Journal for Re Attach Therapy and Developmental Diversities
eISSN: 2589-7799
2023 August; 6 (10s2): 1177-1185

# The Effect of Tri Hita Karana, Technology Mastery, and Entepreneurial Motivation Towards Vocational Students' Technopreneurship Readiness

**Ni Ketut Kertiasih[1], Djoko Kustono[2], Purnomo[3], Eddy Sutadji[4]**
[1]Faculty of Engineering and Vocational, Universitas Pendidikan Ganesha, Bali, Indonesia
[2,3,4] Faculty of Engineering, Malang State University, Malang, Indonesia
*Corresponding Author:* Ni Ketut Kertiasih
Email: ketut.kertiasih@undiksha.ac.id

Received: 19- June -2023
Revised: 02- July -2023
Accepted: 10- August -2023

**Abstract**:

This study aimed at analyzing the effect of *Tri Hita Karana,* technology mastery, and entrepreneurial motivation towards thetechnopreneurship readiness of vocational students. There were many vocational high school graduates who had not been into work industry and being unemployed. This phenomenon was due to a mismatch occurs between the number of graduates and job availability. Therefore, technopreneurship readiness for vocational students was required allowing them to be independent entrepreneurs. It is required to be supported by *Tri Hita Karana as* a manifestation of maintaining good harmonization relationship with God, humans, and environment. The existence of technology mastery was also an important aspect to support them in competing, being responsible, having creativity, and being innovative in those were also supported by entrepreneurial motivation growing within the students themselves. Correlational design was used as a research method of this study. There were 167 XI students of Multimedia Expertise Program in Buleleng Regency selected as a research sample The data analysis technique used was multiple regression analysis. The results showed that the influence of Tri Hita Karana on technopreneurship readiness was 22%, the influence of technology mastery on technopreneurship readiness was 18.8%, and the effect of entrepreneurial motivation on technopreneurship readiness was 23.7%.

**Keywords**: Tri Hita Karana, Technology Mastery, Entrepreneurial Motivation, Technopreneurship Readiness

## 1. INTRODUCTION

Technopreneurship is a technology-based business incubator perceived as an opportunity among young generations. Entrepreneurship based on technology balanced with the technological knowledge became an entrepreneurship opportunity and feasible business [35]. *Technopreneurship*is one of new strategies to overcome the problem related to intellectual unemployment which has been increased [22]. Technopreneurship is able to grow well if there is a cooperation among several parties including industry, academician, and government through education, training, and seminar to achieve a competitive advantage [13]. Technopreneurship readiness is essential for vocational high school students to be able to compete in real work industry. The factor influences students technopreneurship reflected through the students themselves occurring in the learning process particularly the interaction between the students and environment. An technopreneur is an individual who is able to innovate with the technology, information, and communication mastery [17]. An technopreneur is necessary to have a creativity and innovation in implementing and benefiting knowledge and technology in conducting an activity which will give an additional value for her or himself, or others. There is a limited technopreneur in Indonesia in which it provides an opportunity for vocational high school graduates to work in technopreneurship [9].

There are many factors influencing technopreneurship, such as; motivation, culture, individual's character, and finance [2]. The rapid development of technology and the challenge appeared in this globalization era demands the introduction of technopreneurship needs to be given for the students since they start the learning process in vocational high school. The technopreneurship becomes a business incubator-based technology developing the spirit and readiness of entrepreneurship-based technology. Techopreneurship can be a power source in the economic field depends on the existence of knowledge and new technology by empowering the human resource to produce a product, become competitive, innovate with technology, and be responsible to the risk [8].

In this technological era in work industry is filled by the labors changed by technology [18], [27]. It becomes a factor of limited job opportunity which also influences the increasing amount of unemployment. The existence of middle-level workers who are unemployed. There is unbalance between the number of graduates and job availability causing the high unemployment of vocational high school graduates. The unbalance of graduates' number and job availability is also due to the gap between the competencies possessed by graduates and the competencies required by work industry [24]. The vocational high school graduates tend to have a character of seeking the job instead of creating the job itself in which it causes the increasement of educated unemployment. They are supposed to be prepared in order to enter the employment in certain fields becoming workers at the middle level or become independent workers or entrepreneurs. The importance of technology mastery aimed at leading students to be an innovative and competitive individual who are able in creating entrepreneurship-based technology.

In preparing the workforce at the middle level, the efforts conducted by vocational high schools are in the form of theory and skills relevant to the expertise program joined by the students. The development of science and technology and the demands of globalization have collectively resulted in the increasing fierce competition towards the superior human resource provision. In order to be able to continue in maintaining their competitiveness, vocational graduates as human resources are required to improve their knowledges, skills, attitudes, and values or competencies [7]. Having an ability to master science and technology, it is hoped that the vocational high school graduates will be able to implement their abilities in fulfilling the existing job vacancies and becoming job providers or creators. Therefore, it can be used as a guide for working independently as a technopreneur [10].

*Tri Hita Karana* is a philosophical concept believed and exist among Balinese people becoming a philosophy in running a business, used as a philosophy in tourism, spatial planning, and strategic planning in developing the region and economic activity [26], [29], [34]. Entrepreneurial behaviors cannot be separated from the cultural values of society, such as; habit, norm, custom believed from generation to another generation [28]. *Tri Hita Karana* emphasizes and teaches humans the harmonization amongthree relationships which are interrelated one to another in this life [12], [29], [38]. The three relationships are the relationship between human and human (pawongan), the relationship between humans and the environment (palemahan), and the relationship between human and God (parahyangan). The different cultures of the different place of humans' living will have different values and beliefs affecting their work productivity [23]. Culture as a system underlying the values is unique for a certain society of community in which it shapes their personality traits development. It also motivates an individual to identify the aspects related to their potential entrepreneurial behaviors [20]. Culture also influences the attitudes of taking risks in conducting a business [4], [6]. In relation to entrepreneurship (business), each element of *Tri Hita Karana* has a close relationship with entrepreneurial activity. Students can build harmony and harmonization with high discipline related to their obligations in which the students' personality will be strengthened for facing the competition in this modern era [15]. Providing an understanding of *Tri Hita Karana* as a philosophy in technology-based entrepreneurship to vocational students is important to develop students' character and high sense of responsibility.

Vocational education has a role in preparing students to be ready to the work industry whether it is for independent self-employments or fulfilling the existing job vacancies. As a secondary educational institution, a vocational high school specializes students to have an ability, knowledge, and skill relevant to their needs, purposes, interests, and talents enabling them to open their own work opportunities [14]. Vocational high school students' ability to become entrepreneurs, especially with the use of technology (technopreneurship) as a business opportunity, begins to be trained since they are still at school.

Technopreneurship is a program perceived as an integral part of increasing entrepreneurial culture. It needs a collaboration between technopreneurship and culture including the concepts of innovation, entrepreneurship, creativity, and business incubator [32]. Technology-based entrepreneurship (technopreneurship) provides an illustration that it can be educated or taught through education [32]. The future of technopreneurship related to the development of globalization commercial and economic activity depending on ICT mastery [1]. New

entrepreneurs based technopreneurship in business incubators aims at increasing the capacity of business incubator units [3].

[23] conduct research about technopreneurship needed and its sustainability. It reveals that concerning on the needs of developed country and promoting technopreneurship is a way for fulfilling the living needs. The existence of desire and feasibility factors owned by an individual will affect the creativity and readiness in conductingtechnopreneurship [21]

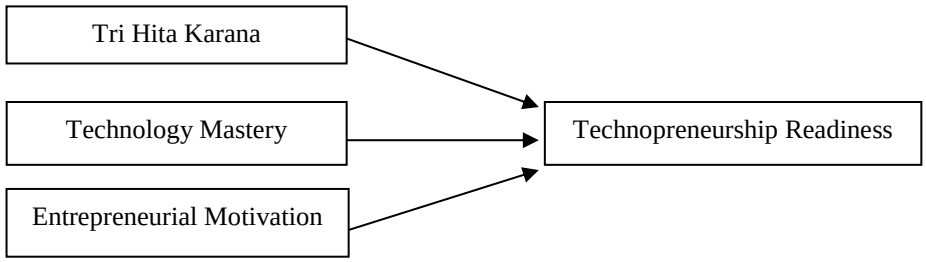
The study aims to analyze the existence the effect of *Tri Hita Karana*, technology mastery, and entrepreneurial motivation towards technopreneurship readiness of vocational high school students.

## 2. METHOD

Generally, this study aimed at analyzing the effect of Tri Hita Karana, technology mastery, and entrepreneurial motivation towards technopreneurship readiness of vocational high school students. Based on the aim of this study in which it was emphasized on the effect of independent variable towards the dependent variable, then, this study was designed in the form explanatory study.

The research designed of this study used correlational design. The subject of this study was the eleventh-grade students of Multi Media Expertise program in Buleleng Regency by involving 167 students as the research sample. The data collection was conducted by using questionnaire to measure the variables; Tri Hita Karana, technology mastery, entrepreneurial motivation, and technopreneurship readiness.

Picture 1 explained the model of the effect of Tri Hita Karana, technology mastery, and enterpreneurial motivation towards technopreneurship readiness which was analyzed in this study.




Picture1. The Relationship Model Tri Hita Karana, Technology Mastery, Entrepreneurial Motivation Towards Technopreneurship Readiness

Data analysis technique used in this study was descriptive and inferential statistic.The analysis and coefisien measurment was conducted through multiple linier regression with three predictors. Coefisien analysis was used to test the effect size shiwn by the coefisien of each diagram in causal relationship between independent variable towards depend variable [30]. The analysis was conducted by using SPSS aplication.

## 3. RESULTS AND DISCUSSION

Questionnaire distribution was conducted in vocational high school particularly in Multimedia Expertise Program. The result of data collection is continuously analyzed by using SPSS application.

The first data analysis conducted was analysing the significance of Tri Hita Karana towards technopreneurship readiness, the significance of technology mastery towards technopreneurship readiness, and the significance of entrepreneurial motivation towards technopreneurship readiness. In order to find out the significance, it could be seen from the t-test result presented in Table 1.

Table 1. t-test Result

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | B | Std. Error |
| 1 | (Constant) | 66.108 | 10.872 | | 6.081 | .000 |
| | Tri Hita Karana | .440 | .146 | .220 | 3.013 | .003 |
| | Technology Mastery | .252 | .098 | .188 | 2.578 | .011 |
| | Entrepreneurial Motivation | .315 | .097 | .237 | 3.236 | .001 |

a Dependent Variable: Technopreneurship Readiness

Table 1 showed that the t_countof the Tri Hita Karana variable was 3.013 with a significance level of 0.003, the t_countof the technology mastery variable was 2.578 with a significance level of 0.011, and the t_countof the entrepreneurial motivation variable was 3.236 with a significance level of 0.001. The significance of the three variables showed a value of Sig < 0.05 which meant that there was an influence from the three independent variables on the dependent variable. Seeing on the Beta test results in the table , the influence of Tri Hita Karana towards technopreneurship readiness was 22%, the influence of technology mastery towards technopreneurship readiness was 18.8%, and the influence of entrepreneurial motivation towards technopreneurship readiness was 23.7%.

The next test was to analyze the simultaneous effect of the independent variables; Tri Hita Karana, technology mastery, and entrepreneurial motivation toward the dependent variable; technopreneurship readiness. The results of the analysis wereconsidered based on the tests carried out with the F-test as shown in Table 2.

Table 2. The Result of F-test

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 1163.983 | 3 | 387.994 | 8.939 | .000(a) |
| | Residual | 7074.831 | 163 | 43.404 | | |
| | Total | 8238.814 | 166 | | | |

a Predictors: (Constant), Entrepreneurial Motivation, Tri Hita Karana, Technology Mastery

b Dependent Variable: Technopreneurship Readiness

Table 2 showed the significance of f-test result obtained at 8.939 with a probability value (sig) of 0.000. The result of the significance test was smaller than the requirements; sig <0.05. It indicated that there was a simultaneous significant effect of Tri Hita Karana, technology mastery, and entrepreneurial motivation towards technhopreneurship readiness.

The results of data testing showed that the significance level of the independent variable for the dependent variable was 0.000, which was less than 0.05. It meant that Tri Hita Karana, technology mastery, and entrepreneurial motivation had a significant influence on the technopreneurship readiness of vocational high school students. The cultural measurements of Tri Hita Karana include: Parahyangan, Pawongan, and Palemahan. Parahyangan includes: there is a religious nuance and there is a form of devotion. Pawongan dealt with the equal rights and obligations; and tolerance. Palemahan covered the workplace arrangement and the surrounding environment. Tri Hita Karana as a cultural concept emphasized a balance between culture and business performance in every activity of the economic sector.

Tri Hita Karana encouraged enthusiasm and motivation on the entrepreneurship for vocational high school students, in which the aspect of Parahyanganwas reflected in the form of devotion, had a high work ethic which was a reflection of Pawongan, and theorganization and protection of the environment was a reflection of Palemahan [40]. The implementation of Tri Hita Karana could create an atmosphere that was prosperous, balanced, comfortable and harmonious in the world of business. A good implementation of Tri Hita Karana values also had a good effect on entrepreneurial performance and could increase entrepreneurial orientation [29]. There three elements of the Tri Hita Karana as a cultural concept of entrepreneurship [39], called as Parahyangan meant that all entrepreneurial activities require blessings and grace from God; Pawongan meant that all entrepreneurs had the same degree and opportunity; and Palemahan meant that all the entrepreneurs or businessmen were supposed to maintain harmonization with the surrounding environment.

In the concept of Tri Hita Karana which was Parahyangan, Pawongan and Palemahan becoming a guide for vocational high school students and all school members to achieve relationship harmonization to achieve a balance. Tri Hita Karana is not just a mere harmonization relationship but is also known by the Balinese people as local wisdom which is grouped into three, namely:rahyangan local wisdom or theological local wisdom; pawongan local wisdom or social local wisdom; and local wisdom, or ecological local wisdom [5]. Before conducting learning activities, students did prayers as a manifestation of the concept ofParahyangan. Harmonious relationship between friends and teachers was a manifestation of Pawongan. Meanwhile, the form of Palemahanwas the arrangement of the school environment to create comfort. Vocational high schools based on Tri Hita Karana taught the values of harmonization between school members and God, harmonization among fellow school members, and harmonization with the school environment [35]. Implementation of Tri Hita Karana in vocational high school could build the character and spirituality of students who had responsibility, good ethics, had good morals, compassion, which were able to maintain harmony, with those characters, students were able to compete in all activities [37]. Tri Hita Karana has a positive contribution to technopreneurship readiness [16].

The analysis result about technology mastery had a significant effect becoming a determining in implementing technology-based businesses. Technopreneurship readiness needed to be supported with skills and competencies in technology field should be possessed by students. Technopreneurship readiness could be conducted by using a mentoring model for each individual [36]. Advances in technology allowed students to be creative and innovative in utilizing technology. Individual figures who mastered technology, had creativity and innovation were needed to be a technopreneur [17]. The existence of creativity from each individual would affect technopreneurship readiness, because creativity was increasingly important to support success in entrepreneurship [31].

High entrepreneurial motivation could be reflected in the desires, hopes and aspirations in achieving success, having self-confidence, and encouragement from the family and surrounding environment. Entrepreneurial motivation was directly related to technopreneurship readiness. Low motivation was characterized by the doubt about success, fear of failure, lack of confidence in one's abilities, it would also have an impact on the low technopreneurship readiness.

Entrepreneurial motivation was one of the factors to foster readiness in running entrepreneurship in technopreneurship field. The existence of encouragement or desire both within or outside of the students in opening business opportunities affected technopreneurship readiness. Students who were ready to become entrepreneurs in the technology field would have higher motivation in developing the potential existing in the students themselves. High motivation would be able to face all the risks, challenges, and possibilities occurring in the world of entrepreneurship. Students who had good entrepreneurial motivation would behave, act, and do a good job too, in which they would be able to improve their performance at the end. [11] revealed that there were three indicators that improved technopreneurship readiness including attitudes towards behavior, subjective norms, and perceptions of behavioral control which became the control of individuals in controlling their respective behavior. The existence of control that is owned allowing individuals to be able to measure the factors that were supporting or inhibiting that existed in the individual.

## 4. CONCLUSION

Based on the results of the study it can be concluded that: there is an influence of Tri Hita Karana on technopreneurship readiness; there is an influence of technology mastery on technopreneurship readiness; and there is an influence of entrepreneurial motivation on technopreneurship readiness. It means that the technopreneurship readiness of students to be able to open businesses based on computer and internet technology is supported by the implementation of Tri Hita Karana, technology mastery, and entrepreneurial motivation.

Technology mastery owned by the students is important in which it leads them to be a competitive and innovative individual in technology-based entrepreneurship field after graduating from vocational high school. Having entrepreneurial motivation is expected to grow in students' readiness in technopreneurship, called as entrepreneurship based technology use, particularly computer and internet technology.

## REFERENCES

[1] Abbas, A.A. (2018). The Bright Future of Technopreneurship. *International Journal of Scientific & Engineering Research*, 9(12) 563-566.

[2] Abdulgani, M.A., & Mantikayan, J.M. (2017). Exploring Factors that Affect Technopreneurship: A Literature Review.*CCSPC R&D Journal*, 1(2), 98-114.

[3] Adi, K., Riptanti, E.W., & Irianto, H. (2017). Growing a Technopreneurship-based new Entrepreneur in Business Incubator.*Asian Journal of innovation and Entrepreneurship (AJIE)*, 02(02), 122-139.

[4] Anderson, B.S., Kreiser, P.M., Kuratko, D.F., Hornsby, J.S., & Eshima, Y. 2015. Reconceptualizing Entrepreneurial Orientation. *Stategic Management Journal*, 36, 1579-1596

[5] Atmadja, N. B. 2020 *Wacana Postgenerik terhadap Tri Hita Karana pada Masyarakat Bali.* Depok: PT. RajaGrafindo Persada.

[6] Bygrave, W. & Zacharakis, A. 2011.*Entrepreneurship*. Second Edition. USA: John Wiley & Sons, Inc.

[7] Dirwanto. (2008). Analisis Faktor-Faktor Yang Mempengaruhi Kesiapan Kerja Pada Siswa SMK Ma'arif NU Kesesi Kabupaten Pekalongan Tahun Pelajaran 2007/2008. *Tesis*. Program Studi Pendidikan Kependudukan dan Lingkungan Hidup, Universitas Sebelas Maret Surakarta.

[8] Dutse, A.Y., Ningi., Abubakar. (2013).Technopreneurship and Enterprise Growth in Nigeria: An Exploration into the Latent Role of Microfinance Banks. *IOSR Journal of Business and Management,* Vol. 12 (2). 25-32.

[9] Harlanu, M. & Nugroho, A. (2015). The Importance of Technopreneurship Management Model for Vocational School. *Proceedings 3rd UPI International Conference on Technical and Vocational Education and Training*.

[10] Harsono, A. (2013). Building Technopreneurship For Next Generation:How The Benefits of Techno-Entrepreneurship Education Affectcareer Intentions of Collegestudents. *Jurnal Ilmiah SISFOTENIKA*. 3(1), 31-40.

[11] Husna, A. F., & Sofyan, H. (2019). Pengembangan Instrumen Niat Technoprenurship di Sekolah Menengah Kejuruan. *Jurnal Edukasi Elektro*, 3(2), 82-90.

[12] Indriyani, N.M.V., Putri, I.A.D., Suardika, IM.S.,& Wirajaya, IG. A. 2018. The Effect Good Corporate Governance and Tri Hita Karana Culture on the Quality of Financial Reporting.*Russian Journal of Agricultural And Socio Economic Sciences* (*RJOAS)*. 6(78), 75-84.

[13] Ismail, E., Samsudi, & Widjanarko, D. (2017). Development of Technopreneurship Learning Model in Vocational High School Machinery Program. *Journal of Vocational and Career Education (JVCE)*, 2(2), 18-26.

[14] Janah, W.O. & Winarno, A. 2015. Pengalaman Praktik Kerja Industri, Motivasi Berprestasi dan Keyakinan Diri (Self Efficacy) Pengaruhnya terhadap Intensi Berwirausaha Siswa SMK. *Jurnal Pendidikan Bisnis & Manajemen*, 1(3), 214-221.

[15] Jaya, K.A. (2019). Membangun Mutu Pendidikan Karakter Siswa Melalui Implementasi Ajaran Tri Hita Karana. *Jurnal Penjaminan Mutu*. 5(1), 57-67.

[16] Kertiasih, N.K., Kustono, D., Purnomo, & Sutadji, E. 2021.The Contribution of Tri Hita Karana Cultural Implementation and Self-Efficacy to Raise Technopreneurship in Students of Informatics Management. *Elementary Education Online*. 20(3), 577-583.
[17] Koe, W.L., Alias, N.E., Ismail, S. & Mahphoth, M.H. (2018). A Suggested Model for Studying Technopreneurial Intention in Malaysia. *International Conference on Economics, Business and Economic Education, KnE Social Sciences*, 788–796.
[18] Mnif, S. (2016). Skill Biased Technological Changes: Case of the MENA Region. *Journal Theoretical and Applied Economics*. XXIII(3), 339-350.
[19] Mopangga, H. (2015). Studi Kasus Pengembangan Wirausaha Berbasis Teknologi (Technopreneurship) di Provinsi Gorontalo. *Jurnal Trikonomika*.14(1), 13-24.
[20] Mueller, S. L., and Thomas, A. S. 2001. Culture and Entrepreneurial Potential: A Nine Country Study of Locus Control and Innovativeness. *Journal of Business Venturing.*16 (1). 2001, 51-75
[21] Mursityo, Y.T., Astuti, E.S., & Suharsono, E.G. (2017). Technopreneurship Intention in Faculty of Computer Science Brawijaya University Students. *Journal of Applied Management*. 15(2), 320-329.
[22] Walker, K. (2012). The Technopreneurship Process: Academin Entrepreneur University Spin-Offs. *Journal RIThink.* 2, 11-22.
[23] Okorie, N.N. Kwa, D.Y., Olusunle, S.O.O., Akinyanmi, A.O., & Momoh, I.M. (2014). Technopreneurship: an Urgent Need in the Material World for Sustainability in Nigeria. *European Scientific Journal*. 10(30). 59-73.
[24] Olii, D. (2017). Model Hubungan Implementasi Prakerin, Dukungan Industri, Motivasi Kerja, dan Kompetensi Kejuruan terhadap Employability Skill dan Dampaknya pada Kesiapan Kerja Siswa SMK Paket Keahlian TIPTL di Sulawesi Utara. *Disertasi.* Program Studi Pendidikan Kejuruan, Pascasarjana, Universitas Negri Malang.
[25] Paramita, E.L., Damayana, IW.,& Dwiatmadja, C. 2014. Indigenous Entrepreneurship: The Social, Cultural and Economic Values Influence the Balinese's Entrepreneurial Development. *International Conference on Business and Management* – Penang, Malaysia, 1-12.
[26] Putera, I D. G. W., & Supartha, W.G. 2014.Penerapan Konsep Tri Hita Karana dalam Hubungannya dengan Budaya Organisasi di Rektorat Unud. *E-Jurnal Manajemen Unud.* 3(7), 1999-2014.
[27] Seyyedi, F. (2012). Sociological Impact of Information Technology on Social Networks. *International Journal of Information and Education Technologi*, 2(2), 108-110.
[28] Riana, I.G. (2011). Dampak Penerapan Kultur Lokal Tri Hita Karana Terhadap Orientasi Kewirausahaan dan Orientasi Pasar. *Jurnal Teknik Industri,* 13(1), 37-44.
[29] Riana, I. G., Zain, D., Troena, E.A., & Sudarma, M. 2011. Dampak Penerapan Budaya Tri Hita Karana terhadap Orientasi Kewirausahaan dan Orientasi Pasar serta Konsekuensinya pada Kinerja Usaha (Studi pada Industri Kecil Menengah Kerajinan Perak di Bali). *Jurnal Aplikasi Manajemen.* 9(2), 601-610.
[30] Riduwan & Kuncoro, E. A. (2017). *Cara Menggunakan dan Memaknai Path Analysis (Analisis Jalur)*. Bandung: Alfabeta.
[31] Rosly H.E., Junid, J., Lajin, N.F.M. and Rahim, H.L. 2015. The Relationship of Creativity and Technopreneurship Intention. *International Academic Research Journal of Social Science*,1(1), 8-15
[32] Sahadah, A., Rahim, M.S., John Rony Coyanda, J.R., dan Zainol, A.Z. (2017). Riding the Practice of Technopreneur Development: Key Motivating Factors to Participate and Graduate in Technopreneur's Masters Programs. *International Journal of Economic Research,* 14(15), 227-238.
[33] Saputra, K.A.K. 2012. Pengaruh Locus of Control terhadap Kinerja dan Kepuasan Kerja Internal Auditor dengan Kultur Lokal Tri Hita Karana sebagai Variabel Moderasi. *Jurnal Akuntansi Multiparadigma JAMAL*, 3(1), 86-100.
[34] Singhry, H. B. (2015). The Effect of Technology Entrepreneurial Capabilities on Technopreneurial Intention of Nascent Graduates. *European Journal of Business and Management*. 7(34), 8-20.
[35] Sudira, P. (2012). SMK Kearifan Lokal Tri Hita Karana. *Jurnal Pendidikan Vokasi,* 2(2), 250-266.
[36] Supriyati, E., Iqbal, M., & Khotimah, T. 2017. Mentoring Model for Technopreneurship Through Neurocoaching to Grow up Technopreneurship Intention of Students at Muria Kudus University. *International Journal Technology and Business*, 1(2), 70-75.

[37] Sukarma, IW. (2016). Tri Hita Karana Theoritacal Basic of Moral Hindu. *International Journal of Linguistics, Language and Culture (IJLLC)*, 2(9), 84-96.
[38] Wiana, I K. 2007. *Tri Hita Karana: Menurut Konsep Hindu*. Surabaya: Paramita.
[39] Windia, W. & Ratna, K. D. (2007). Analisis Bisnis yang Berlandaskan *Tri Hita Karana*. Denpasar: Penerbit Universitas Udayana.
[40] Yuliandari, N.K., & Sunariani, N.N. (2020). Pendekatan Tri Hita Karana dalam Meningkatkan Motivasi Berwirausahan Mahasiswa. *Jurnal Manajemen Bisnis*, 17(1), 118-132.

**BIOGRAPHIES OF AUTHORS**


Prof. Dr. Ir. Djoko Kustono, M.Pd. is a professor at Malang State University, Faculty of Engineering. He completed his Bachelor's program in mechanical engineering at Brawijaya University in 1979. He completed the Masters Program in Technology and Vocational Education at IKIP Jakarta in 1990, while in 2000, he graduated with a doctorate in the field of medical science with a specialization in industrial hygiene and occupational health from Unair. His research focused on public health

**Affiliation:** Universitas Negeri Malang

Email: djoko.kustono.ft@um.ac.id

**Prof. Dr. Purnomo, S.T., M.Pd** is a professor at Malang State University, Faculty of Engineering. He graduated with an education degree in 1983, and graduated with an engineering degree in1998. In 1991 he graduated with a master's degree ineducation. In 2014, he graduated with a doctorate in education from Yogyakarta State University. He research focused on vocational education

**Affiliation:** Universitas Negeri Malang

**Email:** purnomo@um.ac.id

Prof. Dr. Eddy Sutadji, M.Pd. is a professor at Malang State University, Faculty of Engineering. He graduated with an education degree in 1986. In 1997, he graduated with a master's degree in education, while In 2009, he graduated with a doctorate in Educational Research and Evaluation from Yogyakarta State University. He research focused on evaluation educational.

**Affiliation:** Universitas Negeri Malang

**Email:** eddy.sutadji.ft@um.ac.id

Dr. Ni Ketut Kertiasih, S.Si., M.Pd. is a lecturer in Software Engineering Technology, Faculty of Engineering and Vocational Studies, Universitas Pendidikan Ganesha. Received Bachelor's Degree in Department of Mathematics, UGM in 1996. Received Magister Degree in Educational Technology, Universitas Pendidikan Ganesha, in 2011. Received Doctoral Degree in Vocational Education, State University of Malang, in 2022. Her research focus on computer science and vocational education.

**Affiliation:** Universitas Pendidikan Ganesha

**Email**: ketut.kertiasih@undiksha.ac.id.