

**THE EFFECTS OF ENTREPRENEURSHIP COURSE ON EFL  
STUDENTS' ENTREPRENEURIAL INTENTIONS**

**THESIS**

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# THESIS

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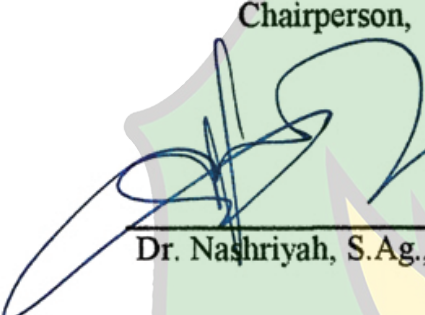
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## ABSTRACT

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The Department of English Language Education is one of the departments at UIN Ar-Raniry which holds entrepreneurship courses as an optional subject with the aim of providing students with the knowledge and skills needed to become innovative entrepreneurs in the future. The aim of this research is to investigate the effects of entrepreneurship courses on EFL students' entrepreneurial intentions. The researcher of this study used a qualitative descriptive research methodology. Techniques for examining this research data using triangulation techniques. The informants for this research involved 10 students majoring in English Language Education, consisting of 5 people from the 2020 batch and 5 people from the batch selected according to certain criteria. The results of the research are that the course has a significant effect on students majoring in English education and the material provided by lecturers in the entrepreneurship course makes students interested in becoming entrepreneurs in the future. It can be concluded that this entrepreneurship course has a positive effect on students' intentions to become entrepreneurs



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- Appendix C Confirmation letter from Department of English Language Education
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- Appendix E Samples from data collection (student works, interview transcript, etc.





## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Law Number 20 of 2003 concerning the National Education System article 3 states that National Education functions to develop abilities and shape the character and civilization of the nation which results in the intelligent life of the nation, with the aim of developing the potential of students to become intelligent human beings, believing and having faith. Believing in God Almighty. Having noble character, being healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen. One way to achieve the realization of the law regarding the national education system is by implementing entrepreneurship courses. Because increasing knowledge about entrepreneurship will raise the enthusiasm of the Indonesian people, especially the younger generation or students, to participate in creating jobs through entrepreneurship, not just as job seekers.

An entrepreneur is a person who has the courage to take risks to open a business on various occasions. Having the courage to take risks means having an independent mentality and having the courage to start a business, without being overwhelmed by fear or anxiety even in uncertain conditions (Rahmia, 2019). Entrepreneurship education provided at universities not only teaches the theoretical basis of the concept of entrepreneurship but how to shape students' attitudes, behavior

and mindset to become entrepreneurs with an entrepreneurial spirit. This is an investment in human capital to prepare students to start a new business through the integration of experience, skills and knowledge essential to developing and expanding a business.

One of the factors driving the growth of entrepreneurship in a country lies in the role of universities through the provision of entrepreneurship education (Indarto & Prawihatmi, 2021). Universities are responsible for educating their students and providing motivation so that they dare to become entrepreneurs. Universities as providers of entrepreneurial facilities will not achieve their goal of producing graduates who are entrepreneurs if they are not accompanied by an interest that arises in students.

UIN Ar-Raniry English Language Education study program is one of the study programs that holds Entrepreneurship courses as an Optional subject which is expected to be able to produce graduates who are capable of entrepreneurship and can improve the welfare of society and improve the nation's economy through entrepreneurship. By understanding the theory of entrepreneurship that students in the English Education Study Program have received, they can change the perception and orientation of the jobs they choose so that students are no longer job seekers but job creators.

To develop an entrepreneurial spirit, lecturers can provide motivation in the form of views regarding the field of entrepreneurship so that students' mindsets can change from job seekers to job providers. Apart from that, students of the English Education study program should independently develop their interest in entrepreneurship through participation in entrepreneurial activities or entrepreneurship seminars.

Entrepreneurship is the process of a person or group of people using organized efforts and means to pursue opportunities to create value and meet needs through innovation (Zaini, 2019). Entrepreneurship is a value that is manifested in behavior that is used as the basis for resources, driving force, goals, strategies, tips, processes and business results.

Interest is a source of motivation that drives people to do something they want if they are free to choose. Entrepreneurial interest is the desire, interest and willingness to work hard to fulfill one's life needs without feeling afraid of future risks and always learning from the failures experienced. (Aban & Tanusi, 2020). It can be concluded that entrepreneurial interest is a drive to be independent or fulfill one's life needs without worrying about future risks and always learning from the failures experienced.

In everyday reality, there are still many students of the UIN Ar-Raniry English Language Education Study Program who do not dare to become

entrepreneurs and do not dare to take the risks that will occur when making the decision to become an entrepreneur. businessman. Many efforts have been made to foster an entrepreneurial spirit, especially changing the mindset of English Language Education Study Program students who are only interested in becoming job seekers after completing their studies or college. This is a challenge for universities as institutions producing graduates. Several researchers have researched this problem at several universities in Indonesia but no research has been conducted at the English Language Education study program at UIN Ar-Raniry.

Journal written by Primandha Sukma Nur Wardhani and Dian Nastiti in 2023 entitled **"Implementation of Entrepreneurship Education in Growing Student Entrepreneurial Interest"** which was researched in the Department of Pancasila and Citizenship Education, Faculty of Teacher Training and Education, Primagraha University has implemented entrepreneurship education in semester 4. However, based on observations and interviews, only a small portion of PPKn students are self-employed. The type of research used is qualitative which produces descriptive data. In this research, the researcher chose students from the Pancasila and Citizenship Education (PPKN) study program at Primagraha University as research subjects to see the role of entrepreneurship education in fostering a desire for entrepreneurship. Based on the results of the research, it was concluded that the concept of entrepreneurship education integrated in entrepreneurship courses for students of the PPKn study program, Faculty of Teacher Training and Education, Primagraha

University, has a significant impact. Students can gain a lot of knowledge from entrepreneurial practice, for example students will increase their understanding of the world of entrepreneurship and can increase creativity. students in making money by making products or selling other people's products (Wardhani & Nastiti, 2023).

Similar research regarding The Effects Of Entrepreneurship Course On Efl Students' Entrepreneurial Intentions has been discussed in several journals as follows: Journal written by Sri Ernawati, Ismunandar, Intisari Haryanti, Ita Purnama and M. Syukur Dwiryansyah entitled **"Implementation of Entrepreneurship Course 1 Through Bazaar Activities to Cultivate an Entrepreneurial Spirit in Students"** which was researched at the Bima College of Economics (STIE), one a private university in Bima City, West Nusa Tenggara Province which has implemented entrepreneurship courses. STIE Bima increases students' enthusiasm for entrepreneurship by implementing the entrepreneurship course 1, not only in theory but also in field action to see the extent of students' entrepreneurial spirit. The type of research used is qualitative which produces descriptive data, based on the research results found, strengthening entrepreneurial interest through bazaar activities needs to be carried out as a way to produce young entrepreneurs in the campus environment. The Entrepreneurship course has been able to create students with an entrepreneurial spirit. The application of bazaar activities for the entrepreneurship course 1 is able to create business ideas for students, apart from the demands of the course in the form of



assessments from powerful lecturers, entrepreneurship can provide benefits for oneself and others (Ernawati & Haryanti, 2023).

Journal written by Lusiana Rahmatiani, Dedi Mulyadi and Laras Ratu Khalida entitled "Growing Student Entrepreneurial Interest Through the Student Creativity Program (Pkm) in Entrepreneurship Courses" which was researched at Buana Perjuangan University Karawang which requires students to take entrepreneurship courses and also carry out student creativity program to foster students' interest in entrepreneurship. This research design uses descriptive qualitative research which will produce descriptive data based on the results of analysis of information and research objects. Based on the results of the research conducted it can be concluded that the student creativity program in entrepreneurship courses is a forum for motivating students to be willing and able to develop their interests and get the opportunity to implement creative and innovative ideas by getting funding from the government and campus to do real business which is encouraged through entrepreneurship courses (Lusiana Rahmatiani, 2023).

#### **B. Research Question**

1. What are the effects of entrepreneurship course on EFL students' entrepreneurial intentions?
2. What are the EFL students' perceptions of entrepreneurship course on EFL students' entrepreneurial intentions?
3. What are the challenges faced by EFL students' in entrepreneurship?

### **C. Research Aim**

1. To investigate the effects of entrepreneurship course on EFL students' entrepreneurial intentions
2. To investigate the EFL students perceptions of entrepreneurship course on EFL students' entrepreneurial intentions
3. To investigate the challenges face by EFL students' in entrepreneurship

### **D. Significance of Study**

Academically, this study is anticipated to be beneficial, particularly for students, lecture, and other researchers.

#### **1. Students**

By achieving the research objectives, this research is expected to provide additional information and knowledge to readers about the impact of the Entrepreneurship course on students' enthusiasm for entrepreneurship. This also helps those who want to know more about entrepreneurship. Furthermore, it can be used as a reference for English Department students who are interested in conducting research on entrepreneurship courses.

#### **2. Lecturers**

This research is useful additional material for lecturers to find out to what extent the Entrepreneurship courses they have taught have had an impact on student enthusiasm, especially for lecturers who teach entrepreneurship courses.

Apart from that, it provides other insights for lecturers to further strengthen their understanding of entrepreneurship courses.

### **3. Other Researchers**

For readers and researchers, it can increase insight and knowledge about the impact of Entrepreneurship courses on the entrepreneurial spirit of UIN Ar-Raniry English Language Education students. This research can be used as an additional reference for researchers with similar problems.

### **E. Research Terminologies**

This part explains the terminologies that are present in this study to help better understand the terms that were used in this study

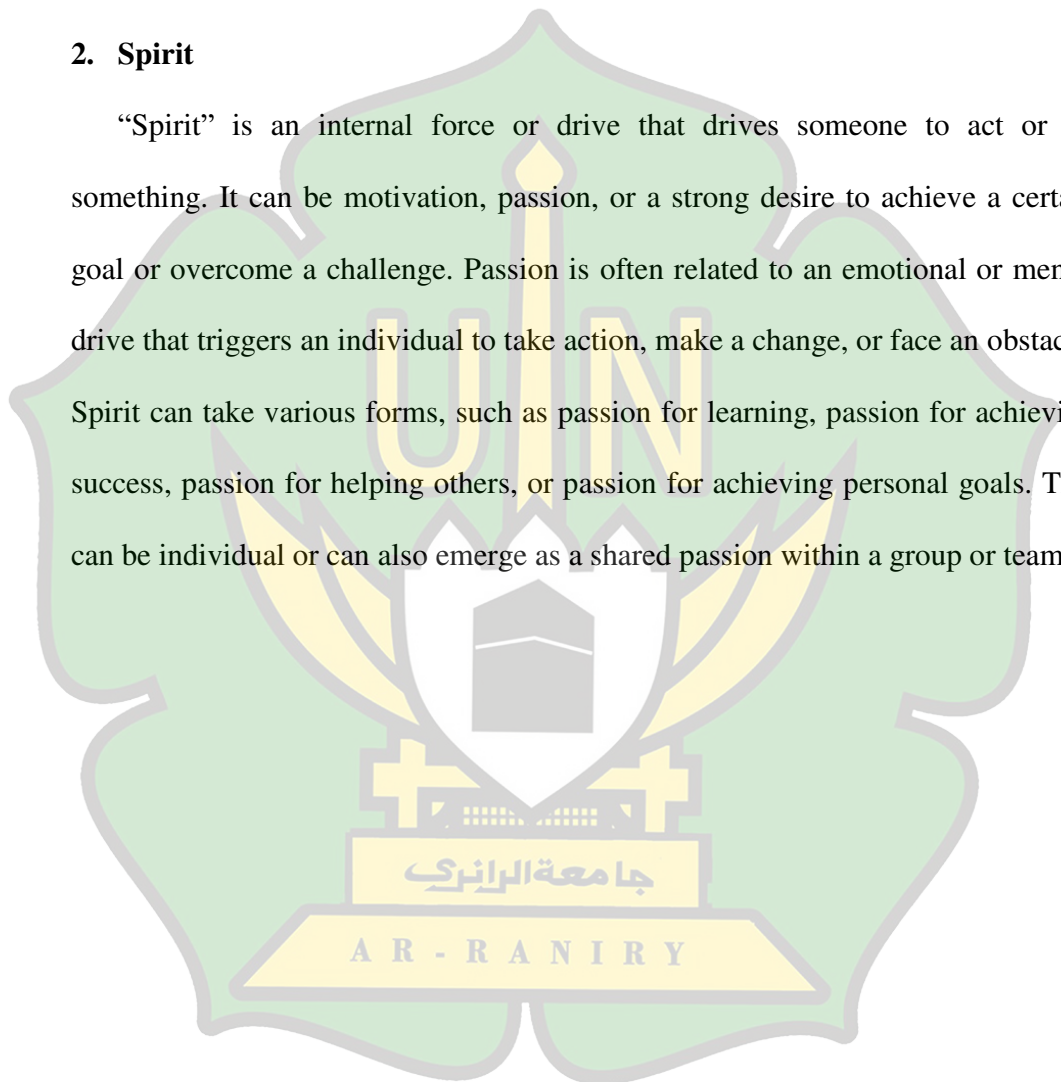
#### **1. Entrepreneurship**

Entrepreneurship is the ability and readiness to develop, organize, and run a business enterprise, along with any of its uncertainties, in order to make a profit. It involves the creation or extraction of economic value in ways that generally entail beyond the minimal amount of risk, and potentially involving values besides simply economic ones (Eroglu & Picak, 2011). An entrepreneur is an individual who creates and/or invests in one or more businesses, bearing most of the risks and enjoying most of the rewards. The process of setting up a business is known as "entrepreneurship." Entrepreneurs are often seen as innovators, sources of new ideas, goods, services, and business procedures. They are leaders willing to take risks and exercise initiative, taking advantage of market opportunities by

planning, organizing, and deploying resources, often by innovating to create new products or services. Entrepreneurship is closely related to creativity, innovation, adaptability, and the enthusiasm to strive for success amidst uncertainty.

## 2. Spirit

“Spirit” is an internal force or drive that drives someone to act or do something. It can be motivation, passion, or a strong desire to achieve a certain goal or overcome a challenge. Passion is often related to an emotional or mental drive that triggers an individual to take action, make a change, or face an obstacle. Spirit can take various forms, such as passion for learning, passion for achieving success, passion for helping others, or passion for achieving personal goals. This can be individual or can also emerge as a shared passion within a group or team.







## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Basic Concepts of Education in Higher Education**

##### **1. Definition of Education**

Education comes from the Greek word "paedagogie" whose roots are "pais" which means child and "again" which means to guide. So "paedagogie" means guidance given to children. In English, education is translated as "education" which comes from the Greek "educare" which means bringing out what is stored in the child's soul, to be guided so that it grows and develops (Pristiwanti, 2022).

The definition of education in the Big Indonesian Dictionary is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. In a narrow sense, education means the act or process of actions to obtain education and in a broad sense, education can be interpreted as a process using certain methods so that people gain knowledge, understanding and ways of behaving in accordance with their needs. (KBBI, 2017)

Based on the National Education System Law (UUSPN) No.20 of 2003 Chapter I Article 1 outlines that: .... Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their

potential to have spiritual, religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state.

Education refers to the process or act of imparting knowledge, skills, values, and habits to individuals through various methods such as teaching, training, or research (Amalia Yunia Rahmawati, 2020). Education is not only limited to the formal environment at school or college, but can also occur at home, through daily experiences, and through interactions with the social environment. In general, education aims to develop individual potential as a whole, both intellectually, emotionally and socially. The main goal is to increase individuals' understanding, skills and abilities so that they can contribute positively to society and improve their own quality of life. Education also functions as a means of transferring knowledge and culture from one generation to the next, so that society can continue to develop and adapt to the changes that occur around it.

Education holds significant importance in Islam, intricately linking academic learning with character formation based on religious teachings. It encompasses not only academic aspects but also spiritual, moral, and social development (Rahmadania, 2021).

In Islam, education includes both worldly knowledge and religious knowledge, recognizing the necessity of both for holistic individual development. Ethical and

moral education is heavily emphasized, instilling values such as honesty, justice, hard work, and compassion. Furthermore, Islam views education as a social responsibility, emphasizing the duty of individuals and society to ensure access to education for all, especially children.

Education is also seen as a cornerstone of community development, crucial for fostering sustainable progress and prosperity. Additionally, it is considered a lifelong pursuit of truth, encouraging continuous learning to deepen one's understanding of religion and the world. Overall, in the Islamic perspective, education is not merely about acquiring knowledge and skills but is an endeavor to cultivate noble morals and prepare individuals to become responsible, ethical, and beneficial members of society, contributing to the welfare of humanity as a whole.

## **2. Educational Goals**

The aim of education contains a description of good, noble, appropriate, true and beautiful values for life (Djamaluddin & Wardana, 2019). Therefore, the aim of education has two functions, namely providing direction to all educational activities and being something that all educational activities want to achieve so that they can grow, compete and maintain their lives in a future full of challenges and changes.

The aim of education is also developed as a tool to empower all students' potential so that they can grow in line with the demands of religious, social, economic, educational, political, legal and other needs. In order for education to function proportionally, improvements must be made at all strategic levels such as the level of

education policy, education management, education implementation (teachers). However, what deserves serious attention is the handling of problems in education implementers, because no matter how good the curriculum is, or how adequate the educational facilities are, if the teachers are not good at playing their role well, then educational activities will not develop as expected.

The aim of education is to develop abilities and form a dignified national character and civilization. This concept is very simple but contains broad meaning when connected to the life of the people of the nation and state. The educational objectives in Article 1 of Law number 20 of 2003 concerning the National Education System, were developed into educational objectives. The aim of education as stated in the same article is to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy and knowledgeable, capable, creative, independent and become democratic and responsible citizens.

The goals of education are centered on the holistic development of an individual, encompassing intellectual, moral, and practical dimensions. Intellectual development stands as a primary aim, where education provides a broad spectrum of knowledge, skills, and understanding across various fields. This empowers individuals to reach their intellectual potential, equipping them with the cognitive tools needed to think critically, solve problems and make informed decisions. Alongside intellectual

growth, education also plays a crucial role in character development, instilling moral and ethical values that shape individuals into responsible, empathetic, and integrity-driven members of society.

In addition to intellectual and character growth, education is designed to prepare individuals for a sustainable and productive life. It equips them with practical skills such as critical thinking, communication, and collaboration, which are essential for navigating everyday challenges and contributing positively to society. Moreover, education supports social and economic development by enhancing the quality of human resources, fostering innovation, and driving sustainable economic growth. It also emphasizes the importance of creativity, encouraging individuals to express themselves artistically and culturally, thereby contributing to a more vibrant and innovative society.

Furthermore, education aims to develop global awareness and environmental understanding. It broadens individuals' perspectives, promoting cross-cultural tolerance and cooperation by instilling a deeper understanding of cultural differences and global issues. This global awareness is crucial in fostering a more inclusive and peaceful world. Additionally, education raises awareness of environmental issues, encouraging individuals to adopt sustainable practices and become environmentally conscious citizens who contribute to the preservation of our planet for future generations. (Djamaluddin & Wardana, 2019).



According to Al-Ghazali, the goal of education is the formation of a complete human being, both in this world and in the afterlife. According to Imam Al-Ghazali, humans can achieve perfection if they are willing to try to seek knowledge and then practice goodness through the knowledge they learn. This Fadhilah can then bring him closer to Allah and ultimately make him happy in life in this world and in the afterlife. According to Al-Ghazali, the main goal of Islamic education is to be devoted to Allah, the Khaliq, and the most perfect human in his view is the human who always draws closer. to Allah (Saad, 2015).

Based on the understandings of the experts above, it can be concluded that the aim of education is to change the character of humans who initially do not know anything about anything so that they are guided and taught to become human beings who are useful for other people and also useful for religion, the homeland and the nation.

## **B. Entrepreneurship**

### **1. Entrepreneurship Meaning**

According to the Instruction of the President of the Republic of Indonesia (INPRES) No. 4 of 1995 concerning the National Movement to Popularize and Cultivate Entrepreneurship is the spirit of attitude, behavior and ability of a person to handle business or activities aimed at seeking, creating, implementing new ways of

working, technology and products by increasing efficiency in order to provide quality services better or gain greater profits.

Entrepreneurship is the ability to create something new and different from others, or being able to create something different from what already existed before (Djamaluddin & Wardana, 2019). By making efforts to create something new, added value to the goods or services being traded makes entrepreneurship an activity that brings many benefits, both in terms of supporting the distribution of goods and services in various regions, providing the community's living needs, increasing prosperity for both those involved in the activity. The business or other parties involved in the utilization network or distribution chain of goods or services.

In simple terms, the meaning of entrepreneurship (entrepreneur) is a person who has the courage to take risks to open a business on various occasions. Have the courage to take risks and be overwhelmed by fear and anxiety even when conditions are uncertain. Entrepreneurial activities can be carried out alone or in groups. An entrepreneur has the mind to always try to find, exploit and create business opportunities that can provide profits.

Entrepreneurship is not just a trader, but is much more than the meaning of a trader, namely relating to human mentality, self-confidence, time efficiency, creativity, fortitude, tenacity, sincerity and morality in running an independent

business whose aim is to prepare each individual and society to can live a worthy life as a human whose presence is aimed at developing himself, society, nature and life.

Entrepreneurs are individuals who create new businesses, embracing risk and uncertainty with the aim of achieving profit and growth by identifying opportunities and mobilizing the necessary resources. Key elements associated with entrepreneurship include innovation, which often involves introducing a novel idea, product, service, or business model that has never existed before. Entrepreneurs are characterized by their willingness to take financial, market, and personal risks to pursue business opportunities and meet their objectives. Recognizing and developing opportunities is crucial, as entrepreneurs must identify market needs or gaps and formulate strategies to exploit them.

Effective resource management is essential for success, requiring the optimization of financial capital, skills, and human networks. Additionally, marketing and sales skills are vital, as entrepreneurs must market their products or services effectively and devise efficient sales strategies to reach their target markets. Building and managing strong networks with consumers, business partners, and the broader entrepreneurial community is also a significant aspect of entrepreneurship. By combining these elements, entrepreneurs can create successful ventures that contribute to economic growth and innovation. (Isma, 2023)

Based on the understanding above, it can be concluded that entrepreneurship has an important role in encouraging economic growth, creating jobs, and inspiring innovation that can change and enrich human life. Entrepreneurship also plays a key role in developing and strengthening a dynamic business ecosystem.

## **2. Goals and Benefits of Entrepreneurship**

In business, entrepreneurship is not solely profit-oriented but encompasses various goals and benefits. One significant advantage is job creation; by starting and developing businesses, entrepreneurs generate new employment opportunities and contribute to reducing unemployment rates. Additionally, successful entrepreneurial activities can drive economic growth in a country or region. Through innovation, the production of new goods and services, and increased economic activity, entrepreneurs can enhance societal income and prosperity. Furthermore, entrepreneurs often drive innovation and creativity across various industries by introducing new ideas and solutions, enriching the market with unique products and services. (Wardhani & Nastiti, 2023)

Entrepreneurship also contributes to improved living standards by creating job opportunities, generating income, and fostering economic growth, which can positively impact per capita income, well-being, and access to better services and products. Moreover, entrepreneurs play a vital role in community empowerment by providing skills, training, and economic opportunities, helping individuals and groups become economically and socially independent. This empowerment helps

communities overcome poverty and dependency. Additionally, entrepreneurs contribute to the development of a stronger and more sustainable business ecosystem by building networks, facilitating knowledge exchange, and encouraging collaboration between businesses across different sectors. (Isma, 2023)

Based on the explanation above, it can be concluded that entrepreneurship plays an important role in driving the economy, stimulating innovation, and improving the welfare of society as a whole. Through diverse contributions, entrepreneurs can shape and enrich the social and economic structure of a society.

### **3. Characteristics of Entrepreneurship**

Entrepreneurs possess distinctive characteristics that set them apart from other individuals, enabling them to navigate the complexities of starting and growing businesses successfully. One key trait is their creativity and innovation. Entrepreneurs are adept at thinking creatively and generating novel ideas to develop new products or services that previously did not exist. This creative capacity allows them to identify unique opportunities in the market and differentiate themselves from competitors. Additionally, entrepreneurs are typically ambitious and goal-oriented, driven by a strong motivation to achieve their business objectives. They have a clear vision of their long-term goals and develop strategic plans to reach them, demonstrating a high level of dedication and focus.



Another defining characteristic of entrepreneurs is their willingness to take risks. Entrepreneurs are prepared to face uncertainty and assume financial, social, and personal risks associated with starting and developing a business. They understand that risk-taking is an inherent part of entrepreneurship and are willing to embrace it to achieve success. Alongside this risk-taking propensity, entrepreneurs possess strong managerial skills. They can efficiently and effectively manage resources, time, and finances, ensuring that their business operations run smoothly. Independence is also a notable trait, as entrepreneurs tend to work autonomously and make decisions without relying heavily on others' input. This independence is complemented by their strong networking abilities, which enable them to build valuable business relationships and leverage these connections for support, opportunities, and resources.

Flexibility and adaptability are crucial characteristics that allow entrepreneurs to thrive in dynamic business environments. They can quickly adjust to market changes, customer needs, and evolving business situations, ensuring their businesses remain competitive and relevant. Entrepreneurs also exhibit perseverance and resilience, maintaining their determination and persistence in the face of challenges and obstacles that may arise during their business journey. They are customer-oriented, focusing on understanding and meeting customer needs and striving to exceed customer expectations with their products or services. Finally, entrepreneurs are known for their quick decision-making abilities. They can make decisions swiftly and



decisively, particularly in situations that require immediate responses, enabling them to capitalize on opportunities and address issues promptly. (Isma, 2023).

Based on the explanation above, it can be concluded that the characteristics of entrepreneurs are always thinking positively in implementing their business and not depending on other people (Merdeka). These traits often appear in individuals who have an entrepreneurial spirit and are committed to starting and managing their own businesses.

#### **4. Factors that Influence the Entrepreneurial Spirit**

Backgrounds that influence the formation of an entrepreneurial spirit include family encouragement, education, personal values, age and work experience. An entrepreneur's level of education is proven to be important in achieving success in the business he or she establishes and manages. The importance of education is not only through the education achieved by entrepreneurs, but also the fact that education can help overcome various problems faced by entrepreneurs.

Several factors significantly influence the entrepreneurial spirit, shaping an individual's motivation and capability to start and grow a business. Education and experience play a critical role, as exposure to entrepreneurial training and industry-specific work experience can equip individuals with the necessary skills and understanding to embark on business ventures. Additionally, social support from

family, friends, and the community provides crucial moral, financial, and emotional encouragement, fostering a supportive environment for entrepreneurial endeavors. High self-confidence further motivates individuals to take risks and seize business opportunities, whereas low self-confidence can hinder the entrepreneurial intent.

The attitude towards risk is another influential factor, as a person's willingness to take significant financial risks or invest large capital can determine their readiness to start a business. The availability of resources, including financial capital, skills, and business infrastructure, is also pivotal. Access to these resources can greatly impact one's ability to successfully initiate and manage a business. Moreover, high motivation and perseverance are essential, enabling individuals to stay focused on their business goals and persist through challenges and setbacks.

External factors such as the business environment also play a crucial role. Market conditions, business climate, government policies, and industry competition can either encourage or discourage entrepreneurial activities. A conducive business environment can stimulate individuals to venture into entrepreneurship. Lastly, economic needs can be a powerful motivator. When individuals face pressing economic needs or aspire to improve their standard of living, they may develop a strong entrepreneurial spirit to create additional income sources or fulfill financial requirements. These factors collectively influence the development and nurturing of the entrepreneurial spirit in individuals. (Indarto & Prawihatmi, 2021)

Based on the description above, it can be concluded that various factors can awaken a person's entrepreneurial spirit, including environmental factors, circumstances and others. Apart from that, the educational factor is also very influential in increasing a person's entrepreneurial spirit because the higher the education, the more open a person's mindset is.

### **C. Entrepreneurship Course**

#### **1. Meaning of Entrepreneurship Courses**

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

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

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

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

Furthermore, flexibility is highlighted as an essential entrepreneurial value, emphasizing the need to adapt to rapidly changing business environments. This value encourages students to remain open to change and to pivot their strategies when necessary. Leadership is another critical value, focusing on the importance of effective leadership skills such as motivating a team, inspiring others, and managing conflicts. Lastly, integrity is a fundamental value, teaching students the importance of maintaining a high work ethic, running their businesses honestly and responsibly, and adhering to strong moral principles. Together, these values provide a comprehensive foundation for students to become successful and ethical entrepreneurs. (Susanti & -, 2021)

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

## **2. Benefits and Functions of Entrepreneurship Courses**

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



creativity, prompting students to think outside the box and develop unique and market-relevant business ideas. This emphasis on creativity is essential for fostering a culture of continuous improvement and differentiation in the competitive business landscape.

Furthermore, entrepreneurship courses are instrumental in developing managerial skills among students. They help students learn how to efficiently manage resources, make strategic decisions, and tackle operational challenges that arise in the course of running a business. One of the primary functions of these courses is to guide students in preparing a comprehensive business plan. This includes conducting market analysis, formulating marketing strategies, projecting financial outcomes, and devising clear action plans. Such thorough preparation is crucial for transforming business ideas into viable enterprises. The courses also play a pivotal role in cultivating entrepreneurial attitudes, such as perseverance, resilience, independence, and the courage to take calculated risks. These attitudes are essential for navigating the uncertainties and challenges inherent in entrepreneurship.

In addition to these core functions, entrepreneurship courses provide valuable insights into various aspects of business, including marketing, finance, operations, human resource management, and relevant legal and regulatory frameworks. This holistic approach ensures that students are well-rounded and prepared for the multifaceted nature of business management. Ultimately, through comprehensive and



practical learning experiences, these courses prepare students to become successful entrepreneurs or skilled business professionals. By integrating theoretical knowledge with practical application, entrepreneurship courses help students build the competence and confidence needed to excel in the business world. (Mariana, 2021)

By understanding the role and function of entrepreneurship courses, students can prepare themselves more effectively to face challenges and opportunities in the ever-growing business world. Furthermore, this entrepreneurial knowledge can improve abilities based on experience gained by students directly and can be applied periodically.

### **3. Entrepreneurship Course in English Language Education Department of UIN Ar-Raniry**

Entrepreneurship courses in the English education department of UIN Ar-Raniry are usually designed to help students understand the basic concepts of entrepreneurship and how to apply them in the context of language education. This course covers various topics, starting from the basics of entrepreneurship, which includes the meaning of entrepreneurship, characteristics of successful entrepreneurs, as well as entrepreneurial mindset and mentality. Students are also taught brainstorming techniques to identify and develop business ideas, market analysis, and product or service innovation. Apart from that, business planning is an important part, including writing a business plan, SWOT analysis, and marketing and sales strategies. (Joint and Coalition Warfighting Suffolk, 2011)

Basic financial management such as financial management, funding sources, and budgeting are also discussed to ensure business continuity. In the marketing and branding aspect, students learn about digital marketing strategies, brand management, as well as the use of social media and content marketing. This course also covers legal and ethical aspects of business, such as legal requirements for starting a business, intellectual property rights, and ethics in business. The concept of social entrepreneurship was introduced to show the importance of businesses that are sustainable and have a positive impact on society.

The implementation of entrepreneurship in English education is the final focus, where students are taught to develop entrepreneurial project-based learning materials and teach entrepreneurial skills in English classes. Case studies of successful entrepreneurs in the field of language education are often used to provide concrete examples. Apart from theory, this course also involves direct projects or practice, where students are asked to develop business ideas, create business plans, and present them, so that they can understand and apply entrepreneurial concepts in the real world.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Plan**

The researchers of this study used a qualitative descriptive research methodology. The method used in qualitative research is a method that discusses problems using empirical data. At its core, qualitative research involves talking to and observing individuals in real life to better understand their perspectives on the world around them.

#### **B. Research Participants**

Informants in research are research subjects who are asked about information as a source of data that researchers need. In this research, the determination of informants was carried out using a purposive sampling technique, namely a sampling technique with certain considerations or special selection. I chose 10 informants who had taken entrepreneurship courses and I think they would definitely be able to answer questions related to this research. Furthermore, the informants for this research consisted of 5 2020 English students with the initials AD, AH, RS, RF and RL with their ages ranging from around 22 years and 2 of them were women. After that, 5 more informants consisted of 2021 English language students with the initials MF, AA, RR, MM and YA with their ages ranging from around 21 years and 1 of them was female.

### **C. Research location**

This research was conducted at the English Language Education Study Program at UIN Ar-Raniry because this Study Program is one of the study programs that holds Entrepreneurship courses. Department of English language Education (English Language Education-PBI) was established in 1964 under the name of TEN or Tadris English. Because of some controversies in terms of regulation, the department was asked to deacease and then reopened in 1980. Right now, PBI has 35 teaching staffs whose degrees are from different universities in USA, UK, Australia, Indonesia, and some other countries.

PBI is one of the most favorite departments not only within the Faculty of Education but also within Ar-Raniry State Islamic University. This is shown from the rapid development of registration every year, it has more than a thousand students. The majority of students completed their study within expected times, which is 4 years. Most students graduate with high qualifications and good merit. A large number of graduates receive jobs immediately, and some of them are awarded scholarships, such as LPDP, AAS, NZAID, Fulbright, USAID, LPSDM, DAAD, to undertake their master's degree in Australia, the United State of America, the United Kingdom, New Zealand and some other foreign countries.

### **D. Source of data**

#### **1. Primary data**

Primary data is data collected directly by researchers from the first or original source with the specific aim of answering predetermined research questions. The

researcher collected primary data through a method that involved direct interaction with informants, so that the data the researcher obtained was original and specific.

## **2. Secondary Data**

Secondary data is data that has been collected and published by other parties for purposes different from the objectives of the research being conducted. This data is usually available in the form of documents, reports, scientific articles, statistics, and other resources. The use of secondary data involves re-analyzing or utilizing existing data to answer new research questions. In this research, researchers used several journals on the same topic with different objects to analyze this research.

### **E. Methods of Data Collection**

To obtain data, researchers use a certain technique to make it easier for researchers to obtain data in the field. The data collection technique used in this research is interview:

#### **1. Interview**

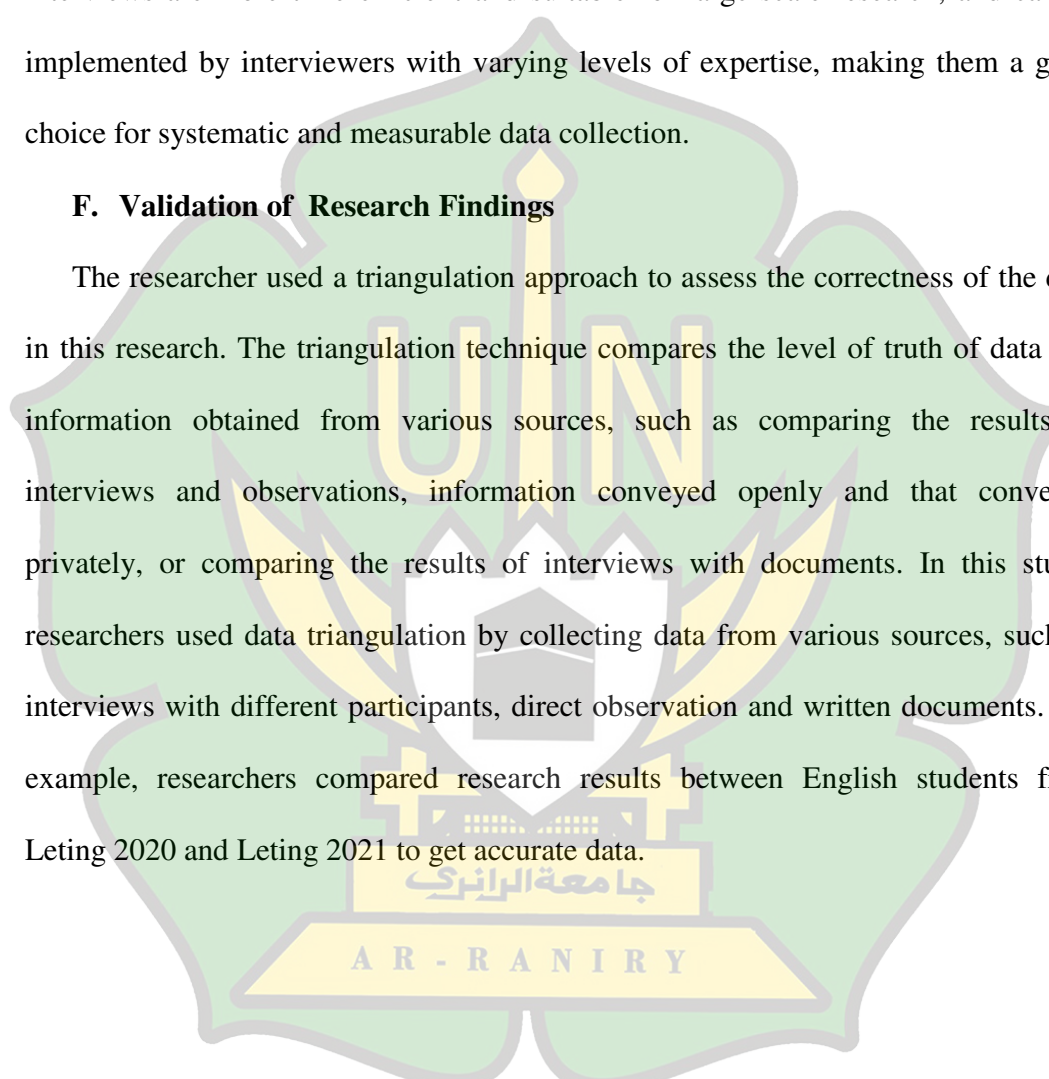
According to Nazir in Hardani states that "Interviewing is the process of obtaining information for research purposes by means of face-to-face questions and answers between the questioner or interviewer and the answerer or respondent using a tool called an interview guide." In this study, the researcher used a structured interview type method, where interviews were conducted using a list of questions that had been prepared strictly in advance. The structured interview method is used in research because it ensures consistency and standardization in data collection, allows for easier and more efficient analysis, and reduces interviewer bias. By using the same list of



questions for all respondents, this method allows direct comparison between answers and increases the validity and credibility of research results. In addition, structured interviews are more time efficient and suitable for large-scale research, and can be implemented by interviewers with varying levels of expertise, making them a good choice for systematic and measurable data collection.

#### **F. Validation of Research Findings**

The researcher used a triangulation approach to assess the correctness of the data in this research. The triangulation technique compares the level of truth of data and information obtained from various sources, such as comparing the results of interviews and observations, information conveyed openly and that conveyed privately, or comparing the results of interviews with documents. In this study, researchers used data triangulation by collecting data from various sources, such as interviews with different participants, direct observation and written documents. For example, researchers compared research results between English students from Leting 2020 and Leting 2021 to get accurate data.



## CHAPTER IV

### FINDING & DISCUSSION

#### A. Finding

Below the researcher explains the results of research on the effectiveness of entrepreneurship courses in improving the entrepreneurial spirit of students in the English Language Education Study Program at UIN Ar-Raniry Banda Aceh. In the research findings section, researchers divide them into 5 sub-sections, namely Experiences in Entrepreneurship course, Effects of Entrepreneurship course, Entrepreneurship practice experience, Future hope, Obstacles and Challenges. Based on the results of interviews with students of the English Language Education Study Program at UIN Ar-Raniry class of 2020 and 2021, the following are:

##### 1. Experiences in Entrepreneurship Course

In the sub-chapter of Entrepreneurship Course Experience in general, it can be concluded that all informants who have taken the entrepreneurship course have had a pleasant experience where they gained new knowledge about entrepreneurship. The following are statements from 3 informants that researchers have interviewed who already have an entrepreneurial family background and have started a small business:

AD batch 2020, he revealed that:

*"I had an extraordinary experience when I took the entrepreneurship course, including the material provided by the lecturer which included basic ways to build a business, how the business we build can be noticed by other people, how to find a strategic place for us. opening a business, how to open a business at the beginning, how a business can develop until it grows, what our attitude is as*

owners, how we serve our clients, all of this is taught when taking entrepreneurship courses.

AH batch 2020, he revealed that:

*"I felt quite happy taking this course because it taught me many things, such as how to see business opportunities, how to read the market and also taught me how to start a business."*

RL batch 2020, she revealed that:

*"The experience I got in this entrepreneurship course was certainly an experience that taught me how to be a creative entrepreneur and how we can develop an idea. because actually there is nothing really new about an idea, but through this class we are taught how to channel our creative side so we can develop existing ideas."*

## **2. Effects of Entrepreneurship course**

In the sub-chapter Impact of Entrepreneurship Courses, it can be concluded from all informants who have taken entrepreneurship courses that this entrepreneurship course has a positive impact where all informants feel that this course can increase their desire and capacity in entrepreneurship. Informants who already have an entrepreneurial background and those who do not have an entrepreneurial background get a positive impact. The following are 3 statements from informants that the researcher interviewed:

AA batch 2021, he revealed that:

*"I have learned a few things along the way. I learned how to draw up a business plan, determine the sales target market, come up with cool business ideas, and even how to run everything from scratch. It was a mix of brainstorming, planning, and learning the basics, and it really helped me gain a solid understanding of what it takes to start and run a business"*

RR batch 2021, he revealed that:

*"My desire in the business sector is increasing, at first I really had the desire to be an entrepreneur"*

YA batch 2021, she revealed that:

*"I feel very happy because the material taught is interesting and creative. On the other hand, I also like the business world, so what I learned in that class was very helpful."*

### **3. Entrepreneurship Practice Experience**

In the practical experience sub-chapter, it can be concluded that students feel a significant difference between the theory learned in class and the practice carried out in the field. There are also those who have not started a business because they are focused on completing their studies, but will continue to do business after graduating. These informants do not have an entrepreneurial background but they are inspired by the entrepreneurship course in the English language education department. Here are 5 statements from students who have been interviewed by researchers:

AH batch 2020, he revealed that:

*"I am currently working in an entrepreneurship that operates in the coffee shop sector as well and apply the ways of serving customers well that were taught when taking the entrepreneurship course"*

RF batch 2020, she revealed that:

*"For now I am still focused on finishing college and still thinking about the business I will run"*

AA batch 2021, he revealed that:

*"I have started a business selling perfume and I am also learning to manage the business well and target the market better."*

MF batch 2021, he revealed:

*"Currently I am building a small business in the field of acrylic board rental, which has been running for 4 months."*

YA batch 2021, she revealed that:

*"I have started a small business with a friend. Based on some of the experience/knowledge learned from the Entrepreneurship course, we started a business by considering the risks and looking at the opportunities that would be obtained from implementing a business idea."*

#### **4. Obstacles and Challenges**

In the sub-chapter of Obstacles and Challenges, it can be concluded that the challenges and obstacles faced by students in starting a business are initial business capital, different social behavior factors in each region, expensive staple food prices and very significant differences in theory and practice. These informants had never been directly involved in business practices in the field before, but after trying to do business directly, they learned about the conditions in the field. The following are statements from 3 informants that the researcher interviewed:

AD batch 2020, he revealed that:

*"For me, the obstacles and challenges that I face when applying the results of classroom learning in the field are more specific problems that I face, such as business competition, initial capital when starting a business and so on."*

AH batch 2020, he revealed that:

*"The obstacles faced in the field are different from the conditions we learn in class, for example: differences in local culture, such as how to serve customers in one area is definitely different from other areas, so before*



*starting a business in a place we must also know the social conditions of that area. "*

MF batch 2021, he revealed that:

*"To start a business, of course there are obstacles and challenges starting from thinking about the business plan that I will do after graduating and starting to think about financing."*

## **5. Future Hope**

In this subchapter, in general, it can be concluded that the hope of the informants in the future is that the entrepreneurship course can be made a compulsory subject because it provides a lot of new knowledge to students and opens students' horizons of thinking that graduates of English education study programs can not only become teachers but can also become entrepreneurs. The following are the statements of the informants the researchers interviewed:

RL batch 2020, she revealed that:

*"My hope for the future of this course is that more and more students will be interested in this class, or if possible, maybe this class can be made a mandatory class, because when I chose this class, the entrepreneurship class was still an optional class."*

AH batch 2020, he revealed

*"I hope for the future that this course will be packaged in a more existing form where students are directly taught to practice directly in the field"*

RF batch 2020, she

*"My future hopes and plans regarding entrepreneurship are that I will launch and I will develop my own ventures and businesses to contribute to economic innovation."*

MF batch 2021, he revealed that:



*"I hope that entrepreneurship will become one of the department's efforts to overcome this problem by reducing the unemployment rate after graduating from campus by becoming an educational entrepreneur."*

## **B. Discussion**

Based on interviews with students from the English Education Study Program at UIN Ar-Raniry Banda Aceh batch 2020 and 2021, the following is a discussion of the effectiveness of the Entrepreneurship course in improving students' entrepreneurial spirit:

Almost all students interviewed stated that the Entrepreneurship course provided extraordinary experience and very relevant material. Materials such as how to build a business, marketing strategies and market analysis are considered very useful in equipping students with basic business knowledge. AD, for example, said that this course teaches how to open and develop a business, as well as how to serve clients. This is in accordance with the theory stated by (Susanti, 2020) Students are trained to experience real business activities, not just discourse and theory. In this way, it is hoped that students can instill motivation, entrepreneurial spirit and character, have a strong enthusiasm to become successful and professional entrepreneurs.

Students such as RR and MF highlight the importance of hands-on practice in this course. They stated that the practice of making a business plan and running a small business provided a deeper understanding of the real challenges of entrepreneurship. This helps students not only understand theory, but also apply it in real contexts.

Many students report that taking this course increases their motivation for entrepreneurship. AH, for example, felt more motivated to start a business after taking this course. Likewise, RF felt more confident and motivated to start a business after completing the course. This is in accordance with the theory stated by (Mariana, 2021), namely helping prepare students to become successful entrepreneurs or business professionals through comprehensive and practical learning. This course helps prepare students to become successful entrepreneurs or quality business professionals.

This course also changed the career perspective of several students. AH and RL stated that they were not only thinking about becoming teachers, but also saw opportunities to become entrepreneurs. RL even suggested that this course be made a mandatory class because of its significant benefits in motivating and preparing students for entrepreneurship.

Some students have started to apply the knowledge and skills gained from this course in real business. YA, for example, started a small business with his friend by applying SWOT analysis and marketing strategies learned in class. MF also runs an acrylic board rental business which was brought as a business plan assignment in class.

However, students also face various obstacles in applying their knowledge. RF and RR, for example, complained about challenges in initial capital and fluctuations in prices of basic commodities. However, they feel better prepared to face this challenge thanks to the theory and practice gained from the course. This is in

accordance with the theory stated by (Isma, 2023), namely that entrepreneurs tend to take risks associated with starting and developing a business. They are prepared to face uncertainty and bear financial, social and personal risks.

AD hopes that future Entrepreneurship course teachers will not only come from academic circles, but also business practitioners who have real experience. This is expected to provide more comprehensive and practical insight to students. Several students such as Rizka Luckyana proposed that the Entrepreneurship course be made a mandatory class. They believe that all students, not just those with entrepreneurial intentions, will benefit greatly from the material and experience provided in this course.

Overall, the Entrepreneurship course in the English Education Study Program at UIN Ar-Raniry Banda Aceh is very effective in improving students' entrepreneurial spirit. This course not only provides basic business knowledge and skills, but also motivates and changes students' career perspectives. Practical application in the form of business plans and small businesses provides very valuable real experience. However, there are several obstacles faced by students, especially in terms of capital and price limits, which need further attention. The hope of providing real business experience and making this course a mandatory class reflects students' desire to obtain more comprehensive and applicable learning in the future.



## **CHAPTER V**

### **CONCLUSIONS & RECOMMENDATIONS**

#### **A. CONCLUSIONS**

Based on research at the English Education Study Program at UIN Ar-Raniry, it can be concluded that the lecturers have tried to improve the entrepreneurial spirit of students by holding optional Entrepreneurship courses for students and the campus has handed over authority to lecturers who have experience in the field of entrepreneurship so that students will be more interested in entrepreneurship.

Furthermore, students from the English Education Study Program at UIN Ar-Raniry stated that this Entrepreneurship course had a tremendous effect on their intention to become entrepreneurs both now and in the future.

#### **B. RECOMMENDATIONS**

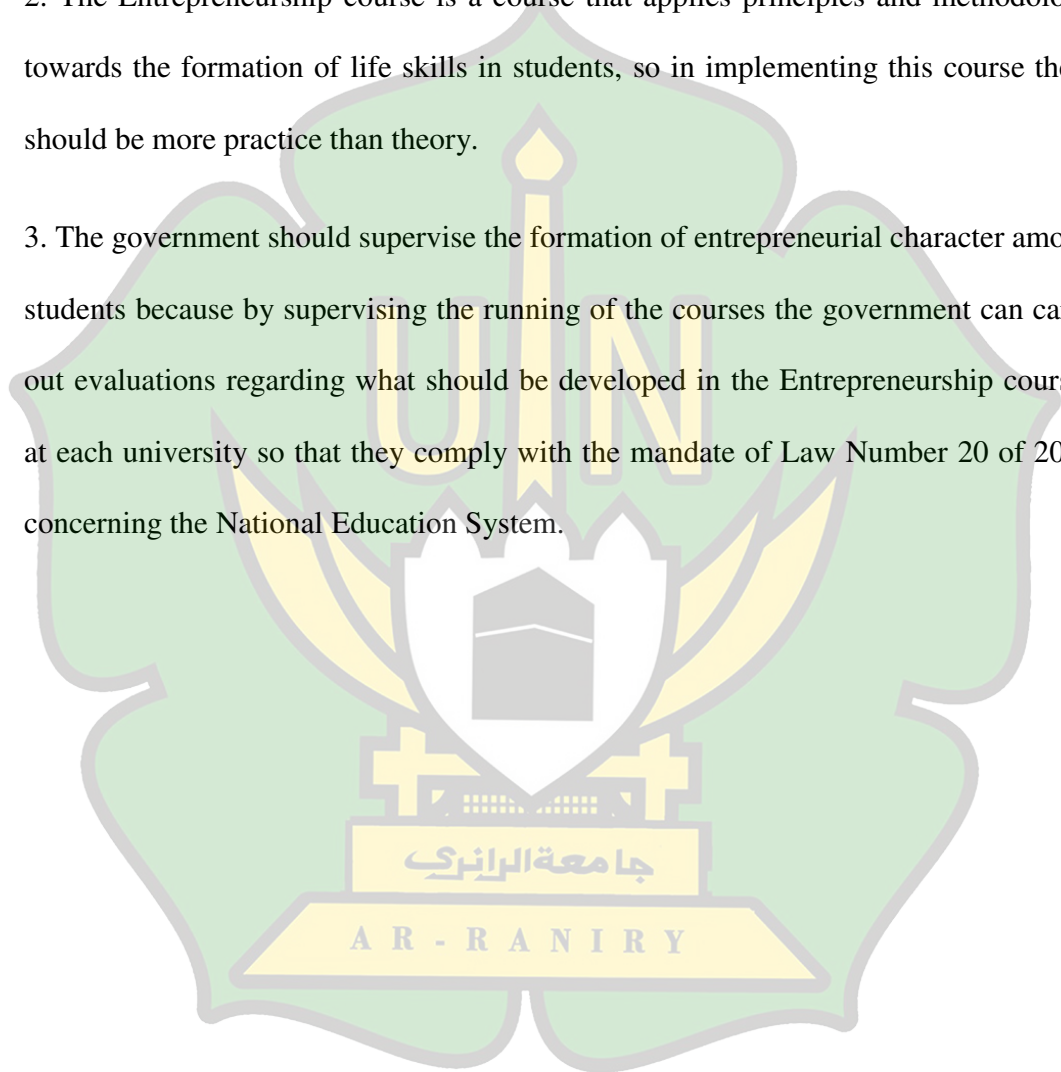
Based on the conclusions above, the researcher tried to provide some suggestions or input to the UIN Ar-Raniry English Language Education Study Program, the suggestions or input are as follows:

1. This Entrepreneurship course is not only to develop students' talents and interests but also to make students more independent in living in society. For this reason, lecturers are expected to further improve the provision of entrepreneurship material

and practice, because in this way students better understand the concept of improving or know how to manage a business well.

2. The Entrepreneurship course is a course that applies principles and methodology towards the formation of life skills in students, so in implementing this course there should be more practice than theory.

3. The government should supervise the formation of entrepreneurial character among students because by supervising the running of the courses the government can carry out evaluations regarding what should be developed in the Entrepreneurship courses at each university so that they comply with the mandate of Law Number 20 of 2003 concerning the National Education System.





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### Sertifikasi

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