Developing an English Language School Management Course: Curriculum Innovation and Entrepreneurial Opportunities at Universitas Negeri Makassar

*1Chairil Anwar Korompot, 1Muhammad Miftah Fauzan, 1Sahril Nur
1Universitas Negeri Makassar, Indonesia

*Correspondence:
cakorompot@unm.ac.id

Abstract

This paper is based on a systematic literature review to justify introducing a new course, 'English Language School Management' (ELSM), in the English Language Education Study Program (ELESP) at Universitas Negeri Makassar, Indonesia. The literature review involved a detailed analysis of academic sources relevant to English language education and management, identifying gaps in current academic discourse and practical educational needs in the post-COVID-19 context. Prompted by the implementation of the Merdeka Belajar Kampus Merdeka program, which necessitated curriculum revision, ELSM was developed. This course aims to provide ELESP students with critical insights into the operation and management of English language schools. These institutions are vital in non-formal education, as underutilised partners in teacher training programs, and as potential employment and entrepreneurial opportunities for graduates. The introduction of ELSM addresses a notable lack of focus on English language schools within Indonesian academic circles despite their popularity and significant educational contributions. The development of this course is expected to enhance ELESP students' awareness of both the potential and challenges faced by English language schools, especially in the post-pandemic era.

Keywords: English language education, English language school management, course development, post-pandemic

INTRODUCTION

In 2020, the English Language Education Study Program (ELESP) at Universitas Negeri Makassar's Faculty of Languages and Literature was selected to participate in a curriculum revision pilot project. This revision, part of the Merdeka Belajar Kampus Merdeka (MBKM) initiative by the Ministry of Education, Culture, Research, and Technology of Indonesia, coincided with the challenges posed by the COVID-19 outbreak, including the shift to work-from-home and online teaching. The revision aimed to update the curriculum since 2015 and was led by a team headed by the first author of this paper, the Chair of ELESP.

A significant outcome of this revision was incorporating new courses into the 2020 curriculum, including the 'English Language School Management' (ELSM) course, introduced as a mandatory subject for sixth-semester students with two-semester credit units. Moreover, in 2021, amidst ongoing pandemic challenges, a further update to the curriculum was mandated for the comprehensive implementation of MBKM. The ELSM course was retained in this revised 2021 curriculum, again offered in the sixth semester. Including the ELSM course in the 2020 and 2021 curricula was driven by factors beyond the MBKM agenda. This paper elucidates the rationale for implementing ELSM, grounded in a detailed literature review on English language schools, which are the primary focus of the ELSM course. This review will illuminate the significance of introducing this new course in the ELESP curriculum.

In Indonesia, English Language (EL) schools, recognised as non-formal education institutions, focus on enhancing students' English proficiency, encompassing listening, speaking, reading, and writing skills. As Winiarti (2020) outlined, these schools also strive to foster a positive attitude towards English, an understanding of its cultural connections, and a broadening of cultural horizons. Students enrol in EL schools for various reasons. A common motivation stems from the inadequacy of English instruction in formal education settings like schools and colleges, leading students to seek supplementary or alternative instruction. Others pursue English education at EL schools for specific goals, such as improving workplace competitiveness, preparing for overseas opportunities, applying for scholarships, taking English language examinations, or deepening their understanding of English-speaking cultures. Artini et al. (2016) and Sulistiyo (2016) note that these institutions cater to individuals aiming to enhance their life skills and career prospects in a globally competitive environment where English is a crucial medium of international communication.

This need for proficient English language skills becomes more pronounced with Indonesia's integration into the ASEAN Economic Community (AEC). Comparative studies, including those by Rhuhama (2020) and Sulistiyo (2016), indicate that Indonesia's general English proficiency lags behind ASEAN counterparts like Malaysia, Singapore, the Philippines, and Brunei Darussalam. To bridge this gap, Indonesians must improve their English skills, underscoring the critical role of EL schools in meeting this demand. The following sections will discuss the essential components that enable EL schools to fulfil their role effectively in non-formal education.

The English Language Education Study Program (ELESP) recognises English Language (EL) schools as vital partners in EL teacher education and training. This recognition forms a crucial basis for introducing the English Language School Management (ELSM) course at ELESP. Despite the significant contribution of EL schools to national development, which is acknowledged by the state, there has been a lack of focused attention on their unique characteristics within academic and professional circles in Indonesian EL education, particularly at ELESP. Traditionally, ELESP's emphasis has been more on teaching initiatives within formal educational institutions like schools and universities. Most existing literature on EL schools tends to fall outside the domain of EL education, often aligning with business management or general education administration. In EL education, EL schools typically become a subject of discussion only when chosen as research sites, such as in

studies comparing teaching techniques between EL schools and traditional educational institutions.

In Indonesia, EL schools have been the subject of many studies, particularly in the context of EL instruction. A search on Google Scholar for 'English courses in Indonesia' reveals that research on EL schools generally falls into two main categories: the management of EL teaching and learning and the broader administration and business aspects of these schools, as identified by Tanduklangi et al., (2020). Furthermore, this paper builds upon a thorough literature review on the management aspects of EL schools, focusing on the pedagogical management of EL teaching and learning and the broader business management perspective. The findings from this review aim to substantiate the incorporation of the ELSM course into the ELESP curriculum. This course is particularly relevant for training future ELT professionals, some of whom may engage with or establish EL schools.

METHOD

This study systematically reviewed the existing literature to explore the introduction of English Language School Management (ELSM) as a new course in the English Language Education Study Program (ELESP) curriculum. We employed NVivo 12 Pro to analyse the data, map the study outcomes, and determine the relationships among the selected literature (Ni & Wu, 2023). Our investigative process comprised three stages: initially searching for relevant literature, selecting data through the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach, and finally, analysing the data. The literature search targeted research papers focused on entrepreneurship and curriculum development within English language education, specifically those published in the past five years.
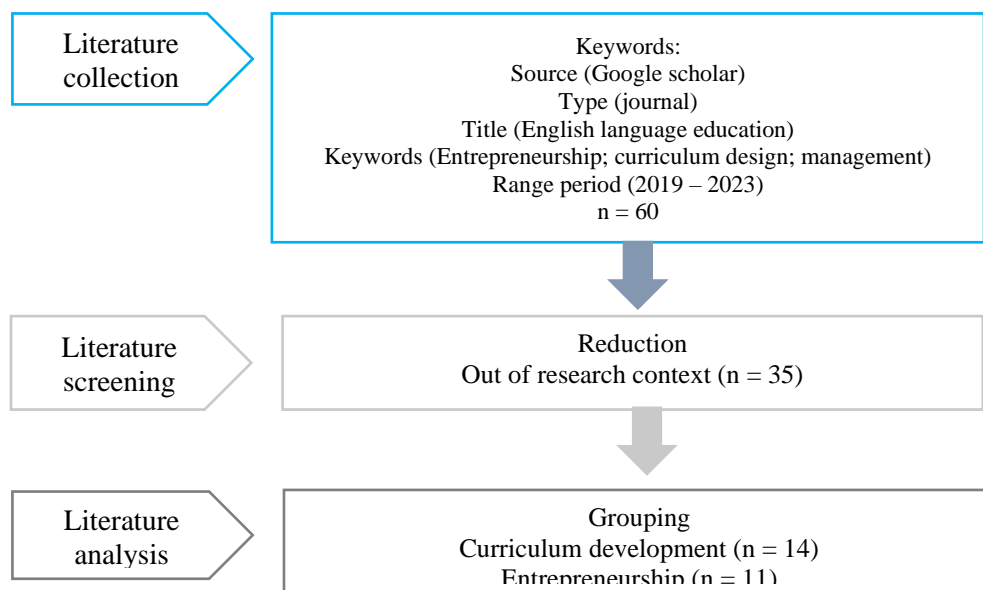

Figure 1. Literature selection obtained using the PRISMA method

Figure 1 illustrates a systematic literature review process, beginning with the collection of articles from Google Scholar that focus on journal-type sources related to English language education, entrepreneurship, curriculum design, and management from 2019 to 2023. Initially, 60 articles were gathered using these specified keywords. The next

phase involved screening this literature, which led to a reduction based on relevance to the research context, resulting in the exclusion of 35 articles. The subsequent analysis phase then further refined the selection, categorising the remaining literature into two distinct groups: one comprising 14 articles on curriculum development and another comprising 11 articles on entrepreneurship. This methodical approach to literature review ensures a focused and relevant body of work for the research.

In the initial search phase of our study, we applied predefined criteria to identify journal articles pertinent to our research objectives, resulting in an initial set of sixty articles. We then proceeded to the selection stage, where articles were meticulously chosen based on their relevance to supporting the research aims. This rigorous selection process identified twenty-five articles that met our standards for a more detailed examination. Further analysis of these articles was conducted using NVivo 12 Pro, which facilitated categorising and mapping the study's findings. The selected literature was systematically coded for efficient organisation and retrieval. Each article was assigned a unique identifier with a serial number ranging from 1 to 60, followed by a letter indicating the article's central theme—'E' for Entrepreneurship or 'C' for Curriculum. This was then coupled with a two-digit number reflecting the publication year (e.g., '19' for 2019, '20' for 2020, and so on), and finally, abbreviations representing the countries where the research was carried out. This multilayered coding scheme allowed for structured analysis and facilitated the synthesis of research outcomes related to ELSM within the ELESP curriculum.

FINDING AND DISCUSSION

The rising global demand for English among speakers in countries where it is considered a foreign language is a direct consequence of its status as an international lingua franca. This increasing importance is reflected in the educational policies of various countries, where English is integrated as a compulsory subject across all formal education levels. Examples can be found in Iran (Hassani, 2021), Turkey (Oruç & Demirci, 2020), Malaysia (Yadav & Yadav, 2023), Vietnam (Nguyen & Vu, 2020), and Indonesia (Rahayu, 2019), with Indonesia mandating English language (EL) instruction from junior high school onwards, extending through high school, and up to the first year of university education (Yulia, 2014; Korompot, 2012).

In Indonesia, English language education extends beyond formal settings. Non-formal educational institutions, commonly known as 'kursus bahasa Inggris' or EL schools, offer English tuition alongside other subjects such as computing, accounting, sewing, and driving, sometimes including English as an additional offering. The establishment and success of a private tuition institution are intricately linked to its foundational goals, as emphasized by Fadhilah & Hanum (2020). These goals not only give direction but also distinctly shape the key components that constitute the institution. As detailed in Sukmana & Dwilestari (2013), these essential components range from tangible resources to educational methodologies. They include learning resources, which are the materials and tools essential for education; learning citizens, referring to the students or learners; and non-educational staff, who play crucial roles in administration and support. The infrastructure of the institution, comprising its physical buildings and spaces, along with facilities, which enhance the learning environment, also form vital parts. The financial aspect is covered under learning funds, allocated for educational and maintenance purposes. Equally important are the learning

programs or curricula offered, the learning techniques employed for teaching, and the learning results, which focus on student performance and skill development. Lastly, learning stimulation encompasses the various activities and methods aimed at engaging and motivating students. All these components are intricately woven together by the institution's goals, ensuring a cohesive and effective educational environment. Table 1 provides a more detailed explanation of each course element's definition in Indonesia's non-formal education pathway.

Table 1. Elements of private tuition institution

No.	Elements	Definition/Description
1	Learning Resources	...teaching staff who understand or have special skills and are declared authorized to carry out their duties as learning resources, regardless of their formal educational background.
2	Participants	...members of the community who seek to develop their potentials through the learning process available at certain paths, levels, and types of education.
3	Organizer	...also referred to as owners, namely those who have the capital, in the form of infrastructure and facilities needed to be able to provide education.
4	Supporting staff	... staff members who cannot be categorized into organizers and learning resources, but their presence is needed to support/support/facilitate the implementation of the teaching and learning process.
5	Infrastructure	...a building space used to conduct course activities...(with) the aim of ensuring a smooth learning process.
6	Means	Supporting Facilities: All the relevant course office equipment...durable equipment used to carry out course administrative activities is termed office equipment, namely office furniture, administrative equipment, additional equipment, computers, and office stationery.
		Learning Facilities: Facilities that are directly related to the teaching and learning process, ...something that is absolute, ...learning facilities, which must be adapted to the type of education being held; consists of classroom furniture, laboratory furniture, learning tools, and teaching media.
7	Fund	... money, goods, services needed to ensure the continuity of learning activities in the course. Sources of course funds come from owners, learning residents, 3rd parties (private, government, banks, etc.), and business earnings.
8	Learning program	... a series of learning events, arranged into a teaching system or curriculum.
9	Learning methods	... aims that learning outcomes can achieve what has been determined/expected, while ensuring that learning activities run efficiently.

| 10 | Learning outcomes | … forming elements that indicate to what degree the learning community completes the learning process and also shows the results of course graduates. |
| 11 | Learning stimulus | … the stimulus that stimulates the continuity of learning activities in the course concerned. Thus, the purpose of learning yeast is to encourage the desire to learn. |

(Sukmana and Dwilestari, 2013)

Numerous laws and regulations have also established restrictions on the existence of non-formal education institutions, particularly Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (hereafter referred to as UU Sisdiknas 2003) and other pertinent legal documents. According to UU Sisdiknas 2003, non-formal education institutions can be classified based on their definition, implementation, or management, purpose, type of education, institution, goals and objectives, learning outcomes, facilities, and other provisions.

According to UU Sisdiknas 2003, the state acknowledges the presence and value of EL schools as a component of Indonesia's national education system. As a result, the state makes use of its power to create and carry out regulations pertaining to EL schools. The inclusion of EL schools as a type of non-formal education, which is presently managed by the Directorate of Courses and Training, the Directorate General of Vocational Education at the MoECRT, is one of its expressions. Informal education also plays a role, with English being taught through various social interactions, which may be structured or spontaneous, paid or voluntary (Lie, 2007; Korompot, 2012). This multi-faceted approach to English education underscores the language's significant role at individual and national levels within the country.
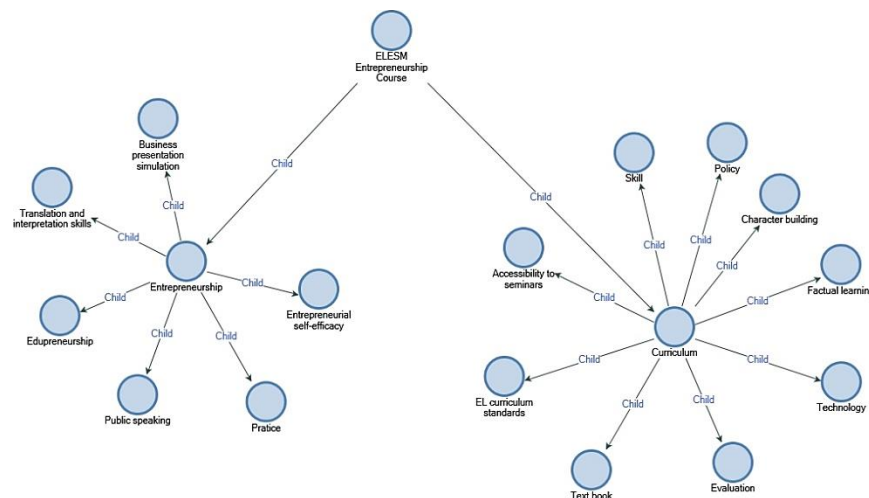

Figure 2. NVivo 12 Pro map of the main components of ELSM as a new course at the ELESP

The literature review's findings indicate that equipping future English Language (EL) teachers with entrepreneurial competencies is essential for navigating the current industrial transformation (Jerome et al., 2022). Consequently, incorporating a relevant course like English Language School Management (ELSM) into the English Language Education Study Program (ELESP) curriculum strategically enhances these entrepreneurial skills. Research

on English Language Teaching (ELT) across various countries has identified 'entrepreneurship' and 'curriculum' as critical themes at all educational levels, from elementary to university, and in formal and non-formal educational settings. The studies examined have been organised according to the primary findings related to these two themes, which are instrumental in developing ELSM as a novel course within the ELESP.

Introducing the English Language School Management (ELSM) course into the English Language Education Study Program (ELESP) curriculum necessitates a multifaceted approach to course design. When integrating this new course, it is essential to incorporate a variety of factors that are fundamental to the curriculum's efficacy and relevance. These factors include the development of specific skills, adherence to educational policies, selecting appropriate textbooks, implementing effective evaluation strategies, and incorporating factual learning. The studies comprehensively survey the existing knowledge base, especially concerning managing English Language (EL) schools. They also illuminate the breadth of issues open for discussion and further exploration within the context of EL schools in Indonesia. From the discussion presented, it becomes evident that EL schools are pivotal collaborative partners in the domain of EL teacher education and training—a partnership that, until now, has been largely overlooked by the English Language Education Study Program (ELESP).

This oversight is a situation that necessitates change. EL schools serve as partners in academia and play a crucial role in the professional landscape by offering employment opportunities for students, graduates, and faculty members within the field of English Language Teaching (ELT). Therefore, recognising and enhancing the relationship between ELESP and EL schools is essential for tapping into the full potential of this collaboration for the benefit of all stakeholders involved. The research underpinning these elements suggests that ELSM should equip ELESP graduates with the necessary academic knowledge and practical tools tailored to their discipline of English Language Teaching (ELT). By integrating these components, ELSM aims to significantly impact graduates, preparing them for discipline-specific entrepreneurial ventures within ELT. This comprehensive preparation will enable graduates to navigate and contribute to the field of EL schools successfully. The subsequent Figure 3 visually depicts these considerations and their interconnections.
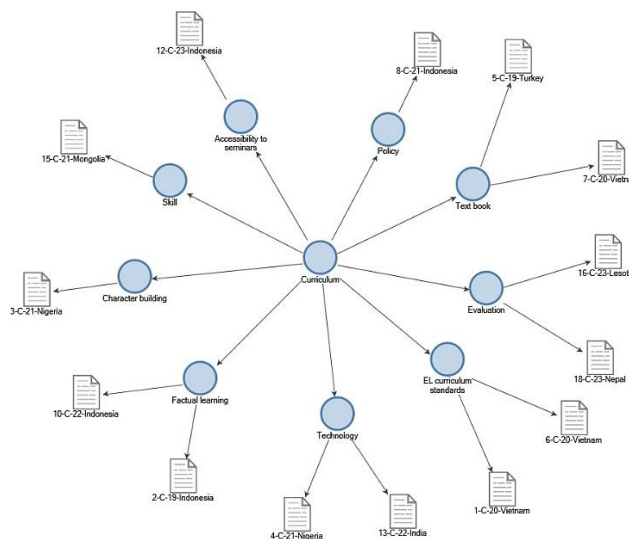
Figure 3. The primary elements of curriculum design are based on data from studies in several countries.

The research from various publications across different nations indicates a synergistic relationship between entrepreneurship skills and English Language (EL) proficiency (Yulian & Ruhama, 2020). This synergy underscores the value of the English Language School Management (ELSM) course in enhancing the competencies of graduates from the English Language Education Study Program (ELESP). As English becomes an essential subject in diverse departments like economics and management, the demand for English teachers equipped with entrepreneurial skills is increasing (Ahmad & Khan, 2023). Developing confidence in entrepreneurial ventures, including intentions and practical skills for business plan creation in EL services, such as tutoring or translation and refining public speaking abilities for business interactions, are crucial for the success of ELESP students (Siyaswati & Rochmawati, 2019).

Despite these insights, the exact number of EL schools in Indonesia founded or operated by ELESP members, alums, or instructors remains unclear. This fact aligns with the vision and mission of Universitas Negeri Makassar (UNM), which aspires to be a hub for educational and entrepreneurial innovation. UNM's ethos supports incorporating entrepreneurial perspectives within its educational framework, emphasising the importance of the Tridharma—teaching, research, and community service.

In this context, the ELESP must instil an understanding of the business aspects of EL schools among its students, equipping them with the necessary knowledge, skills, and attitudes for managing such institutions. Therefore, the program should include a dedicated course on EL school management, enabling students to grasp the complexities of operating and managing EL schools and preparing them for roles as teachers or managers in this field. The expectation is that such preparation will contribute to their success in professional roles or in launching their EL schools. The justification for this course becomes even more compelling in the post-Covid-19 era. The pandemic has had far-reaching effects, spurring a global push towards fostering entrepreneurship to address its socio-economic impacts. In line with this, the ELESP's mandatory course on EL school management serves as an educational strategy and a post-pandemic recovery mechanism, particularly for students who have faced the pandemic's enduring challenges.

CONCLUSION

The study presents a compelling case for the inclusion of the English Language School Management (ELSM) course in the curriculum of the English Language Education Study Program (ELESP) at the Faculty of Languages and Literature, Universitas Negeri Makassar (FBS UNM) in Indonesia. This course is designed to cultivate an understanding among undergraduate students of the processes involved in establishing and operating English Language (EL) schools to prepare them to seek employment within these institutions or initiate their own post-graduation ventures.

Prompted by the initiation of the Merdeka Belajar Kampus Merdeka (MBKM) program at UNM, the curriculum underwent revisions in 2020 and 2021. A review of existing literature revealed a significant knowledge gap in managing EL schools within the Indonesian context, which the ELSM course aims to address. The course is founded on four pillars: (1) EL schools' integral role within the national non-formal education system,

overseen by the state; (2) the partnership potential between EL schools and ELESP for EL teacher education and training, which has been underutilised; (3) the employment opportunities available to ELESP graduates at EL schools, not only as teachers but also as managers or administrative personnel; and (4) the entrepreneurial aspect of EL schools, which could be established by ELESP students, alums, or faculty, thus contributing to job creation in the post-pandemic landscape.

Establishing the ELSM course responds to the urgent need for entrepreneurial education as advocated by the MBKM initiative. It is a proactive strategy in mitigating the socioeconomic effects of the Covid-19 pandemic. It underscores the necessity of integrating this course into the ELESP curriculum at FBS UNM to equip students with the requisite skills for success in the evolving educational and business milieu. Additionally, exploring the broader educational impacts, including changes in EL proficiency and teaching methodologies, would offer a more holistic view of the course's effectiveness. Research into technological integration in EL school management and the interplay of policy and cultural contexts in Indonesia could provide deeper insights, particularly in the evolving post-pandemic educational landscape.

ACKNOWLEDGMENTS

REFERENCES

Ahmad, I. S., & Khan, Z. J. Y. (2023). English Language Skills and Becoming a Global entrepreneur: Lessons for Entrepreneurship Education. *International Journal of Learning, Teaching and Educational Research*, *22*(6), 195–211. https://doi.org/10.26803/ijlter.22.6.11

Artini, L. P., Padmadewi, N. N., & Nitiasih, P. K. (2016). Penyiapan alumni jurusan pendidikan bahasa inggris menjadi wirausahawan kursus. *INOTEKS*, *20*(1), 47–61.

Fadhilah, S. U., & Hanum, F. (2020). The Role of Private Tuition Classes as a Supplementary Agency in the Indonesia Education System. *Proceedings of the 2nd International Conference on Social Science and Character Educations (ICoSSCE 2019)*. https://doi.org/10.2991/assehr.k.200130.053

Hassani, V. (2021). The Impacts of COVID-19 Pandemic on English Language Teacher Education in Iran: Challenges and Opportunities. *The Teaching English as a Second Language Quarterly*, *40*(3), 83–116. https://doi.org/10.22099/jtls.2021.39716.2941

Jerome, C., Vathanalaohoa, K., Kangkha, P., Omanee, B., Lee, M. P., Perry, E. J., Ting, S.-H., Taibi, M., & Albert, F. (2022). English language education in times of change: A preliminary survey of southeast Asian universities. *International Journal of Education and Pedagogy*, *4*(3), 267–281.

Korompot, C. A. (2012). *Giving Teachers Their Voices : Indonesian EFL Teachers ' Perspectives on Professional Teaching Standards in the Context of Teacher Certification Programs in Indonesia* (Issue September). Unpublished Ph.D. thesis submitted to the University of New England, Armidale, NSW, Australia.

Lie, A. (2007). Education policy and EFL curriculum in Indonesia: Between the commitment to competence and the quest for higher test scores. *TEFLIN Journal*, *18*(1), 01–15. https://doi.org/10.15639/teflinjournal.v18i1/1-15

Nguyen, T. P. L., & Vu, Q. T. (2020). Alignment of curriculum, outcomes, and standards in Vietnamese English Language teacher education. *Literacy Information and Computer Education Journal*, *11*(2), 3443–3449. https://doi.org/10.20533/licej.2040.2589.2020.0453

Ni, H., & Wu, X. (2023). Research or teaching? That is the problem: A narrative inquiry into a Chinese college English teacher's cognitive development in the teaching-research nexus. *Frontiers in Psychology*, *14*. https://doi.org/10.3389/fpsyg.2023.1018122

Oruç, E., & Demirci, C. (2020). Foreign language anxiety and English language achievement in higher education: The mediating role of engagement. *European Journal of Education Studies*, *7*(3), 199–212. https://doi.org/10.5281/zenodo.3756910

Rahayu, N. (2019). Students' perceptions on the application of Standardized English Language Proficiency Test as graduation requirement in tourism higher Education in Indonesia (A case study at Trisakti School of Tourism). *TRJ (Tourism Research Journal)*, *3*(2), 153. https://doi.org/10.30647/trj.v3i2.60

Rhuhama, S. F. (2020). *Pengaruh Strategi Pemasaran terhadap Minat Konsumen Memilih Kursus Bahasa Inggris di LB LIA Pekanbaru menurut Ekonomi Syariah*. Universitas Islam Negeri Sultan Syarif Kasim Riau.

Siyaswati, S., & Rochmawati, D. (2019). Developing Module for Entrepreneurship based Translation and Interpreting Skills course in English Language Teacher Education. *JET (Journal of English Teaching) Adi Buana*, *4*(1), 81–91. https://doi.org/10.36456/jet.v4.n1.2019.1886

Sukmana, C., & Dwilestari, D. (2013). *Analisis Mutu Kursus*. Pusat Data dan Statistik Pendidikan, Kemendikbud.

Sulistiyo, A. (2016). *Manajemen Pembelajaran Kursus Bahasa Inggris pada Lembaga International Language Programs Semarang*. Universitas Negeri Semarang.

Tanduklangi, A., Muhsin, M. K., & Amri, C. (2020). Enterpreneurial talent and intention among undergraduate students: case study at English Language Education Department. *IJoASER (International Journal on Advanced Science, Education, and Religion)*, *3*(2), 46–56. https://doi.org/10.33648/ijoaser.v3i2.52

Winiarti, Y. (2020). *Evaluasi Program Kursus Bahasa Inggris di IEC Kreo, Kota Tangerang*. Jakarta: FITK UIN Syarif Hidayatullah Jakarta.

Yadav, M. S., & Yadav, M. K. (2023). Implicit Impact of English Language Pedagogical Enhancement Policies in Higher Education under the Indian NEP 2020: Challenges, Curriculum, Approaches, Opportunities, and Implementations. *American Journal of Education and Technology*, *1*(4), 1–12. https://doi.org/10.54536/ajet.v1i4.1117

Yulia, Y. (2014). *An evaluation of English language teaching programs in Indonesian junior high schools in the Yogyakarta* [Dissertation]. RMIT University.

Yulian, R., & Ruhama, U. (2020). Exploring EFL learners' English language anxiety in business presentation in higher education. *GEEJ (Getsempena English Education Journal)*, *7*(2), 228–239. https://doi.org/10.46244/geej.v7i2.1076