

CHAPTER II

REVIEW OF LITERATURE

This chapter consist of previous study, Some pertinents ideas and conceptual framework:

2.1 Previous Study

Several authors have conducted research related to this study. In conducting this research, the author has read research related to student motivation in learning edupreneurship as follows :

Putu Talitha Amadea & Gede Rama (2020) “ The effect of entrepreneurial motivation, student environment and family environment on entrepreneurial intention” The results of this study indicate that entrepreneurial motivation has a positive and significant effect on students and the family environment in implementing edupreneurship.

The second study was conducted by Rini Ardista (2017) “*student motivation in entrepreneurship*” she found that says This research involved three subjects, namely entrepreneurial students. The three subjects in this study have different entrepreneurial motivations. students who are entrepreneurial not only because of their income, but the subject prioritizes the interests of their studies compared to entrepreneurship, this is because the subject does not pursue income targets for their entrepreneurship as a source of income that meets their needs.

The third study was conducted by Atika Mezi (2021) *“Students’ Perception Toward Edupreneurship subject in preparing Them to Become Edupreneur”* This study shows that students' perceptions of edupreneurship courses are very positive. In collecting this data, the instrument used is a questionnaire sheet containing student perceptions of edupreneurship courses to prepare themselves to become edupreneurs.

The Four Study was conducted by Aswin Abas (2022) *“The Implementation of Edupreneurship of EFL Students in the Indonesian Context”* The findings from the research show that in implementing edupreneurship there are several different aspects, namely managerial and process, besides that other aspects also appear, such as the environment, technology, and of course entrepreneurship courses which are important rules in edupreneurship.

2.2 Some Pertinent Ideas

There are some pertinent ideas of the research, as describe as follow :

1. Edupreneurship

a. Definition Edupreneurship

Edupreneurship in French means entrepreneurship education, so edupreneurship can be interpreted as education that creates students who are innovative, creative and able to create opportunities and dare to take steps to face life's challenges. In the Oxford Project dictionary, edupreneurship emphasizes more on schools or institutions to increase innovative and new advantages. Edupreneurship is a training whose substance is to introduce the concepts of

entrepreneurship to introduce concepts about entrepreneurship (Sumiyati, 2017). Edupreneurship is education that seeks to produce students who are creative, innovative, reliable in creating opportunities, and brave in facing life's challenges.

b. Characteristic Edupreneurship

Gen z, also known as digital natives or the internet generation, refers to individuals born between the mid-1990s to the mid-2000s. They grew up in a digital era where information and communication technologies (ICT), such as the internet, social media, smartphones, and other mobile devices, became an integral part of their daily lives. This article will provide an overview of gen z as a generation of digital natives including their characteristics, the influence of technology, and its implications in various aspects of life.

However, the intensive use of technology also brings social and psychological impacts. Generation Z tends to experience changes in social interaction patterns, interacting more through social media and text messaging. This can affect their interpersonal communication skills and ability to build relationships in real life. They also need to be mindful of negative impacts, such as the risk of internet addiction and experiences of cyberbullying. In education, Generation Z brings significant changes. Their learning style is more interactive, flexible and integrated with technology. They can access online educational resources, learn through e-learning platforms and participate in online discussions. Generation Z also has a tendency to learn independently through the internet, such as through video tutorials or courses.

c. The Role of Edupreneurship in the Formation of an Independent Generation Z

The development of an independent Generation Z is both a challenge and an opportunity for the education system. In this context, the role of edupreneurship becomes important in shaping an independent, creative and innovative generation. Edupreneurship refers to an approach that combines elements of entrepreneurship with education, focusing on developing the skills, knowledge and attitudes needed to succeed in a changing world. In this article, we will explain the role of edupreneurship in shaping a self-reliant Generation Z, as well as provide insights into strategies and initiatives that can be implemented in education.

d. Implementation of Edupreneurship in the Education Context

The implementation of edupreneurship in an educational context has a significant impact in shaping an independent, creative, and innovative generation. Edupreneurship involves the application of entrepreneurial principles in the learning process, which engages students in skill development, problem solving, collaboration, and innovative thinking. In this article, we will describe the implementation of edupreneurship in education and provide insights into the strategies and methods that can be applied. Entrepreneurship education in higher education can be designed with the aim of providing an understanding of entrepreneurial concepts and knowledge (to know), training practical skills and abilities in entrepreneurship (to do), and developing the attitudes and characteristics needed to become an entrepreneur (to be) (Oscarius Y.A. Wijaya, 2016).

In implementing edupreneurship, it is important to develop a curriculum that focuses on entrepreneurial skills and attitudes. The curriculum should include elements such as creativity, innovation, problem solving, communication, collaboration and leadership. This can be done by integrating entrepreneurship modules into existing subjects, developing extracurricular programs that encourage entrepreneurship, or even establishing special programs that focus on developing entrepreneurial skills. Entrepreneurship-oriented curriculum

Edupreneurship encourages the formation of self-reliance in Generation Z by promoting a student-centered approach to learning. Edupreneurship encourages students to take control of their own learning, encouraging liveliness and independence. It involves the use of collaborative learning methods, problem-based projects, and solution-oriented approaches. Students are encouraged to develop critical thinking, problem-solving, communication, and creative skills that can help them in facing real-world challenges. In an edupreneurship environment, students are empowered to take initiative, manage their own time and resources, and learn with life-relevant contexts.

Urthermore, the implementation of edupreneurship also involves a mentorship approach that supports the development of student independence. Teachers and educators act as mentors who guide students in developing entrepreneurial skills. Through mentorship, students are given support and guidance to design and execute entrepreneurial projects, manage time and resources, and overcome challenges they may face. This approach helps students

to develop confidence, responsibility and independence in making decisions and managing their own activities.

In addition, the implementation of edupreneurship also involves partnerships with businesses and communities. Educators and educational institutions can establish cooperation with companies, start-ups, or other organizations to provide students with real and relevant learning experiences. This can take the form of internships, industrial visits, or collaborative projects with companies or organizations. Partnerships with businesses can also provide students with insights into industry trends, market needs and career opportunities. This helps students to develop skills relevant to the world of work and prepares them for a successful future. Edupreneurship is an innovation in the field of education that aims to avoid achievements that only focus on numbers without paying attention to quality, and have high competitiveness in providing benefits to others.

2. Motivation

a. Definition of Motivation

Santrock (2004) in Yuzulia, (2012) - Motivation is a system that initiates, directs, and maintains behavior. This suggests that part of motivating students is highlighting and modeling for them what they need to do and how they should continue to do it. Simply explained, motivation is the drive or desire to perform an action.

Motivation is a series of activities and efforts that can provide a positive influence for someone to do something (Sandiaga Uno, 2010). Brown (2000) uses the same argument and defines motivation as an individual's effort to achieve a

specified goal. Therefore, it is clear that motivation is very important. Therefore, the inspiration will motivate a person to work even harder to succeed in what they are doing. Consequently, motivation entails cognitive reactions, specifically the desire to succeed academically and benefit from learning activities (Brophy, 2013). In addition, with the desire to learn, encourage students to concentrate on understanding or desire to participate in every learning activity, as well as readiness to carry out other tasks needed to support learning (Dauyah & Yulinar, 2018).

According to Ellis (2013) students' attitudes and affective conditions, which can significantly affect the efforts made by students in learning as language.

1) Intrinsic Motivation

Intrinsic motivation is defined as the innate ability of students to interact with their environment to achieve necessary and predetermined goals. In contrast, intrinsic motivation arises from people being driven by their own desire to feel better about themselves or from their love of the learning process. Therefore, engaging in an activity or process for its own sake, challenge, enjoyment, interest, or natural satisfaction of curiosity is referred to as having intrinsic motivation. To achieve this, the maintenance of intrinsic motivation requires arousing curiosity as a result of students' specific interests and the extent to which they feel personally invested in the learning strategy.

Brown (1987) - in Kusumawati, (2014) divides intrinsic motivation into two main parts: integrative and instrumental types of motivation.

2) Integrative motivation

Integrative motivation is used when a learner wants to fit into the culture of the second language group, establish their identity, and join society. Take marriage or immigration as examples.

3) Instrumental motivation

Learners want to use the second language to achieve a goal.

Intrinsic motivation among college students will have a positive impact on their learning. Because students themselves are the source of intrinsic motivation. As a result, individuals learn edupreneurship

In the journal Wimolmas argues that motivation has an important role in success and failure in learning a second language. Spolsky (1990) states that motivated students tend to learn more and learn faster than less motivated students. In certain learning situations, less motivated students tend to lose their attentio, misbehave and cause discipline problems. In contrast, more motivated students will actively participate and pay more attention to specific learning tasks or activities.

b. Motivation For Edupreneurship

Motivation is an important element in the learning process. Learning is basically hard work that drives the brain to want to learn, and thus can only happen with motivation highly motivated students will learn easily and it is fun to learn, while less motivated students are very few and generally make teaching painful, but motivation and learning are two things that are interrelated. According to Dornyei (2001) in Marnina, (2018) Motivation is the key to learning. The inner

motivation, desire, emotion, need, reason, drive, or goal that drives a person to take certain actions is referred to as motivation. Many factors, including students' motivation, attitude, and interest in learning, lecturers' proficiency in entrepreneurship lack of learning resources, students' inadequate background knowledge, actors Affecting Motivation Harmer (1990) in Kasmirah (2018) - Shows that there are four factors that will affect student motivation, namely as follows;

c. Physical Conditions

This is related to the atmosphere in the classroom. Imagine if students have to learn in an unpleasant classroom situation such as overcrowded students, poor lighting or broken air conditioning, it will reduce student motivation and even lose their motivation to learn.

d. Success

This refers to the level of challenge that is appropriate to what the student is facing. If the challenges in their work or activities are too difficult or even too easy, it can cause students to experience demotivating situations in their learning process.

e. Teaching Methods

This refers to the methods taught by lecturers, the way lecturers teach affects students' motivation in their learning. When students feel bored with the lecturer's methods, their motivation will be lost or gradually decrease. If students lose confidence in the method, they will become demotivated.

f. The lecturers

Teachers are the most powerful variable of motivation and demotivation. This is an important part of demotivating students.

2.3 Theoretical/ Framework

Edupreneurship is an education that creates creative and innovative students who can create reliable opportunities and dare to step up to the challenges of life. The success of learning edupreneurship will depend on motivation. In other words, edupreneurship and motivation are closely related and influence each other because motivation encourages us to learn edupreneurship. Motivation is a major factor in the learning process and certainly plays a very important role in the teaching and learning process. The existence of motivation will make the learning process very interesting and students will have a positive influence on the attitude and willingness of students to take part in lessons. The level of motivation of students affects how well they learn. It can motivate students to achieve their academic goals. So, the secret to successful teaching and learning is motivation. Motivated students will be enthusiastic and motivated to learn English well through the teaching and learning process. Given the importance of motivation in learning, there may be some problems with motivation when learning English. Some students on a campus were found to be unmotivated to learn edupreneurship, To find out the motivation of students in learning edupreneurship through this research, lecturers can find out what motivates students and lecturers can set strategies to increase student motivation in learning English. So that

researchers want to know what motivates students in learning English. So that researchers want to know what motivates students in learning edupreneurship at Universitas Kristen Indonesia Toraja With this research, researchers hope to help lecturers, and the results of this study can provide information for all of us to build quality education.