

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Currently, the people are faced with the challenges of the globalization era. The phenomenon of globalization is an inevitable reality, requiring individuals to always be prepared to face transformation and rivalry on a global scale (Rusman, 2022). Failure to adapt can result in downturns for humans. This era of globalization causes intense competition between countries, commonly called global competition (Era et al., 2016). Especially in Indonesia, the toughest challenge is how to make Indonesia's young generation able to compete in the global realm. The essential ability for young people to face global competition is to prepare themselves by having skills that allow them to be able to compete in the international or global realm (Haliza, 2021). The younger generation's role in world development significantly enhances human resource quality, progress, and future ideas realization, using innovative strategies to produce highly competent generations (Hamdani et al., 2022).

In accordance with the demands of the 21st century, the learning process is becoming increasingly important for students to have soft skills (Maghfiroh et al., 2022). In addition, in this 21st century era, all individuals are expected to have mastery of four 21st century skills referred to as 4C's (Amalia, 2022). The four skills in question include communication, collaboration, critical thinking, and creativity. The Partnership for 21st Century Skills has identified skills that are critical for graduates to succeed and

compete in this era. These skills can increase marketability, employment opportunities, and readiness to become good citizens (Junedi et al., 2020). Especially in Indonesia, providing 21st-century education is expected to advance the nation's generation as human resources equipped with relevant skills for the future. In the coming era, 21st century education is important to instill the skills and competencies needed by the younger generation (Isnaeni et al., 2023). The components of life and job skills, learning and innovation skills, and information, media, and technology skills as student learning products, as well as the core and 21st century themes as the academic foundation in the 21st century (Mustikawati et al., 2023). c

In the educational environment, 4C's skills can be developed and obtained in various ways, including through academic or non-academic fields. In the academic context, 4C's skills can be gained through classroom learning activities (Arsanti et al., 2021). Psychomotor evaluation techniques, such as observation, practice, product creation, and projects run by educators, are also methods that can develop 4C's skills for students. In addition, improving 4C's skills can be achieved through six steps in the flow of activities, namely initiating stimuli, planning, acting, evaluating and monitoring, and performing the next steps (Brata et al., 2023). Learning that incorporates the challenge-based learning model provides opportunities for students to hone 4C's skills. As a collaborative learning method, challenge-based learning gives students the opportunity to improve their collaboration skills (Ardiansyah et al., 2022). Outside of academia, students can enrich their 4C's skills through Student Activity Units (UKM). By participating in various activities organized by UKM, students can

hone their skills in problem solving, critical thinking, communication, and collaboration. In addition, through UKM, students have the opportunity to achieve achievements (Arsanti et al., 2021). Apart from the several ways that have been mentioned, one of the ways that can be done to develop 4C's skills is through entrepreneurship education programs.

According to Varma (2018), an entrepreneur is a person who is good or talented at recognizing new products, determining new ways of production, arranging operations to hold new products, organizing capital operations, and marketing them. Entrepreneurship is a person's willingness and ability to seek investment opportunities in an environment and be able to establish and manage the business successfully within the limits of available resources. Entrepreneurship is a value that includes creativity, innovation, and the ability to solve problems so as to obtain opportunities to improve a better life (Insyira, 2023). Entrepreneurship, as seen from the resources in it, is someone who brings resources in the form of labor, materials, and other assets to a combination that adds greater value than before and is also attached to people who bring change, innovation, and new rules (Spiegel, B., & Harrison, R. 2018).

Therefore, many universities support entrepreneurship skills through various way, such as business incubation programs, entrepreneurship certification, and also entrepreneurship courses in universities. In developing countries such as Europe and America, where almost all universities insert entrepreneurship material in almost every course, countries in Asia such as Japan, Singapore, and Malaysia also apply entrepreneurship materials in at least two semesters (Elizar., 2018). Students are the

foundation of the nation's future; they must master the basics of entrepreneurship to generate enthusiasm in them (Brata et al., 2023). Several universities have initiated various entrepreneurship centers, such as the BSI Entrepreneurship Center (BEC) at BSI, the ITB Business Incubator Center, the ITB Student Welfare Cooperative (KOKESMA), the Community Business and Entrepreneurship Development (CDED) at STMB Telkom, the Community Entrepreneur Program (CEP) at UGM, the Center for Entrepreneurship Development and Studies (CEDS) at UI, the UKM Center at FEUI, and the and the Center for Entrepreneurship, Change, and the Third Sector (CECT) at Tri Sakti University (Elizar., 2018).

Entrepreneurship provides great benefits in developing the 4C's skills (communication, collaboration, creativity, and critical thinking) that learners need to face global challenges. Through entrepreneurship, learners can improve their critical thinking, creative thinking, and communication and collaboration skills (Prayitno et al., 2023). In education, entrepreneurship can be integrated into the curriculum to improve learners' skills in various areas, including the ability to think critically and creatively as well as communicate and cooperate (Nurhati et al., 2023). Therefore, entrepreneurship can help learners become more adaptive and ready to contribute effectively in the future. By integrating entrepreneurship into the curriculum, learners can develop the 4c's skills needed for the future (Haq., 2022). Entrepreneurship helps learners to be more adaptive and ready to contribute effectively in the era of Industrial Revolution 4.0 (Arnyana et al., 2019). In the learning process, students are the main part because students occupy the subject and also the object of learning activities

(Yulianti, 2022). Besides that, the teacher is also included in the most important component in achieving the success of the teaching and learning process in the classroom (Rahmawati & Yulianti, 2020).

Based on the above background, researcher are interested in conducting research with the aim is to find out the form of entrepreneurship program in English education department. In addition, to describe whether entrepreneurship education can develop 4c's skills and to explain the supporting and inhibiting factors in entrepreneurship programs in English education department.

1.2 Statement of the Problem

Based on the background that has been described, the problems can be formulated as follows:

1. What is the Form of Entrepreneurship Program in The English Education Department?
2. How Far the Entrepreneurship Program in The English Education Department can Foster Students' 4C's Skills?
3. What are the Supporting and Inhibiting Factors in Entrepreneurship Programs in English Education Department to Build 4C's Skills?

1.3 Purpose of the Study

Based on statement of the problems above, the purpose of this study are:

1. To find out the form of entrepreneurship programs in the English education department.

2. To describe entrepreneurship programs in English education department that can develop students' 4C's skills.
3. To explain the supporting and inhibiting factors in entrepreneurship programs in higher education to improve 4C's skills.

1.4 Significance of the Study

This research is expected to provide positive significances in terms of entrepreneurship that can develop 4C's skills in English education department.

1. For Higher Education, the benefits for universities are information about 4C's skills obtained from entrepreneurship programs so that universities can improve the quality of students through entrepreneurship programs.
2. For Students, the benefit for students is a motivation to apply methods for developing 4C's skills by entrepreneurship program. So, students can be motivated to become entrepreneurs in this era of global competition.
3. For Researcher, the benefits for researchers are one of the requirements for obtaining a bachelor's degree in teacher training and education at Muhammadiyah Ponorogo University.

1.5 Scope and Limitation

This research only focuses on entrepreneurship programs to build 4C skills. The researcher chose English education students of Muhammadiyah Ponorogo University who have taken English entrepreneurship courses, namely English edupreneurship and business English or business communication.

. This research also only focuses on the development of communication, collaboration, critical thinking, and creativity (4C's skills). So it does not discuss other skills outside of those mentioned.

1.6 Definition of Key Terms

To avoid the explanation of this research, the researcher presents the definition of key terms as stated:

Entrepreneurship : Provided a definition of entrepreneurship that emphasizes the creation and testing of ideas, emphasizing that this process is the essence of entrepreneurship. Innovation, taking calculated risks, and the capacity to adjust to changing conditions are the hallmarks of entrepreneurship. (Prince et al, 2021).

Edupreneurship : Edupreneurship is a combination of the words education and entrepreneurship. Literally, edupreneurship means entrepreneurship.

Etymologically, we can interpret edupreneurship as entrepreneurship education, a learning process that emphasizes entrepreneurial activities in both theory and practice. (Astuti & Ismail, 2021).

4C's Skills : The term "4C's skills" describes a set of fundamental abilities that are thought to be necessary for success in the twenty-first century. The letters "4C's" stand for Critical Thinking, Creativity, Collaboration, and Communication. (Brata et al., 2023)

