

Bridging Language Learning and Entrepreneurship: Examining Arabic Language Students' Potential in Developing 'Arabic for Specific Purposes' Module Projects

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ABSTRACT

This research explores the potential of Arabic language students in Indonesia to develop "Arabic for Specific Purposes" (ASP) modules, focusing on integrating entrepreneurial concepts into language learning. The study aims to examine the factors influencing students' engagement in entrepreneurship and how a structured curriculum can enhance both their entrepreneurial skills and Arabic proficiency. Using a mixed-methods approach, the study surveyed 136 students from Arabic Language Education programs across various Indonesian universities, gathering both quantitative data on students' attitudes toward entrepreneurship and qualitative insights into their experiences in ASP module development. The findings revealed that most students show strong interest in creating practical Arabic modules, especially for real-world applications. However, they require further training in communication skills, curriculum design, and market awareness. The study suggests that incorporating entrepreneurial competencies into the curriculum—especially in market analysis and user-centered design—would benefit students. It recommends providing structured support and training to bridge knowledge gaps and enhance students' entrepreneurial potential. Future research could explore how gender dynamics and real-world entrepreneurial simulations influence ASP module development in language education.

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Article history

Received 2024-11-19

Revised 2024-12-16

Accepted 2025-01-06

Keywords

Arabic for Specific Purposes;
Entrepreneurship;
Arabic language education;
Module development.

Introduction

The Arabic language holds significant importance globally, rooted in its historical, cultural, and religious dimensions. Spoken by over 470 million people and the official language

of 22 Arab countries, Arabic is a vital medium for communication and cultural exchange, facilitating connections across nations and communities. As the language of the Quran, Arabic holds a profound place in Islam, strengthening unity and identity among Muslims worldwide (Al Yamin, 2023; Aslan, 2019; Muslimah, 2021). Its cultural significance also extends beyond religion; Arabic has long been recognized as a gateway to the rich Arab heritage, fostering cooperation and understanding across diverse groups (Rizqi, 2024). Historically, it played a pivotal role during the Islamic Golden Age, advancing knowledge and contributing to global intellectual development (Ali et al., 2022). Arabic's importance on the world stage was further acknowledged when the United Nations designated it as an official language in 1973, enhancing its role in international diplomacy and global communication (Rizqi, 2024). With increasing Arabic language programs at universities worldwide, its global influence continues to grow (Ali et al., 2022).

The Arabic language retains considerable importance in Indonesia, engrained in its historical, cultural, and educational impact. Since the arrival of Islam, Arabic has influenced Indonesian society, particularly in the vocabulary and expressions of the Indonesian language, which includes many Arabic loanwords (Nurlis et al., 2024). In education, Islamic boarding schools (*pesantrens*) play a central role in teaching Arabic (Ilyas et al., 2024; Muslimah et al., 2024). Additionally, Arabic learning in these institutions incorporates character education, which emphasizes moral values derived from Islamic teachings and supports the holistic development of students (Ariati et al., 2024). Culturally, Arabic calligraphy has become an integral aspect of Indonesian art, contributing to the country's cultural identity and offering a means of spiritual expression (Azizah & Maulani, 2024). Beyond religious use, Arabic also influences Indonesian literature, state administration, and other cultural practices (Nurlis et al., 2024).

In addition to its cultural and religious value, Arabic offers unique economic opportunities, especially when paired with entrepreneurship (Fahraini & Almaliki, 2023; Fikri et al., 2021). Integrating entrepreneurship education into Arabic language programs can equip students with essential skills and a growth mindset, enhancing their employability and readiness for a dynamic job market (Rifa'i & Muslimah, 2024; Sriwahyuni et al., 2023). By engaging in entrepreneurial activities, Arabic language students can contribute to economic development, especially in regions facing high youth unemployment rates (Alasrag, 2010). Entrepreneurship also serves as a bridge to potential opportunities in Islamic finance, tourism, and other sectors linked to Arabic proficiency, fostering job creation and innovation within the Indonesian economy (Nasereddin, 2019). Through this blend of linguistic and entrepreneurial

skill-building, Arabic language education in Indonesia can extend its impact beyond cultural preservation, contributing meaningfully to both local and broader economic growth.

Universities play a vital role in shaping students' entrepreneurial attitudes (Lakra, 2023; Sekerbayeva et al., 2023). The inclusion of dedicated entrepreneurship curricula has been shown to enhance students' skills and knowledge, meeting the high demand for entrepreneurship education and equipping students for future ventures (Abdelkarim, 2018; Bakri & Mehrez, 2017). Furthermore, entrepreneurship cultivates innovation and self-reliance, encouraging students to create unique ideas and solutions that contribute to a culture of independence and resilience (Nasereddin, 2019). This capacity to recognize and capitalize on opportunities is especially relevant in the fast-evolving knowledge economy (Alasrag, 2010).

However, despite its growing popularity, entrepreneurship education faces challenges in its implementation at many universities, such as lack of innovation, lack of students' interest, and insufficient number of professional teachers in the field (Bi, 2023; Wei, 2023). Addressing these gaps is essential for maximizing the benefits of entrepreneurship for Arabic language students, ensuring they are equipped to contribute meaningfully to both their communities and the broader economy.

Entrepreneurship courses in higher education are gaining traction as a means to develop entrepreneurial skills and encourage innovative thinking among students (Isac et al., 2023; Sun et al., 2023). These courses often incorporate project-based learning and educational games to increase engagement and facilitate the practical application of entrepreneurial concepts. For example, the *Arabiyah Lil Athfal* course at Arabic language education department successfully implemented project-based learning by encouraging students to design Arabic instructional games, which enriched the learning experience and fostered critical thinking skills (Muslimah, 2022). Educational games further boosted students' interest and motivation, making complex entrepreneurial ideas more accessible and enjoyable (Muslimah, 2022).

The demand for entrepreneurship education in Arabic language programs highlights the need for well-structured curricula that nurture students' entrepreneurial intentions and cognitive skills (Fahraini & Almaliki, 2023). A survey at the Arab Open University indicated strong student interest in such programs, reinforcing the importance of curricular development focused on communication and creative thinking skills (Abdelkarim, 2018; Reyad et al., 2018). However, challenges like limited study time and varying levels of student enthusiasm remain (Nabila & Makniyah, 2024). Addressing these issues is essential to fully realize the benefits of

entrepreneurship courses in Arabic language education, potentially by balancing innovative teaching approaches with traditional methods to cater to diverse learning needs.

Students' interest in Arabic language-based entrepreneurship is shaped by various supportive factors, including educational methods, curriculum design, and motivational influences (Bigos & Michalik, 2020; Sun et al., 2023). These elements work together to create an engaging and effective environment for entrepreneurial learning. For instance, project-based learning has proven to be particularly effective in Arabic courses like the Arabiyah Lil Athfal Entrepreneurship course, where interactive, hands-on activities significantly boost student interest in Arabic through practical applications (Muslimah, 2022). Additional research suggests that a comprehensive entrepreneurial curriculum plays a crucial role in shaping students' attitudes, with universities providing essential resources and support (Bakri & Mehrez, 2017).

External influences, such as role models and a supportive community, also significantly impact students' entrepreneurial goals, emphasizing the importance of mentorship and networking (Nurhaliza & Nawawi, 2022). College students that receive entrepreneurship instruction have a more entrepreneurial attitude and more ambitious goals, with prior exposure to entrepreneurship and internal motivation acting as moderators (Sun et al., 2023). Despite these positive influences, some students may still face challenges, such as low self-confidence (Lupa-Wójcik, 2020), or limited institutional resources (Pang, 2022), which can hinder their entrepreneurial aspirations.

Students' interest in Arabic language-based entrepreneurship faces several obstacles, both internal and external, that can reduce their motivation and confidence in pursuing entrepreneurial activities. Socio-cultural barriers, for example, play a significant role in shaping students' perceptions. Female students, in particular, often view entrepreneurship as a male-dominated field, which can lead to lower entrepreneurial intentions among women (Cardella et al., 2020; Jennings et al., 2023; Mehtap et al., 2017). Additionally, traditional societal norms may discourage both male and female students from exploring entrepreneurship, especially in conservative settings (Mehtap et al., 2017).

Educational limitations also contribute to students' lack of interest. Current university curricula in entrepreneurship are frequently seen as insufficient, as they may lack the practical skills and inspiration needed to engage students in entrepreneurial learning (Bakri & Mehrez, 2017). The reliance on lecture-based teaching methods often fails to actively involve students, resulting in diminished interest in both the Arabic language and entrepreneurship (Munawarah & Ilmiani, 2024). Furthermore, internal motivational factors, such as low self-efficacy, add to

these challenges. Many students lack confidence in their entrepreneurial abilities, which is compounded by limited institutional support (Amanda & Khan, 2024; Mehtap et al., 2017). A lack of intrinsic interest in Arabic itself can also reduce enthusiasm for entrepreneurship within this context (Amanda & Khan, 2024). While these challenges are significant, there remains potential for educational reforms and supportive initiatives to create a more encouraging environment for Arabic language-based entrepreneurship, thereby boosting student interest and involvement.

The primary objective of this research is to examine the potential of Arabic language students from various universities across Indonesia in developing 'Arabic for Specific Purposes' module projects, with a focus on integrating entrepreneurial concepts into language learning. This study aims to identify the factors influencing students' engagement in entrepreneurship and explore how a well-structured curriculum can enhance their entrepreneurial skills alongside Arabic language proficiency. To achieve these goals, the research employed a quantitative approach, utilizing a survey questionnaire distributed to Arabic language education students who were willing to be respondents of this study. The collected data will provide insights into students' attitudes toward entrepreneurship, their perceived barriers, and the effectiveness of current educational practices in fostering entrepreneurial intentions. Through this investigation, the research intends to contribute to the advancement of Arabic language education by bridging the gap between language learning and entrepreneurial development.

Method

Research Design

This study adopts a mixed-methods approach with a survey-based design, utilizing a combination of open-ended and closed-ended questions (Adara et al., 2024; Hu Jin-yan & Wang Yu, 2023). The participants in this study are 136 students from Arabic Language Education programs at various universities in Indonesia, all of which have established collaborations with Institut Agama Islam Negeri Kediri. The participants were selected based on specific criteria: they must have taken courses related to entrepreneurship, module development, or have prior experience in entrepreneurship or module development. Among the participants, 73% are female, and 27% are male. This mixed-methods design is suitable for exploring both quantitative and qualitative aspects of students' attitudes toward entrepreneurship and their experiences in developing 'Arabic for Specific Purposes' modules, enabling a comprehensive analysis of the data collected.

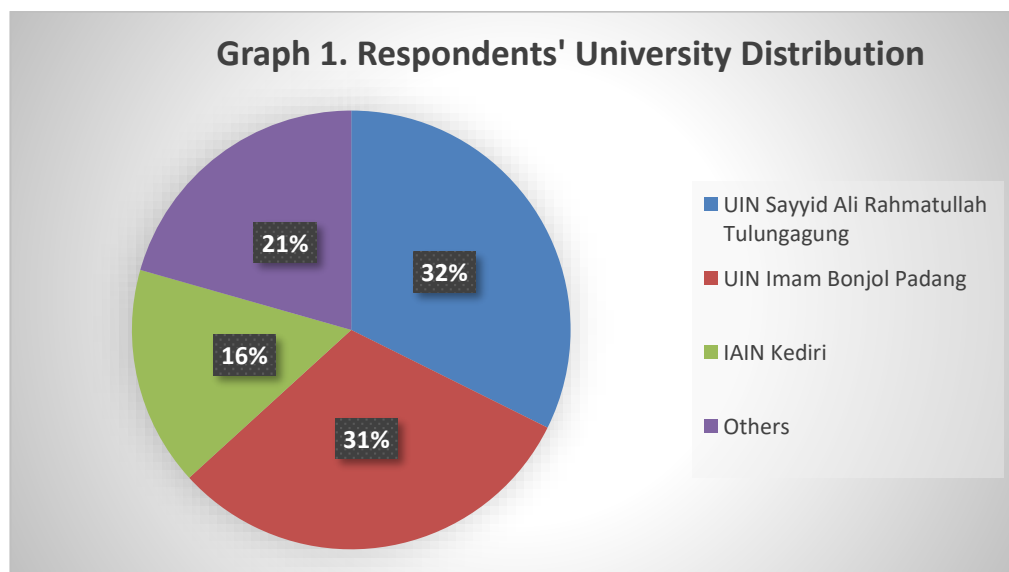
Data Collection and Analysis Techniques

Data collection was conducted before the final semester exam within November-December 2024 through a structured questionnaire distributed via Google Forms. The questionnaire was designed to assess students' attitudes toward entrepreneurship, their prior experiences in related courses or activities, and the factors influencing their engagement in Arabic-based entrepreneurial initiatives. The instrument comprised closed-ended questions to gather quantitative data and open-ended questions to capture qualitative insights.

Data analysis involved a combination of descriptive statistics for closed-ended responses, providing trends and patterns in students' attitudes, and thematic analysis for open-ended responses, identifying recurring themes and insights. A pilot test was conducted to ensure the clarity and reliability of the questions, and an expert in Arabic Language Education reviewed the questionnaire to validate its objectivity. This methodological framework ensures a comprehensive understanding of students' engagement in entrepreneurship and their potential in developing 'Arabic for Specific Purposes' module projects.

Result and Discussion

Demographics of Al-Arabiyyah li Aghradin Khassah Entrepreneurship Course



The respondents for this study consist of 136 students from multiple universities across Indonesia. The largest groups of respondents are from UIN Sayyid Ali Rahmatullah Tulungagung, UIN Imam Bonjol Padang, and IAIN Kediri representing over half of the total participants. Meanwhile, students from other universities, such as UIN Raden Intan Lampung, UIN Fatmawati Sukarno Bengkulu, Universitas KH. A. Wahab Hasbullah Jombang, and IAI Darul Fattah Bandar Lampung, contribute the remaining share. This geographic diversity

reflects the collaborative nature of the course and its accessibility to students from different regions and institutions.

All respondents in this study have completed coursework in entrepreneurship or module development, as in IAIN Kediri known as *al-Arabiyyah li Aghradin Khassah* (Arabic for Specific Purposes) which is designed to provide students with specialized skills in Arabic language education, particularly in entrepreneurship (Rifa'i & Muslimah, 2024). In general, the course taken by the respondents should be focused on equipping students with entrepreneurial skills in developing Arabic language teaching modules for course-based learning. Guided by Social Cognitive Theory (Krcmar, 2019), this study examines how students' personal experiences and their academic environments interact to shape their learning, particularly in the context of integrating Arabic language education with practical entrepreneurial skills, such as developing practical and market-oriented teaching materials preparing students to apply their knowledge in professional and entrepreneurial contexts, aligning with the growing demand for innovative language education resources.

In terms of gender distribution, female students form the majority, accounting for 73% of the participants, while male students make up only 27%. This gender disparity is consistent with broader trends observed in entrepreneurial education programs, where female students often dominate enrolment (Abderrahim et al., 2022). These findings align with gender role socialization theories (L. Liu et al., 2022), which suggest that sociocultural expectations can shape women's academic choices and career aspirations, particularly in fields perceived as more compatible with traditional gender roles.

The respondents also exhibit diverse experiences in learning Arabic. Approximately 43.4% of the students have studied Arabic for less than four years, indicating that their exposure to the language began during their university education. Another significant proportion, around 31.6%, has studied Arabic for four to seven years, reflecting a combination of pre-university and university-level education. A smaller group, about 13.2%, has seven to ten years of experience, while the remaining 11.8% have studied Arabic for more than ten years. This range of linguistic backgrounds creates a dynamic learning environment where students with varied levels of proficiency and exposure to the language can interact and learn from one another.

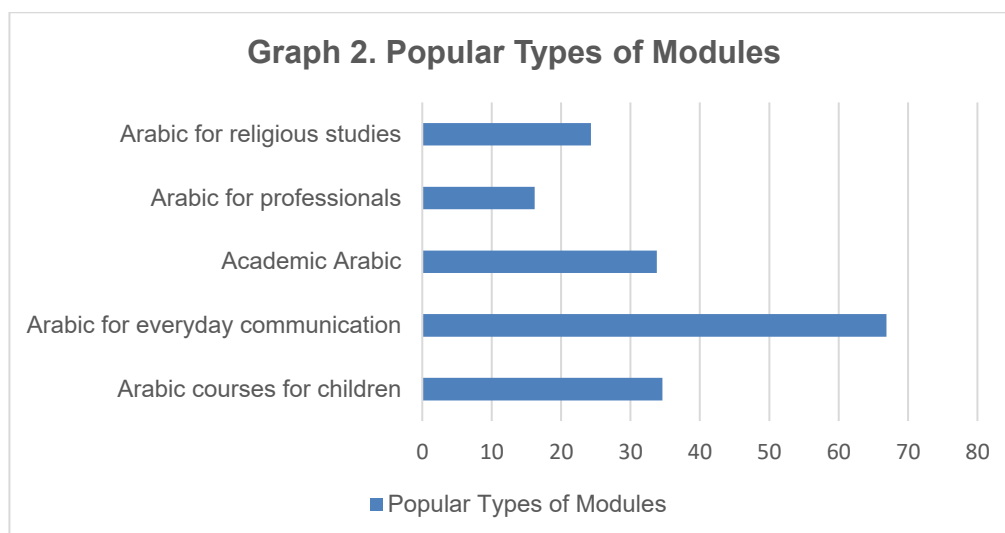
The diversity in institutional affiliations, gender, and Arabic language learning experience highlights the heterogeneous nature of the student cohort. Such diversity provides a rich context for collaborative learning, aligning with Vygotsky's Sociocultural Theory (Gauvain, 2008), which emphasizes the role of social interaction in enhancing learning

outcomes. In a course like *al-Arabiyyah li Aghradin Khassah* (ASP), which focuses on interdisciplinary applications, this diversity becomes an asset. It enables students to bring unique perspectives and knowledge into the classroom, fostering a more engaging and inclusive learning experience that bridges Arabic language learning with entrepreneurial skills development.

This demographic analysis underscores the importance of tailoring the curriculum to accommodate the varying needs and aspirations of students. By leveraging their diverse backgrounds and experiences, the course can maximize its potential in preparing students for both academic and entrepreneurial success.

Interest in Arabic Entrepreneurship Course

The survey data reveals significant interest among students in developing Arabic course modules. A notable 76.5% of respondents expressed a clear interest, while 23.5% indicated "maybe." This response demonstrates a generally positive inclination toward module development, with some level of hesitation among a quarter of the students. Such uncertainty may stem from a lack of confidence or experience in entrepreneurial activities, as suggested by Krueger's model of entrepreneurial intention, which emphasizes the role of self-efficacy and perceived feasibility in shaping entrepreneurial pursuits (Krueger et al., 2000; Yatribi, 2016). While the high percentage of positive responses reflects a strong initial interest, the "maybe" group highlights the need for additional guidance, resources, or experiential learning to fully engage these students in entrepreneurial endeavors.



The types of Arabic modules that students are most interested in developing provide further insight into their preferences and perceived needs in the market. The majority (66.9%) expressed interest in Arabic modules for everyday communication, indicating a strong preference for practical, real-world applications of the language. Modules for children ranked

second, with 34.6% of respondents identifying this area as their focus. These findings suggest a growing recognition of the importance of foundational language education and its potential long-term impact. Modules for academic purposes (33.8%) also received substantial interest, reflecting the students' awareness of the demand for advanced Arabic proficiency in academic settings. On the other hand, fewer students showed interest in modules for specific professions (16.2%) or religious purposes (24.3%), which may indicate a perception that these areas are either too niche or already saturated in the market. These trends align with Ajzen's Theory of Planned Behavior, which posits that perceived utility and accessibility heavily influence intentions (Ajzen, 2011).

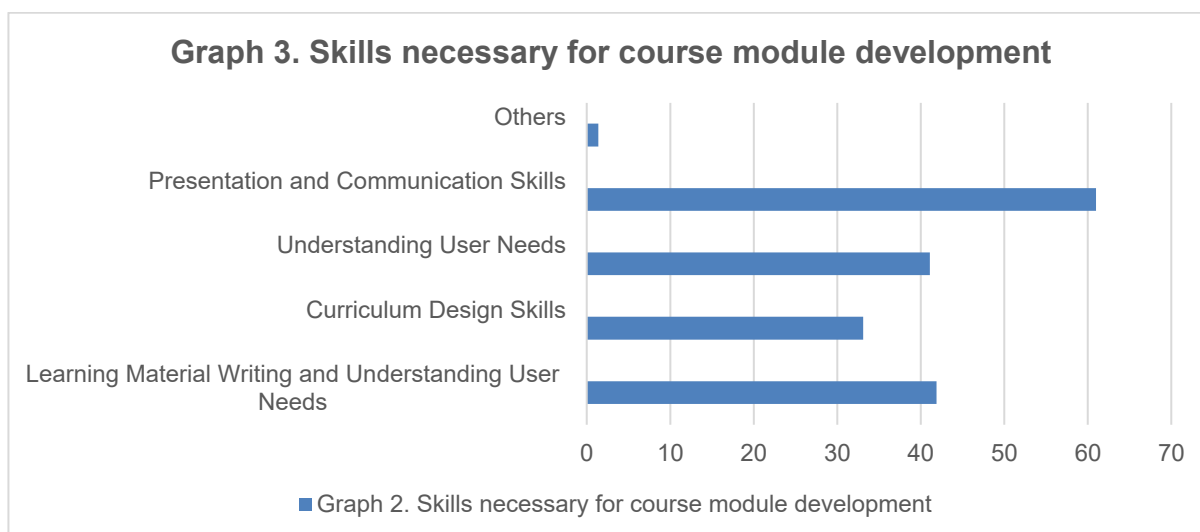
When asked about their primary motivations for engaging in module development, the majority of respondents (75%) identified the opportunity to improve their own Arabic skills while teaching as their main driver. This dual benefit of personal linguistic development and professional skill-building resonates with theories in entrepreneurial education, which suggest that intrinsic motivations often outweigh extrinsic factors in determining interest (Krueger et al., 2000; Mahto & McDowell, 2018). Only 14% of respondents cited personal interest in specific module types, and 9.6% highlighted community demand as their primary motivation. Interestingly, the potential for additional income was not a significant factor among respondents, contrasting with the economic motivations commonly found in entrepreneurial studies (Hessels et al., 2008; McMullen et al., 2008). This suggests that for this cohort, the entrepreneurial drive is largely shaped by intrinsic goals, such as personal growth and educational impact, rather than financial incentives.

This overall emphasis on self-improvement and societal contribution reflects a unique profile of entrepreneurial interest among these students. Their focus on skill-building and community-oriented objectives offers significant potential for fostering sustainable and impactful module development, provided they receive adequate support in navigating the entrepreneurial aspects of this endeavor. By aligning the course with these intrinsic motivations, educators can further encourage student engagement and ensure the course meets both personal and societal needs.

Entrepreneurial Potential in Arabic Course Module Development

In assessing their current Arabic language proficiency for course module development, the majority of students (53.7%) rated their skills as "moderate." This response indicates that while many students feel they have a foundational level of competence, they are also aware of areas that require improvement. This aligns with Self-Efficacy Theory (Betz, 2004), which posits that individuals with moderate confidence levels are more likely to acknowledge their

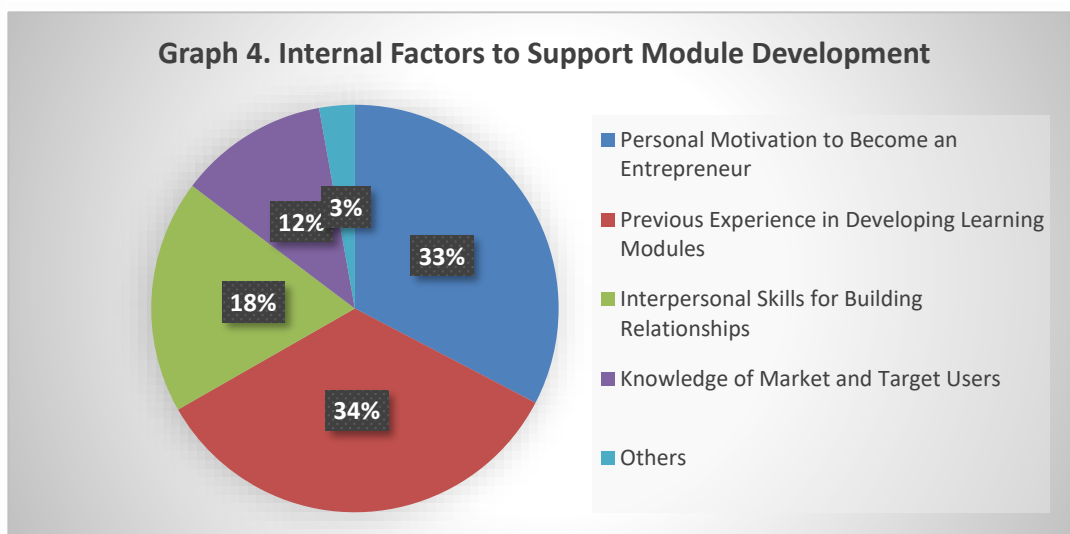
limitations while remaining motivated to improve. A smaller group of students rated their skills as "good" (13.2%) or "very good" (8.8%), suggesting that a portion of the cohort is ready to engage actively in module development. Conversely, 24.2% of students rated their skills as either "poor" or "very poor," highlighting the presence of self-efficacy challenges. These individuals may require targeted interventions, as low self-efficacy can inhibit task engagement and persistence in complex endeavors (Betz, 2004).



When identifying the skills needed to begin course module development, students highlighted several key areas for improvement. *Presentation and Communication Skills* were identified as the most critical, with 61.6% of students selecting this option. This reflects an understanding of the importance of effectively delivering content and interacting with diverse audiences. Similarly, *Understanding User Needs* (47.1%) and *Learning Material Writing* (41.9%) were commonly chosen, emphasizing the necessity of user-centered design and the ability to produce high-quality instructional materials. Additionally, 33.1% of students emphasized the need to enhance *Curriculum Design Skills*, underscoring the complexity of organizing educational materials to meet specific learning objectives. These findings align with research that underscores the importance of a combination of technical, creative, and interpersonal skills for entrepreneurial success (Kim et al., 2018; Mamabolo & Myres, 2020).

From these data, it is evident that students prioritize practical skills that balance technical expertise with an understanding of user needs and effective communication. This points to the importance of user-centered design approaches in entrepreneurial education, where technical and interpersonal skills are integrated to create impactful learning modules (Mamabolo & Myres, 2020).

Students also identified internal factors that support their potential in module development. *Personal Motivation to Become an Entrepreneur* was the most frequently cited,



with 32.4% of students selecting this option, demonstrating the significant role of intrinsic ambition. This aligns with research suggesting that personal motivation is a key determinant of entrepreneurial success (Arshad et al., 2019). Meanwhile, *Previous Experience in Developing Learning Modules* (33.8%) was another important factor, providing confidence and practical grounding for these students. However, less emphasis was placed on *Interpersonal Skills for Building Relationships* (18.4%) and *Knowledge of Market and Target Users* (11.8%), indicating that while students recognize the importance of networking and market orientation, these factors are seen as secondary at this stage.

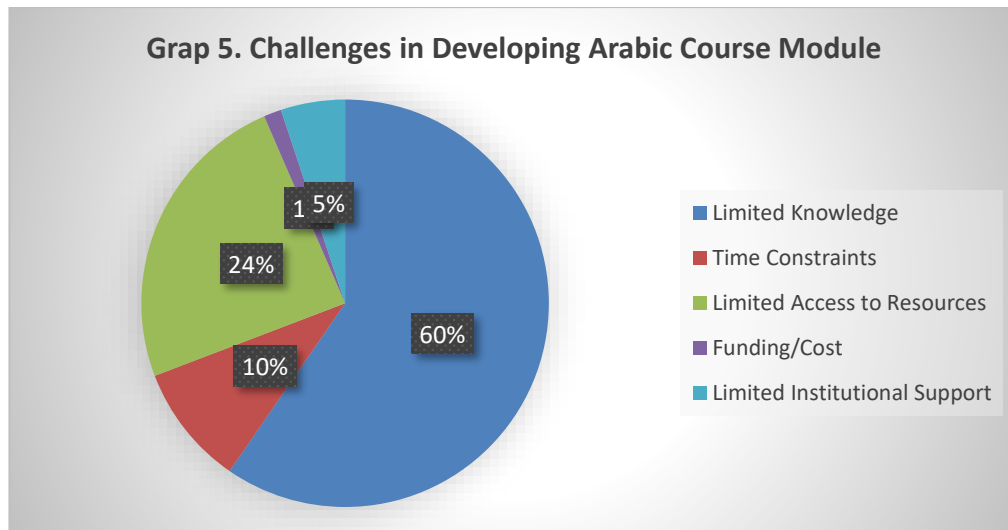
This distribution highlights the need to strengthen market awareness as part of entrepreneurial preparation. Low emphasis on market knowledge suggests that students would benefit from training in entrepreneurial case studies and market analysis. Incorporating Social Capital Theory (Dimitriadis & Koning, 2022) could further enhance their understanding of the role of networking and user demand in achieving sustainable entrepreneurial success.

External Challenges and Institutional Support

The primary external challenge identified by 59.6% of students was *Limited Knowledge*, emphasizing the critical need for further training and skill development. This finding underscores a knowledge gap that acts as a significant barrier, aligning with the *Theory of Constraints* (Urban & Rogowska, 2019). Knowledge limitations serve as bottlenecks, restricting students' ability to innovate and effectively develop Arabic course modules. *Limited Access to Resources* (24.3%) and *Time Constraints* (9.6%) were also highlighted, reflecting challenges in accessing sufficient materials and balancing time commitments amidst competing priorities.

Interestingly, *Institutional Support Deficiencies* (5.1%) and *Funding/Cost Limitations* (1.4%) were ranked relatively low, suggesting that while these factors are important, they are

not the primary hurdles compared to knowledge-related issues. However, it is critical to address these secondary barriers as they may exacerbate the primary constraints, particularly for students with limited financial or institutional backing. These findings align with broader entrepreneurial education research, where resource access and institutional support often amplify skill-related challenges (Amanda & Khan, 2024; Mehtap et al., 2017).



Students' perceptions of institutional support revealed a mixed outlook. While 11.8% described their university's support as "very supportive" and 35.3% as "supportive," a significant proportion rated it as "neutral" (46.3%), and 6.6% perceived it as "unsupportive." This disparity suggests that institutional efforts to support Arabic course module development, while present, may lack consistency or fail to address students' specific needs.

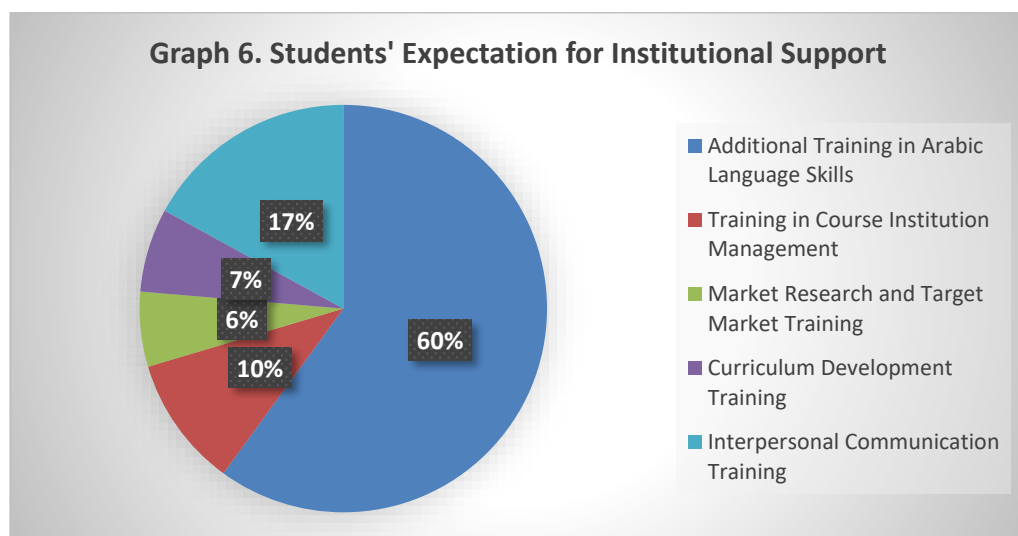
This aligns with *Institutional Theory* (Aksom & Tymchenko, 2020), which posits that effective institutional environments provide legitimacy and resources to enable individual success. However, when support is uneven, it risks disengaging students and limiting their entrepreneurial potential. The neutral perception, held by almost half of the respondents, highlights a missed opportunity for institutions to position themselves as key enablers in fostering entrepreneurial education.

Additionally, students articulated clear expectations for institutional support, with *Additional Training in Arabic Language Skills* being the most requested (59.6%). This finding highlights the importance of building linguistic competence as a foundation for module development, aligning with *Human Capital Theory* (Weiss, 2015). Students recognize that investing in their language skills will enhance their capacity to produce high-quality, innovative learning materials.

Other notable support requests included *Interpersonal Communication Training* (16.9%) and *Course Institution Management Training* (10.3%). These reflect the need to

balance technical expertise with soft skills and operational knowledge, critical for managing educational initiatives. This aligns with the *Entrepreneurial Competency Theory* (Man, 2019), which emphasizes the importance of combining technical, relational, and organizational skills for entrepreneurial success.

Surprisingly, only 6.6% of students prioritized *Curriculum Development Training*, and 5.9% highlighted the need for *Market Research and Target Market Training*. While these areas were less emphasized, they remain crucial for developing modules that are both pedagogically sound and market-relevant. The limited interest in these areas suggests that students may underestimate the importance of aligning content with market demands, an issue that could be addressed through targeted awareness campaigns and workshops.



Expectations and Readiness for Arabic Edupreneurship

The readiness of students to develop Arabic course modules shows a diverse range of plans and aspirations. While only 22.1% of students have a concrete plan to develop Arabic course modules in the near future, a majority of 59.6% are uncertain, indicating a potential for future development but without immediate intentions. A smaller portion, 18.4%, has no current plan to engage in module development. This suggests that while there is interest in Arabic edupreneurship, many students still require further preparation and support before they feel confident in pursuing such endeavors.

From the qualitative responses, various factors influence students' decisions on developing Arabic course modules. Many students are motivated by a desire to improve the quality of existing Arabic modules, suggesting an interest in continuous improvement and enhancement of language learning tools. Others express a readiness to develop modules as part of personal growth, academic contribution, or preparation for life after graduation. Some students cite external factors such as increasing demand for Arabic language courses in fields

like academia, religion, and international business, which may serve as a driving force for them to pursue this venture. However, for others, a lack of knowledge, uncertainty about their language proficiency, and limited experience in module development are significant barriers to starting this process.

A recurring theme in the responses is the need for better mastery of Arabic language skills before attempting to develop a course. Some students feel that their current level of proficiency does not yet qualify them to create effective learning materials. This aligns with the Theory of Human Capital (Weiss, 2015), which emphasizes that investment in skill development is crucial for the success of entrepreneurial ventures. A number of students also mention the importance of sufficient preparation, highlighting the need for comprehensive planning and understanding of both curriculum design and pedagogical practices before initiating the creation of Arabic course modules.

Furthermore, some students expressed concerns about time constraints, indicating that their academic workload, including final projects and studies, currently takes precedence over extracurricular entrepreneurial pursuits. This reflects the broader challenge of balancing academic obligations with the desire to explore new educational initiatives, a common issue in higher education contexts. Despite these challenges, there is a notable interest in developing Arabic language skills and contributing to the field, suggesting that with the right support, students could eventually move toward creating impactful educational tools.

In conclusion, while there is a strong underlying interest in Arabic edupreneurship among students, significant barriers such as limited language proficiency, lack of experience, and time constraints must be addressed. To foster readiness for Arabic course module development, institutions should provide targeted training and support to enhance students' skills and confidence. As highlighted by the responses, providing mentorship, additional language training, and opportunities for hands-on experience could better prepare students for taking on such entrepreneurial initiatives in the future.

Additionally, when asked about their confidence in their current skills and knowledge for developing an Arabic language course module, 7.4% of students reported feeling "very confident," and 15.4% felt "confident." However, a larger proportion, 48.5%, expressed a neutral stance on their abilities. In contrast, 21.3% of students felt "less confident," and 7.4% felt "very less confident." This distribution indicates that while a portion of students are confident in their skills, nearly half of them remain uncertain, and a significant percentage feel less prepared. These findings suggest a need for further support and development opportunities to enhance their self-assurance in course module development. According to Social Cognitive

Theory (Krcmar, 2019), individual self-confidence is shaped by factors such as social support and direct experiences, implying that guidance and a supportive learning environment may be essential in improving students' readiness and confidence.

In terms of feedback and suggestions for institutional or external support in course module development, students provided thoughtful input. The suggestions include a variety of practical support areas:

Vocabulary Building: Many students mentioned regular vocabulary practice as essential to strengthening language skills, aligns with *Human Capital Theory* (Weiss, 2015), which posits that enhancing core competencies, such as language skills, is a valuable investment in an individual's productivity.

Module Development and Management Training: Requests for specific training in module development and managerial skills reflect a need for more targeted, hands-on guidance, aligns with *Experiential Learning Theory* (Morris, 2020), which emphasizes the effectiveness of direct experience in enhancing practical skills and knowledge.

Seminars and Collaboration: The suggestion of seminars on management and curriculum development, along with interest in collaborations with established Arabic language institutions, indicates a desire to broaden knowledge and skills through real-world experience. According to *Social Capital Theory* (Baron & Markman, 2000), collaboration and networking can provide access to broader resources and knowledge.

Additional Facilities and Funding: Students also requested institutional support in the form of campus resources such as library access, technology, and funding for research and module development. *Resource-Based View (RBV) Theory* (Ployhart, 2021) suggests that support in the form of resources like technology and funding can be a significant advantage, enabling students to undertake educational projects more effectively.

Student Involvement in Module Development: Some students expressed interest in being actively involved in the development and evaluation process of modules, demonstrating a collaborative approach to learning and application. This aligns with *Constructivist Theory* (Man, 2019), which holds that active involvement in authentic tasks enhances understanding and skills through social interaction and hands-on experience.

Overall, this input reveals students' awareness of both the challenges and growth potential within the institutional framework. Many see value in campus-provided motivation, structured networking opportunities, and experiential learning sessions with successful edupreneurs in the field. Based on the *Theory of Institutional Support* (Aksom & Tymchenko, 2020), strong institutional support can enhance students' motivation and ability to become

successful edupreneurs and foster their entrepreneurial skills in education through structured, experience-based development programs.

Conclusion

This study highlights the substantial interest and potential for integrating entrepreneurial skills into Arabic language education, particularly in the context of course module development. The diverse demographic of students across multiple Indonesian universities, including a notable gender imbalance, demonstrates the broad appeal and collaborative nature of this study. Most students express a strong interest in developing practical Arabic modules, with a clear preference for real-world applications such as everyday communication. This intrinsic motivation to enhance their own language skills while creating educational content indicates a shift towards community-focused, sustainable entrepreneurial goals rather than purely economic incentives. However, there is also a clear need for additional training in areas such as communication skills, curriculum design, and market awareness, which are crucial for the successful development and implementation of Arabic language modules.

To improve the effectiveness of entrepreneurship education in Arabic language teaching, it is recommended that future Arabic language education study program (PBA) curriculum incorporate a stronger focus on entrepreneurial competencies, particularly those related to market analysis and user-centered design. Additionally, providing more structured institutional support—especially in the form of training and resource access—would help bridge the knowledge gaps that many students face. Future research should explore the impact of incorporating entrepreneurial case studies and real-world market simulations into the curriculum to better prepare students for the entrepreneurial challenges of module development. Further studies could also examine how gender dynamics influence entrepreneurial intent and module development in language education, considering the predominance of female students in this field. Finally, addressing students' perceived knowledge constraints and providing consistent institutional support can significantly enhance the entrepreneurial potential of future Arabic language educators.

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