

INDONESIAN HIGHER EDUCATION'S ENTREPRENEURIAL CURRICULUM: A LITERATURE REVIEW

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ABSTRACT

Aim. This academic article conducts a careful systematic review of the entrepreneurship curriculum in Indonesian higher education, examining important aspects to uncover existing conditions and identify opportunities for improvement. Emphasising the urgent need for in-depth exploration of the implementation of entrepreneurship education.

Methods. A systematic literature review serves as a basis for summarising publications in a particular field of study. Systematic literature review using the method, which consists of five different stages. These stages include defining eligibility criteria, describing sources of information, literature selection, data collection, and selection

of data items. This method proves advantageous as it can serve as a starting point or proposal for further research and analysis.

Results. Among the 31 papers carefully selected for analysis, two prominent themes emerged: the implementation of entrepreneurship education programs and the development of entrepreneurial learning within Indonesian entrepreneurial universities. Most of the extensively selected articles focus on these themes. This research examines student entrepreneurial competence, mentoring, and various forms of entrepreneurial learning within the framework of higher education in Indonesia.

Conclusion. In reviewing the landscape of Indonesia's higher education entrepreneurship curriculum, it becomes clear that while strides have been made, significant challenges remain. The uniqueness of Indonesia's demographics, coupled with economic dynamics, underscores the urgency of fostering entrepreneurship education. Despite growing demand, research reveals deficiencies in the effectiveness of current programs, emphasising the need for comprehensive research. The dearth of English-language scientific literature and publications requires innovative approaches, such as categorising accessible digital resources, to gather insights into common practice.

Keywords: entrepreneurial curriculum, Indonesian higher education, entrepreneurship education implementation, student competencies, curriculum enhancement

INTRODUCTION

Indonesia's unique demographic profile, ranking as the fourth most populous country globally, with a substantial population under the age of 30, presents a distinctive scenario. According to Statistic Indonesia's 2015 data, around 109 million people in Indonesia fall within the school-age range, constituting approximately 42% of the overall population of 255.5 million. This demographic trend anticipates a surge in the demand for high-quality higher education, driven by an expanding middle-class demographic. Currently, the country hosts over 4,500 higher education institutions, including universities and polytechnics, graduating millions of students annually, as reported by the Badan Pusat Statistik Indonesia 2016 (Kesejahteraan, 2016), and millions of students graduate from these institutions each year. However, Indonesia faces a pressing issue, ranking third in unemployment among the ten Southeast Asian countries, with a rate of 6.2%, surpassed only by the Philippines and Brunei (6.9%). The severity of the problem is underscored by the alarmingly high number of jobless graduates, reaching 819,714 in 2015 (Ardianti, 2009; Kementerian Koperasi dan UKM, 2017), supporting entrepreneurship in higher education may be one option.

The number of small-to-medium-sized firms in Indonesia also increased quickly following the financial crisis of 1997–1998; at the end of 2015, there were over 55 million units and over 100 million employees working there, according to statistics from Indonesia (Kementerian Koperasi dan UKM, 2017)The proprietors of those

small to medium size firms, however, can be considered to not be real entrepreneurs because they typically entered the field out of necessity rather than opportunity (Larso & Saphiranti, 2016). According to (Larso et al., 2012), the second group of people consists of educated businesspeople who realise possibilities and use technical innovation to produce high-value goods. According to Achmad Fauzi (2016), just 3% of Indonesia's population are entrepreneurs. This percentage is judged inadequate when compared to other Southeast Asian countries like Singapore (7%), Malaysia (5%), Thailand (4,5%), and Vietnam (3,6%). In light of these demographic and economic dynamics, examining the role of entrepreneurship in higher education becomes crucial for addressing unemployment challenges and fostering sustainable economic growth in Indonesia.

In recent years, Indonesia has experienced a notable surge in entrepreneurship education within higher education. Traditionally, state-run economic colleges and private institutions led such initiatives. However, a pivotal shift occurred in the 1980s, marked by the commodity and real estate boom, coupled with the inception of the nation's first MBA and Master of Management programs. Identifying the strategic importance of entrepreneurship, the Indonesian government formally integrated business and entrepreneurship education into the National Higher Education System, supported by legislative measures like the Indonesia Ministry of Education regulation with Presidential Instruction No. 4 of 1995. Responding to these initiatives, institutions such as the Bandung Institute of Technology (ITB) and Ciputra University (UC) established schools explicitly designed to nurture knowledge-based entrepreneurs. While progress has been made, a select number of higher education institutions actively embed entrepreneurship education in their curricula, addressing the imperative to mitigate "graduate unemployment" and foster an entrepreneurial mindset.

Despite heightened demand, research indicates that entrepreneurship education in Indonesian higher education has fallen short of effectiveness (Ghina, 2014; Larso et al., 2012). The nexus between education, entrepreneurship, and business is frequently discussed in social media (Pilar et al., 2019), underscoring its contemporary relevance. Critically, a nationwide scarcity of entrepreneurship education programs persists, exacerbated by a lack of awareness regarding optimal teaching techniques for fostering graduate entrepreneurs (Potter, 2008). Entrepreneurship is often relegated to an elective course in several Indonesian higher education institutions (Lestari & Setiawan, 2021), and certain studies suggest that general education may impede rather than facilitate entrepreneurial expansion (Amalia & von Korfflesch, 2021).

Notably, there is a dearth of scholarly research on entrepreneurial education in Indonesian higher education, compounded by a scarcity of English-language publications in premier business, management, and entrepreneurship journals. Given these circumstances, a conventional systematic literature review may not be apt. Alternatively, an initial strategy involves organising accessible digital literature, primarily

drawing from conference papers and scholarly articles within institutional or national publication journals.

Examining 31 English articles from 2013-2023, sourced from reputable academic platforms, a scientific literature review methodology was applied. This process aims to consolidate the assessment's comprehensive scope into limited emerging themes specific to Indonesia. The study explores prevalent practices in course content, teaching methods, mentoring, and other forms of entrepreneurial learning, shedding light on entrepreneurial competencies and perspectives of Indonesian students and entrepreneurs within the framework of entrepreneurship education programs. These findings elucidate the provisions outlined in Indonesian entrepreneurship education programs.

LITERATURE REVIEW

Entrepreneurship education has become an important topic in higher education institutions in Indonesia, as the government pushes for more entrepreneurs to address the country's high unemployment rate (Maritz et al., 2022). However, there is still a lack of consensus on how entrepreneurship should be taught, and there is a need for adjustments in entrepreneurship education to address specific challenges and opportunities faced by Indonesian students (Amalia & von Korflesch, 2021; Potter, 2008). The study also showed that Indonesia has implemented a higher education entrepreneurship curriculum that incorporates technopreneurship, digitalpreneurship, edupreneurship, ecopreneurship, and sosiopreneurship components (Irwansyah & Tripalupi, 2019).

Nevertheless, the concept of ethnography-based entrepreneurship has yet to be introduced and examined. Therefore, it is imperative to do study on the correlation between entrepreneurship and ethnography, also known as ethnopreneurship (Mahendra et al., 2017). To address the need for a clear model for entrepreneurship education in Indonesian universities, several studies have focused on curriculum development and teaching methods (Chang, 2022; Maritz et al., 2022). The study conducted by Ria Tristya Amalia and Harald F. O. von Korflesch examined and analysed articles pertaining to Indonesian entrepreneurship in higher education. It focused on the various forms of entrepreneurial learning implemented in Indonesian higher education and the desired mindsets and traits of Indonesian students and entrepreneurs in relation to entrepreneurship education (Amalia & von Korflesch, 2021). The study emphasised the importance of tailoring entrepreneurship education to the local context and the need for a clear model for entrepreneurship education in Indonesian universities. Having a purposeful vision encourages universities to create an entrepreneurship-based curriculum, where students in Indonesia learn about leadership, teamwork, self-confidence, creativity, and innovation (Maritz et al., 2022). Overall, the search results suggest that curriculum development and teaching methods are crucial in addressing the challenges

and opportunities faced by Indonesian students in entrepreneurship education in higher education institutions.

The scholarly research on entrepreneurship education in Indonesian higher education institutions highlights the importance of cultivating entrepreneurial learning and student competences that are specifically designed to suit the local environment. Entrepreneurial learning in Indonesian higher education encompasses different types and emphasises the desired mindsets and traits of Indonesian students and entrepreneurs. This is done in relation to entrepreneurship education and the significance of comprehending the unique obstacles and prospects encountered by Indonesian students. It is crucial to create customised educational programmes that cultivate the anticipated entrepreneurial competencies and skills. Additionally, the review emphasised the significance of institutional initiatives in shaping entrepreneurship education programs and fostering an entrepreneurial mindset among students.

Furthermore, the importance of entrepreneurship education in contributing to economic development. The study emphasised that entrepreneurship is teachable and no longer a matter of debate, underscoring the need for well-structured entrepreneurship education programs to develop the necessary competencies and skills in students. The literature also discussed the applicability of undergraduate entrepreneurship curricula and the ecosystem to support startup founders, emphasising the role of educational institutions in equipping students with the competencies needed to thrive in the entrepreneurial landscape. Overall, the literature underscores the importance of tailored entrepreneurship education programs, institutional initiatives, and the development of student competencies to foster economic development and entrepreneurial success in Indonesia.

METHODOLOGY

A systematic literature review serves as the foundation for summarising publications within a specific field of study (Véliz Palomino & Ortega, 2023). The systematic literature review employs the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses) method, comprising five distinct stages. These stages encompass defining eligibility criteria, delineating information sources, literature selection, data collection, and data item selection (Handayani, 2017). This method proves advantageous as it can serve as a starting point or proposal for further research and analysis, addressing future challenges within the realm of Indonesian entrepreneurship education, particularly in English-language scientific papers. Moreover, it offers the government of Indonesia, practitioners, and scientists a transparent process for selecting pertinent action plans and research relevant to practice.

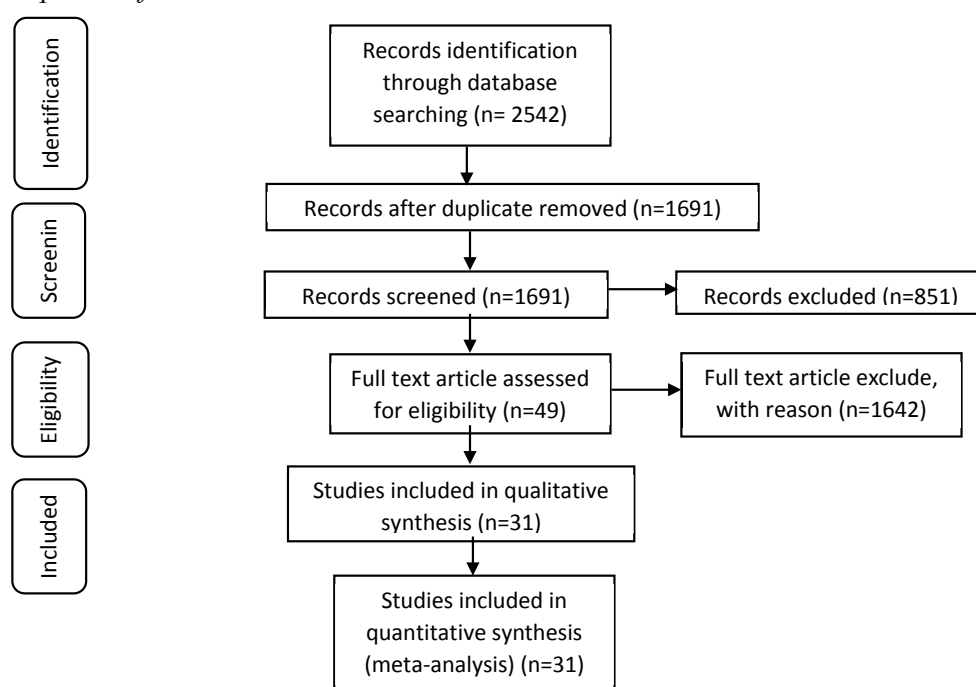
Problem Statement

All compiled articles must be in English to facilitate critical assessment without language barriers arising from translation, interpretation, or other contextual issues. This is crucial for the successful evaluation of the process. The initial step involves defining the review's scope, encompassing the determination of review queries, inclusion criteria, and exclusion criteria (see Figure 1). Several questions were outlined, including the following:

- Which colleges or universities in Indonesia provide programs or classes on entrepreneurship?
- What are the topics covered in entrepreneurship classes, and what instructional methodologies or methods are utilised in Indonesian universities and colleges?
- What are the many forms of entrepreneurial learning that are implemented at Indonesian institutions of higher learning?
- What are the expected student entrepreneurial competencies of Indonesian entrepreneurs in higher education programs?
- What are the expected mindsets and characteristics, as well as issues, of Indonesian students and entrepreneurs related to entrepreneurship education?

Figure 1

Steps to define the literature review with PRISMA Method



Source. Own research.

Moreover, the study is confined to Indonesia, considering both its geographic and demographic components. The article is required to be in English, focusing on the last decade (years 2013-2023) within the context of formal higher education. The accept-

able types of research include both empirical and conceptual studies. The subsequent step involves the identification of potential studies utilising electronic databases, primarily Google Scholar, and other online library journals of institutional or national publications. Despite the relatively limited availability of Indonesian entrepreneurship education research in full articles in English, the search yielded approximately 49 articles. Following this, inclusion and exclusion criteria were applied, excluding articles that did not pertain to “higher education entrepreneurship in Indonesia,” were not in English, were not about or in Indonesia, and were not situated in a formal education setting at the higher education level. Employing these criteria resulted in a final selection of 31 articles.

Finally, the included articles underwent exploration and characterisation based on several themes that surfaced during the analysis. The emergent themes encompass Indonesian entrepreneurial higher education programs, entrepreneurial learning and mentoring, entrepreneurial competencies, as well as perspectives on Indonesian students and entrepreneurs. The subsequent sections present our findings and relevant discussions for each theme identified in this literature review.

FINDINGS

Among the carefully selected 31 papers for analysis, two prominent themes emerged: the implementation of entrepreneurship education programs and the cultivation of entrepreneurship learning within Indonesian entrepreneurial universities. The majority of the chosen articles extensively focus on these themes. This study investigates student entrepreneurial competencies, mentoring, and various forms of entrepreneurial learning within the framework of higher education in Indonesia. Additionally, it explores the characteristics of Indonesian students and entrepreneurs in the field of entrepreneurial education. The subsequent discourse comprehensively examines these emergent issues, starting with the widely debated implementation of entrepreneurship education programs and entrepreneurial learning within the context of higher education in Indonesia. The initial section provides a thorough examination of prevailing course materials and pedagogical approaches used in electrical engineering programs in Indonesia. The following section explores the concept of “mentoring” as a novel form of entrepreneurial education (Amalia & von Korfflesch, 2021; Kubberød et al., 2018; Kutzhanova et al., 2009; Radu Lefebvre & Redien-Collot, 2013). Subsequently, the discourse delves into other thematic elements. This paper aims to offer a comprehensive analysis of the entrepreneurial competencies and skills anticipated in Indonesian students resulting from their participation in Entrepreneurship Education programs. It also presents various perspectives on Indonesian students and entrepreneurs, encompassing their distinctive traits, mindsets, and challenges within the realm of entrepreneurship education. Based on the 5 problem statements above, these are the findings.

Higher Education Institutions in Indonesia that offer educational programs or Entrepreneurship Classes

In the identified literature comprising the selected 31 articles, it was observed that more than half of the total articles focused on the first theme. This primary theme revolves around the provision of entrepreneurship education programs, specifically the conceptualisation and delivery of entrepreneurship programs or classes in universities, as outlined in Table 1.

Table 1

University that provides entrepreneurship education program

No	Name of University	Entrepreneurship education programs for undergraduate	Entrepreneurship education programs for postgraduate
1	School of Business Management, Bandung Institute Technology in Bandung city, West Java Province, Java Island (Ghina et al., 2017)	√	√
2	School of Business IPB University, Bogor city, West Java Province, Jawa Island (Payumo et al., 2014)	√	√
3	Cendrawasih University, Jayapura city, Papua Province, Papua Island (Goldstein et al., 2016)	√	-
4	National Education University, Denpasar city, Bali Province, Bali Island (Widana & Darma, 2021)	√	-
5	Hindu Indonesia University, Denpasar city, Bali Province, Bali Island (Sugianingrat et al., 2020)	√	-
6	Pamulang University, Pamulang city, Banten Province, Java Island (Suherman, 2021)	√	-
7	Brawijaya University, Malang city, East Java Province, Java Island (Prabandari & Sholihah, 2014)	√	-
8	Bina Nusantara University, Jakarta city, Jakarta Province, Java Island (Wheelahan, 2010)	√	-
9	Ganesha Education University (Ghina et al., 2017)	√	-
10	University of Negeri Makassar, Makassar city, South Sulawesi Province, Sulawesi Island (Syam et al., 2018)	√	-
11	Andalas University, West Sumatera, Sumatera Island (Rahman & Day, 2014)	√	-
12	Tarumanegara University, Jakarta city, Jakarta Province, Java Island (Prasodjo et al., 2019)	√	-
13	National University Malang, Malang city, East Java Province, Java Island (Mahendra et al., 2017)	√	-

Source. Own research.

Programs listed in Table 1 predominantly cater to the undergraduate level, with a few offerings at the postgraduate level. Undergraduate programs typically span 3 to 4

years, while master's level programs have a duration of 1 to 2 years, featuring a curriculum that includes business and management courses. Some universities incorporate entrepreneurial projects or training activities into their curriculum programs. Notably, entrepreneurship education programs in Indonesian universities are heavily concentrated on the island of Java. In contrast, there is a lack of comparable programmes and studies in regions other than Java, especially in the eastern part of Indonesia. The matter of consolidating higher education institutions, both in terms of quantity and quality, persists and has not been adequately addressed by the central and provincial governments. This challenge may stem from the unequal distribution of Indonesia's population, with 60 percent residing on the island of Java. Similarly, the country's top five universities and colleges are also clustered on the island of Java.

Topics Discussed in Entrepreneurship Classes and Methodology or Teaching Methods Used at Universities and Colleges in Indonesia

Entrepreneurship education plays a pivotal role in nurturing new entrepreneurs among students. The Ministry of Education and Culture has implemented the Independent Learning curriculum, with entrepreneurship education being one of its key objectives. According to the 2018 Global Entrepreneurship Index (GEI), Indonesia boasts a score indicating 21% more entrepreneurs than employees, ranking 94th out of 137 surveyed countries. In 2019, research conducted by the IDN Research Institute revealed that 69.1% of Indonesian millennials express an interest in entrepreneurship, showcasing significant potential within this demographic (Prahani et al., 2020). Despite this potential, effective management remains an area for improvement. The Kampus Merdeka policy seeks to stimulate student interest in entrepreneurship programs and on-campus learning activities (Krishnapatria, 2021). Entrepreneurship classes at Indonesian universities cover essential topics such as the concept of entrepreneurship, various forms of entrepreneurship, and practical entrepreneurial applications. Tertiary institutions tailor these topics to align with their specific mandates or fields of study. In essence, all tertiary institutions develop entrepreneurship education topics in accordance with the guidelines outlined in the Kampus Merdeka curriculum.

At IPB University, the implementation of entrepreneurship education delves into concepts, theories, and practices with a specific focus on entrepreneurship within the agricultural sector, aligning with IPB's mandate. This educational approach combines technical knowledge with elements of economics, management, and policy (Payumo et al., 2014). Similarly, institutions such as Cendrawasih University, Hindu University of Indonesia, and Malang National University customise entrepreneurship education for economics faculty students, concentrating on topics within the realms of economics and human resource development (Goldstein et al., 2016; Mahendra

et al., 2017; Sugianingrat et al., 2020). Meanwhile, at the National Education University Denpasar and Ganesha Education University, the entrepreneurship education curriculum places a strong emphasis on technological and educational advancements, incorporating elements like social media to enhance student learning in the era of the Fourth Industrial Revolution (Widana & Darma, 2021). The positive influence of entrepreneurship education is evident at Makassar National University, where it not only motivates students to become entrepreneurs but also contributes positively to the overall university environment. In alignment with this impact, Makassar National University has shaped its mission, goals, policies, and curriculum to emphasise the integration of education and entrepreneurship (Syam et al., 2018).

Universities in Indonesia generally adopt similar teaching methods for entrepreneurship education, involving the delivery of classroom material and practical entrepreneurial experiences. Evaluation typically occurs at the end of the semester for students who have completed all required learning activities. Notable institutions like the Bandung Institute of Technology School of Business and Management offer dedicated entrepreneurship education programs, providing students and lecturers with learning opportunities based on a structured curriculum, relevant materials, and entrepreneurial support. The university supports entrepreneurship through various means, including the establishment of entrepreneurship centres, funding for start-ups, competitions, community service initiatives, academic input from guest lecturers, internal and external training for lecturers, knowledge-sharing routines, financial support for research, community service programs, and relevant training opportunities. Teaching methods at ITB prioritise a friendly and engaging approach, incorporating real-world examples based on lecturers' experiences, enhancing student satisfaction and influencing their motivation to learn (Ghina, 2014; Ghina et al., 2017).

There Are Many Forms of Entrepreneurship Learning Implemented in Indonesian Universities

In line with the Independent Campus curriculum, universities shoulder the responsibility of offering comprehensive support for students engaged in entrepreneurship. This includes business incubation assistance, direct entrepreneurial learning, training, mentorship by lecturers, facilitating connections between student businesses and the market, and conducting assessments on student entrepreneurship activities (Prahani et al., 2020). a conceptual model grounded in entrepreneurial learning theory, aimed at producing graduates with entrepreneurial skills (Ghina, 2014). Teaching opportunities arise both internally and externally. Internal opportunities encompass elements such as institutional culture, regulations, financial support, startup infrastructure, business incubators, entrepreneurship centres, strategic networking, technology, library resources, and student clubs within the higher education environment. External opportunities

encompass factors like family background, ethnicity, informal experiences, and social interactions, offering valuable insights into learning entrepreneurial characteristics and competencies.

Various learning activities can be implemented, including programme execution, curriculum creation, lecturer/tutor preparation, pedagogy development, and the assurance of learning through direct and indirect assessments. Entrepreneurship education curricula can incorporate teaching methods that allow students to develop psychomotor skills (Hadi et al., 2015), such as engaging in business creation or participating in industrial internships with mentoring by industry professionals, fostering the successful development of students' entrepreneurial competencies (Simatupang et al., 2015). Students enrolled in entrepreneurship courses are required to independently undertake entrepreneurial activities, presenting entrepreneurial proposals and substantiating their efforts with sales transaction reports from consumer transactions, with lecturers providing guidance (Prahani et al., 2020).

Several Indonesian universities are pioneering innovative learning models, introducing the Technopreneurship model that seamlessly integrates technology with entrepreneurship. This forward-looking approach aims to enhance students' higher-order thinking skills, preparing them to compete in the globalised business landscape (Hidayat et al., 2018).

Recognising the pivotal role of entrepreneurship education in cultivating students' entrepreneurial interests (Šnýdrová et al., 2021), universities are encouraged to blend theoretical concepts with practical experiences. Incorporating entrepreneurship practice into lectures provides direct teaching opportunities for students. Furthermore, universities can elevate students' self-efficacy in entrepreneurship by integrating entrepreneurship education curricula with business incubators or accelerators, fostering a robust entrepreneurial ecosystem and guiding students in developing their ideas through business mentoring (Lestari & Setiawan, 2021).

Student Entrepreneurial Competencies Expected from Indonesian Entrepreneurs in Higher Education Programs

Universities bear the responsibility of nurturing highly qualified graduates imbued with an entrepreneurial spirit, capable of job creation, knowledge dissemination, applied science and arts development, active participation in cultural enrichment, and elevating service quality. It is imperative for Indonesian universities to undergo professional, forward-thinking transformations, adopting creative and innovative management practices along with entrepreneurial leadership (Purwanto, 2022). The organisational learning capabilities and creativity within universities significantly contribute to fostering innovation and cultivating graduates with an entrepreneurial mindset.

Entrepreneurship education has been strategically developed by universities to offer alternative career paths for graduates in Indonesia. The integration of entrepreneurship education serves as a transformative strategy, shaping graduates into job creators rather than mere job seekers. Recognising the pivotal role of entrepreneurship in national economic growth through job creation, the current Ministry of Education and Culture policy strongly advocates for the incorporation of ongoing entrepreneurship courses into the curriculum. Such courses play a crucial role in shaping students' aspirations for their future careers, fostering a proactive mindset among students engaged in entrepreneurship education (Lestari & Setiawan, 2021).

Expected Mindset and Characteristics, as well as Problems of Indonesian Students and Entrepreneurs Related to Entrepreneurship Education

Universities play a pivotal role in assimilating graduates into the workforce, either by aiding them in job searches or equipping them to create their own opportunities. Entrepreneurship education becomes imperative in instilling entrepreneurial behaviour and habits. Norms within entrepreneurship education foster disciplined conduct, responsibility, risk-taking courage, effective time management, and leadership qualities (Anis et al., 2020; Kusmintarti et al., 2014). Trust-building elements nurture values such as honesty, fairness, mutual respect, and social commitment. Establishing relationships among these elements is facilitated by entrepreneurship education, facilitating mutual support, socialisation, and positive interactions with others.

Entrepreneurship education serves as a motivating force, inspiring students to envision future businesses and influencing their attitudes. Participants in entrepreneurship education programs demonstrate a keen interest in business endeavours, often harbouring aspirations to initiate their ventures (Berková et al., 2020). Despite encountering uncertainties or concerns about venturing into business due to apprehensions about associated risks, entrepreneurship education acts as a catalyst in overcoming such challenges. It shapes student behaviour patterns, fostering creativity, innovation, self-confidence, goal-oriented approaches, risk-taking readiness, leadership acumen, and networking abilities. The behavioural benefits derived from entrepreneurship education are valuable assets for students aspiring to pursue entrepreneurial careers (Irwansyah & Tripalupi, 2019; Mahendra et al., 2017).

DISCUSSION

The discussion for every finding is shown in the tables below:

Table 2

The discussion for every topic related to the entrepreneurial curriculum in Indonesian Higher Education

Main Idea	Discussion
The evolution of entrepreneurship education focuses on attitudes, knowledge, and skills (Baptista & Naia, 2015).	Entrepreneurship education has undergone a transformative evolution, emphasising not only the acquisition of practical skills but also the cultivation of an entrepreneurial mindset. The dual importance of technical expertise and a proactive, innovative mindset for success in entrepreneurship. This holistic approach recognises that entrepreneurs must navigate challenges with both practical acumen and a forward-thinking perspective.
In Indonesia, historical emphasis on cognitive achievement lacked real-life application (Puad & Ashton, 2023).	The Indonesian education system has a historical oversight, primarily focusing on cognitive achievement while neglecting the practical application of acquired knowledge. This traditional approach raises concerns about the lack of emphasis on critical and creative thinking. College graduates often face challenges contributing to societal innovation due to outdated teaching methods. This oversight results in a mismatch between graduates' skills and the evolving needs of the labour market.
Outdated teaching methods hindered critical thinking, contributing to graduate shortcomings (Amalia & von Korfflesch, 2021)	This discourse examines the repercussions of conventional teaching methods on graduates' potential to lead innovative changes within society. It scrutinises how traditional pedagogical approaches, often criticised for their limited capacity to foster critical and creative thinking, hinder graduates from acquiring the skills needed for effective contributions to societal innovation. By delving into this dynamic, it highlights the importance of evolving educational methodologies to better align with the demands of an ever-changing and innovation-driven societal landscape.
Business and entrepreneurship education gained prominence in the 1980s (Amalia & von Korfflesch, 2021)	Illustrates a paradigm shift in perception during the 1980s, driven by economic booms in commodities and real estate. This shift catalysed the recognition of the need for specialised business education, prompting the establishment of dedicated business schools and entrepreneurship programs. Such initiatives emerged as a strategic response to the evolving economic landscape, reflecting a broader acknowledgment of the pivotal role played by entrepreneurship in fostering economic growth and development.

Main Idea	Discussion
Effective entrepreneurship study programs require good management and supportive facilities (Ghina, 2014) .	Highlights the pivotal role of effective management and supportive facilities in ensuring the success of entrepreneurship study programs. Effective management entails balanced curriculum design, relevant programs, and innovative learning methods. Additionally, universities must provide optimal facilities, including comprehensive syllabi, programs, and learning modules equipped with pre- and post-tests. These elements collectively contribute to fostering an environment conducive to quality entrepreneurship education, enhancing the overall learning experience for students pursuing entrepreneurial studies.
Essential facilities include well-designed syllabi, programs, and learning methods (Ghina, 2014)	To optimise entrepreneurship education, it is crucial to incorporate essential elements such as well-structured syllabi, thoughtfully designed programs, and innovative learning methods. The syllabus serves as a roadmap, guiding students through the intricacies of entrepreneurship concepts and practices. Furthermore, carefully crafted programs ensure a comprehensive understanding of entrepreneurial principles, while innovative learning methods cater to diverse learning styles, fostering a dynamic educational environment that prepares students for real-world entrepreneurial challenges.
University graduates undergoing entrepreneurship education are expected to contribute to creativity and innovation (Syam et al., 2018).	Entrepreneurship education aims to cultivate graduates who contribute significantly to creativity and innovation. The expected outcomes include graduates actively participating in creative endeavours, innovating within their respective fields, and eventually becoming young entrepreneurs. This vision envisions graduates as key contributors to societal progress, channelling their entrepreneurial mindset and skills to fuel innovation and positive change in various sectors.
Intelligence is crucial for academic achievement (García y García, 2021).	Recognising the pivotal role of intelligence in academic achievements, the discourse underscores its importance as a fundamental attribute. As the most crucial factor for academic success, intelligence remains a cornerstone in shaping the competencies of university graduates. This acknowledgement highlights the imperative of fostering an environment that nurtures intellectual capabilities, ensuring students are equipped to navigate the complexities of higher education and contribute meaningfully to their academic endeavours.
Entrepreneurs in higher education are expected to be agile, possess digital literacy, motivation, and an entrepreneurial mindset (Suherman, 2021) .	Articulating the expected attributes of entrepreneurs in higher education, the discussion outlines the desired competencies students should cultivate. Students are expected to demonstrate agility in adapting to current changes, possess digital literacy, maintain high motivation, and embrace an entrepreneurial mindset. These attributes collectively form a comprehensive framework for students to excel in entrepreneurship, preparing them for the dynamic challenges of the modern business landscape.

Main Idea	Discussion
Entrepreneurship education goes beyond business competency, aiming to develop personal characteristics (Suherman, 2021)	Delving into the broader goals of entrepreneurship education, the discourse emphasises that its scope extends beyond business competencies. The primary objective is to cultivate personal characteristics vital for success, with a particular focus on fostering self-esteem. Entrepreneurship education seeks to elevate individuals not only as competent professionals but also as well-rounded individuals equipped with the essential qualities required for navigating the complexities of entrepreneurial endeavours.
The influence of culture and mindset on students' interest in entrepreneurship is crucial (Mukhtar et al., 2021)	Focusing on the pivotal role of culture and mindset, the narrative underscores their influence on students' inclination towards entrepreneurship. The prevailing norms, encouraging disciplined behaviour, responsibility, risk-taking, effective time management, and leadership skills, play a crucial role. This cultural and mental framework creates an environment that supports entrepreneurship education, fostering a mindset that views entrepreneurial endeavours as integral and important, aligning the perspectives of both students and lecturers alike.
Recognising the importance of entrepreneurship education is crucial for both students and lecturers (Mukhtar et al., 2021).	Acknowledging the pivotal role of entrepreneurship education, the emphasis is placed on its significance for both students and lecturers. The recognition of its importance is crucial in cultivating a collaborative learning environment, where students gain essential entrepreneurial skills, and lecturers play a vital role in facilitating this educational journey. By recognising and valuing the impact of entrepreneurship education, institutions contribute to shaping a generation of graduates with a proactive entrepreneurial mindset.

Source. Own research.

CONCLUSION

In reviewing the landscape of Indonesian higher education's entrepreneurial curriculum, it becomes evident that while strides have been made, significant challenges persist. The demographic uniqueness of Indonesia, coupled with economic dynamics, underscores the urgency of fostering entrepreneurship education. Despite increasing demand, studies reveal shortcomings in the effectiveness of current programs, emphasising the need for comprehensive research. The dearth of scholarly literature and English-language publications necessitates innovative approaches, such as categorising accessible digital resources, to glean insights into prevalent practices. Identified themes encompass course content, teaching methods, mentoring, and entrepreneurial competencies. The emergence of entrepreneurship education in response to economic shifts signifies progress, yet a concentrated effort is needed beyond Java. The pivotal role of universities in producing entrepreneurial graduates aligns with national aspirations

for job creation and economic growth. In conclusion, this literature review outlines a nuanced landscape, urging continued exploration, refinement, and dissemination of effective entrepreneurship education strategies in Indonesian higher education.

RECOMMENDATIONS

Enhancing students' entrepreneurship abilities involves offering practical field experiences to augment their understanding of entrepreneurship. The combination of high discipline and ample opportunities fosters students' confidence in entrepreneurial pursuits. A prospective avenue for further investigation could explore the perceived benefits of the implemented entrepreneurship education curriculum among students in higher education. Future research endeavors might involve assessing student perspectives across various universities in Indonesia to gauge the tangible impact and effectiveness of entrepreneurship education in cultivating the desired skills and mindset among students.

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