

## Area Assessment of English in the Application of Edupreneurship in Convention and Event Business Management in a Public Tourism Polytechnic

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Article Info	Abstract
Received: 9 August 2023 Reviewed: 12 August 2023 – 20 October 2023 Accepted: 28 November 2023 Published: 31 December 2023	<p><b>Purpose</b> The purpose of this study was to identify, describe, and analyze the application of edupreneurship in convention and event business management for English classes at the Makassar State Tourism Polytechnic</p> <p><b>Methodology</b> The qualitative descriptive method was used by researchers in this study. What is meant by "qualitative descriptive research" is survey research that determines and explains the use of the strategy for implementing the Makassar State Tourism Polytechnic.</p> <p><b>Results/Findings</b> In general, it can be said that the results of research related to the implementation of edupreneurship through teaching factories show the commitment of vocational institutions or tertiary institutions to edupreneurship learning. This is evidenced by the empowerment of entrepreneurship aimed at all levels, this fact proves that entrepreneurship subjects have strategic meaning for students and institutions.</p> <p><b>Implications</b> The conclusion highlights that while schools aim to align with edupreneurship through teaching factories, they face challenges in synchronizing with business and industry practices. These hurdles include deficiencies in work culture adherence, teaching staff's unfamiliarity with industry standards, unmet infrastructure benchmarks, universities' insufficient collaboration with industry entities, and regulatory constraints imposing the use of state assets for revenue generation.</p>
Keywords: English language assessment; Application of edupreneurship; Event business management; Public tourism polytechnic	

### 1. Introduction

Indonesia is one of the few emerging regions that enforces legislation. It is due to a lack of parental help that the attitude to take the initiative to start a firm or engage in entrepreneurial activities to put the information acquired during the academic period into effect was not established. Notifying those who frequently struggle to build their business spirit. As a result, many people who are unable to survive are entrepreneurs. The number of entrepreneurs in Indonesia is incredibly small and hardly sufficient to build a wealthy Indonesian nation (Khoiri, Syifa, and Mubin, 2018; Miterianifa, Trisnayanti, Khoiri, and Ayu, 2019; Reis, 1999). According to Chaturvedi

(2011) believed that study, a nation would succeed if at least 2% of its people are entrepreneurs, hence developing soft skills in the form of entrepreneurship is important. Approximately 400,000, or roughly 0.18%, of the population in Indonesia is thought to be classified as business owners. Sad to see that between August 2006 and February 2007, qualified inflation rose by 9.88%. This information becomes a crucial component in determining whether or not someone has mindset or social competence. Emotional competencies are divided into two categories: hard skills, which are focused on grades, and personal qualities, which encompass behaviors and other-relationship-related abilities.

As entrepreneur may increase employment, reduce poverty, and support initiatives to strengthen the economy, it has a significant impact on development in emerging economies (Said & Iskandar, 2020; Sultyowati et al., 2016). Edupreneurship is an activity that is emphasized on creative or innovative efforts undertaken by schools to gain school achievement and increase income. Implementation can be through teaching factory and business center. Through the teaching factory by means of students performing similar or almost the same learning activities conducted in business and industry, the teaching factory becomes a learning concept in the real state to bridge the competency gap between the knowledge provided by the school and the needs of the industry. Learning through the teaching factory aims to foster the character and work ethic (discipline, responsibility, honest, cooperation, leadership, etc.) that the business world and industry needs and improve the quality of learning outcomes from simply providing competence (competency-based training) leading to learning that provides the ability to produce goods/services (production-based training).

The success of the teaching factory where universities can provide practice places like real industries, and are located on campus so that classes in practice are according to standards, procedures, and work culture of the business and industrial world. Makassar State Tourism Polytechnic expertise program as a place of practice is the Hotel. The hotel is an educational hotel (teaching hotel), which in daily activities serves guests and as a place to stay. Management is carried out by competent professional hotel managers. In accordance with the problems and facts on the ground to realize the Makassar State Tourism Polytechnic with an entrepreneurial spirit through edupreneurship, this study intends to examine and analyze in depth how the description of the application of edupreneurship through the teaching factory.

The research was conducted at Makassar State Tourism Polytechnic. This location was chosen because the college has implemented edupreneurship through the hotel business which was developed as a place for student practice. Based on these reasons, the problem can be formulated, namely, how do students respond to the application of edupreneurship in convention and event business management for English class at Makassar State Tourism Polytechnic. The purpose of this study was to identify, describe, and analyze the application of edupreneurship in convention and event business management for English classes at the Makassar State Tourism Polytechnic.

## **2. Literature review**

### **2.1. Educator entrepreneurship**

Based on curriculum, teacher is an evaluator and facilitator. In addition, teachers must be able to prepare lesson plans in accordance with the steps that have been set. According to Djamarah et al. (2015) teacher is someone who is experienced in their profession. English teachers are the teacher that teaches the English language. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education, and secondary education.

### **2.2. Education building**

Concept mapping is a concept known as "teaching factories," which helps students learn by exposing them to real-world workplace circumstances. The Teaching Factory is an industrial replica that uses equipment that is owned by business and operates according to industry standards to create products and services that are comparable to industry standards. With the skills acquired in university, educating main factory hopes.

to fill the gap in industry-required capabilities. Generally speaking, an education delivery strives to develop disciplined students, enhance their skill competency, instill mental work so that they can quickly adjust to the circumstances and environment of the business, grasp the administrative domain, and produce goods that are of sector quality level (Darmawan, Sumitro, & Djismi, 2009). A learning activity that is created or developed utilizing specific educational characteristics is known as a learning approach. Education trends may be used to explain the interactions between teachers and students that result in the realization of the environmental factors or teaching circumstances that influence the learning process. A set of actions that teachers engage students in are described as learning patterns (Joyce, Calhoun, & Hopkins, 2008). A tier-based curriculum called Device Network Application (DNA) Initiative was created for vocational schools. The DNA Initiative is a teaching strategy that

prepares learners for careers in software, networks, and equipment mobile apps. The whole educational process revolves around the curriculum.

All instructional activities are guided by the curriculum in order to attain certain educational objectives. Curriculum "specifies (or, at the very least, predicts) the outcome of education" (Finch & Crunkilton, 1999). Furthermore, Doll (1993) stated that a curriculum is also an educational plan that specifies the nature, extent, and order of instructional activities and material. The evolution of instructional concepts and methods parallels the evolution of the curricular notion. The curriculum places a greater emphasis on educational opportunities rather than simply being a list of courses. The concept of the curriculum as it is used in most contexts has evolved from the substance of a course of study and a list of subjects and programs to include all experiences provided to students when they are under the supervision or guidance of a higher education.

The ability of degree holders to manage the advancement of business and industry is a necessary skill. If not, it will simply result in rising poverty each year. The amount of unemployed at VHS is likewise the greatest at the moment. GEDI (2017) stated that the Central Bureau of Statistics (BPS) reports that the number of unemployed people in 2016 was 7,024,172. While there are too many people for the firm to handle, there are also too few people who are aware of how to start their own business or engage in self-employment. Entrepreneurial leaders in Indonesia receive a score of 21.2, ranking 90th out of 137 nations. This demonstrates the value of fostering a strong work ethic through the use of entrepreneurship to lower unemployment at the vocational school level.

### **3. Methods**

In this study, researchers used a qualitative descriptive method. Researchers apply the observation method with passive observers. It aims to get the data observed during the observation. There are two instruments used in this study, namely observation and an online questionnaire with Google Forms. Observations with passive observers where the author enters the class directly and sees the learning process in class are supported by some documentation by photos and the researcher also conducts an online questionnaire using the Google form to get student responses regarding the application of edupreneurship in the Convention and Business Management major in English Class then the researcher transcribes result because time is very limited. This research instrument was used to obtain data about the speaking process in knowing student responses as subjects. The purpose of this study is to identify, describe, and analyze the application of edupreneurship in convention and event business management for English classes at Makassar State Tourism Polytechnic. Semester 1 students majoring in Convention and Event Business Management at the Makassar State Tourism Polytechnic were the subjects of the study. As a result, the researcher chose six research subjects for their understanding and capability in the tourism area. The researcher analyzed the data by using the theory of Miles and Huberman models in Sugiyono (2016), namely:

- 3.1. Data Reduction, data reduction referred to the process, where the mass of qualitative data she obtained from the observation checklist, video recording, and interview questions.
- 3.2. Data Display to conclude the mass data, Miles and Huberman suggest that a good display of data, in the form of tables, charts, networks, and other graphical formats is essential. This is a continual process, rather than just one to be carried out at the end of the data collection.
- 3.3. Data Verification, the research analysis allowed the researcher to begin to develop conclusions regarding her study. These initial conclusions can then be verified, that is their validity examined through reference to the researcher's existing field notes of further data collection.

#### 4. Result

Three areas to be assessed for edupreneurship from participants' responses as follows:

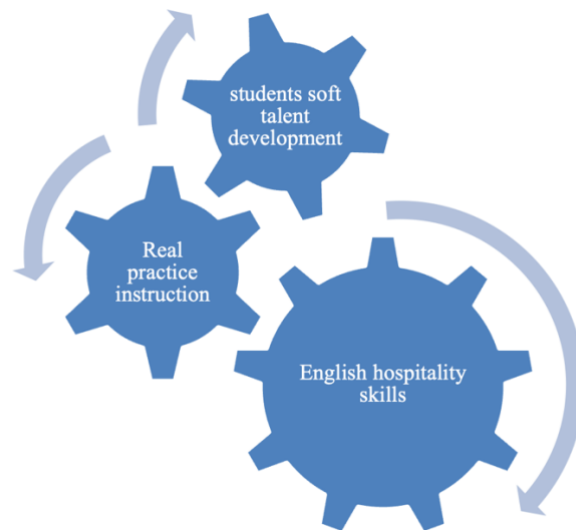


Figure 1. Three areas to be assessed for edupreneurship from participants' responses

- 4.1. The English for hospitality skills is the main one. The entrepreneurship practice English course includes the hospitality skills program in the Convention and Business Management major in acquiring the abilities and abilities of the Makassar State Tourism Polytechnic. A teaching factory's edupreneurship educational system is designed to assist and support students in developing skills as a component of ownership. It is envisaged that students would quickly grasp these abilities through skills acquisition. Repetitive labor is necessary to gain proficiency so that pupils may comprehend and embody the work's character.
- 4.2. Instruction in entrepreneurship is developed and put into practice using real-world methods and criteria. A learning approach that focuses hands-on experience in the industry has been made possible by employing a hotel as a study location. Students' capacity to work directly has been put through the processes utilized. Students in the hospitality expertise program gain skills through the Teaching Factory program.
- 4.3. The development of students' soft talents, such as their interpersonal, social, religious, and cognitive faculties. In this instance, Makassar State Tourism Polytechnic has supported all campus infrastructure requirements in Indonesia for the development of student soft skills. Hotels, computer laboratories, language labs, beauty salons, sports grounds, and campus mosques are among the amenities offered.

The convention and event management department's implementation of the edupreneurship skills program activities in English is still constrained by the processes of formulating, planning, developing, and hotel finance, all of which are problematic. In addition, there is a problem with supervision related to the audit of the Supreme Audit Agency (BPK), which mandates that every state facility used must be funded by state revenue. This, in addition to the lecturer's technical preparedness and the collaboration with business and industry (DUDI), is what hinders the teaching factory process. Getting a more representative practice location is particularly problematic because there are still students who work or practice in the industry contrary to their competence. In addition, the work culture is not in accordance with DUDI's demands, and facilities and infrastructure are already left behind with DUDI's demands. This study emphasizes edupreneurship, especially in the learning process, without paying attention to other dimensions. Research results at Makassar State Tourism Polytechnic. In general, it can be said that the results of research related to the implementation of edupreneurship through teaching factories show the commitment of vocational institutions or tertiary institutions to edupreneurship learning. This is evidenced by the empowerment of entrepreneurship aimed at all levels, this fact proves that entrepreneurship subjects have strategic meaning for students and institutions.

Makassar State Tourism Polytechnic in principle has basic principles of industry-based entrepreneurship learning because it has a hotel as a place for student practice. This goes according to Proser's first argument that "Vocational education will be efficient if the environment where students are trained is a replica of the environment where they will work later" (Prosser & Quigley, 1949). Character development is manifested in the form of enthusiasm and hard work, high motivation, creativity, and problem-solving. Values become colors in the development of soft skills needed in developing the personality of students. Based on the implementation procedure there are important things that must be considered in the application of edupreneurship. The teaching

factory program is a positive step to develop an entrepreneurial spirit, with the hope that graduates of the Makassar State Tourism Polytechnic can become regional assets and solve problems up to human resource problems.

## 5. Conclusions and suggestions

Based on the findings above, it can be concluded that the interactions that in terms of learning, the application of edupreneurship through teaching factories does have fundamental objectives and concepts that are followed by schools, however they are not yet ideal. There are still challenges, particularly those relating to the work culture that has not yet been implemented in accordance with business and industry procedures (DUDI), the teaching staff's lack of familiarity with DUDI culture, infrastructure, and facility standards that are not met, the universities' lackluster cooperation with DUDI, and BPK regulations that mandate the use of state assets as a source of state revenue.

## Declaration of conflicting interest

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