

Entrepreneurship Learning Motivation and Its Influencing Factors for Students of the Arabic Language Education Department, Faculty of Tarbiyah and Teaching, UIN Alauddin Makassar

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ABSTRACT

This study explores the interest, attention, enthusiasm, academic performance, and motivational factors influencing entrepreneurship learning among Arabic Language Education students at UIN Alauddin Makassar. Employing a descriptive qualitative approach with interviews, the research reveals that students exhibit a strong interest in entrepreneurship due to its potential to foster independence and reduce reliance on external support. Their attention to assignments is commendable, as these tasks enhance their knowledge, practical experience, and creativity through direct observation of entrepreneurial activities. Students demonstrate remarkable enthusiasm during learning sessions, driven by the realization that entrepreneurship fosters risk-taking skills and equips them to face challenges effectively. Academic performance in the entrepreneurship course is notably high, supported by motivational factors such as the practical application of knowledge and the cultivation of self-reliance.

Keywords: the motivation , entrepreneurship, Arabic Language Education students

INTRODUCTION

The entrepreneurship course has become a general compulsory course (MKDU) for all higher education institutions, both public and private, in Indonesia, regardless of the major or study program. This is intended to provide a perspective to the educational world that the primary goal for university graduates is to secure employment.

Our country can no longer guarantee its graduates positions as civil servants (PNS) due to the limited national budget needed to finance all government expenditures. Additionally, several private companies are unable to sustain their operations due to the imbalance between income and expenses, resulting in numerous layoffs. This situation contributes to a rising unemployment rate, which, in turn, increases the potential for criminal activities within a nation.

The 1945 Constitution guarantees that the poor and abandoned children will be cared for by the state. However, in reality, this is challenging to achieve because the country is experiencing turmoil across various sectors of life due to political instability, inequitable law enforcement, and uneven social welfare.

This condition has prompted universities to take the initiative to offer entrepreneurship as an alternative for students, encouraging them to consider it as a viable option for entering the workforce. With the increasing difficulty for society, especially university graduates, to secure jobs, combined with the growing unemployment rate that the government cannot fully

manage, entrepreneurship could be a suitable solution to address the current crisis affecting our beloved nation.

At UIN Alauddin Makassar, particularly in the Faculty of Tarbiyah and Teaching, students in the Arabic Language Education program (PBA) primarily study Islamic-related subjects, such as Arabic, religious education, fiqh, aqidah, akhlaq, and various other religion-based courses. In their sixth semester, however, they study entrepreneurship, a non-religious subject seemingly unrelated to the Islamic courses they have taken thus far. Based on this context, the author aims to formulate several potential issues that may arise during the learning process within the Arabic Language Education department.

METHODS

The data source for this research is the sixth-semester students of the 2014 cohort in the Arabic Language Education Department, Faculty of Tarbiyah and Teaching, UIN Alauddin Makassar. The research was conducted within the 2014 cohort of the Arabic Language Education Department at the Faculty of Tarbiyah, UIN Alauddin Makassar, located at Jalan Sultan Alauddin No. 36, Samata, Gowa Regency. This study is categorized as field research, meaning it was carried out in a specific environment, namely the Arabic Language Education Department, with the aim of obtaining relevant data aligned with the research problems discussed. This research employs a qualitative descriptive method with the following objectives:

1. To obtain an overview of entrepreneurship learning motivation and the factors influencing it;
2. To gather data that can address the aforementioned research problems.

The types of data used in this research are:

1. **Primary data**, which are obtained directly from the main sources. In this research, the primary sources include the Dean, Department Head, Department Secretary, lecturers, and administrative staff. This primary data was collected through interviews.
2. **Secondary data**, which are obtained from literature, relevant readings, and documentation from the Arabic Language Education Department.

To collect data relevant to the research problems, various data collection methods were used, including observation, interviews, and documentation. The data gathered from interviews, field notes, and other materials are meaningful after being analyzed and interpreted using appropriate methods for data analysis and interpretation. In relation to this research, the data analysis and interpretation method used is the Miles and Huberman model, which involves the steps of data reduction, data display, and conclusion drawing.

RESULTS AND DISCUSSION

The results of the research indicate that the interest of students in the Arabic Language Education Department in learning the entrepreneurship course is relatively very satisfying, as it provides business opportunities without relying on the government or others, fostering a strong sense of independence. The students' level of attention to completing entrepreneurship assignments given by lecturers is excellent, as they gain new knowledge and experiences and directly observe real entrepreneurial activities in the field, which also nurtures a spirit of creativity and innovation. The students' enthusiasm during entrepreneurship learning sessions is at its peak because they realize that entrepreneurship activities offer unique value, especially in developing the courage to take risks, enabling them to face challenges effectively. The overall academic performance in the entrepreneurship course shows that students, on average, achieve excellent grades.

Level of Motivation to Learn Entrepreneurship from the results of the questionnaire, 70% of respondents had a high level of motivation to learn entrepreneurship, 20% had a moderate level of motivation, and 10% had a low level of motivation. This shows that most students have the enthusiasm to learn entrepreneurship as a provision for facing the future.

Factors Affecting Motivation to Learn

a. Intrinsic Factors

Interest in entrepreneurship: 60% of students indicated that personal interest in the business world and economic independence were the main drivers of their motivation. Perception of benefits: Students who realize the importance of entrepreneurial skills have higher motivation.

b. Extrinsic Factors

Support from lecturers and campus environment: More than 65% of respondents stated that guidance from lecturers and adequate campus facilities increase learning motivation.

Influence of family and friends: 40% of students are influenced by families who have a business background.

The results of the study indicate that students' motivation to learn entrepreneurship is influenced by a combination of intrinsic and extrinsic factors. Intrinsic motivation, such as interest and perceived benefits, play a major role in increasing motivation. On the other hand, positive learning environment support is also important to encourage students' enthusiasm for learning.

CONCLUSION

This research uses a descriptive qualitative method. Data collection was conducted through interviews. The results of the research indicate that the interest of Arabic Language Education students in learning entrepreneurship is relatively very satisfactory because it provides them with opportunities for entrepreneurship without depending on the government or others, thereby fostering a strong sense of independence. The students' level of attention to completing entrepreneurship assignments given by lecturers is high, as they gain new knowledge and experiences and can directly observe real entrepreneurial activities in the field, which also cultivates a spirit of creativity and innovation. The students' enthusiasm during entrepreneurship learning sessions is excellent, as they realize that entrepreneurship activities offer unique value, especially in fostering the courage to take risks, enabling them to face challenges effectively. The academic achievement in the entrepreneurship course among the students generally shows outstanding results.

The majority of students have high motivation in studying entrepreneurship. Intrinsic and extrinsic factors contribute to each other in influencing learning motivation. It is recommended that the faculty continue to improve the quality of entrepreneurship teaching and provide more supporting facilities, such as entrepreneurship training and business guidance. This study provides valuable insights for the development of entrepreneurship programs in higher education environments, especially at UIN Alauddin Makassar.

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