Needs Analysis of Edupreneurship Learning in the English Language Education Study Program

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Abstract

The goal of this research is to determine the needs of students in the Edupreneurship Course of the English Study Program, FKIP, UKI Toraja. The development method (Research and development/ R&D) was used in this study. Borg and Gall (1979:772) state that "R&D is a process used to develop and validate educational products." This research is based on efforts to produce and validate an educational product, according to this definition. In this study, researchers used a research instrument, namely a questionnaire, to collect data. That after data analysis, the researchers concluded that student needs in the English Study Program's Edupreneurship Course, FKIP, UKI Toraja, namely: The material for teaching edupreneurship is integrated with English language skills such as speaking, listening, reading, and writing. Respondents require group learning, training / workshops, learning in pairs, and learning alone (individually) when learning Edupreneurship. The respondents' high level of enthusiasm in responding to various topics such as the Presentation Method of independent/group assignments, independent/group tasks made in the form of videos and uploaded to social media, final tasks that produce a useful and selling value product, the need for business planning training, and Edupreneurship teaching materials on how to analyze new business opportunities.

Keywords : *need analysis, edupreneurship, English*
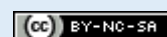
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Introduction

Edupreneurship is a term that combines the words education and entrepreneurship. As a result, edupreneurship can be defined as a science that seeks to integrate entrepreneurship ideas, concepts, and attitudes into the world of education. Education is frequently defined as the process of maturing oneself to become a better person, whereas entrepreneurship is derived from the French language and means adventurer, risk-taker, and entrepreneur.

Based on the two definitions given above, edupreneurship can be defined as entrepreneurship or entrepreneurial education in the field of education. Of course, learning is applied both in theory and in practice. In today's digital age, we can learn entrepreneurship without a lot of capital; we can even start a business with just a smartphone. Being an edupreneur will not interfere with one's main duties as a teacher or work related to the world of education; rather, with the assistance of an entrepreneur, one should be able to be more professional and earn more money. It is also expected to predict the high unemployment rate, particularly in the educated unemployment sector.

Edupreneurship aims to change somebody's mindset and perspective of thinking so that an entrepreneurial character emerges who is self-sufficient, creative and innovative, and unyielding. Entrepreneurship education must have more value and produce something unique. Creativity and innovation are two key factors for an entrepreneur to improve performance effectiveness. Making the learning process fun with various internet and digital technology-based learning media such as the use of gadgets (easy and efficient electronic devices) in a course institution business, for example, through creativity accompanied by innovation and competitiveness, which in the end becomes a differentiator from other similar businesses. Hatten and Rosenthtal (2000: 5) say that mastery of technology and science at an adequate level can give birth to the ability to be creative, develop (innovate), and apply knowledge, which is an absolute requirement in the globalization era. People's need for technology and information systems is rapidly increasing in the digital era, creating even more business opportunities. The availability of information technology devices such as laptop computers and smartphones allows us to find and read information and news in a more convenient and enjoyable format.

Through the aforementioned series of events, edupreneurship, as an education sector oriented toward the entrepreneurial spirit, is expected to contribute to the nation's future economic growth.

Before beginning lectures at the start of the semester, lecturers must prepare a semester lecture plan (RPS). Lecturers create rps without involving students, and it is based on researchers' experience. As a result, it is possible to conclude that the preparation of RPS for edupreneurship courses did not take into account the needs of students. Students' needs, desires, and opinions have not been identified and incorporated into the RPS. Lecturers prepared and distributed RPS to students at the start of the semester. Students are also asked to submit proposals and opinions by lecturers. Students, on the other hand, tend to take the lecturer's RPS design for granted. Based on the foregoing, we were intrigued and motivated to conduct research titled Analysis of Student Learning Needs in the Edupreneurship Course of the English Study Program, FKIP, UKI Toraja.

Method

The development method (Research and development / R&D) was used in this study. According to Borg and Gall (1979:772), R&D is a process used to develop and validate educational products. This research is based on efforts to create and validate an educational product, according to this definition. The researchers hope to create an educational product geared toward the entrepreneurial spirit in the form of a curriculum. Namely the Analysis of Student Learning Needs in the Edupreneurship Course of the English Study Program, FKIP, UKI Toraja.

In this study, researchers used a research instrument, namely a questionnaire, to collect data. According to Arikunto, the questionnaire method is defined as follows: (2006: 151) A questionnaire is a written statement that

is used to obtain information from the respondent in the form of a report about a person or things he is familiar with. Meanwhile, according to Sugiyono (2008: 199), a questionnaire is a data collection technique in which respondents are given a set of questions or written statements to answer. Data is analyzed from information gathered from various sources. The percentages and frequencies will be used in this study's analysis, with the following formula:

$$p = \frac{f}{n} \text{ x } 100$$

P = Percentage of students
f = frequency of students who voted
n = the number of respondents

Results

Students' learning needs in the Edupreneurship course of the English Study Program, FKIP, UKI Toraja.

Item No. 1: Do you think edupreneurship courses are important to learn? It is used to assess learners' attitudes toward the Edupreneurship course for questionnaire items 1 and 2. Researchers assessed that attitude by asking questions about how important Edupreneurship courses are learned and how quickly assignments are collected.

Sangat setuju	80%
Setuju	20%
Kurang setuju	0%
Tidak setuju	0%
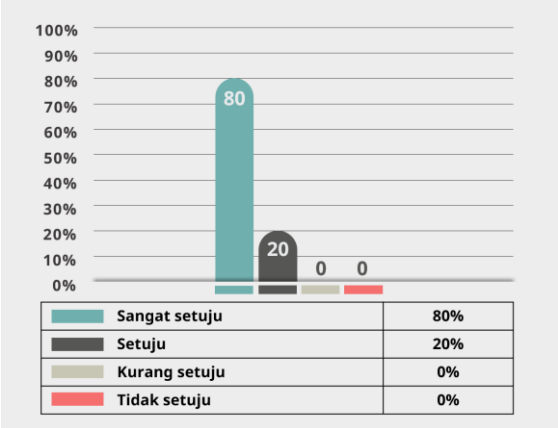
Figure 1: *The importance level of the Edupreneurship course*

According to chart No. 1, 24 students or 80% of the 30 respondents strongly agreed on the importance of the Edupreneurship course being studied, 6 students or 20% agreed, and none of the respondents disagreed and disagreed.

Item No. 2: When you have a task, you always collect it by:

Tepat waktu	93%
Tidak tepat waktu	7%
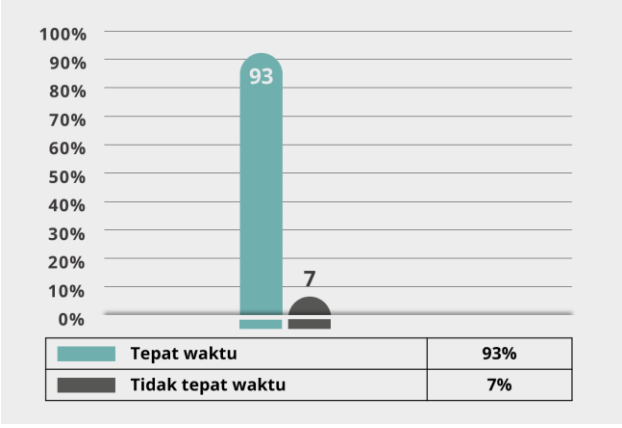
Figure 2: *The timeliness of collecting tasks*

In chart 2, as many as 28 students, or 93% of the 30 respondents, were on time collected assignments, while only 2 students, or 7%, were not.

Item No. 3: How frequently do you read books on Edupreneurship/Entrepreneurship Education? The researcher describes the respondent's interest in reading books about education and business in item No. 3 below.

Selalu	10%
Kadang-kadang	60%
Jarang	30%
Tidak Pernah	0%
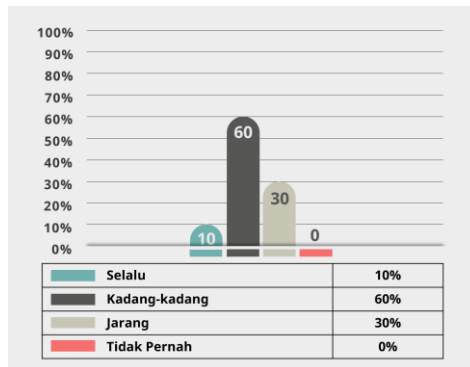
Figure 3: *Interest in edupreneurship and entrepreneurship education books*

According to Chart No. 3, respondents are interested in reading edupreneurship books. This is demonstrated by 18 or 60% of respondents reading one of the books on Edupreneurship / Entrepreneurial Education on occasion, 9 or 30% saying it is rare, 3 or 10% always reading, and no respondent has never read a book about Edupreneurship.

• Item No. 4: How often do you watch entrepreneurship education videos on TV, YouTube, Instagram, TikTok, or any other social media platform?

Selalu	40%
Kadang-kadang	53%
Jarang	7%
Tidak Pernah	0%
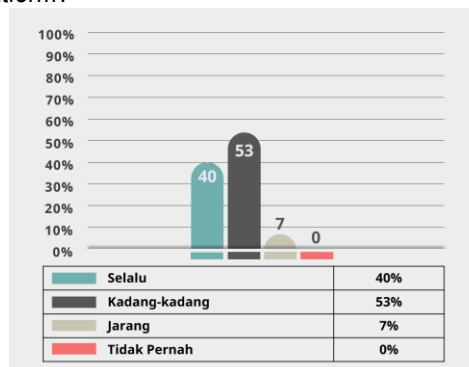
•
Figure 4: *Watch entrepreneurship education videos on TV, YouTube, Instagram, TikTok, or other social media platforms.*

In chart No.4, 16 or 53% of the 30 respondents state that they occasionally watch, 12 or 40% state that they always watch, 2 or 7% say it is rare, and there are no respondents who have never watched about entrepreneurship education (Eduppreneurship) on TV, Youtube, IG, TikTok, and other social media.

• Item No. 5: Edupreneurship teaching materials should ideally be integrated with language skills!

Sangat setuju	57%
Setuju	40%
Kurang setuju	3%
Tidak setuju	0%
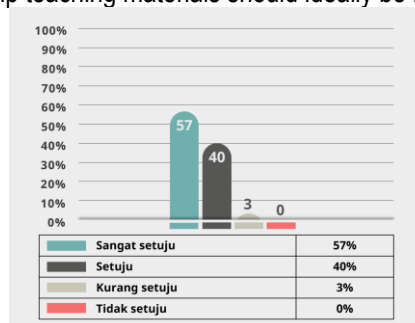
Figure 5: *Student perspectives on the incorporation of entrepreneurship education materials and language skills*

According to chart No. 5, as many as 17 or 57% of the 30 respondents strongly agree that edupreneurship teaching materials are integrated with English language skills, 12 or 40% agree, 1 or 3% disagree, and no respondents disagree.
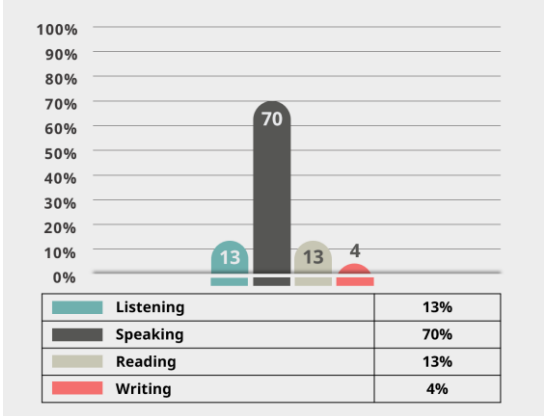
Item No. 6: Which language skills do you prefer?

Listening	13%
Speaking	70%
Reading	13%
Writing	4%

Figure 6: *An interest in English language abilities*

According to the graph above, 21 or 70% of the 30 respondents are interested in Speaking, 4 or 13% are interested in Listening, 4 or 13% are interested in Reading, and 1 or 4% are interested in Writing.

Item No. 7: Should Edupreneurship teaching materials include communication and marketing (sales) skills?
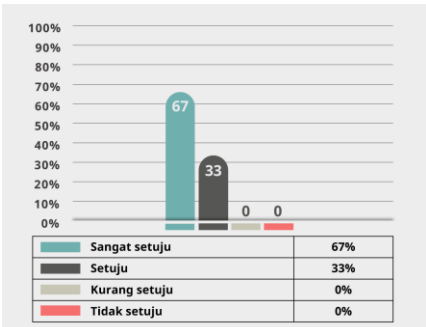

Sangat setuju	67%
Setuju	33%
Kurang setuju	0%
Tidak setuju	0%

Figure 7: *Attitudes of respondents toward teaching materials integrated with communication and marketing skills (sales)*

In chart No. 7, as many as 20 or 67% of the 30 respondents agreed with the integration of Edupreneurship teaching materials with communication and marketing skills, 10 or 33% agreed, and none expressed disagreement or disagreed with the integration of Edupreneurship teaching materials. It describes the learning methods required by respondents in the Edupreneurship course in items No. 8, 9, 10, 11, and 12. Researchers asked respondents what they thought. When lecturers use the lecture method, what do they think about learners who are more active in their learning, and what teaching methods they require? What do respondents think about independent/group assignments presented in class when they are learning?

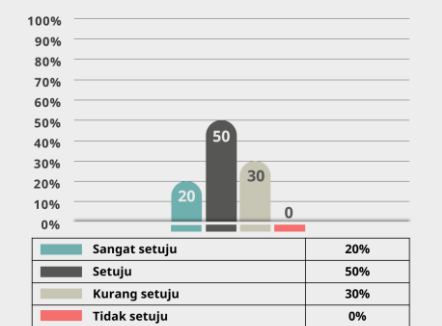•   Item No. 8: What do you think about lecturers who use the lecture method?

Sangat setuju	20%
Setuju	50%
Kurang setuju	30%
Tidak setuju	0%

Figure 8: *Attitudes of respondents toward the lecture method*

According to chart No. 8, 15 or 50% of the 28 respondents agreed on the lecture method in Edupreneurship learning, 8 or 27% disagreed, 5 or 17% strongly agreed, and none of the respondents disagreed. Two respondents were inactive in this question.

•   Item No. 9: When studying, what teaching methods do you require?
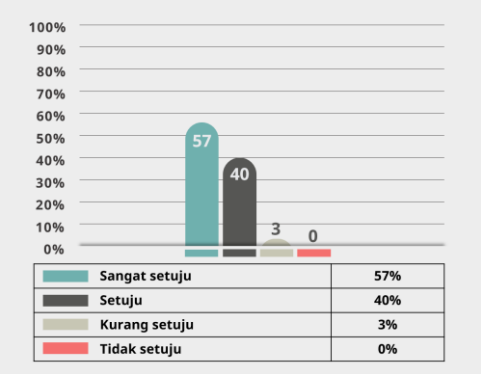
Sangat setuju		57%
Setuju		40%
Kurang setuju		3%
Tidak setuju		0%

Figure 9: *Attitudes of respondents toward active learners in learning*

In chart No. 9, 17 or 57% of the 30 respondents agreed with active learners in Edupreneurship learning, 12 or 40% agreed, 1 or 3% disagreed, and none disagreed.

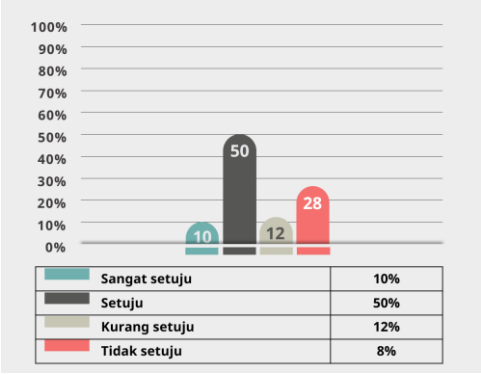•   Item No. 10: When studying, what teaching methods do you require?

Sangat setuju		10%
Setuju		50%
Kurang setuju		12%
Tidak setuju		8%

Figure 10: *Required teaching methods*

According to the graph above, 15 or 50% of the 30 respondents prefer to study in groups, 7 or 28% prefer workshops, 3 or 12% prefer in pairs, and 2 or 10% prefer to study alone.

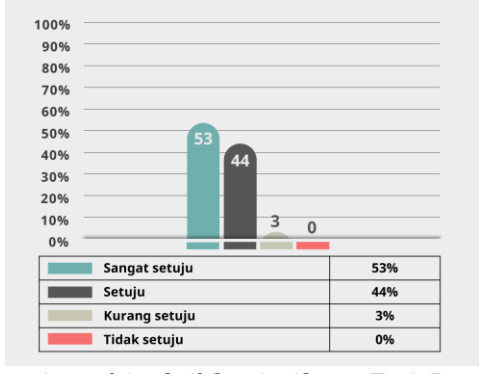Item No. 11: What do you think about presenting independent/group assignments in class?

Sangat setuju		53%
Setuju		44%
Kurang setuju		3%
Tidak setuju		0%

Figure 11: *Perceptions of the Self-Service/Group Task Presentation Method*

In chart No. 11, 16 or 53% of the 30 respondents strongly agreed with the method of presenting assignments in Edupreneurship learning, 13 or 44% agreed, 1 or 3% disagreed, and none disagreed.

Item No. 12: What'd you think if the standalone/group assignment was made into a video and shared on social media?
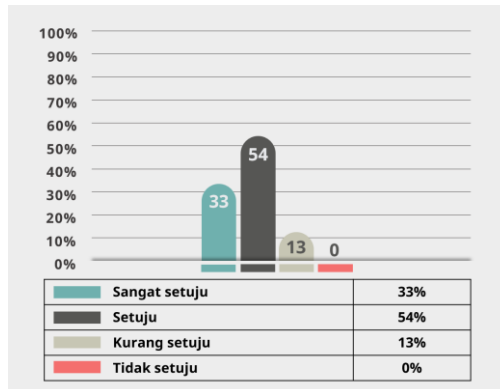

Figure 12: *Attitudes toward independent/group tasks are captured on video and shared on social media.*

In chart No. 12, 16 or 54% of the 30 respondents agreed with independent/group tasks made in the form of videos and uploaded to social media, 10 or 33% agreed strongly, 4 or 13% disagreed, and none disagreed with the method of presenting independent/group assignments in the form of videos uploaded in Edupreneurship learning.

Item No. 13: What are your thoughts if your final project results in a useful and valuable product?
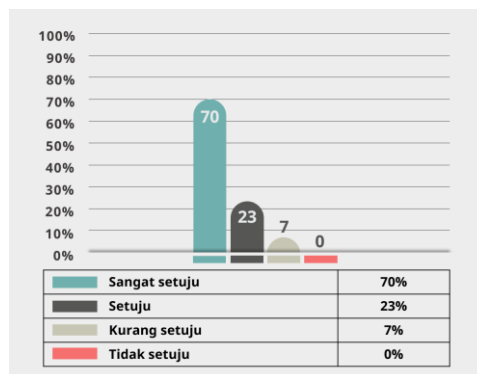

Figure 13: *Attitude toward completing a project that results in a useful and marketable product.*

In the chart above, 221 or 70% of the 30 respondents strongly agreed with the final project, which produced a useful and selling value product, 7 or 23% agreed, 2 or 7% disagreed, and none disagreed.

•   Item No. 14: Should learners/students receive business planning training/workshop?
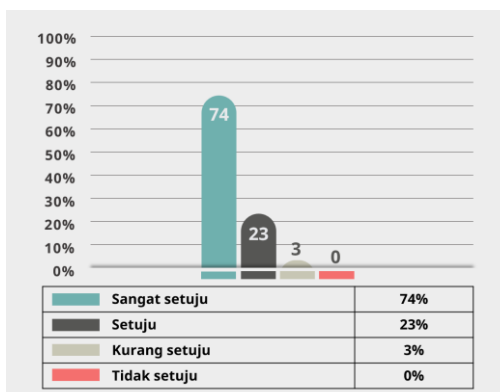

Figure 14: *The need for business planning training/workshops for learners/students*

In Chart No. 14, 22 or 74% of the 30 respondents strongly agreed with the existence of business planning training / workshops for learners / students, 7 or 23% agreed, 1 or 3% disagreed, and none of the respondents disagreed.

Item No. 15: Edupreneurship teaching materials should ideally teach how to analyze new business opportunities!

Sangat setuju		73%
Setuju		27%
Kurang setuju		0%
Tidak setuju		0%
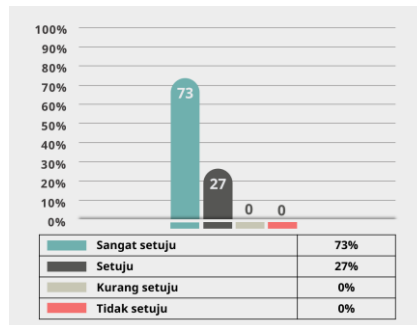
Figure 15: *Attitudes toward teaching materials on how to analyze new business opportunities for edupreneurship.*

In chart No. 15, as many as 22 or 73% of the 30 respondents strongly agree with edupreneurship teaching materials on how to analyze new business opportunities, 8 or 27% agree, and none of the respondents disagree or disagree.

Discussion

According to Johns (1991), the first step in program design is needs analysis, which provides validity and relevance for all subsequent program design activities. This information should include the desired or expected outcome of the high-quality program, the role of assessment, the current state of student achievement, and the program's actual content. The information should also consider the concerns and attitudes of teachers, administrators, parents, and students. While the sample data should include assessments, teacher lessons, assignments, state standardized test scores, textbooks used, student perceptions, and parent feedback. Following the completion of the research by distributing questionnaires to respondents, the following needs of students in the Edupreneurship Course of the English Study Program, FKIP, UKI Toraja can be described: In terms of the importance of the Edupreneurship course, it is clear that out of 30 respondents, as many as 24 or 80% stated that they strongly agreed on the importance of the Edupreneurship course to study, 6 or 20% agreed, and none disagreed and disagreed. According to the previous data, when there is a task, students always collect their assignments; as many as 28 students, or 93% of the 30 respondents who are on time, collect assignments, while 2 students, or 7%, are not on time.

The respondents' interest / motivation to learn from books about Edupreneurship and Entrepreneurial education can be seen as fairly high. This means that Edupreneurship is still the most popular type of educational book among respondents. According to 30 respondents, 18 or 60% occasionally read one of the books on Edupreneurship / entrepreneurial education, 9 or 30% rarely read, and 3 or 10% always read. Respondents' interest in learning Edupreneurship can also be seen in the information obtained from watching TV, Youtube, IG, TikTok, or other social media with the following data: 16 or 53% of respondents watch Edupreneurship / entrepreneurial education in such electronic media on occasion, 12 or 40% of 30 respondents state always, 2 or 7% state infrequently, and none of respondents never watch.

Furthermore, students' perspectives on the incorporation of Edupreneurship teaching materials and English language skills were examined. Data show that 17 or 53% of 30 respondents strongly agree that edupreneurship material is integrated with English language skills, 12 or 40% agree, and 1 or 3% disagree. Similarly, when it comes to English language skills, as many as 21 or 70% of the 30 respondents are interested in speaking, 4 or 13% are interested in listening, 4 or 13% are interested in reading, and 1 or 4% are interested in writing. The respondents' attitude toward teaching materials integrated with communication and marketing skills demonstrated their enthusiasm, with 20 or 67% of the 30 respondents stating that they strongly agreed, and 10 or 33% agreeing.

In terms of respondents' attitudes toward the lecture method in Edupreneurship learning, 15 or 50% of the 28 respondents agreed, 8 or 27% disagreed, and 5 or 17% strongly agreed. Furthermore, respondents' attitudes

toward active learners revealed that as many as 17 or 57% of the 30 respondents were intended, 12 or 40% agreed, and 1 or 3% disagreed. Similarly, 15 or 50% of 30 respondents prefer to study in groups, 7 or 28% prefer workshops, 3 or 12% prefer to study in pairs, and 2 or 10% prefer to study alone (individually). Attitudes toward the independent/group task presentation method were fairly positive, with 16 or 53% of the 30 respondents strongly agreeing, 13 or 44% agreeing, and 1 or 3% disagreeing. Then, when it came to independent / group tasks made in the form of videos and uploaded to social media, 16 or 54% of the 30 respondents agreed, 10 or 33% strongly agreed, and 4 or 13% disagreed.

Responses to the final project of creating a product that is useful and worth selling are extremely enthusiastic, with as many as 21 or 70% of 30 respondents strongly agreeing, 7 or 23% agreeing, and only 2 or 7% disagreeing. Similarly, when it comes to the need for business planning training/workshops for learners/students, 22 or 74% of 30 respondents strongly agree, 7 or 23% agree, and 1 or 3% disagree. Furthermore, when asked to respond to Edupreneurship teaching materials on how to analyze new business opportunities, 22 or 73% of the 30 respondents expressed strong agreement, while 8 or 27% agreed and did not disagree.

Conclusion

The goal of this research is to identify the needs of students enrolled in the Edupreneurship course at UKI Toraja's English Study Program, FKIP. Following data analysis, the researchers concluded that the following student needs exist in the Edupreneurship course at the English Study Program, FKIP, UKI Toraja are:
1. The teaching of edupreneurship materials is integrated with English language skills such as speaking, listening, reading, and writing. Teaching materials are integrated with communication and marketing skills.
2. Respondents require group learning, training / workshops, learning in pairs, and learning alone when learning Edupreneurship. Lecture methods, as well as independent and group assignment presentation methods, play an important role in learning.
3. Learning through independent / group assignments created in the form of videos and shared on social media, as well as final projects that result in a useful and marketable product.
4. There is a need for learners to receive business planning training / workshops, as well as Edupreneurship teaching materials on how to analyze new business opportunities.

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