

## ABSTRACT

This study aims to explore skills and post-graduation career aspirations among seventh-semester students in the English Education Study Program through their experiences in the Educational Entrepreneurship course. Specifically, it investigates the entrepreneurial skills gained from the course and explores students' perceptions regarding their future career plans. This research attempts to bridge the gap between traditional teacher training and the evolving demands of the modern educational professional market.

Theoretically, this research is grounded in Social Cognitive Career Theory (SCCT) integrated with entrepreneurial skill development frameworks. These theories posit that practical academic interventions meaningfully enhance students' self-efficacy and outcome expectations. By acquiring specific pedagogical and business competencies, pre-service teachers undergo a cognitive shift that expands their professional aspirations from traditional classroom teaching to diverse educational entrepreneurship pathways.

A descriptive qualitative approach was used to analyze students' perceptions and experiences deeply. Data were gathered through questionnaires administered to 15 seventh-semester students and semi-structured interviews with six selected participants. While the questionnaire was utilized to identify general patterns of students' insights, the qualitative interviews provided a comprehensive, narrative-driven understanding of their direct experiential realities during the course.

The findings clearly address both research questions. Regarding the first research question, students gained essential entrepreneurial skills, including business opportunity identification, educational service design creativity, problem-solving, teamwork, and managerial competencies. Regarding the second research question, students perceived the course as a significant catalyst in shaping their post-graduation plans, increasing their confidence and awareness of non-traditional career options like private tutoring and digital learning platforms.

In conclusion, the Educational Entrepreneurship course effectively broadens students' professional perspectives, fostering highly flexible and adaptive post-graduation career plans. Based on these findings, it is suggested that the English Education Department maintain and enhance practical business simulations within the curriculum. Future researchers are recommended to conduct longitudinal studies to track the actual implementation of these career aspirations after graduation.

**Keywords:** *Educational Entrepreneurship, career aspirations, entrepreneurial skills, career planning, English education students*