



# Japanese Language Education Students' Perception and Participation in Entrepreneurship Training

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## ABSTRACT

In order to carry out community service, the Japanese Language Education Study Program held an entrepreneurship webinar. This activity aims to provide insight and motivation for students in starting new businesses after the COVID-19 pandemic ends. This activity was held online with the help of Zoom and lasted for 180 minutes or 3 hours. This activity was divided into 2 sessions where the first session was facilitated by national-level entrepreneurship trainers while the second session was by lecturers from their own institutions. They provided sharing in breakout rooms with their respective themes such as plantation, education, trade and culinary. The training participants were 35 Japanese Education student years 1 to 4, in a university in Bandung, Indonesia. To find out their responses to this activity, they were requested to fill out a questionnaire. The analysis revealed that they were motivated and had new insights in carrying out entrepreneurial activities. Additionally, sharing by their lecturers made the entrepreneurial activities they were pursuing more real.

**Keywords:** *Entrepreneurship, Entrepreneurship training, Mapping of student business fields.*

## 1. INTRODUCTION

Entrepreneurship is a dynamic process for carrying out planned economic activities by considering the strengths, weaknesses, opportunities, and obstacles in conducting a business that is beneficial to welfare (Siri, Buhaerah, & Arafah, 2014). There are three main indicators of entrepreneurship, namely: thinking about something new (creativity), acting to do something new (innovation), and wanting to create added value (value added). Therefore, someone who is called an "entrepreneur" must have the ability to always think something new, act to do something new, and want to create added value.

For students, entrepreneurial activities are very important to do, not only for their own sake, but also for the benefit of their surrounding by helping them create jobs for others (Atmaja & Margunani, 2016). Azwar, (2013) suggests that by cultivating the entrepreneurial spirit of students, they are expected to become young entrepreneurs who can start their own businesses so that later it will reduce unemployment. Therefore, universities need to facilitate students in developing entrepreneurial activities by providing entrepreneurship education through entrepreneurship courses and entrepreneurship training.

The existence of the Independent Learning Independent Campus (MBKM) policy encourages and facilitates students to carry out entrepreneurial activities, including in the Department of Japanese Language Education UPI. Since the last few years, Japanese Education Study Program has undertaken entrepreneurship courses, that provide insight and creativity to students in entrepreneurship, both related to their expertise and the field of study being studied at the moment, namely Japanese language education.

Entrepreneurship education certainly has an influence on students' interest in entrepreneurship (Alfiyan, Qomar, & Alamsyah, 2019; Alimudin, 2015; Atmaja & Margunani, 2016; Sari & Habsari, 2016). But the existence of entrepreneurship courses is apparently not enough to be able to explore the potential and creativity of students to be active in entrepreneurship. It is necessary to take special actions in the form of debriefing and entrepreneurship training from experts who are experts in the field of entrepreneurship. Before conducting training or debriefing activities, it is necessary to trace the number of students who are entrepreneurs or who are interested in entrepreneurship. In addition to tracking the number of students, it is also necessary to conduct searches related to the business fields of interest or currently being carried out by

students. After that, mapping of business fields can be made as the first step in efforts to assist students in entrepreneurship.

Several previous studies related to students and entrepreneurs have been carried out. As in the research of Alfyan, Qomar, and Alamsyah (2019), Lestari and Wijaya (2012), and Wibowo (2017) which are related to the influence of entrepreneurship education with student interest in entrepreneurial activities. These studies explain that entrepreneurship education in the form of courses is indeed sufficient to provide an overview and motivation for entrepreneurship, but apparently it has not been able to present a real entrepreneurship perception to students. Therefore, it is necessary to hold entrepreneurship education in the form of training or mentoring to support these lecture activities. In addition to research on entrepreneurship education, there are previous studies belonging to Amrullah and Anggrismono (2018) and Hernawati and Yuliniar (2019) which examined the mapping of entrepreneurial interests. Amrullah and Anggrismono (2018) mapped entrepreneurial interests based on study program competencies, and the results showed that more than 50% of students' business interests were not in accordance with their field of competence. Meanwhile, the results of the mapping of Hernawati and Yuliniar (2019) regarding the potential and interest of students in entrepreneurship show that the factors that influence the interest in entrepreneurship and entrepreneurial behavior have a good influence on students' intentions to become entrepreneurs. Based on these findings, Hernawati and Yuliniar (2019) stated that it is necessary to design an entrepreneurship learning program that can motivate students to become entrepreneurs.

From several previous studies described above, this service has similarities with these studies, namely researching entrepreneurship and students, as well as what mapping is related to these two things. The difference is, this service focuses on mapping what entrepreneurship fields students are doing, along with the factors that influence their interest in conducting entrepreneurial activities. Searches related to factors that influence interest in entrepreneurship can be a reference for the content of entrepreneurship education programs (Pujiastuti & Filantrovi, 2018). The purpose of this study is to find out what kind of entrepreneurship field is being carried out by students of the Japanese Language Education Department. The results of this mapping are used as a reference for designing entrepreneurship education programs that will be carried out in the form of training and mentoring.

## 2. METHODS

This service activity is part of the realization of a community service proposal funded by faculty in a state university in Bandung, Indonesia. This community service activity has two stages. The first stage is the stage of mapping the types of entrepreneurships carried out by students, then the second stage is entrepreneurship training activities and sharing experiences from teachers at the Japanese Language Education Study Program regarding entrepreneurial activities that are being undertaken.

Method used in the implementation of the first stage is a qualitative method with data collection techniques using a *Google Form*. Questionnaire questions include factors that influence students' interest in entrepreneurship, such as: self-identity, social prestige, motivation, innovation, leadership, flexibility, and profit. In addition, there are open questions regarding the factors that lead to choosing entrepreneurship, factors that support entrepreneurship, factors that become obstacles to entrepreneurship and questions about the experience of participating in entrepreneurship training, socialization or workshops. The questionnaire used is a choice with a Likert scale with answer choices: 1 (strongly disagree), 2 (disagree), 3 (agree) and 4 (strongly agree). The percentage of the results of the questionnaire was then calculated to find out what factors were dominantly influencing students to become entrepreneurs, as well as what type of business they were in.

The second activity of the implementation was zoom meeting activity regarding entrepreneurship training by experts, as well as sharing entrepreneurial experiences from the lecturers of Japanese language study program. At the end of the activity, students were given a questionnaire containing questions related to training activities. The questionnaire using a Likert scale with answer choices of: 1 (strongly disagree), 2 (disagree), 3 (agree) and 4 (strongly agree). To obtain more in-depth data, interviews were also conducted with the training participants. The results of the questionnaire were calculated to determine student interest in entrepreneurial activities, as well as their responses to entrepreneurial training activities.

The participants in the second activity were 15 students of the Japanese Education Study Program in said state university in Bandung, Indonesia. The number of male participants were 7 persons (43.8% of overall number of participants), and female participants were 9 persons (56.3% of overall number of participants). The research location was at the Japanese Education Study Program, Faculty of Language and Literature Education, in a state university in Bandung, Indonesia.

### 3. RESULTS AND DISCUSSIONS

#### 3.1. Results of Dissemination of Questionnaires for Mapping Types of Business

To map students in the Japanese Study Program who are also entrepreneurs or who are interested in entrepreneurship, we distribute questionnaires to students from all batches, class of 2021 to 2018. There are 396 students altogether with the composition as follow: Batch 2021 (freshmen), 118, batch 2020 (sophomores), 94, batch 2019 (juniors), 100, and batch 2018 (seniors), 84.

Out of 369 students, only 16 students returned the questionnaire or account for 4.04% of the total number of students which is very few compared to total number of Japanese Education students as a whole.

Batch 2021 or freshmen contribute the most students who have entrepreneurial activities that account for 43, 8% followed by batch 2020 with 6.3%. Figure 1 below shows the percentage of the number of students who carry out entrepreneurial activities in the study program.

##### 3.1.1. Type of Business

In the questionnaire, students were asked to choose what type of business they are currently doing or are interested in doing. Only 6.3% of students carry out business activities in accordance with the Japanese language field, namely education. Educational activities there are no students who carry out business activities in the field of Japanese translation. Types of business with a fairly high percentage (31.30%) carried out by students are businesses related to the creative industry, including business of commissioning drawings/illustrations, handicrafts, and other similar businesses. A total of 62.40% of students have a type of business that is not included in the categories mentioned in the questionnaire.

##### 3.1.2. Factors Affecting Interest in Entrepreneurship

In addition to collecting data on the types of businesses undertaken by students, data related to factors affecting students were also collected through questionnaires. In the questionnaire, there are 31 statements related to these factors. The 31 questions were then divided into 7 aspects, namely aspects of social prestige, personal challenges, motivation, innovation, leadership, flexibility, and profit. The students were asked to rate each statement using a Likert scale with the answer choices: 1 = strongly disagree (SD), 2 = disagree (D), 3 = agree (A) and 4 = strongly agree (SA).

##### 3.1.3. Social Prestige Factors

68% of students agree that their self-confidence increases when entrepreneurship. Students also agree that

they become more comfortable talking to others when they have a business they can be proud of (43.8%). The results of these data indicate that social prestige is a strong factor that encourages students' interest in entrepreneurship.

##### 3.1.4. Personal Challenge Factors

The second aspect of the questionnaire data on factors supporting interest in entrepreneurship is the personal challenge aspect.

The results of the questionnaire on this aspect stated that around 68% of students strongly agree that they are willing to try new things, want to develop their own business through entrepreneurship activities, and can become successful entrepreneurs if they have hard and soft skills. 37.5% of students are optimistic that they can achieve success by becoming entrepreneurs.

Although half of the students strongly agree that they will be motivated to succeed if they see other people succeed in doing something, 12.5% of students apparently do not agree that the success of others is a trigger for their own success.

##### 3.1.5. Motivation Factors

From the results of the questionnaire data, 75% of students want to have their own business. The biggest motivation that causes the emergence of the desire for entrepreneurship is the economic condition of the students' parents, and as many as 62.5% percent of students strongly agree that economic factors are indeed the biggest motivation for starting a business. 56.3% of students are also motivated by the desire to become more independent.

##### 3.1.6. Innovation Factor

Innovation is important in developing your own business. The students strongly agree that the innovation factor is a strong factor that supports their interest in entrepreneurship. As many as 62.5% of students strongly agree that they like something creative, but apparently only 37.5% think that creative ideas can be realized. 62.5% of students strongly agree that with entrepreneurship, they can be free to manage their own business.

##### 3.1.7. Leadership Factors

Of the 7 aspects in the questionnaire, aspects related to leadership factors have the lowest percentage of students "agree" and "strongly agree" answers. Only 25% of students agree that they enjoy speaking in public. These results indicate that most of the students do not have good *public speaking*. Their leadership spirit also tends to be low, marked by only about 6% who strongly

agree to want to be a leader and stand out from others. Even so, 56.3% of students agree that leadership skills are skills that must be possessed by entrepreneurs.

### 3.1.8. Flexibility Factor

The students are very aware that the flexibility factor related to non-binding working hours is the biggest driving factor for interest in entrepreneurship, as evidenced by 68.8% of students strongly agree with the statement related to time flexibility. Even so, 56.3% of students do not seem to agree with things that are irregular. It can be concluded that flexible working hours can indeed increase student interest in entrepreneurship, but certain rules are still needed so that working time can still be controlled.

### 3.1.9. Profit

Factor Profit factor is the last aspect for students to respond to in the questionnaire. Overall, the students agreed that the profit factor played a large role in encouraging their interest in entrepreneurship.

75% of students strongly agree that they want to be free to manage their finances and feel rich if their business is successful. Therefore, 62.5% of students strongly agree to develop a business concept that can make them get the maximum profit. With entrepreneurship, as many as 56.3% of students agree that entrepreneurship can guarantee a better life.

## 3.2. Entrepreneurship Training Results

Follow-up to the above mapping activity is entrepreneurship training conducted online using *the Zoom Meeting platform*. The implementation of the training activities is divided into two sessions, the first session is about debriefing about entrepreneurship that will be given by instructors from service partners, and the second session is sharing experiences from teachers at the Japanese Language Education Department regarding their entrepreneurial activities. In the second session, each training participant was grouped based on the field of business the lecturers were engaged in in several *Break Out Rooms*. There are four types of business groups presented, namely plantation, trade, culinary, and education. Through these entrepreneurship training activities, students' responses and responses to training activities can be known, as well as students' interest in starting or continuing entrepreneurship activities.

### 3.2.1. Entrepreneurship Training Activities Entrepreneurship

Training activities carried out using *the Zoom Meeting platform* attended by 35 students of the Japanese Education Study Program, but only 20 people filled out a questionnaire via *google form*.

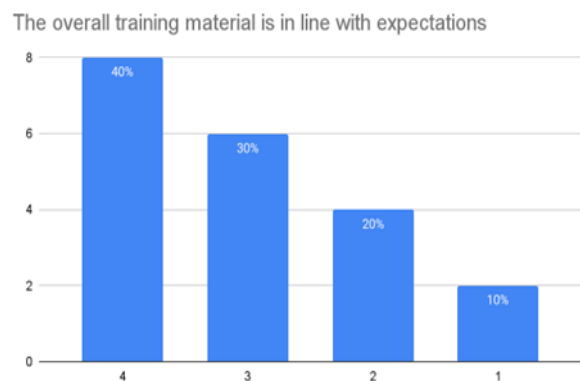


**Figure 1** Percentage of the number of training participants.

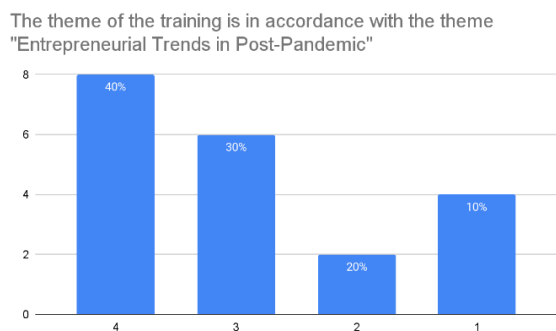
Of the 4 batches of active students, most of the participants came from the 2020 batch students (sophomores). The percentage of the number of participants can be seen in Figure 1.

First session of the training was an explanation from resource persons regarding Entrepreneurial Trends in Post-Pandemic. The resource person explained what entrepreneurship tips and tricks were like, then what the conditions of entrepreneurship were in the post-pandemic era, and how to start a business by applying entrepreneurship tips and tricks related to the post-pandemic situation.

Participants assessed that this training material as a whole was in accordance with the theme carried by the service activities. As many as 40% of students strongly agree that the material is in accordance with their expectations about entrepreneurship in the post-pandemic, and 40% of students also strongly agree that this training is in accordance with the theme "Entrepreneurial Trends in Post-Pandemic". students strongly disagree if this training is in accordance with the theme offered. The results of the assessment become input for future training implementations so that they can arrange activities that are in accordance with the entrepreneurship theme. Details of the percentage of student responses to the theme and material of training activities are presented in Figure 2 and Figure 3.



**Figure 2** Student's assessment of the training material.



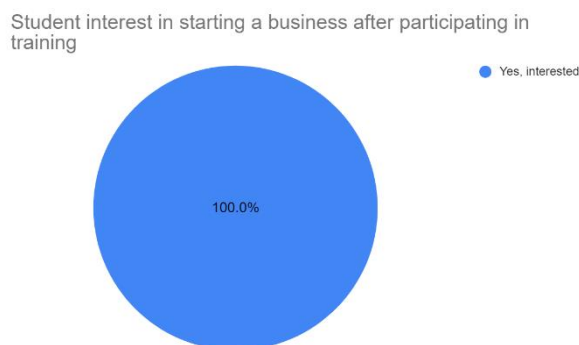
**Figure 3** Student's assessment of the theme of the training.

### 3.2.2. *Entrepreneurial Experience Sharing Activity*

The second session of the entrepreneurship training activity for students is an entrepreneurship experience sharing activity that is being carried out by teachers at the Japanese Language Education Department. In this second session, there are 4 breakout rooms consisting of 4 different types of businesses, namely plantation, trade, culinary, and education (LPK). Breakout rooms can be freely chosen and accessed by students according to their own type of entrepreneurial interests. In each breakout room, sharing activities are held in the form of presentations from the teachers about the business being undertaken, as well as questions and answers between teachers and students related to the business fields being discussed.

Participants considered that the lecturers who were the resource persons in session two really inspired them about matters related to entrepreneurship in each field. The material presented was considered useful and enjoyable, so that many things could be learned and increased the knowledge of the participants.

After conducting the sharing session on entrepreneurial activities, all participants stated that they were interested in starting their own business. The percentage details can be seen in Figure 4.



**Figure 4** Student interest in starting a business after participating in training activities.

From the assessments, responses, and responses of students described in Figure 4, it can be concluded that entrepreneurship training activities can increase student interest in being active in entrepreneurship. Similar activities need to be carried out so that students are always encouraged to become entrepreneurs, by enriching sharing in more varied business fields and according to student interests.

## 4. CONCLUSION

The purpose of this community service is to find out the number of Japanese Education students who are entrepreneurs, as well as what business fields they are in. From the objectives to be achieved, it is known that of the 396 students of the Japanese Education, there are 16 people who are conducting entrepreneurial activities. Then, from the results of the questionnaire, it is known that the fields of business that students are engaged in include: creative industry, there are five (5) people or 31.5%, in the culinary field there are two (2) people or 12.5%. The next positions are each with 1 (one) person or 6.3% engaged in mushroom cultivation, *up games* from premium applications, education, publishing, drawing or illustration commissions, *cosplay equipment*, media, workshops, and photography.

From the assessments and responses of students, the results show that entrepreneurship training activities can increase student interest in entrepreneurship. The training resource persons greatly inspired them on matters related to the fields of entrepreneurship. The material presented is useful so that many things can be learned and increase knowledge about entrepreneurship.

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