

**EFL STUDENTS' PERCEPTION ON ENTREPRENEURSHIP
COURSE AT ENGLISH EDUCATION DEPARTMENT**

THESIS

Submitted by

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EDUCATION DEPARTMENT**

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THESIS

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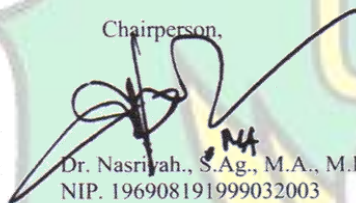
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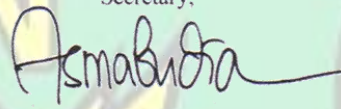
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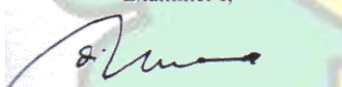
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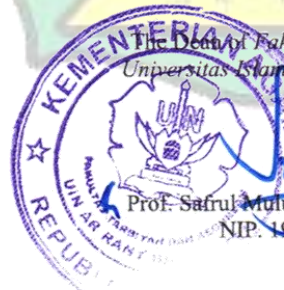
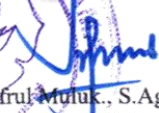
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Phatoni Saferi

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Our perception is our reality, First and foremost I would like to express my deepest gratitude to Allah SWT for His blessings and guidance in completing this undergraduate thesis entitled "EFL Students' Perception on Entrepreneurship Course at English Education Department" as a requirement for a bachelor's degree in English Education at the Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry.

I sincerely thank my family, especially my number one hero which is my father, for their prayers, love, and endless support. My heartfelt appreciation also goes to my thesis advisor for valuable guidance and constructive feedback throughout the research process.

This study aims to examine students' perceptions of the relevance of the entrepreneurship course to their future careers. I hope it contributes to curriculum development and teaching practices in the department. Lastly, I am grateful to my lecturers, my friends especially Reyza and Miftah for their encouragement and inspiration. May this work be useful for readers and contribute to a better understanding of entrepreneurship education.

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ABSTRACT

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This study investigates the perceptions of English as a Foreign Language (EFL) students toward the Entrepreneurship course offered in the English Education Department at UIN Ar-Raniry. The research aims to explore whether students find the course relevant and beneficial for their future professional careers, particularly in a global job market that increasingly values entrepreneurial skills. Using a qualitative descriptive approach, data were collected through interview and open-ended responses from EFL students who had taken the course. The results reveal that the majority of students have a positive perception of the Entrepreneurship course. They believe that the course not only provides essential entrepreneurial knowledge but also encourages creativity, independence, and problem-solving skills that are applicable beyond business contexts. However, some students expressed concerns regarding the course delivery and its integration with language learning objectives.

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CHAPTER I

INTRODUCTION

This chapter introduces several subtopics including the background of the study, previous study, research question, aims of the study, the significance of the study, and terminology.

A. Background of Study

The Entrepreneurship Course is a subject that teaches concepts, strategies, and skills in building and managing one's own business or venture. This course is designed to equip students with an entrepreneurial mindset, creativity, innovation, and the ability to face challenges in the business world. The objective of this course is to build an entrepreneurial mindset, enhance business understanding, and prepare students to become independent entrepreneurs.

In general, in the Entrepreneurship Course, students will learn how to identify business opportunities, concepts, and effective strategies in establishing or developing a business. The main concepts you will learn are related to business management procedures and innovations in their development, then the development of creativity in a type of business, and also how to find and run a new business.

Nowadays this course becomes more important. This course shapes the entrepreneurial character within oneself, it is very important. The values present in this learning are not just about seeking profit. But how to balance between professional skills and social life? The reason is that when applying an

entrepreneurial character, it will encourage increased socialization and communication. Some popular universities that offer this major include Padjadjaran University, Bandung Institute of Technology, Brawijaya University, Medan State University, and many more.

UIN Ar-Raniry is one of the campuses that optimally supports and facilitates this course. This course is part of the English Department in the Faculty of Tarbiyah, which teaches students mindsets, behaviors, and skills that support the development of innovation and creativity. Thus, students are equipped to face the job market in the future.

Related to this, there have already been several studies on this, For examples, Billah, (2023) did a research about the effect of entrepreneurship course on efl students' entrepreneurial intentions and the result was that many students were motivated to become young entrepreneurs, (Damayanti, 2023) researched about students' interest in being entrepreneurs and the results were few students that are interested in entrepreneurship courses. Here I also want to research this course, what I want to research is the perception of students who have taken this course, my research focuses more on its relevance to the real world.

Thesis written by Billah, (2023) entitled "The Effect of Entrepreneurship Course on EFL Students' Entrepreneurial Intentions" did a research in English department at UIN Ar-Raniry. The type of the research was qualitative, he found that entrepreneurship course increased students motivation for entrepreneurship. For examples, they felt more motivated to start a business after taking this course.

Likewise, students felt more confident and motivated to start a business after completing the course.

Similar research regarding EFL students' perception on entrepreneurship course at PBI has been discussed in several theses and journals. One of the theses was written by Damayanti, (2023) entitled " The Impact of Entrepreneurship Course on Students' Interest Of Being Entrepreneur". The research was in English department at UIN Ar-Raniry the types of research was quantitative. She found that entrepreneurship courses played an important role in fostering student interest in entrepreneurship. However, the student's interest in entrepreneurship is also small because there are only a few students that are interested in entrepreneurship courses.

According to Clarysse, (2022) there are two main groups of student entrepreneurs according to the duration of their entrepreneurial ventures which are those who start during their studies or shortly after graduation and those who start entrepreneurial ventures after gaining several years of professional experience within a 3 or 5 year timeframe. They define student entrepreneurs as young students who start entrepreneurial ventures during their studies or within 5 years of graduation. Whereas introduced the term "Studentpreneurs" to describe those attend university while involving in innovative, revenue-generating entrepreneurial activities, incubator, or startup stage. These varied interpretations of student entrepreneurs highlight the fields complexity and reflect the diverse research objectives in academic discourse.

This study chooses the definition of Schimperna, (2021) Which defines student entrepreneurs as individuals who are presently pursuing their university studies and entrepreneurial ventures without regardless of their revenue-generating status. Moreover, I focus particularly on students enrolled in action-based entrepreneurship education programs while actively engaging entrepreneurial activities and potentially startups. This description is central to the essence of this research, highlighting concurrent navigation and management of roles as students and entrepreneurs, where education and entrepreneurship intersect.

The landscape of entrepreneurship education has shifted significantly towards a learner-centered model emphasizing active student participation in their entrepreneurial learning journey (Haneberg, 2022). This shift indicates the emerging sector of student entrepreneurship which students start and run new businesses while continuing their academic studies. The combination of education and entrepreneurship acts serves as a practical application of theoretical knowledges, providing students with a unique platform to apply classroom learning into a real-world circumstance (Haneberg & Aadland, 2019).

B. Research Question

This present study aims to answer the following research question :

“What are the students’ perception of entrepreneurship course?”

C. Research Aim

Based on the problem of the study, the purpose of this study is to found out students’ perception of entrepreneurship course.

D. Terminology

There are several definitions below which will help readers understand the content of this research, such as:

1. Students perception on entrepreneurship course

Students' perceptions about becoming entrepreneurs for those who have taken entrepreneurship courses.

2. Entrepeuneurship course

Entrepreneurship Course is an optional course in English language education at Uin Ar-Raniry that aims to teach students how to become entrepreneurs through education.

E. Significance Of Study

1. Students

This research is expected to provide additional information and knowledge to readers about the students' perception on entrepreneurship course. This also helps those who want to know more about entrepreneurship. Furthermore, it can

be used as a reference for English Department students who are interested in conducting research on entrepreneurship courses.

2. Other Researchers

For readers and researchers, it can increase insight and knowledge about the students' perception on entrepreneurship course of UIN Ar-Raniry English Language Education students. This research can be used as an additional reference for researchers with similar problems.



CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical review related to this study in five subheadings. The first part explains perception, the second part explains Entrepreneur, the third part is entrepreneur in education, the fourth part explains entrepreneurship course at English Education Department, the last part is entrepreneur course.

A. Perception

It is important to know what perception is and how perception is formed before understanding the perceptions of the students. According to Walgito, (2004), perception is a process that is preceded by a process of sensing which the process of receiving a stimulus through sensory organs an individual. Furthermore, Unumeri, (2009) claimed that perception is characterized as the act of being aware of one's environment through physical sensation, which denotes an individual's ability to comprehend. Perception is defined as a process of assuming through the senses to identify an object and then give it meaning (Liu, 2022). In short, perception is the impression obtained by the individual through a process involving the five senses which analyzed, interpreted and evaluated so as to obtain meaning. The teacher's understanding of students' perceptions was critical since it allows them to evaluate their teaching systems based on the results of learning systems. (Chen and Hooswer, 2010) confirmed that teachers must consider their students' perceptions in order to assess their teaching and learning efficacy.

Perception is one of the important psychological aspects because by perception we know about the kinds of phenomenon which exist in our environment. People have different perceptions on an object. It can be positive or negative ways. Perception is automatically related to certain nature of human being, which his or her psychological features. Perception is a process which starts from the sense of organ. That is a process related to acceptance of information by human brain that is said that during the process a person continually interacts with his or her environment, (Slameto, 2010). While (Mulyana, 2007) stated that perception is internal process enable us to choose, organize, and interpret the stimuli from environment, those process can influence our manner. Moreover, perception is the impression of a person to a particular object which is influenced by internal factors, such as behavior under the control of personal and external factors, such as behavior influenced by circumstances outside (Depdiknas, 2003).

1. Factors Affecting Perception

There are some factors that can affect in perception. Those are internal factor and external factor, in the internal factors there are two things can't affect perception, Those are sensory limits and psychological factors, (Robbins, judge and Langton, 2007). First is sensory limits and threshold, Our sensory organs have specialized about nerves which respond differently to the various forms of energy that are received by them. For instance, our eyes receive and convert light waves into electrical which are transmitted to the virtual context of the brain to create the

sensation of the vision and subsequently lead to the perception, but each receptor sense requires the minimum level of energy to excite it before perception can take place.

The minimum level is called the absolute threshold-a point below which we do not perceive energy. The differential threshold is the smallest amount which two similar stimuli that should be different in order to be perceived as difference. In other words the obtainable information will influence and complete efforts to give meaning to the surrounding environment. The capacity of the senses to perceive each person is different, so that the interpretation of the environment can be different.

Second is psychological factor, psychological factors such as personality, past experiences, and learning and motivation affect the individual's perceptual process to considerable extent. The inclination to perceive certain stimulus in a particular way also influences one's perception. These largely determine why people select and attend to a particular stimulus or situation over other. This is equal to attention Individual's need a certain amount of energy that is spent to pay attention or focus on the physical and mental facilities that exist on an object. The energy of each person is different so that one's attention to the object is also different and this will affect the perception to an object.

2. The Influence of Perception on Individual Behaviour

(Tripathi, 2017) stated perception, often overlooked in the realm of psychology, is a powerful force that shapes our behavior in ways we might not

even realize. It serves as the lens through which we interpret the world around us, influencing our thoughts, actions, and interactions with others. Here we'll delve into the intricacies of perception, exploring how it molds our behavior and impacts our daily lives. Our perception plays a crucial role in shaping our behavior. It acts as a filter through which we interpret reality, guiding our decisions and actions. For example, two individuals may perceive the same situation differently based on their past experiences and beliefs, leading them to respond in contrasting ways.

Spearman, (2013) also stated perception serves as a powerful lens through which we view the world, influencing not only how we interpret information but also our attitudes and beliefs which in turn drive our behavior towards others, if we perceive a certain group of people positively, we are more likely to behave kindly toward them and foster feelings of empathy, understanding, and compassion.

Last one, perception is a powerful force that shapes our behavior in profound ways. From influencing how we interpret the world around us to guiding our decisions and interactions, perception plays a central role in our daily lives. By understanding the complexities of perception and actively challenging our biases, we can strive to cultivate a more accurate and empathetic view of the world, ultimately leading to more positive and fulfilling behavior.

B. Definition of Entrepreneurship

Entrepreneurship is a significant topic in business management research but also impacts other fields such as science, the arts, and engineering it is a field of study that has been legitimized by the volume of articles and books on the topic (Apostolopoulos, 2021). In most conceptualizations of entrepreneurship, it involves creating value thereby having a positive effect in society (Jones, 2020). Although for many depending on their position in society entrepreneurship can have a detrimental and consequently negative effect (Ratten, 2019). Entrepreneurship has received a large amount of attention in the technology and tourism area but less so in areas such as sport (Ratten & Jones, 2020). Accordingly, it is important to focus on new areas of research related to entrepreneurship that have not yet been fully explored (Kuhn & Galloway, 2015; Ratten, 2014). This will enable entrepreneurship to be contextualized and further stimulate research (Ratten, 2016).

More recent definitions of entrepreneurship highlight the process element which is a useful way to understand the way innovation and creativity in business ventures evolve over time (Nambisan, 2017). An example of the process is defined by Elia, (2020) she defined it as “process of identifying potential business opportunities and exploiting them through the recombination of existing resources or the creation of new ones to develop and commercialize new products and services.” Elia, (2020) stated In this article entrepreneurship is defined through both an opportunity seeking and process perspective as the identification of

business-related opportunities through a process of using existing, new or a recombination of resources in an innovative and creative way.

The rules of the environment in terms of regulation effects business creation (Rashid and Ratten, 2021). Moreover, the macro-culture that includes institutional frameworks influences the ability of entrepreneurs. Thus, entrepreneurs based on their human capital will integrate as best they can into the market environment. Within the business environment there is a mix of public and private entities that influence market activity (Ratten, 2020). An entrepreneur may know how best to establish their business idea based on their connections within the market (Ratten, 2020). Thus, there is a personal dimension to the process of entrepreneurship. Entrepreneurs may have common characteristics such as determination and resilience that help them in the market (Ratten, 2021). In addition, being proactive and having a need to achieve can help entrepreneurs (Ratten and Jones, 2021).

Amrullah, (2022) declared that an entrepreneurship course is a science that can change the mindset, attitudes, values, and ability to increase one's interest in becoming an entrepreneur. Entrepreneurship education is essential to learn to foster one's interest and talent to become an entrepreneur. It is also able to provide an overview to students and experiences on how to do entrepreneurship. Without knowledge of entrepreneurship, students' interest in becoming entrepreneurs cannot increase. This is why the government provides entrepreneurship education in tertiary institutions so that students are interested in creating jobs instead of asking for employment with the government.

Purwati, (2020), stated that entrepreneurship course is a learning process that can later be used as skills in becoming an entrepreneur. For someone interested in entrepreneurship, studying entrepreneurship will widen their understanding and increase their interest. Someone who previously did not know about entrepreneurship by learning about entrepreneurship will understand how entrepreneurs develop and create a business so that later there will be a desire to become an entrepreneur.

When you want to become an entrepreneur, there must be several things in a person, such as knowledge, attitudes, and behavior, that should be in an entrepreneur because being an entrepreneur takes work. Amrullah, (2022) also said that this entrepreneurial education has positively influenced the mentality of students. Entrepreneurship education indirectly increases students' interest in entrepreneurship. Meanwhile, Parvati, (2020) said that Entrepreneurship courses are learning that shapes thinking patterns, attitudes, and risk-taking. Entrepreneurship courses in universities are made to motivate students to have an interest and willingness to work hard or have a strong will to run the business optimally.

1. Role Learning in Entrepreneurship

Previous research in entrepreneurship education has primarily concentrated on the “what” (teaching content), the “whom” (students' learning processes), and the “how” (teaching methods) (Gabrielsson, 2020). However, (Heagg and Gabrielsson, 2020) highlight that the “who” — the entrepreneurship educator has received comparatively little attention. This lack of focus is

surprising, considering the educator's central role in designing courses, delivering content, creating learning materials, and fostering student engagement, all of which significantly influence learning outcomes such as changes in attitudes, knowledge acquisition, and even new venture creation (Peura & Hytti, 2022; Todding & Venesaar, 2018).

Furthermore, existing research on the role identity of entrepreneurship educators often concentrates on specific educational settings, like universities or vocational institutions. While there is some understanding of the factors shaping educators' professional identity, much of it remains anecdotal or based on personal reflections. Therefore, there is a clear need for more robust, empirical studies that rigorously investigate what influences educators' self-perception and professional roles.

Research in entrepreneurship education acknowledges that an educator's role identity significantly influences how they approach their teaching responsibilities and, in turn, affects both the quality of instruction and student learning outcomes (Neck & Corbett, 2018). Teaching effectiveness in this field refers to the educator's capacity to support student learning and foster the development of the knowledge, skills, and attitudes needed to successfully launch, manage, and grow entrepreneurial ventures (Liu, 2022) and (Otache, 2019). High-quality entrepreneurship education typically includes key elements such as active learning strategies (which encourage student participation), a curriculum aligned with students' needs, and a supportive learning environment that promotes creativity, innovation, and a willingness to take risks (Bell & Bell, 2020).

Although it is widely acknowledged that entrepreneurship educators play a pivotal role in entrepreneurship education, and existing research offers guidance on how they can be effective, there is still a lack of theoretical understanding regarding the educator's role. Specifically, limited attention has been given to how educators facilitate learning, how their roles are formed, and how they perceive themselves within these roles (Haag & Gabrielsson, 2020).

C. Entrepreneurship in Education

Entrepreneurship education is a set of educational tools, methods, and activities concerned with instilling the entrepreneurial spirit in students, enhancing their entrepreneurial awareness, and providing them with the knowledge and skills necessary to establish their own projects and institutions (Fatiha Qassas & Qaddour, 2021).

Entrepreneurship education seeks to encourage individuals, especially youths, to be responsible, ambitious individuals who go on to become entrepreneurs or entrepreneurial thinkers who contribute to economic development and sustainable communities. According to the European Commission communication, entrepreneurship education may be characterized as giving students the skills and mindset they need to turn creative ideas into entrepreneurial action. (Chorfi & Hamouti, 2023).

Based on the above, the researchers define entrepreneurship education as the scientific techniques and methods used in education in the field of entrepreneurship, which are based on teaching individuals and university students'

various skills, abilities, and knowledge to enhance their entrepreneurial spirit and stimulate their motivation to complete their own projects, which often amounts to startups that contribute to the economic and social development of the country.

In entrepreneurship education, the identity of the educator is especially important for several reasons. To start with, unlike many other academic fields, people who teach entrepreneurship often come from a wide variety of backgrounds. Some have hands-on experience starting and running businesses, while others do not. Some work full time in academia, while others teach part time. Additionally, there are still relatively few PhD programs that focus specifically on entrepreneurship, and also this positions dedicated solely to the field remain limited. As a result, many entrepreneurship educators hold doctoral degrees in related areas like strategy, management, marketing, or finance (Goldstein, 2021). On top of that, there are only a handful of opportunities for formal training or professional development tailored to teaching entrepreneurship

Entrepreneurship educators often face unique challenges when it comes to developing their professional identity. For one, there are limited training and development programs specifically focused on teaching entrepreneurship (Pittaway, 2023). On top of that, in many colleges and universities, entrepreneurship is treated as a sub-field within broader areas like management, marketing, strategy, or operations. Unlike established disciplines with their own departments such as finance or marketing entrepreneurship rarely stands alone. Instead, educators in this field often find themselves teaching elective courses

rather than core ones, and usually within departments where entrepreneurship is not the main focus.

This setup can make it hard for educators to fully embrace or develop their identity as entrepreneurship specialists, especially if they haven't received formal training in the field (Peura & Hytti, 2022). They might also feel a lack of support or legitimacy in departments where entrepreneurship isn't seen as central. At the same time, these educators are often expected to champion entrepreneurship within the institution leading new initiatives, promoting cross-disciplinary collaboration, and expanding entrepreneurship education beyond the classroom. In this context, having a clear and confident sense of their role as entrepreneurship educators becomes not just helpful, but essential.

Using a unique global dataset of 289 entrepreneurship educators, this study applies role identity theory to build and test a conceptual model that explores how personal factors influence educators' perceptions of their roles (Richter, 2021). We analyzed the data using structural equation modeling (SEM). The study offers several key insights. First, we found that self-efficacy, job satisfaction, and personal values all play a role in shaping how educators see themselves in their professional role. Among these, self-efficacy and job satisfaction had the strongest impact, aligning with existing research in teacher education (Richter, 2021), while personal values had a smaller but still meaningful effect. In short, educators who feel confident in their abilities and satisfied with their jobs are more likely to identify strongly with their role as entrepreneurship educators.

The analysis of background factors reveals some interesting patterns. For instance, gender influences how job satisfaction and personal values shape role perception: job satisfaction has a stronger impact on role identity for female educators, while personal values play a bigger role for male educators. The study also finds that more teaching experience in entrepreneurship strengthens educators' role identity, whereas actively running a business alongside teaching tends to weaken it.

Overall, these findings offer fresh insights and theoretical contributions to the field of entrepreneurship education. They help us better understand how an educator's sense of self and professional identity is shaped by personal factors like self-efficacy, job satisfaction, and core values. This study builds on and extends the framework developed by Todding and Venesaar, (2018), emphasizing how personal characteristics influence both the teaching process and its outcomes. Importantly, the results suggest that boosting educators' self-efficacy and job satisfaction could be a practical way to enhance their impact in the classroom.

This study adds to the growing research on role identity and professional development by offering a deeper look at the factors that influence how educators form their professional identities. We start with a short review of the existing literature, followed by the theoretical framework and development of our hypotheses. Next, we outline our research methods and share the findings, along with a discussion of their implications. Finally, we wrap up with a look at the study's limitations and suggest areas for future research.

D. Entrepreneurship Course at PBI

The goal of entrepreneurship courses in UIN Ar-Raniry's English education department is typically to teach students the fundamentals of entrepreneurship and how to use them in the context of language instruction. Starting with the fundamentals of entrepreneurship, which provides, this course covers a variety of topics. These include the definition of entrepreneurship, traits of successful entrepreneurs, and entrepreneurial mindset and mentality. Additionally, market analysis, product or service innovation, and brainstorming strategies for identifying and developing business ideas are taught to students. In addition, company planning which includes creating a business strategy, conducting a SWOT analysis, and developing marketing and sales strategies is a crucial component,(Elia, 2020).

To guarantee business continuity, basic financial management topics like budgeting, funding sources, and financial management are also covered. Students study brand management, digital marketing tactics, social media usage, and content marketing under the marketing and branding section. The legal prerequisites for launching a corporation, intellectual property rights, and business ethics are just a few of the topics covered in this course. The idea of social entrepreneurship was created to highlight the value of companies that are socially conscious and sustainable.

The last area of focus is the integration of entrepreneurship into English teaching, where students learn how to create project-based learning materials and

impart entrepreneurial skills in English lessons. To give specific examples, case studies of prosperous business owners in the language teaching sector are frequently utilized. In order to help students grasp and implement entrepreneurship concepts in the real world, this course includes both theory and hands-on projects or practice. Students are asked to generate business ideas, prepare business plans, and present them.

E. Entrepreneurship Course

1. Meaning Of Entrepreneurship Course

Entrepreneurship courses, or entrepreneurship, are courses that focus on learning about how to start, develop and manage a business. This course generally provides an in-depth understanding of the basic concepts of entrepreneurship, business strategy, innovation, product development, financial management, marketing, and various other aspects related to starting and running a business.

Students are trained in understanding entrepreneurship, achievement motivation, creative and innovative thinking, analyzing and daring to take risks, analyzing new business opportunities, making business plans, carrying out managerial activities, evaluating business activities, making cash flow reports, and so on. (Susanti, 2021). Students are trained to experience real business activities, not just discourse and theory. In this way, it is hoped that students will instill entrepreneurial motivation, spirit and character, have a strong passion to become successful and professional entrepreneurs.

Entrepreneurship courses often emphasize several key values that are essential for developing a strong entrepreneurial mindset and a supportive attitude toward facing business challenges. One of these values is innovation, which teaches the importance of thinking creatively, seeking new solutions, and developing innovative ideas to address market problems. This value encourages students to constantly explore and implement novel approaches in their entrepreneurial endeavors. Additionally, the value of independence is stressed, highlighting the importance of taking initiative, being accountable for one's actions, and maintaining a strong motivation to achieve business goals. This fosters a sense of self-reliance and proactive behavior in aspiring entrepreneurs.

Perseverance is another crucial value taught in entrepreneurship courses. It emphasizes the importance of persistence, determination, and the willingness to continue learning and growing despite encountering challenges and failures. Coupled with this is the value of courage to take risks, which underscores the need for measured and strategic risk-taking to achieve business objectives. These values collectively prepare students to navigate the uncertainties of the business world with resilience and calculated bravery. Social responsibility is also a significant value, teaching students to consider the social and environmental impacts of their businesses. This value promotes the development of sustainable and responsible business practices that benefit both society and the environment.

Furthermore, flexibility is highlighted as an essential entrepreneurial value, emphasizing the need to adapt to rapidly changing business environments. This value encourages students to remain open to change and to pivot their strategies

when necessary. Leadership is another critical value, focusing on the importance of effective leadership skills such as motivating a team, inspiring others, and managing conflicts. Lastly, integrity is a fundamental value, teaching students the importance of maintaining a high work ethic, running their businesses honestly and responsibly, and adhering to strong moral principles. Together, these values provide a comprehensive foundation for students to become successful and ethical entrepreneurs, (Susanti, 2021).

By understanding and internalizing the values outlined above, it is hoped that students will be able to develop a strong entrepreneurial attitude and be able to face various challenges in the business world with the necessary confidence and resilience

2. Benefits And Functions of Entrepreneurship Course

Entrepreneurship courses play a crucial role in equipping students with the knowledge and skills needed to plan, start, manage, and develop a business. These courses provide an in-depth understanding of the fundamental concepts and principles of entrepreneurship, including the identification of business opportunities, development of business ideas, and implementation of effective business strategies. By grounding students in these basics, the courses lay a solid foundation for their entrepreneurial journey. Additionally, these courses encourage innovation and creativity, prompting students to think outside the box and develop unique and market-relevant business ideas. This emphasis on

creativity is essential for fostering a culture of continuous improvement and differentiation in the competitive business landscape (Mariana, 2021).

Furthermore, entrepreneurship courses are instrumental in developing managerial skills among students. They help students learn how to efficiently manage resources, make strategic decisions, and tackle operational challenges that arise in the course of running a business. One of the primary functions of these courses is to guide students in preparing a comprehensive business plan. This includes conducting market analysis, formulating marketing strategies, projecting financial outcomes, and devising clear action plans. Such thorough preparation is crucial for transforming business ideas into viable enterprises.

The courses also play a pivotal role in cultivating entrepreneurial attitudes, such as perseverance, resilience, independence, and the courage to take calculated risks. These attitudes are essential for navigating the uncertainties and challenges inherent in entrepreneurship.

Mariana, (2021) stated in addition to these core functions, entrepreneurship courses provide valuable insights into various aspects of business, including marketing, finance, operations, human resource management, and relevant legal and regulatory frameworks. This holistic approach ensures that students are well-rounded and prepared for the multifaceted nature of business management. Ultimately, through comprehensive and practical learning experiences, these courses prepare students to become successful entrepreneurs or skilled business professionals.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research methods. The research method is used to determine the results of the research. Research methods are related to the ways that must be done when conducting research. In this chapter, the researcher divides the part into five parts. They are research design, research participants, research location, source of data, and method of data collection.

A. Research Design

In this study, the researcher uses qualitative research to be able to understand the phenomenon in a natural social context that describes social problems in a person regarding behavioral perspectives. In qualitative research, the researcher analyzes and then reports the phenomenon in an analysis result in the research.

B. Research Participants

In this research, the determination of informants was carried out using a random sampling technique. Random sampling is a probability sampling method in which each member of the population has an equal chance of being selected as part of the sample (Sugiyono, 2017). This technique is often used to minimize bias and to ensure that the selected participants can represent the wider population.

The goal is to obtain a sample that reflects the diversity of the population so that the findings can be generalized more confidently. Unlike purposive sampling, where participants are deliberately chosen based on specific criteria, random sampling ensures that the selection process is conducted impartially, giving all members of the population an equal opportunity to be chosen.

In this study, 6 informants were randomly selected from students who had taken entrepreneurship courses in the English Education Department. The selected participants consisted of 6 English students with ages around 25 years, comprising 3 females and 3 males, with the initials RSU, MJ, MI, IB, GM, and FR.

C. Research Location

The location of this research is at Ar-Raniry State Islamic University, Kopelma Darussalam, Kec. Syiah Kuala, Banda Aceh City. In this case, The researcher focused on students who have taken the entrepreneurship course in semester 6. This research was deliberate to PBI student's in for those who have taken the entrepreneurship course. Population refers to the entire group or set of individuals, objects, or events that possess specific characteristics and are of interest to the researcher.

PBI is one of the most favorite departments not only within the Faculty of Education but also within Ar-Raniry State Islamic University. This is shown from the rapid development of registration every year, it has more than a thousand students. The majority of students completed their study within expected times, which is 4 years, most students graduate with high qualifications and good merit.

Many graduates secure employment quickly, and some are awarded scholarships such as LPDP, AAS, NZAID, Fulbright, USAID, LPSDM, and DAAD to pursue master's degrees in countries like Australia, the USA, the UK, and New Zealand, among others.

D. Source of Data

The data refers to information that researchers collect firsthand from original sources to address predefined research questions. This type of data is gathered through methods that involve direct interaction with participants, ensuring that the data is both original and specifically tailored to the research objectives. One common approach to gathering primary data is the use of semi-structured interviews. In this method, researchers engage participants in a flexible, guided conversation, where they ask open-ended questions based on the research questions but also allow for spontaneous follow-up inquiries.

This format enables researchers to explore the nuances of participants' experiences and perspectives in greater depth. By conducting semi-structured interviews, researchers can obtain unique, accurate, and relevant insights that directly address the study's aims, rather than relying on secondary sources or pre-existing data that may not fully align with the research objectives. Thus, semi-structured interviews are a powerful

E. Method of Data Collection

Data collection is a systematic approach to accurately collect information from various sources to provide insights and answers, such as testing a hypothesis

or evaluating an outcome, This technique is related to the method used, which is interview.

According to Nazir in Hardani stated that "Interviewing is the process of obtaining information for research purposes by means of face-to-face questions and answers between the questioner or interviewer and the answerer or respondent using a tool called an interview guide. In this study, the researcher used a structured interview type method, where interviews were conducted using a list of questions that had been prepared strictly in advance. The structured interview method is used in research because it ensures consistency and standardization in data collection, allows for easier and more efficient analysis, and reduces interviewer bias. By using the same list of questions for all respondents, this method allows direct comparison between answers and increases the validity and credibility of research results. In addition, structured interviews are more time efficient and suitable for large-scale research, and can be implemented by interviewers with varying levels of expertise, making them a good choice for systematic and measurable data collection.

F. Method of Data Analysis

In this study, data analysis was carried out after the field data had been collected and properly organized. Once the verbatim transcripts of the interviews were obtained, the data organization process became easier to conduct and to understand. The analysis involved documenting the chronology of important and relevant events as well as critical incidents, based on the sequence of occurrences,

and explaining the processes that took place during the interviews, including issues that emerged and were considered significant and relevant to the research.

Thematic analysis was employed as the method of analysis. Thematic analysis is a process of coding information that can generate a list of themes, models of themes, or complex indicators and qualifications typically related to those themes, or a combination of them. These themes allow for interpretation of the phenomenon being studied. A theme can be identified at the manifest level, which refers to aspects that are directly observable, or at the latent level, which refers to underlying aspects that are not explicitly visible but shape the phenomenon. Themes can be derived inductively from raw data or deductively from theories and previous research (Goldstein, 2021).

According to Pittaway, (2023) thematic analysis proceeds by organizing the information into numbered themes. Themes here refer to ideas and topics that emerge during the analysis of the material and often result in multiple groups of data. The same theme may be expressed using different words, appear in different contexts, or be articulated by different participants.

The stages of thematic analysis as described by Clarysse, (2022) are as follows:

1. Preparing the data to be analyzed by grouping it according to relevance.
2. Identifying specific items that are relevant to the topic of study.
3. Organizing the data based on thematic similarities.
4. Examining thematic similarities and formulating them into specific categories.
5. Carefully reviewing each theme individually to re-examine the transcripts containing similar themes.

6. Using all material related to each theme to construct the final themes, which include the category name and its meaning, supported by data. Relevant data are then selected to serve as illustrations in reporting the themes.



CHAPTER IV

FINDING & DISCUSSION

This chapter consists of conclusions from this study and suggestions from research findings and discussion. The data that has been analyzed along with the discussion of the research findings is concluded in the conclusions section. In addition, there are recommended suggestions related to this research.

A. Finding

Below the researcher explains the results of research on the efl students' perception on the entrepreneurship course in the English Education Department at UIN Ar-Raniry Banda Aceh. In this section I presents the findings based on interview data in the order of research data questions.

1. Students experiences in learning Entrepreneur Course

Students stated that their experience after taking the course was positive. They emphasized the valuable lessons they learned from the course, especially the understanding of the responsibilities of being an entrepreneur. Students also revealed that the entrepreneurship course provided them with valuable knowledge. They also shared the significant changes in their mindset and behavior.

"In terms of my personal experience, there are many things I can learn from entrepreneurship, one of them is how we as entrepreneur handle our business properly and correctly, and also methods of branding our business to consumers, marketing targets that are liked by all groups, both young and old." (RSU)

"I gained a lot of knowledge that I didn't know before about entrepreneurship, becoming more understanding. In my opinion, this class is very impactful because we can gain a lot of new knowledge. Therefore, I think this class is very important because nowadays we also need to learn things like this. Not everyone who is educated in tarbiyah has to become a teacher some are also interested in becoming entrepreneurs." (MJ)

"I feel a change in my way of thinking and acting, one of which is being more confident in entrepreneurship. I feel more prepared and brave to start my own business because I already have a foundation of knowledge and practical experience. Additionally, through business projects or field assignments, I face real challenges in managing a business, from marketing and sales to financial management." (MI)

2. The learning material most remembered by the students

The findings indicate that students tend to remember the practical components of the Entrepreneurship Course the most. These include internships, direct business projects, and applied tasks such as creating business ideas, developing business plans, and conducting market research. Students emphasized that these activities were not only engaging but also provided real-world relevance, particularly in areas such as financial management, marketing strategies, and digital marketing. Such hands-on experiences appear to leave a stronger impression than theoretical content alone, suggesting that practice-oriented learning enhances understanding and retention.

"I still clearly remember when we learned how to create a business plan starting from the initial idea, SWOT analysis, financial management, up to promotional strategies. In addition, I also enjoyed the topic on digital marketing, because we were taught how to use social media for selling." (FR)

"What I remember the most is when we were asked to directly practice creating a business idea starting from identifying opportunities, conducting market research, to developing a business plan. Here, we didn't just learn the theory, but also directly tried calculating the capital, profit, and promotional strategies." (GM)

"The material about business and internships is what I remember the most because it was very helpful in the business world through internship at the business place we choose. In addition, the discussions on market analysis and marketing strategies were also very interesting." (IB).

3. Student motivation to become an entrepreneur

Student reflected on how the entrepreneurship course sparked a deeper interest and motivation to pursue business. Student also joined the class simply to gain knowledge, but as the course progressed and found themselves increasingly engaged. Student shared how the entrepreneurship course significantly influenced perspective on business and expressed a growing interest in starting own venture, crediting the course with broadening understanding of what it truly means to be an entrepreneur. After completing the course, student took the initiative to launch their own business.

"After taking the entrepreneurship course, I became more interested and motivated to start a business. At first, I just wanted to gain knowledge, but during the lectures, I learned many practical things such as how to spot opportunities, create a business plan, and face challenges in the business world. That experience made me even more confident that starting a business is something very possible for me to do in the future." (FR)

"I became more interested in starting my own business. This course opened my eyes to the fact that being an entrepreneur is not just about ideas, but also about the ability to see opportunities and take risks wisely." (MI)

"Yes, after taking the entrepreneurship course, I started my own business called Hannah Jewelry. It is a venture I launched after taking that course. In Hannah Jewelry, I sell accessories made of titanium, such as bracelets, earrings, necklaces, and more. So, in this class, I directly applied the knowledge I gained to the real world." (MJ)

4. Student relevance to future career

The interview results show that students view entrepreneurship courses as helpful in two important ways. First, in terms of financial independence, students feel more prepared to enter the workforce because they have the skills to take advantage of business opportunities, rather than relying solely on formal employment. Second, in terms of self-confidence, the experience of presenting and working on business projects makes them more confident in expressing their ideas, which is considered relevant for both careers as educators and entrepreneurs. Thus, the entrepreneurship course is seen as contributing to students' professional and personal readiness for the future.

“Yes, I think it's very relevant. From this course, I've gained a better understanding of how to take advantage of opportunities around me, even if they're small. For example, I could start a private English course or create online learning content. That could be a source of additional income, so I wouldn't have to rely on just one job.” (IB)

“Of course. I feel more prepared because now I know that a career does not have to be limited to teaching in formal schools. With entrepreneurship skills, I can develop a business in education or even other fields. So professionally, I am more confident to compete in the job market because I have many career alternatives.” (GM)

“It has had a significant impact. When presenting business ideas or running projects, I initially felt nervous, but over time I became accustomed to speaking in front of large groups and conveying my ideas. This has made me more confident, not only in business matters, but also when teaching or speaking in front of a class.” (MJ)

B. Discussion

The findings of this study indicate that the Entrepreneurship Course in the English Language Education Study Program at UIN Ar-Raniry has been perceived

positively by students and provides significant academic and professional benefits. In general, students reported gaining both theoretical insights and practical experiences, which contributed to changes in mindset, attitudes, and career aspirations. These results are in line with previous studies emphasizing the importance of entrepreneurship education in preparing students for the demands of the global job market (Qassas, 2021).

First, in terms of students' experiences, the course was reported to foster knowledge acquisition and personal growth. Several participants acknowledged becoming more confident, responsible, and motivated after engaging with entrepreneurship-related content. This finding supports the argument of Bell (2020), who suggested that entrepreneurship education encourages not only the development of technical knowledge but also personal competencies such as creativity, problem-solving, and resilience. The positive shift in students' mindset, as revealed in this study, reflects the transformative role of entrepreneurship courses in shaping learners' attitudes toward risk-taking and innovation.

Second, the results show that students tended to remember practical components of the course more vividly than theoretical ones. Internships, project-based learning, and direct business planning were highlighted as the most memorable aspects. This finding resonates with Todding (2018) experiential learning theory, which emphasizes that students learn more effectively through active participation and real world application of knowledge. The evidence suggests that hands-on learning activities are more impactful in fostering entrepreneurial understanding and long-term retention. Therefore, the design of

entrepreneurship curricula should prioritize experiential methods to maximize learning outcomes.

Third, the findings demonstrate that the course played a significant role in motivating students to pursue entrepreneurship. In some cases, participants initiated real business ventures after completing the course, thereby applying classroom knowledge to real-life contexts. This outcome is consistent with Rashid (2021), who found that entrepreneurship education can enhance entrepreneurial intentions and increase the likelihood of students starting their own businesses. The success stories of students who launched business projects during or after the course highlight the effectiveness of entrepreneurship education in bridging the gap between theory and practice.

Finally, the relevance of the course to students' future careers was strongly emphasized. Beyond preparing students to become entrepreneurs, the course also enhanced transferable skills such as communication, leadership, and self-confidence, which are applicable to various professional roles, including teaching. This finding aligns with Richter's (2021) perspective that entrepreneurship education cultivates skills beneficial across multiple career paths. Students' testimonies indicate that the course contributed to their financial independence, improved problem-solving abilities, and strengthened confidence in both entrepreneurial and academic settings.

In conclusion, the discussion highlights that the Entrepreneurship Course successfully integrates theoretical knowledge with experiential learning, thereby fostering students' entrepreneurial competencies, professional readiness, and

career flexibility. The findings reinforce the argument that entrepreneurship education, when implemented effectively, is not only relevant but also essential for preparing graduates to navigate the complexities of the 21st-century workforce.



CHAPTER V

CONCLUSIONS & RECOMMENDATIONS

A. Conclusions

This study explored EFL students' perceptions of the Entrepreneurship Course in the English Language Education Study Program at UIN Ar-Raniry Banda Aceh. Based on the findings and discussion, several conclusions can be drawn:

1. Positive Learning Experiences

Students perceived the Entrepreneurship Course as a valuable and meaningful learning experience. They reported gaining not only theoretical knowledge but also practical insights into entrepreneurship. The course encouraged students to develop critical skills such as creativity, problem-solving, marketing strategies, and financial management.

2. Memorable Learning Materials

The practical aspects of the course, such as internships, business projects, business plan development, and market analysis, were the most memorable for students. These hands-on activities helped them better understand real-world challenges and increased their ability to apply theory into practice.

3. Increased Motivation to Become Entrepreneurs

The course significantly enhanced students' motivation to pursue entrepreneurship. While some students initially joined the course to broaden their knowledge, many developed a genuine interest in starting their own businesses. In some cases, students even launched small ventures after completing the course.

4. Relevance to Future Career

Students found the course highly relevant to their professional futures. They emphasized that entrepreneurship skills provide alternative career opportunities beyond teaching, such as running businesses in education or other fields. Moreover, the course contributed to students' confidence in expressing ideas, managing projects, and competing in the job market.

In summary, the Entrepreneurship Course plays an essential role in shaping students' entrepreneurial mindset, fostering independence, and preparing them for both teaching and non-teaching career paths.

B. Recommendations

Based on the conclusions above, the researcher tried to provide some suggestions or input to the UIN Ar-Raniry English Language Education Study Program, the suggestions or input are as follows:

1. Invite More Practitioners and Alumni

Incorporate successful entrepreneurs and alumni as guest speakers or mentors to share real-world experiences and inspire students.

2. Internship Placement Support

PBI should take a more active role in arranging or securing internship placements, especially by partnering with companies that are open to hosting students.

3. Strengthen Collaboration with Business Incubators

Partner with campus-based or external business incubators and funding institutions to support students who want to develop their business ideas further.

4. Provide More Practical Activities

Continue emphasizing hands on experiences such as simulations, business planning, and real product/service launching to reinforce learning outcomes.

5. Develop Long Term Entrepreneurial Programs

Consider offering follow up or advanced entrepreneurship modules for students who wish to deepen their business knowledge beyond the basics.



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