



Analysis of Learning of Entrepreneurship Courses in the History Education Study Program Universitas Negeri Semarang

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Abstract

This research has specific objectives aimed at analyzing the mechanisms involved in the learning process of entrepreneurship courses, particularly in the context of the History Education program. The chosen research methodology is qualitative, employing a case study approach. Data collection was conducted through direct observation, interviews or interactive question-and-answer sessions, and documentation. The findings of this research reveal that the complex mechanisms within the entrepreneurship learning process in the History Education program have been effectively established, incorporating methods and learning media that are deemed to meet the necessary requirements. However, challenges identified during the learning process primarily concern time allocation and students' comprehension of entrepreneurship concepts. Thus, the entrepreneurship course implemented in the History Education program plays a significant role and is regarded as effective in fostering efforts to cultivate a new generation of young entrepreneurs.

Keywords:

entrepreneurship course; history education; learning

Abstrak

Riset ini mengandung tujuan spesifik yang menjurus pada skema penganalisisan mekanisme yang terjadi dalam proses pembelajaran mata kuliah kewirausahaan khususnya yang mengarah ke Program Studi pendidikan sejarah. Adapun ketetapan untuk metode riset yang dilibatkan yang berbasis kualitatif yang melibatkan pendekatan khusus yakni studi kasus. Mengenai data yang berhasil terhimpun, dilakukan dengan jalur observasi atau pengamatan langsung, kemudian terkait pula dengan metode wawancara atau melibatkan sesi tanya jawab langsung, serta pendokumentasian. Temuan dalam riset ini menerangkan jika mekanisme kompleks yang terjadi dalam pembelajaran kewirausahaan di Program Studi pendidikan sejarah, secara langsung sudah ditetapkan secara efektif yang melibatkan keterlibatan metode beserta media pembelajaran yang dinilai telah memenuhi kebutuhan. Sedangkan perihal kendala yang berhasil teridentifikasi dari serangkaian pembelajaran tersebut yakni menjurus pada estimasi dari segi waktunya serta konteks yang melibatkan pemahaman mahasiswa terkait kewirausahaan itu sendiri. Maka, kuliah kewirausahaan yang diterapkan dalam Program Studi pendidikan sejarah mengandung peran yang dinilai sudah mencakup efektivitas guna mengupayakan usaha memupuk generasi wirausaha muda.

Kata Kunci:

mata kuliah kewirausahaan; pembelajaran; pendidikan sejarah



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Introduction

Nowadays, the unemployment rate at the university level is not small. Reporting from the Central Statistics Agency (BPS) website, unemployment at the university level in 2022 is around 6.17%, in 2023 around 5.52%, then in 2024 it is around 5.63% (Statistik, 2024). With this, it can be seen that the number of unemployed at the university level is not small. Thus, the government issued Presidential Regulation No. 2 of 2022 which specifically discusses the development of national entrepreneurship. The Presidential Regulation was prepared to increase the number of young entrepreneurs, especially in universities. Therefore, the aspect of education, especially higher education, needs to implement an edupreneurship system or entrepreneurship education to reduce the unemployment rate in Indonesia. Edupreneurship is an innovation in the field of education, especially higher education which is useful for producing quality graduates and beneficial to the surrounding environment (Utama et al., 2021). Thus, it can be known that edupreneurship needs to be applied to universities to equip students in entrepreneurship. Entrepreneurship education in higher education can attract students to contribute to growing the economy and reducing the unemployment rate (Dabbous et al., 2023). Thus, the edupreneurship program needs to be applied to the History Education Study Program, both public universities and private universities. This aims to equip history education students who are interested in becoming an entrepreneur.

Entrepreneurship education is one of the main focuses in curriculum development in various higher education institutions in Indonesia which is specifically strongly related to the History Education Study Program of the Universitas Negeri Semarang (UNNES). The History Education Study Program integrates entrepreneurship courses as part of the courses that students must follow. This determination has strong relevance to the government's efforts to strive for the creation of a generation that is not only connected to competence in the academic realm of history, but also has the ability to be entrepreneurial (Meliani & Panduwinata, 2022). Applying entrepreneurship learning in universities that is useful for equipping students in the field of entrepreneurship (Huang et al., 2023). Discussions that lead to job creation are interpreted as efforts to carry out improvements in the economic realm in a country, including Indonesia, then regarding the aspect of maximizing the ratio related to state entrepreneurship can bring an impact or effect that refers to the scheme to reduce the unemployment rate, which until now the problem is still a crucial problem in this country. This reality has strong relevance to the perspective that explains that entrepreneurship has such massive potential to overcome a number of problems related to the aspect of domestic-based unemployment that targets a country (Kapondoro, 2021).

Thus, the History Education Study Program of Universitas Negeri Semarang has considered that entrepreneurship courses need to be implemented as compulsory courses. This is useful to equip students in pursuing entrepreneurship since they are in college. This is in line with the opinion of the Lecturer of the Entrepreneurship Course of the History Education Study Program, Universitas Negeri Semarang who stated that "History Education graduates are not only teachers, but can become entrepreneurs or entrepreneurs. This is in accordance with the data provided by the

Study Program Coordinator, so we often call alumni to fill in events about entrepreneurship in the History Education Study Program to increase entrepreneurial interest in students". Thus, it can be known that graduates of history education at Universitas Negeri Semarang are not only teachers, but can become entrepreneurs or entrepreneurs. This is in accordance with the application of entrepreneurship courses that must be followed by students and the opinions of lecturers of the entrepreneurship course of the History Education Study Program, Universitas Negeri Semarang.

Referring to the narration delivered Baggen et al (2021) There is a special mechanism for instilling an entrepreneurial mentality in students in the campus area, namely the mechanism of integration of entrepreneurship education which is directly linked in a series of curriculums. Basically, what is meant by entrepreneurship related to History Education, has great expectations to be able to maximize the quality of students which at the same time leads to other academic communities, even alumni who have graduated. There are a number of strategies that can be implemented in order to provide fulfillment related to the quality of the workforce, especially in the realm of education (in this discussion, namely universities) with a scheme for the implementation of the concept of link and match, then it can also be associated with training to be ready-to-use, then there are also provisions related to contextual-based learning, and finally about project-based learning schemes (Mursal et al., 2022). What can be drawn here is that the process mechanism that takes place in the entrepreneurship course at the History Education Study Program, Universitas Negeri Semarang is carried out with a variety of approaches, ranging from theory to direct practice. The main goal of entrepreneurship learning is to improve skills in the form of materials and theories (Rocha et al., 2024). Additionally, it's important to understand that entrepreneurship isn't just about the formation of new ventures, but it also includes innovation, creativity, and the ability to take risks (Caputo et al., 2025). Thus, the learning of entrepreneurship courses in the History Education Study Program, Universitas Negeri Semarang is expected to foster students' interest in entrepreneurship.

The learning process of entrepreneurship courses in the History Education Study Program takes place effectively. This can be seen when lecturers carry out the learning process in the classroom. In the learning process in the classroom, lecturers use lecture methods, group discussions, and project assignments. Lecturers use power point media to explain the material to students during the learning process so that learning is more effective and interactive (León & García-Martínez, 2021). This aims to carry out an active, creative, and innovative learning process so that students are provoked to think critically in listening to information and observing objects. Furthermore, lecturers use digital technology advances in entrepreneurship learning so that students can adapt to technology both in the entrepreneurial learning process and in running entrepreneurship. According to Kreiterling (2023) argues that the advancement of digital technology can be used in entrepreneurship today and needs to be applied by all individuals who will run a business today using digital technology. Thus, the use of digital technology in carrying out the entrepreneurial learning process is very necessary for lecturers to apply.

However, there are challenges in the entrepreneurial learning process in the History Education Study Program. For example, the allocation of few learning hours makes it difficult for lecturers to divide their time in explaining the material to

students. Furthermore, it involves a combination of entrepreneurship courses and local history courses. This reality is in line with the ideas conveyed by previous research figures, namely Permatadewi et al (2021) with a straightforward statement, namely applying local historical values or local wisdom that can be used in the field of entrepreneurship. Then the next challenge faced by lecturers in entrepreneurship learning is about the short learning time. There are still a number of students who feel insecure or lack confidence in themselves, which is due to specific problems that are closely related to the lack of practical experience and understanding of the dynamics of market needs and the use of technological advances to support entrepreneurship or business. Thus, it shows the need for a more effective approach in entrepreneurship teaching and learning in order to increase confidence and grow students' skills in entrepreneurship.

Some previous research related to entrepreneurial learning is as follows. The first research was conducted by Susilo (2020) entitled *"Identification of the Entrepreneurial Character of STKIP PGRI Sidoarjo Students"*. The study carries out a special purpose in the identification scheme related to the entrepreneurial character of students of the PGSD and History Education Study Program which specifically takes a sample of places at STKIP PGRI Sidoarjo. Furthermore, regarding the type of research involved in the study, it focuses on the quantitative realm, as for the determination of the instruments involved for the purpose of the study, namely the determination of the questionnaire test. Continuing to determine the population involved, namely students of the PGSD and History Education Study Program who are dwelling on the schedule. The determination for the sample is 56 students with research findings explaining that in 22 or a percentage of 39.3% of the students have characters related to entrepreneurial aspects with high categorization, while 50% or 28 students with a fairly moderate character, and for the least percentage, namely 10.7% aka only 6 students with low character in terms of entrepreneurship.

The second study conducted by Ramdani et al. (2023) entitled *"Entrepreneurship Learning in Higher Education"*. The purpose of this research is specifically related to the measurement scheme regarding the character profile of student performance which refers in detail to the entrepreneurship teaching scheme. Continuing to the determination of the character of performance which also needs to be strengthened so that further development can be continued for students so that their entrepreneurial spirit is also awakened. A number of aspects that can be observed in the character of one's own performance are actually very complex, but there are several essential things, starting from perseverance, then leading to the aspect of tenacity, then performance ethics that have qualified strength, as well as the embodiment of a positive attitude, to being clever and having high discipline towards oneself. As for the determination of the methods involved, it leads to a quantitative scheme based on description. The determination of the descriptive analysis itself is involved to help summarize the trend or tendency as a whole on the data that has been obtained. The findings in this research confirm that the character profile of students, especially in research places (private universities in the Tasikmalaya area) occupies a category that in terms of quality is quite sufficient. Continuing to the findings related to performance character, which has implications related to the development of learning models, which makes the development of performance character specifically targeted, namely students related to student performance character.

The third research conducted by Nursita (2021) entitled *"The Impact of Entrepreneurship Courses on Students' Entrepreneurial Interests"*. The purpose of this research is specifically focused on the understanding scheme related to the influence of entrepreneurship courses that refer to entrepreneurial interest in students. Meanwhile, the analysis method focused on simple linear regression with the involvement of Likert scale instruments. As for the research findings, it is explained that the teaching and learning process is focused on entrepreneurship courses that make students have aspects of knowledge and soft skills to carry out entrepreneurial schemes and this has a specific targeting impact related to the interest of the student to pursue entrepreneurial actions. In the next discussion about this entrepreneurship course, it brings a real and positive influence with a direct target to the entrepreneurial interest of students so that the current young generation has more interest as prospective entrepreneurs and does not have the thought of relying on demand as a workforce that has become a stipulation of every corporation. So the students here should be given soft skills related to managerial skills to carry out entrepreneurial activities more maturely.

From this background description, the author tries to conduct the latest research to avoid previous studies that raised the topic of entrepreneurship learning. In this study, it is hoped that it can find out the importance of entrepreneurship education in higher education, especially in the History Education Study Program. This research aims to analyze the entrepreneurial learning process in the History Education Study Program, Universitas Negeri Semarang, analyze the efforts and obstacles of lecturers in the entrepreneurial learning process in the History Education Study Program, Universitas Negeri Semarang.

Method

This research involves a qualitative approach that is the basis for it. The qualitative approach itself leads to an approach scheme to conduct research that produces a number of data in the realization of writing or seeks a more comprehensive description (Moleong, 2022). Then to seek the interior through research studies, the researcher involves a case study-based method. Narration delivered by Yin (2014), Explain the purpose of case study-based research that can be involved for the purpose of collecting a number of data, then presenting it along with a more effective analysis scheme. Through this research, the researcher involved a case study that was single in nature with the target location, namely at Universitas Negeri Semarang History Education Study Program. Continuing to determine the source of data in this research involves the realm of observation, then also involves direct question and answer sessions aka interviews, and the review of documents relevant to the topic being carried. The observation mechanism itself is carried out during the learning process in the entrepreneurship course that takes place in the Education Study Program at Universitas Negeri Semarang. Then the question and answer session directly involved lecturers in the course as well as students who took such classes. Furthermore, the document review is carried out to carry out an analysis related to the learning mechanism along with a cross check of the track record of graduates from the relevant Study Program at the university that has been mentioned previously as independent entrepreneurs. The stipulation of data analysis techniques involves the schematic of interactive analysis models from Miles and Hubermann. Furthermore, regarding the validity of the data itself, it includes the triangulation

aspect involved for the sake of this research in the form of triangulation of sources with links to data that have been successfully collected involving a number of sources who have different positions with detailed interviews, to be subsequently involved for the sake of comparison of a number of information from related sources. As for triangulation, the method itself is obtained by direct question and answer mechanism or interview, then related to document studies, and conducting in-depth observations of the studies being studied.

Results and Discussion

Entrepreneurship Learning Process of History Education Study Program

Entrepreneurship courses are applied to the History Education Study Program, Universitas Negeri Semarang by focusing on curriculum development and the development of the times. The entrepreneurial learning process in the History Education Study Program is designed to provide a comprehensive understanding of the concept of entrepreneurship, including managerial, marketing, and innovation aspects. In this context, students are invited to develop business ideas that are in accordance with the historical background they are studying. Through this approach, it is hoped that students will not only be able to teach history or become history educators, but also have the ability to create business opportunities or create jobs that can be beneficial to the surrounding community.

The learning process of entrepreneurship courses in the History Education Study Program at Universitas Negeri Semarang is carried out using various learning methods such as: lectures, group discussions, and project-based learning. Based on the results of an interview on June 25, 2024 with H as a lecturer in charge of the entrepreneurship course in the History Education study program, it was revealed that lecturers encourage students to develop business ideas that are relevant to the historical context, such as making handicraft products inspired by local history and making food with local history themes to increase the local wisdom of an area. This reality certainly does not only present an experiential aspect in terms of practicality but also an aspect of maximizing in terms of students' understanding of the importance of entrepreneurship in the context of local culture and history. According to the results of interviews conducted with students, they feel that entrepreneurship learning provides new insights into how history can be integrated in the business world (Interviews A, D, and P as Students, June 25, 2024). This is in agreement with Kozlinska et al (2020) which states that teaching project-based theory can spark students' interest in running a business or entrepreneurship.

The use of the lecture method in learning entrepreneurship courses takes place effectively. The lecturer explained the learning material for the entrepreneurship course starting from business formulation to procedures for running a business (Interview A as a Student, June 25, 2024). The lecturer explained the current issues related to businesses that can be run by students. So that students can think critically to create a business and run a business. Then in the process of explaining the material using the lecture method, the lecturer of the entrepreneurship course uses power point media so that learning takes place effectively and interactively. This is in agreement with Zemuy et al (2024) which states that the use of interactive PowerPoint media can increase the effectiveness of the entrepreneurial learning process in higher education. Thus, it can be seen that the use of powerpoint media with the lecture method in explaining the material can increase effectiveness in learning in the

classroom. This is strengthened by the opinion of lecturers of the entrepreneurship course in the History Education Study Program who revealed that the lecture method by combining interactive powerpoint media can increase effectiveness in the learning process and can increase students' curiosity in the learning process (Interview H as Lecturer in Entrepreneurship Course, June 25, 2024).

In carrying out the learning process in the entrepreneurship course, the lecturers involve methods that are considered appropriate so that it can carry out and succeed the process that takes place to achieve comprehensive learning objectives. This reality is in line with research that confirms that active learning methods can increase student engagement and material comprehension (Thiele & Kordts, 2025). By involving students in real projects, students can apply the theories learned in a practical context, making the learning experience more meaningful. For example, students of the History Education Study Program at Universitas Negeri Semarang are involved in local history-based business development projects, such as making handicraft products that raise the theme of local history and making food with the topic of local history. This project not only provides practical experience, but also increases students' awareness of the importance of preserving local culture and history (Interview D as a Student, June 25, 2024).

Based on the results of an interview on June 25, 2024 with H as the lecturer in charge of the entrepreneurship course in the History Education study program, it was revealed that in addition to project-based learning, the group discussion method was also applied to discuss various issues related to entrepreneurship. Group discussions allow students to learn from each other's experiences and broaden their perspective on the business world. According to Mujtaba et al (2025) group discussions can improve students' understanding and social skills, which is very important in the world of entrepreneurship. With this in mind, group discussions in the entrepreneurship course of the History Education Study Program, Universitas Negeri Semarang need to be implemented to improve students' knowledge, understanding, and skills about entrepreneurship. In this learning, lecturers use an interactive discussion method that involves students in dialogue about entrepreneurial challenges and opportunities. With this approach, students are invited to think critically and creatively in formulating solutions to problems faced in the business world. This reality is in line with constructivist learning theory which emphasizes the crucial importance of active involvement of students in the context of learning (Harefa et al., 2024). Through this method, students not only learn theory, but also practical reality that can be implemented in the realm of their daily lives.

Entrepreneurship courses in the History Education Study Program, Universitas Negeri Semarang use digital media in the continuity of the learning process. According to Perwita (2021) The use of digital media in entrepreneurship can increase the effectiveness of running an entrepreneurial business. The use of information technology or digital media in entrepreneurship learning is also the main focus in the learning process of the entrepreneurship course of the History Education Study Program, Universitas Negeri Semarang. By utilizing digital platforms, students can access various sources of information and tools that can help them in designing and developing their business or business. For example, introducing various online shop platforms in marketing various products such as: Shopee, Tokopedia, Bukalapak, and Tiktok, then there are social media such as Whatapps and Instagram that can be used to market products (Interview H as Lecturer in Entrepreneurship

Course, June 25, 2024). Therefore, an entrepreneurship lecturer needs to teach theory and practice to students about digital media which has a very good function in carrying out entrepreneurship in the current era.

According to Karami et al., (2024) the better a student's knowledge of entrepreneurship, the higher the level of creativity and innovation in implementing entrepreneurship. Thus, entrepreneurship learning at the History Education Study Program of the Universitas Negeri Semarang not only focuses on developing business skills, but also on strengthening cultural and historical identity, so that students and alumni can develop local history-based businesses. This is in line with UNNES' vision as a university that is committed to creating graduates who are not only academically intelligent, but also have a high entrepreneurial spirit. The purpose of entrepreneurship learning in the History Education Study Program, Universitas Negeri Semarang is to equip students with the knowledge and skills needed to become successful entrepreneurs. In this context, learning objectives are not only limited to the creation of new businesses, but also include the development of positive entrepreneurial attitudes and mentality (Interview H as Lecturer in Entrepreneurship Course, June 25, 2024). Therefore, entrepreneurial learning in the History Education Study Program is directed to create individuals who are able to innovate and adapt to change.

In the learning process of the entrepreneurship course at the History Education Study Program, Universitas Negeri Semarang, students are given the task of analyzing existing businesses, including the history and development of the business. This assignment aims to hone students' analytical skills and understanding of entrepreneurial dynamics. From the results of the interviews, it was found that many students showed interest in starting their own business after graduating and applied the knowledge gained from entrepreneurship courses (Interview P as a Student, June 25, 2024). Thus, it can be known that some students of the History Education Study Program of Universitas Negeri Semarang want to run entrepreneurship. Entrepreneurship learning aims to build students' practical skills in designing business plans. In this process, students are taught to prepare a business plan that includes SWOT analysis, financial projections, and marketing strategies (Interview H as Lecturer in Entrepreneurship Course, June 25, 2024). According to Foeh (2020) A good business plan can increase the chances of success in entrepreneurship. Thus, the ability to design a business plan is one of the key competencies that students must have.

The learning objective of the entrepreneurship course is to foster confidence and courage to take risks among students. Entrepreneurship often involves risky decision-making, so students need to be trained to deal with uncertainty and make informed decisions. Mentoring and training programs involving successful entrepreneurs can be one of the effective ways to build an entrepreneurial mentality among students (Interview H as Lecturer in Entrepreneurship Course, June 25, 2024). Thus, the objectives of entrepreneurship learning in the History Education Study Program also include the development of professional networks. Through collaboration with various parties, such as local business actors and government agencies, students are expected to build relationships that are beneficial for the development of their businesses in the future. In today's digital era, a strong network of relationships can be a valuable asset for an entrepreneur in developing his business by utilizing advances in digital technology (Felicetti et al., 2024).

According to Ripollés & Blesa (2024) Evaluation of diverse learning can increase student motivation and involvement in the entrepreneurial learning process. The evaluation of entrepreneurship learning in the History Education Study Program, Universitas Negeri Semarang is carried out comprehensively to measure student achievement in various aspects. One of the evaluation methods used is portfolio-based assessment, where students are asked to collect documents that reflect their learning process, including business plans, project reports, and personal reflections (Interview H as Lecturer in Entrepreneurship Course, June 25, 2024). This assessment provides a more holistic picture of student development while participating in entrepreneurship courses at the History Education Study Program, Universitas Negeri Semarang. In addition to portfolio assessment, the final semester exam is also a form of evaluation used to measure students' theoretical understanding of entrepreneurship concepts (Interview H as Lecturer in Entrepreneurship Course, June 25, 2024). This exam includes questions that test students' ability to analyze business situations and formulate appropriate solutions. Evaluation is also carried out through presentations of entrepreneurship projects that have been developed by students (Interview H as Lecturer in Entrepreneurship Course, June 25, 2024). In this presentation, students are expected to be able to explain their business ideas clearly and convincingly, as well as answer questions from lecturers and classmates. This activity not only hone students' communication skills, but also provides an opportunity to receive constructive feedback that can be linked to improvement schemes for the future. One of the indicators of the success of entrepreneurship learning is the level of business sustainability developed by students after completing the course (Nano et al., 2024). Therefore, the evaluation also includes observation of the development of students' businesses in a certain period of time after graduation (Interview H as Lecturer in Entrepreneurship Course, June 25, 2024). Thus, the evaluation of entrepreneurship learning in the History Education Study Program involves feedback from stakeholders, including alumni, business actors, and the community. This feedback is critical to improving the quality of learning and ensuring that the entrepreneurship curriculum remains relevant to market needs.

Lecturers' Obstacles in the Entrepreneurship Learning Process

The entrepreneurial learning process in the History Education Study Program is designed to meet the comprehensive understanding of the concept of entrepreneurship, including managerial, marketing, and innovation aspects. In the learning process of entrepreneurship courses taking place effectively, the learning process is carried out offline or face-to-face. The results of observation or observation produce data that in the learning process of the entrepreneurship course, no obstacles were found in the learning process such as media and methods used by lecturers in carrying out the learning process of entrepreneurship courses. This is in agreement with the lecturer of the entrepreneurship course who revealed that there are no obstacles in the learning process which includes the media and learning methods used (Interview H as Lecturer in Entrepreneurship Course, June 25, 2024). Then the researcher compared the data findings with interviews with several students who participated in the learning process of entrepreneurship courses. As a result of interviews with several students, they argued that in the entrepreneurship course, there were no obstacles found in the media and learning methods used by lecturers when carrying out the learning process in the classroom (Interviews A, D, and P as

Students, June 25, 2024). Thus, it can be concluded that the learning process of entrepreneurship courses does not experience obstacles in the learning media and learning methods used by lecturers of entrepreneurship courses.

However, in the process of learning entrepreneurship in the History Education Study Program, Universitas Negeri Semarang, there are several obstacles. These obstacles are faced by lecturers in carrying out the entrepreneurial learning process. The obstacles faced by the lecturers of the History Education Study Program are: the allocation of time for entrepreneurship courses and students' understanding and knowledge of entrepreneurship. This is in accordance with findings in the field and data obtained from the interview process with lecturers and students who participated in the learning process of entrepreneurship courses. Based on the results of an interview on June 25, 2024 with H as the lecturer in charge of the entrepreneurship course in the History Education study program, it was revealed that obstacles in the learning process of entrepreneurship courses include the allocation of few learning hours and students' understanding of entrepreneurship materials using digital technology. Then the researcher compared the results of the findings in the field by interviewing several students, then the students argued that the obstacles experienced by lecturers and students were in the form of few hours of learning for entrepreneurship courses and students' understanding of entrepreneurial materials and theories that take advantage of advances in digital technology (Interviews A and P as Students, June 25, 2024). Thus, it can be concluded that the obstacles in the entrepreneurial learning process include the allocation of few learning hours, which is only two credits in one week and the next obstacle regarding students' understanding of entrepreneurship.

The learning process of entrepreneurship courses in the History Education Study Program, Universitas Negeri Semarang has several obstacles faced by lecturers of entrepreneurship courses. The first obstacle is the allocation of time for entrepreneurship learning hours. Based on the results of an interview on June 25, 2024 with H as a lecturer in charge of the entrepreneurship course in the History Education study program, it was revealed that "the allocation given is only a little, one meeting is only given 2 credits, so it is very limited in carrying out the learning process of entrepreneurship courses." From the results of the interview, it can be concluded that lecturers of entrepreneurship courses have obstacles in the allocation of meeting time for entrepreneurship courses, only 2 credits can affect the learning process. Such as the delivery of material about entrepreneurship. To overcome this challenge, there needs to be a better integration between theory and practice in entrepreneurial learning that only has an allocation of 2 credits of learning time in one meeting.

Kemudian terdapat pendapat dari hasil wawancara beberapa mahasiswa yang stated that "the allocation of learning hours for entrepreneurship courses is very small, namely one week only gets 2 credits and in our opinion this is an obstacle for lecturers in carrying out the learning process and an obstacle to achieving the learning goals of entrepreneurship courses (Interview P and D as Students, June 25, 2024)." Thus, it can be concluded that the allocation of hours for entrepreneurship courses is very small. This reality is an obstacle for lecturers and students when carrying out the learning mechanism in the course. The reality that was successfully identified is in line with the previous researcher's statement, namely Pardos et al (2023) With his statement, learning hours can be an obstacle for students and lecturers in carrying out

the learning process. So, a conclusion can be drawn that explains that the allocation of learning hours for entrepreneurship courses is small can be an obstacle factor for lecturers and students when carrying out the learning process.

Thus, it can be concluded that the main obstacle in the learning process of entrepreneurship courses in the History Education Study Program, Universitas Negeri Semarang is regarding the allocation of few hours for entrepreneurship courses. This is in line with the opinions of lecturers of entrepreneurship courses and students who take entrepreneurship courses. Thus, a lecturer experiences obstacles in the learning process which has limited allocation of learning hours. This can be seen when the lecturer is explaining the material in the class to students who need a lot of time. Then students consider that the allocation of learning hours for entrepreneurship courses is an obstacle for them, because they find it difficult to gain deeper knowledge about entrepreneurship materials.

Then the second obstacle is students' understanding or knowledge of entrepreneurship from manufacturing to sales. The results of interviews with lecturers of entrepreneurship courses in the History Education Study Program stated that "not a few students do not understand the context of entrepreneurship, starting from the formulation of the business to be carried out, the production process, and sales. There are some students who do not understand the context of entrepreneurship or business using social media (Interview with Lecturer of Entrepreneurship Course, 2024)." The information that was successfully identified from such an interview can be drawn from a conclusion that explains that students' knowledge related to entrepreneurship has not been fully understood. However, some students do not understand the context of entrepreneurship using digital technology advances such as social media. According to Lupa-Wójcik (2020) the obstacle in entrepreneurship for students is the level of ability and skills possessed by students to develop their business. Thus, it can be seen that lecturers need to improve knowledge and skills in the learning process of entrepreneurship courses to encourage student interest and knowledge.

Furthermore, there is an opinion from the results of interviews with several students who stated that "not all students understand the concept of entrepreneurship, especially now that we are in a period of technological advancement. Not all students can use technological advances in running a business, even though with technological advances we can use social media to run a business and use online shop platforms to run a business (Interview H as Lecturer in Entrepreneurship Course, June 25, 2024)." This is in agreement with Rauf et al (2024) which states that technological developments are increasingly rapid which can be used by students to develop businesses or entrepreneurship. Thus, it can be concluded that students have not understood the context of technological advances in running entrepreneurship or business. So a lecturer needs to approach students about the use of digital technology that can be used as a means of entrepreneurship.

Thus, it can be known that the obstacles in the learning process of entrepreneurship courses in the History Education Study Program, Universitas Negeri Semarang are the allocation of few course hours and students' understanding of entrepreneurship. The allocation of very few course hours is an obstacle for lecturers and students in carrying out the learning process. Then students' understanding of entrepreneurship becomes an obstacle for lecturers and students. Thus, lecturers need to improve their approach in carrying out the learning process of entrepreneurship courses (Liu et al., 2022). This is useful so that students can

understand the context of entrepreneurship in depth and understand the use of digital technology as a support in running an entrepreneur or business. This reality is in line with the statement (Pham et al., 2023) which emphasizes that advances in digital technology need to be integrated into entrepreneurship courses so that students can adapt to technological advances that can support them in running a business.

Then there are obstacles regarding local history that can be used as business opportunities. Integration of local history with entrepreneurship in creating business or business opportunities. In this case, the lecturer explained the material about the importance of local history in an area that can be used as a business opportunity or business that can be run by students. The researcher found data from interviews with lecturers, lecturers revealed that local history in an area can be used well as one of the business or business opportunities, but not all students understand the context of local history that can be used as a business or business opportunity (Interview H as Lecturer in Entrepreneurship Course, June 25, 2024). Next, the researcher compared the data obtained in the field by interviewing several students. Some students revealed that they still have a sense of indecision in integrating local history with entrepreneurship, so in their opinion this is an obstacle for students and lecturers in carrying out the learning process of entrepreneurship courses (Interviews D and P as Students, June 25, 2024). Thus, it can be known that the integration between local history and entrepreneurship is an obstacle in the entrepreneurial learning process. What is meant by these obstacles is regarding the aspect of students' understanding of local history that can be integrated with entrepreneurship or business. Thus, it can be concluded that the entrepreneurial learning process has obstacles in integrating local history or local wisdom with entrepreneurship or business. Entrepreneurship based on local wisdom or local history needs to be applied to all individuals, especially to students (Brinia et al., 2024). This aims to improve the economy of a region and can reduce the unemployment rate in a region. Because when an individual can integrate local history or local wisdom with entrepreneurship, then they contribute to improving the economy of a region and have a contribution to reducing the unemployment rate in an area.

Thus, it can be concluded that the obstacles in the learning process of entrepreneurship courses in the History Education Study Program include the lack of learning hours and student understanding. The allocation of learning hours for entrepreneurship courses is an obstacle for lecturers and students, this was concluded by the researcher when obtaining data on findings in the field in the form of observations and interviews with lecturers of entrepreneurship courses with students who took entrepreneurship courses. Then the context of student understanding includes obstacles to student understanding in integrating digital technology advances with entrepreneurship. Then the second obstacle is in the context of students' understanding of the integration of local history or local wisdom that can be used by students as business opportunities, this is an obstacle because not all students can understand and integrate the concept of local history or local wisdom with entrepreneurship or business. This makes the latest findings in the learning process of entrepreneurship courses in the History Education Study Program.

By reducing obstacles in the learning process, entrepreneurship courses in the History Education Study Program can improve students' abilities and willingness to run entrepreneurship in the future. This reality is also in line with the opinion expressed by Machmud et al (2022) With the statement, namely the lack of obstacles

in the entrepreneurial learning process at the university level can increase the potential and interest in entrepreneurship in students. So, conclusions can be drawn that affirm that reducing obstacles to the learning process of entrepreneurship courses in higher education can increase students' interest in running entrepreneurship. So that the role of lecturers is indispensable in reducing obstacles in the entrepreneurial learning process in the History Education Study Program in order to achieve the goals of entrepreneurship learning. One of the recommendations is to involve more practitioners and entrepreneurs in the learning process, so that students can learn more in-depth entrepreneurial concepts. By presenting guest speakers and holding workshops led by successful entrepreneurs, students can gain deeper insight into the business world and the challenges faced (Interview H as Lecturer in Entrepreneurship Course, June 25, 2024). Thus, it is important to develop entrepreneurship courses in universities, especially in the History Education Study Program. This is useful for developing students' abilities and skills in the field of entrepreneurship. Thus, it is hoped that students can develop their businesses so that they can be useful in the surrounding environment.

Conclusion

Following the findings from observations in the field, it can be concluded that the implementation of the learning process in the entrepreneurship course at the History Education Study Program Universitas Negeri Semarang has been carried out optimally. This effectiveness is reflected through the application of various methods and the use of varied learning media, which are significantly able to stimulate knowledge and motivate students to be entrepreneurial. The researcher identified several learning methods applied, including lecture methods, group discussions, and project-based approaches, which are synergistic. Then the researcher found a learning medium in the form of a projector to support learning. Projectors are used to teach students about the use of digital platforms as a means of entrepreneurship in the current era. The platforms taught by lecturers are: Shopee, Tokopedia, Bukalapak, and Tiktok, then there are WhatApps and Instagram to support entrepreneurship in the digital era. The purpose of the entrepreneurship course in the history education study program of Universitas Negeri Semarang is to produce young entrepreneurs. Thus, History Education is not only an educator. However, you can become a young entrepreneur. Furthermore, the researcher found obstacles in the learning process of entrepreneurship courses in the History Education Study Program, Universitas Negeri Semarang. The obstacles found by the researcher are: the allocation of few learning hours, namely 2 credits per week and students' understanding of entrepreneurship. Thus, it can be known that there are two obstacles in the entrepreneurial learning process in the History Education Study Program, Universitas Negeri Semarang. Obstacles to students' understanding of entrepreneurship include the integration of entrepreneurship with digital technology and the integration of entrepreneurship with the context of local history or local wisdom of a region. The entrepreneurship course in the history education study program serves to form young entrepreneurs who have a background in history education.

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