

CHAPTER I

INTRODUCTION

The first chapter provides an overview of the study, including the background, research questions, research purposes, research significance, conceptual framework, and a review of previous studies.

A. Background

In the English Education study program, students are not only prepared to master language competencies such as speaking, writing, reading, and listening skills, but are also expected to develop pedagogical and professional competencies, as well as other supporting skills relevant to the needs of the world of work. The English Education curriculum generally includes various courses designed to support students' readiness for future careers, both as educators and in other fields related to language and education. One of the courses offered in the seventh semester is Educational Entrepreneurship, which studies the concept of entrepreneurship in the context of education, including how to identify opportunities, design educational services, and develop businesses in the field of language learning. The inclusion of this course specifically within the English Education department is crucial, as the modern landscape of English Language Teaching now demands graduates who are not only capable classroom instructors but also innovative language edupreneurs capable of navigating the globalized language services market.

Educational Entrepreneurship course aims to equip students with entrepreneurial knowledge and skills that can be applied in the context of education. Entrepreneurship education focuses not only on business creation but also on developing creativity, innovation, and the ability to recognize opportunities and solve problems (Kuratko, 2017). In addition, Nabi et al. (2017) explain that entrepreneurship education can increase students' self-confidence, adaptability, and self-efficacy, all of which are important competencies in the modern workplace.

Thus, this course is expected to help English Education students broaden their professional horizons and see various career possibilities beyond the traditional role of classroom teachers.

One important aspect related to entrepreneurship education is career aspirations. Career aspirations refer to individuals' hopes, goals, and plans regarding the profession or type of work they aim to achieve in the future (Duffy & Dik, 2009). These aspirations are influenced by various factors, including learning experiences, educational environments, and perceptions of available career opportunities. In the context of higher education, experiences gained through particular courses may play an important role in shaping how students perceive their professional future.

Despite these opportunities, many English education students still perceive teaching as their primary and often sole career path. Borg (2018) explains that pre-service teachers frequently identify themselves with teaching as their main professional identity, which may restrict their career aspirations. Similarly, Flores and Day (2006) argue that teacher identity formation often emphasizes classroom-based roles, potentially limiting students' awareness of alternative opportunities. On the other hand, Rae (2010) suggests that entrepreneurship education can help learners reconceptualize their professional identities by integrating innovation and entrepreneurial thinking. This implies that entrepreneurship courses may serve as a catalyst for English education students to broaden their perspectives and pursue varied career options in education-related enterprises, language services, or educational technology.

In addition, entrepreneurship education is not only about creating business ventures but also about equipping students with entrepreneurial skills that can be applied in multiple professional contexts. Fayolle and Gailly (2015) highlight that entrepreneurship education contributes to students' self-confidence, risk-taking, and decision-making abilities. Similarly, Neck and Greene (2011) argue that entrepreneurship is a method of thinking and acting that promotes opportunity recognition and value creation. For English education students, acquiring such

skills can open pathways to careers in curriculum design, private tutoring centers, language content creation, or educational startups. Therefore, the inclusion of entrepreneurship courses within English education programs reflects an important effort to connect academic learning with real-world professional needs.

However, there remains a critical issue regarding the actual impact of entrepreneurship courses on students' perceptions and career aspirations. While previous studies (e.g., Nabi et al., 2017; Wibowo & Saptono, 2017) confirm the positive influence of entrepreneurship education on students' entrepreneurial intentions, few studies have investigated its specific effects on non-business majors such as English education students. This study explicitly addresses this gap by investigating entrepreneurship not as an isolated commercial discipline, but as an essential pedagogical and professional extension unique to English pre-service teachers who must integrate linguistic expertise with entrepreneurial mindsets. Jones and Iredale (2010) also emphasize that embedding entrepreneurship in teacher education programs is still an underdeveloped area, despite its potential to foster innovation and employability. This gap indicates a need to explore how entrepreneurship courses affect students who are traditionally prepared for teaching roles, particularly in shaping their career plans after graduation.

In the Indonesian context, the urgency of entrepreneurship education in English education programs is also linked to the economic realities faced by teachers and graduates. As highlighted by Chang, McKeachie, and Lin (2010), financial concerns are among the most significant challenges for teachers, particularly in countries where teaching salaries are relatively low compared to other professions. In Indonesia, teacher income especially for non-permanent or private teachers often does not meet living standards (Susanti, 2019; Suryadarma, 2013). This condition encourages many graduates to seek alternative or supplementary sources of income. Entrepreneurship education, therefore, becomes crucial in equipping students with the mindset and skills to establish private English courses, tutoring services, or other education-related ventures that can enhance their financial independence. Moreover, Rae (2010) stresses that entrepreneurship is not only about creating

large-scale businesses but also about small-scale initiatives such as private tutoring, which can provide both professional development and financial sustainability. For English education students, the ability to create and manage small learning enterprises such as *les-lesan* or private English classes may meaningfully improve their career prospects and income opportunities after graduation.

Based on these issues, this study aims to investigate the role of Educational Entrepreneurship course on the career aspirations of 7th-semester English education students. Specifically, it examines students' perceptions of the course, the entrepreneurial skills and insights they have gained, and the role of these experiences in shaping their career planning after graduation. As English education students are often expected to follow teaching-centered career paths, understanding the role of entrepreneurship education can provide valuable insights for curriculum developers, educators, and policymakers. By addressing this gap, the study contributes to both the theoretical development of entrepreneurship education in non-business contexts and the practical improvement of English education programs in preparing students for diverse and sustainable careers.

B. Research Questions

Based on the background of the study, this research is guided by the following questions:

1. What entrepreneurial skills did they gain from the course?
2. What are the students perceptions of the Educational Entrepreneurship course role in shaping career plans after graduation?

C. Research Purposes

The purposes of this research are formulated as follows:

1. To investigate what entrepreneurial skills the students gained from the course
2. To explore the students' perceptions of the Educational Entrepreneurship course role in shaping their career plans after graduation.

D. Research Significances

This study is expected to provide both theoretical and practical contributions:

1. Theoretical Significance

This research contributes to the growing body of knowledge on Educational Entrepreneurship by highlighting the role of entrepreneurship related courses in shaping students' professional aspirations in English education. It enriches the discussion on the integration of entrepreneurship into language teacher education programs, particularly in contexts where traditional teaching careers may not always provide sufficient financial stability.

2. Practical Significance

Practically, the study may assist the following parties through its contributions to the field of English Language Teaching:

- a. For Students: The findings of this study are expected to provide practical benefits for English Education students by helping them apply entrepreneurial skills in their academic life and daily professional preparation. Through a better understanding of the ability to recognize opportunities, plan, and manage simple businesses, students are expected to be able to take concrete steps, such as organizing small-scale private lessons, developing simple learning materials, or offering language-related services in their neighborhood.
- b. For Lecturers: The findings of this study are expected to provide useful insights for lecturers, especially those who teach Educational Entrepreneurship or related courses, in designing learning activities that are more relevant to students' future career needs. The results of this study can help lecturers understand the entrepreneurial skills and learning experiences that students consider most meaningful, so that lecturers can develop learning strategies that are more contextual, practice-oriented, and student-centered.
- c. For Future Researchers: This research can serve as a reference for further studies on the intersection between entrepreneurship and language education,

offering a framework for analyzing similar courses in different educational contexts.

E. Research Scope

First of all, this research focuses on analyzing the role of Educational Entrepreneurship course on the career aspirations of English education students, particularly those in the 7th semester. The course was chosen as the object of study because it is designed to provide entrepreneurial knowledge and skills in the field of education, making it highly relevant to students' preparation for future careers. Moreover, entrepreneurship education has become increasingly important as an alternative pathway for graduates who face limited opportunities in conventional teaching careers.

In addition, participants in this study are limited to 7th semester English Education Department students who have completed Educational Entrepreneurship course. At this stage of their academic journey, students are beginning to form clearer professional plans, which makes their perspectives essential for understanding the role of the course in shaping their career decision-making. This group has already been exposed to various pedagogical and linguistic courses, allowing them to critically evaluate the role of entrepreneurship in shaping their career trajectories.

Furthermore, three main aspects are examined in this research: students' perceptions of the course, the entrepreneurial knowledge and skills they have gained, and the role of the course on their career aspirations. Special attention is given to whether the course encourages students to pursue entrepreneurship in education, such as opening private tutoring (*les-lesan*) or creating other educational initiatives. This study also acknowledges that not all students may be equally motivated toward entrepreneurship; some may still prefer traditional teaching paths despite recognizing the financial limitations of the profession.

On the other hand, findings from this study are restricted to a single institutional context. This limitation means that the results may not fully represent English

education students in other settings. Focusing on one institution enables a more detailed and in-depth analysis of how Educational Entrepreneurship course shapes perceptions, competencies, and career aspirations in a specific academic and socio-economic environment.

F. Conceptual Framework

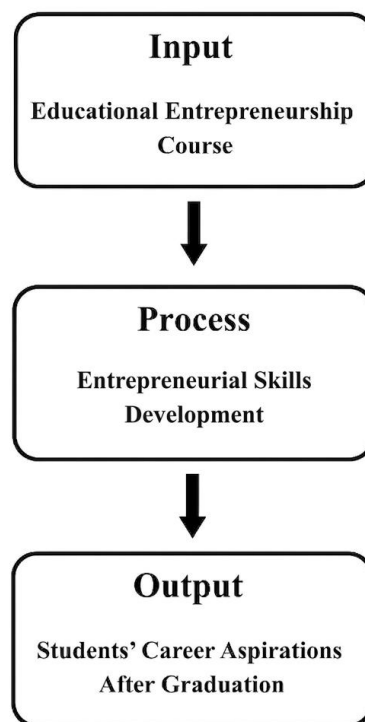


Figure 1.1 Conceptual Framework

This study examines the role of Educational Entrepreneurship course on the career aspirations of English education students. Before analyzing this role, the study first considers students' perceptions of the course, since perception is an important determinant of how learners value and internalize new knowledge (Ajzen, 1991; Fishbein & Ajzen, 2010). Understanding students' perceptions

provides insight into whether they regard the course as useful, relevant, and applicable to their professional development.

Entrepreneurship education has been widely discussed as a way to equip students with essential entrepreneurial skills and mindsets. According to Fayolle and Gailly (2008), entrepreneurship education aims not only to provide knowledge about business but also to foster entrepreneurial attitudes and behaviors. Similarly, Kuratko (2016) emphasized that entrepreneurship education encourages creativity, innovation, and opportunity recognition skills that are highly valuable even beyond business contexts. In the field of education, Nabi et al. (2017) argued that entrepreneurship courses can shape students' career intentions by broadening their perspectives about possible professional pathways. This framework is used in the present study to examine how Educational Entrepreneurship course fosters entrepreneurial knowledge and skills among English education students.

In analyzing the entrepreneurial insights gained, the study refers to the concept of entrepreneurial competencies. Man et al. (2002) classified these into opportunity competencies (recognizing and developing opportunities), relationship competencies (building networks and collaborations), and conceptual competencies (problem-solving and innovation). These competencies provide a useful lens to assess the specific skills students may acquire through the course. Moreover, Rae (2006) explained that entrepreneurial learning often occurs through reflection and experiential activities, which are typically integrated into entrepreneurship courses. This suggests that classroom-based entrepreneurship initiatives can play a significant role in preparing students for both teaching and entrepreneurial ventures.

The final focus of this study is on how the course plays a role in shaping students' career aspirations. Career aspiration is defined as an individual's expressed career-related goals and ambitions (Rojewski, 2005). Lent, Brown, and Hackett's (1994) Social Cognitive Career Theory (SCCT) highlights that career development is shaped by self-efficacy, outcome expectations, and personal goals. When applied to entrepreneurship education, this theory suggests that exposure to entrepreneurial learning can increase students' confidence in pursuing

entrepreneurial careers and shape their expectations regarding its outcomes. For English education students, this may translate into aspirations such as opening private tutoring, developing language courses, or creating educational services as additional income sources alongside traditional teaching.

By integrating these perspectives, the conceptual framework of this research is structured around three interconnected dimensions: (1) entrepreneurial insights and skills gained (Fayolle & Gailly, 2008; Kuratko, 2016; Man et al., 2002), and (2) the role of Educational Entrepreneurship course on students' career plans after graduation (Rojewski, 2005; Lent et al., 1994). Through this framework, the study seeks to provide a systematic understanding of how entrepreneurship education in English education programs can contribute to shaping students' professional trajectories.

G. Previous Studies

Several empirical studies have investigated entrepreneurship education in higher education and its contributions to students, offering important insights that inform the present research. Marsinah et al. (2024) conducted a comprehensive review of entrepreneurship education practices in universities worldwide and found that programs vary substantially in curriculum design, teaching methods, and industry involvement. They reported that while some institutions adopt interdisciplinary and practical approaches (e.g., project-based learning and business incubators), many still face challenges related to resources, teaching quality, and assessment frameworks. This review highlights the need for entrepreneurship education that is contextually relevant and aligned with market demands, an issue that remains critical for successfully preparing students for varied career paths.

From a national perspective, research on entrepreneurship education in Indonesian higher education reveals that program provisions and practices are unevenly distributed and often lack contemporary instructional approaches. Tristyia Amalia and von Korflesch (2021) mapped literature on Indonesian entrepreneurship education and showed that most programs focus on traditional cognitive knowledge rather than experiential learning, with mentoring emerging as a more recent yet

promising approach to enhance student engagement and independence. The study further suggests that the integration of modern entrepreneurial teaching practices could support students' entrepreneurial competencies more effectively.

Another strand of research emphasizes the evolving nature of entrepreneurship education in response to broader socio-economic changes. Rae's (2010) work on enterprise education underscores how shifts in economic, social, and cultural contexts influence how universities design and implement entrepreneurship curricula. He argues that emerging challenges of the new economic era require entrepreneurship education to embrace responsible and social entrepreneurship, moving beyond traditional business venture creation toward broader value creation in society. This perspective reinforces the importance of contextualizing entrepreneurship education to the realities faced by students across disciplines.

In addition to curriculum and practice, several studies have examined the student experience and how perceptions of Educational Entrepreneurship influence outcomes. Research on entrepreneurial intention indicates that institutional support and university environment play a significant role in shaping entrepreneurial attitudes and perceived behavioral control among students, suggesting that university-level factors can encourage or constrain students' entrepreneurial pursuits. For example, Makai and Dóry (2023) found that perceived university support meaningfully guides students' entrepreneurial intentions through its effect on attitudes and perceived control. This highlights how students' perceptions of their learning environment can affect their professional aspirations.

Collectively, these previous studies illustrate that while entrepreneurship education has been widely implemented in higher education, its impact on students especially in non-business contexts depends on how curricula are designed, how students perceive the learning experience, and how institutions support entrepreneurial learning. However, research focusing specifically on English education students and how Educational Entrepreneurship courses shape their career aspirations remains limited. This gap underscores the importance of the

current study in exploring both the perceptions and career planning outcomes of entrepreneurship education among this distinct group of learners.

