

An Analysis of EED Students’ Satisfaction on Entrepreneurship Course

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Abstract

This study aims to determine the level of students’ satisfaction on entrepreneurship course and the implications for EED students. The study used survey method with data collection techniques through questionnaires, interviews and direct observation. The participants of this study were 86 students for questionnaire and 5 students who already have a business for interview from English Education Department. To analyze the data, the researcher using the interactive model of Milles and Huberman, namely data collection, data reduction, data presentation, and conclusions. The final findings of this study can be summed up into twofold. Namely, First, the level of student satisfaction based on the aspects of reliability, responsiveness, assurance, empathy and tangible, most of the students rated it as good. Second, Entrepreneurship course for EED students has a sufficient implications. This can be seen from direct implication on promotion/marketing (using social media), cash flow (money management), Development of sustainable business (survive/progress), Entrepreneurial character (tough, confident, taking risks, leadership, not afraid of failure, etc), and build relation/ open networking.

Keywords: *Students’ Satisfaction, Entrepreneurship Course, Survey, English Education Department.*

INTRODUCTION

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. 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 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, Alika (pseudonym) told that she selected

EED as her majors because of her father’s advice. In point number 2, it can be seen that Luki has an interest in entrepreneurship and after making further observations about students who already have businesses, it turns out that there are already approximately 15 students who have started entrepreneurship. This is an interesting thing to research because in semester 5 there are entrepreneurship course. From here the researcher wants to analyze the level of student satisfaction on entrepreneurship course and analyze the implications of entrepreneurship course for EED students.

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 (Bahaf, 2020). The study of entrepreneurship is now an essential component of higher education. College graduates with good entrepreneurial skills will not only grow many businesses through independent entrepreneurial activities, but will also decrease the burden on employment in the society (Bowen Li et al, 2022). Entrepreneurship course is subjects that help students develop their entrepreneurial characters or at least broaden their understanding of the complexities of business, both in terms of soft skills and hard skills, so that students are able to take advantage of the opportunities that are available to them in order to start their own businesses either after graduation or while they are still in college (Bahaf, 2020). Students studying entrepreneurship must not only be able to use what they have learned in college, but also be able to tackle a variety of difficulties that arise in daily life. One of the entrepreneurial attitudes developed through education is life skills (Bahaf, 2020). The same thing was stated by (Hisrich in Taufik, 2019) who reveals that Entrepreneurship is the process of developing something unique and valuable by investing the necessary time and effort, accepting the associated financial, psychological, and social risk, and reaping the benefits of financial and personal success as well as independence. (Syarizal et al., in Midoun Ilyes 2022) clarify the main objective of entrepreneurship education is to encourage students' entrepreneurial cultures. In this sense, the term "entrepreneurship education" refers to the "pedagogical process that involves the encouragement of entrepreneurial behaviors and mindsets". (Zaman in Murni et al., 2019) emphasizes the importance of entrepreneurship course to produce prospective graduates who are ready to compete and survive in the future.

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 of the quality of the academic experience, student satisfaction is one of the most fundamental factors used to assess the quality of educational projects (Yangjie

Huang et al, 2022). (Elliott et al., in Al-sheeb et al., 2018) define Student satisfaction as "a short-term attitude coming from an evaluation of a student's educational experience" and was claimed to be attained when real experiences or performances met or exceeded initial expectations. Additionally, he also reiterates that "student satisfaction" was defined as "student happiness or fulfillment with their entire college experience". (Elliot et al., in weerangsihe and Fernando, 2018) also explains that the level of student satisfaction is determined by educational experiences, services, and facilities encountered by students during the learning process. (Oliver and DeSarbo in Doina et al., 2020) clarifies that Student satisfaction is defined as "a student's positive subjective evaluation of the varied educational outcomes and experiences". Nilakusmawati in Setiadi (2021) points out that Students may feel one of the following general levels of satisfaction: Students will feel unsatisfied if performance falls short of expectations, satisfied if performance meets expectations, and extremely satisfied, glad, or joyful if performance exceeds expectations. These feelings of dissatisfaction, satisfaction and very satisfaction will affect the next action. 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.

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.

METHODS

This research used survey because this study wanted to explore the level of student satisfaction about entrepreneurship course and its implications that trigger students to start new businesses. Survey research is one method of research that aims to obtain an overview general about the characteristics of the population described by the sample. survey research as well conducted to collect data relating to attitudes, values, beliefs, opinions, desires, ideals, and behavior. Survey research can be carried out in various fields, including economics, business, politics, government, sociology, and education (Maidiana, 2021). Besides, survey was also fit to this study because it offers some advantages such as First is adaptable, it may be used to collect data in practically any field or topic; Second, surveys are thought to be extremely efficient in terms of gathering trustworthy information at a low cost and in a short period of time; Third, surveys collect data about a large population from a small sample size (Maidiana, 2021).

Research Design

The approach used in this study is approach Qualitative, namely a research approach without using statistical numbers but with a descriptive presentation that is trying to describe a symptom, Events and incidents that occur become the focus of attention for later described as is.

Subject

The subjects of this study were all 110 students of the English Education Department. Then, to find out the subject of the questionnaire the researcher used the Slovin formula and the results obtained were 86 students who had taken

entrepreneurship course. In addition, for the interview subjects the researcher only interviewed 5 students out of 15 students who had started entrepreneurship. because only 5 students whose efforts are consistent.

Instruments

The instrument of this study were questionnaire and interview. The survey questionnaire consisted of several questions related to lecturer attendance, lecturer expertise, learning structure and organization, learning quality, student motivation, student participation, learning environment, and class facilities. Questionnaire that has been designed by using g-form to be more effective and efficient. There are 20 questions in this questionnaire and the questionnaire in this study used a Likert scale with 5 options, positive and negative options as described below:

Table 1
Likert Scale

Score	Positive Statement	Negative Statement
5	SA	SD
4	A	D
3	U	U
2	D	A
1	SD	SA

Note:

SA	:	Strongly Agree
A	:	Agree
U	:	Uncertain
D	:	Disagree
SD	:	Strongly Disagree

Students' satisfaction survey instrument for entrepreneurship course was prepared with reference to the dimensions of service satisfaction as explained by (Tjiptono & Chandra, 2022) namely:

- a) Reliability
Reliability refers to the capacity and dependability to offer dependable, timely, and impartial services.
- b) Responsiveness

Responsiveness refers to the ability to help and provide pleasant services and be responsive to consumer desires.

c) Assurance

Assurance refers to the knowledge, ability, courtesy and trust of the lecturer, free from danger, risk or doubt.

d) Emphaty

Care, particular attention to consumers, and ease of interaction are all examples of empathy.

e) Tangible

Tangible refers to physical facilities, personnel equipment and communication media. The blueprint for student satisfaction surveys for entrepreneurship courses is described as follows:

Table 2
Blueprint of Student Satisfaction Survey on Entrepreneurship course

No	Dimension	Indicator	Item Number		Total
			Positive	Negative	
1.	Reliability	Discipline		1	6
		The ability of lecturer to provide services during lectures	2,3,4	5,6	
2.	Responsiveness	Availability, speed and accuracy of lecturer in responding to problems faced by students in learning	7	8,9	3
3.	Assurance	The ability of lecturers to provide confidence to students that the services provided are in accordance with the provisions	11,12,14	10,13	5
4.	Emphaty	Lecturer's concern for students in giving attention related to learning	16,18,19	17	4
5.	Tangible	Services provided in physical form		15,20	2
Total			10 Items	10 Items	20 Items

For interview, researcher used verbal contact to get more depth information from respondents. Researcher have made a set structured study questions totaling 10 questions. There were 2 informants in this study, namely lecturer and students. The results of interviews with lecturers have been disclosed in Introduction. Meanwhile, interviews with students as subject will be disclosed later in research findings and discussion.

Data Analysis

According to Miles and Huberman Data Analysis Technique consists of four steps. The first step is data collection, at this stage the researcher collects data from various sources such as questionnaires to determine the level of student satisfaction on entrepreneurship courses and also conducts interviews with entrepreneurship course lecturer and students to find out the reasons for holding entrepreneurship course and the implications for EED students. The second step was data reduction, in this phase, data were reduced and sorted according to research needs. The third step was data display, the data that has been obtained is presented in various ways, including interview data in verbatim transcripts (in the form of field notes), questionnaire data presented in matrices or graphs. The next data will be sorted and placed in a relationship pattern by presenting the data so that it is easier to understand. The last step was drawing conclusion. The data that has been displayed was then rechecked and reverified so that the data can be accounted for and reported in research findings. The detail of Data Analysis technique will be illustrated in figure 1

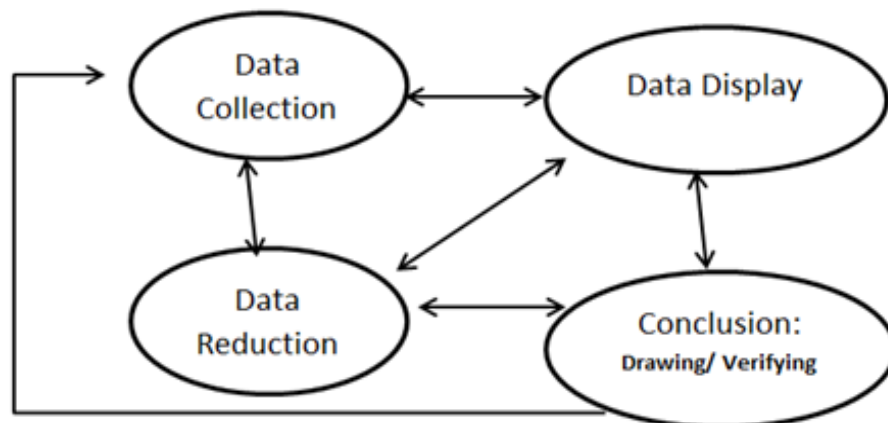


Figure 1. Data Analysis Technique

RESULTS AND DISCUSSION

Results

The following was representative data on each aspect of the questionnaire results of the student’s satisfaction level of English Education Department on the entrepreneurship course.

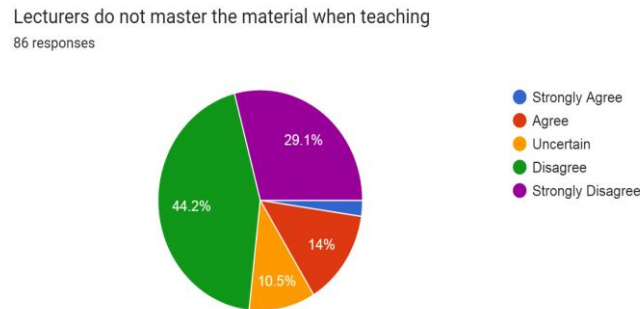


Figure 2. Students Satisfaction in the Aspect of Reliability

Figure 2 shows that in the aspect of reliability students who chose "Disagree" reached 44.2%, and students who chose "Strongly Disagree" reached 29.1%. While students who chose "Agree" reached 14% and those who chose "Strongly Agree" reached 2.3%. Besides, there are also students who choose "Uncertain" which reaches 10.5%. From the prior percentage it can be draw a conclusion that Majority of students are satisfied or it can be claimed that the lecturer is qualified to teach entrepreneurship course.

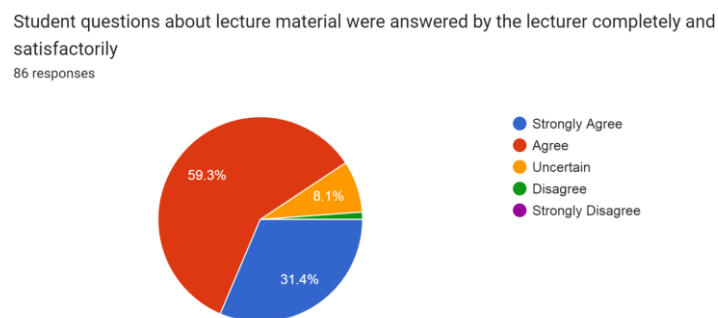


Figure 3. Students Satisfaction in The Aspect of Responsiveness

Figure 3 shows that in the aspect of responsiveness students who chose “Agree” reached 59.3%, and those who chose “Strongly Agree” reached 31.4%. Meanwhile, students who chose “Uncertain” reached 8.1% and those who chose “Disagree” reached 1.2%. From the previous percentage it can be concluded that most students are satisfied or it can be said that the lecturer fulfills what students need in entrepreneurship courses.

Lecturer use learning methods that are appropriate to the material and learning objectives
 86 responses

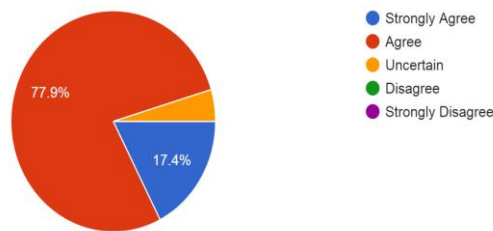


Figure 4. Students Satisfaction in The Aspect of Assurance

Figure 4 shows that in the aspect of assurance students who chose “Agree” reached 77.9%, and those who chose “Strongly Agree” reached 17.4%. Meanwhile, students who chose “Uncertain” reached 4.7%. From the prior percentage it can be concluded that students are satisfied. In other words, the lecturer provides a good learning method.

Providing motivation by lecturer to students to be active in lectures (asking questions, discussing, practicing)
 86 responses

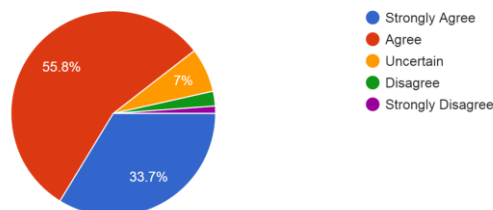


Figure 5. Students Satisfaction in the Aspect of empathy

Figure 5 shows that in the aspect of empathy students who chose “Agree” reached 55.8%, and those who chose “Strongly Agree” reached 33.7%. Meanwhile, students who chose “Disagree” reached 2.3% and those who chose “Strongly Agree” reached 1.2%. Besides, there are also students who choose "Uncertain" which reaches 7%. From the previous percentage it can be summed up that lecturer tend to be democratic person who give opportunity to students to share idea, to giving opinion, to deliver criticism.

Students feel uncomfortable in the classroom because the room is dirty and not equipped with adequate facilities and infrastructure to meet students' learning needs
 86 responses

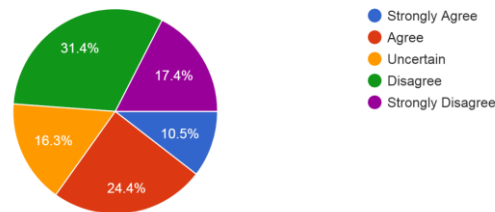


Figure 6. Students Satisfaction in the Aspect of Tangible

Figure 6 shows that in the aspect of tangible students who chose "Disagree" reached 31.4%, and those who chose "Strongly Disagree" reached 17.4%. Meanwhile, students who chose "Agree" reached 24.4% and those who chose "Strongly Agree" reached 10.5%. Besides, there were also students who chose "Uncertain" which reached 16.3%. From the previous percentage it can be concluded that students are satisfied with the learning facilities provided because that's adequate. like there is air conditioning, spacious room, comfortable seats, infocus, and wifi which can make learning more enjoyable.

The following is a summary of interview data related to the implications of entrepreneurship course for EED students, especially for students who already have a business. In general, some students mostly state that the entrepreneurship course is a course that opens opportunities for students to learn to become successful entrepreneurs, carry out self-development and also directs students to think about job creation. Students revealed that they were interested in becoming entrepreneurs before studying entrepreneurship course. The motivation of students to become entrepreneurs is because they want to earn income that can be used for personal needs, they also want to create jobs and prefer to be leaders. Entrepreneurship course have a positive effect on the businesses which run by EED students. They become aware of the science of entrepreneurship, such as how to market products that attract people's interest, the strategies that must be used, managing a business that is good and right, the character that an entrepreneur must have. Students will have the character of an entrepreneur, know business management strategies, production methods, marketing opportunities, marketing goals and know trends that are currently in high demand. In this entrepreneurship course there are several aspects that can develop a student's entrepreneurial mindset. Having an entrepreneurial spirit for EED students is very important because it will be beneficial in all aspects. In entrepreneurship course, the characters that must be owned by an entrepreneur are taught. Students submitted several suggestions, one of which was Direct Practice in Entrepreneurship Course.

Discussions

Based on the results of questionnaire, it shows that the level of student satisfaction in each aspect is different. However, based on the average level of each aspect it can be concluded that EED students have a high level of satisfaction. Overall students feel satisfied in the aspect of reliability, responsiveness, assurance, empathy and tangible. This shows that the instructor-related Factors, Learner-Related Factors, and Learning Environment-Related Factors can be categorized good. Even so, there are a number of things that need to be improved such as the punctuality of lecturers in starting and ending lectures, the suitability of the lecturer in making end-of-semester exam questions with the material that has been provided, ease of students in accessing and asking for help from lecturers, and providing additional meetings if ideal meetings have not been met so that the level of student satisfaction is at level 5 overall and can be categorized as very good.

The results of the interviews show that the Entrepreneurship course has sufficient implications for EED students, especially for those who already have a business. According to five participants, the entrepreneurship course helps students become good and successful entrepreneurs. They have emphasized that entrepreneurship course gave them the chance to expand their knowledge of entrepreneurship and learn new theories and information from many viewpoints in order to establish their businesses. Evidently, students' desire to continue their businesses grows as a result of taking entrepreneurship course. Students claim to have learned a variety of topics from this course, including how to launch a business and run one such that it meets its objectives. so that their business pursuits can ultimately be supported by this class. The students further elaborated on the significance of entrepreneurship as a subject that prepares them to cultivate and employ creativity and innovation for the benefit of their businesses. Students believe that this entrepreneurship course improves students' thinking and having the courage to take chances will provide new experiences that will help to analyze their businesses more effectively. After taking entrepreneurship course, students can identify obstacles and chances for starting their own business. They employ creativity to keep the business developed in line with consumer demands, and also benefit financially, which increases their enthusiasm for managing and expanding their business.

Students have several entrepreneurial characteristics that have been taught in class. Even though they are majoring in English, they think that this entrepreneurship course is important to teach because we as students must be oriented towards creating jobs in order to reduce unemployment and also having entrepreneurial character is very important in life, not only in relation to business. Especially for those who already have a business, they can be creative and develop their business. Because besides being a teacher, they also want to be good and successful entrepreneurs.

For entrepreneurship course to be more easily understood, most students recommend to combined with practice or learning by doing. However, at EED it seems that adopting a learning by doing approach has not been explored since the last 5 years. Though this can provide students with different educational levels and different entrepreneurial backgrounds the opportunity to work on different types of projects. This is in line with the opinion of (Johannison et al., in Kremel and Edman, 2019) who said that entrepreneurship education require practice. (Rae and Carswell in Kremel and Edman, 2019) also relate learn entrepreneurial behavior through experience and discovery. (Vincett and Farlow in Kremel and Edman, 2019) suggest learning by doing or hands-on experience. Several studies have shown that models that adopt a practice-oriented approach are more effective than theoretical models. Furthermore, there is a similarity in studies by (Barr et al., and Thursby et al., in Colombelli et al., 2022) In their study, entrepreneurship education programs that use a learning-by-doing method are successful at enhancing students' entrepreneurial characteristics and skills and inciting the beginning of an entrepreneurial career.

CONCLUSION

The final findings of this study can be summed up into twofold. Namely, First, the level of student satisfaction based on the aspects of reliability, responsiveness, assurance, empathy and tangible, most of the students rated it as good. Second, Entrepreneurship course for EED students has a sufficient implication. This can be seen from direct implication on promotion/marketing (using social media), cash flow (money management), Development of sustainable business (survive/progress), Entrepreneurial character (tough, confident, taking risks, leadership, not afraid of failure, etc), and build relation/ open networking.

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