

# A Critical Analysis of the Separate Curriculum Model of Entrepreneurship Courses in the Unimed French Language Education Study Program

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**Abstract.** Entrepreneurial skills are one of the most important skills taught to students of any study program. This is because there are very limited formal job vacancies for graduates. By having entrepreneurial knowledge and skills, graduates will be able to work independently. This article aims to explain the results of a critical analysis of the separate curriculum model of entrepreneurship courses in the Unimed French Language Education Study Program. The main data of this research is the separate curriculum model of the Unimed French Language Education study program. The data were collected using documentation study techniques and interviews. The documentation study technique was used to analyze the content of the curriculum documents of the Unimed French Language Education Study Program. The interview technique was used to obtain student responses as curriculum users. The method used to analyze the data is content analysis. Based on the results of data analysis, it is found that the separate curriculum model is not appropriate enough to be used to improve student entrepreneurship skills. In connection with this problem, it is recommended to use an integrated curriculum model where entrepreneurial knowledge and skills can be taught in an integrated manner in several relevant courses.

**Keywords:** Integrated Curriculum, Entrepreneurship, French.

## 1 Introduction

One of the Key Performance Indicators of Higher Education is the percentage of undergraduate program graduates who successfully get a job, continue their studies or become self-employed. In relation to these Key Performance Indicators, the Unimed French Education Study Program includes Entrepreneurship courses in its learning curriculum as an effort to equip students with entrepreneurial knowledge and skills.

Entrepreneurial skills are one of the most in-demand skills of the 21st century<sup>[1]</sup>. The rapid growth of jobs and industries requires creative workers, including the ability to think out of the box, think beyond conventional wisdom, imagine new scenarios and produce extraordinary work. Having an entrepreneurial mindset allows one to create jobs for oneself and for others. Therefore, students should be trained to answer questions and make decisions quickly. They should also be trained to think inventively, to observe and evaluate new and unique opportunities and ideas.

Entrepreneurship learning is not only to train students entrepreneurial skills but there can also train students communication skills, interpersonal skills, decision making, problem solving, negotiation, creative thinking, critical thinking, self-awareness, empathy, self-control, resilience and organizational skills<sup>[2]</sup>. In relation to this, it is very important that entrepreneurship learning is provided to students throughout their studies. By teaching entrepreneurship, some very important 21st century skills as stated above can be taught to students. Therefore, it is necessary to develop an appropriate entrepreneurship learning curriculum.

Based on the form of curriculum organization, there are three types of curriculum, namely separated subject curriculum, correlated curriculum, and integrated curriculum<sup>[3]</sup>. In the separated subject curriculum, each course has no connection at all. In the correlated curriculum, there is a relationship between one course and another, but still pay attention to the characteristics of each course. As for the integrated curriculum, learning is centered on a particular problem or topic and all courses are designed to refer to that particular topic.

In relation to entrepreneurship learning, the Unimed French Education Study Program chooses to use the separated subject curriculum model as a strategy for implementing entrepreneurship learning. In this case, Unimed French Education Study Program only provides 2 hours of learning to teach entrepreneurship knowledge and skills. Is providing only 2 hours of entrepreneurship learning considered sufficient to improve students' entrepreneurial knowledge and skills? This is the focus of discussion in this article. This article aims to explain the results of a critical analysis of the separate curriculum model of entrepreneurship courses in the Unimed French Language Education Study Program.

Relevant research related to this article is research conducted by Staffan entitled "Work Integrated Learning Model in Relation to CDIO Standards". The research aims to develop a practice model for implementing integrated learning for undergraduate engineering students in relation to the implementation of standard 7 (experience using integrated learning) and standard 8 (active learning). The results showed that integrated learning can improve the learning process in which knowledge and practice are integrated in the curriculum<sup>[4]</sup>.

## **2 Method**

This research uses a qualitative approach of Miles and Huberman model which consists of data collection, data reduction, data presentation, and data verification<sup>[5]</sup>. The main data of this research is the separate curriculum model of the Unimed French Language Education study program. The data were collected using documentation study techniques and interviews. The documentation study technique was used to analyze the content of the curriculum documents of the Unimed French

Language Education Study Program. The interview technique was used to obtain student responses as curriculum users. The method used to analyze the data is content analysis.

### **3 Results and Discussion**

Based on the analysis of the curriculum content of the Unimed French Language Education Study Program, it was found that the entrepreneurship course is only taught in semester 2 with a weight of 2 learning hours. In other semesters, there are no other courses similar to entrepreneurship. The very small number of learning hours is certainly not enough to make students skilled in entrepreneurship.

Furthermore, based on the content of the lesson plan that has been prepared by the teaching team, it is found that the purpose of the course is to provide students with entrepreneurial skills in the field of education. However, the content of the learning sub-achievement is more dominated by aspects of mastery of entrepreneurial knowledge. Learning sub-achievements that lead to entrepreneurial practice activities do not exist. It must be realized that the real purpose of entrepreneurship learning is to prepare students for an uncertain future by providing business creation skills<sup>[6]</sup>.

Based on the results of interviews with students who have taken the course obtained data that none of the students who succeeded in building entrepreneurship in the field of education after taking the course. Students feel that learning entrepreneurship courses in the Unimed French education study program is more emphasized on understanding the concept of entrepreneurship. Students are not trained in entrepreneurship in the field of education as the learning outcomes of this course. This data is in line with the results of the content analysis toward the entrepreneurship course learning plan of the Unimed French education study program.

As a discipline, Kuratko stated that the objectives of entrepreneurship education are as follows.

- a. Building a creative and innovative attitude.
- b. Fostering leadership character.
- c. Train organizational competence.
- d. Build skills to create achievement targets.
- e. Thinking and conceptualizing in company creation and management.
- f. Train to think out of the box and take advantage of untapped opportunities.
- g. Instill a strong and positive orientation towards the growth of wealth, knowledge and work.
- h. Foster resilience to change, as well as the ability to take risks and turn ideas into action<sup>[7]</sup>.

If we refer to Kurato's opinion above, building creativity and an innovative attitude is not easy. It takes a long time and continuous practice. Therefore, the use of a separate curriculum model used by the Unimed French Education Study Program is an inappropriate strategy. The use of a separate curriculum model will not allow for sufficient entrepreneurial learning hours as it will reduce the core subject learning hours.

Creativity is the ability to generate new ideas or innovative solutions, which can bring added value or uniqueness to a product, service or business process. It not only involves creating something completely new, but it can also be a new use or fresh approach to things that already exist. A business person must be accustomed to thinking out of the box. In the context of entrepreneurship, creativity

is very important because it can be a differentiator between the products or services sold and those sold by other competitors.

Through creativity will produce innovation, which is the introduction of new things through the application of new processes or services, which aims to provide better solutions to pre-existing problems or needs. Overall, innovation is the key to creating significant added value in a business. By continuously encouraging creativity and the discovery of new ideas, an entrepreneur can optimize the various growth potentials of his business and achieve long-term success. Therefore, an entrepreneur is required to always develop various new innovations related to his business in order to survive in the midst of growing business competition.

In addition to creativity and innovation, a character that is also very important for an entrepreneur to have is persistence, which is a person's ability to survive and continue their business or business activities despite facing challenges, failures, or obstacles that may arise. Persistence also reflects the patience and perseverance of an entrepreneur in achieving business goals<sup>[8,9]</sup>. Barriers to entrepreneurship are factors or situations that can hinder or inhibit the process of business development and success. These barriers can be in the form of various obstacles or unexpected conditions that can interfere with a person's psychological or psychological development, and cause difficulties for both oneself and others involved in the business.

One of the challenges faced by universities in improving students' ability to become entrepreneurs is how to develop an effective curriculum related to entrepreneurship. In this case, the integrative curriculum model is considered appropriate for use in education, where various skills including entrepreneurial skills can be integrated in the learning of a course. Ortlieb stated that the use of an integrated learning approach can provide benefits in learning to read and write<sup>[10]</sup>.

## **4 Conclusion**

The separate curriculum model is not appropriate enough to be used to improve student entrepreneurship skills. In connection with this problem, it is recommended to use an integrated curriculum model where entrepreneurial knowledge and skills can be taught in an integrated manner in several relevant courses.

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