

## Ethnopedagogical Approach: The Influence of Self-Awareness on Muslim Students' Public Speaking Competence and Interest in Digital Entrepreneurship

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ARTICLE INFO	ABSTRACT
<p><b>Article History:</b>                      Received: August 20, 2025                      Revised: November 10, 2025                      Accepted: December 3, 2025</p> <p><b>Keywords:</b>                      ethnopedagogy; public-speaking; digital-entrepreneur; self-awareness; student</p>	<p>This study examines the impact of self-awareness competency developed through an ethnopedagogical approach on students' English public speaking skills and their interest in digital entrepreneurship. Using a true experimental design with a one-group pretest-posttest design model, this study involved 167 purposively selected students from three faculties at the Al-Qur'an Science University of Central Java in Wonosobo (UNSIQ): the Faculty of Economics and Business, the Faculty of Da'wa and Communication Sciences, and the Faculty of Tarbiyah and Teacher Training. Data were analysed using paired sample t-test, N-Gain scores, regression analysis, and ANOVA. The findings indicate that the students' awareness competency improved after the intervention, followed by a significant enhancement in their English public speaking skills across faculties. The results also show that self-awareness has a substantial influence on students' interest in digital entrepreneurship. Variations among faculties were identified, reflecting differences in academic backgrounds. Overall, the study demonstrates that integrating self-awareness within an ethnopedagogical learning approach is effective in strengthening students' communication competence and fostering entrepreneurial interest in higher education contexts.</p>
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## INTRODUCTION

Self-awareness is part of the competence to produce quality educational products, thereby creating job opportunities for sustainable economic growth.<sup>1</sup> Self-awareness is very useful in improving insight skills, student performance, and self-control abilities, so that it can be used for self-development.<sup>2</sup> The ability to speak in English in public is one of the products of quality education, but the problem is that students lack mastery of English in communicating.<sup>3</sup> Some of the contributing factors are: 1) limited opportunities to speak (16%), 2) difficulty finding a conversation partner (14%), and 3) students are embarrassed to start a conversation (24%)<sup>4</sup>, apart from that, the lack of understanding of translation techniques is also an inhibiting factor.<sup>5</sup> National issues also show that the open unemployment rate for graduates in Indonesia increased in August 2022 to 7.99%, up from 6.17% in 2021, and decreased to 4.91% in 2024.<sup>6</sup> This shows that the lack of interest in entrepreneurship among graduates results in the unemployment rate remaining high.

An ethnopedagogical approach can increase self-awareness.<sup>7</sup> There needs to be learning encouragement that directs students to be able to understand themselves<sup>8</sup>, increase self-confidence to be able to practice Public Speaking with enjoyable methods and delivery<sup>9</sup>, and also improve marketing skills to improve entrepreneurial skills<sup>10</sup>, by utilizing content-

<sup>1</sup> UNESCO, *Education for Sustainable Development Goals: Learning Objectives* (Paris: UNESCO, 2017), <https://doi.org/10.54675/CGBA9153>.

<sup>2</sup> Laura Bulmer et al., "Building a Foundation in Self-awareness: Genetic Counseling Students' Experiences with Self-care, Reflection, and Mindfulness," *Journal of Genetic Counseling* 31, no. 3 (June 2, 2022): 722–34, <https://doi.org/10.1002/jgc4.1539>; Adeleke Oba-Adenuga Olusegun, Ngozi Ezeribe Scholastical, and Ayodele Oba-Adenuga Modupe, "Relationship between Self-Awareness and Task Performance in Selected Private Universities in Ogun State, Nigeria," *NIU Journal of Social Sciences* 8, no. 3 (September 30, 2022): 123–30, <https://doi.org/10.58709/niujss.v8i3.1511>; Kenneth Rhee and Tracey Sigler, "Can You Develop Self-Awareness? Only If You Are Willing," *Journal of Leadership Education*, November 5, 2024, 1–20, <https://doi.org/10.1108/JOLE-02-2024-0045>.

<sup>3</sup> Sri Wahyuningsih and Maisyanah Maisyanah, "Exploring English Speaking Problems in Higher Education: Pre-Service English Teachers' Perspectives," *Journal of English Teaching and Learning Issues* 4, no. 1 (June 30, 2021): 19, <https://doi.org/10.21043/jetli.v4i1.10786>.

<sup>4</sup> Eka Apriani, Sakut Anshori, and Sarwo Edy, "The Existence of the English Zone as a Medium for Implementing the English Language Skills of Students of the English Language Education Study Program at IAIN CURUP," *Cendekia: Journal of Education and Society* 17, no. 2 (December 6, 2019): 317–32, <https://doi.org/10.21154/cendekia.v17i2.1531>.

<sup>5</sup> Lestiyawati Rochyani, Hartono Rudi, and Sofwan Ahmad, "Translation Techniques Used By Students In Translating English News Items," *English Education Journal* 4, no. 2 (November 1, 2014): 90–98, <https://journal.unnes.ac.id/sju/eej/article/view/6665/4821>.

<sup>6</sup> Central Statistics Agency Labor Force Survey, "Underemployment Rate by Education Level (Percent) 2021-2022," *Bps.Go.Id* (Jakarta, January 11, 2023), <https://www.bps.go.id/id/statistics-table/2/MTE4NCMy/tingkat-setengah-pengangguran-menurut-tingkat-pendidikan.html>; BPS, "Indonesia's Employment Situation in August 2024" (Jakarta, November 5, 2024), <https://www.bps.go.id/id/infographic?id=1028>.

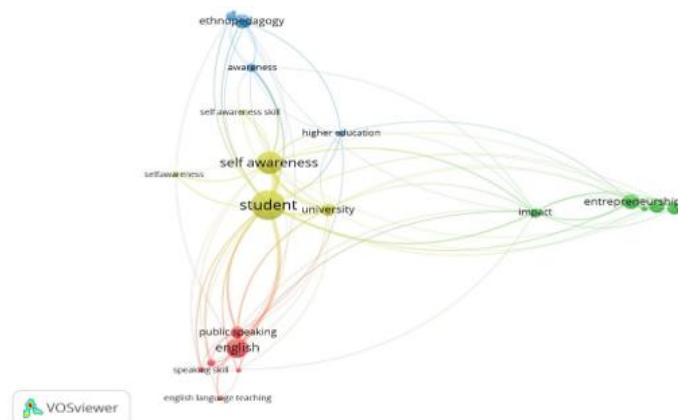
<sup>7</sup> Tugiyati Tugiyati, Wiyanto Wiyanto, and Lisdiana Lisdiana, "Ethnopedagogic Based Teaching Materials Analysis For Senior High School Students: A Literature Review," *Journal of Innovative Science Education* 9, no. 3 (April 5, 2021): 56–64, <https://doi.org/10.15294/jise.v9i2.38367>.

<sup>8</sup> Supatarayan Thaintheerasombat and Chowwalit Chookhampaeng, "The Development of a Self-Awareness Skill for High School Students with the Process of Social and Emotional Learning," *Journal of Educational Issues* 8, no. 2 (December 6, 2022): 741–54, <https://doi.org/10.5296/jei.v8i2.20395>.

<sup>9</sup> Fitri Handayani and Dian Estu Prasetyo, "Public Speaking Module to English Students Based on Communicative Language Teaching Method," *Jurnal Penelitian Dan Pengembangan Pendidikan* 6, no. 1 (March 30, 2022): 145–51, <https://doi.org/10.23887/jppp.v6i1.43371>.

<sup>10</sup> Aris Siswati, Boge Triatmanto, and Sunardi Sunardi, "Entrepreneurial Skills Reinforcement Model in

based entrepreneurship, so that students can optimize digital marketing.<sup>11</sup>



**Figure 1.** VOSviewer Analysis Results

The results of the analysis of 800 journal articles published between 2020 and 2025, in Figure 1, show that research on self-awareness is more focused on learning outcomes at the elementary and secondary school levels.<sup>12</sup> There has been no research into its impact on public speaking skills and interest in digital entrepreneurship among university students. There has also been no research into the ethnopedagogical approach to public speaking and/or digital entrepreneurship.<sup>13</sup> Ethnopedagogy is more used for cultural literacy or local potential.

The formulation of the research problem is whether self-awareness competence through an ethnopedagogical approach is effective in increasing public speaking skills in English and interest in digital entrepreneurship, and whether differences in faculties influence the results of self-awareness, public speaking skills, and interest in digital entrepreneurship of students. The novelty of this research is the students' self-awareness competencies with

'Merdeka Belajar Kampus Merdeka' Entrepreneurship at University of Merdeka Malang," *Research Journal* 18, no. 2 (December 27, 2021): 12–25, <https://doi.org/10.26905/jp.v18i2.7050>; Yulia Nur Hasanah et al., "Entrepreneurial Marketing and Marketing Performance in Gen Z Entrepreneurs: Exploring the Mediating Pathways to Entrepreneurial Resilience," *Journal of Ecobumanism* 4, no. 1 (February 3, 2025): 3583–3602, <https://doi.org/10.62754/joe.v4i1.6195>.

<sup>11</sup> Oktavima Wisdaningrum, "Implementation of Digital Entrepreneurship (DE) Program in Improving Entrepreneurship Competence Students of the University of 17 Agustus 1945 Banyuwangi," *Jurnal Ilmu Manajemen Advantage* 6, no. 1 (June 30, 2022): 46–52, <https://doi.org/10.30741/adv.v6i1.834>.

<sup>12</sup> Honey Mae C. Derla and Josephine B. Baguio, "Self-Awareness Learning in Relation to Educational Development of Students in Public Elementary Schools," *Asian Journal of Education and Social Studies* 50, no. 11 (November 20, 2024): 146–54, <https://doi.org/10.9734/ajess/2024/v50i111642>; Anton Pretorius and Bernadictus O'Brain Platjies, "Self-Awareness as a Key Emotional Intelligent Skill for Secondary School Principals' Leadership Toolkit," *Research in Educational Policy and Management* 5, no. 2 (August 22, 2023): 52–74, <https://doi.org/10.46303/repam.2023.9>; Jessica DeMink-Carthew, Steven Netcoh, and Katy Farber, "Exploring the Potential for Students to Develop Self-Awareness through Personalized Learning," *The Journal of Educational Research* 113, no. 3 (April 1, 2020): 165–76, <https://doi.org/10.1080/00220671.2020.1764467>.

<sup>13</sup> Syahria Anggita Sakti, Suwardi Endraswara, and Arif Rohman, "Revitalizing Local Wisdom within Character Education through Ethnopedagogy Apporach: A Case Study on a Preschool in Yogyakarta," *Heliyon* 10, no. 10 (May 2024): e31370, <https://doi.org/10.1016/j.heliyon.2024.e31370>; Eko Sugiarto et al., "How Is Ethnopedagogy-Based Education Implemented? (A Case Study on the Heritage of Batik in Indonesia)," *Cogent Education* 12, no. 1 (December 31, 2025): 1–19, <https://doi.org/10.1080/2331186X.2025.2466245>; Febrina Dafit, Zaka Hadikusuma Ramadan, and Mitha Dwi Anggriani, "Ethnopedagogy-Based Thematic Modules to Improve the Understanding and Cultural Literacy of Elementary School Students," *International Journal of Elementary Education* 8, no. 1 (June 6, 2024): 89–100, <https://doi.org/10.23887/ijee.v8i1.68537>.

an ethnopedagogical approach, so that it can influence strengthening public speaking skills in English, and students' interest in digital entrepreneurship, so that it can become students' provisions in the modern world of work, but still have the character of the principles of cultural values and Indonesian wisdom.

## RESEARCH METHOD

This research employed an experimental design with a true experimental design, a group pretest-posttest design.<sup>14</sup> The researcher investigates the effectiveness of students' self-awareness through an ethnopedagogical approach to their public speaking skills in English and their interest in digital entrepreneurship. The research population is all second-semester students from three faculties at the University of Science Al-Qur'an Central Java in Wonosobo (UNSIQ), namely: 1) the Faculty of Economics and Business (FEB) (10 classes, 346 students), 2) the Faculty of Da'wa and Communication Sciences (FBS) (3 classes, 76 students), and 3) the Faculty of Tarbiyah and Teacher Training (FITK) (8 classes, 240 students). The selection of faculties was carried out by purposive sampling because it analyzed in depth the impact on students with Islamic education, English, and economics knowledge.<sup>15</sup> The samples used were two classes from each faculty for testing the experimental class and the control class. The design can be seen in Table 1, while the research instruments are shown in Table 2.

**Table 1.** Research Design

Experiment group	O1	English Learning Strategy Using an Ethnopedagogical Approach	O2
Control group	O3	English Learning Strategy Using a Conventional Approach	O4

**Table 2.** Research Instruments

Instrument Type	Indicator	Question Items	Scoring Scale	Reliability ( $r_{11}$ )	Inf.
Self-Awareness Questionnaire	In Figure 2	50	1-5	0,83	Very high
English Public Speaking Skills Assessment	In Figure 3	35	1-5	0,95	Very high
Digital Entrepreneurship Interest Questionnaire	In Figure 4	45	1-5	0,77	High

Data analysis was carried out on quantitative data analysis includes: 1) homogeneity test using the Bartlett test and increase test using the gain test<sup>16</sup>, 2) normality test using the Shapiro Wilk test, comparative test using the T test, and simple linear regression test for the influence between variables and ANOVA for the influence of faculty on the results of self-awareness competency, public speaking ability and interest in digital entrepreneurship of

<sup>14</sup> Sugiyono, *Quantitative, Qualitative, and R&D Research Methods*, 2nd ed., vol. 3 (Bandung: CV Alfabeta, 2018).

<sup>15</sup> Sugiyono.

<sup>16</sup> Sudjana, *Educational Statistics Methods*, 6th ed. (Bandung: Tarsito, 1996).

students.<sup>17</sup>

## RESULT AND DISCUSSION

### Result

Based on the homogeneity test using the Bartlett test, the three faculties were declared homogeneous. The data normality test using the Shapiro-Wilk test for the experimental and control classes in the test faculties was found to be normally distributed. The results are presented separately from this article. The differences in the average self-awareness competency scores of students before and after treatment in both the experimental and control classes in the three test faculties are shown in Table 3. The increase in the average self-awareness competency scores after treatment compared to before treatment in the experimental and control classes in each population is shown in Table 4.

**Table 3.** Results of the Comparative Test of the Average Differences in Self-Awareness Competency Classes

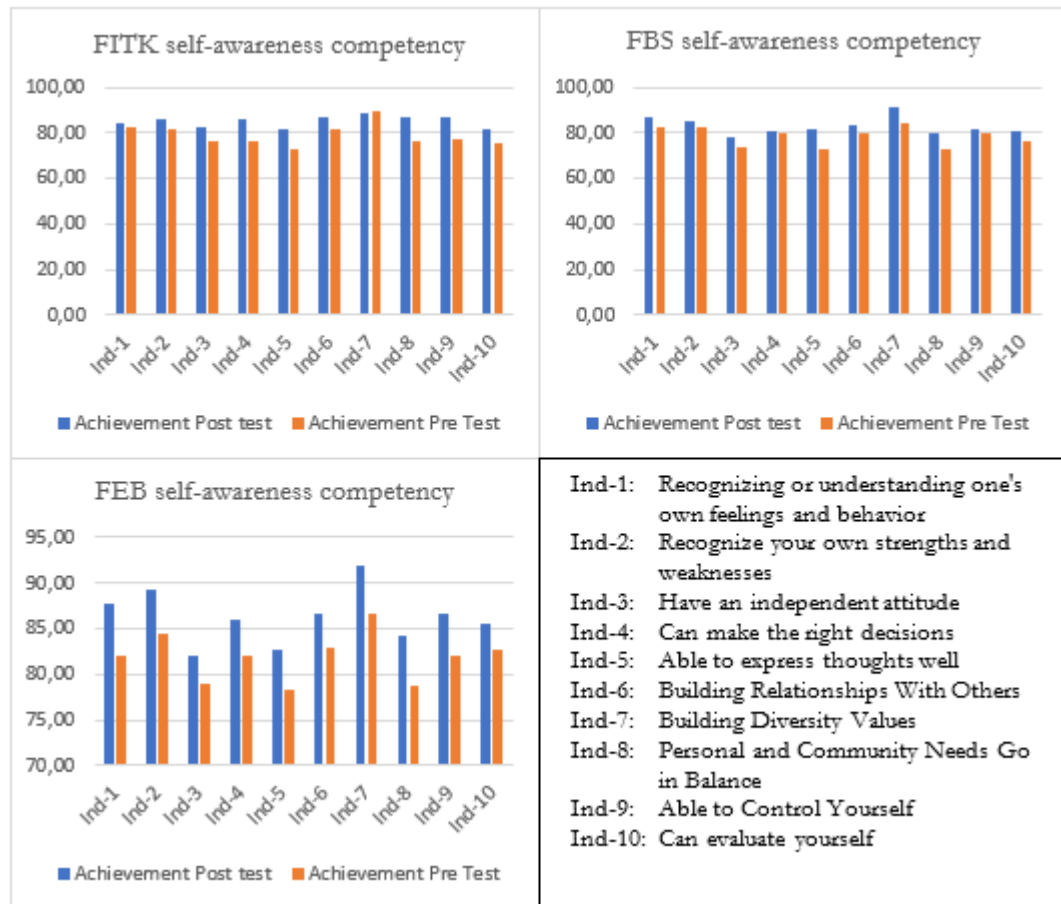
<i>Data</i>	$\bar{x}$	$S^2$	$S$	$t_{Count}$	$t_{Table}$	<i>Inf.</i>
FITK Exp	212,58	289,21	17,1	2,13	2,009	$H_0$
FITK Cont	202,81	243,233	15,60			Rejected
FBS Exp	207,25	113,824	10,67	1,09	2,003	$H_0$
FBS Con	201,87	623,383	24,97			Accepted
FEB Exp	215,68	191,26	13,83	5,71	2,004	$H_0$
FEB Con	194,26	193,66	13,92			Rejected

**Table 4.** Results of the N-Gain Test of Students' Self-Awareness Competence

<i>Data</i>	$\bar{x}_{Pretest}$	$\bar{x}_{Posttest}$	$\langle g \rangle$	<i>Inf</i>
FITK Exp	197,38	212,58	0,289	<i>Low</i>
FBS Exp	195,61	207,25	0,214	<i>Low</i>
FEB Exp	205,65	215,67	0,243	<i>Low</i>

Based on Table 3, the data obtained for FITK and FEB t count is greater than the t table. This indicates an average difference between the experimental class and the control class, while in the language and literature faculty, the t-count is smaller than the t-table. FBS shows that the average posttest score in the control class is already classified as high, namely 201.03, and experienced a small increase to 201.87, which makes the average difference with the experimental class small, so that  $H_0$  is accepted. Table 4 also shows that all classes in all test faculties experienced an increase in the low category. The results of increasing self-awareness competencies based on existing indicators can be seen in Figure 2.

<sup>17</sup> Sugiyono, *Statistics For Research*, 31st ed. (Bandung: Alfabeta, 2021).



**Figure 2.** Achievement of Self-Awareness Competence Based on Indicators

Based on Figure 2, FITK students' average achievement scores ranged from 81.17% to 88.83%, where the highest increase in pretest and posttest results was in indicator 8, namely, students' ability to consider their own needs and the needs of others or the team when working together. Students were more open in acting, prioritizing the interests of the team or others who were more important, asking for opinions, and establishing open communication in making decisions. The achievement scores for FBS students ranged from 77.71% to 91.57%, with the greatest increase in indicator 5, namely being able to express their thoughts well. Students who initially had a closed personality became more open, daring to express their opinions and opening more open communication with their interlocutors. The achievement scores for FEB students ranged from 82.12% to 92%, with the greatest increase in indicators 1 and 8 of 5.53%. Students were better able to recognize themselves, their potential, character, and weaknesses, which made them wiser in acting and making decisions.

The results of the differences in the average public speaking ability in English of students after and before being given treatment in both the experimental and control classes in the three test faculties can be seen in table 5, the increase in the average score of public speaking ability in English of students after being given treatment compared to before being given treatment in the experimental and control classes in each population is shown in table 6.

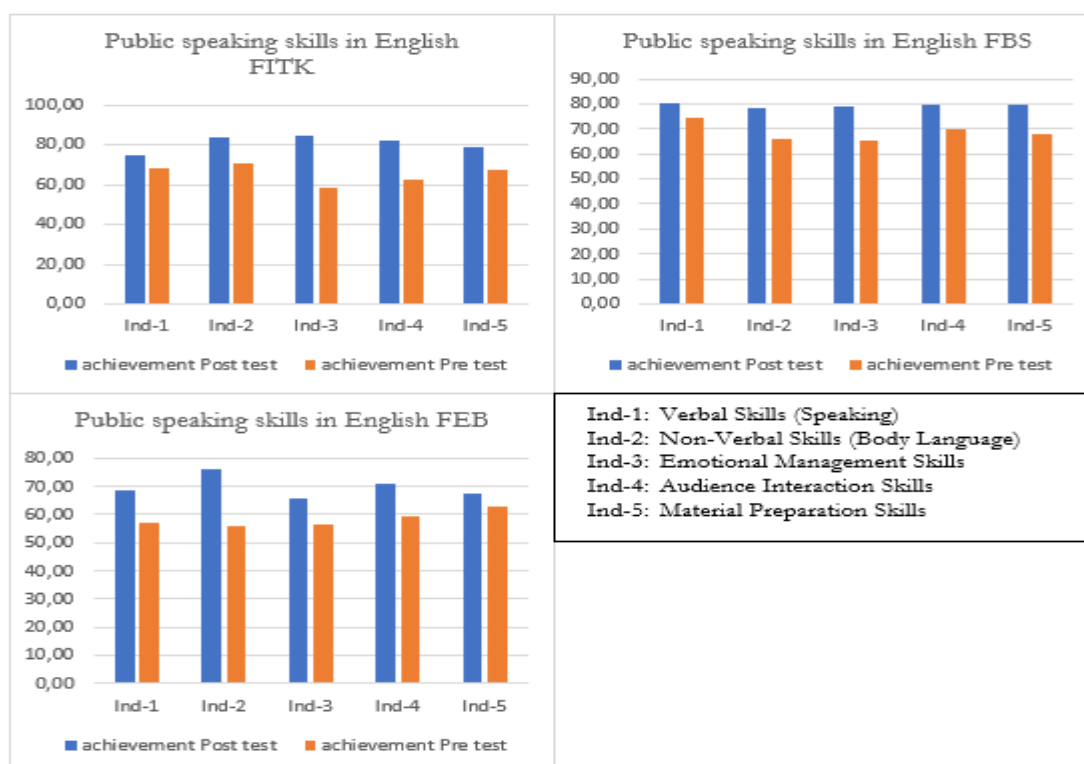
**Table 5.** Results of the Comparative Test of the Average Differences in Classes of Students' Public Speaking Ability in English

<i>Data</i>	$\bar{x}$	$S^2$	$S$	$t_{Count}$	$t_{Table}$	<i>Inf.</i>
FITK Exp	142,38	142,07	11,92	2,72	2,009	$H_0$
FITK Cont	132,30	210,99	14,53			Rejected
FBS Exp	138,43	18,03	4,25	10.68	2,003	$H_0$
FBS Con	119,87	73,65	8,58			Rejected
FEB Exp	123,85	129,16	11,36	5,59	2,004	$H_0$
FEB Con	111,87	18,49	4,30			Rejected

**Table 6.** Results of the N-Gain Test of Students' Public Speaking Ability in English

<i>Data</i>	$\bar{x}_{Pretest}$	$\bar{x}_{Posttest}$	$\langle g \rangle$	<i>Inf</i>
FITK Exp	116,29	142,38	0,44	<i>Currently</i>
FBS Exp	119,14	138,43	0,35	<i>Currently</i>
FEB Exp	102,00	123,85	0,30	<i>Currently</i>

The results of the comparative test of the average public speaking ability in English of students using the t-test showed a significant average difference between the experimental and control classes. The data is strengthened by the results of Table 6, which shows that all test faculties in the experimental class showed an increase in the moderate category. The results of the achievement of public speaking ability in English based on the achievement of the indicators can be seen in Figure 3.

**Figure 3.** Achievement of Public Speaking Skills in English Based on Indicators

Based on Figure 3, the achievement of public speaking skills in English of FITK students ranges from 75.17% to 84.50%, with the highest increase of 25.67% in emotional management skills when speaking in public using English, which is the highest score achievement of all indicators. Achievement in FBS students ranges from 78.04% to 80.29%, with the highest increase of 13.43% in the emotional management skills indicator as well. In this class, the highest score achievement is in verbal ability in using English at 80.29%. Achievement in FEB students ranges from 65.78% to 75.88%, with the highest achievement increase of 20.05% in indicator 2, namely non-verbal skills, which include body movements, emphasis of voice intonation, and facial expressions.

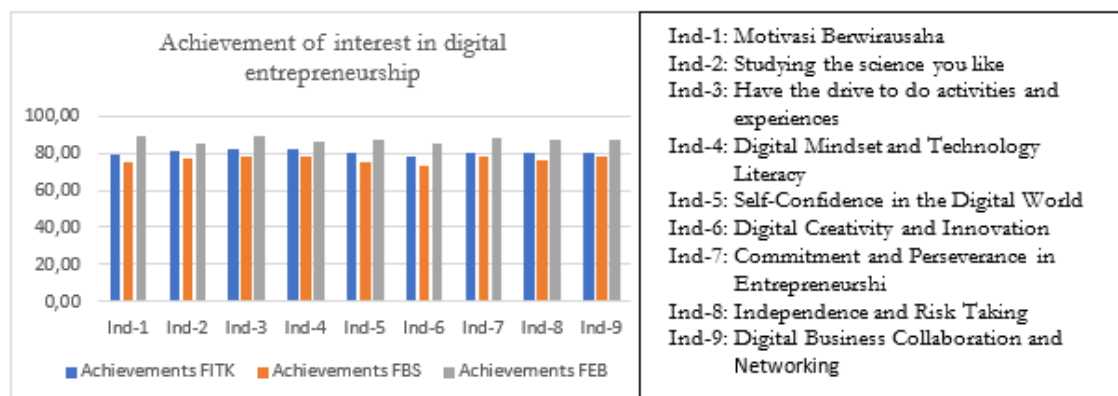
The results of the correlation test and the coefficient of determination to determine how much self-awareness competency influences students' public speaking ability in English as a result of student learning are shown in Table 7.

**Table 7.** Results of the Correlation Test of Self-Awareness Competency with Students' Public Speaking Skills in English.

<i>Data</i>	$\Sigma xy$	$\Sigma x^2$	$\Sigma y^2$	<i>r</i>	$R^2$ (%)	<i>Inf</i>
FITK Exp	332587,82	503760	226244,67	0,99	97,05	<i>Very Strong</i>
FBS Exp	200573,25	303741	134624,14	0,99	98,38	<i>Very Strong</i>
FEB Exp	25488,55	52828	19601,82	0,79	62,74	<i>Strong</i>

Based on the results of table 7, it can be concluded that the self-awareness competency that is built through learning with an ethnopedagogical approach has a very strong influence of 97.05% and 98.38% on the formation of public speaking skills in English in FITK and FBS students, and has a strong influence of 62.74% on the formation of public speaking skills in English in FEB students.

The results of students' digital entrepreneurship interest achievements that were formed as a result of the ethnopedagogical approach learning process experienced by students can be seen in Figure 4.



**Figure 4.** Achievement of Students' Interest in Digital Entrepreneurship

The graph in Figure 4 shows that the interest in digital entrepreneurship among students from all tested faculties is categorized as high to very high, ranging from 73.43% to 89.29%. The lowest indicator achievement occurred in FBS on indicator 3, namely digital creativity and innovation, and the highest achievement was in FEB on indicator 3, namely



having the drive to carry out activities and experience. Based on the three tested faculties, the highest average achievement was FEB at 87.21%, followed by FITK at 80.31%, and finally the FBS faculty at 74.41%. The results of the correlation test and the coefficient of determination to determine how much self-awareness competency influences students' interest in digital entrepreneurship can be seen in Table 8.

**Table 8.** Results of the Correlation Test of Self-Awareness Competency with Students' Interest in Digital Entrepreneurship.

<i>Data</i>	$\Sigma xy$	$\Sigma x^2$	$\Sigma y^2$	<i>r</i>	$R^2$ (%)	<i>Inf</i>
FITK Exp	425825,46	503760	367221,48	0,99	98,02%	<i>Very Strong</i>
FBS Exp	252682,88	303741	218065,89	0,98	96,40%	<i>Very Strong</i>
FEB Exp	46200,26	52828	47326,50	0,92	85,37%	<i>Very Strong</i>

The results of the correlation test and coefficient of determination shown in Table 8 indicate that students' self-awareness competency strongly influences their interest in digital entrepreneurship. The data calculations used a one-way ANOVA test to determine whether there were significant differences in ability results based on the faculty tested. The results can be seen in Table 9.

**Table 9.** ANOVA Test Results Based on Faculty

<i>Data</i>	$JK_{total}$	$JK_{between}$	$JK_{in}$	$MK_{between}$	$MK_{in}$	$F_{count}$	$F_{table}$	<i>Inf.</i>
Self-Awareness Competence	17135,58	1099,06	16036,52	549,53	193,21	2,84		$H_0$ Accepted
Public Speaking In Eng.	13745,35	5728,60	8016,75	2864,30	96,59	29,66	3,11 (5%)	$H_0$ Rejected
Interest in Digital Entrepreneurship	37319,26	9259,47	28059,79	4629,73	338,07	13,69		$H_0$ Rejected

Based on the results of Table 9, the students' self-awareness competencies formed from the ethnopedagogical learning approach with F count (2.84) are smaller than the F table (3.11). The results of public speaking in English and students' interest in digital entrepreneurship show that F count is greater than F table, namely 29.66 for Public Speaking in English and 13.69 for interest in digital entrepreneurship, with an F table of 3.11 with an error of 5%.

## Discussion

The use of teaching modules and learning tools based on ethnopedagogy is effective in making the right decisions for students in acting through student creativity in designing promotions for regional potential in English. This is in accordance with the research results of Ayu et al, which state that ethnoprosjekt-based modules are effective in increasing creativity.<sup>18</sup> The difference is that this module utilizes modern technology, namely the use of digital platforms. Zakarias et al and Shavadi also emphasize that the use of digital technology as a promotional medium for the potential and excellence of regional culture by students<sup>19</sup>,

<sup>18</sup> Ayu Agung Sinta Diarini I Gusti et al., "Ethno-Project Based Teaching Module to Increase Student Creativity," *Journal of Education and Teaching* 57, no. 1 (May 17, 2024): 139–49, <https://doi.org/10.23887/jpp.v57i1.67873>.

<sup>19</sup> Zakarias Aria Widyatama Putra, Desiana Muryasari, and Renistiara Medilianasari, "Integrating

and modern technology as the foundation of the ethnopedagogical process, will enable the formation of ethnocultural personality.<sup>20</sup> The importance of utilizing technology in the era of Society 5.0, with an ethnopedagogical approach to enrich students' learning experiences.<sup>21</sup> It takes practice to become taller because, in this study, the treatment was only carried out in one process.<sup>22</sup>

The importance of self-awareness competency must be possessed by students as part of a sustainable life. Celume and Maoulida's research states that self-awareness competency is a reference for developing 21st-century core competencies.<sup>23</sup> Because it is an intrapersonal skill that is related to achievements in the world of work<sup>24</sup>, so that this competence is the foundation for success in the personal and professional lives of students in the future.<sup>25</sup>

Kreibich et al stated that there is a positive correlation between self-awareness competence and problem-solving competence.<sup>26</sup> Nithyanantham et al also added that self-reflection can develop critical thinking and feedback.<sup>27</sup> This is proven by the formation of self-awareness, students become more critical, emphasizing their role and benefits to society through the results of promotional activities carried out on YouTube channels, and their interest in digital entrepreneurship by "selling" local products.

The empirical evidence is the very strong correlation results in each faculty, both with their public speaking skills and their interest in digital entrepreneurship. This is the relationship between indicators 5 and 6, self-awareness with achievements above 80% to indicator 5 public speaking in compiling materials, which experienced an increase of 11%, as

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<sup>20</sup> Shavadi Arsaliev, "Ethno Pedagogical Technologies In Regional Education Environment," in *Social and Cultural Transformations in the Context of Modern Globalism* (Future Academy, 2019), 2744–56, <https://doi.org/10.15405/epsbs.2019.03.02.320>.

<sup>21</sup> Sholeh Hidayat et al., "Ethno Pedagogy Approach in Preparing Science Learning in The Society 5.0 Era," *Journal of Science Education Research* 9, no. 7 (July 25, 2023): 309–14, <https://doi.org/10.29303/jppipa.v9i7.4154>.

<sup>22</sup> Samer A. Abdel Hadi and Mahmoud Gharaibeh, "The Role of Self-Awareness in Predicting the Level of Emotional Regulation Difficulties among Faculty Members," *Emerging Science Journal* 7, no. 4 (July 12, 2023): 1274–93, <https://doi.org/10.28991/ESJ-2023-07-04-017>.

<sup>23</sup> Macarena-Paz Celume and Haifat Maoulida, "Developing 21st Century Competencies among Youth through an Online Learning Program: BE a Global Citizen," *Education Sciences* 12, no. 3 (February 22, 2022): 148–62, <https://doi.org/10.3390/educsci12030148>.

<sup>24</sup> Joynes Chris, Rossignoli Serena, and Fenyiwa Amonoo-Kuofi Esi, *21st Century Skills: Evidence of Issues in Definition, Demand and Delivery for Development Contexts* (Brighton, UK: Institute of Development Studies, 2019).

<sup>25</sup> Zahara Tussoleha Rony et al., "The Complexity of Leadership Competence in Universities in the 21st Century," *Cogent Social Sciences* 9, no. 2 (December 15, 2023), <https://doi.org/10.1080/23311886.2023.2276986>; John Muzam, "The Challenges of Modern Economy on the Competencies of Knowledge Workers," *Journal of the Knowledge Economy* 14, no. 2 (June 17, 2023): 1635–71, <https://doi.org/10.1007/s13132-022-00979-y>; Aysegül Karaca-Atik et al., "Uncovering Important 21st-Century Skills for Sustainable Career Development of Social Sciences Graduates: A Systematic Review," *Educational Research Review* 39 (May 2023): 100528, <https://doi.org/10.1016/j.edurev.2023.100528>.

<sup>26</sup> Antonia Kreibich, Marie Hennecke, and Veronika Brandstätter, "The Role of Self-Awareness and Problem-Solving Orientation for the Instrumentality of Goal-Related Means," *Journal of Individual Differences* 43, no. 2 (April 2022): 57–69, <https://doi.org/10.1027/1614-0001/a000355>.

<sup>27</sup> Vinnaras Nithyanantham, Robinson Paulmony, and Shahzad Ramadan Hasan, "Self-Perspective of 21st Century Educators: A Challenge in The Globalised Educational World," *International Journal of Educational Research Review* 4, no. 3 (July 1, 2019): 325–33, <https://doi.org/10.24331/ijere.573869>.

well as entrepreneurial creativity as a form of student interest at 78.85%. The increase in self-confidence and enthusiasm is a strong influence derived from the competence of self-awareness of their ability to speak in public in English after using the digital platform, and the motivation to increase self-efficacy from feedback from friends or other team members.<sup>28</sup> Students' self-awareness in public speaking in English and their interest in digital entrepreneurship foster motivation and enthusiasm for critical thinking, creativity, innovation, and teamwork, all while striving to improve their abilities. These are essential skills to prepare them for the challenges of the 21st century.

## CONCLUSION

The ethnopedagogical approach can strengthen self-awareness in students majoring in Islamic education and business economics, but not in students majoring in English. However, all three showed an increase in self-awareness competency, although it was in the low category. Self-awareness competency is effective in improving public speaking skills in English and interest in digital entrepreneurship. The influence of self-awareness on both shows a strong and very strong relationship. Differences in the faculty of origin of students did not affect strengthening self-awareness competency, but the origin of the faculty did influence the improvement of students' public speaking and also their interest in digital entrepreneurship.

Self-awareness competency serves as a critical foundation that facilitates the development of public speaking skills in English and motivation to engage in digital entrepreneurship. These findings have significant relevance for curriculum development in higher education, where the integration of an ethnopedagogical approach into learning can be an innovative strategy for producing graduates who are not only technically skilled but also possess self-awareness, creativity, and global competitiveness. Practically, this study demonstrates a learning strategy that can be adopted to enrich the learning experience and prepare students for the challenges of the digital age. Theoretically, this study extends the application of ethnopedagogy beyond the context of traditional cultural literacy, applying it to the development of 21st-century skills. The generalizability of these results suggests that this approach is effective across various disciplines, although the level of effectiveness may vary. As limitations, this study only involved a single institution, and the intervention was relatively short. For further research.

It is recommended to involve a broader and more diverse sample, conduct longitudinal studies to examine long-term impacts, and explore the applicability of this approach to other contexts and fields of study to strengthen the external validity of the findings. Student responses and qualitative analysis are needed to more deeply analyze the impacts.

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<sup>28</sup> Lucia Urena-Rodriguez, Victoria L. Lowell, and Weijian Yan, "Peer Feedback, English Public Speaking Self-Efficacy, and Performance in Facebook and Brightspace," *Education Sciences* 15, no. 7 (July 9, 2025): 879–900, <https://doi.org/10.3390/educsci15070879>.

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