

**THE EFFECT OF ENTREPRENEURSHIP COURSES ON THE
CAREER INTERESTS OF PBI STUDENTS**

THESIS

Submitted by:

MUHARRIR ASY'ARI

NIM. 160203033

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2023 M / 1444 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

by:

MUHARRIR ASY'ARI

NIM. 160203033

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:


A R - R A N I R Y

Main Supervisor,



Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
Date: 5/04/2023

Co-Supervisor,



Fitriah., S.Ag., M.Pd
Date: 5/03/2023

It has been defended in *SidangMunaqasyah*

in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for Bachelor of Education Degree in English Language Teaching

on:

12 April 2023 M

Friday,

21 Ramadan 1444 H

In Darussalam, Banda Aceh

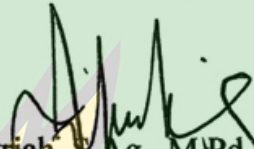
Board of Examiner

Chairperson,



Prof. Safrul Mulyok, S.Ag., M.A., M.Ed., Ph.D.
NIP. 197301021997031003

Secretary,



Fitriah, S.Ag., M.Pd.
NIP. 197510282005012005

Member,



Dr. Muhammad Nasir., M.Hum.
NIP. 196601131994021002

Member,



Dr. Phil. Saiful Amal., M.A.
NIP. 198203012008011006

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Safrul Mulyok, S.Ag., M.A., M.Ed., Ph.D.
NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Name : Muharrir Asy'ari

Reg. No : 160203033

Tempat/tanggal lahir : Lk / 10-03-1998

Alamat : Paya Dapur Kec. Kluet Timur Kab. Aceh Selatan

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Effect of Entrepreneurship Courses on The Career Interests of PBI Students

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 06 April 2023

Saya yang membuat surat pernyataan,



Muharrir Asy'ari

ACKNOWLEDGMENT



First of all, I would like to express the deepest praises and thanks to Allah Azza Wa Jalla, the almighty, the lord of the universe who has given mercy and blessings to this world. Peace and salutation be upon the prophet Muhammad SAW, peace be upon him, together with his family and companions who have brought the enlightenment into human life. I would like to express my sincere gratitude to my supervisors Mr. Prof. Safrul Muluk, S.Ag., M.Ed., M.A., Ph.D, and Mrs. Fitriah, M.Pd for their invaluable help, guidance, encouragement, motivation, and suggestion. Also, I want to thank to all English language education lecturers and staff who have inspired, lectured, and assisted me during my study in this department. May Allah grant you heaven and make ease your way.

The most prestigious thanks and love are addressed to my big family, the best support system in my life. To my father and mother and thanks for always motivating me, supporting me, giving me much love, and giving strength to live in this tough life. I also dedicate my love and thank all my beloved sisters who always support and love me. May Allah SWT always bestow them grace, health, and blessings in the world and in the hereafter.

My appreciation and thanks are also addressed to my beloved friends, who always lend me their back and listen to my complaints. Also, my greatest gratitude to PBI students, who participate as source person in my thesis. Thanks for all of

my friends that I cannot mention one by one who bring colors in my life, supporting me, and inspiring me. You guys are priceless to me. May Allah bless and reward your heaven.

In the end, I hope that this thesis can be useful for related parties, the English Education Department, and readers in general.

Banda Aceh, 3 April 2023
The Writer,



M. Haris Asy'ari



ABSTRACT

Name : Muharrir Asy'ari
Reg. No : 160203033
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis working title : The Effect of Entrepreneurship Courses on The Career Interests of PBI Students
Main Supervisor : Prof. Safrul Muluk, S.Ag., M.Ed., M.A., Ph.D
Co-Supervisor : Fitriah, M.Pd
Keywords : Entrepreneurship; Career interest; EFL students

The Entrepreneurship course aims to provide entrepreneurial provisions; so, there are opportunities to start entrepreneurship and become a career option. Several PBI students at UIN Ar-Raniry seemed interested in taking this elective course without first seeing the impact and benefits of the course for those who had prepared for their careers as teachers. The participants were purposively selected; they were English education students who took entrepreneurship courses. The data collection was carried out using the interview as a research instrument. Then the data was transcribed and analyzed. The results of the interviews showed that some of the effects they get from entrepreneurship courses, especially related to their career interests, namely the urgency of entrepreneurship courses as an alternative practice for personal knowledge in seeing future career opportunities, the benefits of entrepreneurship courses as a new knowledge for those who focus as teacher students, the development of PBI curriculum courses is currently quite good in terms of the availability of adequate syllabus and theory, in terms of expectations for entrepreneurship courses there is a desire for more practical learning as a test of the theory students have learned, the relationship between entrepreneurship courses and language learning English can be seen by the opportunities they take accompanied by proficient English skills, in terms of the influence on interest as a teacher it is not visible, the entrepreneurship course shows strengthening for those who from the start had entrepreneurial intentions and considered entrepreneurship as an alternative career in the future. Based on these results, the entrepreneurship course affected student career interests, in which students were interested and perceived entrepreneurship as an alternative that can be tried without affecting their future job or profession as teachers.

TABLE OF CONTENTS

SURAT PERNYATAAN KEASLIAN	ii
ACKNOWLEDGMENT.....	iii
ABSTRACT	v
TABLE OF CONTENTS.....	vi
LIST OF APPENDICES.....	viii
CHAPTER 1 INTRODUCTION	1
A. Background of the Study.....	1
B. Research Questions	6
C. Research Aims	7
D. Significance of the Study	7
E. Terminology.....	7
CHAPTER 2 LITERATURE REVIEW	9
A. Concept of Entrepreneurship	9
1. Definition of Entrepreneurship	9
2. Role and Function of Entrepreneurship	10
3. Characteristic of Entrepreneurships	11
4. The Process Involved in Entrepreneurship	13
5. Interest of Entrepreneurship.....	14
6. Factors That Encourage Interest in Entrepreneurship.....	14
B. Entrepreneurship Learning.....	15
C. Overview of Career Interests	17
CHAPTER 3 RESEARCH METHODOLOGY	20
A. Research Design.....	20
B. Research Participants	21
C. Method of Data Collection.....	22
D. Method of Data Analysis	22
1. Data Reduction.....	23
2. Data Display.....	23
3. Conclusion Drawing	23
CHAPTER 4 FINDINGS AND DISCUSSION.....	25
A. Findings.....	25
B. Discussion	37

CHAPTER 5 CONCLUSION AND RECOMMENDATION	41
A. Conclusion	41
B. Recommendation	43
REFERENCES	46
APPENDICES	
AUTOBIOGRAPHY	



LIST OF APPENDICES

APPENDIX A	Appointment letter of supervisor	50
APPENDIX B	Interview questions list	51
APPENDIX C	Transcript of interview	52



CHAPTER I

INTRODUCTION

A. Background of the Study

In the era of the 21st century, the human population in the world is increasing. In Indonesia, the number of people gathered by the Directorate General of Population and Civil Registration of the Ministry of Home Affairs in 2021 has reached more than 273 million people. Along with the overgrowing population, the unemployment rate for people of productive age is also getting higher due to the difficulty of finding jobs. As a modern society, the onslaught of the digital era and the 4.0 industrial revolution can no longer be contained; college students' involvement in starting work is one example (Muluk, 2017). Moreover, an educated person should look for work and be able to create jobs with their creativity and innovation. We have often heard the phrase “a nation can progress, if the entrepreneur advances.” The sentence is not just nonsense, and it can be proven by developed countries globally, including America, Singapore, and several other developed countries. They can progress because many of the country's people are entrepreneurs.

Recently, the strengthening of this need stems from the fact that developing countries, including Indonesia, face problems in poverty, underdevelopment, employment or unemployment, and low economic growth. Great hopes to get out

of these problems are focused on entrepreneurship as an alternative because entrepreneurship is considered to encourage the creation of new jobs, increase people's income, and economic growth through the development of specific economic sectors. In other words, the entrepreneurial mental attitude is a driving force in the country's development in advancing the economy of the nation and state, improving people's living standards, participating in reducing unemployment, and helping alleviate poverty.

Mishra and Zachary (2014) stated that Entrepreneurship is not only the process of setting up a new business, but entrepreneurship is defined as a process of value creation and appropriation led by entrepreneurs in an uncertain environment. If someone already has a strong will and determination to become an entrepreneur, then that person has been able to create their jobs. Then Schumpeter (1934, as cited in Śledzik, 2013) also added that the practical function of an entrepreneur is to initiate innovation in business. This theory is also known as innovation theory or dynamic theory. According to this theory, entrepreneurship arises because individuals have certain psychological elements, namely willingness, intuition, and tolerance capacity. An entrepreneur is a person who has a creative nature. Therefore, the importance of entrepreneurship for the welfare of a nation is no longer in doubt. So, increasing the number of entrepreneurs in a country, including Indonesia, is one of the keys to a prosperous nation.

In addition, the government's policy to develop an entrepreneurial culture, which started in 1995 and continues to grow until now, shows the government's

seriousness in developing entrepreneurship for the wider community (Susilaningsih, 2015). At the beginning of the policy, the President of the Republic of Indonesia issued Presidential Instruction No. 4 of 1995 concerning the National Movement to Promote and Cultivate Entrepreneurship to the entire Indonesian people and nation to develop entrepreneurial programs. Since then, the entrepreneurship education movement has been programmed by various organizations, including organizations in primary, secondary, and higher education, as well as government and private organizations. Through this movement, it is hoped that the entrepreneurial culture can become part of the work ethic of the Indonesian people and nation, which can be born new entrepreneurs who are reliable, tough, and independent.

However, looking at the current facts, it must be admitted that Indonesia is outnumbered (entrepreneurs) compared to neighboring countries, i.e., Singapore has now reached 7 percent, while Malaysia is at 5 percent. If calculated by the population of Indonesia, around 270 million people, the number of national entrepreneurs reaches 8.06 million people. Although the ratio of entrepreneurs in Indonesia has exceeded international standards, which is 2 percent, Indonesia needs to be boosted again to catch up with the achievements of neighboring countries. Compared to these countries, Indonesian youth's low interest and motivation for entrepreneurship have become a severe concern for various parties, including the government, education, industry, and society. Various efforts have been made to foster an entrepreneurial spirit, significantly changing the mindset of young people who have only been interested in being job seekers after completing

their studies or college. This issue is a challenge for educational institutions which are schools and universities as graduate-producing institutions that aim to get higher job opportunities by opening horizons and expanding knowledge.

The understanding of entrepreneurship that starts from the formal realm also has problems, such as how to develop educational praxis that produces not only skilled human beings in terms of intellectual activity, but also inspirational-pragmatic educational praxis. Through the curriculum, system, and its implementation, educational praxis must be completely open, exploratory, and liberating. Practically education is also not only a link and match where graduates are ready to enter the workforce but are also ready to create jobs. Currently, many creative young entrepreneurs are keen to seize opportunities to answer the needs of the campus community, which previously were rarely found in these businesses, for example, selling snacks that were not yet around, painting shoes, and washing shoes.

Moreover, the provision of entrepreneurship material in the form of a separate course given at universities not only teaches about the theoretical basis of the concept of entrepreneurship, but also how to shape the attitudes, behavior, and mindset of an entrepreneur (Ranto, 2016). It is an investment in human capital to prepare students to start a new business by integrating experience, skills, and knowledge essential to developing and expanding a business. Entrepreneurship education can also increase students' interest in choosing entrepreneurship as a career choice other than other career choices as civil servants, private employees,

or employees of State-Owned Enterprises, which can significantly direct attitudes, behavior, and interests toward entrepreneurship (Lestari & Wijaya, 2012).

Today, in line with the commitment to accelerate entrepreneurial growth, universities in Indonesia, following the Government Regulation No. 17 of 2010 concerning Education Management and Implementation, have begun to require all majors to provide entrepreneurship courses to students to ensure that college graduates are not confused and not awkward to plunge into society. The business mentality can help them recognize the branch of entrepreneurship that will be pioneered and will no longer be confused in determining the direction of their goals and no longer blame the university, which results in graduates becoming unemployed (Saputra & Susena, 2013).

In this regard, UIN Ar-Raniry, as a university that is an Islamic university, has a motto, “A Bridge for Your Future Career and Spirituality.” The sentence shows that UIN Ar-Raniry is a university that has implemented career development, including entrepreneurship education for students, while still upholding religious values. The Department of English Education, Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry is one of the majors that has implemented entrepreneurship education. As for the transformation that has been experienced by the university, giving higher education institutions the ability to see opportunities, take advantage of strengths, and minimize weaknesses that aim to be more efficient and effective is a necessity (Muluk & Habiburrahim, 2018). The advantages allow for the realization of quality graduates by getting decent careers or jobs for each graduate.

The existence of learning about entrepreneurship has been included in the curriculum and has become an elective subject for students majoring in English education. Entrepreneurship courses can be taken in the sixth semester. The courses are applied in the form of theory and practice of entrepreneurship. Entrepreneurship education in the form of theory is given in the classroom for debriefing before students jump into entrepreneurship, while in entrepreneurship practice, generally through activities to set up small businesses managed by students in groups. The students are assigned to market their business products, be it food products, goods, or services. Then it is displayed for enjoyment. This product degree aims to enable students to market their products to consumers.

Based on the facts above, with the provision of understanding and debriefing offered in entrepreneurship courses, it becomes an interesting topic to research. Because the effort to introduce the way of entrepreneurship during the education period, be it school or college, provides an insight for students to choose their future career interests after they graduate. The premise is that by providing an option to earn an income based on creating their own business, they have the option of not being unemployed due to the limited available job vacancies. Therefore, the researcher took the initiative to research the effect of entrepreneurship courses on the career interests of English education students.

B. Research Questions

Based on the explanation in the background, the researcher formulates research questions: “how do entrepreneurship courses effect career interests of English Education Department students?”

C. Research Aims

The aim of this study is to find out the influence of entrepreneurship courses on career interests for students of the English Education Department.

D. Significance of the Study

This research is expected to contribute to the progress of learning in the English education department, especially for entrepreneurship courses. This is expected to be input for lecturers who are involved with these courses in order to evaluate their current understanding and teaching practice about entrepreneurship, to promote learning about entrepreneurship more effectively so that in the future graduates of English education students get a broader picture of careers that can be pursued regardless of skill on language. In addition, this research can also be used as a reference for further research.

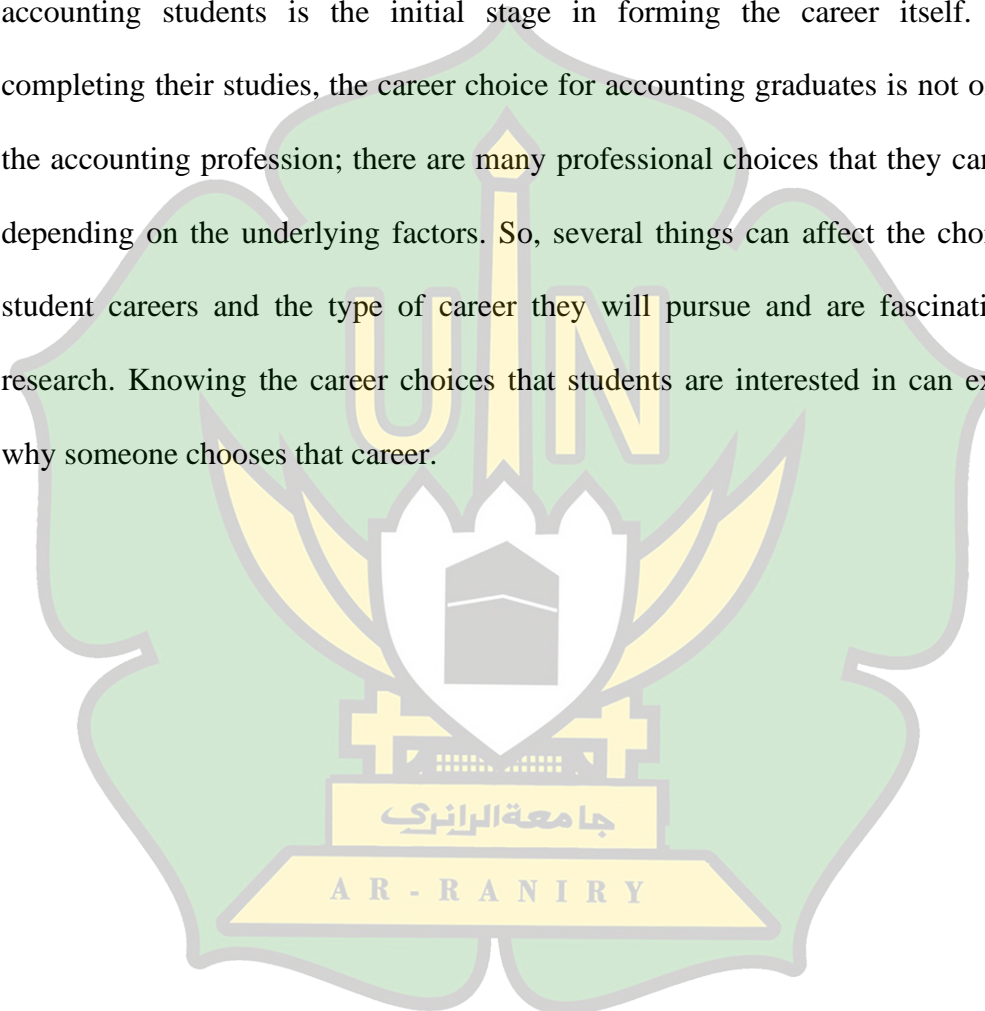
E. Terminology

1. Entrepreneurship

Entrepreneurship is the actions of a person who is always looking for something new and turns new ideas into money-making opportunities by being willing to take risks and deal with uncertainty. It is the process of starting a business, startup company, or other organization. The entrepreneur comes up with a business plan, gets the people and other resources needed, and is in charge of its success or failure. An entrepreneurship ecosystem is the place where entrepreneurship happens.

2. Career Interest

In simple terms, a career is a learning process and the role of opportunity in an individual's life journey to improve the standard of living. Thus, every individual tries to get a decent life economically. The choice of a career for accounting students is the initial stage in forming the career itself. After completing their studies, the career choice for accounting graduates is not only in the accounting profession; there are many professional choices that they can take depending on the underlying factors. So, several things can affect the choice of student careers and the type of career they will pursue and are fascinating to research. Knowing the career choices that students are interested in can explain why someone chooses that career.



CHAPTER II

LITERATURE REVIEW

A. Concept of Entrepreneurship

1. Definition of Entrepreneurship

Entrepreneurship is not simply the act of launching a new business. According to Mishra and Zachary (2014), entrepreneurship is defined as the process of creating and appropriating value in a dynamic environment, led by entrepreneurs. Following Robbins and Coulter (2010), entrepreneurship is a process whereby an individual or group uses organized efforts and means to pursue chances to generate value and expand by satisfying desires and needs through invention and originality. According to Schumpeter (1947) “entrepreneurs are not necessarily motivated by profit but regard it as a standard for measuring achievement or success.” However, when referring to Presidential Instruction No. 4 of 1995, Entrepreneurship is defined as the spirit, behavior, and ability of a person in handling businesses and or activities that lead to efforts to find, create, implement new ways of working, technology, and products by increasing efficiency in the context of better service and or obtaining better profits. bigger.

Based on several expert opinions that have been presented previously, it can be concluded that entrepreneurship is an innovative and creative behavior to take advantage of existing opportunities by taking into account the risks it will face in business competition and can take appropriate actions to ensure the success of its business.

2. Role and Function of Entrepreneurship

Entrepreneurship can be connected with self-employment, according to Bogenhold (2000), if the entrepreneur is portrayed as a small business owner. Associated with this viewpoint are models of a structural transformation in the economy, in which tiny and micro-enterprises are viewed as the greatest hope for overcoming the ossifications of Fordist capitalism. The revival of the small business owner is thought to be necessary for economic growth and revitalization, as well as the improvement of working and living conditions (Schumacher, 1973; Birch, 1981; Piore & Sabel, 1984).

If the emphasis is on inventive conduct, it is not the legal status of the prominent entrepreneur that is significant, but rather his or her true function and distinctive qualities. Due to the numerous implications, both old and new will relate to Schumpeter's main theory. Schumpeter identifies two types of reactions, the "adaptive response" and the "creative response," presuming that economic change may be understood as a result of a response to changing needs (Schumpeter, 1947, as cited in Salvisberg, 2002). The adaptive response follows well-established channels within the existing practice, whereas the creative response offers fundamentally new avenues for economic and social progress. Finding and implementing creative reactions are the defining characteristics of an entrepreneur: doing new things or doing old things in a novel way (innovation). Thus, entrepreneurs play a vital role in economic development and revitalization.

In addition, Schumpeter (1947), as noted by Salvisberg (2002), differentiates between the entrepreneur and the inventor. His justifications are

dual: On the one hand, an innovation is not necessarily founded on an invention. Typically, it consists of little more than a creative rearranging of well-known elements. Conversely, the significance of putting ideas into action: innovation is more than invention. Therefore, the difficult-to-define entrepreneurial actions are summed up as accomplishing something new. The entrepreneur does not always need to be a capital owner, nor does he always need to assume significant business risk. Specifically, not every business owner is necessarily an entrepreneur. Whether an individual is self-employed or an employee, he or she is only an entrepreneur to the extent that he or she genuinely performs the innovation role. Nevertheless, the Schumpeterian entrepreneur is always a remarkable character due to his or her inventive spirit.

Pinchot's (1985, as quoted by Orchard, 2015) idea of intrapreneuring established the explicit thesis that entrepreneurship within an existing firm is conceivable and may even be vital to the organization's success. Intracorporate entrepreneurs, often known as intrapreneurs, are the dreamers who become reality. Intrapreneurs are those who are directly responsible for building any type of innovation within a business; whereas entrepreneurs play the function of intrapreneurs outside of the organization.

3. Characteristic of Entrepreneurships

Entrepreneurial characteristics must possess specific differentiators from an entrepreneur as a type of business/job. The embodiment of the term characteristics in entrepreneurship are morals, character, personality, temperament, behavior, personality traits, and traits that exist in entrepreneurship. According to

Beugelsdijk and Smeets (2015, pp. 915–940) cited McClelland (1961) as finding that shown nine characteristics contained in a person, as follows:

- a. The drive for achievement; all successful entrepreneurs have a strong desire to achieve.
- b. Work hard: most entrepreneurs have a passion for working to achieve their desired target.
- c. Pay attention to quality: entrepreneurs handle and supervise themselves until they are independent before starting a new business.
- d. Responsibility: entrepreneurs are very responsible for their efforts, whether morally, legally, or mentally.
- e. Balance-oriented: entrepreneurs want achievement, hard work, and responsibility, and they expect a balance that fits the effort. The reward is in the form of money, but also not only recognition and recognition.
- f. Optimistic: entrepreneurs live by the doctrine of all time is good for business and everything.
- g. Good work-oriented: often wants to achieve outstanding success.
- h. Able to organize: most entrepreneurs can integrate the parts of the business. They are generally recognized as successful commanders.
- i. Money-oriented: money pursued by entrepreneurs is not only to meet personal needs and business development but is also seen as a measure of achievement and work success.

It can be concluded that the characters described above show that entrepreneurs also have distinctive characteristics, which in trying must be

instilled in hard work, an optimistic spirit, an understanding of quality, and working in an organized manner. For someone who wants to be an entrepreneur, he must be able to understand and have these characteristics in building and developing his entrepreneurship.

4. The Process Involved in Entrepreneurship

A person can be classified as an entrepreneur based on his or her behaviors, according to Drucker's (2007) perspective. Regardless of their sector of employment, a person who consistently outperforms others and is unique is an entrepreneur. Entrepreneurs are innovators (Schumpeter in de Klerk & Krueger, 2002); hence, entrepreneurship entails a set of behaviors, abilities, and characteristics that foster innovation and creativity (Hisrich & Peters, 1992).

The entrepreneur and his/her entrepreneurial intention are what start the process of creating value through entrepreneurship (an aspiration for entrepreneurial reward). The entrepreneurial process is not independent; the entrepreneur is an important part of it. So, the entrepreneurial process is made up of the entrepreneurial goal and entrepreneurial resources. The entrepreneur finds an external opportunity, matches the resources he/she already has with the opportunity to create an entrepreneurial competence, gets external resources, if necessary, creates long-lasting value, and takes the entrepreneurial reward (Mishra & Zachary, 2015).

5. Interest of Entrepreneurship

Interest can be expressed through a statement that shows that someone likes a certain thing; it can also be manifested as participation in an activity or action. At the same time, entrepreneurial interest is someone's interest in creating a business by seeing the opportunities around and daring to take risks that may occur in running a business (Atmaja & Margunani, 2016). Someone interested in entrepreneurship will be seen in the behavior that shows his desire that arises from within himself by daring to take risks and being responsive in dealing with existing opportunities or what is meant by people who want to work. A person who has an interest in entrepreneurship has a character that is always dissatisfied with what he has achieved and is skilled in taking advantage of opportunities to develop his business to improve their life (Muis, 2015).

6. Factors That Encourage Interest in Entrepreneurship

Interest in entrepreneurship generally arises because of the knowledge and information about entrepreneurship, followed by direct participation in seeking experience and, finally, a desire to pay attention to the experience that has been obtained. However, other causes are factors of interest in entrepreneurship. As stated by Bygrave and Zacharakis, (2011, p. 3), the factors that encourage interest in entrepreneurship are;

- a. Personal factors (encouraging from within) concerning aspects of personality include:
 - 1) There is dissatisfaction with one's work.
 - 2) There is the termination of employment, no other work.

- 3) Encouragement due to the age factor.
 - 4) Courage to take risks.
 - 5) Commitment/high interest in the business.
- b. Environmental factors (encouraging from outside/environment) concerning the relationship with the physical environment, including:
- 1) There is competition in the world of life.
 - 2) There are sources that can be utilized, such as capital, savings, inheritance, buildings, and strategic locations.
 - 3) Take a business course or business incubator training.
 - 4) Government policies, ease of business location, credit facilities and business guidance.
- c. Sociological factors; concerning relationships with family or;
- 1) The existence of relationships or relationships with other people.
 - 2) There is a team that can be invited to work together in trying.
 - 3) There is encouragement from parents to open a business.
 - 4) The existence of family assistance in various facilities.
 - 5) Presence of previous business experience.

It can be said that entrepreneurial interest does not only occur for personal reasons but also involves the individual's environment as a factor that influences the belief and interest in entrepreneurship.

B. Entrepreneurship Learning

Learning entrepreneurship is included in the lecture curriculum, which discusses the theoretical sciences of entrepreneurship. Entrepreneurship education

is the science, art and behavior, traits, characteristics, and character of a person who can creatively bring innovative ideas into the real world (Atmaja & Margunani, 2016). So, the entrepreneurship course is a unit of study applied in universities whose purpose is to provide knowledge about entrepreneurship. Implementation of learning through theory and practice. The theory is given as knowledge before students enter the field, and practice is given so that students can dig deeper into the entrepreneurial experience. Entrepreneurship education is given to students with the aim that they have entrepreneurial knowledge so that when students have graduated from college, they have the provisions to open a business.

Moreover, the study of entrepreneurship in Indonesian institutions, as well as in other nations, varies greatly. As an illustration, learning entrepreneurship in Singapore was formed in response to the globalization of the information economy, utilizing a knowledge-based economic growth approach. This strategy facilitates the transition from an investment-driven to an innovation-driven economy, with a focus on intellectual capital development and its commercialization to generate value and jobs. In this era of economic transformation, the role of universities in stimulating economic growth through industry-relevant research, the commercialization of technology, the development of high-tech, the recruitment of internationally talented individuals, and the inculcation of an entrepreneurial mindset in scholars is becoming increasingly apparent (Wong, Ho & Singh, 2007).

It can be understood that in order to teach and learn entrepreneurship which has been regulated in the curriculum, the formulation should be in accordance with the existing criteria in entrepreneurship. In addition, the success of teaching and learning curriculum also requires an in-depth study by looking at (examples) from countries that have started to introduce curriculum in learning in higher education.

C. Overview of Career Interests

One of the key skills for twenty-first century education is a predisposition towards understanding career and life skills (Mengo, Ndiung, & Midun, 2022). According to Greenberg and Baron (2003), a career is a sequence of a person's work experience over a certain time. Having a promising career is something that makes every student's hopes and dreams come true. A student can get what he/she wants by getting the desired career. In keeping with Blau (1988, p. 287), “the direction of a person’s career choice is a process that lasts a long time and is influenced by various factors, both supporting factors and inhibiting factors for someone in making career decisions.”

Meanwhile, Busro (2017) states, a career is a process that describes the efforts/activities of an employee in achieving goals and the flow of positions/work to achieve their respective career goals. Then, a person's choice of a job is driven by the factor of the tendency to get rewards and the factor of hope for change.

The factors that influence individuals in making career decisions include the following: social experience, interaction with other people, potential, aspirations of parents, parents' socioeconomic conditions, knowledge of the world of work,

interests, consideration of career choices, and skills in career decision making. According to Blau (1988, p. 290), seven factors determine entering a job, including:

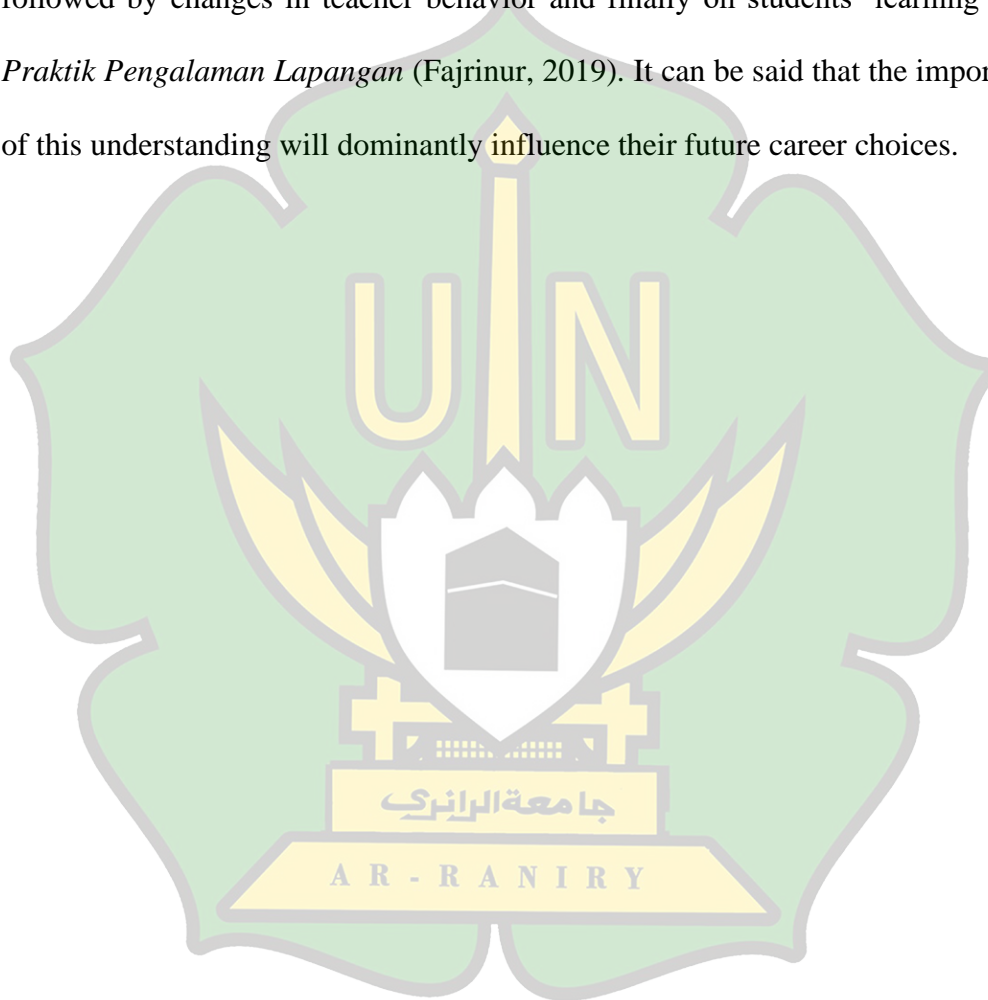
- a. New members demand earlier and longer vacations or leave.
- b. Functional requirements factors, for example, technical qualifications.
- c. Non-functional requirement factors, namely a selection based on irrelevant criteria.
- d. Rewards, such as salary (income), prestige, energy, and others.
- e. Complete information factors that influence entering the job.
- f. Job technical skills of various kinds.
- g. The social characteristics of workers that influence the creation.

These factors are very influential on the work that someone will choose. In essence, each individual will collect information about his chosen career. The information collected by an individual includes the factors mentioned above.

The condition of an individual who is able to choose a career based on his abilities and does not depend on others has a sense of self-confidence in choosing the career of his choice. It has a sense of responsibility for his career choice, so his future is as expected. For some people choosing a career has the potential to meet their needs in the future. Therefore, choosing the right career according to one's interests and talents is the initial stage in career formation.

In general, for teacher training students, understanding the career of being a teacher is first seen from confidence in their profession, satisfaction with their work, and feeling confident about their work. Beliefs about principles related to

working as a whole, job satisfaction, self-efficacy, and assessment and feedback have a major influence on their teaching profession as English teachers. This great influence influences those who wish to become teachers in various ways. Confidence appears to have the strongest impact on prospective teacher learning, followed by changes in teacher behavior and finally on students' learning when *Praktik Pengalaman Lapangan* (Fajrinur, 2019). It can be said that the importance of this understanding will dominantly influence their future career choices.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

There were many types of research designs used to conduct research, such as qualitative, quantitative, and mixed methods. In this study, the author used one type of qualitative research. According to Denzin and Lincoln (2005), qualitative research was multi-method in focus, involving an interpretive, naturalistic strategy to its subject matter. It implied that qualitative researchers study things in their natural setting, trying to understand or describe phenomena in terms of the purposes people bring to them. Qualitative research meant the study of the use and collection of suitable material from case studies, individual experiences, introspective, life story interviews, observational, historical, interactional, and visual texts that depict routine and challenging moments and meanings in an individual's life.

Furthermore, qualitative research had characteristics. As Cresswell (2012) said, in general, it was known that the characteristics are; (1) An exploratory and Descriptive focus, (2) Emergent Design, (3) Data Collection in the natural setting, (4) Stress on 'human-as-instrument,' (5) Qualitative methods of data collection and (5) Early and On-going inductive analysis. So, the writer did qualitative research because the writer wanted to analyze the influence of entrepreneurship courses on the career interests of PBI students.

B. Research Participants

1. Population

There were several arguments from experts about the study population. According to Creswell (2012), a population was a group of individuals who have the same characteristics. Meanwhile, Sugiyono (2015) said that the population was a generalization area consisting of subjects with specific qualities and characteristics determined by researchers to study and draw conclusions. In this study, the target population was the students of PBI UIN Ar-Raniry.

2. Sample

There were several expert opinions on determining the value of a sample in a study. According to Ary et al. (2002), a sample was a small group that is being observed. In addition, Creswell (2012) stated that the sample was a subset of the target population that the researcher planned to study in order to summarize information about the target population. Then, in determining the sample, it was necessary to use a sampling technique to determine the sample as representative of the population.

The researcher used a purposive sampling technique in taking the interview sample. Crossman (2020) said purposive sampling is not a probability sample, but sampling picked based on the characteristics of the population and the purposes of the study. So, the criteria in determining the sample based on the purposive sampling technique in this study were the students of PBI UIN Ar-Raniry who had just completed the entrepreneurship course. The sample in this class was six students based on the representation of the available units of the course.

C. Method of Data Collection

In revealing information from participants, the researcher used the interviews to collect data. Ary et al. (2010) stated that interview was one of the tools to get the data. Interviews gathered data from people about views, beliefs, and feelings about circumstances in their own words. According to Oakley (1998), as referenced by Jamshed (2014), the objective of the research interview was to investigate the perspectives, experiences, beliefs, and/or motives of persons regarding particular topics. It was considered that qualitative approaches, such as interviews, provided a "deeper" understanding of social phenomena than strictly quantitative methods, such as questionnaires. Babbie (2007) identified three broad categories of interviews: standardized, semi-standardized, and unstandardized. The primary distinction between each type was the framework of the interview.

D. Method of Data Analysis

This section presented the data analysis procedures performed on the collected data to answer the research questions. The data analysis technique was fulfilled by processing the result of the interview transcript, observation note, and document review. The data was analyzed based on an interactive model of analysis promoted by Miles and Huberman (2014). This model had three different processes: data reduction, data display, conclusion drawing/verification, and data collection from an interactive cyclical process.

1. Data Reduction

In this part, the researcher assessed the data by choosing, concentrating, simplifying, and converting the data. Then the data, which was gathered from the interview, observation, and documents, was enormous and complex. Therefore, data reduction was required to make the data definite and light to use. Then, to reduce the data, the researcher had to focus on research questions about the influence of entrepreneurship courses on the career interests of PBI students. The data which would not be related to it was set apart.

2. Data Display

Data display intends an organized, compressed assembly of information that deducts conclusion drawing. Data display would assist the researcher in comprehending what was happening and doing something. The data displayed in this study used brief notes, tables, and narrative text.

3. Conclusion Drawing

Conclusion drawing was also known as verification. From the beginning of data collection, the researcher started to decide what things mean as a temporary conclusion and held these conclusions lightly, maintaining openness and skepticism, but the conclusions might not emerge until data collection is over. The data triangulation of this research was gained from the interview, observational notes, and document analysis. Meanwhile, concluding was the last step of data collection which should follow data reduction and data display before (Miles and Huberman, 2014). Moreover, in this research, the researcher started to decide the

essential variables to draw in conclusion. As a result, the conclusion would be fulfilled by valid and consistent evidence that has been collected.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the study are reflected in the following interview responses. The participants in this study were six English students who had taken entrepreneurship courses: three boys and three girls. Three participants were from the 2017 class, and three others were from the 2018 class. Here, the six participants were given the initials Participant 1, Participant 2, Participant 3, Participant 4, Participant 5, and Participant 6.

The data collection method used a semi-structured interview, as described in the previous chapter. There were eight main questions and several follow-up questions. Following data analysis, the researcher made the following points:

1. An Overview of The Entrepreneurship Course

Based on the results of the interviews, in looking at the influence of entrepreneurship courses on the career interests of PBI students, it is necessary to know the general description of the entrepreneurship courses taken by PBI students, where the findings on this theme are divided into five categories; the urgency of entrepreneurship courses, the benefits of entrepreneurship courses, the development of entrepreneurship courses, expectations for entrepreneurship courses and the linkages of entrepreneurship courses with learning English.

a. Urgency of entrepreneurship courses

Based on the results of the interviews, all participants stated that they saw the urgency of the course as a practical alternative: even though it might be useful in the future. As Participant 3 stated:

I need an entrepreneurship course in order to get additional knowledge or provisions or preparation because we are not students majoring in business, so one way to get knowledge about business is by taking entrepreneurship courses (Participant 3).

In line with the opinion above, Participant 6 added another reason for the urgency of having an entrepreneurship course as follows:

In my opinion, this entrepreneurship course can help students in determining their talent interests. It means that not all students want to be a teacher with this course opening their mindset about the science of entrepreneurs (Participant 6).

Further, the urgency of entrepreneurship courses depends on the individual students regarding their interest in business, which determines whether the course is important or not. Participant 5 describes as follows:

How important it depends on whether the students are interested in business or not. If, for example, students are interested in business, the course is important (Participant 5).

It can be concluded that the entrepreneurship course for English students equips them as prospective teachers to have the opportunity to become novice entrepreneurs with the skills and knowledge to generate business ideas and develop their own businesses or talents.

b. Benefits of the entrepreneurship course

All participants claimed to get benefits such as new knowledge after attending the entrepreneurship course. Participant 2, one of the participants shared

the benefit found that the course became redemption for those who began to feel unsuited to become teachers, as explained below:

This course is a driving force for students who are wrong to enter the department or who only want to learn the language to communicate with outsiders. So, the course is a guide for students who are less interested in becoming teachers. At least he has a basis for knowledge in entrepreneurs. (Participant 2).

Further, Participant 6, one of the other participants, added a statement that when taking this course provides opportunities for those who are interested in entrepreneurial talent:

This course is important for students who seek their talent interest in the field of entrepreneurs so we can learn about the business world and how to become a good entrepreneur, so this is very important (Participant 6).

Meanwhile, Participant 3 stated that entrepreneurship can provide another description or alternative knowledge that can be used one day, as it is believed that the following:

Because it can support or increase knowledge other than academic knowledge to English language education students in preparation as well as in their future (Participant 3).

In summary, from what was stated above, the advantage of studying entrepreneurship courses as compared to other elective courses is that these skills are not uniquely relevant to career interests as entrepreneurs. The skills needed to start the respective business are relevant in any field and desirable attributes to become a possible future career choice.

c. Development of entrepreneurship courses

Some students stated that entrepreneurship courses had been quite good based on their experiences after completing entrepreneurship courses. Participant

3 explained that the entrepreneurship course offered as an optional course has a fairly mature learning syllabus, as stated below:

After my experience, the lecturer who teaches this course is quite prepared because the syllabus presented is enough to provide many benefits. For example, we are told to make a business plan or taught from basic what business is or what entrepreneurship is to actual business application (Participant 3).

Whereas Participant 6 said that in the course, they were given practical assignments according to the theory being studied, as presented below:

So far what I feel is going well. Because as long as I followed this course, we were given material about entrepreneurship, and we were given some exercises about the world of entrepreneurship as well. For example, we are told to sell something and how we are to become a good entrepreneur (Participant 6).

Participant 1, one of the other participants, argued that this course was good enough considering what was being taught was not specific to business students, while the full explanation was as follows:

In my opinion, the application is good; it has accommodated the needs of students, which, as we know, this study program is not specifically in Entrepreneur but only an introduction. So, this course is actually sufficient for those who are not business-economic students (Participant 1).

Whereas Participant 4, one of the other participants, in the development of the course was already good in terms of theory, it was sufficient:

This, in my opinion, is still just theoretical for some lecturers. This course is not carried out optimally because its application is only in theory without practice (Participant 4).

Based on the above view, the development of entrepreneurship courses is good, such as the theory that is built as fundamental and the provision of the syllabus as subject matter or subject matter is sufficient. The existence of a clear syllabus can be used as a guideline for developing further learning and facilitating

learning of entrepreneurship courses to achieve the expected goals. However, it is undeniable that deficiencies also arise, such as in applying the theory through practice, so that this can be considered in the future for further development.

d. Expectations for the entrepreneurship course

The participants have hopes for the existence of entrepreneurship courses offered, one of which is to increase practice compared to theory in their learning.

This is evidenced by the following response of Participant 4:

This course will be more interesting if it immediately goes down the field, whether later the lecturer tells students to create a business through applications such as Canva that allow the implementation of these theories that have been taught in class. So, the practice still needs to be improved (Participant 4).

As for the lack of practice-based learning in the course, it shows their hope that it will be perfected in the future, as stated by Participant 1:

Focusing on the theory only in the entrepreneurial class is not enough. There should be practice even if you have to pay. But this is important for the course because practice is also important so that learning about entrepreneurs becomes optimal (Participant 1).

Participant 6, one of the other participants, added the following statement according to the previous statements:

In my opinion, what needs to be added to this course is the provision of practical learning. If now the lecture is just the material, then given training like us last given a blog, later from there assessed. Such a lack of material and good material is just a lack of practice, for example, working on business projects in groups, so that it can increase students' understanding of the implementation of learning about entrepreneurship (Participant 6).

Their other hope is to strengthen or maturity of the entrepreneurship course material. This can be seen from the desire for advanced courses on entrepreneurship, as presented by Participant 2 below:

The basis of learning is good. However, it is better when students take the course that there is a continuation of the course that discusses more profoundly or can be to the stage of practice so that the knowledge of entrepreneurs, even though he can be outside. At least he or she understands the basics from of learning entrepreneurship (Participant 2).

Based on the various perspectives above, the hope for this course is to achieve something students want, or hopefully, this course will produce good results in the future. Their hope for the entrepreneurship course is that students are able to understand what the lecturer has taught well. In a way that is more different from the lecture system or method in other classes: using the progress of the times, such as taking advantage of opportunities to start a business digitally or online and not only learning the theory taught in class but also going directly into the field to find out how the entrepreneurial conditions are already running in around them. This activity will certainly give students broader experience and inspiration.

e. Relationship between entrepreneurship courses and learning English

Several EFL students in this study stated that the relationship between entrepreneurship courses made them have opportunities for their future in terms of jobs that could be pursued supported by the language skills they had learned. As stated by Participant 1:

The entrepreneurial course is important for us as English language education students. As I said earlier, if we as teacher-students do not want to be teachers, then we can turn into an entrepreneur who is qualified with English skills. If we succeed in entrepreneurship in English, we can go to the global market, not only the local market (Participant 1).

Even so, there are also those who state that the entrepreneurship course has no connection with their department because the profession forged by the department is focused on the teaching profession, as explained in Participant 5 below:

I do not think the relationship (between the existence of an entrepreneurial course with the intention to become a teacher) because the domain is different because this study program is the realm of education while the other business has nothing to do (Participant 5).

Whereas Participant 4, one of the participants, said that the existence of an entrepreneurship course was not directly related to their learning as education students. However, learning about entrepreneurship through the provided courses does not mean that it is not permissible and does not show any disadvantages because talking about the chosen course is optional and returns to each other's interests, as stated below:

Actually, there is no direct relationship because this course is more suitable for the Faculty of Business and Economics because of what is learned about business. There is no harm in a community of education studying business courses. But implicitly yes, it is related, in my opinion, if you really want to run learn about entrepreneurs it should not be done with a responsibility or half measures. For English education students, learning is not solely about studying and is always focused on education. However, we can learn how to eradicate business using English that has been learned, and it is pretty interesting (Participant 4).

In short, the relationship between entrepreneurship courses and learning English education is not seen explicitly. Regardless, what is taught is manageable to them because the learning is not as comprehensive as for economics and business students. In this case, the material taught is more on students' soft skills in determining a career regardless of their major, including majoring in English education.

2. Student Interest in Choosing Entrepreneurship Courses

As for the effect of entrepreneurship courses on PBI student career interests, the researcher divided this theme into four parts such as the experience in taking entrepreneurship courses, the interest in entrepreneurship courses towards the goal of becoming a teacher, the impact of entrepreneurship courses with the intention of owning a business and the impact of entrepreneurship courses as an alternative career and additional work.

a. Influence of entrepreneur courses on the goal of becoming a teacher

Regarding the relationship between courses and student career interests as teacher candidates, various responses emerged. There were several participants who thought that, basically, they were sure of the major they were taking so that for them it would not impact their future profession; as Participant 1 mentioned that “a little changed but not too because it only got one subject for semester that is not very influential.”

As for the more detailed reasons for the goal of becoming a teacher, they were not overly influenced by the entrepreneurship courses they had taken; this was reiterated by Participant 1:

I do not think so, because we in this study program are educated to become teachers, not entrepreneurs. If I become a teacher, this course does not affect me because the material learned here is so basic (Participant 1).

What was conveyed by Participant 1 was strengthened by Participant 3 as follows:

It slightly changed my career interest, but not really because this is only studied for one semester/only one course about entrepreneurs during the

campus, so it is not very influential. Only if I personally do not think about moving my career interest, from a career interest as a teacher to entrepreneur. (Participant 3).

Different from the participants' opinions above, there were also some participants who stated that the entrepreneurship course did not have a significant effect on their aspirations to become teachers, as said by Participant 2:

In my opinion, it is not very influential on the existence of entrepreneurial courses with a career interest in becoming teachers, because the course is only a choice for teaching students whose leading choice is set to be a teacher (Participant 2).

While Participant 5 said that the reasons for not having an effect on the entrepreneurship course on their goal of becoming teachers so that they faltered were that it was only limited to basic learning or just general insight:

As an insight because we have gained a lot of knowledge about education, so about business/entrepreneur is still lacking, maybe as an insight. However, it does not entirely affect wanting to become an entrepreneur (Participant 5).

It can be concluded that the existence of entrepreneurship courses does not affect the goals of English students to become teachers. This belief is because the focus of learning students get is always on English language education students' teaching skills compared to the ability to become entrepreneurs, which is only supported by limited learning; in one semester and is optional.

b. Experience in taking entrepreneurship courses

All participants agreed that while taking the course, they were interested in the experience. They developed their views regarding the business and the opportunities in the future. Participant 6 stated, "For example, we are told to sell something and how we become a good entrepreneur."

Meanwhile, Participant 3 expressed his experience:

After my experience, the lecturer who teaches this course is quite prepared because the syllabus presented is enough to provide many benefits. For example, we are told to make a business plan or taught from basic what business is or what entrepreneurship is to the application of real business (Participant 3).

Even so, there are also those who do not give a sense and impact on the courses taken because the experience they have is not optimal based on the conditions when taking the course, the lectures are being conducted online, as in the following Participant 5 story:

In my opinion, the application is quite good because we were studying the course, so it was somewhat lacking, but so far, it was good because online, so there was a lack of field practice because everything was completely online, learning theory and discussion in virtual learning applications such as Google Meet (Participant 5).

Based on the opinions that have been put forward, it can be concluded that the entrepreneurial learning experience felt by students is entirely satisfying if it is given practical learning. There are also experiences of those who are dissatisfied with entrepreneurship courses because learning takes place online, so learning focuses more on theory. The consequence is that when students try to prove what they have learned through practice, the material studied may not necessarily show output and outcome to students.

c. The influence of entrepreneurship courses on entrepreneurial intentions

Several participants mentioned that from the beginning, they were interested in becoming entrepreneurs, so this course strengthened their intention to start a business, as stated by Participant 1:

Yes, of course. This course has an effect because at the beginning already knew the basics. With the focus on learning English that we are involved in, the Department of English Education will facilitate and support those who already have the initial intention to become entrepreneurs (Participant 1).

While Participant 4 added that the existence of this course had increased his/her motivation to realize his/her intention to become an entrepreneur, as the reasons stated below:

On the one hand, before I studied the course, I already had an interest in entrepreneurship; coupled with studying the course, my motivation is increasing to start a business or become an entrepreneur (Participant 4).

Further, Participant 3, one of the other participants, gave the argument that he/she had hopes of being able to start entrepreneurship with the material provided in this course:

This course makes me more interested in becoming an entrepreneur, because one of the reasons for entering the entrepreneurial course was originally a course about business; we get a little basic/fundamental knowledge that must be possessed about business. So, the addition of knowledge in the entrepreneurship class adds to the desire to be an entrepreneur and make business real (Participant 3).

In short, one needs solid reasons and scientific backing to do something and stick to that choice. This strong reason is considered as motivation and studying the knowledge that will be involved in such as the existence of this entrepreneurship course. Motivation is needed in various actions so that each job can be done with enthusiasm and more enthusiasm. More and more people will be motivated to realize their entrepreneurial intentions by having the courage to study entrepreneurship through the courses provided.

d. Entrepreneurship as a career alternative

The results of the study show that the existence of these courses develops options for EFL students for future opportunities. From a professional perspective, becoming an entrepreneur can be an alternative for those who feel that being a teacher is no longer attractive or unprofitable. As explained by Participant 3:

If you want to become an entrepreneur, for me, it is not too big a reason to take this course to prepare ahead if later I cannot or cannot be a teacher. So at least I have a provision for the provision of teaching; we also have the provision to do business (Participant 3).

Furthermore, even though they have been set to become teachers, it does not rule out the possibility for them to become entrepreneurs; by looking at and adjusting to future opportunities in eligibility to become a teacher, according to the following reason Participant 1:

Both of these are related; this study program provides entrepreneur courses so that students are not only directed to become teachers but can also be enter marks if they feel unsuitable to be a teacher (Participant 1).

In addition, Participant 6 said that entrepreneurship does not interfere with those who want to become teachers because entrepreneurship can be a side profession or additional work, as he stated below:

Of course, it has an impact. The profession as a teacher is the main thing, but besides that, we can become entrepreneurs. So, we are not required to choose one profession or job. Being a businessman seems more convincing for a long-term career (Participant 6).

It can be concluded that nothing can be predicted in the future, even though their aspirations or goals have been set. Studying entrepreneurship exposes PBI students to the idea that entrepreneurship is essential for any society to be globally competitive. Technological advances create new jobs for them at various

times without having to choose or sacrifice one, be it a teacher or entrepreneur. This course once again allows students to study entrepreneurship, a guarantee of life as an individual or in society from the desired career.

B. Discussion

This section presents a discussion based on research findings. Researchers come up with one research question. The research questions were answered using the results of the interviews. The research question is, "how does the entrepreneurship course affect the career interests of English Language Education students?" After the data has been analyzed, it can be concluded that there are several reasons that influence the entrepreneurship courses of English Language Education students on their career interests. According to Blau (1988), there are seven factors that determine career interest, namely: 1) New member demands earlier and longer vacations or leave; 2) Functional requirements factors, for example, technical qualifications; 3) Non-functional requirements factors, namely a selection based on irrelevant criteria, 4) Rewards, such as salary (income), prestige, energy, and others, 5) Complete information factors that influence entering the job, 6) Job technical skills of various kinds, and 7) The social characteristics of workers that influence the creation. Here the researcher also found that one of the factors that most influence student interest in a career interest is the opportunity and initial intention/passion. This research is slightly different from the factors put forward by Blau (1988); in this study, students did not bring up all the factors mentioned in chapter 2. Then, new factors also

emerged, this is natural because the factors that emerged could vary and be different from the others.

First, regarding the selection of entrepreneurship courses is to show their understanding and interest in the world of entrepreneurship. In this study, researchers found that entrepreneurs have extraordinary interests and benefits for their future students when choosing this course. There are those who know entrepreneurship and have an interest in entrepreneurship. The results of the interviews proved that all students were familiar with entrepreneurship. The results of the interviews also indicated that students already knew that they knew the basics of entrepreneurship and what they would learn in the course. This result is in line with the factors that encourage interest in entrepreneurship. Bygrave and Zacharakis, (2011) argues that the level of understanding of students and future opportunities for the desired profession may not necessarily be available, so it requires them to prepare themselves for alternatives that they might be able to work on in an effort to survive. The existence of this course is a provision for them when they want to go into entrepreneurship. Thus, this factor is indicated as a personal factor.

In addition, this course provides basic theories that are fundamental to those who want to have a career as an entrepreneur. The second reason is to have an interest in the business sector. All students stated that they chose the entrepreneurship course of their own volition. They also have a considerable interest in the field of entrepreneurship, so they can confidently choose this major. In addition, students already have expectations that they want to learn about and

explore in courses. In the second chapter before, the researcher also mentioned that the theory is given in that course as knowledge before students enter the field, and practice is given so that students can dig deeper into the entrepreneurial experience. Entrepreneurship education is given to students with the aim that they have entrepreneurial knowledge so that when students have graduated from college, they have the determination to open a business.

Furthermore, in this study, the influence of the course on the career interests of English education students was answered with the aim that they still wanted to become teachers. Greenberg and Baron (2003), a career is a sequence of a person's work experience over a certain time. Having a promising career is something that makes every student's hopes and dreams come true. A student can get what he/she wants by getting the desired career. Thus, this finding is in line with what Greenberg and Baron (2003) stated. They, as students of English education, fail to have the intention of changing their main career interest/interest to become a teacher due to the initial goal and the time and material spent in college to become prospective teachers. Meanwhile, the intention to become an entrepreneur doesn't really affect them if it's just learning that takes place optionally and only for one semester and only focuses on learning theory.

In addition, some students choose to admit that their desire is to choose entrepreneurship courses and learn about it as an alternative science. They stated that they did not rule out the possibility of becoming entrepreneurs if they experienced obstacles to becoming teachers in the future. Even if being an entrepreneur might also be done as an additional or side job to see opportunities to

achieve personal well-being. Busro (2017) states career is a process that describes the efforts/activities of an employee in achieving goals and the flow of positions/work to achieve their respective career goals. Then, a person's choice of a job is driven by the tendency to get rewards and the expectation of change. Thus, changes in career interest depend on the hopes and opportunities that are owned in the future; if what is desired is not achieved, then there are alternatives that can be taken with adequate preparation.

In addition, in this study, the researchers also discovered two new factors, namely future dreams and subject matter. Future dreams have become an essential factor in their consideration of choosing entrepreneurship courses even though they are students of English education. Some students admit that even though they have a focus on learning English, it does not mean they cannot do business. They have hopes of collaborating their language skills with the business they want to develop. One of the students also revealed that he wanted to start and develop a business with a broader market with mastered English skills considering that English is a global language.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

This study discusses the influence of entrepreneurship courses on the career interest of PBI students. Based on the research findings and discussion in the previous chapter, the researcher wants to conclude and highlight several points. First, the existence of an entrepreneurship course is quite good considering the interests/benefits offered: of the course as a practical alternative/alternative knowledge that can be used one day. The reason for choosing an entrepreneurship course is to show their understanding and interest in the world of entrepreneurship: to have extraordinary interest and benefits for prospective students when choosing this major. There are those who already know about the world of entrepreneurship and have an interest in entrepreneurship. The existence of this course is a provision for them when they want to enter the world of entrepreneurship. Thus, this factor is indicated as a personal factor.

In addition, this course provides fundamental theories for students who wish to have a career as an entrepreneur. The second reason is having an interest in the field of business: choosing entrepreneurship courses on their own accord. They also have a considerable interest in entrepreneurship, so they can confidently choose this major. In addition, students already have expectations that they want to realize by learning and exploring in this course. Entrepreneurship education is given to students with the aim that they have entrepreneurial knowledge so that

when students have graduated from college, they have the determination to open a business.

Furthermore, the influence of the course on the career interests of English education students is answered with the aim that they still want to become teachers. Having a promising career is what makes every student's hopes and dreams come true. A student can get what he/she wants by getting the desired career. As English language education students failed to have any intention to change their main career interest/interest to become a teacher because of the initial goal and the time and materials spent in college to become a teacher candidate. Meanwhile, the intention to become an entrepreneur does not really affect them if learning only takes place optionally and only lasts for one semester, and only focuses on learning theory.

Apart from that, their desire is to choose entrepreneurship courses and study them as an alternative science; it does not rule out the possibility of becoming an entrepreneur if they experience obstacles to becoming a teacher in the future. Even if being an entrepreneur might also be done as an additional or side job to see opportunities to achieve personal prosperity. Then, one's choice of a job is driven by the tendency to get rewards and expectations of change. Thus, changes in career interest depend on the hopes and opportunities one has in the future; if what is desired is not achieved, then there are alternatives that can be taken with adequate preparation.

In addition, future dreams have become an important factor in their consideration of choosing an entrepreneurship program even though they are

English education students. Students already have a focus on learning English, but it does not mean they cannot do business. They have hopes of collaborating their language skills with the business they want to start or grow.

B. Recommendation

Based on the research findings, it can be concluded that the entrepreneurship course has many positive benefits for the personal, professional, and global-minded development of English students. Apart from their main career interests that the department has set to become professional teaching staff, it is not wrong for them to learn about entrepreneurship which is useful in the future either as an alternative career or a side job/income. Therefore, the following are some suggestions from researchers to teacher training students, lecturers, stakeholders in tertiary institutions, and future researchers, as follows:

1. Student

This research is expected to provide more insight to teacher training students about the benefits that can be obtained through personal, professional, and global-minded international teaching internship experiences. Apart from learning from other experiences, teacher training students are also expected to be a trigger to apply for and take part in internship opportunities that will develop both soft skills and hard skills in order to have better competence in order to survive in the world of work.

2. Lecturer

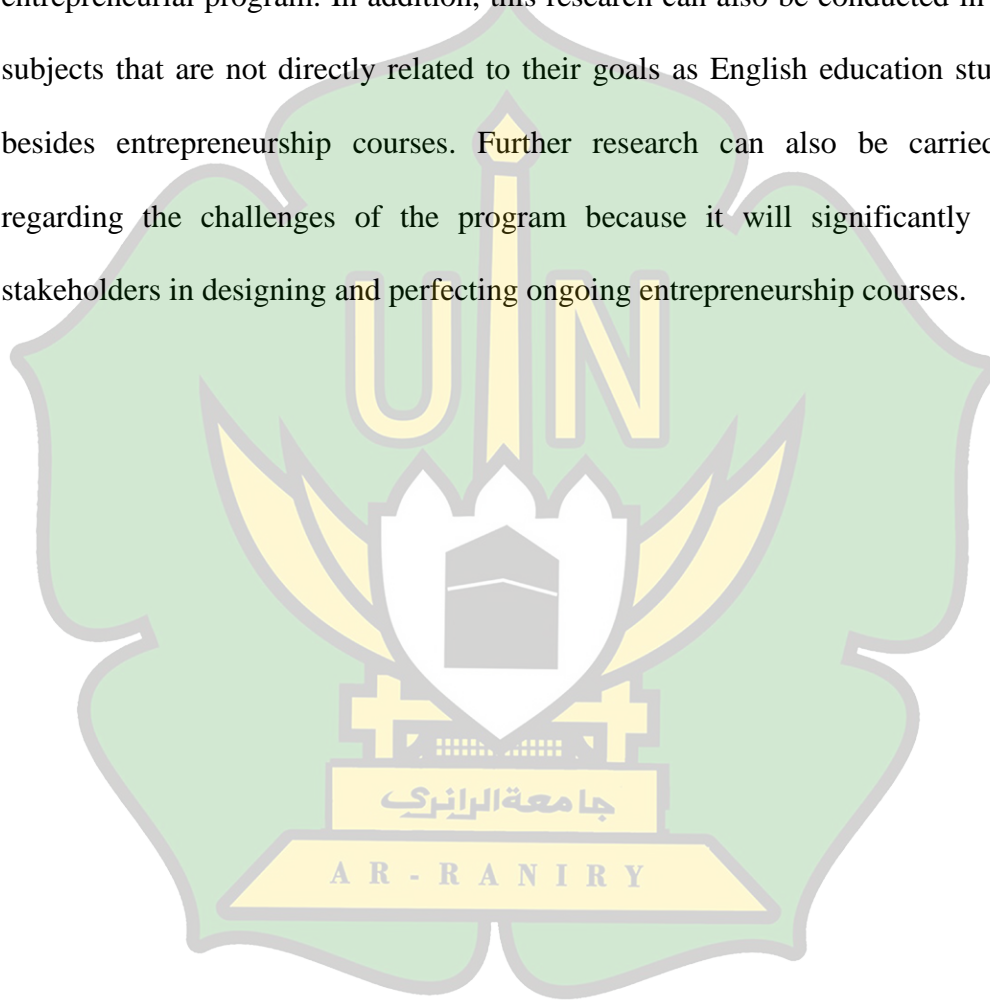
The researcher hopes that the results of this research will add information to lecturers about how vital understanding in this era is for entrepreneurs to see the opportunities and challenges of the job market for students and give them more options in the future for these opportunities. Lecturers are also expected to be able to increase student involvement in the learning process by adding practical concepts such as starting a small business in groups or apprenticing to an entrepreneur owned by another person as an effort to observe with proof of the theory students have learned. It is necessary to develop learning methods to create more creative entrepreneurial learning and attract students' interest in entrepreneurship. Lecturers are also expected to be able to propose an entrepreneurial program as the final result of the course, which is a partnership with local businesses to stakeholders in tertiary institutions in the context of developing additional student competencies.

3. Stakeholders in the University

Researchers hope that the results of this study provide more information to stakeholders in tertiary institutions about the benefits of entrepreneurship and the importance of entrepreneurship programs for graduate students with better competence. There needs to be facilities and infrastructure from the campus that can support students in promoting products and developing their business. This result is also expected to trigger stakeholders in tertiary institutions to collaborate more with the private sector so that there are more opportunities to share knowledge for students from practitioners or business actors.

4. Further Researchers

This research only focuses on three benefits, namely personal, professional, and global perspectives. It is recommended that future researchers broaden the focus or change the focus to other variables that are in accordance with the entrepreneurial program. In addition, this research can also be conducted in other subjects that are not directly related to their goals as English education students besides entrepreneurship courses. Further research can also be carried out regarding the challenges of the program because it will significantly assist stakeholders in designing and perfecting ongoing entrepreneurship courses.



REFERENCES

- Atmaja, A., & Margunani, M. (2017). Pengaruh pendidikan kewirausahaan dan aktivitas wirausaha terhadap minat berwirausaha mahasiswa universitas negeri semarang. *Economic Education Analysis Journal*, 5(3), 774. Retrieved from <https://journal.unnes.ac.id/sju/index.php/eeaj/article/view/13578>.
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education*. US: Wadsworth.
- Ary, D., Jacobs, L., & Razavieh, A. (2002). *Introduction to research education* (4th ed.). Australia: Belmont.
- Baron, A. R. & Greenberg, J. (2003). *Organizational Behaviour in Organization. Understanding and managing the human side of work*. Canada: Prentice Hall.
- Beugelsdijk, S., & Smeets, R. (2008). Entrepreneurial Culture and Economic Growth: Revisiting McClelland's Thesis. *The American Journal of Economics and Sociology*, 67(5), 915–940. <http://www.jstor.org/stable/27739746>
- Birch, D. (1981). "Who creates jobs?" *The Public Interest*. 65 (Fall):3-14.
- Blau, G. J. (1988). Further exploring the meaning and measurement of career commitment. *Journal of Vocational Behavior*, 32(3), 284–297.
- Bögenhold, D. (2000). Entrepreneurship, Markets, Self-employment: Introduction. *International Review of Sociology* 10:25-40.
- Busro, M. (2017). *Teori-Teori Manajemen Sumber Daya Manusia*. Jakarta: Prenada Media Group
- Bygrave, W. & Zacharakis, A. (2011). *Entrepreneurship* (2nd Ed.). New Jersey: John Wiley & Sons, Inc.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th Ed.). Boston, MA: Pearson.
- Crossman, A. (2020). Understanding Purposive Sampling. An Overview of the Methods and Its Applications. <https://www.thoughtco.com/purposive-sampling-3026727>.

- De Klerk, G.J. & Kruger, S. (2002). The driving force behind entrepreneurship: An exploratory perspective. https://www.kmu-hsg.ch/rencontres/IGW_Rencontres/BAND2002_WEB/F_04_deKlerk.pdf Accessed 15 May 2010.
- Denzin, N. K., & Lincoln, Y. S. (2005). *Introduction: The discipline and practice of qualitative research*. US: Sage Publications Ltd.
- Direktorat Pendidikan Tinggi Keagamaan Islam Kementerian Agama RI (2019). Makna Peraturan Pemerintah Tentang Pendidikan Tinggi Keagamaan. <http://www.pendis.kemenag.go.id/index.php?a=detil&id=10425>
- Drucker, P.F. (2007). *Innovation and Entrepreneurship: Practice and Principles*. Oxford: Butterworth Heinemann.
- Government Regulation No. 17 of 2010.
- Hisrich, R.D., & Peters, M.P. (1992). *Entrepreneurship: Starting, Developing, and Managing a New Enterprise*. IL: Irwin.
- Jamshed S. (2014). Qualitative research method-interviewing and observation. *Journal of basic and clinical pharmacy*, 5(4), 87–88. <https://doi.org/10.4103/0976-0105.141942>
- Lestari, R. B., & Wijaya, T. (2012). Pengaruh Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa di STIE MDP, STMIK MDP, dan STIE MUSI. *Forum Bisnis dan Kewirausahaan Jurnal Ilmiah STIE MDP*, 1(2), 112-119.
- Miles, M.B., Huberman, A.M., & Saldana, J. (2014). *Qualitative data analysis a methods sourcebook*. London: Sage.
- Ministerial of Education and Culture Regulation No. 73 of 2013.
- Mishra, C. S., & Zachary, R. K. (2014). *The Theory of Entrepreneurship*. New York: Palgrave Macmillan.
- Mishra, C. S., & Zachary, R. K. (2015). *The Theory of Entrepreneurship*. New York: Palgrave Macmillan
- Muis, I. (2015) *Modul Kewirausahaan untuk Mahasiswa*. Makassar: Pusat Kewirausahaan Universitas Negeri Makassar.
- Orchard, S. (2015). Entrepreneurship and the Human Capital of Organizational Innovation: The Intrapreneur. In: Sindakis, S., Walter, C. (eds) *The Entrepreneurial Rise in Southeast Asia*. Palgrave Studies in Democracy, Innovation, and Entrepreneurship for Growth. New York: Palgrave-Macmillan. https://doi.org/10.1057/9781137373809_6

- Piore, Michael J., & Charles F. Sabel. (1984). *The Second Industrial Divide: Possibilities for Prosperity*. New York: Basic Books.
- Presidential Instruction No. 4 of 1995.
- Presidential Regulation No. 8 of 2012.
- Ranto, D. W. P. (2016). Membangun Perilaku Entrepreneur Pada Mahasiswa Melalui Entrepreneurship Education, *JBMA*, 3(1), 79-86.
- Robbins, S. P., & Coulter, M. K. (2010). *Management*. United Kingdom: Pearson Education.
- Salvisberg, A. (2002). Towards the emergence of an employed entrepreneur? Shifting soft skill requirements in the second half of the 20th century.
- Saputra, A. D., & Susena, (2013). Kontribusi Mata Kuliah Kewirausahaan dalam Menumbuhkan Jiwa Entrepreneurship yang Beretika pada Mahasiswa Prodi PPKn FKIP UAD Yogyakarta. *Jurnal Citizenship*, 2(1), 41-48.
- Śledzik, K. (2013). Schumpeter's View on Innovation and Entrepreneurship. *SSRN Electronic Journal*. 10.2139/ssrn.2257783.
- Sugiyono. (2015). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: ALFABETA.
- Susilaningih. (2015). Pendidikan Kewirausahaan Di Perguruan Tinggi: Penting kah Untuk Semua Profesi? *Jurnal Economia*, 11(1), 1-9.
- The Law of the Republic of Indonesia No. 11 of 2008 in chapter IV article 58
- Wong, Poh-Kam, Ho, Yuen-Ping, Singh, Annette. (2007). Towards an "Entrepreneurial University" Model to Support Knowledge-Based Economic Development: The Case of the National University of Singapore. *World Development*, 35(6), 941-958.
- Muluk, S. (2017). Part-Time Job and Students' Academic Achievement. *Jurnal Ilmiah Peuradeun*, 5(3), 361 - 372. doi:10.26811/peuradeun.v5i3.154
- Muluk, S., & Habiburrahim, H. (2018). Higher Education Transformation: To what direction? (A Look at the transformation of Ar-Raniry State Islamic University). *Jurnal Ilmiah Peuradeun*, 6(3), 447-458. doi:10.26811/peuradeun.v6i3.286
- Mengo, S., Ndiung, S., & Midun, H. (2022). Integrating 21st-century skills in English material development: What do college students really need? *Englisia: Journal of Language, Education, and Humanities*, 9(2), 165-186. <https://doi.org/10.22373/ej.v9i2.10889>

Fajrinur, F. (2019). Exploring english teachers' beliefs on their teaching profession. *Englisia: Journal of Language, Education, and Humanities*, 7(1), 1-14. doi:<http://dx.doi.org/10.22373/ej.v7i1.3012>



TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 06 Juli 2022

MEMUTUSKAN

Menetapkan
PERTAMA

Menunjuk Saudara:

1. Dr. Safrul Muluk, M.A.
2. Fitriah, M.Pd.

Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Muharrir Asy'ari

NIM : 160203033

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of Entrepreneurship Courses on the Career Interests of Pbi Students

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 September 2022

Dekan



Safrul Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-14593/Un.08/FTK.1/TL.00/11/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MUHARRIR ASY'ARI / 160203033**
Semester/Jurusan : XIV / Pendidikan Bahasa Inggris
Alamat sekarang : Kajhu, Baitussalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Effect of Entrepreneurship Courses on the Career Interests of PBI Students***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 09 November 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Habiburrahim, M.Com., M.S., Ph.D.

Berlaku sampai : 31 Desember
2022

جامعة الرانيري
AR - RANIRY

Interview Protocol

Project	: The Effect of Entrepreneurship Courses on The Career Interests of PBI Students
Time of interview	:
Date	:
Place	:
Interviewer	: Muharrir Asy'ari
Interviewee	:
Position of Interviewee	: English language student who has been taken entrepreneurship course.

This research was conducted based on the fact that the availability of entrepreneurship courses that do not have a direct correlation from a scientific point of view in the world of education for teacher training students. Several English students at UIN Ar-Raniry Banda Aceh seemed interested in taking this optional course without first seeing the impact and benefits of the course for those who had been prepared to teach. This study aimed to investigate the Influence of Entrepreneurship Courses on PBI Students' Career Interests. Data will be collected using in-depth interviews (semi-structured), which will be recorded and used only for research purposes to protect the confidentiality of sources based on the consent form. During the interview, you will be asked a number of questions about the experiences you encountered while studying entrepreneurship from the entrepreneurship course you have chosen. The interview process will take approximately 20 minutes.

The points covered in this research:

1. The urgency of entrepreneurship courses
2. The benefits of Entrepreneurship Courses
3. The current development of entrepreneurship courses
4. The expectations for the development of entrepreneurship courses in the future
5. PBI Student experience during entrepreneurial learning
6. The influence of entrepreneurship courses on the goal of becoming a teacher and entrepreneurial intentions

APPENDIX C Transcript of interview

INTERVIEW TRANSCRIPT

Participant 1

Interviewee : AF
Date of Interview : January 20th, 2023
Time of Interview : 14.00 WIB
Place : Online Interview via Phone

Q : What is your opinion on the entrepreneurship course in the current English Language Education (Pendidikan Bahasa Inggris, PBI) curriculum?

A : In my opinion, the presence of an entrepreneurship course is very motivating for students to not only aspire to become a teacher despite majoring in English, but also to become an entrepreneur. So, it can be said that in this course, we are given innovation to become entrepreneurs.

Q : Is the course important? If it is essential, why is it important?

A : In my opinion, the course is important in English Language Education. As I mentioned earlier, if we do not want to become a teacher, we can switch to become a proficient entrepreneur in English. If we succeed in the field of entrepreneurship, with English language skills we have opportunities to enter the global market, not just the local market.

Q : In your opinion, is the implementation of this course already good enough or is there something that needs to be improved?

A : In my opinion, the implementation of the course is already good, as it accommodates the needs of students, considering that this program (PBI) is not specifically designed for entrepreneurship but only provides an introduction. Therefore, this course is already adequate for non-economics students.

Q : Do you think the course is sufficient with only theory or do you think there should be practical fieldwork as well?

A : In my opinion, theory alone is not sufficient and there should be practical fieldwork even if it requires additional costs. However, this is important for the course because practice is also important.

Q : If you were to become a teacher in the future, do you think this course would have a significant impact on your career?

A : I don't think so because we are being trained to become a teacher in this program (PBI), not an entrepreneur. Therefore, if I were to become a teacher, this course would not have a significant impact on me because the material learned here is very basic.

Q : If you were to become an entrepreneur, do you think this course would have an impact on you?

A : In my opinion, this course would definitely have an impact on me if I were to become an entrepreneur. Having a basic understanding of entrepreneurship and the English language from this program would make it easier for me to start and run my own business.

Q : After completing the entrepreneurship course, do you have a higher goal of becoming an entrepreneur than being a teacher?

A : For me, no, because I studied in the English Language Education program where my interest in becoming a teacher is greater, and if I cannot achieve that, becoming an entrepreneur might be an alternative career path for me.

Q : So, being an entrepreneur is the second career choice besides being a teacher in the future?

A : Yes, that's correct.

Q : In your opinion, is there anything that should be added to this course to make it an ideal course?

A : In my opinion, perhaps learning about online shops should be added to the course, as it is now very popular.

Q : Do you think that after studying this course, it will divert the interests of education students towards becoming entrepreneurs?

A : I think that is very possible, as we know not all education students want to become teachers. With this course, they have a good foundation to become entrepreneurs.

Q : In your opinion, is there a connection between the entrepreneurship course and the English Language Education program?

A : In my opinion, the two are related, as this program offers an entrepreneurship course, so students are not only directed towards becoming teachers but also can become entrepreneurs if they feel unsuitable to become a teacher.

INTERVIEW TRANSCRIPT

Participant 2

Interviewee : FR
Date of Interview : January 23rd, 2023
Time of Interview : 11.15 WIB
Place : Online Interview via Phone

Q : What is your opinion on the entrepreneurship course in the PBI curriculum?

A : In my opinion, the entrepreneurship course is a good innovation because, in my experience, not everyone who enters the PBI program will necessarily become a teacher. With this course, students who may have chosen the wrong major or who simply want to learn the language and expand their knowledge and have less interest in becoming a teacher, can indirectly have opportunities because they can gain some knowledge in entrepreneurship. If they graduate from PBI, at least they have some basic knowledge about entrepreneurship.

Q : Is the entrepreneurship course necessary in the PBI program, and if so, what is your reason?

A : It is necessary because not all PBI students want to become teachers. Many of them also want to become entrepreneurs, so this course is a motivator for students who have chosen the wrong major or who only want to learn the language to communicate with people outside. So, this course becomes a guide for students who lack interest in becoming a teacher, at least they have a basic knowledge of entrepreneurship.

Q : Has the implementation of the entrepreneurship course been sufficient, or does it need improvement?

A : In my opinion, the foundation is already good, but it would be better if there is a continuation when students take the course. So, they understand at least the basics of the course.

Q : Do you think this course has an impact on PBI students choosing to pursue a career as an entrepreneur instead of a teacher?

A : In my opinion, it doesn't have too much of an impact because this course is only an elective for students. The primary choice is still becoming a teacher.

Q : Does learning this course make you lose interest in pursuing a career as a teacher?

A : For me, it doesn't have too much of an impact because I am not really interested in becoming a teacher or an entrepreneur, but at least after I graduate, I have career options to choose from, either in education or entrepreneurship. So, this course is helpful but doesn't really influence a student's career choice to become an entrepreneur.

Q : So, it doesn't affect the career choices of students?

A : No, on the contrary, I think it is better. If, for example, a student wants to become a teacher and have a side job as an entrepreneur, that is better.

Q : What needs to be added to the entrepreneurship course?

A : In my opinion, it should focus more on the material and practical aspects. Perhaps some professors apply practical methods, while others only teach theory. Even though it's only an optional course, at least students can have a real understanding of entrepreneurship in the field.

Q : After learning about entrepreneurship, are you interested in becoming an entrepreneur?

A : I am interested because from the beginning, I was less interested in becoming a teacher. Because I prefer jobs that are not bound, so in my opinion, this course can help my career.

Q : Do you think the entrepreneurship course is in line with the PBI program, which produces graduates expected to become teachers?

A : In my opinion, whether the entrepreneurship course is in line with the career path of students required to become teachers, it is still in line because education and entrepreneurship are two different paths. For example, during the COVID-19 pandemic, some part-time teachers had their teaching hours reduced, so at that time, they were not benefiting from the education field. With the basic knowledge of entrepreneurship, they have another alternative to become an entrepreneur. So, in my opinion, this course is in line with future career choices for students, whether they want to become a teacher, an entrepreneur, or even both, so this course is still in line.

INTERVIEW TRANSCRIPT

Participant 3

Interviewee : DR
Date of Interview : January 22nd, 2023
Time of Interview : 17.00 WIB
Place : Online Interview via Phone

Q : *In your opinion, how is the implementation of the entrepreneurship course in the PBI program?*

A : *In my opinion, the implementation is quite good because it can support or add knowledge besides education to English language education students to prepare them for their future.*

Q : *How important do you think the course is for the PBI program?*

A : *I think it is quite important, but it depends on the students. Since it is an optional course, it depends on the students' interest. Personally, I chose this course because I felt the need to learn about entrepreneurship to gain additional knowledge and preparation since we are not business students. This is one way to gain knowledge about business-by taking an entrepreneurship course.*

Q : *Is the implementation of the course good, or is there something that needs to be improved?*

A : *I think the implementation depends on several factors, including the syllabus created by the lecturer. Based on my experience, the lecturer who taught this course was well-prepared, and the syllabus provided many benefits. For example, we were asked to create a business plan or taught the basics of entrepreneurship, and how to apply it in a real business.*

Q : *After completing the entrepreneurship course, do you think your career goals have changed from wanting to become a teacher to an entrepreneur?*

A : *My career goal has changed slightly, but not too much. This is because the course is only one subject for one semester and has limited influence. However, personally, I did not think about shifting my focus to entrepreneurship. I was only interested in learning how to start a new business or have a side job by knowing how to start a business.*

Q : *After learning entrepreneurship, has your desire to become a teacher diminished, or do you still want to become a teacher?*

A : My desire to become an entrepreneur has not increased too much, as my main reason for taking the course was to prepare for the future in case, I could not become a teacher. Therefore, taking the entrepreneurship course provided me with additional skills and knowledge besides teaching that could be applied in the future, including running a business.

Q : In your opinion, is there anything that needs to be added to the course, such as in theory or practice?

A : I hope that the course includes more practical experience than theory because theory can be learned from books or journals. However, practical experience is crucial, especially since we have had many practical experiences in the English Language Education program, but not in business. Taking the course online limited the opportunities for practical experience, so I would appreciate more practical assignments.

Q : After studying entrepreneurship course, did you become interested in the world of entrepreneurship or not?

A : I became more interested because one of the reasons for taking the entrepreneurship course was that there was a business course where we got a basic understanding of business, so adding knowledge in the entrepreneurship class increased the desire not only to become an entrepreneur but also to think about making the business a reality.

Q : Is there any relevance between English education and entrepreneurship course to support your future career?

A : Maybe not in terms of how to do business, but other things taught such as how to interact with colleagues or socialize with the community are very helpful for future careers as a teacher where communication skills are needed in the field of education or in society.

INTERVIEW TRANSCRIPT

Participant 4

Interviewee : A
Date of Interview : January 25th, 2023
Time of Interview : 15.30 WIB
Place : Online Interview via Phone

Q : What is your opinion on the entrepreneurship course in the current PBI curriculum?

A : In my opinion, this course is quite popular among students because as English language students with a focus on education, we also have the option to pursue business.

Q : Do you think the course is important? If yes, why is it important?

A : I think this course is very important and one that I personally find interesting. As we focus on education, we also have the option to learn how to use English in the business world, which is quite attractive.

Q : Is the implementation of the course sufficient or is there anything that needs to be added?

A : In terms of implementation, I think the course is still mostly theoretical for some instructors. It is not being fully maximized as the implementation is mostly theoretical without practical application. In my opinion, the course would be more interesting if we could apply it directly in the field, such as having instructors ask students to create a business through Canva using the theories we learned. The practical aspect is still lacking.

Q : Is there a possibility that by studying this course, students may change their career goals from being a teacher to becoming an entrepreneur?

A : I think the possibility is very high. We have seen some PBI alumni and instructors who not only pursued teaching but also became businessmen, opened their own businesses, and so on. In my opinion, this course can be a supporting factor that a PBI student's career is not limited to teaching.

Q : Does studying this course make you more interested in entrepreneurship than in education?

A : In my opinion, it could make us more interested in the business world than education, but some instructors who only teach the theory make the motivation lacking. The course should be able to change the direction of a student who originally aimed for education to pursue a career in business.

Q : In your opinion, what is the ideal way to learn entrepreneurship?

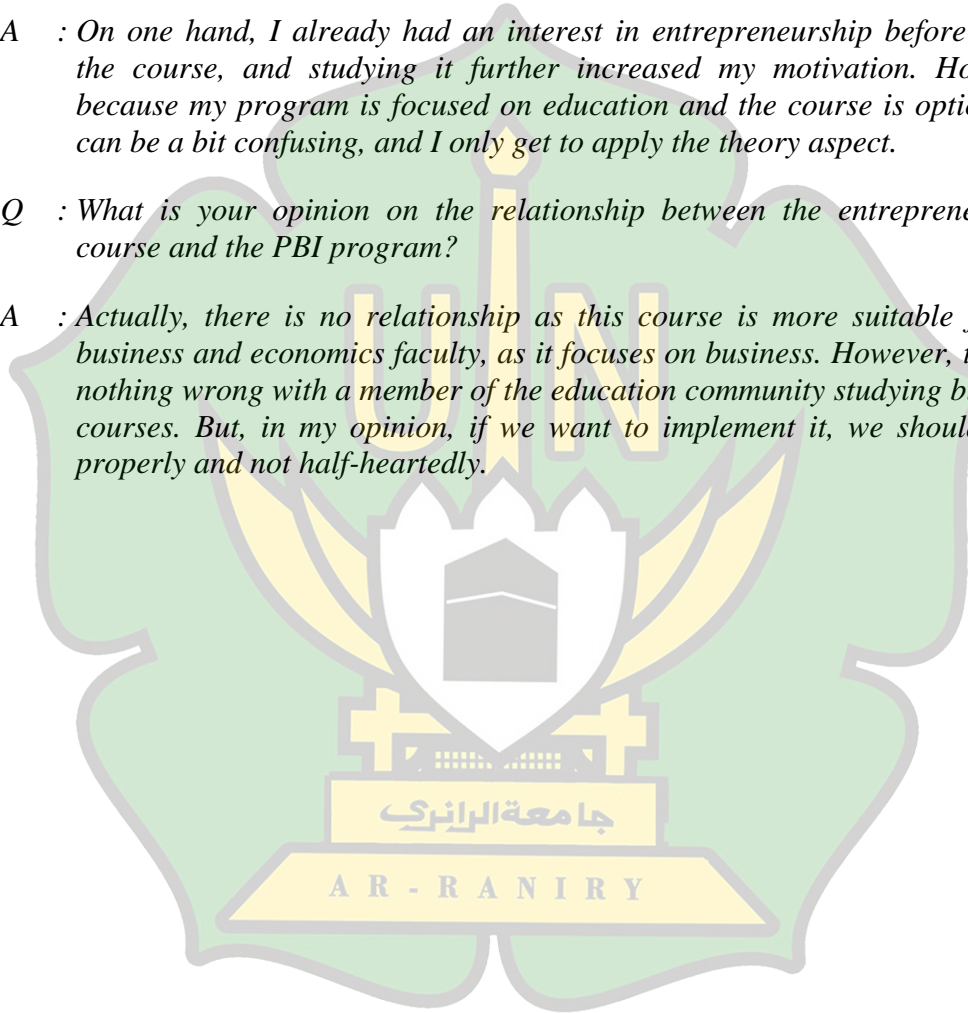
A : In my opinion, the ideal way is to emphasize the practical aspect of the course, as business cannot only be learned through theory but also through practice.

Q : After studying entrepreneurship, do you have an interest in the business field?

A : On one hand, I already had an interest in entrepreneurship before taking the course, and studying it further increased my motivation. However, because my program is focused on education and the course is optional, it can be a bit confusing, and I only get to apply the theory aspect.

Q : What is your opinion on the relationship between the entrepreneurship course and the PBI program?

A : Actually, there is no relationship as this course is more suitable for the business and economics faculty, as it focuses on business. However, there is nothing wrong with a member of the education community studying business courses. But, in my opinion, if we want to implement it, we should do it properly and not half-heartedly.



INTERVIEW TRANSCRIPT

Participant 5

Interviewee : SN
Date of Interview : January 25th, 2023
Time of Interview : 16.15 WIB
Place : Online Interview via Phone

Q : In your opinion, how is the implementation of the entrepreneurship course in the PBI program?

A : According to me, the implementation of the entrepreneurship course in the English Language Education program gives students new insights, providing them with the necessary knowledge and skills for the future.

Q : How important do you think the course is for the PBI program?

A : The importance of the course depends on the student's interest in business. If the student is interested in business, then the course is essential.

Q : Is the implementation of the course good, or is there something that needs to be improved?

A : I think the implementation is good, but we took the course online, so it was a bit less practical. So far, it has been good, but the lack of practical experience due to the online nature of the course has limited our opportunities to learn through fieldwork.

Q : After completing the entrepreneurship course, do you think your career goals have changed from wanting to become a teacher to an entrepreneur?

A : For me, the course did not have much of an impact on my career goals, as my interests are still focused on becoming a teacher. However, the course did provide me with valuable insights about entrepreneurship that I can use in the future.

Q : After learning entrepreneurship, has your desire to become a teacher diminished, or do you still want to become a teacher?

A : As for me, I was already interested in becoming a teacher from the beginning, and the entrepreneurship course did not change that. However, it did provide valuable insights about entrepreneurship that could be useful in the future.

Q : In your opinion, is there anything that needs to be added to the course, such as in theory or practice?

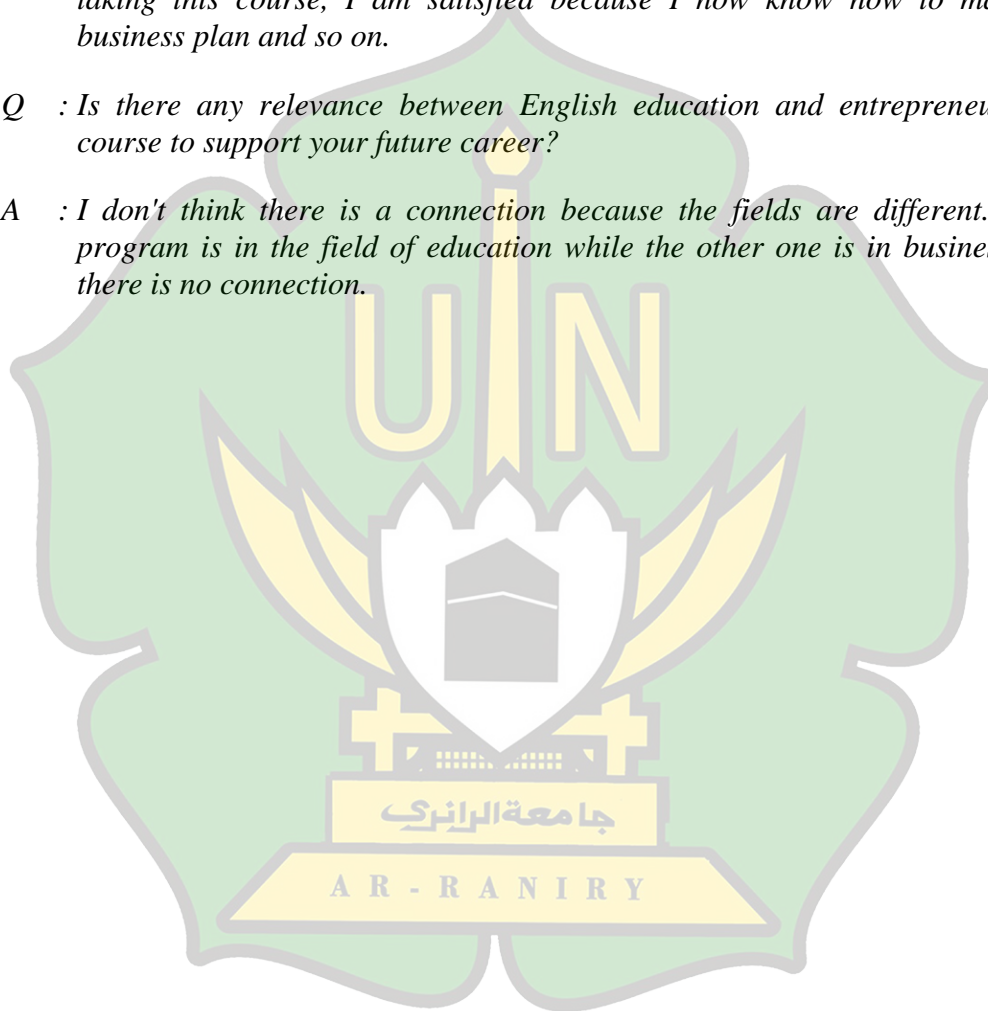
A : In my opinion, more optional courses related to entrepreneurship should be added in several semesters to enhance the students'

Q : After studying entrepreneurship course, did you become interested in the world of entrepreneurship or not?

A : I was already interested before taking this course because I was interested in seeing how people do business and how they make business plans. After taking this course, I am satisfied because I now know how to make a business plan and so on.

Q : Is there any relevance between English education and entrepreneurship course to support your future career?

A : I don't think there is a connection because the fields are different. This program is in the field of education while the other one is in business, so there is no connection.



INTERVIEW TRANSCRIPT

Participant 6

Interviewee : Z
Date of Interview : January 25th, 2023
Time of Interview : 17.10 WIB
Place : Online Interview via Phone

Q : What is your opinion on the entrepreneurship course in the PBI curriculum?

A : In my opinion, the entrepreneurship course can help students determine their interests and talents. Not all students want to be teachers, so with this course, it opens their mindset about entrepreneurship.

Q : Is the entrepreneurship course important in PBI? If so, what are the reasons?

A : I believe it is important, this course is important for students who are looking for their talents in entrepreneurship, so we can learn about the business world and how to become a good entrepreneur, so this is very important.

Q : Has the entrepreneurship course been running well?

A : So far, I feel that it has been running well. Because during the course, we were given material about entrepreneurship, and we were also given several exercises about the entrepreneurship world. For example, we were asked to sell something and how we can become a good entrepreneur.

Q : Does the existence of this course affect the career choices of PBI students to become entrepreneurs?

A : Yes, I think it does have an influence because as I mentioned earlier, not all PBI students want to become teachers, sometimes there are also those who want to become entrepreneurs. So, with this course, it can help students increase their interest in becoming entrepreneurs.

Q : What needs to be added to this course?

A : In my opinion, what needs to be added is practical experience. Currently, the course only provides material and exercises, such as the last exercise we were given a blog to be evaluated. In my opinion, this is not enough, the material is good, but the practice is lacking, for example, making something in groups that can increase students' understanding.

Q : Did studying this course make you interested in becoming an entrepreneur?

A : Of course, yes. Teaching is important, but being an entrepreneur can be a side career that can be more convincing for long-term career prospects.

Q : In your opinion, is there a relationship between learning English and entrepreneurship to support your future career?

A : Yes, there is a relationship, for example, like the G20, which is a group of 20 countries that discuss economics and business, in that context, English is needed because we will be working with other countries. So English is like a bridge-to-bridge entrepreneurs to go international.



AUTOBIOGRAPHY

Full Name : Muharrir Asy'ari
Students' Number : 160203033
Place/Date of Birth : Paya Dapur, 10-03-1998
Sex : Male
Religion : Islam
Nationality/Ethnic : Indonesia/Acehnese
Marital Status : Single
Occupation : Student
Address : Paya Dapur, Kec. Kluet Timur Kab. Aceh Selatan
Phone Number : 082277403560
E-mail : muharrir98@gmail.com

Parents

Name of Father : Hamka Hasbi
Name of Mother : Niswati
Father's occupation : Teacher
Mother's occupation : Housewife

Educational Background

Elementary School : MIN Paya Dapur (2004-2010)
Junior High School : MTsS Darul Aitami (2010-2013)
Senior High School : MAS Darul Aitami (2013-2016)
University : PBI UIN Ar-Raniry (2016-2023)

