

Literacy entrepreneurship exploration: Students' perceptions of business opportunities in language and literature

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ABSTRACT

Literacy entrepreneurship is a field of entrepreneurship that focuses on developing language and literature-based products and services to strengthen literacy culture in society. The role of higher education is very important in fostering the entrepreneurial spirit of literacy. Research shows that many students still face challenges in developing literacy-based businesses, such as a lack of knowledge about business management, unsupportive attitudes, and inadequate practical skills. Therefore, it is important to explore the level of entrepreneurial literacy knowledge, attitudes, and skills among college students to design effective educational programs. Entrepreneurship education in higher education does not only focus on opening a business, but also on forming character, mindset, and entrepreneurial behavior. This research aims to fill this gap by analyzing the level of knowledge, attitudes, and literacy entrepreneurial skills of students, as well as providing recommendations for developing a more effective and comprehensive literacy entrepreneurship education curriculum. It is hoped that the research results can be used by higher education institutions to design programs that are more suited to student needs and support the development of literacy entrepreneurship education programs.

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Introduction

Literacy entrepreneurship is a branch of entrepreneurship that focuses on developing language- and literature-based products and services aimed at strengthening the culture of

literacy within society (Ulya, 2023). Literacy entrepreneurship is a specialized form of entrepreneurship concentrated on the literacy sector, encompassing activities such as book publishing, educational content creation, digital platform development, and various creative endeavors related to language and literature (Suwandi, 2019). Literacy entrepreneurship not only emphasizes commercial aspects but also prioritizes social impact, particularly in enhancing access to and the quality of literacy within communities (Ulya et al., 2022). Amid the rapid advancement of digital technology, the literacy entrepreneurship sector has become increasingly relevant, as it offers innovative solutions to improve accessibility and the quality of literacy, especially among younger generations (Ulya et al., 2023).

Among university students, literacy entrepreneurship can serve as a medium for channeling their creativity and skills in language and literature, while also developing entrepreneurial abilities that will be beneficial in the future (Hilaliyah & Anam, 2017). Students involved in literacy entrepreneurship have the opportunity to directly contribute to improving literacy within their communities while honing their entrepreneurial skills (Robinson & Stubberud, 2014). Higher education plays a crucial role in fostering literacy entrepreneurship competencies by creating a healthy entrepreneurial climate and providing appropriate educational and training programs (Fatoki, 2019; Okreglicka et al., 2017). Entrepreneurial education in universities has a strategic function and position in enhancing students' entrepreneurial competencies. It is not merely understood as education for starting a business, but more broadly as a means to develop character, mindset, and entrepreneurial behavior (Susilaningsih, 2015). Moreover, entrepreneurial education emphasizes efforts to promote independence and cultivate students' self-awareness regarding entrepreneurship (Voronkova et al., 2019). Hegarty adds to these perspectives by emphasizing the importance of equipping students with entrepreneurial competencies and skills (Hegarty, 2006).

Aside from the involvement of higher education, the success of literacy entrepreneurship largely depends on the readiness and capabilities of its practitioners, particularly students who will become key drivers in this field. Unfortunately, many studies indicate that students still face various challenges in developing literacy-based enterprises, including a lack of business management knowledge, attitudes that do not fully support entrepreneurial activities, and insufficient practical skills (Almos et al., 2019). Therefore, it is crucial to further explore the level of knowledge, attitudes, and skills related to literacy entrepreneurship among students to design educational programs that can effectively address these needs.

Several studies have highlighted the importance of entrepreneurial education in enhancing students' knowledge, attitudes, and entrepreneurial skills. Formal education through classroom learning has been identified as an effective pathway to improve students' entrepreneurial skills and interests (Krieger et al., 2018). Entrepreneurial education has also been shown to enhance students' self-efficacy, behaviors, and entrepreneurial mindset (Maulida & Nurkhin, 2017). Similarly, other research has concluded that entrepreneurial education increases students' desire and motivation to engage in entrepreneurship (Baihaqi et al., 2019; Ngundiati & Fitrayati, 2020). Concerning to literacy entrepreneurship, the entrepreneurial capabilities developed in higher education significantly support the growth of the creative and cultural arts industries (Matetskaya, 2015).

Martínez et al. found that entrepreneurship education programs focusing on literacy can enhance entrepreneurial intentions and skills among students (Martínez et al., 2010). Another study by Pittaway et al. demonstrated that well-designed educational interventions can influence students' attitudes and behaviors in literacy entrepreneurship (Pittaway et al., 2015).

According to the theory of planned behavior, entrepreneurial intention is determined by behavioral beliefs or attitudes, subjective norms, and self-efficacy (Ajzen, 1991). Beliefs or attitudes are shaped by the need for achievement, characterized by a desire for challenges, a wish for greater responsibility, a drive to achieve better results than before, and a desire to surpass others (Indarti & Rostiani, 2008). Subjective norms refer to an individual's belief in following the guidance or influence of significant others to engage in entrepreneurial activities. Ramayah and Harun argue that supportive subjective norms for entrepreneurial intentions are influenced by the role of parents, support from significant individuals, and peer support (Sarwoko, 2011). Self-efficacy is an individual's belief (perception) in their ability to engage in entrepreneurial behavior. Gadaam explains that self-efficacy can be measured by indicators such as confidence in managing a business and leadership in starting a business (Sarwoko, 2011).

The aspect of entrepreneurial skills in this study refers to several theories, including Sousa's perspective, which identifies three dimensions of skills that an entrepreneur must possess: entrepreneurship skills, management skills, and leadership skills (Sousa, 2018). Entrepreneurship skills include the ability to be creative and innovative, proficiency in mapping the business landscape, competence in identifying new business opportunities, risk-taking ability, networking skills, and the capacity to organize resources. Management skills encompass the ability to manage work organizations, knowledge of new technologies,

decision-making ability, responsibility and initiative, adaptability, networking proficiency, and the ability to optimize team potential. Leadership skills involve the ability to enhance employee performance, motivate employees, communicate effectively to strengthen employee commitment, and manage differences with employees (Sousa, 2018).

In addition to skills, literacy entrepreneurship competence also refers to the attitudes and behaviors of an entrepreneur. Regarding these aspects, McClelland identifies six distinct characteristics of an entrepreneur: (1) a willingness to take risks; (2) being energetic or enthusiastic in all activities; (3) having a strong sense of responsibility; (4) being aware of every decision made; (5) being anticipatory of potential outcomes; and (6) possessing organizational skills, including managerial and leadership abilities (McClelland, 1961). Furthermore, McClelland asserts that the core of entrepreneurial behavior is the motivation and need for achievement. So, what is the current competency map of literacy entrepreneurship among students in the Indonesian Language Education program? Are their competencies sufficient to develop literacy entrepreneurship? What is the ideal competency profile needed to support this endeavor? These questions will be addressed as the primary focus of this study.

This research holds significant value in several aspects. First, from an academic perspective, it contributes to the literature on literacy entrepreneurship and entrepreneurial education by providing in-depth empirical data on the current conditions among students (Hegarty, 2006). Second, from a practical perspective, the findings of this research can be utilized by higher education institutions to design and implement more effective literacy entrepreneurship education programs tailored to the needs of students (Hannon, 2013). Third, this study also has policy implications, as its results can serve as a basis for policymakers in formulating national strategies to enhance literacy entrepreneurship among the younger generation (Matlay, 2009).

Although there is extensive research on entrepreneurial education, several gaps remain that need to be addressed in the context of literacy entrepreneurship. First, most studies have focused on general entrepreneurial skill development without paying specific attention to literacy entrepreneurship, which encompasses knowledge, attitudes, and skills specific to literacy-based enterprises (Hynes & Richardson, 2015). Second, few studies have specifically explored how these components of literacy entrepreneurship develop among students and how entrepreneurial education can be designed to address weaknesses in particular aspects (Rae, 2010).

This research aims to fill these gaps by conducting an in-depth analysis of the level of knowledge, attitudes, and skills in literacy entrepreneurship among students. By identifying areas in need of improvement, this study is expected to provide recommendations for curriculum development, training or workshops, and industry collaboration. The recommendations will focus on enhancing literacy entrepreneurship curriculum in higher education to boost students' interest and competence in literacy entrepreneurship. Specifically, the study will suggest the implementation of training programs that emphasize practical skills in literacy entrepreneurship, such as digital publishing, creative writing, and content management. Regarding industry collaboration, this research is expected to offer recommendations for establishing partnerships with the publishing and media industries to provide students with practical experience, internship opportunities, and industry collaboration.

Method

This study employed a survey method, involving 250 students from the Indonesian Language Education Study Program at the Teacher Training and Education Faculty (FKIP), Universitas Sebelas Maret (UNS). The instrument used in this research was a closed-ended Likert scale questionnaire with four response options. Data collection was conducted through a questionnaire distributed via Google Forms. The data collected covered three main aspects of literacy entrepreneurship: knowledge, attitudes, and skills. Data analysis was carried out using descriptive statistical techniques. The validity of the questionnaire instrument was tested using Aiken's V method, with assessments from three validators. The validity test was conducted using the following formula.

$$V = \frac{\sum S}{n \times (c-1)}$$

V = Aiken index

$\sum S$ = The total assessment score minus the lowest score in the category

n = The number of validators (raters)

c = The highest assessment score

Once validated, the instrument was used to explore the three main aspects of literacy entrepreneurship: knowledge, attitudes, and skills. After the data were collected, descriptive statistical analysis was conducted to describe the competency map of literacy entrepreneurship among students based on these three measured aspects.

Results and Discussion

The competency map of students related to literacy entrepreneurship was developed using a questionnaire designed to measure the perceptions of 250 students from the Indonesian Language Education Study Program at FKIP UNS. The competencies measured include three aspects: knowledge, attitudes, and skills in literacy entrepreneurship. The following presents the survey data that has been collected.

Knowledge

Students' knowledge competence in literacy entrepreneurship was assessed through 15 questions designed to measure their understanding of literacy entrepreneurship. The validity of each question in assessing knowledge of literacy entrepreneurship was tested. The results of the validity test using Aiken's V coefficient are presented in the Table 1.

Table 1. Calculation Results of Aiken's Coefficient for the Knowledge Aspect of Literacy Entrepreneurship

Scale	Rater I	Rater 2	Rater 3	S1	S2	S3	ΣS	V	Note
Item 1-15	45	57	53	30	42	38	110	0,814	HIGH

Based on the table above, it is evident that the assessment from the three validators yielded an Aiken V coefficient of 0.814. This value falls into the 'HIGH' category. This indicates that the instrument used to measure knowledge of literacy entrepreneurship possesses high validity. It demonstrates that the items in the instrument consistently measure the aspect of students' knowledge of literacy entrepreneurship.

The components of literacy entrepreneurship knowledge assessed within the knowledge competency include understanding of the business field being pursued, awareness of roles and responsibilities, and knowledge of business management and organization. The following fig 1. presents a graph depicting these three knowledge components. The analysis results indicate a variation in understanding among the three components of knowledge. The average score for knowledge of the business field pursued was 15.08, knowledge of roles and responsibilities was 12.60, and knowledge of business management and organization received the highest score of 18.51. The average score for knowledge of the business field suggests that students have a good understanding of the specifics of the business area they are engaged in. However, this score indicates that there is still room for improvement, particularly in deepening knowledge about concrete examples of business development in the fields of language and literature. A comprehensive understanding of this business field is

crucial for enhancing the success of entrepreneurship at the early stages of business development (Fayolle & Gailly, 2012). Students' level of knowledge about literacy entrepreneurship can be seen in Fig 1.

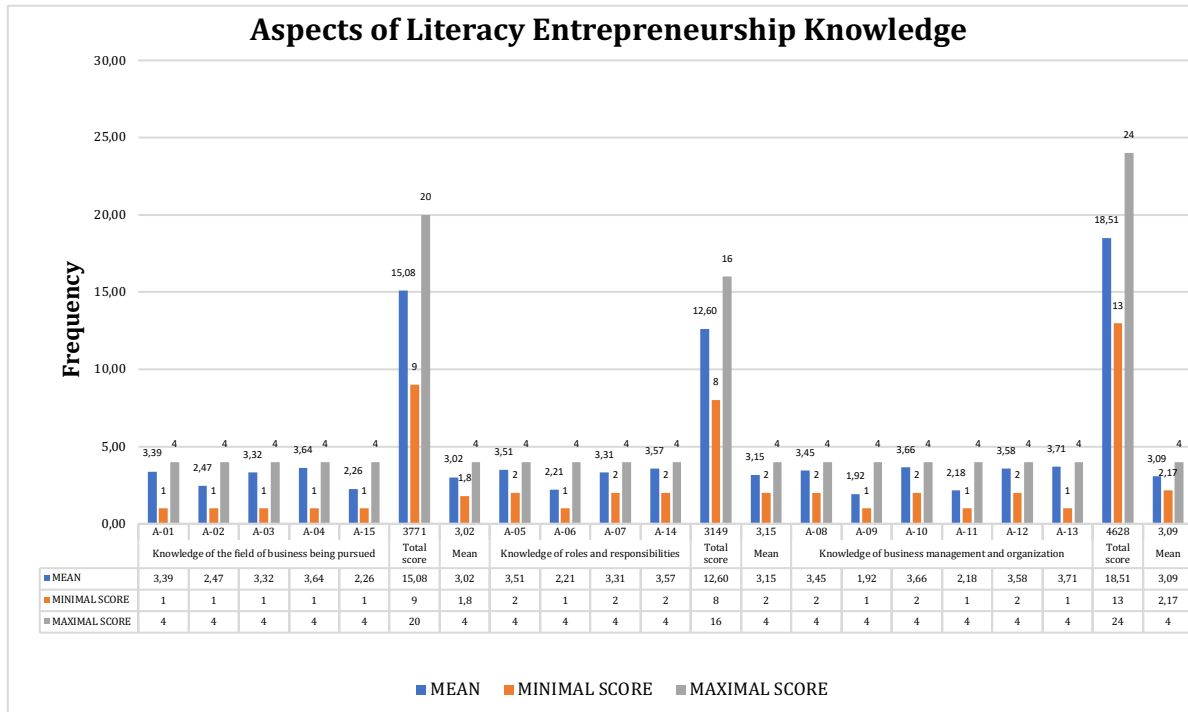


Fig 1. Students' Level of Knowledge about Literacy Entrepreneurship

The component of knowledge related to business management and organization received the highest average score of 18.51. This indicates that students have a strong understanding of managerial and organizational aspects of business. The high score reflects the students' readiness to manage the operational aspects of the business they intend to pursue. The elevated score for this component is influenced by the presence of entrepreneurship courses that provide students with a solid foundation for entrepreneurial skills. Strong managerial capabilities are one of the key pillars in developing successful entrepreneurs (Gibb, 2002).

Overall, these data indicate that although students possess a relatively good understanding of business management and organization, there remains an urgent need to enhance their knowledge regarding roles and responsibilities and to deepen their understanding of the business field they are engaged. Additional education and training efforts focused on these components are essential to ensure that students possess comprehensive competencies as literacy entrepreneurs.

Attitude

The competency of students' attitudes toward literacy entrepreneurship was assessed

through 13 questions administered to respondents to measure their attitudes toward literacy entrepreneurship. The validity of each question in measuring attitudes toward literacy entrepreneurship and its consistency with the measurement results were tested. The results of the validity and reliability tests are presented in the Table 2.

Table 2. Results of Aiken's Coefficient Calculation for the Attitude Aspect of Literacy Entrepreneurship

Scale	Rater 1	Rater 2	Rater 3	S1	S2	S3	ΣS	V	NOTE
Item 1-15	39	44	43	26	31	30	87	0,743	MEDIUM

Based on the table above, the assessment from the three validators resulted in an Aiken's V coefficient of 0.743. This value falls into the 'MEDIUM' category. This indicates that the instrument used is adequate for measuring attitudes toward literacy entrepreneurship and possesses acceptable validity. It shows that the items in the instrument are reasonably consistent in explaining the aspect of students' attitudes toward literacy entrepreneurship.

Regarding the aspect of entrepreneurial attitude, students' perceptions also do not indicate a high value. This aspect of entrepreneurial attitude is based on the Theory of Planned Behavior formulated by Ajzen, which consists of entrepreneurial intention, personal attraction, perceived behavioral control, and subjective norms. Each of these components is elaborated in several statement items. Based on the responses provided by the students, it can be stated that their entrepreneurial attitudes are still relatively low, as illustrated in the Fig 2.

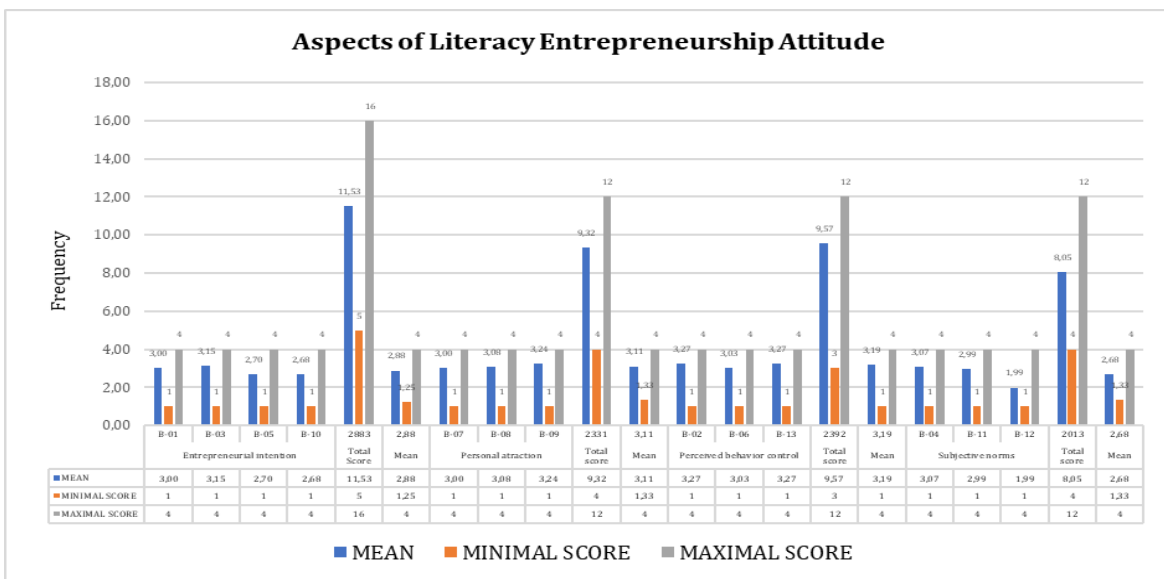


Fig 2. Aspects of Student Literacy Entrepreneurial Attitudes

The graph indicates that the average score for entrepreneurial intention is 2.83. This score suggests that while there is an intention to engage in literacy entrepreneurship, the intensity of that intention varies among students. This may be attributed to factors such as personal experience, exposure to entrepreneurship, or perceptions of opportunities within the literacy sector. Entrepreneurial intention is significantly influenced by psychological and contextual factors, including individuals' beliefs in their capabilities and environmental support (Schlaegel & Koenig, 2014).

The personal attraction component has an average score of 2.88. This indicates that students have a relatively good interest in literacy entrepreneurship. This attraction may stem from personal interest in the field of literacy or a desire to contribute positively to society. Personal attraction to entrepreneurship is highly correlated with intention and entrepreneurial actions, meaning that enhancing personal interest can increase entrepreneurial activity among students (Krueger et al., 2000).

The average score for perceived behavioral control is 3.11, with a minimum score of 1.33 and a maximum of 4. This relatively high score indicates that students feel they possess adequate abilities and resources to engage in literacy entrepreneurship activities. In the Theory of Planned Behavior, perceived behavioral control is an important predictor of intention and actual behavior (Ajzen, 1991). Students who feel more confident in their capabilities are more likely to participate in literacy entrepreneurship.

The subjective norm has an average score of 3.19, with a minimum score of 1 and a maximum of 4. This indicates that students perceive sufficient social support from their surrounding environment for literacy entrepreneurship activities. A high subjective norm reflects those significant individuals in the students' lives (such as family, friends, and mentors) provide positive support for their entrepreneurial activities. Kolvereid emphasizes that social support is a crucial factor influencing entrepreneurial intention (Kolvereid, 1996).

Overall, the analysis results indicate that students have a relatively positive attitude toward literacy entrepreneurship, with perceived behavioral control and subjective norms being higher compared to intention and personal attraction. This suggests that while students feel capable and supported in their entrepreneurial endeavors, there is a need to enhance their intention and personal attraction toward literacy entrepreneurship. Educational and training efforts that emphasize the importance of literacy entrepreneurship and provide relevant practical experiences can help strengthen students' intentions and personal attraction.

Skill

The students' skills competency in literacy entrepreneurship was assessed through the administration of 12 questions to respondents to measure their skills in literacy entrepreneurship. Each question was evaluated for its validity in measuring literacy entrepreneurship skills and its consistency with the measurement results. The results of the validity and reliability tests can be seen in the Table 3 .

Table 3. Results of Aiken's Coefficient Calculation for Literacy Entrepreneurship Skills Aspect

Scale	Rater I	Rater 2	Rater 3	S1	S2	S3	ΣS	V	Note
Item 1-15	38	45	45	26	33	33	92	0,851	TINGGI

Based on the table above, it is evident that the assessment from three validators resulted in an Aiken V coefficient of 0.851. This value falls into the 'HIGH' category. This indicates that the instrument used to measure literacy entrepreneurship skills has high validity. It demonstrates that the items in the instrument consistently measure the literacy entrepreneurship skills aspect of students.

The literacy entrepreneurship skills of students were analyzed through six main components: creativity, problem-solving ability, leadership, opportunity recognition, communication, and networking. Furthermore, regarding the skills aspect, students possess inadequate skills to serve as capital for entrepreneurship. A graphical representation of an in-depth analysis of each component can be seen in the Figure 3.

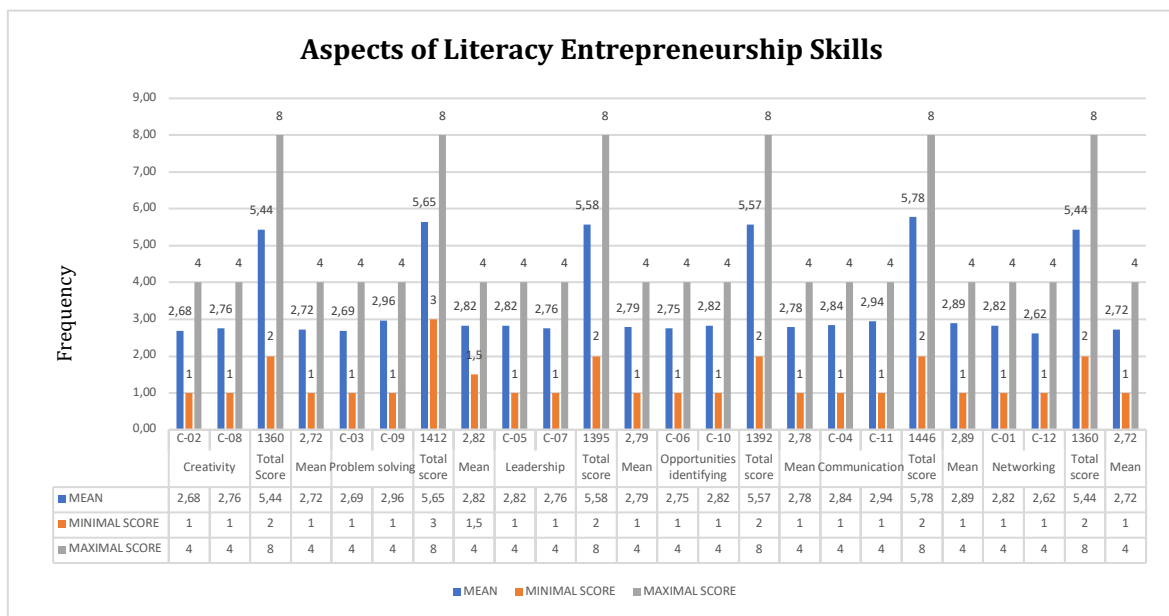


Fig 3. Aspects of Students' Literacy Entrepreneurship Skills

Creativity is one of the essential aspects of entrepreneurship skills. Creativity relates to an entrepreneur's ability to generate new and innovative ideas to provide specific solutions to challenges. Based on the research findings, the creativity component among students has an average score of 2.72. This indicates that students' creativity is reasonably good but has not yet reached the maximum average score. Students feel that they are not sufficiently capable of producing creative works in the fields of language and literature that have market value.

Creativity is a crucial element in literacy entrepreneurship because it enables individuals to develop innovative ideas and new solutions that can enhance the value of the products or services offered (Ardiansyah, 2020). Creativity is also closely related to the ability to think outside conventional boundaries and generate new approaches to existing challenges (Runco & Jaeger, 2012). Therefore, literacy entrepreneurship education must encourage students to think creatively and innovatively.

Problem-solving skills refer to the ability to identify, analyze, and find solutions to the challenges encountered. With an average score of 2.82, this skill is slightly better than creativity, indicating that students tend to be more capable of addressing and resolving arising issues. This skill is vital in literacy entrepreneurship, as every innovation or new product inevitably faces challenges that require creative and effective solutions (Jonassen, 2010). Strong problem-solving skills are directly related to the ability to sustain and grow a business (Srivastava et al., 2017).

Leadership encompasses the ability to motivate, lead, and direct a team towards established goals. An average score of 2.79 indicates that students possess fairly good leadership abilities but still have potential for improvement. In the context of literacy entrepreneurship, effective leadership is necessary for organizing a team to achieve business objectives, managing creative teams, collaborating with various stakeholders, and ensuring that the vision and mission of the venture are realized (Northouse, 2021). Good leadership can motivate teams, facilitate effective communication, and foster innovation. Furthermore, effective leadership is a key factor in the success of organizations, including in the context of entrepreneurship (Northouse, 2021).

The ability to identify opportunities is the skill to recognize and capitalize on market opportunities, enabling the creation of unique products and services in the fields of language and literature. With an average score of 2.78, this skill is adequate but can be further enhanced. Identifying new opportunities is crucial in literacy entrepreneurship, as this sector is continuously evolving and requires ongoing innovation to meet changing consumer needs and preferences (Shane, 2012).

Communication refers to the ability to effectively convey ideas, information, and messages to others. The average score of 2.89 is the highest among the other skills, indicating that students possess good communication abilities. Effective communication is essential in literacy entrepreneurship for building strong relationships with customers, business partners, and teams, as well as for promoting products and services in an engaging manner (Suprpto, 2018).

Networking is the ability to build and maintain professional relationships that can support business development. With an average score of 2.72, this skill is on par with creativity. Good networking can open new opportunities, provide resources, and offer the necessary support for developing literacy businesses. A wide network significantly influences students' motivation to engage in entrepreneurship (Rajindra & Kadir, 2019).

Overall, the results of this study indicate that students possess reasonably good literacy entrepreneurship skills across all components, with communication skills being the most prominent. This suggests that students have a solid foundation in communication abilities, which are important in various aspects of entrepreneurship. However, there is a need to further enhance creativity and networking skills, which can be achieved through education and training programs specifically designed to develop these aspects.

Map of Student Literacy Entrepreneurship Competencies

In summary, the map of student literacy entrepreneurship competencies can be observed in the Fig 4.

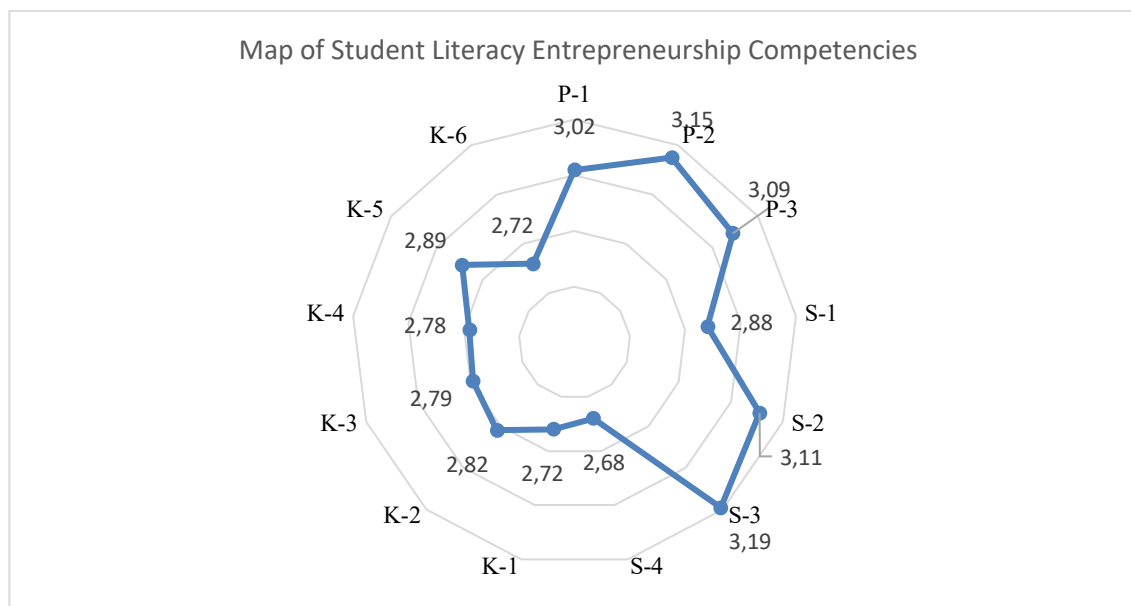


Fig 4. Map of Student Literacy Entrepreneurship Competencies

This study analyzes three main aspects of students' literacy entrepreneurship:

knowledge, attitude, and skills. Students demonstrate a good understanding of business management and organization, which aligns with their relatively high problem-solving and leadership skills. This indicates that a strong theoretical understanding is applied in practical skills. However, knowledge about roles and responsibilities remains at a lower level, necessitating an improvement in understanding specific responsibilities in entrepreneurship. The high perceived behavioral control and subjective norms indicate positive self-confidence and social support. This contributes to the development of communication skills and problem-solving abilities. Students who feel supported tend to be more willing to take initiatives and engage with their business environment.

Areas requiring improvement include creativity and networking. Creativity is an essential element in entrepreneurship for creating innovations and new solutions. Meanwhile, networking skills enable students to build relationships that can provide the support and resources needed.

Conclusion

Based on the discussion above, it can be concluded that the respondents have a high potential for success in entrepreneurship within the field of language and literature. However, there remains a lack of awareness regarding certain components of literacy entrepreneurship competence. Students still have limited knowledge of concrete examples of business development in the language and literature fields. The attitudes exhibited by students toward literacy entrepreneurship suggest that they do not yet possess a strong intention or readiness to pursue this path. Students face challenges in identifying problems within the language and literature fields and in establishing strong networks to support their ventures. To enhance their chances of success, efforts should be made to strengthen networks and refine their problem-identification skills. Support from social and professional environments will also be crucial in motivating respondents to take entrepreneurship in language and literature more seriously. Additional education and training initiatives are expected to help reinforce students' competencies in literacy entrepreneurship.

Declarations

Author contribution : Chafit Ulya was responsible for the entire research project. He also led the writing of the manuscript and the collaboration with other authors. All authors approved the final manuscript.

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