Abstract: Universitas Brawijaya confidently goes to an Entrepreneur university level the next level after Research University. Entrepreneur University gives the same portion for teaching, research and service. Therefore, UB has a vision to have their students aware with the concept of entrepreneur at the first place and be able to apply it later on. Valuing that being creative, being innovative, taking risk, and solving problem as the concept of entrepreneurship, it is beneficial for students to be taught the concept for their life skill. Therefore, it comes to an idea that entrepreneurship concept should be given integrally to all subjects taught in Universitas Brawijaya. Teaching media is one of the subjects which can come in line with the principles of entrepreneurship. Teaching media, in its teaching and learning, is not only concerning on the theory but also producing the media. Therefore, the concept of entrepreneurship is importantly given to Teaching Media course taker. For that reason, teaching media syllabus integrated with entrepreneurship is worth-developed. By having the syllabus, it is expected that the students are capable in making media as an aid of teaching process creatively, innovatively, and further they can perform risk taking and problem solving when they are marketing their product.

Keywords: Syllabus, entrepreneurship, teaching media

Background of study

Universitas Brawijaya as an entrepreneur university gives a big concern to equip its students with the concept of entrepreneurship as a life skill which is applicable in real life after completing campus life. Therefore, UB provide one course namely ‘entrepreneurship’ which covers basic concept of entrepreneurship. The concept of entrepreneur is worth taught since it gives students with the basic principles of entrepreneur which are being creative, being innovative, taking risk, and solving problem; those principles are beneficial soft skill to prepare students to get ready with their real life.

However, ‘entrepreneur’ course with 3 credits given in one semester only is inadequate to get the students expert in performing the principle of entrepreneur and relate it with their field of study. To make these principles mastered by the students, it comes to an idea to assimilate the concept of entrepreneur in all courses in UB. It aims to get the concept of entrepreneur become more applicable in students’ field of study. Therefore, the writer is in the progress of developing syllabus containing entrepreneurship in teaching media course. Teaching media course is selected for the course contains the theory of designing media for teaching practice; furthermore, in the end of the course, students are assigned to bring their media design into real product. For that reason, teaching media fits with the concept of entrepreneurship.

Theoretical Framework

a. Teaching Media

Learning from experience is the best method for learner to get knowledge since the students involved in the real situation where the knowledge is transferred. Sanjaya (2008) argued that experiencing the knowledge is an effort to get the students learning. Experiencing the real situation is beneficial in the process of teaching and learning. However, in fact, it is difficult to present real situation for students to experience in classroom. Therefore, teaching media like video, flashcard, etc is advantageous for the process of teaching and learning as an aid for students to experience the real situation.

Furthermore, learning by experiencing helps students know the real situation not only imagine it. But then, the next challenge reveals that students not only know the knowledge but they also should be able to use the knowledge. In this case, Bertram et al (2010) stated that in order to do things in society, teacher needs to develop learners who can use the knowledge they have learnt, rather than just remember the content they have learnt. To get students ready to be in the real society, they should be equipped with life skill. They should be able to use their knowledge to solve the problems they face in society rather than simply being defeated by them. To answer this challenge, students should be trained the teaching media course with life skill integratedly. Entrepreneurship is one concept of life skill which is beneficial for students to prepare their future. Accordingly,
the knowledge of teaching media and the concept of entrepreneurship as a life skill can work together to develop students who are ready to do things in society.

b. Entrepreneurship

Entrepreneurship is often connected with money oriented. Other than that, Universitas Brawijaya views entrepreneurship as a life skill which is valuable to be given as an aid to prepare students to get ready in society later on. Dwomo-Fokuo (2003) lists the importance of entrepreneurship as follows:

1. enhances creativity and innovation
2. builds self confidence in people
3. serves as a tool for nation building
4. serves as the engine of growth for the nations’ economy

By knowing the importance of entrepreneurship will give valuable input for students so that they are expected to be aware the importance of to do things in society after school life. Not only aware but students also need to be able to perform the skill of entrepreneurship so that students can apply the concept of entrepreneurship as a life skill in society in the future. Therefore, students are required to master the characteristics of entrepreneurship. He also mentions the characteristics of the entrepreneurs in the list below:

1. Risk taking
2. Need to achieve
3. Innovation and creativity
4. Opportunity Orientation

Those are basic concept of entrepreneurship that is precious to be put together with teaching media course in order to generate students’ life skill which related to their field of study.

c. Designing Syllabus

In this proposal, syllabus is not developed from zero. The concept and principles of entrepreneurship are integrated in the existing teaching media syllabus. Yalden (1983) stated that examining the current syllabus used can be carried out, and it can be the basis for an altered syllabus which can have a different focus.

To integrate the entrepreneurship concept, researcher will adapt the steps in the chart designed by Yalden (1983) below:

The researcher will adapt the steps above based on the need of performing syllabus development.
Method
This study is using research and development in developing syllabus. The syllabus is not developed from scratch, but it is developed from reviewing and changing the existing syllabus teaching media course by assimilating the concept of entrepreneurship.

To develop the syllabus, the researcher adapts the steps of changing existing syllabus by Yalden 1983. Here are the steps in developing syllabus:

1. Description of purpose in terms of
   a. Students characteristics
      Students are taking teaching media course in 5th semester. 5th semester students have the same background knowledge of pedagogy since they have got Teaching English as a Foreign Language, Language Teaching Methodology, and Curriculum of English Instruction in the previous semester. With the background knowledge of pedagogy that they have got, it is assumed that the students have the same knowledge as the basis to get a good understanding of teaching media course.
   b. Students need
      Teaching Media course is developed by analyzing the students’ need of students who are taking Teaching Media course in Fakultas Ilmu Budaya Universitas Brawijaya. The process of needs assessment will be obtained by giving the students a questionnaire which consists of 10 items. Two (2) items are asking about material of Teaching Media that students need in helping the teaching process in the future. Two (2) items are asking about students’ knowledge on entrepreneurship. Three (3) items are asking about material of teaching media and entrepreneurship.
      The questionnaire were distributed to 4 parralel classes. 25 students of 40 students per class will be asked to answer the questionnaire. As the result of the questionnaire was obtained, the materials and activities can be considered as the reflection of what students need to do with the Teaching Media course they want to learn. Since the syllabus development is intended for integrating entrepreneurship to teaching media course, study subject-matter materials can be developed based on students’ field of study so that the knowledge of entrepreneurship is more applicable for their future.
   c. Integrating entrepreneurship
      To get the appropriate knowledge of entrepreneurship, expert consultation is required in order to get the goal of transferring knowledge of entrepreneurship fulfilled.

2. Design of a communicative syllabus
   Phase one: examination of the existing syllabus
   a. Extraction of current taxonomies
      To examine the current taxonomies of the existing syllabus, researcher will discuss with the team of Teaching Media course lecturers to get the appropriate taxonomies to reach the goal of teaching media with the spirit of entrepreneurship.
   b. Sequencing of items thus identified
      After having the extraction of current taxonomies, the discussion with the team of Teaching Media course lecturers will go on to find the right sequence of the items.
   c. Comparison of current taxonomies with proposed taxonomies
      To get the whole syllabus done, comparison of current taxonomies with the proposed taxonomies is important to get the whole view of what have been done with the revision of the syllabus.
   Phase two: the revised syllabus
   d. Preparation of revised taxonomies for the whole curriculum
      After comparing of current taxonomies with proposed taxonomies, the whole syllabus is revised based on the proposed taxonomies have been designed.

3. Classroom procedures
   The new syllabus will be applied to one class of Teaching Media course in order to get feedback from the process of teaching and learning whether the syllabus effectively applied in Teaching Media course. The applying the new syllabus will last for one semester in order to get the feedback for the whole syllabus.

4. Evaluation
   After done applying the syllabus for one semester, evaluation will be performed in order to process the feedback and revise the syllabus based on the feedback in the applying of syllabus in teaching process of Teaching Media course.
References

Bertram et al. 2010. *Using Media in Teaching*. South African Institute for Distance Education: South Africa

Biodata

**Devinta Puspita Ratri** was born in Malang, May 7 1986. She has been teaching in Culture Studies Faculty of Universitas Brawijaya Malang since 2009 as one of the English lecturers. Dealing with TEFL, Teaching English for Specific Purposes (ESP) and classroom management become her concerns. She has participated in some international TEFL conference, such as International conference in UNS and UMP.