

CHAPTER I

INTRODUCTION

A. Background of Study

A student's interest in selecting a college is influenced by a number of criteria, including the availability of the majors of interest, the accreditation of the majors of interest, and the caliber of the majors' alumni. Mulyatini et al., in Putra indicates that a student's decision to attend a tertiary institution is influenced by five primary elements, namely; (1) Physical factors which include facilities and infrastructures as well as environmental atmosphere, (2) Job security factors which include scholarships, lecturers, friends, alumni success, getting a job and positive things, (3) Tuition fee factors which include tuition fees, payment requirements, family and parents income, (4) Perception factors include the curriculum and image of Universities, (5) Promotional factors which include accreditation status, and tuition fee discounts.¹

Researcher conducted interviews before writing this study. Researcher interviewed Three students English Education Department (further glossed by EED) who selected randomly and asked about their reasons for selecting EED as their majors. Then, the results of the interview show several reasons including (1) Mira (pseudonym) who said that she

¹ I Dewa Gede Rat Dwiyana Putra, "Peran Kepuasan Belajar dalam Mengukur Mutu Pembelajaran dan Hasil Belajar", *Penjaminan Mutu*, Vol. V, No. 1, 23.

likes English and want to have Good English proficiency. (2) Meanwhile, Luki (pseudonym) stated that the graduate profile of EED namely entrepreneur was one of the factors why he finally decided to take EED as his majors. (3) The last, Alike (pseudonym) told that she selected EED as her majors because of her father's advice.

The urgency of entrepreneurship course was emphasized by Muin. He asserts that the government and universities are making an effort to foster an entrepreneurial spirit in order to achieve community economic empowerment through its tri dharma.² In addition, to obtain more comprehensive information related to the urgency of entrepreneurship course, the researcher saw and interviewed Abdul Muin. In interview Muin clearly asserts that “the reason for having an entrepreneurship course at EED is because indeed all tertiary institutions, both PTKI, PTKIN and public universities are now developing students related to entrepreneurship. In the various visions and missions of these universities, entrepreneurship has also been included as an important part. Therefore, at that time EED also determined and included Entrepreneurship as a course with the aim that the vision and mission related to entrepreneurship at EED could be achieved”.³

10. ² Abdul Muin Bahaf, *Kewirausahaan (Entrepreneurship)*, (Serang ;Media Madani, 2020),

³ Interviewed with Abdul Muin on February 06 2023.

Furthermore, regarding to the objectives of entrepreneurship course Muin reveals that “the objectives of the entrepreneurship course at EED certainly refer to the vision and mission. However, there are specific objectives related to the course being taught (1) That students are expected after studying this entrepreneurship course and later after graduating they will have entrepreneurial spirit. That is, students must be independent, students are able to develop businesses, students are not oriented towards becoming employees but students must also be oriented after graduating from college to become people who can provide jobs. (2) Besides, there is also something related to the character of students that must be possessed after studying this entrepreneurship course, namely the entrepreneurial spirit. For example, creative, disciplined, independent, innovative, honest, able to work in teams, and many other things that are important to have in order to be successful while still a student or have graduated”.⁴

Moreover, regarding to the material Muin outlines that “the material provided in entrepreneurship courses is related to many things, for example Basic Concepts of Entrepreneurship, Ability to Analyze Self Potential, Motivation in Entrepreneurship, How to Organize in Business, Developing Creativity and Innovative, Studying Profiles of Successful Entrepreneurs and their good character, Doing Business Feasibility Studies and so on

⁴ Interviewed with Abdul Muin on February 06 2023.

related to the objectives of entrepreneurship courses and all of that is covered in material that can be obtained in entrepreneurship courses”.⁵

Finally, Concerning on the implication of entrepreneurship course Muin clarifies firmly that “the implications of entrepreneurship courses for students must be positive. Positive means that students have entrepreneurial character or spirit, students who don't like to be shy, independent, creative, honest, disciplined, and various characters that students must have after studying entrepreneurship courses. And these implications can be seen after the learning process is finished or seen after they graduate. Are the entrepreneurial souls that are the goals of this lesson realized or not. However, there is great hope for achieving the objectives of the entrepreneurship course, namely that students have entrepreneurial character or spirit”.⁶

Based on the prior statements, the researcher argues that basically entrepreneurship courses have an important role to foster an entrepreneurial spirit which is expected to have direct implications for students, namely students who dare to own a business.

Theoretically, there is relationship between students' satisfaction and entrepreneurship courses because satisfaction is principally as one of indicators for measuring the quality of entrepreneurship courses offered by colleges and universities. Because, it is thought to be a significant predictor

⁵ Interviewed with Abdul Muin on February 06 2023.

⁶ Interviewed with Abdul Muin on February 06 2023.

of the quality of the academic experience, student satisfaction is one of the most fundamental factors used to assess the quality of educational projects.⁷ This study is very worthy to be investigated in more depth, because this study will explore the level of EED students' satisfaction and its implications for them about entrepreneurship course.

B. Identification of problem

Based on the background of problem some issues regarding to the entrepreneurship course can be identified as follows :

1. Entrepreneurship courses aim for students to have an entrepreneurial spirit which is one of the supporting competencies for the profile of EED graduates.
2. Entrepreneurship courses have implications for students, this can be seen from several students who have started studying entrepreneur.
3. Student satisfaction after completing entrepreneurship courses directly influences them in entrepreneurial practice.

C. Focus of Study

Based on the background of the problem, the focus in this study is to measure student satisfaction about entrepreneurship course and what implications the course has.

D. Statement of Problem

⁷ Yangjie Huang, Yajing Bu, Lanying Liu, Da Xu, Zengliu Xu and Guojing Zhao, "Relationship Between Entrepreneurship Education Curriculum and Agricultural Students' Satisfaction in China", *Frontiers in psychology*, Vol. XIII, No, (June, 2022), 3.

Based on the research background above, the researcher formulated a research problem statement as follows :

1. How is the level of student satisfaction about entrepreneurship course?
2. What are the implications of entrepreneurship course for EED students?

E. Objective of Problem

Based on the statement of problem above, the objectives of this study are as follows :

1. To analyze the level of student satisfaction about entrepreneurship course
2. To analyze the implications of entrepreneurship course for EED students

F. Significance of Study

The significance of this study is twofold. Namely theoretically and practically. On one hand, theoretically this study will add treasure of science and develop theory on satisfaction and entrepreneurship. On the other hand, practically this study will be important for many parties. such as :

1. For the majors

This research provides new insights about the interest of EED students in entrepreneurship and develops an understanding of the importance of entrepreneurship education for all professions produced by universities. In order to create new innovations in running

entrepreneurship course, for example by directly holding field practice. Because Learning by doing is one of the best ways to encourage entrepreneurial thinking and skills (students make and run mini companies). This may inspire students to found their own business after they finish their studies.

2. For the student

Through this research, students are expected to realize the importance of entrepreneurship courses. This can be training that allows them to develop and use entrepreneurial character, entrepreneurial mindset, and entrepreneurial behavior. And of course this can also be additional insight in seeing opportunities to start a side business besides being a teacher. It should also be utilized as best as possible during learning.

3. For the future study

This research contributes a new paradigm that is useful for further discussion regarding the follow-up of student satisfaction levels in entrepreneurship courses and the implications.

G. Previous Study

There are some previous studies that conducted by several researchers:

First study, entitled “Students’ expectation in taking entrepreneurship course (A Study at Department of English Language

Education UIN Ar-Raniry Banda Aceh)” by Fadhliati (2021). This research revealed that the entrepreneurship course supports students' in becoming good and successful entrepreneurs and after learning entrepreneurship helped students to design a business plan, to manage their business because according to students learning entrepreneurship courses are very interesting, they do not only learn about values, enthusiasm, creativity, innovation but also practice. The learning process in entrepreneurship course equips production and sales techniques or produces goods according to their talents and creativity. Indirectly they see what the target market looks like, profit and loss.

The second study, entitled “Perception of engineering students on entrepreneurship education” by Essayas Taye (2019). This research revealed that the entrepreneurship education in the AASTU did not perform well and there was no positive perception from the students toward the Entrepreneurial Intention. Thus, the entrepreneurship education in this University was still not adequate to enable critical thinking and creation of new jobs, yet the curriculum and the competency of lecturers’ were not able to reach students’ expectation.

The next study, entitled “Factors Influencing Entrepreneurial Intention of University Students in China: Integrating the Perceived University Support and Theory of Planned Behavior” by Yushun Su, Zeren Zhu, Jingwen Chen, Yuanqing Jin, Ting Wang, Chien-Liang Lin and

Danying Xu (2021). This research revealed that perceived university support (H4) has a significant effect on entrepreneurial attitudes, which also implies that university support plays a key role in influencing entrepreneurial intentions among college students, which is consistent with previous studies. Therefore, when universities promote innovative entrepreneurial courses and training mechanisms, they may also indirectly expand the basic knowledge and ability of college students to engage in entrepreneurship, which may lead to the idea of participating in entrepreneurship.

Many studies on entrepreneurship have been conducted, but unfortunately no one has analyzed in depth the satisfaction of EED students with entrepreneurship courses. As well as the implications of the entrepreneurship course toward EED students. Thus, the researcher has a firm belief that this study will provide new novelties and fulfill the gap of previous studies.

H. The Organization of Writing

Chapter I is Introduction. In this chapter, the researcher put some points including Background of study, Identification of Problem, Focus of Study, Statement of the Problem, Objective of the Problem, Significance of the Research, Previous Study and The Organization of Writing.

Chapter II is Theoretical Framework. This part consists of some theories from some experts who have conducted the research related to this research.

Chapter III is Research Methodology. This chapter consists of Research Method, Research place, Participants, Techniques of Data Collection and Data Analysis.

Chapter IV is Finding and Discussion. This chapter consist of description of the data and discusion of finding.

Chapter V is Conclusion and Suggestion. This chapter consist of conclusion and suggestion.