



THE IMPACT OF PERSUASIVE WRITING LEARNING MODEL ON STUDENTS' ENTREPRENEURIAL SPIRIT

Pengaruh Model Pembelajaran Menulis Teks Persuasi terhadap Jiwa Kewirausahaan Mahasiswa

Nurhusna, Muhammad Rapi, Shafariana

Universitas Negeri Makassar

Jl. Dg. Tata Raya, Makassar, Sulawesi Selatan, Indonesia

Pos-el: nurhusna@unm.ac.id, muh.rapitang@gmail.com, shafariana@unm.ac.id

Naskah Diterima Tanggal 27 April 2024 — Direvisi Akhir Tanggal 10 November 2024 — Ditetujui Tanggal 17 Desember 2024

doi: <https://doi.org/10.26499/rmh.v13i2.7684>

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi pengaruh model pembelajaran menulis teks persuasi terhadap pengembangan jiwa kewirausahaan mahasiswa. Jiwa kewirausahaan adalah kompetensi penting di era globalisasi, mencakup kreativitas, inovasi, dan keterampilan problem solving yang tinggi. Pendidikan tinggi berperan strategis dalam membentuk jiwa kewirausahaan mahasiswa melalui model pembelajaran yang inovatif. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen semu, melibatkan 32 mahasiswa program studi pendidikan di Universitas Negeri Makassar. Data dikumpulkan melalui pretest, posttest, kuesioner, dan tes menulis. Instrumen meliputi kuesioner jiwa kewirausahaan dan tes menulis teks persuasi. Hasil penelitian menunjukkan bahwa model pembelajaran menulis teks persuasi meningkatkan kemampuan menulis dan jiwa kewirausahaan mahasiswa secara signifikan. Mahasiswa menunjukkan peningkatan nilai rata-rata dari 57,56 pada pretest menjadi 90,65 pada posttest. Analisis menggunakan uji-T menunjukkan adanya perbedaan signifikan antara kemampuan awal dan akhir mahasiswa dalam menulis teks persuasi bertema kewirausahaan. Penelitian ini mengonfirmasi bahwa keterampilan menulis teks persuasi berperan dalam pengembangan jiwa kewirausahaan, memberikan rekomendasi praktis bagi dosen dan praktisi pendidikan dalam merancang program pembelajaran yang efektif. Temuan ini diharapkan dapat berkontribusi pada pengembangan pendidikan kewirausahaan di perguruan tinggi dan membantu mahasiswa menghadapi tantangan dan peluang di dunia kerja dan bisnis.

Kata-kata kunci: jiwa kewirausahaan, menulis, model pembelajaran, teks persuasif

Abstract

This study aims to explore the impact of persuasive text writing learning models on the development of students' entrepreneurial spirit. Entrepreneurial spirit is a crucial competency in the era of globalization, encompassing creativity, innovation, and high problem-solving skills. Higher education plays a strategic role in shaping students' entrepreneurial spirit through innovative learning models. This research uses a quantitative method with a quasi-experimental design, involving 32 students from the education study program at Universitas Negeri Makassar. Data were collected through pretests, posttests, questionnaires, and writing tests. The instruments included an entrepreneurial spirit questionnaire and a persuasive text writing test. The results of the study (Hisrich, Peters, & Sepherd, 2017) indicate that the persuasive text writing learning model significantly improves students' writing abilities and entrepreneurial spirit. Students showed an increase in the average score from 57.56 in the pretest to 90.65 in the posttest. Analysis using the T-test showed a significant difference between the initial and final abilities of students in writing entrepreneurial-themed persuasive texts. This research confirms that persuasive text writing skills play a role in the development of entrepreneurial spirit, providing practical recommendations for lecturers and education practitioners in designing

effective learning programs. These findings are expected to contribute to the development of entrepreneurship education in higher education and help students face challenges and opportunities in the work and business world.

Keywords: *entrepreneurial spirit, learning model, persuasive text, writing*

How to Cite: Nurhusna, Muhammad Rapi, Shafariana. (2024). The Impact of Persuasive Writing Learning Model on Students' Entrepreneurial Spirit. *Ranah: Jurnal Kajian Bahasa*. 13(2). 282—294. doi: <https://doi.org/10.26499/rnh.v13i2.7684>

INTRODUCTION

In the era of globalization and the rapid development of information technology, an entrepreneurial spirit has become a very important competency for the younger generation, especially students. The entrepreneurial spirit includes creativity, innovation, the ability to take risks, and high problem-solving skills. Higher education has a strategic role in shaping students' entrepreneurial spirit through various programs and innovative learning models (Irwanto et al., 2021; Aman et al., 2023). This is in line with Huang's (2021) opinion that entrepreneurship is a sustainable development tool that supports the alleviation of poverty and unemployment. Since the beginning of the 21st century, the world has placed increasing importance on sustainable development. Business entities and entrepreneurship play an important role in sustainable development (Pizzi et al., 2020; Veleva, 2020).

Entrepreneurship has important opportunities in sustainable development as an alternative for students to develop their potential. In 2019, Indonesia ranked 75th out of 137 countries, with a score of 3.47%. This GEI report discusses the relationship between entrepreneurship, economic development, and prosperity. According to GEDI, entrepreneurship plays an important role in creating jobs, economic performance, and stability in the country. Referring to the GEI concept, one of the institutions that plays an important role in the entrepreneurial ecosystem is a university. In Indonesia, there are still minimal campuses capable of producing new entrepreneurs. Higher education is a center for education, science, technology, and the arts with an educational and entrepreneurial perspective. Furthermore, one of the profiles of undergraduate graduates (S-1) in terms of learning outcomes and national Indonesian Language Education standards is to become budding entrepreneurs in the fields of language, literature, and education. Students are able to start entrepreneurship to increase income and open employment opportunities in the fields of language, literature, and education (Suryaman et al., 2022).

Learning Indonesian language and literature has four skills, namely two receptive skills, including reading and listening skills, and two productive skills, including writing skills and speaking skills. The research results of Sofa (2023) show that receptive language skills have been assessed and are included in the realm of knowledge. Writing skills as a productive skill have output in the form of writing, which has a great opportunity to produce products that can be utilized by writers to become reliable writers with entrepreneurial value. Furthermore, Ibda (2019) stated that success in learning Indonesian in higher education can be achieved when students can understand people's speech/writing (receptive) and use the language in spoken or written form (expressive/productive). The results of this work can be optimized through creative learning, which can be maximized by educators to create an entrepreneurial spirit in students. Optimizing learning can be emphasized through choosing creative and innovative learning models to create learning that has entrepreneurial value, such as learning to write persuasive texts. Lecturers, as facilitators in learning to write persuasive texts, have a great opportunity to produce university human resources who have an entrepreneurial spirit, especially in the field of language.

Entrepreneurship in the field of language can be optimized through the application of a learning model for writing persuasive texts. Students who are adept at writing persuasive texts with entrepreneurial value will certainly be a big asset for universities to produce great students who will open up entrepreneurial opportunities, especially in the field of languages. It is not impossible that these students can become famous, great writers. One of the important skills that students need to have been writing ability, especially when writing persuasive texts. Persuasion text is a type of writing that aims to convince readers about a certain idea or view. The ability to write persuasive texts is not only important in an academic context but also in the world of business and entrepreneurship. In the world of entrepreneurship, this ability can help students prepare business proposals, design marketing strategies, and effectively convey the vision and mission of their business (Hisrich, Peters, & Shepherd, 2017). The learning model for writing persuasive texts is a teaching method designed to improve students' writing skills through a systematic and structured approach. This model emphasizes understanding the audience, effective text structure, the use of persuasive language, and appropriate rhetorical strategies (Flower & Hayes, 1981). Thus, it is hoped that this learning model will not only improve students' writing skills but also contribute to the development of their entrepreneurial spirit.

Research regarding the influence of the learning model for writing persuasive texts on students' entrepreneurial spirit is relevant and important to carry out. Previous research by Li and Garza (2020) shows that learning that focuses on developing writing skills can increase students' creativity and critical thinking skills, which are important components of the entrepreneurial spirit. In addition, a study by Astuti and Santoso (2019) found that good communication skills, including writing, play a significant role in building networks and promoting businesses for young entrepreneurs.

Although several studies have examined the relationship between writing skills and entrepreneurial spirit, there are still few that specifically examine the influence of learning models for writing persuasive texts on the development of students' entrepreneurial spirit. Therefore, this research aims to fill this gap by exploring how the learning model for writing persuasive texts can influence students' entrepreneurial spirit. This research will analyze the influence of the learning model for writing persuasive texts on students' entrepreneurial spirit and identify the factors that influence the success of implementing this learning model. The aim of this research is to provide a deeper understanding of the contribution of writing skills to the development of an entrepreneurial spirit and to provide practical recommendations for lecturers and educational practitioners in designing integrative and effective learning programs.

The urgency of this research lies in the need to produce graduates who not only have technical knowledge and skills but also a strong entrepreneurial spirit to face challenges and opportunities in the world of work and business. Thus, it is hoped that the findings from this research can make a positive contribution to the development of entrepreneurship education in higher education and help students become better prepared to face the future.

THEORETICAL BASIS

Learning Theory

Learning is a process of interaction between students, educators, and learning resources in a learning environment (Gagné, 1985). In the context of higher education, effective learning involves methods and strategies that can develop students' cognitive, affective, and psychomotor skills (Cole et al., 2014; Linshinki et al., 2016; Su & Chen, 2018). One relevant theory is constructivist learning theory, which states that learning is an active process in which students build new knowledge based on their previous experiences (Piaget, 1977;

Vygotsky, 1978). In learning to write persuasive texts, a constructivist approach can be applied by giving students writing assignments that are contextual and relevant to real life.

Theory of Writing Persuasive Texts

Writing persuasive texts is a writing activity that aims to convince readers about an idea or opinion. According to Toulmin (1958), arguments in persuasive texts consist of claims, data, and warrants that connect the data with the claims. Aristotle's classical rhetorical theory is also relevant, where persuasion involves ethos (the author's credibility), pathos (the reader's emotions), and logos (argument logic). Writing effective persuasive texts requires a deep understanding of the audience, logical text structure, and the use of appropriate language and strong rhetoric (Gage, 2010; Aieny & Basri, 2020; Hariyanto et al., 2022).

Entrepreneurship Theory

Entrepreneurship is the process of creating something new with significant value for individuals and society by taking financial, psychological, and social risks (Hisrich, Peters, & Shepherd, 2017). Schumpeter's (1934) theory of entrepreneurship emphasizes the role of innovation and creativity in entrepreneurship, where entrepreneurs are individuals who introduce new combinations of production factors. Entrepreneurship is also related to the concept of entrepreneurial mindset, which includes characteristics such as proactivity, ability to take risks, and orientation to opportunities (McGrath & MacMillan, 2000).

The Effect of Learning to Write Persuasive Texts on the Entrepreneurial Spirit

Learning to write persuasive texts can influence students' entrepreneurial spirit through several mechanisms. First, writing persuasive texts trains students to think critically and creatively in developing strong and logical arguments (Flower & Hayes, 1981). Second, the process of writing persuasive texts helps students develop effective communication skills, which are very important in entrepreneurship for conveying ideas, negotiating, and influencing others (Kuratko, 2005). Third, learning to write persuasive texts encourages students to recognize and understand their audience, which is an important skill in marketing and business promotion (Gage, 2010).

Research by Li and Garza (2020) shows that learning that focuses on developing writing skills can increase students' creativity and critical thinking skills. A study by Astuti and Santoso (2019) also found that good communication skills, including writing, play a significant role in building networks and promoting businesses for young entrepreneurs.

Learning Model for Writing Persuasive Texts

The learning model for writing effective persuasive texts involves several steps, including:

- a. Audience Understanding: Students are taught to recognize and understand their audience, including the audience's needs, values, and preferences (Hayes, 1981)
- b. Text Structure: Students learn to compose persuasive texts with a clear and logical structure, including an introduction, main argument, supporting evidence, and conclusion (Toulmin, 1958).
- c. Use of Language: Students are trained to use persuasive language and appropriate rhetoric, such as ethos, pathos, and logos (Aristotle).
- d. Revision and Feedback: An ongoing process of revision and feedback helps students improve and perfect their texts (Gage, 2010).

With this learning model, it is hoped that students will not only improve their ability to write persuasive texts but also develop an entrepreneurial spirit, which includes creativity, innovation, and effective communication skills.

RESEARCH METHOD

This is quantitative research with a quasi-experimental design. This approach was chosen to test the influence of the learning model for writing persuasive texts on students' entrepreneurial spirit. This research uses a pretest-posttest control group design. The research population includes all education study program students taking entrepreneurship courses at Makassar State University. The samples were then taken using random sampling techniques, so the sample in this study was 32 students. The data used in this research consists of quantitative data obtained from pretest and posttest results related to students' entrepreneurial spirit. The data collection technique used in this research was a survey using a questionnaire and a writing test. Questionnaires were used to measure students' entrepreneurial spirit before and after treatment, while writing tests were used to assess students' ability to write persuasive texts. The instruments used in this research include an entrepreneurial spirit questionnaire adapted from a scale developed by Caird (1991) in the Entrepreneurial Self-Assessment Scale (ESAS) and a persuasive text writing test to assess students' ability to write persuasive texts. This test instrument is structured based on a persuasive text structure that includes an introduction, main argument, supporting evidence, and conclusion.

Data collection procedures include: (1) Preparation stage: compiling and testing the validity and reliability of research instruments; (2) Pretest: carrying out a pretest using a persuasive text writing test; (3) Treatment: groups of students were given a learning model for writing persuasive texts for one semester; (4) Posttest: carry out a posttest on both groups using the same instruments as in the pretest. (5) Filling out questionnaires: student groups were given an entrepreneurial spirit questionnaire; (6) Data Collection: collect pretest and posttest results as well as the results of the entrepreneurial spirit questionnaire. The raw data is processed into numerical data based on measuring learning outcomes (Abdurahman & Ratna, 2013; Shah et al., 2023). The collected data will be analyzed using statistical methods in the form of (1) A descriptive test to describe the data distribution and sample characteristics; (2) A normality test to ensure that the data is normally distributed before inferential analysis is carried out; (3) A homogeneity test to test the equality of variances; (4) A T-test (paneled sample T-test) to compare the results of the pretest and posttest; and (5) A linear regression analysis test to control covariate variables and test the influence of the learning model for writing persuasive texts on students' entrepreneurial spirit.

DISCUSSION

The results of this research are presented in four discussion structures: (1) Students' initial abilities in compiling persuasive texts with an entrepreneurial theme; (2) Students' final ability to compose persuasive texts with an entrepreneurial theme after treatment with the learning model for writing persuasive texts; (3) The influence of the learning model for writing persuasive texts on the ability to compose persuasive texts with an entrepreneurial theme; and (4) The influence of the learning model for writing persuasive texts on students' entrepreneurial spirit.

Students' Initial Ability to Compose Persuasive Texts with Entrepreneurship Themes

Students' initial ability to compose persuasive texts with an entrepreneurial theme is measured through performance testing. This performance test is assessed using several aspects of assessing student products in the form of persuasive text writing with an

entrepreneurial theme. The assessment aspects consist of content, vocabulary organization, structure, spelling, and neatness. This aspect is assessed by two assessors and is accumulated as a final score. The final score is used to determine students' initial abilities in compiling persuasive texts with an entrepreneurial theme. The highest score obtained by students on the test for composing persuasive texts with an entrepreneurial theme without using the learning model for writing persuasive texts was 67.00 with a frequency of one student, while the lowest score was 50.00 with a frequency of one student. The results of students' initial abilities in compiling persuasive texts with an entrepreneurial theme are depicted in Table 1 below.

Table 1.
Students' Initial Ability in Composing Persuasive Texts with Entrepreneurship Themes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	1	1.6	3.1	3.1
	53.00	4	6.3	12.5	15.6
	55.00	7	10.9	21.9	37.5
	57.00	7	10.9	21.9	59.4
	58.00	3	4.7	9.4	68.8
	60.00	4	6.3	12.5	81.3
	62.00	2	3.1	6.3	87.5
	63.00	2	3.1	6.3	93.8
	65.00	1	1.6	3.1	96.9
	67.00	1	1.6	3.1	100.0
Total		32	100.0	100.0	
Average					57,56
S					3,83

Based on the data in Table 1, the results of students' initial abilities in compiling persuasive texts with an entrepreneurial theme are divided into 10 groups with an average score of 57.56 and a standard deviation of 3.83. These eight groups of scores are still relatively low because they are below the standard score of 75. The results of research conducted by Yundayani (2020) entitled *The Impact of Pbworks Application on Vocational Students Collaborative Writing Skill* show that writing skills as a productive language skill are really needed by students. This is considered a complex language skill. There are many components that need to be integrated to carry out this productive skill, namely micro skills and macro writing skills. Writing is a process that is felt as a cycle. In the academic field, writing is considered a means of knowing students' knowledge. They are expected to be able to transform the ideas they already have by constructing any information from their schema. However, preliminary research results illustrate that the majority of students have problems with writing skills. Students' lack of ability in mastering vocabulary, word order, and paragraph development is the cause of their low motivation in enjoying writing courses. As a result, students' writing abilities have not reached targets, including expected job requirements.

Students' Final Ability in Composing Persuasive Texts with an Entrepreneurship Theme After Treatment with the Learning Model for Writing Persuasive Texts

Students' final ability to compose persuasive texts with an entrepreneurial theme after being treated with the learning model for writing persuasive texts was also measured through performance testing. This performance test is also assessed using several aspects of assessing student products in the form of persuasive text writing with an entrepreneurial theme. This assessment aspect also consists of content, vocabulary organization, structure, spelling, and

neatness. This aspect is also assessed by two assessors and is accumulated as a final score. The final score is used to determine students' final ability to compose persuasive texts with an entrepreneurial theme after treatment with the learning model for writing persuasive texts. The highest score obtained by students on the test for composing persuasive texts with an entrepreneurial theme using the learning model for writing persuasive texts was 97.00 with a frequency of one student, while the lowest score was 87.00 with a frequency of three students. The results of students' initial abilities in compiling persuasive texts with an entrepreneurial theme are depicted in Table 2 below.

Table 2
Students' Final Ability in Composing Persuasive Texts with an Entrepreneurship Theme After Treatment with the Learning Model for Writing Persuasive Texts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	87.00	3	9.4	9.4	9.4
	88.00	6	18.8	18.8	28.1
	90.00	8	25.0	25.0	53.1
	92.00	9	28.1	28.1	81.3
	93.00	4	12.5	12.5	93.8
	95.00	1	3.1	3.1	96.9
	97.00	1	3.1	3.1	100.0
Total		32	100.0	100.0	
Average					90,65
S					2,43

Based on the data in Table 2, the results of students' final abilities in compiling persuasive texts with an entrepreneurial theme after the treatment of the learning model for writing persuasive texts were divided into 7 groups with an average score of 90.65 and a standard deviation of 2.43. These eight groups of scores are classified as high because they are above the standard score of 75. Related research that has been carried out previously is by Mursid, R. (2017). The learning model for strengthening vocational life skills with an entrepreneurial perspective through providing a series of entrepreneurial knowledge and training has a positive effect on increasing the entrepreneurial spirit and increasing abilities/skills that have been carried out in the context of business, strengthened by support and coaching from related parties and ongoing mentoring and coaching for developing business networks, especially for marketing business results effectively.

The Influence of the Learning Model for Writing Persuasion Texts on the Ability to Compose Persuasion Texts with Entrepreneurship Themes

The magnitude of the influence of the learning model for writing persuasive texts on the ability to compose persuasive texts with an entrepreneurial theme was carried out by conducting a T-test to see the difference in the results of students' initial and final proficiency in compiling persuasive texts with an entrepreneurial theme. The difference in results between students' initial and final abilities in composing persuasive texts with an entrepreneurial theme shows how big the influence of the learning model for writing persuasive texts is. Before carrying out the T-test, prerequisite tests were carried out in the form of normality tests and homogeneity tests. The normality test is used to determine whether the data used follows a typical delivery or not. Normality testing was carried out by applying the Lilliefors approach.

The results of the Lilliefors normality test are shown in Table 3 by interpreting the significance value in the Kolmogorov-Smirnov column. This normality test is carried out with a hypothesis.

Ho: data is normally distributed if the sig value. > 0.05.
 H1: The data is not normally distributed if the sig value is < 0.05.

Table 3.
 Normality test

	Kolmogorov-Smirnov ^a		Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.
Writing Persuasion	.152	32	.058	.957	32	.230

a. Lilliefors Significance Correction

Based on the data in Table 3, the significance value in the Kolmogorov-Smirnov column is 0.058. Sig value. This is greater than 0.05 (0.058>0.05). Likewise, in the Shapiro-Wilk column, the significance value is 0.230. The sig value is also greater than 0.05 (0.230>0.05). Both of these indicate that the data is normally distributed.

Apart from carrying out a normality test as a prerequisite, a homogeneity test was also carried out. The homogeneity test is used to determine whether the data used is homogeneous or not. Homogeneity testing was carried out by applying the one-way ANOVA approach.

Table 4.
 Homogeneity Test
 Writing Persuasion

Levene Statistic	df1	df2	Sig.
.001	1	30	.971

Based on the data in Table 4, the significance value is 0.971. This is greater than 0.05 (0.971>0.05). This shows that the data is homogeneous.

The results of the two prerequisite tests, both the normality test and the homogeneity test, show that the data meets the T test requirements. The T test is carried out using the paired sample T-test approach to compare the pretest and posttest results. The results of this test show changes due to the treatment of the learning model for writing persuasive texts. The existing changes show the magnitude of the model's influence on the ability to compose persuasive texts with an entrepreneurial theme. The results of the T-test in question are shown in tables 5, 6, and 7 below.

Table 5.
 Paired Samples Statistics The Results

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest Writing	57.5625	32	3.83479	.67790
Posttest Writing	90.6563	32	2.43111	.42976

Based on the data in Table 5, the pretest score obtained an average value of 57.56 and the posttest score obtained an average value of 90.65 with a sample size of 32 students. The average pretest score is much smaller than the average posttest score, namely 57.56<90.65. Therefore, descriptively, there is a significant difference in learning outcomes between the pretest and posttest. As proof that this difference is truly significant, the following are the results of the paired sample T test in terms of correlation, which are listed in Table 6.

Tabel 6.
 Paired Samples Correlations The Results

	N	Correlation	Sig.
Pair 1 Pretest Writing & Posttest Writing	32	.440	.012

The data in Table 6 shows the results of correlation tests or relationships between pretest variables and posttest variables. Based on the data in Table 6, the correlation coefficient value is 0.440 with a significance value of 0.012. This significance value is

smaller than the probability value of 0.05, namely $0.012 < 0.05$. This shows that there is a significant correlation between the pretest variables and the posttest variables. This significant correlation is positive because the correlation coefficient value is also positive. This shows that the use of the learning model for writing persuasive texts provides a significant increase in the ability to write persuasive texts with an entrepreneurial theme. This is an indication that using the learning model for writing persuasive texts has a positive influence on students' entrepreneurial spirit. This indication is strengthened by the paired sample test results in Table 7.

Table 7.
Paired Samples Test The Results

	Paired Differences		95% Confidence Interval		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Error of the Difference				
			Lower	Upper			
Pretest Writing- air 1 Posttest Writing	-33.09375	3.52282	.62275	-34.36386 -31.82364	-53.141	1	.000

Based on the data in Table 7, the significance value (2-tailed) is 0.0001. This value is smaller than the probability value of 0.05, namely $0.0001 < 0.05$. This quantity shows that there is a difference in the pretest and posttest variables, or there is an influence of the learning model for writing persuasive texts on the ability to write persuasive texts with an entrepreneurial theme. Previous research revealed that Indeed, the text description of a project is a channel for conveying persuasive signals from entrepreneurs to investors (Wang, 2021). Furthermore, Pengnate & Riggins, (2020) claim that linguistic features embedded in text descriptions can influence investment intentions. Therefore, it can be claimed that learning persuasive texts has close ties to entrepreneurship.

The Influence of the Learning Model for Writing Persuasive Texts on Students' Entrepreneurial Spirit

Based on the discussion regarding the influence of the learning model for writing persuasive texts on the ability to compose persuasive texts with an entrepreneurial theme, measurements were made of the magnitude of the influence of the learning model for writing persuasive texts on students' entrepreneurial spirit. The measurements were carried out by carrying out multiple regression analysis, which supports the results of the previous paired sample test, which has shown indications of the positive influence of using the learning model for writing persuasive texts on students' entrepreneurial spirit.

This multiple regression analysis uses quantitative data in the form of the results of learning to write persuasive texts with an entrepreneurial theme after implementing the learning model for writing persuasive texts and qualitative data in the form of the results of students' entrepreneurial spirit questionnaires after implementing the learning model for writing persuasive texts. Quantitative data was obtained from performance testing, which was assessed using five aspects of assessing student products in the form of persuasive text writing with an entrepreneurial theme. Qualitative data was obtained by distributing student entrepreneurial spirit questionnaires consisting of 20 questions using a Likert scale.

The results of linear regression analysis show that there is an influence on students' ability to write persuasive texts on the theme of entrepreneurship after implementing the learning model for writing persuasive texts on students' entrepreneurial spirit. The existing influence shows the magnitude of the model's influence on students' entrepreneurial spirit. The increase in borderless digital-based business competition shows how language education is influenced by neoliberalism in this global era. Linguistic Technopreneurship has a significant influence on business success and has an impact on language education practices.

It can be concluded that language education is an added value for a person and influences socio-economic success (Suprayogi, 2024). The results of the linear regression analysis in question are shown in tables 8 and 9 below.

Table 8.
Linear Regression Analysis: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	99.794	1	99.794	23.869	.000 ^b
	Residual	125.425	30	4.181		
	Total	225.219	31			

a. Dependent Variable: Student Entrepreneurial Spirit
b. Predictors: (Constant), Students' Ability to Write Persuasive Texts

Based on table 8 data, the significance value in the F test is 0.0001. This value is smaller than the probability value of 0.05, namely $0.0001 < 0.05$. As the basis for decision-making in the F test, it can be concluded that students' ability to write persuasive texts on the theme of entrepreneurship after applying the learning model for writing persuasive texts has an effect on students' entrepreneurial spirit. This shows that the learning model for writing persuasive texts has an influence on students' entrepreneurial spirit. With these test results, the requirements for interpreting the value of the coefficient of determination in multiple regression analysis are fulfilled.

The magnitude of the influence of the learning model for writing persuasive texts on students' entrepreneurial spirit can be seen in the R square value contained in the linear regression analysis in table 9 below.

Tabel 9.
Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.666 ^a	.443	.425	2.04471

a. Predictors: (Constant), Students' Ability to Write Persuasive Texts

Based on the data in Table 9, the coefficient of determination, or R square value, is 0.443. The R square value of 0.443 comes from squaring the correlation coefficient (R) value of 0.666. The coefficient of determination value of 0.443 is equal to 44.3%. This percentage shows that the ability of students to write persuasive texts on the theme of entrepreneurship after implementing the learning model for writing persuasive texts has an effect on the entrepreneurial spirit by 44.3%. The remaining 55.7% was influenced by other variables not studied. This influence can be said to be quite strong because it is above 25%. However, the learning model variable for writing persuasive texts cannot be categorized as the main determinant of strengthening students' entrepreneurial spirit.

CLOSING

Based on the results of this research, there are several conclusions related to the research specula and discussion that have been presented. First, students who take part in learning that applies the learning model for writing persuasive texts have better abilities compared to those who take part in learning without applying this model. Second, the learning model for writing persuasive texts has a positive influence on students' entrepreneurial spirit. Third, the percentage of influence of the learning model for writing persuasive texts on the entrepreneurial spirit is 44.3%, and 55.7% is influenced by other variables. This figure is categorized as quite strong in providing a positive influence on students' entrepreneurial spirit. Fourth, the figure of 55.7%, which has an influence on students' entrepreneurial spirit, can be

an accumulation of other variables, which makes it possible that the learning model for writing persuasive texts is the main determinant of strengthening students' entrepreneurial spirit, so further research is needed regarding these other variables.

The implications of the results of this research show that this method can significantly improve students' communication and persuasion skills, which are key in the business world. Through the process of writing persuasive texts, students are trained to compose logical and convincing arguments, improving their critical thinking skills, creativity, and self-confidence when presenting innovative ideas. This is important because in entrepreneurship, the ability to attract the attention of investors and customers depends greatly on the skill in conveying ideas. In addition, students also learn to analyze audience needs and design relevant messages, which can increase the success of marketing their products or services. In addition, the experience of working together in groups during this learning fosters a collaborative attitude and strong networks, expanding students' abilities to collaborate and interact in a business context. Thus, implementing the learning model for writing persuasive texts not only trains technical skills but also forms a proactive, independent, and ethical personality, which is very necessary in building a strong entrepreneurial spirit among students.

BIBLIOGRAPHY

- Abdurahman, A., & Ratna, E. (2003). *Evaluation of Indonesian Language and Literature Learning (Textbook)*. Padang: FBS UNP.
- Aieny, M. P., & Basri, I. (2020). Correlation of News Text Comprehension Reading Skills with News Text Writing Skills for Class VIII Students of SMP Negeri 17 Padang. *Journal of Indonesian Language and Literature Education*, 9(1), 127–135. <https://doi.org/10.26499/mm.v18i2.2383>
- Aman, A., Raharjo, T. J., Khafid, M., & Supriyanto, T. (2023, June). The Role and Strategy of Higher Education in Forming Superior Human Resources with a Creative Entrepreneurship Spirit in the Era of Society 5.0. *In Proceedings of the National Postgraduate Seminar* 6(1), 7–12.
- Astuti, W., & Santoso, H. B. (2019). The role of communication skills in entrepreneurship. *Journal of Entrepreneurship Education*, 22(1), 1–10.
- Caird, Sally (1991). Testing Enterprising Tendency in Occupational Groups. *British Journal of Management*, 2(4), 177–186. <https://doi.org/10.1111/j.1467-8551.1991.tb00025.x>
- Cavdar, G., & Doe, S. (2013). Learning through Writing: Teaching Critical Thinking Skill in Writing Assignments. *Political Science and Politics*, 45(2), 298–306. <https://doi.org/10.1017/S1049096511002137>
- Cole, M. S., Feild, H. S., & Harris, S. G. (2014). Student Learning Motivation and Psychological Hardiness: Interactive Effects on Students' Reactions to a Management Class. *Academy of Management Learning & Education*, 3(1), 64–85. <https://doi.org/10.5465/amle.2004.12436819>
- Gage, J. T. (2010). *The Shape of Reason: Argumentative writing in college*. Pearson Education.
- Gagne, Robert M. (1985). *The Conditioning of Learning and Theory of Instruction*. 4th ed New York: Holt, Rinehart & Winston.
- Greenhow, C., Galvin, S. M., Brandon, D. L., & Askari, E. (2020). A decade of research on K–12 teaching and teacher learning with social media: Insights on the state of the field. *Teachers College Record*, 122(6), 1–72. <https://doi.org/10.1177/016146812012200602>
- Haerazi, H., & Irawan, L. A. (2020). Developing Intercultural Language Learning (ILL) Model to Teach Writing Skills at Indonesian Private Universities. *EduLite: Journal of*

- English Education, Literature and Culture*, 5(1), 43-54. <https://doi.org/10.30659/e.5.1.43-54>
- Hariyanto, B., Sastrio, T. B., Widayat, E., & Mardiana, N. (2022). The Effect of Problem Based Learning and Discovery Learning Models on Indonesian Learning Outcomes. *Jurnal Disastri: Pendidikan Bahasa dan Sastra Indonesia*, 4(2), 122–137. <https://ejournal.unhasy.ac.id/index.php/disastr/article/view/3104>
- Hayes, J. R. (1981). A Cognitive Process Theory of Writing. *College Composition and Communication*, 32(4), 365-387. <https://doi.org/10.58680/cc198115885>
- Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2017). *Entrepreneurship*. McGraw-Hill Education.
- Huang, Y., An, L., Wang, J., Chen, Y., Wang, S., & Wang, P. (2021). The role of entrepreneurship policy in college students' entrepreneurial intention: the intermediary role of entrepreneurial practice and entrepreneurial spirit. *Frontiers in Psychology*, 12, 585698. <https://doi.org/10.3389/fpsyg.2021.585698>
- Ibda, H. (2019). Pembelajaran bahasa indonesia berwawasan literasi baru di perguruan tinggi dalam menjawab tantangan era revolusi industri 4.0. *Jalabahasa*, 15(1), 48-64. <https://doi.org/10.36567/jalabahasa.v15i1.227>
- Irawanto, D. W., & Novianti, K. R. (2021). Entrepreneurship education in higher education: optimizing innovative behaviour of z generation. *Indonesian Journal of Business and Entrepreneurship (IJBE)*, 7(1), 11—11. <https://doi.org/10.17358/ijbe.7.1.11>
- Klimova, B.F. (2013). The Importance of Writing. *Paripex-Indian Journal of Research*, 2(1), 9—11. <https://doi.org/10.15373/22501991/JAN2013/4>
- Kuratko, D. F. (2005). The emergence of entrepreneurship education: Development, trends, and challenges. *Entrepreneurship Theory and Practice*, 29(5), 577-597. <https://doi.org/10.1111/j.1540-6520.2005.00099.x>
- Li, Y., & Garza, V. (2020). Enhancing creativity and critical thinking in college students through a writing-intensive course. *Journal of College Teaching & Learning*, 17(2), 55-64.
- Lishinski, A., Yadav, A., Good, J., & Enbody, R. (2016). Learning to Program: Gender Differences and Interactive Effects of Students' Motivation, Goals, and Self-Efficacy on Performance. *Proceedings of the 2016 ACM Conference on International Computing Education Research*, 211–220. <https://doi.org/10.1145/2960310.2960329>
- McGrath, G. R., & MacMillan, J. (2000). *Entrepreneurial Mindset: Strategies for Continuously Creating Opportunity in an Age of Uncertainty*. Brighton, MA: Harvard Business School Press Books.
- Mursid, R. (2017). Pengembangan model pembelajaran penguatan vocational life skills mahasiswa berwawasan kewirausahaan di bidang teknik mesin. *Jurnal Pendidikan Vokasi*, 7(1), 110-122. <https://doi.org/10.21831/jpv.v7i1.12653>
- Nisa, K., Ramadhan, S., & Thahar, H. E. (2023). Implementing a Problem-Based Learning Model in Writing Scientific Articles for Undergraduate Students. *Journal of Language Teaching and Research*, 14(5), 1326–1331. <https://doi.org/10.17507/jltr.1405.21>
- Pawliczak, J. (2015). Creative Writing as a Best Way to Improve Writing Skills of Students. *Sino-US English Teaching*, 12(5), 347–352. <https://doi.org/10.17265/1539-8072/2015.05.004>
- Pengnate, S. F., & Riggins, F. J. (2020). The Role of Emotion in P2P Microfinance Funding: A Sentiment Analysis Approach. *International Journal of Information Management*, 54, <https://doi.org/10.1016/j.ijinfomgt.2020.102138>
- Piaget, J. (1977). *Cognitive Development*. New York: Plenum Press.

- Pizzi, S., Caputo, A., Corvino, A., and Venturelli, A. (2020). Management research and the un sustainable development goals (sdgs): a bibliometric investigation and systematic review. *Journal of Cleaner Production*. <https://doi.org/10.1016/j.jclepro.2020.124033>
- Schumpeter J. (1934): *The Theory of Economic Development. An Inquiry into Profits, Capital, Credit, Interest and the Business Cycle*. Harvard U
- Shah, H., Yusof, F., & Alam, M. Z. (2023). A New Technique to Estimate Percentage Decolorization of Synthetic Dyes on Solid Media by Extracellular Laccase from White-Rot Fungus. *Bioremediation Journal*, 27(1), 66–74. <https://doi.org/10.1080/10889868.2021.1984197>
- Sofa, F., Baroroh, R. U., Nurinadia, P., Wahidah, N., & Afifah, S. N. (2023). Innovation of Language Receptive Skills Based on Authentic Assessment. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 6(1), 31-44. <https://doi.org/10.22219/jiz.v6i1.24029>
- Su, C. Y., & Chen, C. H. (2018). Investigating the Effects of Flipped Learning, Student Question Generation, and Instant Response Technologies on Students' Learning Motivation, Attitudes, and Engagement: A Structural Equation Modeling. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(6), 2453– 2466. <https://doi.org/10.29333/ejmste/89938>
- Suprayogi, Y., Luckyardi, S., Kurnia, D., & Khairusy, M. A. (2024). Linguistic Technopreneurship in Business Success Digitalization for Small Medium Enterprises in West Java: Implication for Language Education. *International Journal of Language Education*, 8(2), 343-358. <https://doi.org/10.26858/ijole.v8i2.64117>
- Suryaman, Maman dkk. 2022. *Capaian Pembelajaran dan Standar Nasional Pendidikan Bahasa Indonesia*. Surakarta: Yuma Pustaka.
- Toulmin, S., 1958, *The uses of argument*, Cambridge: Cambridge University Press.
- Veleva, V. (2020). The Role of Entrepreneurs in Advancing Sustainable Lifestyles: Challenges, Impacts, and Future Opportunities. *J. Clean. Prod.* 283:124658. <https://doi.org/10.1016/j.jclepro.2020.124658>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.
- Wang, W., He, L., Wu, Y. J., & Goh, M. (2021). Signaling Persuasion in Crowdfunding Entrepreneurial Narratives: the Subjectivity vs Objectivity Debate. *Computers in Human Behavior*, 114, 106576. <https://doi.org/10.1016/j.chb.2020.106576>
- Yundayani, A., Kardijan, D., & Apriliani, R. D. (2020). The Impact of Pbworks Application On Vocational Students' collaborative Writing Skill. *Jurnal Cakrawala Pendidikan*, 39(3), 694-704. <https://doi.org/10.21831/cp.v39i3.25077>