



The Implementation of Entrepreneurship Course in EFL Classroom Indonesian Higher Education Context

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ABSTRACT

The research aims to investigate the students' perspectives, benefits, and challenges throughout the delivery of the entrepreneurship course. A qualitative approach employing a descriptive design. It was carried out English education master's program at UNM. A total of thirteen English students from the academic years 2022–2023 and 2023–2024 as respondents. Data gathered through document analysis, questionnaires, and in-depth interviews. Data examines first, questionnaire analysis using Likert scales. Both the document and the in-depth interviews were analysed outlined by Gay et al. (2009), which involves reading/memorising, describing, and classifying. The results indicate that the entrepreneurship programme at UNM is of exceptional quality, characterised by a strong vision and widespread impact. All participants hold a favourable opinion regarding the integration of entrepreneurship courses in the EFL classroom. This course align with the educational requirements of the 21st century. The entrepreneurial course positively influence the competence, skills, motivation, and mindset of respondents towards entrepreneurs, as well as enhance their English proficiency and skills. Nevertheless, certain limitations persist in the realm of entrepreneurial learning, including the execution of the online learner model, theoretical content, physical resources, and limited time periods for learning, all of which hinder its effectiveness.

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INTRODUCTION

Entrepreneurship in education was developed decades ago. It's done to instill a culture of entrepreneurship in scholars who have an entrepreneurial spirit or are potential entrepreneurs (Hynes, 1996). The pioneers of education provides a great opportunity to create potential entrepreneurs to contribute to the improvement of the economy and industry (Valerio et al., 2014). Entrepreneurship education can open up opportunities for students to become entrepreneurs and to open up jobs. Moreover, the diversity of education and training can change the way students think of being entrepreneurs as a promising job in the future and can boost the economy individually. Entrepreneurship education (EE) focuses more on how to build knowledge and skills for entrepreneurial purposes (Valerio et al. (2014). They added that entrepreneurship education target to secondary schools students and higher education students.

Hynes (1996) stated that education is considered a prerequisite for training that provides basic skills and abilities, and enterprise education will provide an introduction to entrepreneurship, which is the foundation stone on which new ideas are developed. Currently, international, national, regional, and even local actors have participated in global experiments in entrepreneurship education and training (Valerio et al., 2014). Additionally, entrepreneurship education and training is recognized as a well-established study delivery, growing in parallel to the interests of policymakers and scholars. Entrepreneurship education is represented through academic education and formal intervention to broaden the purpose and prepare individuals with heroic thinking and skills to support participation and performance in heroic activities.

Entrepreneurship education is a planned and applied endeavour to enhance the knowledge, intensity, intentions, and competences of students to develop their own potential by being realised in creative, innovative behaviour and courageously taking and managing risks (Rosyanti & Irianto, 2019). It is recognised as an established field of study, growing in parallel with the interests of policymakers and students (Valerio et al., 2014). They added that entrepreneurship education represents both academic education and formal training interventions that share the board objectives of providing individuals with the entrepreneurial mindsets and skills to support participation and performance in a range of entrepreneurial activities.

Enterprise education aims to develop knowledge, skills, values, and understanding for a broad range of problems (Garavan & Heraty, 1995). Entrepreneurship education can be defined as the purposeful intervention by an educator in the life of the learner to impart entrepreneurial qualities and skills to enable the learner to survive in the world of business (Isaacs et al., 2007). Smith & Chimucheka (2014) argues that entrepreneurship education is developing and improving the competencies that are needed to successfully establish and run an entrepreneurial venture. Bharata (2019) argues that entrepreneurship education is a systematic effort in the plan to help provide knowledge related to business opportunities that are still wide open and growing today.

Basides, the outcomes of Entrepreneurship Education are (1) entrepreneurial mindsets: refers to socio-emotional skills and overall awareness of entrepreneurship. E.g. self-confident, leadership, creativity, risk propensity, motivation, resilience and self-



effectiveness, (2) entrepreneur's capabilities: focus on entrepreneur's competencies, knowledge, and technical skills associated with their entrepreneurship such as: management skills, accounting, marketing, and technological knowledge, (3) entrepreneurs' status: this referred to the temporal state of beneficiary program as measured through entrepreneurial activities and beyond. Eg. Starting a business, becoming employed, and achieving higher income, and (4) entrepreneurial performance: Refers to explicitly to how indicators of venture's performance have changed as a result of an intervention. Such as higher profit, increased sales, greater employment of others, higher survival rates (Valerio et al., 2014).

Current studies related to entrepreneurship education shows there is a positive impact of entrepreneurial education. Farashah (2013) mentions that completing one entrepreneurship training will increase entrepreneurial intentions by 1.3 times. Furthermore, entrepreneurship education at the school level play important roles in the contribution to economic growth, and experts in the field of enterprise believe that the contributions of small to medium-sized enterprises to the growth of our country can be much higher if entrepreneurial education is implemented at the school level (Isaacs et al., 2007). Another result indicated that early exposure to entrepreneurship should be encouraged for students to develop their entrepreneurial characteristics, behaviors, and intentions (Ramaya et al., 2012). Entrepreneurship education modul positively impacted students' speaking, reading, writing, and vocabulary skills, demonstrating its authenticity and impact on their language development (Toma & Rasul, 2023). The entrepreneurial intentions and mindsets of students can be explored by their surrounding environment (Kusumojanto et al, 2021).

The preview-related studies illustrated the proof that entrepreneurship education contributes to the development of the competence and skills of students as prospective entrepreneurs or individuals with the potential to become prosecutors. The positive contribution of entrepreneurship to the disruption of the national economy and the overcoming of bullshit has prompted colleges in Indonesia to implement entrepreneurial education. During the last decade, entrepreneurship education in Indonesia has become a trend. Even to this day, the entrepreneurial spirit in various colleges and secondary schools continues to experience considerable growth and development through the maintenance of enterprise education. (Saraka, 2020).

This tremendous spirit of entrepreneurship emerges as academics become increasingly aware of the urgency of Indonesian economic progress, which has happened to be far behind other countries. The college must fully realize its position and function by actively playing a real role in solving the various issues facing society through the production of practical science, addressing problems in society, the business world, and the industry. (Saraka, 2020). However, the education program lacks balance between knowledge and competence. There are still problems in the education and training of entrepreneurship. Garavan & O'Cinneide (1994) stated that there was still an imbalance between querying and competence, methods of transfer of information and group learning, evaluation imbalances, and evidence of the impact of strategies on the expansion of entrepreneurship competence. Moreover, it is possible to teach certain aspects of entrepreneurship. Henry et al. (2005) argue that certain aspects of entrepreneurship can be taught. Most implementations of entrepreneurial learning in colleges tend to fail. Students who have studied



entrepreneurship only understand the entrepreneur conceptually, but real implementation is key to building entrepreneurs after graduating from college. The research focused on three key questions from this point of view:

1. What are EFL students' perceptions of the entrepreneurship course implementation in the EFL classroom?
2. What are the benefits of entrepreneurship course in the EFL classroom?
3. What are the challenges faced by students in the implementation of entrepreneurship course in the EFL classroom?

RESEACH METHOD

The researchers applied a qualitative approach with a descriptive design in this research. A qualitative method entails conducting investigations in authentic environments to evaluate occurrences based on the significance individuals assign to them (Denzin & Lincoln, 2011). Descriptive design describes the procedure of constructing and articulating the methods used to gather data in order to test hypotheses or address inquiries on individuals' perspectives on a certain subject or matter (Gay et al., 2009). This research conducted in the master's program of English education, Graduate Program, Univeritas Negeri Makassar, Makassar Indonesia (UNM). Thirteen English students from the academic years 2022-2023 and 2023-2024 participated as research subjects based on two criteria: (1) 13 students have attended entrepreneurial courses for one semester, and (2) 13 learners have passed entrepreneurship courses and earned excellent grades. The chosen participants must possess the capability to furnish the required data and have a willingness to share it with the researcher (Gay et al., 2009).

Collecting research data by applying three steps based on the characteristics of qualitative approach: document analysis, distributing questionnaires, and conducting in-depth interviews. First, a document analysis emphasizes on examining the vision and mission of UNM, the Postgraduate Program, the Master's Program in English Language Education, and the curriculum. Second, distribute questioners to thirteen students online via a Google Form application. The questionnaire consists of 15 statements divided into three parts: 5 iteams to measure students' perception of entrepreneurial course implementation in the EFL classroom, 5 iteams to minimize benefits, and 5 iteams to see challenges. Third, we conduct in-depth interviews with four learners, selected based on their active participation in filling out the questionnaire and their readiness for the interview.

After triangulating the data, they analyze it in two ways. First, we analyzed the data gathered through the distribution of the questionnaires using likert scales with categories strongly disagree = 1, disagreed = 2, undecided = 3, agree = 4, and strongly agreed = 5. Then, it performed descriptive statistical analysis of the results using Microsoft Excel Windows10. Moreover, it performed an analytical descriptive statistic to determine the presentation value (%) per questionnaire iteam for 13 respondents and the average presentation rate (%). Data from both the document and the in-depth interviews comprehensively analyze by adopting the steps introduced by Gay et al. (2009). The steps for analyzing the source data on the document and conducting in-depth interviews are as follows: *Reading/Memoing*. The process



focuses on becoming familiar with the data and identifying potential themes in it. *Describing* to examine the data in depth and provide detailed descriptions of the setting, participants, and activity. *Classifying*, categorize and code pieces of data and grouping them into themes.

FINDING AND DISCUSSION

Document Analysis

The study commences by outlining the university's vision and mission, then proceeds to explore the overall goal and objective of the postgraduate program. In addition, the study examines the vision and mission of the Master's program in English language education, as well as the structure of its curriculum in English education. The Universitas Negeri Makassar (UNM) visions and mission to cultivate entrepreneurship as a significant attribute or distinction of the institution. The subsequent vision and mission of the UNM provide additional elucidation on this matter:

Vision: *UNM as a center of education, research, and development in education, science, technology, and the arts, with a vision of education and entrepreneurship.*

Mission: *To pursue the activities of Tridharma to generate professional human resources in the fields of education and non-education with an entrepreneurial perspective (first point)*

Moreover, the university's vision and mission serve as the framework for developing and defining the vision and mission of the UNM graduate programme. The vision and mission statement of the postgraduate programme clearly indicate that entrepreneurship is a highly esteemed subject that should be pursued by all students in UNM's graduate programmes, including those English study Program. The entrepreneurship component exemplifies the mission and mission of the UNM graduate programme in the following manner:

Vision: *To be an educational center of excellence in educational and non-educational sciences to produce professional, local-minded, and entrepreneurial graduates by 2025.*

Mission: *To enhance the efficiency and relevance of programs to support the creation of education, research, and dedication to a community of quality, local wisdom, and entrepreneurial spirit. (Third point).*

Guided by the vision and mission of the UNM and the postgraduate programmes, the English language education master's programme develops more concrete visions and missions related to the implementation of entrepreneurship. Here is the vision and mission of the study program:

Vision: *To be an outstanding, innovative, and entrepreneurial-minded English Language Education Master's Program to produce graduates who are competent, competitive, and have an entrepreneurial spirit at an international level.*

Mission: *Provide quality education and teaching to produce competent, competitive, superior, and entrepreneurial outcomes in English language education (first point).*

The study program develops the curriculum as a practical condition for implementing the characteristic or competence of entrepreneurship developed at UNM, based on the vision and mission of UNM. The following is the curriculum structure of the English language education master's program:

Table 1. Curriculum Stucture Master Progam English Language Education

Semester I	Semester III
1. Educational Psychology	1. Proposal Seminar
2. Statistic	2. Implementation of research
3. Science Phylosophy	
4. Entrepreneurship	
5. Approaches to Teaching EFL	
Semester II	Semester IV
1. Research Methodology	1. Research Results Seminar
2. Bilingualism and Language Learning	2. Thesis Examination
3. Assessment in ELT	
4. Discourse Analysis	
5. Research Skill for Thesis Study	

The vision, mission, and curriculum structure above indicate that the implementation of entrepreneurial courses in the EFL classroom is mandatory and followed by students. Universisty aligns with the vision and mission of UNM, postgraduate programs, and study programs of English language education masters by being devoted to the development of entrepreneurship. However, these courses have a learning duration of one semester with 3 credits. The objective of the course is to form a spirit of creativity and develop the competence and entrepreneurial skills of students as entrepreneurs, prospective entrepreneurs, or potential entrepreneurs.

Questionnaire

A questionnaire was circulated to gather students' perspectives on the carrying out of an entrepreneurial course, its advantages, and challenges encountered in academic learning. The distribution is computed based on the accomplishments per individual statement item for a total of thirteen participants. The questionnaire consists of an overall number of fifteen items which are categorized into five categories for perception elements, five items for benefit elements, and five items for challenge aspects.

The student's impression of the actualization of entrepreneurial learning was assessed through the use of five statements. (1) In the context of the 21st century learning curriculum, offering entrepreneurial courses in the Master's degree of English language education is highly appropriate. (2) The inclusion of entrepreneurship teaching in the Masters' Program in English Language Education is highly customized to meet the specific needs of the students. (3) Incorporating enterprise courses in the Masters Program of English Language Education may greatly increase students' motivation to pursue entrepreneurship. (4) Offering entrepreneurship classes in the Master's Program in English Language Education provides students with the chance to explore and pursue entrepreneurial endeavors. (5) Teaching English Education aligns with current trends in education. The

subsequent table displays the outcomes of examining student perspectives on the presentation.

Table 2. Students' Perception of entrepreneurship course implementation

Respondents	Statements (S1-S5)	Percent (%)
13	S1	81.53 %
13	S2	75.38 %
13	S3	84.61 %
13	S4	76.92 %
13	S5	56.92 %

The previous presentation demonstrates that students share a favorable perspective on entrepreneurial learning in the EFL classroom. 81.58% and 84.61% of students expressed agreement about the alignment of entrepreneurship with the educational requirements of the 21st century and its ability to grow the interest of learners in pursuing careers as entrepreneurs. Moreover, a substantial percentage of students (56.92%) expressed concern regarding a misunderstanding that entrepreneurial learning just entails conforming to the prevailing trend.

Furthermore, learners provided feedback regarding the advantages derived from the incorporation of entrepreneurship studies in the EFL classroom. An assertion questionnaire consisting of five items evaluated these advantages. (1) Through enrolling in entrepreneurship classes within the graduate program for English language education, students can acquire a full range of entrepreneurial competences and skills. (2) Through enrolling in entrepreneurial courses within a master's degree in English language education, learners can equip themselves with the necessary skills and knowledge to effectively prepare for their future professional endeavors. (3) Enrolling in entrepreneurial classes as a requirement for a master's degree program might augment students' originality and invention in areas for an entrepreneur within the specific field as part of foreign language teaching. (4) Enrolling in the courses on entrepreneurship offered in the master program of English language instruction has the potential to cultivate students' entrepreneurial qualities and mindset. (5) Enrolling in entrepreneurial courses within the Master program of English language education enhances students' proficiency in the English language. The outcomes of the presentation are as follows:

Table 3. Benefits of entrepreneurship course implementation

Respondents	Statements (S1-S5)	Percent (%)
13	S1	81.53 %
13	S2	83.07 %
13	S3	80 %
13	S4	80 %
13	S5	72.30%

The questionnaire's results indicate that students derive substantial advantages from participating in entrepreneurial courses. 81.53% of students expressed that the introduction of entrepreneurial learning can enhance their proficiency and abilities in entrepreneurship. Furthermore, 83.07% of respondents expressed that studying entrepreneurship equips them with the necessary skills and knowledge to adequately prepare for their future professional endeavors. More than 80% of the advantages of incorporating this course lie throughout its



ability to enhance students' creativity and inventiveness in the realm of entrepreneurship. Furthermore, 80% of students affirm that entrepreneurial courses have the potential to mold their character and ignite their desire for becoming entrepreneurs. Additionally, 72.30% of entrepreneurship courses contribute to enhancing students' proficiency in the English language.

Furthermore, the questionnaire assesses student reactions to the obstacles encountered in entrepreneurial learning inside the EFL classroom. To achieve this, we employ five specific items from the questionnaire, namely: (1) the study material for the entrepreneurship course in the master's program in English language education is predominantly theoretical in nature. (2) The learning approaches utilized in the entrepreneurial modules for the graduate degree in English language instruction are predominantly theoretical rather than practical. (3) Universities lack the resources and infrastructure to directly facilitate hands-on entrepreneurship experience immediately after theoretical classroom instruction. (4) Entrepreneurial classes have a limited duration, resulting in students enrolled in the master degree of English language teaching only gaining a theoretical comprehension of business. (5) Students enroll in entrepreneurial courses within the master's (S2) degree program for English language education to fulfill the curriculum prerequisite. The following table illustrates the findings of the learner's reaction questionnaire.

Table 4. Challenge of entrepreneurship course implementation

Respondents	Statements (S1-S5)	Percent (%)
13	S1	67.69 %
13	S2	67.69 %
13	S3	78.46 %
13	S4	73.84 %
13	S5	76.92 %

The students' replies to the questionnaires pertain to challenges encountered in adopting entrepreneurial lessons in the EFL classroom. Specifically, the attention is on the accessibility of entrepreneurship resources, curriculum demands, and the length of the learning process. Next are the instructional materials and learning techniques. 78.46% of students stated that having a connection with entrepreneurial material was essential to succeeding in the entrepreneurship course; 76.92% of students enrolled in the class due to curricular requirements; and 73.84% of students felt that the duration of the course was insufficient. Moreover, 67% of learners concur that the predominantly theoretical instructional approaches exacerbate the main obstacle, which is the learning material.

Subsequently, utilizing the outcomes relating to every item's presentation in the questionnaire, it computed the mean presentation for the three sections of the questionnaire: perception, benefits, and challenges. The outcomes of the average presentation values are as follows:

Table 5. Average of students' perception, benefits, & challenges

Respondents	Number of statements	Questionnaire Parts	Average (%)
13	5	Persception	75.07 %

13	5	Benefits	79.38 %
13	5	Challenges	72.92 %

Thirteen respondents expressed a favorable opinion of the integration of entrepreneurship courses in EFL classroom. Furthermore, they contended that the implementation of entrepreneurship courses yields advantageous outcomes. Nevertheless, the execution of this route also presents numerous obstacles. The mean presentation score for the perception part is 75.07%, while the mean presentation score for the benefit segment is 79.38%. Conversely, the mean score for presentations regarding the difficulty component is 72.92%.

In-Deep Interview

Four students actively filled out the questionnaire and willingly attended the interview session. The interview aims to dig deeper into student perceptions related to the implementation of entrepreneurial courses in the EFL classroom, benefits, and challenges. Finding the results of the interview in the following excerpts:

1. Respondent 1 (M.S)

Entrepreneurship is very beneficial because, besides being an English student, we also have skills in entrepreneurship. So when we learn automatic entrepreneurship, we can be sensitive to the challenges and be more established to organise the future. So, I feel that the entrepreneurship course is very important, especially for UNM students. The entrepreneurship course is in my curriculum, and I don't think it follows the trend. But there is a need, and there is real implementation that is done on those courses.

Develop knowledge and entrepreneurship skills. Entrepreneurship mentality shapes the entrepreneurial character in the course of entrepreneurship. Students can learn all kinds of entrepreneurial mentalities, like direct work, but not much theory. The skill aspect I gained was that I was able to figure out how to make a course like an English language course. The personal benefit of studying entrepreneurship is to build an entrepreneurial mentality so that you have more confidence in building your future. There's already 30% innovation after studying entrepreneurship. The effect of the Entrepreneurship course on English language skills is the addition of new vocabulary acquired; the entrepreneurial academic eye is higher, so the skill of speaking increases at the rate of percentages.

For material and practical balance. It's not just about the theory; it's about practice, so there's instant innovation. The obstacle to attending the Entrepreneurship course is the process of implementation on the ground, which requires experience. The challenge of learning in the classroom is that we are directed to discuss how to handle the perpetrator. For articles and journals, not too much is used, as we are more into the expert view of entrepreneurship. So there's no problem with the model, even though I'm in favour of the model used by the lecturer. Barriers and facilities: the campus has provided cooperatives and hotels. Students



stay facilitated to coordinate well with the parties. The venue also offers internships for students. One semester of an entrepreneurship course is enough for us. Taking this course is compulsory, but it's very beneficial. I'm going to study entrepreneurship even though there are no entrepreneurial courses in the curriculum because my family background is also more entrepreneurial.

2. Respondent 2 (H)

We have been tasked with interviewing entrepreneurs. From that, we get a lot of information about entrepreneurship. It also creates opportunities to turn the ideas discovered during interviews and sharing with friends into viable businesses. Entrepreneurship courses are in great demand by students in the 21st century curriculum. Furthermore, it is linked to school learning that demands 21st-century skills encompassing both theoretical knowledge and practical application. The school now implements the entrepreneurial spirit of students so that we as teachers are assisted with an Entrepreneurship course, so this is in line with the curriculum. We can't deny that someone could have a part-time job. By opening a business, we can either do our own business or open up a job. I have the motivation to start a business, even though I'm currently working. Like the service field or the latest things and see opportunities. I think the entrepreneurship course is really good. Hopefully, the entrepreneurship course ahead will be more practical.

At first, I thought it was just capital to start a business, but after taking an entrepreneurship course, it turned out that it wasn't just capital that was needed, but how to do it. Not only in service but also in social. After taking an entrepreneurship course, I gained innovation or creativity. Because of creative ideas, we can develop good business services. Your English skills are greatly improved because, at the time of the interview, we do it in Indonesian, but we are directed to transcribe the interview results into English so we can deliver the interview result in English. And at the time of the interview, there was a vocabulary about economics that we had to translate so that we could add a new vocabulary. Aspects of writing, speaking, and vocabulary.

The entrepreneurship course challenge that I experienced had limited time for completing tasks because of Group 1. Studying entrepreneurship in one semester must be added. Because the lectures are also online, or the addition of workshops that present the entrepreneur. So we know the tips for entrepreneurship. The aspects of the method used should be more practical. Hopefully the final material includes a group project. Physical facilities need to be booked in advance because the college is only online. We also hope to target the Lamacca hotel so that we can visit and explore the business opportunities it offers. It is also hoped that there will be a supporting module for us to use as a guide in the study of entrepreneurship.

3. Respondent 3 (V.U)



Entrepreneurship courses in the English curriculum are very good and required by students because, in addition to English, students also gain knowledge about entrepreneurship so that the knowledge can be applied in the future. The courses also help students find ideas for the business they want to do in the future.

Students can think creatively to define the undertaking as side work in the future. We can also think creatively and innovatively when taking courses. Entrepreneurship competence is so much we've gained, but our skills have to be desperate. Other advantages are critical thinking and creativity in finding ideas for business opportunities and teamwork to create businesses that suit needs. English writing and speaking skills are developed through the process of creating business proposal tasks in English and delivering effective presentations in front of the lecturer.

The knowledge is good, but for the skills, the college is expected to provide entrepreneurship training facilities to apply the theory already acquired. The online learning process hampered our ability to create creative ideas, limiting the role of the lecturer in providing guidance or direction related to entrepreneurship skills. There must be entrepreneurial training that can be used as a benchmark to develop future business ideas. The balance between theory and practice seems to me to be uneven because practice in the field is not available because of online learning. We are only receiving material and being assigned to make a plan proposal. The lecturer only guides online.

4. Respondent 4 (M.A)

The Entrepreneurship course is very useful for students who want to start a business. In this course, we taught the concept of entrepreneurship and how to be a good entrepreneur. Stay consistent with entrepreneurship and understand the constraints of doing entrepreneurial work. The Entrepreneurship course at S2 has opened up business ideas. After taking the Entrepreneurship course, I got a chance to start a business, but it must be offset by teamwork. There's a lot of motivation because we've also surveyed the marketplace. Entrepreneurship courses have been offered for a long time, so I don't believe I am simply following the trend. An entrepreneurship course is mandatory, so it's an encouragement to start a business. I'm happy to take this course because of my student relationships. So, it's agreed that the entrepreneurship course should be applied to students.

Entrepreneurship courses create products or services. Entrepreneurship courses give motivation to start small, like making souvenirs and various other services. Aspects of knowledge and skills are increasing, such as studying concepts and analysis of entrepreneurship, sales taxes, and place business opportunities. So the entrepreneurship course is very effective. After attending the Entrepreneurship course, there is great enthusiasm because there is theory and practice such as field surveys before determining the enterprise and improving English language skills because of the percentage of products using English to the lecturer, thus adding skill in speaking, writing, and vocabulary in the field of economics.

The first lecturer is mostly on theory, so the students are filled with a lot of theory. The second lecturer solely instructs the students to create a product for presentation. So I took a few weeks off without instructions from a lecturer. An entrepreneurship-related facility lacks campus cooperation partners, so there is no opportunity for students to develop entrepreneurial skills.

The above interview results indicate that four respondents have a similar perception of the implementation of entrepreneurial courses in the EFL classroom. They argue that entrepreneurship courses are perfectly suited to the curriculum of the 21st century and will fit their needs in the future. The respondents argue that the implementation of entrepreneurship courses has many benefits, such as improving entrepreneurial competence, enthusiasm, and motivation to become an entrepreneur, creativity, innovation, changing the mindset to be an entrepreneur, and improving English language skills.

However, from the challenge point of view, the four respondents had different challenges in learning entrepreneurship in the EFL classroom. The M.S. respondent criticized the inadequate utilization of the campus's practical and physical facilities for entrepreneurial learning. Students should use the entrepreneurial facilities on campus to practice entrepreneurship after they have finished learning theory. Respondents H, V.U., and M.A. argued that the online learning model was one of the barriers faced in learning.

They mentioned that while there was an increase in theoretical knowledge, there was a lack of practical skills. Furthermore, respondent H suggested implementing a workshop-based learning model that showcases practitioners or entrepreneurs, utilizes campus entrepreneurial facilities for entrepreneur courses, and incorporates a module prepared by the lecturer to guide students in their learning process. Furthermore, respondent M.A. described learning more theory and teaching time in a very short semester. So students don't have a chance to develop skills.

DISCUSSION

Document Analysis

Document analysis indicates that UNM is actively cultivating entrepreneurship as a unique program. The text illustrates the goals and objectives of the institution, as well as its graduate program and the English study program. The curriculum outlines the specific courses that the university offers. The entrepreneurial program was founded by UNM as a dedication to fostering entrepreneurship. Higher education plays a vital role in fostering entrepreneurship. Garavan & Heraty (1995), entrepreneurship instruction aims to foster a comprehensive set of knowledge, skills, values, and comprehension to address various challenges. Moreover, it is the duty of universities and colleges to equip individuals with the necessary expertise and abilities in the realm of entrepreneurship, enabling them to effectively contribute with the industrial and business sectors. This includes encouraging the development of potential entrepreneurs and growing individuals who have the potential to become successful entrepreneurs. Hynes (1996) contended that education is a necessary

condition for training, imparting crucial skills and talents, whereas enterprise education establishes entrepreneurship as the fundamental basis for fostering innovative concepts.

Rosyanti and Irianto (2019) contend that entrepreneurship education improves students' understanding, fervor, aspirations, and skills, empowering them to cultivate their inherent abilities through inventive, groundbreaking actions and the bold assumption and handling of risks. Colleges have a vital role in equipping students with the skills and knowledge needed to pursue entrepreneurship or fulfill their potential. English learners are required to prioritize their exploration entrepreneurship as it's one of the university premier programs. Valerio et al. (2014) stated the objective of entrepreneurship education is to prioritize the acquisition of information and skills specifically for entrepreneurial endeavors. Entrepreneurship education is aimed at both secondary school pupils and higher education students.

The UNM's dedication to fostering entrepreneurship aligns with the obligation of higher education institutions in Indonesia to bolster government initiatives in economic revitalization and combat the prevailing challenges in the country. Promoting entrepreneurship is a crucial element in expediting and rejuvenating the economy to attain a fresh equilibrium in the national economy, which is not a challenging endeavor. (Saraka, 2020).

Questionnaire

The findings from the questionnaire revealed that 13 students (equivalent to 75.07%) expressed a favorable recommendation for incorporating entrepreneurship courses in the EFL classroom. Entrepreneurship is a subject that addresses the needs of 21st century education and directly influences the decrease in student enthusiasm and the limited chances for students to pursue entrepreneurship. Moreover, a majority of thirteen students (79.38%) concur that entrepreneurial courses provide significant benefits to them. Less than five benefits of entrepreneurial learning are experienced. Firstly, students can obtain a comprehensive set of entrepreneurial abilities and skills. Secondly, learners have the opportunity to acquire the essential competencies and expertise required to adequately prepare for their forthcoming professional pursuits. Thirdly, students' creativity and innovation in identifying opportunities for entrepreneurship within the particular domain are crucial in foreign language instruction. Fourthly, it possesses the capacity to foster students' entrepreneurial qualities and mindsets. Fifthly, it improves students' mastery of the English skills.

The results of this study align with the research done through Farashah (2013), it shows that completed a single entrepreneurship training program results in a 1.3-fold increase in entrepreneurial inclinations. Entrepreneurship education at the school level has a significant impact on economic growth. Experts within the discipline of entrepreneurship claim that small and medium-sized businesses can contribute even more to the country's growth if entrepreneurial education is introduced at the school level (Isaacs et al., 2007). Moreover, it is advisable to promote early engagement in business formation by learners to foster the cultivation of their entrepreneurial traits, actions, and aspirations (Ramaya et al., 2012).

The survey results pertain to the difficulties that students encounter in acquiring entrepreneurship skills, which are not meeting the expectations and advantages previously held. 72.92% of respondents concur that there are obstacles in the learning process. The main difficulty is in recognizing that the learning approaches and resources are predominantly theoretical rather than practical. Additionally, there exists a limitation of well-equipped facilities for hands-on training. Furthermore, the duration of a course period is limited to just one semester. Lastly, some students just engage in learning to fulfill the curriculum obligations. Garavan & O'Cinneide, (1994) argue that there are still disparities in inquiry and ability, approaches to information sharing and collaborative learning, evaluation asymmetries, and evidence of the impact of tactics on the development of entrepreneurship competency. Moreover, specific elements of entrepreneurship might be imparted through instruction (Henry et al, 2005).

In-Deep Interview

Findings on the interview transcript describe that respondents have a positive perception of the implementation of entrepreneurial courses in the EFL classroom. The four respondents stated that learning entrepreneurship can open entrepreneurial insights and increase motivation, opportunities, and ideas to start a business in the future. Respondents also argued that entrepreneurial learning is one of the student needs and learning demands of the 21st century. Blesia et al, (2021) found entrepreneurial courses change the students' mindsets, with self-confidence being the most dominant factor in shaping the students' entrepreneurial spirits. There was a significant influence of entrepreneurship education and technopreneurial learning through business incubators integrated into the higher education curriculum in shaping the character and mindset to start a career as a technopreneur among students (Rafiana, 2023).

The results also showed that there are many benefits gained from learning skills, among them increased competence and entrepreneurial skills, having a passionate character and opportunities to open a business, enhancing entrepreneur creativity and innovation, changing the mindset for entrepreneurship in the future, and improving English language skills in both the language component (vocabulary) and skills (writing and speaking). In line with Amalia & Korfes (2021), mentoring has emerged as a novel method to enhance student engagement and self-reliance, thereby exerting an influence on future enhancements. The entrepreneurial education program had a favorable effect on students' speaking, reading, writing, and vocabulary abilities, showcasing its genuineness and influence on their language growth (Toma & Rasul, 2023). The acquisition of knowledge regarding qualifications in learning is vital to fostering the development of successful entrepreneurs (Ghina, 2013). Entrepreneurship education focuses on developing an entrepreneurial personality, mindset, and habits that consistently demonstrate creativity, innovation, the creation of added value, the utilization of opportunities, and a willingness to take risks. In light of the formidable challenges posed by increasingly competitive future, cultivating entrepreneurial habits becomes imperative for individuals in all fields and industries (Maydiantoro, et al, 2021) Furthermore, The entrepreneurship education significantly influences entrepreneurial self-efficacy and goals, positively influencing entrepreneurial



intention and acting as a mediator in the relationship between education and entrepreneurial intentions (Setiawan & Lestari, 2021)

Nevertheless, alternative findings indicated that the four participants encountered diverse obstacles when engaging in entrepreneurial education. The challenges are predominantly pragmatic. The primary obstacle is in the virtual classroom approach, which hampers students' capacity to engage in practical exercises. Both materials are predominantly theoretical rather than practical. Whereas, entrepreneurship education with a pedagogic approach significantly affects innovative behavior, differs from the alternative approach (Irawanto & Novianti, 2021). While certain organizations may send students to do observations, they have not yet actively participated in the hands-on experience of launching their own firms. There are three temporal constraints for studying entrepreneurship during a single semester. The university currently possesses a restricted number of four physical facilities.

The university fails to efficiently utilize its commercial facilities. Respondents recommended that the institution develop modules as instructional tools for implementing entrepreneurial learning. They also proposed that instruction methods might involve workshops with the involvement of practitioners or seasoned entrepreneurs. According to Garavan & O'Conneide (1994), there are variations in how individuals approach learning, collaborate, assess things unevenly, and demonstrate the impact of tactics on the growth of entrepreneurial abilities. Furthermore, training serves as a highly effective method for imparting specific elements of entrepreneurship (Henry et al., 2005).

CONCLUSION

Based on earlier investigations and discussions, this study finds that higher education has an obligation and responsibility to attract highly skilled individuals in the field of entrepreneurship. Colleges perform a vital role in equipping students with the necessary knowledge, skills, and entrepreneurial character to pursue entrepreneurship or achieve their career objectives. UNM has incorporated entrepreneurship as an obligatory class taken by learners who attend to its English master's degree program. The outcomes of implementing entrepreneurship have a favorable influence on students' view and contribute to transforming their thinking and character, fostering their potential as future entrepreneurs. Nevertheless, there is potential for enhancing the execution of entrepreneurial learning. In order to promote more efficient entrepreneurial education, it is important to enhance the use of online instructional and conceptually dominant resources. Furthermore, it is necessary to provide enough provisions for the infrastructure associated with entrepreneurship. Universities can leverage their own business divisions as a platform for students to gain practical experience in entrepreneurship. The period of a solitary semester is insufficient for pupils to cultivate abilities directly in the domain.



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