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The influence of education, credit access, and entrepreneurship on community welfare in Buleleng Regency

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Article Info	Abstract
Keywords: Buleleng Regency, Community Welfare. Credit Access, Education, Entrepreneurship	This study aims to examine the influence of education, credit access, and entrepreneurship on the level of community welfare in Buleleng Regency. The research seeks to provide evidence-based recommendations for more effective regional development policies. A quantitative associative approach was employed using primary data collected through questionnaires and secondary data from relevant institutions. Data analysis was conducted using SPSS and SmartPLS software, involving validity and reliability tests, structural model evaluation, and hypothesis testing. Significance was assessed using t-statistics (>1.96) and p-values (<0.05). The results reveal that both education and entrepreneurship have a significant positive effect on community welfare, with entrepreneurship emerging as the most influential factor. In contrast, access to credit was found to have a negative effect, indicating the need for improved financial literacy and credit management among the population. This study contributes to the limited body of literature that simultaneously examines education, credit access, and entrepreneurship in relation to community welfare in rural areas. It offers a comprehensive framework for policymakers to integrate educational development, entrepreneurial support, and prudent credit governance to enhance sustainable socio-economic outcomes

1. INTRODUCTION

The welfare of communities in Buleleng Regency continues to face significant socio-economic challenges. According to data from the Central Statistics Agency (BPS), the Human Development Index (HDI) of Buleleng in 2023 reached 71.14, which remains below the provincial average for Bali. Poverty and unemployment persist as critical issues, particularly among coastal communities who generally have low educational attainment and monthly incomes ranging from IDR 1,000,000 to 2,000,000. A study by Putra & Yasa (2024) emphasized that the quality of human resources and investment significantly influence economic growth and poverty reduction in Buleleng.

Education plays a crucial role in improving the quality of human resources (HR), which in turn contributes substantially to enhancing community welfare. Through education, individuals gain the skills and knowledge necessary to access better employment opportunities, increase income, and adapt to dynamic economic changes. Suhendra (2020)



found that countries with superior human capital tend to exhibit higher rates of economic growth. In Buleleng, BPS data show that the average years of schooling in 2021 was 7.5 years, highlighting ongoing challenges in improving educational quality in the region. Therefore, investment in education constitutes a vital strategy to elevate HR quality and drive sustainable economic development.

Access to credit, both from banking and non-bank financial institutions, also plays a pivotal role in stimulating community economic productivity. Bank credit has proven effective in fostering economic growth, particularly in developing countries like Indonesia, where capital markets remain underdeveloped (Setiawan, 2020). Moreover, non-bank financial institutions such as savings and loan cooperatives contribute to providing working capital for small and medium enterprises (Hasanah & Hanifah, 2020). However, in rural areas such as Buleleng, access to credit still encounters several obstacles, including complex administrative requirements and limited access to information (Bagus, 2020). These barriers hinder rural communities from obtaining the financial support needed to grow their economic activities.

Entrepreneurship, meanwhile, plays a vital role in improving community welfare through job creation, income enhancement, and stimulation of local economic innovation. According to Aisyahrani (2024) and Hadi et al. (2023), entrepreneurship can generate new employment opportunities, reduce unemployment, and increase household incomes through business ventures. In Buleleng, the MSME, tourism, and agriculture sectors hold significant potential for entrepreneurial development. Nonetheless, challenges such as limited access to capital, training, and marketing remain key barriers. The local government, through the Office of Trade, Industry, Cooperatives, and MSMEs (DisdagperinkopUKM), has made efforts to foster an entrepreneurial climate by developing MSME centers and facilitating product marketing through platforms such as myBuleleng.com (Buleleng Regency Government, 2022).

While macroeconomic indicators show that human resource development, credit availability, and entrepreneurship are key to achieving sustainable welfare, their actual impact at the community level may differ across regions. In rural contexts like Buleleng, where socio-economic structures are dominated by informal employment and small-scale enterprises, these factors interact in complex ways. Therefore, understanding how education, credit access, and entrepreneurship jointly shape community welfare is essential for designing policies that align national development goals with local realities.

Although the impact of each factor education, credit access, and entrepreneurship has been widely examined individually, studies that integrate these three dimensions within a single analytical model remain limited, especially in the context of Buleleng Regency. Previous research has mostly focused on the link between education and entrepreneurship in supporting business success (Hasibuan & Sumarno, 2024) or the role of microcredit in increasing MSME income (Muhammad & Rozali, 2022). However, few have analyzed how these three variables collectively influence community welfare in rural settings.

This research, therefore, aims to fill that gap by empirically analyzing the combined effects of education, credit access, and entrepreneurship on the welfare of communities in Buleleng Regency. Specifically, it seeks to identify which factor exerts the strongest

influence and to provide evidence-based recommendations for policymakers to design more targeted and sustainable regional development strategies.

2. LITERATURE REVIEW

Education and Community Welfare

Education is widely recognized as a foundation for improving human capital, which directly enhances community welfare. According to Becker's Human Capital Theory, education increases individual productivity and income potential, thereby reducing poverty and inequality. [Suhendra \(2020\)](#) noted that regions with higher education levels tend to achieve better economic performance and social progress. Similarly, [Todaro & Smith \(2015\)](#) argued that access to quality education allows individuals to break poverty cycles by expanding employment opportunities and improving adaptive capacity to economic changes. [Hanushek & Woessmann \(2008\)](#) further emphasized that educational quality not merely years of schooling is the most decisive factor in driving human resource development. In the case of Buleleng Regency, where the average years of schooling remain below the provincial average, education serves as a strategic instrument to strengthen human capital and stimulate welfare improvement through better job opportunities and income growth.

Credit Access and Economic Empowerment

Access to credit is a key driver of community economic empowerment. It enables individuals and small enterprises to invest in productive ventures, smooth consumption, and mitigate financial risk. Empirical studies show that credit access has a significant relationship with poverty reduction and income stability in developing economies ([Demirgüç-Kunt et al., 2018](#)). [Setiawan \(2020\)](#) also found that credit expansion from formal financial institutions promotes regional economic growth, particularly when supported by microfinance and cooperatives. However, barriers such as administrative complexity, lack of collateral, and low financial literacy often limit credit accessibility in rural areas ([Bagus, 2020](#)). Therefore, improving financial inclusion and literacy is essential to ensure that credit access translates into tangible welfare improvements at the community level.

Entrepreneurship and Welfare Generation

Entrepreneurship serves as a catalyst for innovation, job creation, and income distribution. [Schumpeter's \(1934\)](#) theory positions entrepreneurs as agents of economic transformation through innovation and market expansion. In rural contexts, entrepreneurship not only provides alternative employment but also strengthens local economic resilience ([Aisyahrani, 2024](#)). [Hasibuan & Sumarno \(2024\)](#) and [Hadi et al. \(2022\)](#) highlight that entrepreneurial development positively correlates with household income, particularly in micro, small, and medium enterprises (MSMEs). In Buleleng Regency, with its strong potential in tourism, agriculture, and MSMEs, entrepreneurship has become a strategic pathway for welfare enhancement. Yet, its success depends on the availability of capital, business education, and access to digital markets. Strengthening entrepreneurial ecosystems

through training, financial support, and digital integration is therefore crucial for local welfare improvement.

Integrated Approaches to Community Welfare

While each factor education, credit access, and entrepreneurship independently contributes to community welfare, their synergistic interaction may offer greater developmental impact. Previous studies have explored the bilateral relationship between these variables, such as education's role in entrepreneurship success, or how credit affects entrepreneurial performance (Muhammad & Rozali, 2022). This integrated framework suggests that welfare improvement depends not only on the availability of each factor but also on how they reinforce one another within a community's economic system. Consequently, the relationship between these three variables should be analyzed simultaneously to capture their combined influence on welfare dynamics in Buleleng Regency.

Research Hypotheses

Based on the theoretical review and empirical evidence, this study proposes a conceptual framework linking education, credit access, and entrepreneurship as interrelated determinants of community welfare.

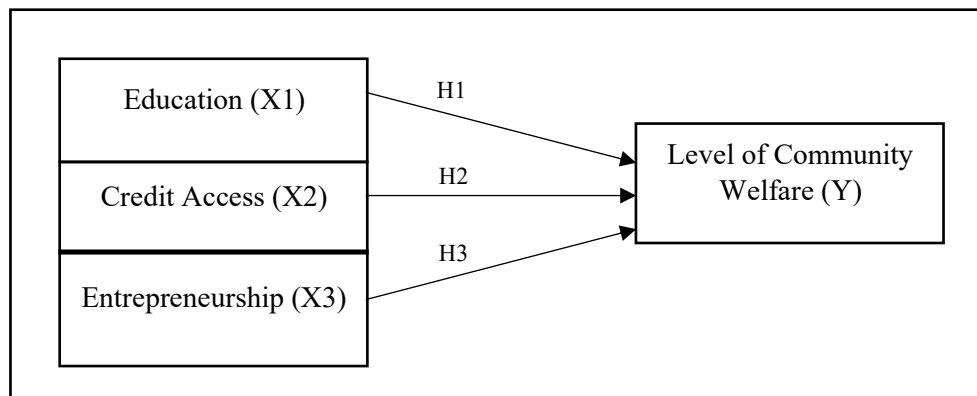


Figure 1. Research Hypothesis

Based on Figure 1, the hypotheses proposed in this study are as follows:

1. H₁: The education variable has a positive influence on the level of community welfare in Buleleng Regency.
2. H₂: The credit access variable has a positive influence on the level of community welfare in Buleleng Regency.
3. H₃: The entrepreneurship variable has a positive influence on the level of community welfare in Buleleng Regency.

Furthermore, this research assumes that the combined effect of these three variables provides a more comprehensive understanding of welfare improvement, aligning with the integrated development approach in rural economies.

3. METHOD

Research Design

This study adopts a quantitative associative research design aimed at analyzing the influence of education, credit access, and entrepreneurship on community welfare in Buleleng Regency. The associative design was chosen to explain the causal relationship among variables through statistical testing. Research activities were carried out in Buleleng Regency, Bali Province, from May to June 2025, a period selected to coincide with the availability of updated socio-economic data and community business activities.

Population and Sample

The target population of this study comprises individuals of productive age (18–60 years) residing in Buleleng Regency who are engaged in economic activities such as entrepreneurship, trade, agriculture, or small business ownership. The sampling frame was determined based on data from the Central Statistics Agency (BPS) of Buleleng Regency and local cooperative and MSME offices.

The sampling technique employed was stratified random sampling, considering the socio-economic diversity across subdistricts (urban and rural). This approach ensured that respondents were proportionally represented based on their geographic and occupational distribution. The sample size was calculated using Slovin's formula:

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

Where N is the total population of productive-age individuals in Buleleng Regency, and e is the margin of error (set at 5%). Based on BPS data (2024) indicating approximately 250,000 productive-age individuals, the minimum representative sample required was 100 respondents. This number was further validated to meet the requirements for structural equation modeling (SEM) analysis using SmartPLS, which recommends a sample size of at least 10 times the number of indicators used in the model (Rumangkit et al., 2024).

Data Collection Techniques

Data were collected from both primary and secondary sources. Primary data were obtained through a structured questionnaire using a Likert scale (1–5), distributed directly to respondents across selected districts in Buleleng Regency, including Singaraja, Seririt, and Tejakula. The questionnaire was pre-tested for clarity and consistency before full distribution. To complement the quantitative data, brief informal interviews and field observations were also conducted to ensure contextual accuracy.

Secondary data were collected from official documents and statistical reports, such as the BPS of Buleleng Regency, local banking institutions, and publications from the Office of Trade, Industry, Cooperatives, and MSMEs (DisdagperinkopUKM). Academic literature was also reviewed to support the conceptual framework and interpretation of findings. Data

collection was completed over a six-week period, with field coordination supported by local enumerators familiar with the community's socio-economic conditions.

Data Analysis Techniques

The collected data were processed and analyzed using SmartPLS version [insert version] and SPSS for descriptive statistics. The analytical procedure consisted of the following stages:

1. Instrument testing, including validity and reliability tests.
 - Convergent validity: loading factor ≥ 0.70
 - Discriminant validity: Average Variance Extracted (AVE) ≥ 0.50
 - Reliability: Composite Reliability and Cronbach's Alpha ≥ 0.70
2. Model evaluation, comprising:
 - Outer model analysis (measurement model)
 - Inner model analysis (structural model), including R^2 , f^2 , and Q^2 tests
3. Hypothesis testing using the bootstrapping method with a t-statistic > 1.96 and p-value < 0.05 as criteria for statistical significance.

This procedure ensured that the results were robust and met the assumptions of reliability, validity, and model fit for causal analysis.

4. RESULT AND DISCUSSION

Respondent Description

Based on the data presented in Table 1, the majority of respondents were male, accounting for 76% of the sample. The largest age group fell within the 25–45 years range, representing 50% of the total respondents. In terms of education level, most respondents held a senior high school or equivalent qualification, comprising 49% of the total sample.

Table 1. Respondent Description

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	76	76.0%	76.0%	76.0%
Female	24	24.0%	24.0%	100.0%
Total	100	100.0%	100.0%	
< 25 years	23	23.0%	23.0%	23.0%
25–45 years	50	50.0%	50.0%	73.0%
> 45 years	27	27.0%	27.0%	100.0%
Total	100	100.0%	100.0%	
Senior High School	49	49.0%	49.0%	49.0%
Diploma	13	13.0%	13.0%	62.0%
Bachelor's Degree	30	30.0%	30.0%	92.0%
Master's Degree	8	8.0%	8.0%	100.0%
Total	100	100.0%	100.0%	

Source: Primary data processed with SmartPLS, 2025

Descriptive Analysis of Variables

Overall, the education variable (X1) had an average score between 2.44–3.39, indicating that respondents' educational levels ranged from moderate to high. The credit access variable (X2) showed an average of 2.77–3.18, suggesting that access to credit is relatively good, although not evenly distributed. Meanwhile, the entrepreneurship variable (X3) and community welfare variable (Y) recorded mean scores of 2.36–3.36 and 2.73–3.19, respectively. These results indicate that both entrepreneurship activity and community welfare are at a moderate level.

Table 2. Descriptive Statistics of Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Education (X1)	100	02.00	04.00	33.900	0.80271
Education (X1)	100	02.00	04.00	31.600	0.77486
Education (X1)	100	02.00	04.00	30.200	0.81625
Education (X1)	100	02.00	04.00	33.000	0.73168
Education (X1)	100	02.00	04.00	24.400	0.60836
Education (X1)	100	02.00	04.00	30.100	0.87033
Education (X1)	100	02.00	04.00	31.000	0.62765
Education (X1)	100	02.00	04.00	31.600	0.59831
Credit Access (X2)	100	02.00	04.00	31.000	0.67420
Credit Access (X2)	100	02.00	04.00	27.700	0.77662
Credit Access (X2)	100	02.00	04.00	31.800	0.83339
Credit Access (X2)	100	02.00	04.00	29.500	0.77035
Credit Access (X2)	100	02.00	04.00	30.900	0.68306
Credit Access (X2)	100	02.00	04.00	29.900	0.55949
Entrepreneurship (X3)	100	02.00	04.00	31.200	0.65567
Entrepreneurship (X3)	100	02.00	04.00	30.200	0.69602
Entrepreneurship (X3)	100	01.00	04.00	28.800	0.87939
Entrepreneurship (X3)	100	02.00	04.00	29.900	0.64346
Entrepreneurship (X3)	100	02.00	04.00	33.600	0.79798
Entrepreneurship (X3)	100	02.00	04.00	31.400	0.76568
Entrepreneurship (X3)	100	02.00	04.00	28.900	0.81520
Entrepreneurship (X3)	100	02.00	04.00	33.100	0.70632
Entrepreneurship (X3)	100	02.00	04.00	23.600	0.52262
Entrepreneurship (X3)	100	02.00	04.00	28.700	0.87219
Entrepreneurship (X3)	100	02.00	04.00	29.900	0.64346
Community Welfare (Y)	100	02.00	04.00	31.900	0.54486
Community Welfare (Y)	100	02.00	04.00	30.300	0.70288
Community Welfare (Y)	100	02.00	04.00	27.300	0.75015
Community Welfare (Y)	100	02.00	04.00	31.700	0.84154
Community Welfare (Y)	100	02.00	04.00	28.700	0.76085
Community Welfare (Y)	100	02.00	04.00	29.800	0.65103
Community Welfare (Y)	100	02.00	04.00	31.300	0.76085

Source: Primary Data Processed with SmartPLS, 2025.

Research Analysis Results

Based on the discriminant validity test results in Table 4, the square root of AVE for each variable is greater than the correlations between constructs, indicating that discriminant validity has been met.

Table 3. Construct Reliability and Validity

Variable	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Community Welfare Level (Y)	0,692361	0,692361	0,693056	0,692361
Education (X1)	0,680556	1.154	0,6875	0,680556
Credit Access (X2)	0,573611	0,678472	0,615278	0,501389
Entrepreneurship (X3)	0,633333	0,677778	0,647917	0,513194

Source: SmartPLS, 2025

This means that each variable education, credit access, entrepreneurship, and community welfare has a unique conceptual structure and is statistically distinct from one another. Thus, the research instruments are considered valid in measuring each construct separately and accurately.

Table 4. Discriminant Validity Test Results

	Community Welfare Level (Y)	Education (X1)	Credit Access (X2)	Entrepreneurship (X3)	Description
Community Welfare Level (Y)	0,693056				Valid
Education (X1)	0,134028	0,6875			Valid
Credit Access (X2)	0,331944	0,490278	0,590278		Valid
Entrepreneurship (X3)	0,601389	0,263194	0,538194	0,596528	Valid

Source: SmartPLS, 2025

The outer loading results showed that all indicators had values above 0.70, indicating good convergent validity. The Composite Reliability and Cronbach's Alpha values for all variables also exceeded 0.7, confirming that the research instruments were reliable. The Average Variance Extracted (AVE) values ranged from 0.50 to 0.69, demonstrating adequate convergent validity.

Table 5. Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability	Critical Value	Description
Community Welfare Level (Y)	0,692361	0,693056	>0.7	Reliable
Education (X1)	0,680556	0,6875	>0.7	Reliable
Credit Access (X2)	0,573611	0,615278	>0.7	Reliable

Entrepreneurship (X3)	0,633333	0,647917	>0.7	Reliable
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Source: SmartPLS, 2025

The discriminant validity test using the Fornell-Larcker criterion showed that the square root of the AVE for each variable was higher than the inter-construct correlations. Thus, each variable possesses distinct conceptual characteristics and is not overlapping.

Table 6. Average Value of AVE and R-Square – Goodness of Fit (GoF)

Variable	Average Variance Extracted (AVE)	R ²
Community Welfare Level (Y)	0,692361	0,679167
Education (X1)	0,680556	
Credit Access (X2)	0,501389	
Entrepreneurship (X3)	0,513194	
Average	0,613889	5,954861
GoF	0,645833	

Source: SmartPLS, 2025

The Goodness of Fit (GoF) value of 0.65 indicates that the structural model exhibits a good level of fit (GoF > 0.36 is considered high according to Wetzels et al., 2009). Meanwhile, the R² value of 0.68 suggests that education, credit access, and entrepreneurship collectively explain 68% of the variance in community welfare, with the remaining 32% influenced by factors outside the model.

Table 7. Hypothesis Testing Results (Bootstrapping Calculation)

Hypothesis Variable	Original Sample (O)	T Statistics (O/STDEV)	P Values	Conclusion
Education (X1) → community welfare level (Y)	0.023	1.267	0.006	Hypothesis Accepted
Credit Access (X2) → community welfare level (Y)	-0.013	0.395	0.037	Hypothesis Accepted
Entrepreneurship (X3) → community welfare level (Y)	0.375	4.957	0.000	Hypothesis Accepted

Source: SmartPLS, 2025

The *bootstrapping* results revealed that all independent variables significantly influenced community welfare. Specifically:

1. Education (X1) has a positive and significant effect on community welfare (t = 1.267; p = 0.006).
2. Credit Access (X2) has a negative and significant effect on community welfare (t = 0.395; p = 0.037).
3. Entrepreneurship (X3) has a positive and significant effect and emerged as the most dominant variable (t = 4.957; p = 0.000).

The highest *effect size* (*f*²) was found in the entrepreneurship variable (0.46), indicating a substantial contribution to community welfare improvement, while education and credit access showed smaller effects.

The Effect of Education on Community Welfare in Buleleng Regency

The findings demonstrate that education has a significant positive impact on community welfare. This aligns with [Becker's \(1993\)](#) Human Capital Theory, which posits that education enhances individuals' income-generating abilities and productivity. In the case of Buleleng Regency, education serves as a fundamental factor in building community capacity to adapt to economic changes and capitalize on employment opportunities. Although its influence is not as strong as that of entrepreneurship, education remains an enabling factor that strengthens individuals' ability to manage economic resources effectively. This result supports the studies of [Smith et al. \(2021\)](#) and [Li et al. \(2022\)](#), which emphasize that improving educational quality in rural areas can strengthen socio-economic welfare by enhancing skills, knowledge, and participation in productive economic activities.

The Effect of Credit Access on Community Welfare

Credit access has a negative and significant influence on community welfare. This indicates that although credit availability has increased, its utilization has not been entirely productive. This phenomenon can be explained by the *credit constraint theory*, which states that without sound financial management skills, easy access to credit may lead to debt burdens that reduce welfare ([Pratama & Wijaya, 2021](#)). This finding is consistent with [Kurniawan et al. \(2022\)](#), who found that the misuse of borrowed funds and low financial literacy often result in dependence on consumptive loans. Therefore, efforts to improve credit access should be accompanied by financial education, business management training, and effective credit supervision systems. In doing so, credit access can be directed toward productive activities that stimulate economic growth and community welfare.

The Effect of Entrepreneurship on Community Welfare

Entrepreneurship has the strongest influence on community welfare. This result aligns with the endogenous growth theory ([Romer, 1994](#)), which emphasizes that entrepreneurial activities create innovation, employment, and economic value-added. In the local context of Buleleng, entrepreneurship plays a vital role in utilizing regional potential, particularly in agriculture, tourism, and the creative industry. The higher the level of entrepreneurship in the community, the greater the potential for income generation, economic independence, and social well-being. This finding reinforces the studies of [Wijaya & Had \(2021\)](#) and [Santoso et al. \(2021\)](#), which show that local entrepreneurial empowerment significantly contributes to poverty alleviation and improved quality of life in rural areas.

Synthesis of Inter Variable Findings

The findings reveal a synergistic relationship between education, credit access, and entrepreneurship in shaping community welfare. Education functions as the foundation for enhancing human resource quality; entrepreneurship acts as the driving force for economic growth; while credit access serves as a supporting instrument that can either strengthen or weaken the positive effects of the other two variables, depending on the quality of its management. Therefore, improving community welfare in Buleleng requires an integrative approach: strengthening skill-based education, developing a sustainable entrepreneurial

ecosystem, and ensuring responsible credit governance. The integration of these three factors aligns with the concept of *inclusive growth* an equitable economic development model centered on empowering local communities.

5. CONCLUSION

This study concludes that education, credit access, and entrepreneurship significantly influence community welfare in Buleleng Regency, though with varying magnitudes. Education positively contributes to welfare by enhancing human capital and economic capacity, while credit access exerts a negative effect, indicating that low financial literacy and misused loans may increase household financial burdens. Entrepreneurship, on the other hand, shows the strongest and most positive impact, serving as the main driver of income generation, innovation, and self-reliance. These findings emphasize the need for an integrated model that combines education improvement, responsible credit management, and entrepreneurship empowerment to achieve sustainable and inclusive socio-economic growth.

From a policy perspective, local governments and development institutions should prioritize entrepreneurship-based education and financial literacy initiatives to strengthen human resource quality and productive capacity. Inclusive credit schemes that provide both financial access and mentoring support are essential, while educational institutions should embed entrepreneurial and financial education into community programs. Stronger collaboration among government, financial institutions, and local business actors can create a supportive ecosystem for small business development and equitable welfare distribution across communities in Buleleng Regency.

Despite its valuable insights, this study is limited by its cross-sectional design, reliance on self-reported data, and geographic focus restricted to Buleleng Regency, which may affect generalizability. Future research should employ longitudinal or mixed-method approaches to capture welfare dynamics over time and expand comparative analyses across regions. Integrating moderating variables such as digital literacy, government support, or social capital could further explain how education, credit access, and entrepreneurship interact to enhance community welfare and sustainable local development.

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