Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author:	I Made Sara
Assignment title:	Economics and Business
Submission title:	Emotional Intelligence Moderates the Effect of Case-Based L...
File name:	ed_Learning_and_Motivation_on_Entrepreneurship_Underst...
File size:	823.32K
Page count:	11
Word count:	5,328
Character count:	30,846
Submission date:	19-May-2022 03:33PM (UTC+0700)
Submission ID:	1839702752

Emotional Intelligence Moderates the Effect of Case-Based Learning and Motivation on Entrepreneurship Understanding

by I Made Sara

Emotional Intelligence Moderates the Effect of Case-Based Learning and Motivation on Entrepreneurship Understanding

Made Sara

Faculty of Economics and Business, Universitas Warmadewa, Indonesia
madesara022@gmail.com

Abstract

This study aims to examine the effect of the application of case-based learning methods and motivation on understanding entrepreneurship with emotional intelligence as a moderator. The population in this study were undergraduate students of Development Economics who had taken entrepreneurship courses at Warmadewa University. The sampling technique in this research is purposive sampling with certain criteria, such as students who have taken entrepreneurship courses. The research design is a survey research design by distributing questionnaires to respondents. Data analysis used moderated regression analysis (MRA). The results of this study indicate that the application of case-based learning and motivation methods has a significant positive effect on entrepreneurial interest, and it is proven that emotional intelligence is able to moderate the effect of applying case-based learning and motivation to understanding and interest in entrepreneurship.

I. Introduction

The development of science and technology has flowed like a rushing river. However, these developments are not evenly distributed in all areas. One of them is the field of education. The learning process, which is the keyword in the world of education, has experienced a few obstacles. Conventional learning methods where teachers give lectures and lessons only listen are still a hallmark of the world of Indonesian education, especially in universities (Demartini & Paoloni, 2013). It is undeniable that students' interest in the learning process tends to decrease so that the expected output is not maximally achieved (R. Kaplan, 1998). Development is a systematic and continuous effort made to realize something that is aspired. Development is a change towards improvement. Changes towards improvement require the mobilization of all human resources and reason to realize what is aspired. In addition, development is also very dependent on the availability of natural resource wealth. The availability of natural resources is one of the keys to economic growth in an area. (Shah, M. et al. 2020)

In addition, the application of continuous conventional learning methods will result in the freezing of reasoning power because students never use their reasoning power optimally to think outside the circle (Mamulati et al., 2016). To overcome this situation, it is necessary to change the learning paradigm to become more interesting, namely Student-Centered Learning (Saputra, 2019). The paradigm shift in the learning process, which was previously teacher-centered to student-centered learning, is expected to encourage students to actively build knowledge, attitudes, and behavior (Saputra et al., 2019). Student-centered learning is a learning strategy that places students as active, independent, adult learners and able to learn "beyond the classroom" (Chen et al., 2011).

10589

Based on this, the teaching method proposed to be applied to the entrepreneurship course is case-based learning that focuses on students. The reasons are that 1) entrepreneurship will be easier to understand using real case illustrations; (2) conventional learning processes tend to make students passive, which can give the effect of freezing reasoning power. Therefore, by empowering students in case-based learning, it is hoped that students have a better understanding. However, it is not enough to use case-based methods alone, and learning intelligence of students themselves so that they are able to dissect all cases that become learning references (Cruz et al., 2020; Saputra, 2019; Watts et al. al. 2014.

In learning activities, motivation can be said as the overall driving force in students that causes learning activities, which ensures the continuity of learning activities and which provides direction for learning activities so that the goals desired by the learning subjects themselves can be achieved (Marr, 2004). The intrinsic factor in question is the desire and desire to succeed, driven by learning needs and expectations of ideals, while the extrinsic factor is the presence of rewards, a conducive learning environment, and interesting learning activities (Miemczyk et al., 2016). According to the explanation in question, motivation is related to the case-based learning method because it is one of the interesting learning methods related to business cases or entrepreneurship which is broadcast on television almost every day in the news (Situmorang et al., 2019).

Meanwhile, students' emotional intelligence has an influence on their learning achievement. Emotional intelligence is able to train the ability to manage their feelings, the ability to motivate themselves, the ability to be strong in the face of frustration, the ability to control impulses and delay momentary gratification, regulate reactive moods, and be able to empathize and cooperate with others (Muwardi et al., 2020; Saputra, 2019). This intelligence supports a student in achieving his goals and ideals. Economics is not a field of study that only uses numbers and calculates addition or subtraction, but entrepreneurship is also a field of study that uses reasoning that requires logic. More interesting, such as case-based learning and supported by high motivation from students and their emotional intelligence (Stevanović, 2016).

This study aims to obtain empirical evidence of the effect of case-based learning and motivation on students' understanding of entrepreneurship material with emotional intelligence as a moderating variable. The renewal of the learning process in the Entrepreneurship course is expected to be useful for developing learning methods that can improve students' reasoning power and personal qualities.

II. Review of Literature

2.1 Theoretical Foundation and Hypothesis Development
a. Constructivism Learning Theory

Construction means constructive. In the context of educational philosophy, it can be interpreted that Constructivism is an effort to build a modern cultured life structure. Constructivism is the foundation of thinking (philosophy) of contextual learning, namely that knowledge is built by humans little by little, the results of which are expanded through a limited context and not suddenly. Knowledge is not a set of facts, concepts, or rules that are ready to be retrieved and remembered. Humans must construct that knowledge and give meaning through real experience (Korhonen et al., 2021).

With constructivism theory, students can think to solve problems, find ideas and make decisions. Students will understand better because they are directly involved in building new knowledge. They will better understand and be able to apply it in all

situations. In addition, students are actively involved. They will remember all concepts longer (Saputra, 2019; Saputra et al., 2019).

b. Case-Based Learning

Case-based learning began to be introduced in legal higher education in the late 1800s. This type of learning was then introduced to economics high schools in the early 1900s. The academic background of case-based learning is to close the distance between students and the real world they will encounter, where students act as subjects of active learning. Thus, students need to provide cases which are simulations for students to train themselves as real professionals (Chen et al., 2011; Saputra, 2019).

Cases are complex problems based on real conditions to stimulate class discussion and collaborative analysis. Case learning involves interactive conditions, student exploration of realistic and specific situations (Sanusi et al., 2020). When students consider the existence of a problem based on their perspective analysis, they are directed to solve questions that do not have a single answer. The benefits of the case and the case method applied as a learning method are:

1. Cases give students the opportunity to have first-hand experience in dealing with various economic problems.
2. Cases present real issues of relevant Economic system design and operation
3. Case realism provides incentives for students to be more involved and motivated in studying learning materials.
4. Cases develop students' capabilities to integrate various concepts of learning materials, because each case requires the application of various concepts and techniques in an integrative way to solve a problem.
5. The case presents an illustration of the theory and lecture material.
6. The case method provides an opportunity to participate in class and gain experience in presenting ideas to others.
7. The case facilitates the development of a sense of judgment, not just uncritically accepting what the lecturer teaches or the answer key available on the back page of the textbook.
8. Cases provide experience that can be applied to work situations.

c. Emotional Intelligence

Emotional intelligence tend to lead to managing emotions in accordance with the wishes and abilities so that it has a positive impact. Emotional intelligence can help build relationships toward happiness and well-being. In a practical context, to form individuals who have perfect ESQ, the existence of EQ (emotional intelligence) is one aspect that has a very important content to synergize with one another in the context of intelligence. This can be understood because simply emotional intelligence (EQ) is the ability to feel. It was further explained that emotional intelligence requires a person to learn to recognize and appreciate the feelings of oneself and others and respond appropriately and effectively to apply emotional energy in everyday life (Datrini et al., 2018; Inghirami & Scribani, 2016; Saputra, 2019).

2.2 Research Hypothesis
a. The Effect of Case Based Learning on Entrepreneurship Understanding

Research conducted by Saputra (2019) stated that the application of case-based learning significantly affected the increase in students' understanding of lecture material. Research conducted by Saputra et al., (2019) stated that the case-based learning method

had a positive effect on students' understanding of entrepreneurship courses. This indicates that the case-based learning method is very effective in case and rule-based courses

Another study conducted by Chen et al., (2011) stated that case/problem-based learning had a significant effect on increasing students' understanding and soft skills. Another study by Saputra (2019) with research results that the application of case-based learning has a significant negative effect on students' understanding of entrepreneurship, which means that students are not ready to accept the case-based learning method because students have not been able to make decisions from discussions of several existing cases. Based on the results of the research above, the research hypothesis can be formulated as follows:

H1: The application of case-based learning affects students' understanding of entrepreneurship material.

b. The Effect of Motivation on Understanding Entrepreneurship

Astuty (2015) in his research states that motivation has a significant positive influence on understanding so that it can increase achievement. Another research conducted by Setiawan and Basuki (2018) which states that motivation does not have an effect on achievement, but has an influence on work understanding. So it can be concluded that motivation has a positive relationship to increasing students' understanding of entrepreneurship courses. Based on the results of the research above, the research hypothesis can be formulated as follows:

H2: Motivation affects students' understanding of entrepreneurship material

c. Relationship Case Based Learning, Motivation, Understanding of Entrepreneurship and Emotional Intelligence

Research conducted by Saputra (2019) states that emotional intelligence has a significant effect on the learning achievement of Economics students, this means that the learning achievements of Economics students are identical to understanding when learning is carried out, so it can be concluded that the emotional intelligence of Economics students has a significant influence on understanding entrepreneurship material. so as to improve learning achievement. Another study from Muwardi et al., (2020) stated that emotional intelligence has a significant influence on learning Economics.

Saputra et al., (2019) stated that the case-based learning method can streamline learning and improve students' understanding of Economics subject matter with the individual intelligence level of each student as a determinant of the student's success in taking entrepreneurship courses. Saputra's research (2019) states that case/problem-based learning has a significant effect on increasing understanding and soft skills of Economics Department students. This means that case-based learning techniques in Economics are very effective in increasing students' understanding of the material.

In the various research results submitted, all learning methods can be successfully applied, strongly supported by student learning motivation and also the level of maturity of the students themselves, or in this case often referred to as emotional intelligence so that understanding of the material in entrepreneurship courses becomes comprehensive and direct. has a positive effect on improving student learning outcomes and achievement index. Based on the results of the research above, the research hypothesis can be formulated as follows:

H3a: The application of case-based learning affects students' understanding of entrepreneurship material which is moderated by emotional intelligence

H3b: Motivation affects students' understanding of entrepreneurship material moderated by emotional intelligence

10592

III. Research Method

3.1 Population and Sampling Techniques

The population in this study were undergraduate students in Economics who took entrepreneurship courses in the odd semester of 2021, with a total of 250 participants focused on Warmadewa University, Bali. The selection of Economics students as the research sample is expected to increase the rate of return of the questionnaire from respondents' answers and the questionnaire can be returned quickly, thus minimizing the occurrence of response bias.

The reason for selecting this sample is for the specifications of the research carried out so as to facilitate partial evaluation of learning. Then the determination of the number of samples using the Slovin formula:

$$n = \frac{N}{1 + N.e^2}$$

Information:
n = Number of samples
N = Total population
e = 10% = 0.10

Based on the above formula, the minimum number of samples can be determined as follows:

$$n = \frac{250}{1 + 250.0,01} = 71,43 = 72 \ (rounded)$$

3.2 Method of Collecting Data

This study uses primary data which is a source of research data obtained directly from the source. The method of data collection in this study is the technique of collecting questionnaires. The total number of questionnaires sent by the entire sample was 72 questionnaires according to the specified number of samples. This study uses personally administered questionnaires, which means that researchers can deal directly with respondents and provide necessary explanations about the questionnaire and can be collected immediately after being answered by the respondent. The number of questionnaires returned was 70 questionnaires, 2 questionnaires did not return because the respondents did not know the reason for not returning the questionnaires.

3.3 Data Analysis Technique

To test the effect of case-based learning and motivation variables on understanding entrepreneurship material with emotional intelligence as a moderating variable, the Moderated Regression Analysis (MRA) test was used. Previously, the validity and reliability tests were carried out on the instruments used. heteroscedasticity test, and normality test. Validity test using Pearson Correlation correlates the score of each question item with the total score which is the number of correlations. A variable is said to be valid if it has a positive correlation coefficient greater than 0.3 or a significance less than 0.05, while a variable is said to be reliable if it has a Cronbach alpha value greater than 0.70. The normality test was carried out using Kolmogorov Smirnov with the Asymp coefficient. Sig is greater than 0.05. To detect the presence of multicollinearity, tolerance values 0.10 and Variance Inflation Factor (VIF) 10 are used. Heteroscedasticity testing uses Park's test by regressing the absolute value of residuals with the independent variables used. If it has a significance value above 0.05, it is said that there is no heteroscedasticity.

To test the effect between the dependent variable and the independent variable and to test the interaction effect of the moderating variable using Moderated Regression Analysis (MRA):

Multiple linear regression equation model for hypotheses 1 and 2:

PAF = β0 + β1 CBL + β2 MO + β3 KCE + e

Multiple linear regression equation model for hypotheses 3a and 3b:

1. PAF= β0 + β1 CBL + β3 KCE + β4 CBL*KCE + e
2. PAF= β0 + β2 MO + β3 KCE + β5 MO*KCE + e

Information:
PAF = Understanding of Entrepreneurship
CBL = Case Based Learning
MO = Motivation
KCE = Emotional Intelligence
CBL*KCE = Interaction of Case Based Learning and Emotional Intelligence
MO*KCE = Interaction of Motivation and Emotional Intelligence

IV. Results and Discussion

The profiles of respondents in this study were grouped by gender, cumulative achievement index, and the value of entrepreneurship courses. Characteristics of respondents based on gender showed male as much as 40%, female respondents as much as 60%. Most of the respondents have a cumulative achievement index above 3.00, which is 82.35%, while those with a cumulative achievement index below 3.00 reach 2.00 as much as 17.65%. Based on the value of the entrepreneurship course achieved, as many as 88.24% of respondents got an A grade and 11.76% got a B grade.

The results of the instrument validity test show that the instrument used in this study is valid, as indicated by the Corrected Item-Total Correlation values which are all greater than R Table (0.2096). The R-Table in question is obtained from the calculation of DF=N-2 and the probability is 0.05. The results of the reliability test show that the value of Cronbach's AlphaBased on Standardized Items for all variables used in this study is greater than the R-Table or greater than 0.70, so overall it is declared reliable. This is because all research instruments come from previous studies. The multicollinearity test results in a VIF value of less than 10 so it is proven that there is no multicollinearity, the heteroscedasticity test with the park test shows a significance value of all variables above 0.05 which indicates there is no heteroscedasticity in the regression model. The normality test with Kolmogorov Smirnov showed an Asymp.Sig result of 0.593 so it can be concluded that the tested data is normally distributed.

Table 1. First Hypothesis Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	32.194	3.960		8.130	.000		
	x1	.184	.128	.172	1.436	.016	1.000	1.000

a. Dependent Variable: y

10594

The results of the statistical test show that hypothesis 1 (first) is accepted, that is, there is a significant effect of case-based learning on the understanding of entrepreneurship in undergraduate students of Economics, indicated by a significance value of 0.016 (< 0.05). This means that the case-based learning method is effectively used in entrepreneurship courses. In entrepreneurship learning, many cases of fraud are presented, both in the public and private sectors. The case-based learning method presents cases of corruption or other fraud to more easily understand all forms of financial fraud that exist both on a national and international level (Saputra, 2019). Entrepreneurship courses are more applicable in the application of professional ethics where students are still not involved in the world of professions or practitioners. Meanwhile, in this study, researchers examined entrepreneurship courses which are easier to understand if cases are presented (Atmadja & Saputra, 2018).

Table 2. Second Hypothesis Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	35.485	4.510		7.868	.000		
	x2	.026	.053	.059	.483	.006	1.000	1.000

a. Dependent Variable: y

The results of hypothesis testing 2 (second) state that the significance value obtained is 0.006 (< 0.05), which means that the hypothesis is accepted. This states that there is a significant effect of motivational variables on the understanding of entrepreneurship material by Economics students. These results indicate that there is a psychological influence of students on understanding a course, one of which is the Economics course. The psychological factor is motivation, students who take entrepreneurship courses need high motivation to be able to successfully complete their studies through entrepreneurship courses. Indeed, entrepreneurship courses are given in master's study programs or economics professional education, because entrepreneurship is an economics science that has the highest level or has a level of competency complexity to become an entrepreneur (Suprihatmi, 2008). So, it is only natural that undergraduate students of Economics at Warmadewa University Bali need to have high motivation to understand material for material in entrepreneurship courses. In addition, the presentation of material by lecturers must be more applicable and provide learning methods that are in accordance with the characteristics of the course (Chrismardani, 2016). At a minimum, lecturers who teach entrepreneurship courses have a background in taking the same courses during their education so that the learning methods are not too conventional and students are not bored (Agustiani, 2010). For this reason, using fun learning methods such as presenting business cases or other fraud and discussing them in depth in the field of Economics will be interesting in learning entrepreneurship at the undergraduate level (Kaplan & Norton, 2001). This is what becomes interesting when discussed in depth in entrepreneurship courses, so students need high motivation to understand entrepreneurship lecture material.

Table 3. Hypothesis Testing 3a

Model		B	Std. Error	Beta	t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
1	(Constant)	28.069	10.398		2.699	.009
	x1	.305	.342	.285	.893	.011
	x3	.253	.590	.149	.429	.004
	x1x3	-.008	.020	-.175	-.384	.023

Dependent Variable: y

The results of hypothesis testing 3a which states that emotional intelligence moderates the effect of the case-based learning method on understanding entrepreneurship are acceptable. In the statistical test results, the R Square value obtained from the relationship between the effect of case-based learning on understanding of entrepreneurship is 0.069, but after being moderated by emotional intelligence R Square between case-based learning and understanding of entrepreneurship is 0.072, it can be concluded that emotional intelligence is able to to moderate the relationship between case-based learning and understanding of entrepreneurship. Or in other words, emotional intelligence strengthens the effect of case-based learning on understanding entrepreneurship. It can be concluded that the emphasis on education is not only limited to the ability of teaching lecturers or the methods they use, but also relies on emotional quotient (EQ) or emotional intelligence (Datrini et al., 2018; Saputra, 2019; Saputra et al., 2019). By relying on emotional intelligence and high learning motivation as well as learning methods that are acceptable and not boring, students will have personal toughness, social toughness and environmental toughness (Atmadja & Saputra, 2014). This will make education not only based on sports and brain exercise but also taste. Students in participating in entrepreneurship education so far have very different atmosphere, needs, relationships, and maturity so that in this study emotional intelligence has no effect on economic education (Lado & Alonso, 2017). It is true that self-control, motivation, and empathy of students if observed at a glance the phenomenon is that students tend to be unable to control themselves so that they seem arbitrarily, but self-knowledge and social skills they have are also not able to show their emotional intelligence as a whole because negative self-introductions often occur. by considering himself the most capable among the others (Vann et al., 2017).

Table 4. Hypothesis Testing 3b

Model		B	Std. Error	Beta	t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
1	(Constant)	21.887	11.850		1.847	.069
	x2	.195	.146	.442	1.336	.019
	x3	.886	.714	.523	1.241	.022
	x2x3	-.011	.009	-.675	-1.251	.026

a. Dependent Variable: y

The results of hypothesis testing 3b, which states that emotional intelligence moderates the relationship between motivation and understanding of entrepreneurship, can be accepted. This can be proven from the change in the value of R Square before and after moderation. The value of R Square before moderation was 0.063, but after moderation it increased to 0.077. That is, in response to these results it can be interpreted that emotional intelligence successfully moderates the influence of motivation on understanding entrepreneurship (Kurt et al., 2020; Saputra, 2019). Emotional intelligence strengthens the influence of motivation on understanding entrepreneurship. High motivation and coupled with the emotional intelligence of a qualified individual will make it easier to achieve success (Wang et al., 2020). It can be proven that the motivation possessed by a person will increase that person's sense of progress (Damayanti, 2019). Motivation which is a small part of emotional intelligence becomes a hidden power for the individual to achieve everything he wants, including in this case understanding the material for the material presented in entrepreneurship learning (Arfara & Samanta, 2016).

V. Conclusion

Based on the results of the tests that have been carried out, the overall hypothesis formulated in this study was successfully accepted. The case-based learning method has a positive effect on students' understanding of entrepreneurship material. This means that the case-based learning method is effectively used in entrepreneurship courses which discuss in depth cases of fraud, corruption and others. Motivation has a positive effect on students' understanding of entrepreneurship material. This means that it indicates the psychological influence of students on understanding a course. Emotional intelligence managed to moderate the effect of the application of case-based learning methods and motivation on students' understanding of the material contained in entrepreneurship courses. This means that emotional intelligence is closely related to motivation and the application of case-based learning methods in influencing the understanding of entrepreneurship by students. That is, that the emphasis on education is not only limited to the ability of lecturers to teach or the methods they use, but also relies on emotional quotient (EQ) or emotional intelligence. By relying on emotional intelligence and high learning motivation as well as learning methods that are acceptable and not boring, students will have greater interest and ability to understand lecture material.

References

Agustiani, N. H. (2010). Pengaruh Pemanfaatan Sistem Informasi Akademik Terpadu (Sikadu) Terhadap Kinerja Individual Dengan Kemudahan Penggunaan Sebagai Variabel Moderating. In Program Studi Magister Akuntansi Program Pascasarjana Universitas Diponegoro: Vol. 07/80 (Issue 2).

Arfara, C., & Samanta, I. (2016). The impact of emotional intelligence on improving team-working : the case of Public Sector (National Centre for Public Administration and Local Government - N . C . P. A . L . G .). Procedia - Social and Behavioral Sciences, 230(May), 167-175. https://doi.org/10.1016/j.sbspro.2016.09.021

Astuty, W. (2015). An Analysis of the Effects on Application of Management Accounting Information Systems and Quality Management Accounting Information. Information Management and Business Review, 7(3), 80-92.

https://doi.org/10.22610/imbr.v7i3.1156

Atmadja, A. T., & Saputra, K. A. K. (2014). The Effect Of Emotional Spiritual Quotient (ESQ) To Ethical Behavior In Accounting Profession With Tri Hita Karana Culture's As A Moderating Variable. Research Journal of Finance and Accounting, 5(7), 187-197.

Atmadja, A. T., & Saputra, K. A. K. (2018). Pengaruh Budaya Universitas Terhadap Kinerja Mahasiswa Akuntansi Dengan Kreativitas Sebagai Variabel Moderasi. Jurnal Akuntansi Aktual, 5(1), 22-30. https://doi.org/10.17977/um004v5i12018p022

Chen, F. H., Hsu, T. S., & Tzeng, G. H. (2011). A balanced scorecard approach to establish a performance evaluation and relationship model for hot spring hotels based on a hybrid MCDM model combining DEMATEL and ANP. International Journal of Hospitality Management. https://doi.org/10.1016/j.ijhm.2011.02.001

Chrismardani, Y. (2016). Theory Of Planned Behavior Sebagai Prediktor Intensi Berwirausaha. 대한간호과학회지, 28(3), 550-562. http://www.dbpia.co.kr/Article/3031618

Cruz, P. D. La, Acosta, L. E., Mendoza, D., Baltazar, E. B., Arce Ibarra, A. M., & Lugo, E. I. . E. (2020). Indicators of well-being among indigenous peoples of the Colombian Amazon: Tensions between participation in public policy making and autonomy. Environmental and Sustainability Indicators, 7(March), 100044. https://doi.org/10.1016/j.indic.2020.100044

Damayanti, N. N. S. R. (2019). The Effect of Work Engagement and Self-Efficacy on Job Burnout of Credit Analyst. International Journal of Applied Business and International Management, 4(3), 113-120. https://doi.org/10.32535/ijabim.v4i3.689

Datrini, L. K., Saputra, K. A. K., & Wistawan, I. M. A. P. (2018). Analisis Pengaruh Faktor-Faktor Psikologis Mahasiswa Terhadap Keberhasilan Mendapat Gelar Sarjana Di Bidang Akuntansi. Jurnal Ilmiah Akuntansi, 3(2), 119-138. https://doi.org/10.23887/jia.v3i2.16636

Demartini, P., & Paoloni, P. (2013). Implementing an intellectual capital framework in practice. Journal of Intellectual Capital, 14(1), 69-83. https://doi.org/10.1108/14691931311289020

Inghirami, I. E., & Scribani, G. (2016). Towards strategic management accounting: The nespoli group case. Lecture Notes in Information Systems and Organisation, 14, 13-27. https://doi.org/10.1007/978-3-319-26488-2_2

Kaplan, R. (1998). Innovation Action Research: Creating New Management Theory and Practice. Journal of Management Accounting Research, 10, 89-118.

Kaplan, R. S., & Norton, D. P. (2001). How Balanced Scorecard Companies Thrive in the New Business Environment. Concentrated KnowledgeTM for the Busy Executive.

Korhonen, T., Selos, E., Laine, T., & Suomala, P. (2021). Exploring the programmability of management accounting work for increasing automation: an interventionist case study. Accounting, Auditing and Accountability Journal, 34(2), 253-280. https://doi.org/10.1108/AAAJ-12-2016-2809

Kurt, Y., Sinkovics, N., Sinkovics, R. R., & Yamin, M. (2020). The role of spirituality in Islamic business networks: The case of internationalizing Turkish SMEs. Journal of World Business, 55(1), 101034. https://doi.org/10.1016/j.jwb.2019.101034

Lado, M., & Alonso, P. (2017). El modelo de Cinco Factores y el desempeño en el trabajo en puestos de poca complejidad: una síntesis cuantitativa. Revista de Psicologia Del Trabajo y de Las Organizaciones, 33(3), 175-182. https://doi.org/10.1016/j.rpto.2017.07.004

Mamulati, I., Triyuwono, I., & Mulawarman, A. D. (2016). Fenomenologi Sumber Daya

Manusia Sebagai Aset Intelektual Dalam Amal Usaha Muhammadiyah. El Muhasaba: Jurnal Akuntansi, 7(1), 51. https://doi.org/10.18860/em.v7i1.3880

Marr, B. (2004). Measuring and benchmarking intellectual capital. Benchmarking: An International Journal, 11(6), 559-570. https://doi.org/10.1108/14635770410566474

Miemczyk, J., Howard, M., & Johnsen, T. E. (2016). Dynamic development and execution of closed-loop supply chains: a natural resource-based view. Supply Chain Management, 21(4), 453-469. https://doi.org/10.1108/SCM-12-2014-0405

Muwardi, D., Saide, S., Eko Indrajit, R., Iqbal, M., Siti Astuti, E., & Herzavina, H. (2020). Intangible resources and institution performance: The concern of intellectual capital, employee performance, job satisfaction, and its impact on organization performance. International Journal of Innovation Management, 24(5), 1-21. https://doi.org/10.1142/S1363919621500092

Sanusi, A., Sumiyati, L., Winata, A., & Hakim, L. (2020). Developing a model of sustainable competitive advantage (causal empirical case studies from Indonesia). International Journal of Innovation, Creativity and Change, 12(3), 34-43.

Saputra, K. A. K. (2019). Case-Based Learning in Forensic Accounting Education. International Journal for Educational and Vocational Studies, 1(6), 545-553. https://doi.org/10.29103/ijevs.v1i6.1763

Saputra, K. A. K., Priliandani, N. M. I., Pradnyanitasari, P. D., & Larasdiputra, G. D. (2019). Case-Based Learning Dalam Pembelajaran Akuntansi Sektor Publik. Jurnal Riset Akuntansi Aksioma, 18(1), 113-155. https://doi.org/10.29303/aksioma.v18i1.57

Setiawan, D., & Basuki, M. A. (2018). Peran auditor intern pemerintah, motivasi, dan kinerja pegawai negeri sipil. Jurnal Akuntansi, 22(1), 86-104. https://doi.org/10.24912/ja.v22i1.324

Shah, M. et al. (2020). The Development Impact of PT. Medco E & P Malaka on Economic Aspects in East Aceh Regency. Budapest International Research and Critics Institute-Journal (BIRCI-Journal). P. 276-286.

Situmorang, R., Trilaksono, T., & Japutra, A. (2019). Friend or Foe? The complex relationship between indigenous people and policymakers regarding rural tourism in Indonesia. Journal of Hospitality and Tourism Management, 39(March 2018), 20-29. https://doi.org/10.1016/j.jhtm.2019.02.001

Stevanović, M. (2016). The Role of Financial Perspective of Entrepreneurship and Rural Development for the Purpose of Strengthening Serbian Economy. Procedia - Social and Behavioral Sciences, 221, 254-261. https://doi.org/10.1016/j.sbspro.2016.05.113

Suprihatmi, S. (2008). Membangun Keunggulan Bersaing Melalui Manajemen Sumberdaya Manusia. Jurnal Ekonomi Dan Kewirausahaan, 8(1), 38-50. https://media.neliti.com/media/publications/23440-ID-membangun-keunggulan-bersaing-melalui-manajemen-sumberdaya-manusia.pdf

Vann, Valerie, Sparks, Baker, & Casandra. (2017). A Study of Emotional Intelligence and Self-Leadership. Advanced Management Journal, Summer, 1-17.

Wang, Y., Cao, H., Yuan, Y., & Zhang, R. (2020). Empowerment through emotional connection and capacity building: Public participation through environmental non-governmental organizations. Environmental Impact Assessment Review, 80(July 2019), 106319. https://doi.org/10.1016/j.eiar.2019.106319

Watts, D., Senarath Yapa, P. W., & Dellaportas, S. (2014). The case of a newly implemented modern management accounting system in a multinational manufacturing company. Australasian Accounting, Business and Finance Journal, 8(2), 121-137. https://doi.org/10.14453/aabfj.v8i2.9

Emotional Intelligence Moderates the Effect of Case-Based Learning and Motivation on Entrepreneurship Understanding

22%	19%	9%	13%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	ijicc.net Internet Source	3%
2	www.bircu-journal.com Internet Source	2%
3	jurnal.kemendagri.go.id Internet Source	1%
4	www.academia.edu Internet Source	1%
5	www.scribd.com Internet Source	1%
6	Submitted to Higher Education Commission Pakistan Student Paper	1%
7	Submitted to Southeast Community College Student Paper	1%
8	media.neliti.com Internet Source	1%

www.tojet.net

9 Internet Source   1 %

10 ojs.uajy.ac.id
    Internet Source   1 %

11 Submitted to Amity University
    Student Paper   <1 %

12 www.ajhssr.com
    Internet Source   <1 %

13 journalkeberlanjutan.com
    Internet Source   <1 %

14 Submitted to President University
    Student Paper   <1 %

15 Mukhammad Idrus, Siti Fatimah, Afiah
    Mukhtar, Karta Negara Salam. "Examining the   <1 %
    Factors Affecting Accounting Prudence",
    ATESTASI : Jurnal Ilmiah Akuntansi, 2022
    Publication

16 Submitted to School of Business and
    Management ITB   <1 %
    Student Paper

17 Salma Mahgoub, Farrukh Nadeem.
    "Interactive case based learning in teaching   <1 %
    decision support systems and business
    intelligence", Proceedings of the 13th
    International Conference on Interacción
    Persona-Ordenador - INTERACCION '12, 2012

Publication

18 Septian Aji Permana, Ari Retno Purwanti, Supri Hartanto, Muhamad Maulana Magiman. "Media information technology games based on local cultural content", Journal of Physics: Conference Series, 2021
Publication
<1%

19 Submitted to Universitas Nasional
Student Paper
<1%

20 digilib.unhas.ac.id
Internet Source
<1%

21 Ruslan, Sahid, Nurul Ilmi Pratiwi. "Ability Analysis of Pedagogical Content Knowledge of Prospective Teacher Students Majoring in Mathematics", EduLine: Journal of Education and Learning Innovation, 2022
Publication
<1%

22 Submitted to Southeastern College
Student Paper
<1%

23 www.oppapers.com
Internet Source
<1%

24 etheses.uin-malang.ac.id
Internet Source
<1%

25 jurnal.unmer.ac.id
Internet Source
<1%

seajbel.com

26 Internet Source <1 %

27 www.docstoc.com
Internet Source <1 %

28 docplayer.net
Internet Source <1 %

29 Faizun Faizun, Nadhirotul Laily, Fatchul Munir.
"THE RELATHIONSIP BETWEEN PEER
ATTACHMENT AND SELF-REGULATED
LEARNING", Journal Universitas
Muhammadiyah Gresik Engineering, Social
Science, and Health International Conference
(UMGESHIC), 2021
Publication <1 %

30 ejournal.undiksha.ac.id
Internet Source <1 %

31 journal2.um.ac.id
Internet Source <1 %

32 silviwahyuni.wordpress.com
Internet Source <1 %

33 www.koreascience.or.kr
Internet Source <1 %

34 Submitted to Universitas Warmadewa
Student Paper <1 %

35 iopscience.iop.org
Internet Source