

**SELF-ASSESSMENT FOR BUILDING CREATIVITY IN WRITING ESSAY
ABOUT 'ENTREPRENEURIAL MINDSET'****Mulyanto^{1*}, Ahmad Heki Sujiatmoko², Hadi Sugianto³, Sudarwati⁴, Putut Handoko⁵**Faculty of Letters, Universitas Dr. Soetomo, Indonesia^{1,5}Faculty of Letters, Universitas Negeri Malang, Indonesia²Faculty of Administrative Science, Universitas Dr. Soetomo, Indonesia³Faculty of Letters, Universitas 17 Agustus 1945, Surabaya, Indonesia⁴

Email: mulyanto@unitomo.ac.id*

Abstract

One of the biggest problems faced by developed countries in the world is concerned with the increase of unemployment from day to day. Lacks of building the entrepreneurial mindset among people in society may support the existing problem which can exacerbate the economic conditions in the developed countries nowadays. This study investigated the students' entrepreneurial mindset seen from their opinions written down in their essay. A quantitative approach within a survey design was applied in the study. 50 students from English department of the Faculty of Letters, Universitas Negeri Malang (UM) and Universitas Dr. Soetomo Surabaya (Unitomo) were chosen to be the participants in the study. The study also used a questionnaire and a depth-interview as the instruments. The results showed that students' creativities in writing essay about building the entrepreneurial mindset were low. It could be seen from the creativity aspects including curiosity, flexibility, and originality in finding and developing new ideas in their writings. And also, the students' lacks of creativity were also influenced by their unwillingness to build and to do business due to some obstacles such as having no parents' permissions, business skills and experiences, business relations, and having other plans of working referring to their background knowledge and titles gained. The study implies that entrepreneurial mindset actually can be the alternative topic to build the students' creativities in writing essay which are beneficial not only for their writing skill improvement, but also for their thinking development in solving the problems about unemployment through being entrepreneurs in the future.

Keywords: self-assessment; creativity; entrepreneurial mindset; writing ability; EFL classrooms

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INTRODUCTION

The issue of unemployment has always been a very serious concern for many developed countries. This is because unemployment can be a cause of destruction and delays in the development and progress of a country's economy. Therefore, the government will always try to think of solutions to reduce the number of unemployed in society. One of the factors causing the increase in the number of

unemployed is the limited number of available job vacancies for job seekers. This can be triggered by the many companies that have gone bankrupt due to the Covid 19 pandemic which has just hit the joints of the economies of many countries. These bankrupt companies have to fire many employees to maintain their financial condition in order to get the stable financial condition.

One solution that can be relied upon to solve the problem is to become an

entrepreneur. This is because employees who have been fired as well as young workers who have completed their education at various levels can try to earn income independently without depending on companies that also get a financial crisis. Thus, entrepreneurship is considered as an alternative way that is very useful for saving the economic conditions of a country (Mathias et al., 2015; Wardana et al., 2020). However, it is not easy. This is because not all people have entrepreneurial mindsets that will be able to entail a soul and enthusiasm in carrying out entrepreneurial activities.

The issue of the entrepreneurial mindset has always been an interesting discussion among the public (Ferreira et al., 2015; Krueger Jr & Brazeal, 2018; Wiklund et al., 2019). This is because efforts to build an entrepreneurial mindset in an individual is not easy. In fact, in Indonesia, many people are not very interested in doing entrepreneurial activities. They are more likely to become employees in a company. They prefer to think about getting a guaranteed salary or steady income earned by working in a company rather than accepting the challenge of becoming an entrepreneur without guarantees to get a fixed salary or income every month. This is supported by the results of research conducted by (Acs et al., 2017). It is known that Indonesia's rank in terms of the number of entrepreneurs is 94 out of 137 countries. This shows that the presence of entrepreneurs in Indonesia is still very low to be compared to other countries.

In addition, it is also known that in 2020, the horrible conditions are reflected in the percentage of unemployed people in Indonesia with a population of more than 200 million people where 11.5% of vocational high school graduates (SMK) are unemployed and 08.2% of high school graduates (SMA) are also reported not working. This is also exacerbated by the percentage of unemployed college graduates around 05.5% (Statistics Indonesia, 2020). This picture is not something to be proud of for the people

in Indonesia where there are a number of intellectual unemployed people increasing from time to time.

People's reluctance to build an entrepreneurial mindset is driven by several factors such as the influence of the family environment (Kristová & Malach, 2017; Wang et al., 2018), unsupportive personal character (Butz et al., 2018; Murugesan & Jayavelu, 2017), and also lack of self-confidence (Farrukh et al., 2017; Nowiński et al., 2019). These factors have a very significant influence on the development of an entrepreneurial mindset owned by a person. Therefore, it takes a maximum role from the world of education to make students aware of the importance of building an entrepreneurial mindset to avoid becoming unemployed after graduating from school or college due to the lack of job vacancies offered by both private and state companies or institutions.

In learning English, efforts to build an entrepreneurial mindset can be done through writing skills. In this case, students are directed to create ideas related to how to build an entrepreneurial mindset through writing essays. In other words, entrepreneurial ideas can become the topic of their writing. Thus, students will try to bring out their creativity by writing ideas related to the entrepreneurial mindset.

Learning English cannot be separated from writing skills. As one of the productive skills, writing skills require students to master various things to be able to produce good essay writings. Therefore, writing skills are considered difficult for students because there are many components or things that students have to think about in expressing ideas and conveying messages through their writing (Johns, 1991). Concretely, several components of writing skills that must be mastered by students such as spelling letters, marking pauses correctly, choosing the right vocabulary, using grammar carefully, combining sentences correctly, and connecting between paragraphs correctly. Thus, writing skills are activities that are filled

with the complexity of the existing components, causing not a few students to feel deprived of motivation to write due to the complexity of writing itself (Hedge, 2005).

In connection with the above information, the teacher is considered to be crucial in an effort to raise students' writing skills in order to successfully produce good written works (Kroll, 1990). One of the teacher's efforts in helping students to produce good written work is to pay attention to writing techniques consisting of processes and products. The writing processes include pre-writing, writing, revising, editing, and sharing. Meanwhile, writing products consist of text modeling, writing control, organizing ideas, and finalizing written products (Harmer, 2004; Hasan & Akhand, 2010).

Another thing that also needs to be considered by the teacher is student creativity. Creativity is considered as the result of a combination of interactions between dexterity, process, and environment carried out by students to create something new and have utility or benefits in social life (Plucker et al., 2004). Creativity comes from a frame of mind on a given task, namely a divergent and integrative convergent mindset (Barbot et al., 2011; Cropley, 2014). Divergent mindset refers to the ability to view an idea from different angles so as to produce a variety of creative ideas (Plucker et al., 2004). This is driven by strong curiosity and flexibility in discovering and developing ideas (Greenstein, 2012). However, what also needs to be considered is related to the originality and uniqueness of a creative idea being developed. An integrative-convergent mindset which is the basis of a mindset in maintaining originality and uniqueness is needed to avoid the appearance of inappropriate plagiarism (Barbot et al., 2011). Therefore, creativity cannot separate the mindset that leads to efforts to produce a variety of ideas and also maintain the originality and uniqueness of the idea itself. Thus, the domain of creativity consists of

curiosity, flexibility, and originality (Greenstein, 2012).

Creativity often becomes a bridge for students' failure in writing, especially what will be written by students related to things or topics that are very specific or are not familiar to students. There are several kinds of topics that are often used by teachers to ask students to write such as topics about environment and culture. Another topic that is still rarely given to students is about entrepreneurship. This will be a difficulty and a challenge for students to be able to generate their ideas through writing. Fu-Lan (2006) reveals that the learners' failure to write happens within two common scenarios that are often made by the teachers. First is concerned with telling the learners to write about the specific topic which is not familiar, and second is concerned with the assumption that writing has something to do with the acts of translating. When this happens, the learners will find difficulties to entail the ideas as the basic component for starting to write.

Thus, it is necessary to have a measuring tool or assessment that is able to lead students to be able to find out the level of creativity they have to support their own writing. The assessment needed is called a self-assessment. Self-assessment is an assessment used to conduct a self-evaluation of what has been done in improving or increasing academic achievement or student learning outcomes (Werner & Bleich, 2017). This assessment is indeed made or created by the teacher to determine the awareness of students in improving or increasing their competence (Poerwanti, 2015). This assessment serves as a tool to reflect and build an autonomous learning environment or atmosphere for students (Noels et al., 2000). Students can get information related to what is happening to themselves in order to provide a bridge for reflection. Reflection is very important to find out all forms of mistakes and shortcomings that are owned by the students so that it makes it easier to make improvements.

Thus, efforts to improve writing skills can be done by providing self-assessment to students as a bridge of reflection that they can do when looking for ideas related to the development of an entrepreneurial mindset as a very specific topic to be developed. Of course, this is not easy and has the potential to present a variety of problems and writing difficulties for students in learning English (Alharbi, 2019; Qonitahun, 2016; Yunhadi, 2016). Thus, this can be a very urgent matter to be researched as an illustration of education for sustainability (Wamsler, 2020). For this reason, the author tries to formulate research questions as follows; (1) how are the students' creativities in writing essays responding to their entrepreneurship mindset?, (2) what are the students' opinions about the entrepreneurial mindset issue for supporting their essay writings?

METHOD

This research used a quantitative approach within a survey design (Creswell, 2012). The participants of this study were 25 students majoring in English Literature, State University of Malang (UM) and 25 students majoring in English Literature, University of Dr. Soetomo Surabaya (Unitomo) who were taking essay writing courses as one of the compulsory subjects that had to be followed by students.

Table 1
Demographic Profile

Characteristics	C	%
Department	English Literature	50 100
University	UM	25 100
	Unitomo	25 100
Gender	Male	15 30
	Female	35 70
Class Participation	Active	50 100
	inactive	0 0
Age	18-19	50 100

There were 50 students who were involved as participants in this study. 25 students came from UM and 25 students came from Unitomo in the English Literature class of 2020. There were 35 female students and 15 male students. All of these students were actively involved in this research through the discussion activities that were held.

The research instrument used a questionnaire and interview. The questionnaire created had an internal consistency of Cronbach alpha, which was 0.87, which stated that the items had a high internal consistency. The instrument was used to collect data from 50 respondents in this study. Meanwhile, the Cronbach alpha value showed 0.815, which meant that this instrument was very consistent. Each item used a 5-point Likert scale, which ranged from strongly agree (point 5) to strongly disagree (point 1) without using negative statements.

The questionnaire given to students consisted of 2 types. The first type of questionnaire is related to the level of creativity shown by students in generating ideas to support their essay writing. The contents of this questionnaire are taken from the creativity assessment rubric designed by (Greenstein, 2012) as shown in table 2 below.

Table 2
Rubric of Students' Level of Creativity Adapted from Greenstain (2012) – Assessing 21st Century Skills

	Advanced	Proficient	Basic	Beginner
Curiosity	Being intrigued by novel elements and ideas actively	Being curious and willing to explore new ideas	Needing helps to explore new ideas	Feeling nervous and tending to avoid having new ideas
Flexibility	Adapting new situations well	Noticing changes and potentials effectively	Getting hard to adjust and change, also needing to reminding	Being unable to be productive
Originality	Coming up with many new ideas on most topics	Coming up with new ideas on my own	Having some guidelines to come up with new ideas	Needing help to think about new things or ideas

The second questionnaire had 15 questions consisting of 5 dimensions showed in table 3 below. All of these questionnaires were given to students through the Gform application.

Table 3
Item distribution

Dimension	N item
No permission from parents	5
No skills for doing business	4
No experiences in doing business	4
No social connections for business	3
Having other choices for planning success	2

The second instrument was an interview. This interview was conducted to prove the truth of the answers to the questionnaire given by students. In conducting this interview, the researcher only involved 5 students from UM and 5 students from Unitomo as representatives to be

interviewed directly. Technically, this interview activity was carried out face-to-face by giving participants open-ended questions that gave them the freedom to provide answers related to their creativity in writing ideas about entrepreneurial mindset.

RESULTS AND DISCUSSION

A. Students' Writing Creativity Level

Students' creativity in writing cannot be eliminated. Creativity will be a determinant for students to produce a variety of ideas in writing. There are several elements in creativity that can be measured which consist of curiosity, flexibility, and the originality of the ideas generated in students' writing. The results of students' creativity levels in generating ideas in their writing can be seen in the following diagram.

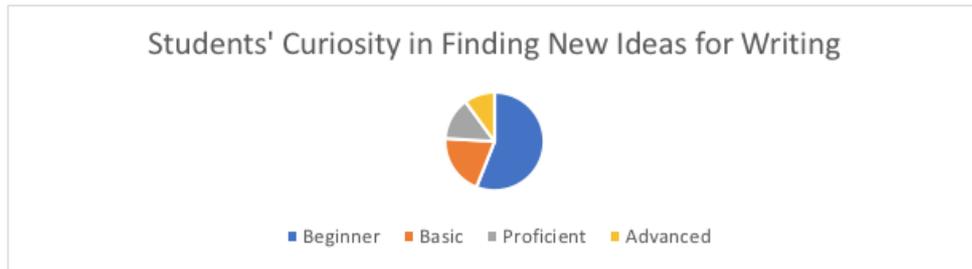


Diagram 1. Students' Curiosity in Finding New Ideas for Writing

Based on the data above, it is known that in terms of student curiosity, 65% of the 50 students were at the beginner level which illustrated that they felt nervous to find ideas about the entrepreneurial mindset to write in their essays, 20% of students were at the basic level which described the condition of needing help to get new ideas, and 10% of students were in a proficient position which described a willingness to explore their new

ideas, and 5% of students were in an advanced position which illustrated that they had a strong urge to find new ideas to support their essay writing.

Meanwhile, the following diagram shows how the level of flexibility of students in finding new ideas to support their essay writing on the development of an entrepreneurial mindset.

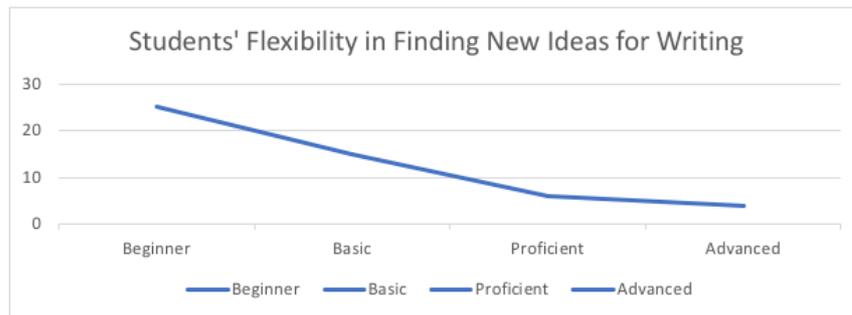


Diagram 2. Students' Flexibility in Finding New Ideas for Writing

Based on the data above, it is known that in terms of flexibility, 50% of 50 students were at the beginner level which illustrated that they did not have the ability to be productive in finding ideas about entrepreneurial mindsets to write in their essays, 30% of students were at the basic level which described conditions that were rather difficult to obtain new ideas, and 15% of students were in a proficient position which described good and effective efforts and

potential to explore their new ideas, and 5% of students were in an advanced position which illustrated that they had the ability to adapt so as to be able to find new ideas maximally.

Meanwhile, the last diagram below shows how the level of originality performed by students in finding new ideas to support their essay writing about the development of an entrepreneurial mindset.

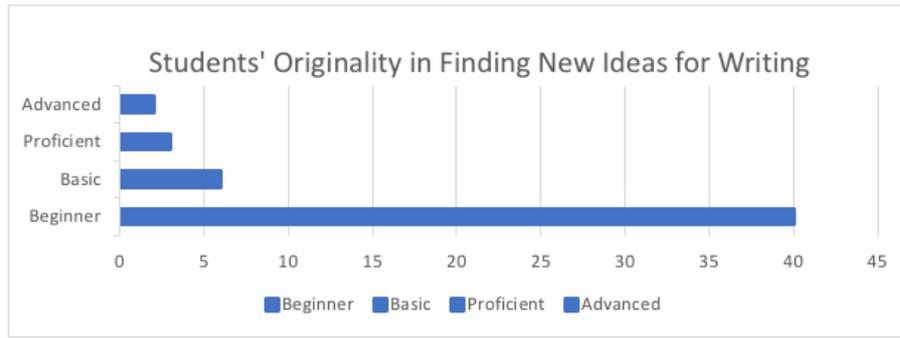


Diagram 3. Students' Flexibility in Finding New Ideas for Writing

Based on the data above, it is known that in terms of flexibility, 80% of 50 students were at the beginner level which illustrated that they needed help to find original ideas about the entrepreneurial mindset to write in their essays, 10% of students were at the basic level. which described the desire to get guidance in obtaining new ideas, and 7% of students were in a proficient position which described good independence in exploring their new ideas, and 3% of students were in an advanced position which described that they had the ability to develop new ideas maximally by using materials from the environment or existing information from outside.

B. Student Opinion on Entrepreneurship Mindset

The existence of an entrepreneurial mindset owned by students is influenced by the opinions formed on themselves. This opinion is based on several factors that describe the obstacles faced when they want to carry out entrepreneurial activities or become entrepreneurs in the future. The results obtained in this study were related to the variety of opinions they wrote in their essays related to obstacles in building an entrepreneurial mindset. It could be seen in the following diagram.

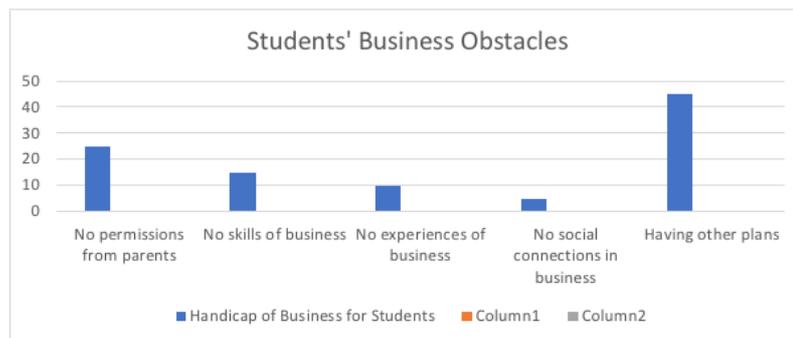


Diagram 4. Students' Obstacles in Building Entrepreneurial Mindset

The diagram above shows that students encountered 5 various elements to become obstacles for them in building an entrepreneurial mindset within their minds. First, 45% of the most obstacles derived from their desire to have other plans related to the background or knowledge they had. Second, 25% were

obstacles that came from parents. In this case, permission from their parents became a significant obstacle for them to become an entrepreneur in the future. When their parents did not allow them to carry out entrepreneurial activities, they also did not have the power to refuse so they had to cancel their dream of

becoming entrepreneurs. Third, 15% of students' inhibition in doing entrepreneurial activities was caused by a lack of skills in running a business. This could be seen in the type of background or knowledge they have that was not to entrepreneurship so that they did not make a good contribution to becoming entrepreneurs in the future. Fourth, the next 10% of obstacles derived from their lack of experience in conducting entrepreneurial activities. This was due to the limited time for them to carry out entrepreneurial activities. Keep in mind that they were still students whose main duties and obligations were to study, not to work or let alone do business (Butz et al., 2018). Fifth, the last 5% of obstacles were caused by not having social relations related to the business world. This caused them to have no information related to who can be invited to work together in business.

C. Discussion

Creativity in writing should be a major concern for teachers today. In addition to prevent plagiarism, creativity is the backbone of students in finding and developing their new ideas to support the construction of essays. Therefore, teachers must emphasize students' creativity in writing by looking at aspects consisting of curiosity, flexibility, and also originality or originality. Curiosity and flexibility lead to efforts to generate novelty ideas (Cheung et al., 2001). Meanwhile, originality leads to efforts to display certain specificities or characteristics that deserve to be maintained (Kettler & Bower, 2017).

The findings of this study indicated that the level of curiosity, flexibility, and also the originality of ideas found and developed by students in supporting their essay writing were still low. This shows that writing skills are still a scourge for students because of the various difficulties

that exist (Sukmawan & Setyowati, 2017) (Toba & Noor, 2019). In this case, students need good abilities to understand many things such as the ability to find and develop ideas and ensure the authenticity of these ideas. In short, the results of this study were in line with what was found by Yunhadi (2016) which revealed that students were unable to compose good and coherent paragraphs. The results of Qonitahun (2016) also found the same things related to students' difficulties in writing essays.

Another uniqueness that appeared in the results of this study was related to the obstacles faced by students to build an entrepreneurial mindset through the writing skills they did. The difficulties they felt in writing were influenced by their reluctance to enter the world of business or entrepreneurship. Of course, this was driven by supporting factors such as the influence of the family environment (Qonitahun, 2016; Wang et al., 2018), unsupportive personal character (Butz et al., 2018; Murugesan & Jayavelu, 2017), and also lack of self-confidence (Farrukh et al., 2017; Nowiński et al., 2019)

CONCLUSION

The lack of awareness among students in building an entrepreneurial mindset is still a big challenge for teachers today. The various obstacles that exist which include having an unsupportive background or knowledge, permission from parents, lack of business skills, lack of experience, and lack of access to associate with business people in a social environment really have a significant influence on building efforts about entrepreneurial thinking for students. The teachers are expected to be able to make students aware of the increasingly narrow availability of job vacancies. Thus, students are required to prepare alternative actions as an effort to avoid themselves from the difficulty of finding a job and becoming unemployed after graduating from school or

college later in the future. Of course, the solution is to engage in entrepreneurial activities that will provide access to good income and well-being.

Entrepreneurial mindset can also be an interesting topic for students to produce their written work. In learning English, writing skills are also a barometer of student success. This is because the ultimate goal in learning English is to have the ability to communicate and interact both orally and in writing. Therefore, writing skills should be a major concern for teachers and students. However, writing skills need to be built with the creativity attached to students. Of course, this can be seen from the aspect of creativity itself which consists of curiosity, flexibility, and originality. The topic of entrepreneurship will be an access to give birth to students' creativity in producing writings that are useful for the community.

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