & Aminah, 2021) Supervision is an activity within an organization to ensure that the implementation aligns with the planned objectives. Supervision can also be defined as an ongoing process to assess the progress being made by employees and all members of the organization.

## **CONCLUSION**

The Student Cooperative (KOPMA) of Pandhalungan UIN KHAS Jember has developed a strategic plan that focuses on the development of students' entrepreneurial talents and interests through creative industry training such as bouquet making, business studies, and external collaborations. A clear organizational structure supports the effective implementation of programs, with divisions such as PSDA, Business, and INFOKOM playing roles in training, marketing, and promoting member products. Program implementation involves inter-divisional synergy, consignment sales systems, digital marketing, and cooperation with external parties to strengthen members' business networks and skills. Regular evaluation and



supervision ensure program effectiveness, increase participation, and encourage continuous improvement.

For further research, it is recommended to thoroughly examine the effectiveness of the program, particularly its impact on improving students' entrepreneurial competence and the influence of external collaboration on members' business success. Researchers can also explore innovative technology-based programs or new strategies to enhance members' engagement in various cooperative activities. This can assist KOPMA in continuously adapting to members' needs and evolving market dynamics.

## REFERENCES

- Afniola, S., Ruslana, & Artika, W. (2020). Intelegensi dan Bakat pada Prestasi Siswa. *Al-Din: Jurnal Dakwah Dan Sosial Keagamaan*, 6(1), 1–10.
- Anggraini, I. A., Desti Utami, W., & Rahma, S. B. (2020). Mengidentifikasi Minat Bakat Siswa Sejak Usia Dini di SD Adiwiyata. *Jurnal Keislaman Dan Ilmu Pendidikan*, 2(1), 161–169. <https://ejournal.stitpn.ac.id/index.php/islamika>
- Arifudin, O. (2022). Peran Guru dalam Upaya Pengembangan Bakat dan Minat Peserta Didik. *Jurnal Al-Amar (JAA)*, 3(1), 9–16.
- Departemen Agama Republik Indonesia. (2022). *Qur'an Kemenag*. Lajnah Pentashihan Mushaf Al-Qur'an Gedung Bayt Al-Qur'an & Museum Istiqlal Jalan Raya Taman Mini Indonesia Indah Pintu.
- Fatimah, L., & Aminah, S. (2021). Manajemen Layanan Khusus Unit Koperasi Berbasis E-Money pada Pondok Pesantren Modern di Jawa Timur. *JIEMAN: Journal of Islamic Educational Management*, 3(2), 185–202. <https://doi.org/10.35719/jieman.v3i2.72>
- Halimah, D. N., & Murniawaty, I. (2019). Pengaruh Kualitas Pelayanan dan Manajemen Koperasi Terhadap Keberhasilan Toko Koperasi Mahasiswa. *Economic Education Analysis Journal*, 8(1). <http://journal.unnes.ac.id/sju/index.php/eeaj>
- Hanafie, N. K., & Amin, F. H. (2018). Bakat dan Kreativitas Pembelajaran. *Prosiding Seminar Nasional*, 4(1), 334–451.
- Kusumastuti, A., & Khoiron, A. M. (2019). *Metode Penelitian Kualitatif*. Lembaga Pendidikan Sukarno Pressindo (LPSP).
- Nurjanah, S., & Anasrulloh, M. (2023). Pengaruh Pengetahuan Perkoperasian dan Kualitas Layanan Terhadap Minat Menjadi Anggota Koperasi Mahasiswa Amanah. *Jurnal Economia*, 2(7), 1744–1755. <https://doi.org/10.55681/economina.v2i7.670>
- Nursita, L. (2021). Dampak Mata Kuliah Kewirausahaan terhadap Minat Berwirausaha Mahasiswa. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 7(3), 83. <https://doi.org/10.32884/ideas.v7i3.401>
- Oktaviani, A., & Sardin, A. S. (2020). Proses Pembelajaran Informal Anggota Koperasi Mahasiswa dalam Menumbuhkan Jiwa Wirausaha. *Jurnal Ilmu Pendidikan P Pedagogia Jurnal Ilmu Pendidikan*, 18(01), 42–56. <https://doi.org/10.17509/pdgia.v18i1.27807>
- Prasrihamni, M., Zulela, & Edwita. (2022). Optimalisasi Penerapan Kegiatan Literasi dalam Meningkatkan Minat Baca Siswa Sekolah Dasar. *JCP: Jurnal Cakrawala Pendas*, 8(1).
- Saadah, M., Prasetyo, Y. C., & Rahmayati, G. T. (2022). Strategi dalam Menjaga Keabsahan Data pada Penelitian Kualitatif. *Al-'Adad: Jurnal Tadris Matematika*, 1(2), 54–64. <https://doi.org/10.24260/add.v1i2.1113>
- Suebuddin, M. (2021). Pengaruh Pengetahuan Kewirausahaan, Motivasi Berwirausaha dan Menanamkan Jiwa Leadership Terhadap Minat Berwirausaha. *Jurnal Sinau*, 7, 1–11.
- Undang-Undang Republik Indonesia Tentang Perkoperasian, Pub. L. No. 17 (2012).