

The Impact of Entrepreneurship Course on Students' Interest of Being

Entrepreneur

THESIS

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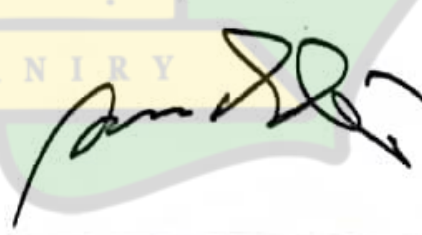
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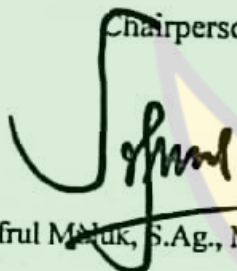
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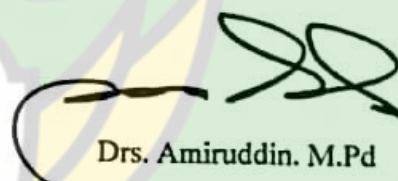
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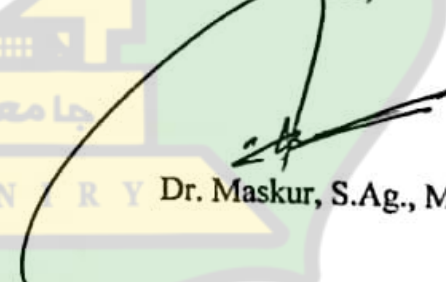
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DECLARATION OF ORIGINALITY

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The Impact of Entrepreneurship Course on Students' Interest of being
Entrepreneur.**

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

Banda Aceh, 14 Agustus 2023

Saya yang membuat surat pernyataan



Risma Damayanti

A: R - R A N I R Y

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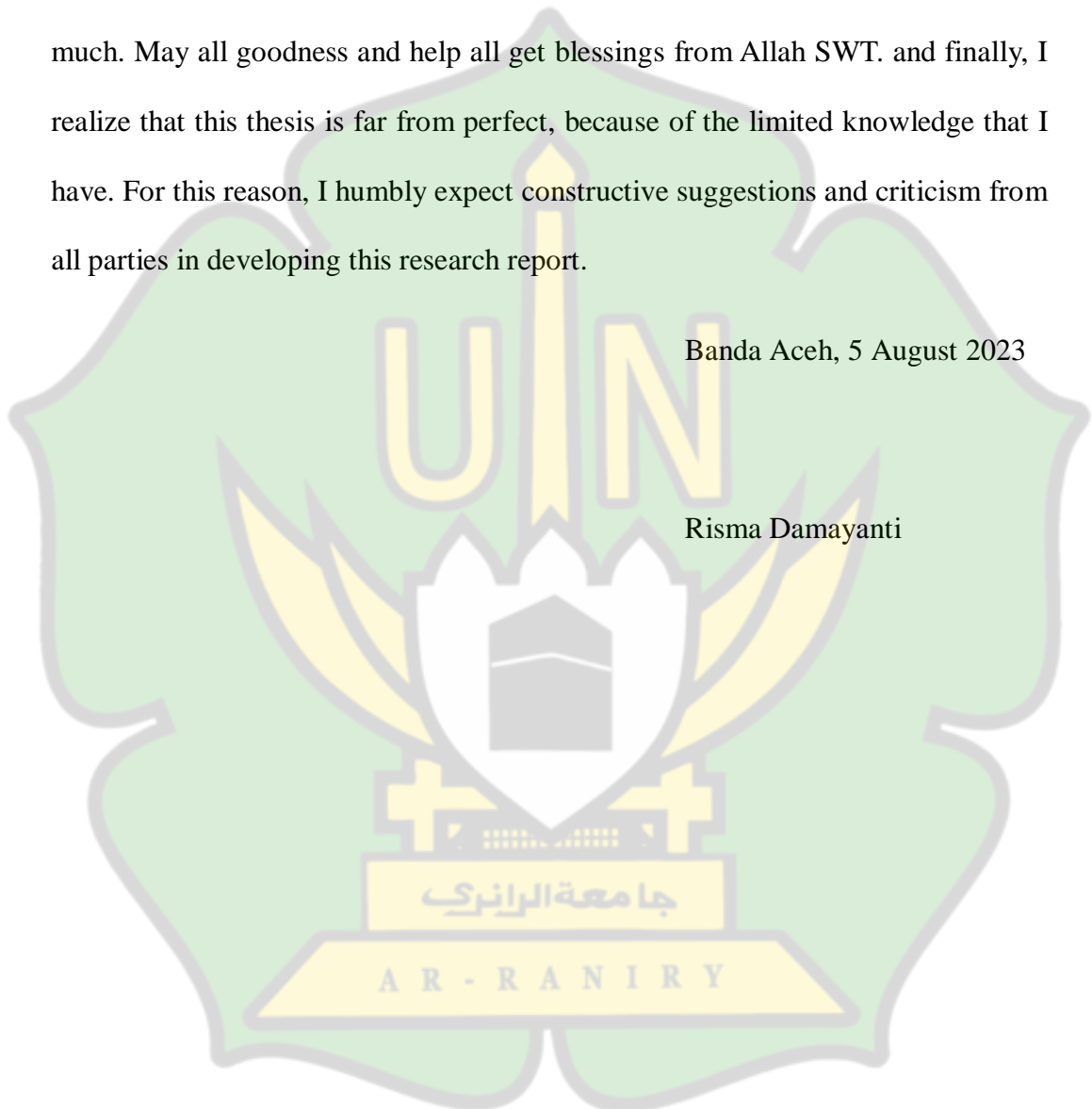
First, I would like to deliver my deepest gratitude to my supervisors Prof. Safrul Muluk, S.Ag., M.Ed., Ph.D, and Drs. Amiruddin, M.Pd who has been willing to guide and give a lot of advice to me in the process of writing my thesis. I would also like to express my thankful to my academic advisor Prof. Dr. Muhammad AR, M.Ed., who has provided support and advice.

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ABSTRACT

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Keyword : Entrepreneurship course; Entrepreneur; Entrepreneurial intentions.

Entrepreneurship courses are courses that aim to provide knowledge about entrepreneurship so that when students graduate, they have an opportunity to open a business. The aim of this study was to determine the correlation between entrepreneurship courses and student's interest in entrepreneurship among students. This research is correlational quantitative research. The data collection methods used are questionnaires and documentation. Based on data processing, the result of t-count higher than the t-table. Therefore, the alternative hypothesis (Ha) was rejected. It indicated that there was no correlation of entrepreneurship courses on student's interest of being entrepreneur in English Language Education students, Faculty of Tarbiyah and Teacher Training UIN Ar-Raniry. Entrepreneurship courses should provide more practice than theory so that these courses are more attractive and students' interest in entrepreneurship.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY.....	i
ACKNOWLEDGEMENTS	ii
ABSTRACT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	vi
LIST OF APPENDICES.....	vii
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Research Question	5
C. Research Aim	5
D. Terminology	5
CHAPTER II LITERATURE REVIEW	7
A. The definition of Entrepreneurship	7
B. The definition of Entrepreneurship Course.	8
C. The definition of an entrepreneur.	9
D. The factors that encourage students to become an Entrepreneur	10
CHAPTER III RESEARCH METHODOLOGY.....	16
A. Research Design	16
B. Population and Sample.....	17
C. Method of Data Collection	18
D. Method of Analysis	19
CHAPTER IV FINDING AND DISCUSSION.....	21
A. Finding	21
B. Discussion.....	35
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	39
A. Conclusion.....	39
B. Suggestion	39
REFERENCES	41
APPENDICES	
AUTOBIOGRAPHY	

LIST OF TABLES

1. Table 4.1 The Results of The Entrepreneurship Course Questionnaire 27
2. Table 4.2 The Results of The Entrepreneurial Interest Questionnaire 29
3. Table 4.3 Correlation Coefficient between Entrepreneurship Subjects and Interest in Entrepreneurship of PBI Students at UIN Ar-Raniry 31
4. Table 4.4 Correlation Coefficient Interpretation Guidelines 34



LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
Appendix C	Confirmation Letter from Department of English Language Education
Appendix D	List of Questionnaire.



CHAPTER I

INTRODUCTION

A. Background of Study

Entrepreneurship is crucial and contributes to innovation, employment, and long-term economic development. Entrepreneurship attracts the interest of many people in various fields, including students in higher education. Students take part seriously in entrepreneurship because they do not need to always rely on the government or become an employee in a company.

Astiana M. et al. (2022) said that now, many students run their businesses outside of college activities. Entrepreneurship is essential for students to face the world of work in the future. In technology development, today's generations are seen as more entrepreneurial than previous generations. Entrepreneurship continues to be expected in everyone's professional life. Students from various departments and universities have opportunities to become entrepreneurs, including students in Islamic Higher Education. The popularity of entrepreneurship has increased in the university environment for years, making many students do entrepreneurship in higher education.

English language education at the Faculty of Tarbiyah and Teacher Training Uin Ar-urinary is a study program that teaches students how to teach English to others. However, the number of teacher graduates from

UIN AR-RANIRY every year is so large and not matched by the existence of jobs that this makes many education graduates switch professions to entrepreneurship. There is an optional Entrepreneurship course in semester 6 of Ar-raniry's English education. This course aims to increase student interest in becoming entrepreneurs. So, this study program does not only prepare its students to become qualified English teachers but also to become entrepreneurs who can create jobs for others. The English language education study program aims to produce superior, Islamic, innovative, competitive, and professional alumni so that they can contribute to social life, be helpful, and create jobs for the community.

Muluk S. et al. (2019) state that ICT, leadership, entrepreneurship, religious competence, and communication skills should be improved in the English education department at UIN Ar-Raniry. Even though the English education department focuses on the world of education, not all students want to work in educational institutions. Additional entrepreneurial skills will broaden student job prospects and channel their particular interests. More than good English is needed for a job; students need other abilities to build their businesses. With the development of some of these skills, the vision and mission of the English language education department at UIN Ar-Raniry will be more achievable.

Entrepreneurship courses are one of the curriculum developments in that students are expected to create innovations, compete in the outside world, such as the world of work, and become professionals according to

their interests. Habiburrahim, H. (2019) reveals that curriculum development aims to achieve each vision and mission of an institution, and every activist in an institution must ensure that curriculum development is by the vision and mission of an institution. So, each course has specific goals for achieving the vision and mission of the department.

Bauboniene (2019) researched factors that influence students' entrepreneurship intentions. The research explores more about the role of universities in students' entrepreneurship intentions. It reveals that their study process affects students' preferences to start a business. The study processes in the university, and the environment around them significantly influence students' plans to become entrepreneurs. The study process includes the methods their lecturer uses when providing materials and using media in the learning process to build their creativity and critical thinking, which lead to entrepreneurship behaviors.

Herdjiono (2017) analyzed the factors affecting entrepreneurship intention. The research reveals that family environment, self-concept, and entrepreneurship courses are the most influencing factors that encourage higher education students to become entrepreneurs. It also shows that both individual and social factors influence in determining the entrepreneurial desire of students.

Kalyoncuoğlu et al. (2017) examined the effect of entrepreneurship education on economics students, which aims to reveal the influence of entrepreneurship education on increasing student interest in becoming

entrepreneurs. There were two classes tested in this study: classes that took entrepreneurship courses and classes that did not take entrepreneurship courses. Entrepreneurship education has a significant or positive impact on increasing economic students' interest in being entrepreneurs. There is an increase in students' interest in becoming entrepreneurs after learning about entrepreneurship.

May H. et al. (2020) also said that entrepreneurship education positively influences student interest and student self-efficacy to become entrepreneurs in higher education. Each department and agency has different knowledge of entrepreneurship, so the level of interest and increased self-efficacy is also different. The more you learn about entrepreneurship, the more interested and confident you will become in starting your own business.

From previous research, it was said that entrepreneurial education is one factor that encourages students to become entrepreneurs. According to Kalyoncuolu et al. (2017) and Mei H. et al. (2020), entrepreneurship education has a positive impact on increasing student interest in entrepreneurship. Knowing about entrepreneurship makes students more courageous and confident in becoming entrepreneurs. Previous research also said that each department and institution has a different influence according to how much entrepreneurial knowledge they get in college.

In general, previous researchers examined the impact of the entrepreneurship course on students' interest in being an entrepreneur only

for economics students. The vision and mission of the English Department at UIN Ar-Raniry are to create students who are innovative, competitive, and beneficial to society, such as by creating jobs and spreading knowledge to many people. This research will fill in the gaps in previous research. This research aims to reveal the impact of entrepreneurship courses on English Language Education students' interest in being entrepreneurs, which can be positive or negative. How significant is the effect of the Entrepreneurship Course on English language education students at UIN Ar-Raniry's interest in becoming entrepreneurs?

B. Research Question

After going through several relevant literatures, I would like to address the following:

Does the EFL student perceive that the entrepreneurship course has an impact on increasing students' interest in becoming entrepreneurs?

C. Research Aim

This study aims "to find out a significant influence of entrepreneurship courses on students' interest in becoming entrepreneurs in EFL students."

D. Terminology

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

1. Entrepreneurship Course

Entrepreneurship Course is an optional course in English language education at Uin Ar-Raniry that aims to increase student interest in entrepreneurship.

2. Student interest in being an entrepreneur

Student interest in being an entrepreneur is an attitude in which students feel interested in becoming entrepreneurs because they study entrepreneurship courses.



CHAPTER II

LITERATURE REVIEW

Theoretical Framework

A. The definition of Entrepreneurship

Ayu and Luthfi (2020) state that Entrepreneurship is a deliberate action and attitude to improving economic development by creating innovation in the market field and creating new jobs useful for economic efficiency. Entrepreneurship is related to starting a new business. It can be gained through the intention of being an entrepreneur and the knowledge about entrepreneurship. Entrepreneurial intention is an important thing that must exist in someone who wants to be an entrepreneur. Entrepreneurial intention is also related to the entrepreneurial mindset as the basic understanding to start entrepreneurship.

Mahendra and Hermawan (2017) state that entrepreneurship is a practical approach to increasing the number of entrepreneurs in Indonesia, and employment in Indonesia will increase, thereby reducing the number of unemployed and improving the economy of the population. To overcome the high unemployment rate in Indonesia, the government applies entrepreneurship education from elementary school to college. And the hope of growing an entrepreneurial spirit that will later be able to create jobs.

Meanwhile, Mi'rajatinnor D. et al. (2022) define entrepreneurship as a process of making creations that have not existed before. They are something different from before, or you are making innovations. Therefore, an entrepreneur needs to constantly be creative and innovative because their products sometimes last for a short time.

B. The definition of Entrepreneurship Course.

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

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

When you want to become an entrepreneur, there must be several things in a person, such as knowledge, attitudes, and behavior, that should be in an entrepreneur because being an entrepreneur takes work.

Amrullah A. et al. (2022) also said that this entrepreneurial education has positively influenced the mentality of students. Entrepreneurship education indirectly increases students' interest in entrepreneurship. Meanwhile, Parvati T. et al. (2020) said that Entrepreneurship courses are learning that shapes thinking patterns, attitudes, and risk-taking. Entrepreneurship courses in universities are made to motivate students to have an interest and willingness to work hard or have a strong will to run the business optimally.

C. The definition of an entrepreneur.

An entrepreneur is a person who does an entrepreneurship activity and who can run a business. Mi'rajatinnor, D. et al. (2022) claim that an entrepreneur can identify opportunities, evaluate opportunities, make choices that will benefit individuals and the world, and create innovations. Ayu and Luthfi (2020) state that an entrepreneur requires entrepreneurial skills such as creativity, innovation, and good time management. Moreover, entrepreneurship activity can't be done if the person has no firm intention and commitment to building a new business. Entrepreneurship is related to entrepreneurial intention. Entrepreneurial intention is an encouragement that can make people focus on entrepreneurship activity. The entrepreneurial intention will encourage people to do something and

be confident with certain things they do. An entrepreneur should have entrepreneurial intention as a foundation for the motivation for entrepreneurship.

Latif's book (2017) defines an entrepreneur as someone who manages a business or company to make profits and take risks. An entrepreneur is someone who has an essential role in the economic development of a country. Entrepreneurs build new businesses through productive activities and creating jobs for many people so that the number of unemployed in a country will be reduced (Hutagalung, B. et al. 2017).

D. The factors that encourage students to become an entrepreneur

Now, it is common to see students start entrepreneurship. Many factors influence them to become entrepreneurs. Mustafa (2019) reveals the main factor that encourages students to venture into entrepreneurship is a need for achievement, followed by attitude, university, interest, readiness, entrepreneurial intention, and family. Haider (2013) argues that family background significantly impacts students' entrepreneurial ability and potential. From family factors, the motivation and capacity to start one's own business for students whose family has embarked upon their own business are also higher than those without such families.

Factors that influence student interest in entrepreneurship, according to Crow & Crow (2002), are:

1. An internal factor is a desire that comes from oneself without being influenced by circumstances outside oneself, giving rise to the urge to

act to fulfill that desire. For example, if you want to be an entrepreneur, this is because the person is based on his experience that entrepreneurship is fun. Finally, the action is determining the target market and getting capital for entrepreneurship.

2. Social Factors (external) are a desire whose nature, if the desire can be achieved, will obtain or receive approval and can be accepted by the environment. For example, entrepreneurship alone is not only fun but also to be said by the environment as an independent person.
3. The emotional factor is closely related to pleasure or displeasure, satisfaction, or dissatisfaction. If a desire is achieved or successful, it will cause a sense of pleasure and strengthen interest. On the other hand, saying that the willingness failed will eliminate the interest itself.

This research was conducted to investigate the impact of Entrepreneurial Entrepreneurship Education in enhancing the entrepreneurial mindset and address the need for more research on the relationship between Entrepreneurship education and Entrepreneurship Mindset. This study examined 1428 tertiary students in China, and the results revealed that entrepreneurship education positively impacted Chinese students. Entrepreneurship education significantly inspires students to become entrepreneurs, so entrepreneurship education can be said to be a factor that promotes the entrepreneurial mindset of students in China. Because each class has a different experience, the resulting entrepreneurial mindset also varies. Because there are extracurricular

activities in class, it inspires students to start a business and positively impacts the entrepreneurship mindset. This study examines whether there is a significant impact of entrepreneurship education and entrepreneurship mindset in China's world of higher education. Researchers hope this research can inform the design and assessment of future entrepreneurship education programs.

Wardana, L. et al. (2020) examine the impact of entrepreneurship education and students' entrepreneurial mindset: the mediating role of attitude and self-efficacy. This research was conducted. Participants recruited from several universities in Malang, East Java in Indonesia, underwent an online survey and were calculated using a structural equation model (SEM). The approach used in this study is the convenience random sampling method, which is widely used in entrepreneurship research. This study found that many entrepreneurial students have entrepreneurial interests, attitudes, and entrepreneurial mindsets because of entrepreneurship education. Additionally, an entrepreneurial attitude is crucial in modulating the effects of self-efficacy and entrepreneurship education on students' entrepreneurial mindsets. Entrepreneurship Education at this college really influences increasing students' interests, attitudes, and behavior in entrepreneurship.

One research examining entrepreneurship education's impacts on students' intentions to be entrepreneurs is from Ayu and Luthfi (2020) on Entrepreneurship education and its impact on students' intentions to

entrepreneurship. This research examines the involvement of entrepreneurship education in students' entrepreneurial intentions. Four hundred students from two universities in Pekanbaru had taken entrepreneurship courses in their universities as the questionnaire respondents. It tests the relationship between entrepreneurship education, self-efficacy, motivation, and entrepreneurial intentions.

The result found that entrepreneurship courses didn't directly affect students' entrepreneurial intentions or motivations. It is related to many factors that encourage students' choices as entrepreneurs, for instance, motivation and self-efficacy. Motivation and self-efficacy are the ones that directly influence students' entrepreneurial intentions. However, entrepreneurship education significantly involves students' self-efficacy as they believe in their ability to do something, including start a new business. Self-efficacy substantially influences students' entrepreneurial intentions. It means that entrepreneurship education indirectly also affects students' preferences to be entrepreneurs. It is essential to encourage students to be interested in entrepreneurship. Through entrepreneurship education, students build their self-efficacy to grow their intentions in entrepreneurship.

Others research is from Mahendra, A. M., Djatmika, E. T., & Hermawan, A. 2017. The Effect of Entrepreneurship Education on Entrepreneurial Intentions Mediated by Motivation and Attitude among Management Students, State University of Malang, Indonesia. This

research aim is to investigate the effect of entrepreneurship education on entrepreneurial intention among college students enrolling in the Department of Management. There are 230 students out of 500 who had taken the entrepreneurship course in their universities as the respondents. This test examines entrepreneurship education's effect on increasing students' entrepreneurial intentions, motivation, and attitudes. The study found that entrepreneurship courses did not directly affect students' intentions to become entrepreneurs.

The study found that the contribution of entrepreneurship education increased students' motivation and entrepreneurial attitude. This entrepreneurial motivation and attitude play a direct role in students' entrepreneurial intentions. The higher motivation and entrepreneurial attitude of students can make the intention of students in entrepreneurship higher. Entrepreneurship education is a forum to improve students' entrepreneurial attitudes and provide knowledge about entrepreneurship for students. Entrepreneurship education can anticipate and predict the possibility of students' entrepreneurship in the future. It can be interpreted that entrepreneurship education can affect students' intentions in entrepreneurship, but not directly. Entrepreneurship education can motivate students and develop their entrepreneurial character so that the intention to become entrepreneurs arises.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research uses a quantitative method to determine the impact of one variable on another variable. The researcher examines whether there is any significant impact between the two variables. Martono (2012) state that the quantitative method means that researchers analyze data based on numbers or student scores to find out whether there is an impact between entrepreneurship courses and students' interest in being an entrepreneur. This study aimed to determine the influence of entrepreneurship courses on student's interest in being entrepreneurs. Because this research wants to see whether one variable influences another, this research is included in the quantitative correlation.

Sugiono (2017) said that the correlation is a number that shows the strength of the relationship between two or more variables. Correlation is also divided into two, namely, positive correlation and negative correlation. A positive correlation is a relationship between two or more variables where if the value of one variable increases, the other variables also increase. A negative correlation is a relationship between two or more variables in which the other variable's value will decrease if one variable's value is increased. In this study, the researcher used the survey method to answer the formulation of the problem and test the existing hypotheses.

The survey method is research that takes samples from one population and uses a questionnaire as the main data collection tool.

Thus, the researcher correlated the two variables of entrepreneurship Courses and students' interest in being entrepreneurs. To make it easier for researchers to correlate, the two variables will be changed to X and Y. Entrepreneurship Courses will be called variable (X), and students' interest in being entrepreneurs will be called variable (Y).

B. Population and Sample

This research was conducted at Ar-Raniry State Islamic University, Banda Aceh. In this research, it is necessary to research students who have taken entrepreneurship courses in semester 6. This research was intended for English education students in the class of 2019 who have taken entrepreneurship courses. Creswell (2012) defined a population as a collection of similar traits. So, the population of this research is 32 students.

The researcher distributed 32 questionnaires, and 26 questionnaires were answered. The sample in this study is part of the population and has characteristics typical of that population. The number of samples in this study was 26. This study aims to determine the impact of entrepreneurship Courses on students' interest in being entrepreneurs. The researcher did not use all English education students but only took a few percent of the students who had taken and were taking entrepreneurship courses as a sample of the study.

C. Method of Data Collection

Data collection techniques are the most important part of research because data is the basis for data processing. This technique is adapted to the method used, namely the questionnaire and documentation.

a. Questionnaire

Grieffe (2012) defines a questionnaire as one instrument used to collect quantitative research data. Questionnaires are usually filled with participants by circling numbers 1-5 and finding out the size of the participants' answers. As for the instruments, the list of questions can be in the form of questions (in the form of fields to be filled in by the respondent) and a checklist (in the form of choices by placing a mark in the column based on a certain level). There are two criteria for the questionnaire, namely closed and open. Open if researchers do not predetermine the answer and can be closed if the answers have been determined previously by researchers. Respondents can provide answers to inquiries in person or via the Internet.

b. Documentation

The documentation method is a data collection technique usually taken from certain documents such as books, documents, diaries, etc. This data collection aims to obtain information from various sources written like. The documentation in this study is used to obtain data about the number of students.

D. Method of Analysis

This data is analyzed according to the purpose to determine the influence or relationship. In researching the correlation between two variables, the researcher uses the product-moment correlation developed by Carl Pearson because this formula is used to find out things related to correlational studies. Entrepreneurship courses are called variables (X), and students' interest in entrepreneurship is called variables (Y). In statistics, the symbol of correlation is (r). This is done to make it easier to use the formula for correlation.

a. Finding the number of the correlation using the formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

N' = number of the participant

X = Entrepreneurship course

Y = Student interest scores

$\sum X$ = The sum scores of the Entrepreneurship course

$\sum Y$ = The sum scores of Student interest scores

$\sum X^2$ = The sum of the squared scores of the Entrepreneurship course

$\sum Y^2$ = The sum of the squared scores of Student interest scores

$\sum XY$ = The sum of multiplied score between X and Y

This formula is used in finding index correlation “r” product moment between X variable and Y variable (r_{xy}).

b. Finding significance between two variables:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

r = Value of correlation coefficient

n = number of participants

Interpret the results obtained in the results (rxy) as shown in the table

below Riduwan (2011):

The scores of (rxy)	Interpretation
0.00- 0.19	There is a correlation between X and Y, but the correlation is very weak or little, so it is ignored or considered no correlation in this rating.
0.20 - 0.39	There is a correlation between X and Y, but it is weak or little
0.40 -0.69	There is a correlation between X and Y. The value is medium.
0.70 -0.89	There is a high correlation between X and Y

Then, interpret the magnitude of the correlation coefficient based on the following criteria:

- If $t > t$ table, the alternative hypothesis is accepted.
- If $t < t$ table, the alternative hypothesis is rejected.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. UIN Ar-Raniry Profile

a. Description of UIN Ar-Raniry

UIN Ar-Raniry is a State Islamic University located in Banda Aceh that was founded in 1960 with the first faculty, namely the Faculty of Sharia. At the beginning of its establishment, this campus was not yet a UIN but an IAIN. IAIN stands for the State Institut Agama Islam Negeri. The word Ar-Raniry, attributed to IAIN Banda Aceh, is the name of a great Ulama and mufti who was very influential during the time of Sultan Iskandar Tsani, who reigned in 1637–1641 and whose full name was Sheikh Nuruddin Ar-Raniry, who hails from Ranir (now Rander) in Gujarat, India. He has contributed very valuable to developing Islamic thought in Southeast Asia, especially in Aceh.

The IAIN Ar-Raniry began with the establishment of the Faculty of Syari'ah in 1960 and the Faculty of Tarbiyah in 1962 as a branch of IAIN Sunan Kalidjaga Yogyakarta. 1962 the Ushuluddin Faculty was also established as a private Faculty in Banda Aceh. After several years of being a branch of IAIN Yogyakarta, the Sharia, Tarbiyah, and Ushuluddin faculties belonged to IAIN Syarif Hidayatullah Jakarta for six months. On October 5, 1963, IAIN Ar-Raniry was officially established with the

issuance of the Decree of the Minister of Religion of the Republic of Indonesia Number 89 of 1963 and inaugurated by the Minister of Religion, K.H. Saifuddin Zuhri.

IAIN Ar-Raniry is the third IAIN in Indonesia after IAIN Sunan Kalidjaga Yogyakarta and IAIN Syarif Hidayatullah Jakarta. Initially, it was inaugurated that it only had three faculties, namely the Syari'ah Faculty, the Tarbiyah Faculty, and the Ushuluddin Faculty. In 1968, the Faculty of Dakwah was also inaugurated and the first faculty within the IAIN environment in Indonesia. Also in 1968, IAIN Ar-Raniry was appointed as the parent of two state-status religious faculties in Medan, namely the Faculty of Tarbiyah and Syari'ah, which lasted for five years. In 1983, the Faculty of Adab officially became one of the five faculties in IAIN Ar-Raniry.

In the first year of its existence, IAIN still hoped for assistance from various layers of Acehnese society, especially in terms of teaching and learning needs. Like a newborn, everything must be taken care of by their parents. In the context of that time, all levels of Acehnese society had to be able to assist in any form for educational purposes at IAIN. As written in the report signed by Rector I, Drs. H. Ismail Muhammad Shah.

Exactly on October 5, 2013, it will be 50 years old, or it can be called the golden age because it coincides with that year. This university will change from an Institute to a University through PERPRES No. 64 of

2013, which was issued and entered into force on October 1, 2013, under the name Ar-Raniry State Islamic University.

UIN Ar-Raniry already has 54 departments or study programs with nine faculties, ranging from scientific to religious sciences. In the postgraduate program of UIN Ar-Raniry, the master (S2) consists of seven majors, and the doctoral (S3) consists of two majors. UIN Ar-Raniry already has 22 professors from around 500 lecturers at the university, nicknamed the Blue Campus.

b. Vision and Missions UIN Ar-Raniry

a) Vision:

“Becoming a Modern, Professional, and Reliable Ar-Raniry State Islamic University in Islam, Nationality, and Universality to Build a Godly, Moderate, Intelligent, and Superior Society”

b) Mission:

- 1) Developing education, research, and community service at UIN Ar-Raniry Banda Aceh based on strengthening religious moderation and harmony.
- 2) Organizing modern, professional, and reliable Islamic education to increase the productivity and competitiveness of UIN Ar-Raniry Banda Aceh graduates.
- 3) Developing and conducting research based on strengthening religious moderation and harmony in responding to local, national, and international problems.

- 4) Developing education, research, and community service based on modern technology and information.
- 5) Implement Good University Governance in totality and consistently in good management of academic, financial, and human resources of UIN Ar-Raniry Banda Aceh.

c. Brief Description of the English Education Department UIN-Ar-Raniry

The profile of the Department of English Education is as follows:

Study Program	: English Language Education
Faculty	: Tarbiyah and Teacher Training
College	: UIN Ar-Raniry
Decree of Establishment Number	: 457a/E/O/2013
Date of Decree of Establishment	: 2013-09-27
Decree of Establishment	: President
SK Date	: 2013-09-27
Accreditation	: A
SK BAN-PT Number	: 3138/SK/BAN-PT/Akred/S/XI/2018
Address	: Jl. Ar-Raniry Kopelma Darussalam Banda Aceh 23111

d. Vision and Mission of English Language Education, Tarbiyah and Teacher Training Faculty of UIN Ar-raniry.

- a) Vision:

“Make quality study programs in the development of Islamic, modern, professional, and reliable English language education in Islam, nationality, and universality and produce pious, moderate, intelligent, and superior graduates by upholding local wisdom.”

b) Mission:

- 1) To produce (prospective) English educators who are professional and Islamic and have global competitiveness.
- 2) Producing quality research on education and English according to the current local and global context.
- 3) Make a positive contribution that can be used in real terms in people's lives through community service and development.
- 4) Establish cooperation and networks with various institutions that can strengthen and develop the tri dharma of higher education.

e. Students of English Language Education who are taking entrepreneurship courses

The Number of English Language Education students at UIN Ar-Raniry Class of 2019 is 143 students. All of them are active students. Participants in this study are only for the Class of 2019. In the documents obtained, only a few English Language Education students chose this entrepreneurship course from other batches. However, in the data that took entrepreneurship courses in class 2019, there were only 32 students, which

were six male and 26 female. The questionnaires were distributed to 32 students. Of the 32 students, 26 students answered the questionnaires. Therefore, there were 26 respondents in this research.

2. Research Data

a. Entrepreneurship Course Data

After collecting and analyzing the data from the questionnaire and analyzing it, the researcher presented it in a table. The answers from both respondents were about the entrepreneurship course and student interests in being an entrepreneur. The researcher put the data in the table so that the data is easier to see. The researcher distributed 32 questionnaires, and the questionnaires answered were 26 questionnaires. The researcher took 26 data for this study.

Entrepreneurship course data was obtained from calculating the questionnaire scores given to respondents. Obtaining scores in the questionnaire is based on the answers from the respondents, and each item answer has 4 scores, namely:

- 1) Strongly agree score is 4
- 2) Agree score is 3
- 3) Not sure the score is 2
- 4) Disagree score is 1

Scoring is used for positive questions but not for negative questions. The negative question is the opposite. The researchers used

questionnaires that were adopted from previous studies in Nurjannah. F, (2020). This previous research has the same variables as what the researcher will examine, and this questionnaire is appropriate for distribution as a research instrument so that researchers can use this previous research questionnaire.

Table 4.1
The results of the entrepreneurship course questionnaire

No	Name	Item's score															Total Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	S1	4	4	4	3	4	4	3	3	3	4	3	4	4	4	4	55
2.	S2	3	4	3	4	3	2	3	3	2	2	4	3	4	3	3	46
3.	S3	4	3	4	3	4	3	3	4	3	3	3	4	3	4	4	52
4.	S4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
5.	S5	3	4	4	3	3	3	4	3	3	4	3	3	3	3	3	49
6.	S6	4	4	4	4	4	3	3	4	3	3	3	4	4	3	4	54
7.	S7	3	3	4	3	3	3	3	3	4	3	3	3	3	3	3	47
8.	S8	3	3	4	4	4	4	3	3	4	3	3	4	3	3	3	51
9.	S9	3	3	4	4	3	3	4	3	4	3	4	2	2	3	3	48
10.	S10	4	4	3	3	4	3	3	3	3	3	3	3	3	4	3	49
11.	S11	3	3	3	3	4	3	4	3	3	3	3	3	3	4	3	48
12.	S12	4	3	3	3	3	3	2	2	2	3	4	3	2	3	3	43
13.	S13	4	4	4	4	4	3	2	3	4	3	3	3	3	3	2	49
14.	S14	3	4	4	4	4	3	3	3	4	3	3	3	3	3	3	50
15.	S15	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	46
16.	S16	3	3	3	4	3	3	3	3	3	3	3	2	3	3	3	45
17.	S17	3	4	4	3	3	4	3	3	3	3	3	4	3	4	4	51

18.	S18	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
19.	S19	3	4	3	3	4	3	3	4	3	3	3	3	3	3	4	49
20.	S20	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	49
21.	S21	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	47
22.	S22	3	3	4	3	4	4	4	4	3	4	4	4	4	4	4	56
23.	S23	4	3	3	3	3	3	3	3	3	3	3	3	4	3	3	47
24.	S24	4	3	3	2	3	3	3	4	3	3	4	3	4	4	3	49
25.	S25	3	4	4	3	4	3	4	4	3	3	3	4	3	3	3	51
26.	S26	3	3	2	2	2	2	3	3	3	2	2	4	2	2	3	38
Jumlah																1289	

b. Data from student interest in being an entrepreneur

Entrepreneurship interest data was obtained from calculating the questionnaire scores given to respondents. Obtaining scores in the questionnaire is based on the answers from the respondents, and each item answer has 4 scores, namely:

1) Strongly agree score is 4

2) Agree score is 3

3) Not sure the score is 2

4) Disagree score is 1

Scoring is used for positive questions but not for negative questions. The negative question is the opposite. The researchers used questionnaires adopted from previous studies Nurjannah F (2020). This

previous research has the same variables as what the researcher will examine, and this questionnaire is appropriate for distribution as a research instrument so that researchers can use this previous research's questionnaires.

Table 4.2
The results of the entrepreneurial interest questionnaire

No	Name	Item's score																				Total Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1.	S1	2	3	3	4	3	4	3	3	1	3	2	2	3	3	3	4	3	2	3	3	57
2.	S2	3	4	3	4	4	3	3	4	4	3	2	3	3	3	4	3	3	2	3	4	65
3.	S3	3	4	3	4	3	4	3	4	4	4	3	4	3	3	4	4	4	2	4	4	71
4.	S4	2	3	2	4	3	3	2	2	4	4	2	2	3	3	3	3	3	3	4	4	59
5.	S5	3	4	3	4	3	3	3	3	3	3	3	4	3	3	3	3	3	2	4	4	64
6.	S6	3	4	3	4	3	3	3	3	3	3	2	4	3	3	3	3	3	2	4	4	63
7.	S7	4	4	3	4	3	3	3	3	4	3	3	4	3	3	3	4	4	2	3	2	65
8.	S8	2	3	2	4	2	3	3	2	4	3	2	3	2	2	2	3	3	3	4	4	56
9.	S9	3	3	3	4	3	3	2	3	2	2	3	2	2	2	3	3	3	2	2	2	52
10.	S10	3	3	3	4	2	2	2	3	2	2	2	2	2	2	2	3	3	3	3	3	51
11.	S11	3	3	3	4	3	3	3	3	2	3	2	2	3	3	3	4	3	1	4	4	59
12.	S12	3	4	3	4	2	3	4	3	4	3	3	4	2	3	3	3	3	2	4	3	63
13.	S13	3	3	3	4	2	4	3	3	2	3	3	3	3	3	2	4	4	3	4	3	62
14.	S14	4	2	2	4	3	3	3	3	2	3	3	1	4	4	4	4	4	1	1	2	57
15.	S15	3	2	3	3	3	3	3	3	2	3	2	1	3	3	2	3	3	3	4	4	56
16.	S16	2	4	2	4	3	3	3	4	4	3	2	2	3	3	3	3	3	2	4	3	60
17.	S17	4	2	3	3	3	4	3	3	3	3	3	2	3	3	3	4	4	2	3	3	61
18.	S18	3	3	2	4	3	3	3	2	3	3	2	3	3	3	2	3	3	3	4	2	57

19.	S19	4	3	2	4	3	2	2	3	3	3	3	2	2	3	2	4	4	3	4	2	58
20.	S20	3	2	3	2	3	3	3	3	2	3	3	2	3	3	3	3	3	2	2	2	53
21.	S21	4	1	2	4	2	2	4	4	4	2	2	1	2	2	3	4	4	2	4	4	57
22.	S22	4	2	3	4	3	4	4	3	2	2	2	2	2	3	2	3	4	2	3	4	58
23.	S23	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	60
24.	S24	3	3	4	3	3	3	4	4	2	3	3	2	3	3	3	4	4	3	2	2	61
25.	S25	3	3	2	3	3	3	3	3	3	4	2	2	3	3	3	3	3	3	3	2	57
26.	S26	2	2	2	3	3	3	2	3	3	4	2	2	2	2	2	3	3	3	3	3	52
Jumlah																					1534	

3. Hypothesis test

The hypothesis that will be tested for truth in this study is as follows:

There is an Influence of Entrepreneurship Courses on Interest in Entrepreneurship in Students of the Department of English Language Education, Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry Banda Aceh.

After the data on entrepreneurship courses and interest in entrepreneurship have been collected, these data will be analyzed. The processing and data analysis that researchers do in this study is to use the Person Product Moment formula.

Table 4.3
*Correlation Coefficient between Entrepreneurship Subjects and Interest in
 Entrepreneurship of PBI Students at UIN Ar-Raniry*

Respondent	X	Y	X ²	Y ²	XY
S1	55	57	3025	3249	3135
S2	46	65	2116	4225	2990
S3	52	71	2704	5041	3692
S4	60	59	3600	3481	3540
S5	49	64	2401	4096	3136
S6	54	63	2916	3969	3402
S7	47	65	2209	4225	3055
S8	51	56	2601	3136	2856
S9	48	52	2304	2704	2496
S10	49	51	2401	2601	2499
S11	48	59	2304	3481	2832
S12	43	63	1849	3969	2709
S13	49	62	2401	3844	3038
S14	50	57	2500	3249	2850
S15	46	56	2116	3136	2576
S16	45	60	2025	3600	2700
S17	51	61	2601	3721	3111
S18	60	57	3600	3249	3420
S19	49	58	2401	3364	2842
S20	49	53	2401	2809	2597
S21	47	57	2209	3249	2679
S22	56	58	3136	3364	3248

S23	47	60	2209	3600	2820
S24	49	61	2401	3721	2989
S25	51	57	2601	3249	2907
S26	38	52	1444	2704	1976
Jumlah	1289	1534	64475	91036	76095

Based on the table, it can be seen as:

$$N = 26$$

$$\Sigma X = 1289$$

$$\Sigma Y = 1534$$

$$\Sigma X^2 = 64475$$

$$\Sigma Y^2 = 91036$$

$$\Sigma XY = 76095$$

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[(N \Sigma X^2 - (\Sigma X)^2)][(N \Sigma Y^2 - (\Sigma Y)^2)]}}$$

$$r_{xy} = \frac{26(76095) - (1289)(1534)}{\sqrt{[(26(64475) - (1289)^2)][(26(91036) - (1534)^2)]}}$$

$$r_{xy} = \frac{1978470 - 1977326}{\sqrt{[(1676350) - (1661521)][(2366936) - (2353156)]}}$$

$$r_{xy} = \frac{1144}{\sqrt{[14823][13780]}}$$

$$r_{xy} = \frac{1144}{\sqrt{204260940}}$$

$$r_{xy} = \frac{1144}{14291,9}$$

$$r_{xy} = 0,08$$

Based on the calculation above, it can be seen that the value of the count is 0,08. The next step is to do hypothesis testing by interpreting the magnitude of the correlation coefficient by using the t-test formula, which is as follows:

$$r = 0,08$$

$$n = 26$$

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,08\sqrt{26-2}}{\sqrt{1-0,08^2}}$$

$$t = \frac{0,08\sqrt{24}}{\sqrt{1-0,006}}$$

$$t = \frac{0,08(4,8)}{\sqrt{0,994}}$$

$$t = \frac{0,384}{0,99}$$

$$t = 0,38$$

Then, compare the count price to the table price. If $t_{count} > t_{table}$, then the alternative hypothesis is accepted. Conversely, if $t_{count} < t_{table}$,

the alternative hypothesis is rejected. The t-table price at a significance level of 5% with $df = n - 2 = 26 - 2 = 24$ is 1,71. Based on these prices, it is known that count 0,38 is smaller than the table, which is $1,71 > 0,38$, so it can be seen that the alternative hypothesis (H_a) in this study is not accepted. So, the Entrepreneurship course has not influenced students' interest in being entrepreneurs in English language education students UIN Ar-Raniry.

From the result, we can interpret what was obtained in the results (r_{xy}) as shown in the table below Riduwan (2011).

Table 4.4
Correlation Coefficient Interpretation Guidelines

The scores of (R_{xy})	Interpretation
0.00 - 0.19	There is a correlation between X and Y, but the correlation is very weak or little, so it is ignored or considered to have no correlation in this rating.
0.20 - 0.39	There is a correlation between X and Y, but it is weak or little
0.40 - 0.69	There is a correlation between X and Y. The value is medium.
0.70 - 0.89	There is a high correlation between X and Y

Based on the interpretation table above, we know the R_{xy} value of 0.08 is between 0.00 – 0.19, so it means that There is a correlation between X and Y, but the correlation is very weak or little, so it is ignored, or it is considered no correlation in this rating. The increasing interest of students to become entrepreneurs has various factors. One of them is entrepreneurship courses, but entrepreneurship courses are not influential in increasing interest in entrepreneurship among English language education students at UIN Ar-Raniry.

B. Discussion

Based on the results of testing the hypothesis related to the formulation of the problem using the Pearson Product Moment Correlation formula, the R_{xy} price is 0.08. Then, from the R_{xy} price, hypothesis testing is carried out to find out whether the hypothesis will be accepted or rejected by interpreting the magnitude of the correlation coefficient using the t-test formula so that it can be seen that the t-count value is 0,38. Furthermore, from the results of t-count compared to the price of t-table at a significance level of 5%, it is obtained that the price of t-count 0,38 is smaller than t-table 1,71, namely $1,71 > 0,38$. So, it can be seen that the alternative hypothesis (H_a) in this study was rejected. This means that there is no effect of entrepreneurship courses on the student's interest in being entrepreneurs among students majoring in English Language Education at the Tarbiyah and Teacher Training Faculty of UIN Ar-Raniry.

Then, from the correlation coefficient interpretation table, it is known that the R_{xy} value of 0.08 is between 0.00 and 0.19, so it can be seen that the effect of variable x (entrepreneurship courses) on variable y (interest in entrepreneurship) is classified as very weak or little so it is ignored or it is considered no correlation in this rating. Putra. R et al. (2021) defined entrepreneurial interest as a person's interest in creating a business by seeing the opportunities that exist around them and having the courage to take risks that might occur in running the business they will run. Someone interested in entrepreneurship will be seen in the behavior that arises from within by being brave enough to take risks, start new things, be responsive in dealing with opportunities that exist, and be someone who wants to work hard and never give up. This is in line with the provision of entrepreneurship courses in tertiary institutions to internalize entrepreneurial values. The provision of entrepreneurship courses is aimed at forming an entrepreneurial mental attitude and motivating students so that they have an interest in entrepreneurship.

The implementation of entrepreneurship courses not only provides a theoretical basis for the concept of entrepreneurship but also shapes the attitude, behavior, and mindset of an entrepreneur to direct and motivate students to choose entrepreneurship as a career choice. Entrepreneurship courses play an important role in fostering student interest in entrepreneurship. However, the student's interest in entrepreneurship is also small because there are only a few entrepreneurship courses in the

Department of English Language Education at UIN Ar-Raniry. The researcher is also one of the students taking this entrepreneurship course, giving rise to a question mark for researchers: whether this course has any effect on English Language Education students at UIN Ar-Raniry, and even if there is an impact, how big is the influence of this entrepreneurship course? From this research, it was answered that the entrepreneurship course had a weak influence in increasing student interest in becoming entrepreneurs.

One's entrepreneurial ability can increase due to internal and external factors. Internal factors are factors that come from within a person, such as one's knowledge of entrepreneurship. External factors come from within a person, such as family and the surrounding environment. Internal factors that interest students in entrepreneurship are their motivation to become entrepreneurs and their knowledge of entrepreneurship. Arbainah, S. et al. (2021), in their research, said that there was no correlation between Entrepreneurship Education and increasing student interest in becoming entrepreneurs among Polines Managerial Accounting Study Program students. This is because, in the learning process, students experience difficulty learning entrepreneurship courses, which makes their interest in entrepreneurship diminish.

Motivation from within a person can also influence student interest in entrepreneurship; therefore, more encouragement from lecturers and lots of practices about entrepreneurship can increase student interest in

entrepreneurship. There should also be other programs that support entrepreneurship courses, including entrepreneurship laboratories, entrepreneurship internships, and entrepreneurship research.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions. This conclusion is based on the research findings. Recommendations are also given at the end of this chapter.

A. Conclusion

Based on the results of the discussion or analysis that has been done, it can be concluded that the alternative hypothesis (H_a) is rejected. So, there is no influence from the entrepreneurship course in increasing the interest of UIN Ar-Raniry English Language Education students in entrepreneurship. According to the results of the analysis, it is also said that the relationship between entrepreneurship courses and student interest in entrepreneurship is weak, so there is almost no relationship between the two.

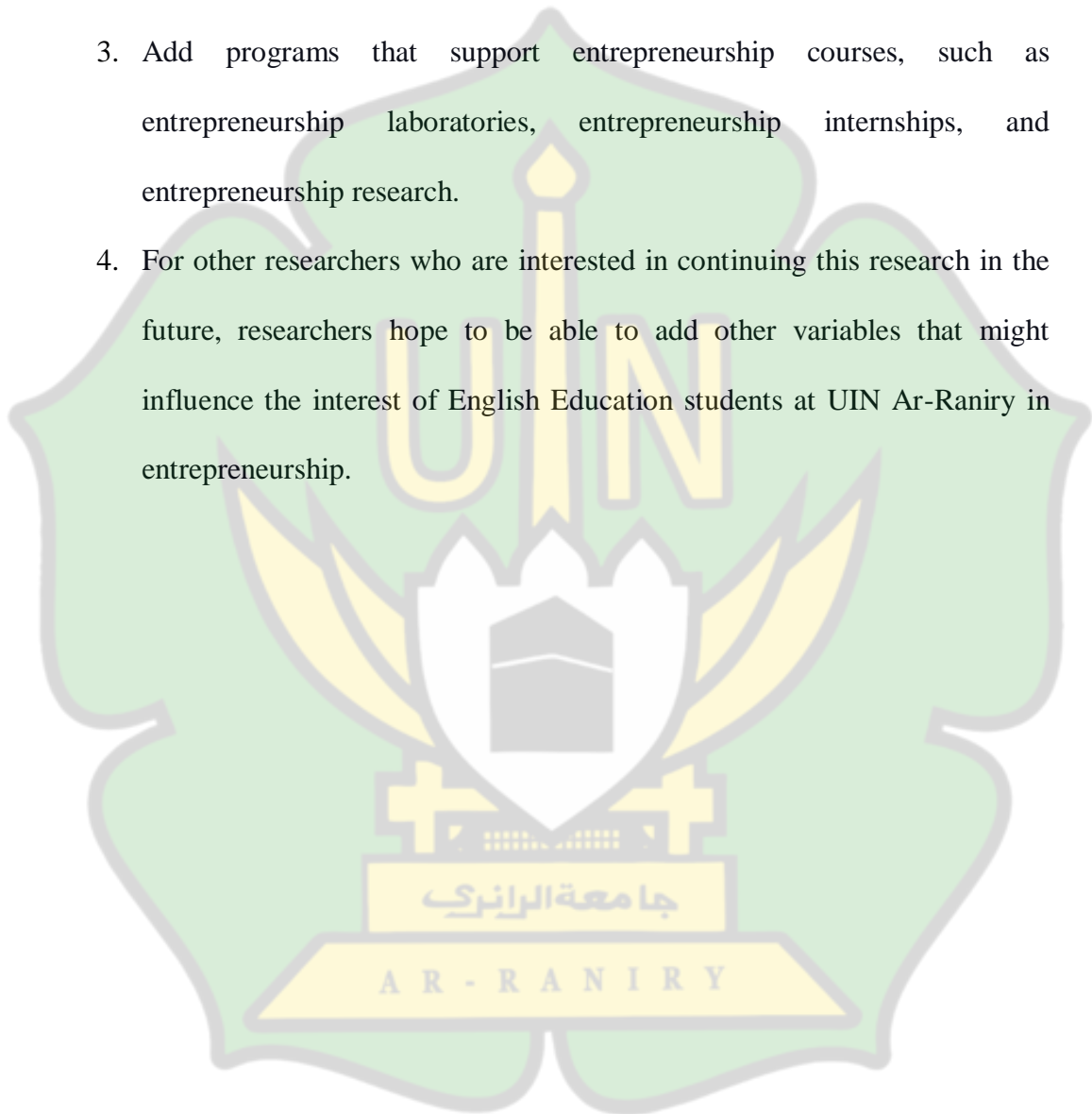
B. Suggestion

From the data and results of this study, researchers suggest that:

1. Entrepreneurship courses involve more field practice than theory. Students will know better if they go straight into the field, such as through an internship, rather than just being explained in theory. So, it can be said that students often make certain products to increase their creativity.
2. Entrepreneurship education should be given more attention so that it can motivate students and create jobs for other communities. Students can

make the nation's economy grow by making innovations to reduce the unemployment rate. Learning methods should also be improved so that they will later motivate students and make them brave enough to start entrepreneurship.

3. Add programs that support entrepreneurship courses, such as entrepreneurship laboratories, entrepreneurship internships, and entrepreneurship research.
4. For other researchers who are interested in continuing this research in the future, researchers hope to be able to add other variables that might influence the interest of English Education students at UIN Ar-Raniry in entrepreneurship.



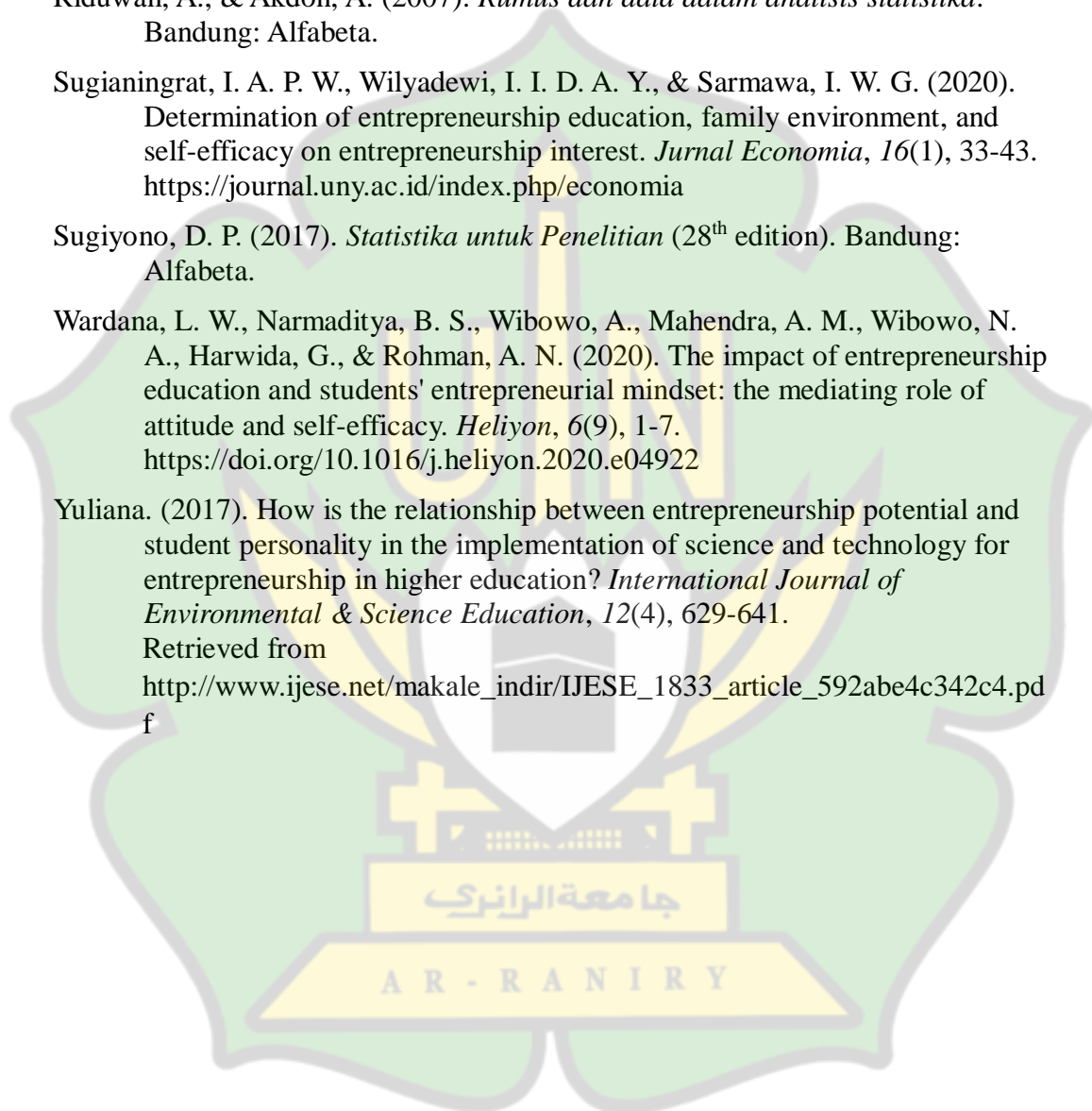
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Appendix A: Appointment Letter of Supervisor



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6655/UN.08/FTK/KP.07.6/06/2023

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
- Menetapkan
PERTAMA :
- MEMUTUSKAN**
- Menunjuk Saudara:
1. Prof. Dr. Saiful Muluk, M.Ed
2. Drs. Amiruddin M.Pd.
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : **Risma Damayanti**
NIM : **190203013**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Impact of Entrepreneurship Course on Students' Interest of Being Entrepreneur**
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 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: 13 Juni 2023
Dekan,

#SaifulMuluk

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.

Appendix B: Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research



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-7735/Un.08/FTK.1/TL.00/07/2023
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 : **RISMA DAMAYANTI / 190203013**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. T syarif no 26 Jeulingke

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 Impact of Entrepreneurship Course on Students' Interest of Being Entrepreneur***

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

Banda Aceh, 24 Juli 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 24 Agustus
2023

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

Appendix C: Confirmation Letter from Department of English Language Education



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-619/Un.08/PBI/Kp.01.2/07/2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-7735/Un.08/FTK.I/TL.00/07/2023 tanggal 24 Juli 2023, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Risma Damayanti
NIM : 190203013
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

"The Impact of Entrepreneurship Course on Students' Interest of Being Entrepreneur"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 26 Juli 2023

Ketua Prodi Pendidikan Bahasa Inggris,



Syarifah Dahliana
Syarifah Dahliana

Appendix D: List of Questionnaires

DATA COLLECTION TOOLS

Questionnaire

(Entrepreneurship Course)

A. Identitas Responden

Nama :

NIM :

B. Petunjuk

1. Bacalah pernyataan dengan teliti dan berikan jawaban dengan jujur dan benar sesuai dengan kenyataan yang ada!
2. Pilihlah jawaban yang ada anggap benar dengan memberi tanda (✓) pada alternatif jawaban yang telah tersedia!
3. Keterangan jawaban SS (Sangat Setuju), S (Setuju), RR (Ragu-Ragu), dan TS (Tidak Setuju).
4. Periksa jawaban anda sebelum anda menyerahkan kembali!

	Pernyataan	SS	S	RR	TS
1.	Dosen pengampu memberikan motivasi kepada mahasiswa untuk berbuat lebih baik lagi.				
2.	Dosen pengampu mengajarkan kepada mahasiswa tentang kesempatan Berbisnis				
3.	Dosen pengampu mengajarkan kepada mahasiswa dalam menyusun strategi <i>business plan</i>				
4.	MK Kewirausahaan membantu mahasiswa untuk berinovasi terhadap usaha yang telah ada.				
5.	Dosen pengampu mengajarkan untuk				

	menciptakan ide berwirausaha dengan melihat kondisi lingkungan yang ada				
6.	Dosen pengampu mengajarkan kepada mahasiswa cara membuat <i>businessplan</i> .				
7.	Dosen pengampu mengajarkan kepada mahasiswa dalam membuat nama <i>branded</i> untuk sebuah produk.				
8.	Dosen pengampu mengajarkan cara melihat peluang dalam berwirausaha.				
9.	Dosen pengampu mengajarkan kepada mahasiswa untuk menganalisis usaha yang telah ada agar usaha lebih baik lagi.				
10.	Dosen pengampu mengajarkan kepada mahasiswa dalam menyusun <i>marketing plan</i> .				
11.	Dosen pengampu mengajarkan kepada mahasiswa dalam membuat <i>operationplan</i> .				
12.	Dosen pengampu mengajarkan kepada mahasiswa tentang etika bisnis				
13.	Dosen pengampu mengajarkan kepada mahasiswa bagaimana menggagasusaha baru				
14.	Dosen pengampu selalu memberikan motivasi dan semangat bekerja di dalam tim				
15.	Dosen pengampu mengajarkan kepada mahasiswa tentang tanggung jawab sosial dalam berwirausaha				

(Entrepreneurial Interest)

A. Identitas Responden

Nama :

NIM :

B. Petunjuk

5. Bacalah pernyataan dengan teliti dan berikan jawaban dengan jujur dan benar sesuai dengan kenyataan yang ada!
6. Pilihlah jawaban yang anda anggap benar dengan memberi tanda (✓) pada alternatif jawaban yang telah tersedia!
7. Keterangan jawaban SS (Sangat Setuju), S (Setuju), RR (Ragu-Ragu), dan TS (Tidak Setuju).
8. Periksalah jawaban anda sebelum anda menyerahkan kembali!

No	Pernyataan	SS	S	RR	TS
1.	Menciptakan lapangan kerja lebih baik daripada mencari pekerjaan.				
2.	Saya ragu untuk berwirausaha.				
3.	Wirausaha dapat meningkatkan harga diri seseorang				
4.	Kualitas hidup akan rendah jika berwirausaha				
5.	Saya dapat memberikan pelayanan terbaik dalam berwirausaha				
6.	Saya senang merencanakan target-target yang harus dicapai				
7.	Wirausaha dapat melatih kita menghadapi situasi yang sulit				
8.	Berwirausaha lebih menantang daripada menjadi karyawan				

9.	Saya takut menghadapi kegagalan				
10.	Saya berani dalam mengambil tanggung jawab				
11.	Saya pandai mempengaruhi orang lain untuk melakukan sesuatu				
12.	Saya cenderung malu berbicara di depan umum				
13.	Saya suka melakukan cara yang berbeda dalam mengembangkan usaha				
14.	Saya suka melakukan cara yang berbeda dalam mengembangkan usaha				
15.	Saya dapat mengembangkan ide-ide baru dalam berwirausaha				
16.	Wirausaha dapat menampung tenaga kerja dan mengurangi pengangguran				
17.	Berwirausaha dapat mendukung majunya perekonomian				
18.	Berwirausaha memiliki masa depan yang cerah				
19.	Wirausaha kurang menjamin masa Depan				
20.	Berwirausaha penuh dengan Ketidakpastian				

جامعة الرانري

A R - R A N I R Y

AUTOBIOGRAPHY

1. Name : Risma Damayanti
2. Place/ Date of Birth : Rantau Bintang, January 28th 2001
3. Address : Jeulingke, Jln. T. Syarif, no 26, Banda Aceh
4. Gender : Female
5. Religion : Islam
6. Nationality : Indonesia
7. Occupation : Student
8. Email : 190203013@student.ar-raniry.ac.id

9. Parent
 - a. Father's Name : Azhar Ramdhani
 - b. Mother's Name : Sawiyah

10. Educational Background
 - a. Elementary School : SD N Tugu Upah (2007-2013)
 - b. Junior High School : MTsN Beureunuen (2013-2016)
 - c. Senior High School : MAN 2 PIDIE (2016-2019)
 - d. University : English Education Department, UIN Ar-Raniry Banda aceh.

Banda Aceh, August 07th 2023
The Writer

Risma Damayanti

