

The Development of Entrepreneurship Courses for Prospective Teacher Students: Competency Analysis and Study Materials

Sukarno Sukarno¹, Sri Haryati^{2*}, Siswanto Siswanto³, Eli Trisnowati⁴, Farida Nur Setiati⁵

¹ Universitas Tidar, Magelang, Indonesia; sukarno2untidar.ac.id

² Universitas Tidar, Magelang, Indonesia; sriharyati@untidar.ac.id

³ Universitas Tidar, Magelang, Indonesia; siswanto@untidar.ac.id

⁴ Universitas Tidar, Magelang, Indonesia; elitrisnowati@untidar.ac.id

⁵ Universitas Tidar, Magelang, Indonesia; faridanursetiati@gmail.com

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ABSTRACT

Entrepreneurship courses are one of the important courses to be developed in the curriculum of education study programs. This is to equip students, apart from having abilities in the field of education, to have an entrepreneurial spirit. Prospective teacher students need to be equipped with entrepreneurial competencies as a provision for living life after graduating from lectures as prospective teachers. Currently, there are few studies on the development of entrepreneurship courses for prospective teachers. This study aims to develop competencies and study materials that need to be mastered by prospective teacher students in entrepreneurship courses. This research was conducted using the Delphi method, which involves expert consensus to determine the competencies and study materials for entrepreneurship courses. These competencies and study materials are used by lecturers as the basis for developing semester learning plans (RPS). The results showed that there are ten competencies that must be mastered by prospective teacher students when carrying out entrepreneurship lectures. The most important thing is exploring local potential that can be utilized for entrepreneurial activities. The ten competencies were also analyzed based on priority order factors that must be trained to students. Through this research, it is necessary to develop a more practical curriculum for educational study programs.

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Corresponding Author:

Sri Haryati

Universitas Tidar, Magelang, Indonesia; sriharyati@untidar.ac.id

1. INTRODUCTION

Entrepreneurship refers to an individual's creative ability to add value to a product or service. Instilling the concept of entrepreneurship in individuals, including students, is essential with the goal that, upon graduation, they will not only have expertise in their fields but also possess the skills to become entrepreneurs, ultimately contributing to job creation. Entrepreneurship has long been recognized as a critical factor in driving socioeconomic development and growth within a country (Al-

Qudah, Al-Okaily, & Alqudah, 2022; Prasetyo & Kistanti, 2020; Sergi et al., 2019; Urbano et al., 2020). With the advent of globalization, entrepreneurship has gained even greater significance as a means of addressing the challenges of global economic competition, particularly in terms of creativity and innovation. Those skilled in innovation and capable of generating new ideas will have a competitive edge in the fast-paced global marketplace. Entrepreneurship requires not only creativity and innovation but also the ability to recognize opportunities and remain open to positive input and changes that foster business growth and sustainability (Guclu, Dees, & Anderson, 2002; Hillman & Baydoun, 2020; Marnoto et al., 2024; Park, 2020; Suci & Hermawati, 2024).

Entrepreneurship has many benefits for life. Some of the benefits of entrepreneurship are stated by (Zimmerer & Scarborough, 1996), namely: Entrepreneurship is able to provide opportunities and freedom in controlling its own destiny, Through entrepreneurship can provide opportunities for change, Through entrepreneurship will provide opportunities to achieve their full potential, Through entrepreneurship will have the opportunity to achieve profits as optimally as possible, Through entrepreneurship will have opportunities that play an active role in society and get recognition for their efforts, Through entrepreneurship will have the opportunity to do something that is liked and foster a sense of pleasure in doing it.

A prospective teacher must have an entrepreneurial spirit in running a business or business, where the teacher's spirit of creativity and innovation can be embedded through teaching and learning activities that require prospective teachers to be creative and innovative. The spirit of creativity and innovation will be able to give birth to a teacher as well as a good entrepreneur. The entrepreneurial spirit that appears in the character of a positive teacher candidate will be able to influence students. Having creative and innovative abilities is necessary for a teacher to be able to become an entrepreneur by looking for existing opportunities according to the potential of their respective regions. It is important for a prospective teacher to have an entrepreneurial spirit amidst the challenges of the very tight world of work. Entrepreneurial spirit refers to a person's attitude, enthusiasm and ability to identify business opportunities, take risks and innovate to create value or useful solutions. Someone who has an entrepreneurial spirit usually has characteristics such as creativity, courage to take risks, fighting power, the desire to continue learning, and the ability to lead. Apart from that, by having a good entrepreneurial vision, prospective teachers will be able to open up new business opportunities either related to their scientific competence or outside their scientific competence, so that they are able to create business opportunities for their region. Teachers with entrepreneurial character will be able to have a special relationship with students, where one of them is self-confidence which is one of the entrepreneurial characters. This attitude will be able to influence ideas, karsa, initiative, creativity, courage, perseverance, and the spirit of hard work (Hasanah, Gustini, & Rohaniawati, 2016; Marnoto et al., 2024; Pawelay, Yahiji, Ondeng, & Arif, 2024; Pradesa, Aurellia, Al-Akmam, Ayu, & Nurhasanah, 2021)

Entrepreneurship education is one of the courses taught to students. Entrepreneurship education not only provides a theoretical basis for the concept of entrepreneurship, but also forms an entrepreneurial mindset for students (Wardhani & Nastiti, 2023). Entrepreneurship education through entrepreneurship courses will positively influence students, where entrepreneurship education does not merely teach students to be good at trading, but also instill entrepreneurial mentality and characteristics for students. Through entrepreneurship courses, the value of entrepreneurship values will be internalized in learning and raise the self-awareness of prospective teacher students of the importance of values, character, and habituation of entrepreneurial values in their behavior, especially for prospective teacher students who are education and leaders in education. Gaps occur in relation to the concept of entrepreneurship learning which is fully practiced in the real world so that students only understand the concepts and theories of entrepreneurship.

It needs to be realized that the importance of entrepreneurship for prospective teachers is so that in practice teachers are able to develop their potential and are able to increase the potential of their region. The success of entrepreneurship education for prospective teacher students cannot be separated from

the role of the RPS. The entrepreneurship course can be measured better through the aims and objectives of the entrepreneurship course, the content of the RPS, the material, and the methods used (Hapsari, 2018). Because of this, the RPS as an initial education plan has an important role in the success of entrepreneurship education for prospective teachers, where through a good RPS will realize the achievement of course objectives (Sitepu & Lestari, 2018).

However, currently there is still little research on the development of entrepreneurship education for prospective teachers, especially on the development of semester learning plans. Whereas the entrepreneurial spirit and characteristics are closely related to teachers who will have an impact on students. Through good and planned entrepreneurship education through a good RPS will be able to create a prospective teacher with entrepreneurial spirit and characteristics. Therefore, this research was conducted with the aim of developing entrepreneurship courses that focus on developing semester learning plans.

2. METHODS

This research was conducted using a qualitative method that focuses on determining expert agreement. This research has two stages as follows. The first stage uses the Fuzzy Delphi method. It is suitable because it combines the classic Delphi method with fuzzy logic to handle uncertainty and subjectivity in expert opinions. FDM is effective for measuring expert consensus more flexibly, especially when there is significant uncertainty or disagreement. This method filters and quantifies opinions into numerical values that can be processed more objectively. To determine the competencies expected to be mastered by students in entrepreneurship courses shown in Table 1.

Table 1 Expected Competencies Mastered

Code	Expected Final Competency Code
C1	Analyze the importance of entrepreneurship for teachers
C2	Analyze efforts to foster entrepreneurial motivation
C3	Understand the character of entrepreneurship
C4	Analyze the types of entrepreneurship and their development trends
C5	Explore local potential as entrepreneurial material
C6	Make business planning and management
C7	Understand financial management
C8	Mastering the concepts of production, distribution, and communication management
C9	Apply entrepreneurial ethics
C10	Understand Intellectual Property Rights in Entrepreneurship

These 10 competencies are general competencies and should be possessed by prospective teacher students. One of them is related to the trend in the development of entrepreneurship, which equips students to look for existing opportunities so that they can open up new opportunities that are more specific and different from those that already exist. This stage involves 10 experts to reach an agreement. The 10 experts consist of experts ranging from practitioners who have done entrepreneurship to lecturers who teach entrepreneurship courses. The procedure for performing the Fuzzy Delphi method is as follows.

1. The researcher identifies each answer from the expert.
2. Researchers set a linguistic scale using a Likert scale by adding three Fuzzy numbers (FN), namely m_1 , m_2 , and m_3 . The m_1 value represents the smallest possible value. The m_2 value represents the actual possible value. The m_3 value represents the largest possible value. M_1 represents the lower limit or minimum value expected from an expert's assessment. M_2 represents the central or median value, namely the assessment that is considered the most

appropriate or most accurate by experts. and M3 Represents the upper limit or maximum value that the expert may give,

3. Researchers calculate the average value of Fuzzy numbers (FN).
4. Researchers calculate the threshold value (d).

$$d = \sqrt{\frac{1}{3}(\bar{m}_1 + m_1)^2 + (\bar{m}_2 + m_2)^2 + (\bar{m}_3 + m_3)^2}$$

5. Researchers calculate the defuzzification process (DV) value.

$$DV = \frac{1}{3}(\bar{m}_1 + \bar{m}_2 + \bar{m}_3)$$

Description:

m_1	= Least likely value
m_2	= Actual probability value
m_3	= Greatest likelihood value
\bar{m}_1	= Average value of the smallest possibility
\bar{m}_2	= Average true likelihood value
\bar{m}_3	= Average of the largest likelihood values

6. The researcher determines the agreement status of the experts involved based on the acquisition of the threshold value (d) and the defuzzification process (DV) value. Status A means Accepted. This threshold value is a value determined to measure the level of agreement between experts. The defuzzification result value (DV) is the final number that describes the agreement or aggregate opinion of experts regarding a statement or item in the research
7. Perform ranking (R) based on the defuzzification process (DV) value.

The second stage uses V-Aiken to determine the validity of the semester learning plan. At this stage experts were involved in assessing several aspects, namely 1) the accuracy of the study material with the expected competencies, 2) the accuracy of the learning method with the competencies and study materials, 3) the suitability of the time allocation with the material taught, 4) the accuracy of the planned learning experience. Aiken's V calculates the validity coefficient from expert perceptions, making it suitable for ensuring that the items or indicators being tested are relevant and valid from the experts' point of view. The formula of V-Aiken is as follows.

$$V = \frac{S}{n(C-1)}$$

$$S = R - Lo$$

Description:

V	= Aiken Index
S	= Total score given by the expert minus the lowest score
R	= Score given by the expert
Lo	= Lowest assessment score
C	= Highest assessment score
n	= Number of validators (experts)

3. FINDINGS AND DISCUSSION

Research has urgency in developing competencies and study materials that need to be mastered by student teachers in entrepreneurship courses. Through research, we can find out what

competencies a prospective teacher must have in starting an entrepreneurship. Before developing the semester learning plan, the research team developed competencies that will be taught to students. In this study, the team compiled 10 competencies that must be mastered by students in entrepreneurship courses. The ten competencies can be seen in Table 1. Furthermore, to see expert agreement related to the ten competencies, the Fuzzy Delphi method was tested. Based on the test results, all competencies developed were agreed by experts as competencies that must be mastered by students in entrepreneurship courses, as seen in Table 2.

Table 2 Fuzzy Delphi Results Related to Final Competencies Expected to be Mastered

Competency	d	%	Ket	DV	R
C1	0.16	96	A	0.76	3
C2	0.04	96	A	0.76	3
C3	0.08	92	A	0.72	4
C4	0.00	100	A	0.8	1
C5	0.00	100	A	0.8	1
C6	0.02	98	A	0.78	2
C7	0.12	92	A	0.72	4
C8	0.12	92	A	0.72	4
C9	0.12	92	A	0.72	4
C10	0.12	92	A	0.72	4

If the distance between the experts' fuzzy opinions on an item or statement is smaller than this threshold, then it can be said that there is significant agreement between the experts. The ten competencies compiled by the research team were agreed to be accepted by the expert, based on the acquisition of the threshold value (d) and the qualified defuzzification process (DV) value. The following is an explanation of each competency. The first competency, "analyzing the importance of entrepreneurship for teachers", was accepted. These results are in line with previous research, namely that teachers must have performance capabilities in the form of the ability to foster an entrepreneurial spirit for students so that the right product is created (Andayani, 2021). An analysis of the importance of entrepreneurship for teachers is needed so that teachers can develop innovative abilities when starting entrepreneurship. Apart from that, prospective teachers can have an initial foundation that entrepreneurship is important.

The second competency, namely "analyzing efforts to foster entrepreneurial motivation" was agreed to be accepted. These results are in line with previous research which states that entrepreneurial motivation is important to instill in the world of education through prospective teachers who are equipped with effective entrepreneurial strategies (Arifin & Herlambang, 2023). The third competency, namely "understanding entrepreneurial character", was agreed to be accepted. This is due to the importance of instilling entrepreneurial character early on, especially in school to form creative and innovative entrepreneurs (Permana et al., 2021). The fourth competency, namely "analyzing the types of entrepreneurs and their development trends" was agreed to be accepted. These results are in accordance with previous research which states that the utilization of universities in entrepreneurship courses can be done by understanding business change trends (Sari, 2023). The fifth competency, namely "exploring local potential as an entrepreneurial material" was agreed to be accepted. This agreement is in accordance with the statement that the utilization of local potential can change and improve the economic conditions of the community (Arifin et al., 2020; Bos & Gupta, 2019; Di Sacco et al., 2021).

The sixth competency is "making business planning and management. The seventh competency is "understanding financial management". The eighth competency is "mastering the concepts of production management, distribution, and communication" (Ferrier & Khalil, 2023; Philbin, 2021; Shah et al., 2022). The three competencies were agreed to be accepted by the expert. This is because the three competencies compiled by the research team are basic management skills in doing business.

The ninth competency, namely “applying entrepreneurial ethics”, was agreed to be accepted. These results are in accordance with previous research, which states that entrepreneurial ethics are useful for ensuring business continuity and achieving competitive advantage (Darmawan, Fuady, Mardikaningsih, & Retnowati, 2022). The tenth competency, namely “understanding intellectual property rights in entrepreneurship,” was agreed upon and accepted. These results are in accordance with previous research which states that intellectual property rights have an important role in the free market era. These intellectual property rights are divided into copyright patents/trade secrets, industrial designs, brands, Integrated Circuit Layout Designs (DTLST), and plant variety protection (Ardi, Mutamima, & Fitrianingrum, 2022).

In addition, the test results also found a priority order. The order of priority indicates that these competencies are important to be trained to students. Based on the test results, competencies 4 and 5 show the first priority order, competency 6 shows the second priority order, competencies 1 and 2 show the third priority order, competencies 3, 7, 8, 9, and 10 show the fourth priority order. The priority order of the 10 competencies can be seen in Table 2. The second competency is analyzing types of entrepreneurship and exploring local potential in entrepreneurship. This is a priority because according to experts, these two competencies can see opportunities that exist in the surrounding area so that they can increase the economic value in the area.

After deciding on the competencies that must be trained to students through entrepreneurship lectures. The next step is to develop a semester learning plan based on these competencies. The results of the semester learning plan validity test were carried out by asking for consideration to experts, then analyzed using Aiken-V. Experts were asked to provide an assessment of each meeting in the semester learning plan. The assessment was carried out by looking at several aspects, namely (1) The accuracy of the study material with the expected competencies; (2) The accuracy of the learning method with the competencies and study materials; (3) The suitability of the time allocation with the material taught; (4) The accuracy of the planned learning experience. Based on the validity test, all experts agreed on the developed semester learning plan, seen in Table 3.

Table 3 Aiken-V Results Regarding Developed RPS

Meeting	Σs	V
1	22.75	0.95
2	21.75	0.91
3	22.75	0.95
4	23.50	0.98
5	23.50	0.98
6	23.50	0.98
7	22.00	0.92
8	22.75	0.95
9	23.00	0.96
10	23.50	0.98
11	23.25	0.97
12	23.00	0.96
13	23.50	0.98
14	22.25	0.93

The validity of results is a key aspect in developing and implementing Semester Learning Plans (RPS), because valid results ensure that learning components are designed according to educational objectives, student needs, and curriculum standards. Valid results provide certainty that decisions taken based on data and analysis truly reflect existing reality. All meetings listed in Table 3 elaborate on the 10 competencies described in Table 1. All competencies in Table 1 are evenly distributed across the fourteen meetings (can be seen in Table 4). Some competencies that are dense in material are used

in several meetings, such as competency 4 (C4), competency 5 (C5), and competency 6 (C6). The semester learning plan description regarding graduate learning outcomes, course learning outcomes, and course descriptions can be seen in Table 5.

Table 4 Expected Competencies Mastered

Meeting	Code	Expected Final Competency Code
1	C1	Analyze the importance of entrepreneurship for teachers
2	C2	Analyze efforts to foster entrepreneurial motivation
3	C3	Understand the character of entrepreneurship
4	C4	Analyze the types of entrepreneurship and their development trends
5	C4	Analyze the types of entrepreneurship and their development trends
6	C4	Analyze the types of entrepreneurship and their development trends
7	C5	Explore local potential as entrepreneurial material
8	C5	Explore local potential as entrepreneurial material
9	C6	Make business planning and management
10	C6	Make business planning and management
11	C7	Understand financial management
12	C8	Mastering the concepts of production, distribution, and communication management
13	C9	Apply entrepreneurial ethics
14	C10	Understand Intellectual Property Rights in Entrepreneurship

Table 5. Graduate Outcomes, Course Learning Outcomes, and Course Description

Graduate learning outcomes (CPL)	<p>Attitude: Internalize the spirit of independence, struggle and entrepreneurship</p> <p>Knowledge: Mastering the concept of entrepreneurship and its application in the context of his profession as a teacher.</p> <p>Skills: Carrying out entrepreneurial practices by exploiting local potential advantages</p>
Course learning outcomes (CPMK)	This course equips students to analyze the basic concepts of entrepreneurship and design businesses independently or in groups by identifying all the local potential that exists around them.
Course description	This course equips students to understand the essence of the benefits of entrepreneurship, efforts to foster entrepreneurial motivation, entrepreneurial character, various types of entrepreneurship and development trends, exploiting local potential for entrepreneurship, planning and managing business, financial management, production management, distribution, communication, and the concept of ethics and intellectual property rights in entrepreneurship.

The findings of this research align with its objectives, specifically the development of competencies and study materials that student teachers need to master in entrepreneurship courses. To enhance learning outcomes, it is crucial to implement a structured learning plan that integrates both theoretical knowledge and practical applications of entrepreneurship. This ensures that the material presented goes beyond mere theory and reflects real-world entrepreneurial practices. As

noted by Marnoto et al. (2024), entrepreneurship education is more effectively understood when supplemented with real-life examples or involvement from practitioners with extensive field experience. The incorporation of practical elements such as case studies, internships, and guest lectures from experienced entrepreneurs allows students to bridge the gap between theoretical concepts and real-world entrepreneurial challenges (Jones, Matlay, & Maritz, 2012). Additionally, research has shown that experiential learning approaches, such as simulations and business projects, significantly enhance students' entrepreneurial skills and foster a deeper understanding of the complexities involved in starting and managing a business (Neck, Greene, & Brush, 2014). Therefore, the development of a comprehensive teaching plan for entrepreneurship courses should emphasize the collaboration between theory and practice, enabling students to gain a more holistic and practical understanding of entrepreneurship, which will ultimately lead to more effective learning outcomes (Rideout & Gray, 2013).

4. CONCLUSION

These findings are in line with the research objectives, namely developing competencies and study materials that need to be mastered by student teachers in entrepreneurship courses. Based on the two stages carried out by the research team, the conclusions were as follows. The first, the ten competencies that must be mastered by students in entrepreneurship courses are agreed to be accepted by experts. This is based on obtaining threshold values (d) and defuzzification process (DV) values that meet the requirements. The ten competencies are analyze the importance of entrepreneurship for teachers (C1), analyze efforts to foster entrepreneurial motivation (C2), understand the character of entrepreneurship (C3), Analyze the types of entrepreneurship and their development trends (C4), explore local potential as entrepreneurial material (C5), make business planning and management (C6), understand financial management (C7), mastering the concepts of production, distribution, and communication management (C8), apply entrepreneurial ethics (C9), understand Intellectual Property Rights in Entrepreneurship (C10). The second, semester learning plan based on the ten competencies agreed by experts. This is based on obtaining an Aiken-V score that meets the requirements. The semester learning plan consists of 14 meetings, where the ten competencies are spread throughout the meetings. Further research needs to be developed to investigate the implementation of semester learning plans and their effectiveness in different educational environments.

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