Overview of Entrepreneurship Education for Students

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**Abstract:** The minimum number of entrepreneurs in developed countries is 4%. This research aims to conduct a review of entrepreneurship education for students. This research uses qualitative methods with a descriptive approach and a literature study. Data was obtained from reference literature on the open-access platform. The results of this research show that there are six indicators of entrepreneurship education's success: entrepreneurial character, an environment that follows entrepreneurial values, an environment that has an entrepreneurial nuance, the desire to become an entrepreneur, increased knowledge of entrepreneurship, and business opportunities. The government and universities need to support the implementation of entrepreneurship education for students as a contribution to realizing Indonesia as a developed country.

**Keywords:** entrepreneurship education, students, universities, Indonesia.

**Introduction**

Takata et al. (2022) states that the requirement for developed countries is that the number of entrepreneurs is at least 4% (Hadi et al., 2023). According to the World Bank, it is in line with the standard number of entrepreneurs, which states that ideally, a country should have at least 4% of the total population (Bahri et al., 2022, 2021; Sari & Sardana, 2018; Yulian, 2017). Previously, McClelland (1961) stated that the minimum requirement for a country to achieve prosperity was a minimum % of entrepreneurs of 2 per cent (Suprapto & Herta, 2018). The latest development is that the number of Indonesian entrepreneurs in 2022 will reach 3.47% (BPS-Statistics Indonesia, 2023).

One source of human resources who has the potential to become an entrepreneur is students (Suranto et al., 2018). The potential of these students needs to be increased so that they can become entrepreneurs (Ratnasari, 2022). This entrepreneurial potential can be optimized by providing entrepreneurship education for students (Mulyani, 2012). Therefore, entrepreneurship education for students must be of concern to various parties (Wiratno, 2012).

Entrepreneurship education is related to entrepreneurial learning activities, including aspects of students' knowledge, skills, attitudes and character (Isrososiawan, 2013; Kusmintarti et al, 2017). Hasan (2020) believes that entrepreneurship education is also a field practice requiring a long process to succeed. Entrepreneurship education aims to change students' mindsets to recognize entrepreneurship (Mulyani, 2012) and build students' independence and entrepreneurial spirit (Hasan, 2020). Ultimately, this is in line with Law no. 20 of 2003 concerning the National Education System Article 3, that national
education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have good morals noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen (Mulyani, 2012).

However, the picture of entrepreneurship education for students has not been depicted optimally. This condition is due to the lack of comprehensive research on entrepreneurship education for students. Finally, the picture of entrepreneurship education for students is not yet optimal. An overview of entrepreneurship education for students is needed to provide an overview and suggestions for increasing the number of Indonesian entrepreneurs. One effort that needs to be made is to conduct a review of entrepreneurship education for students.

Various analyzes discuss entrepreneurship education for students. Hasan (2020) discusses the importance of entrepreneurship education for the younger generation through formal education. Furthermore, research conducted by Isrososiawan (2013) discusses the role of Entrepreneurship in Education. Meanwhile, comprehensive discussion regarding entrepreneurship education for students is still limited. In line with this information, research on entrepreneurship education for students needs to be carried out because it can provide comprehensive information about efforts to increase the number of entrepreneurs. In addition, the findings obtained can be used as a basis for research into the development of entrepreneurship education. The results can also be utilized by the Government and related stakeholders who want to overcome problems related to unemployment. Therefore, this research aims to conduct a review of entrepreneurship education for students.

Methods

This research uses qualitative methods with a literature and descriptive study approach (Bahri, 2023). Qualitative methods are the first step in explaining the theme of entrepreneurship education for students (Murdiyanto, 2020). Data was obtained by reviewing reference literature documents (Kusumastuti & Khoiron, 2019; Nuryati & Bahri, 2022; Wiharjo & Wulandari, 2023). The research data source related to the research theme comes from a reference database. Data analysis was conducted qualitatively with a descriptive approach to explain the Definition of Entrepreneurship Education, Success Indicators, and Entrepreneurship Education Framework (Bahri et al., 2021).

Result and Discussion

Definition of Entrepreneurship Education

Kourilsky (1995) defines entrepreneurship education as recognizing opportunities, arranging resources to face risks, and building business ventures. Bechar and Toulouse (1998) define entrepreneurship education as a collection of formal teachings that inform, train, and educate anyone interested in business creation or small business development. They point out that entrepreneurship education focuses on combining and implementing new combinations of business elements. In contrast, education for small business owners focuses on the skills needed to reproduce or acquire existing businesses. Entrepreneurship education is also defined in terms of creativity and innovation applied to the social, government and business arenas (Gottleib & Ross, 1997). (Jones and English 2004)
Table 1. Definition of Entrepreneurship Education

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<th>No</th>
<th>Definition</th>
<th>Source</th>
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<td>3</td>
<td>According to Gottleib and Ross (1997), entrepreneurship education is creativity and innovation applied to the social, government and business arenas.</td>
<td>Jones &amp; English (2004)</td>
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<td>4</td>
<td>According to Isrososiaawan (2013), entrepreneurship education is teaching and learning activities about entrepreneurship, including the development of knowledge, skills, attitudes and personal character according to the age and development of students.</td>
<td>Kusmintarti et al. (2017).</td>
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<td>5</td>
<td>Entrepreneurship education is a desire for entrepreneurship that can be studied to increase entrepreneurial knowledge and insight into looking for existing business opportunities.</td>
<td>Elianuri &amp; Marlena (2021).</td>
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</table>

Source: processed from various sources.

Table 1 explains that entrepreneurship education is an introductory phase for students regarding opportunities, risks and how to start a business. Furthermore, entrepreneurship education becomes a means to train and foster student innovation, interest and intention in starting a business. The scope of entrepreneurship education includes knowledge, skills, attitudes and character. Thus, it is essential to provide entrepreneurship education to students.

Success Indicators

An indicator provides instructions or information or is used to determine various variables that can help users measure changes that occur directly/indirectly (Haq et al., 2021). Furthermore, according to Kristiyanti (2012), indicators are criteria used to assess success manifested in specific measures. Kristiyanti (2012) explains that indicators' function is a permanent marker of change and a guide for compiling measuring instruments and providing precise assessments. In this research, six indicators of the success of entrepreneurship education have been identified. In detail, this can be seen in Table 2.

Table 2. Indicators of Success in Entrepreneurship Education

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<td>1</td>
<td>There are three indicators of the success of an entrepreneurship education program: entrepreneurial character, an environment that is in line with entrepreneurial values, and an environment that has an entrepreneurial nuance.</td>
<td>Mulyani (2012)</td>
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<tr>
<td>2</td>
<td>There are three indicators of the success of an entrepreneurship education program: desire to become an entrepreneur, increasing knowledge about entrepreneurship, and business opportunities.</td>
<td>Elianuri &amp; Marlena (2021)</td>
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Source: processed from various sources.

Based on Table 2, there are six indicators of the success of entrepreneurship
education, namely: entrepreneurial character, an environment that is in line with entrepreneurial values, an environment that has an entrepreneurial nuance, a desire for entrepreneurship, increasing knowledge of entrepreneurship, and business opportunities. One indicator of the success of entrepreneurship education that has been identified is entrepreneurial character. According to Gartner (1989), entrepreneurial characteristics are related to the character that marks someone as an entrepreneur (Erickson & Laing, 2016; Kusmintarti et al., 2014). Tajeddini & Mueller (2009) identified several characteristics of entrepreneurship, namely autonomy, the tendency towards risk, locus of control, tolerance for ambiguity, innovation, and higher self-confidence. This identification aligns with research results by Erickson & Laing (2016), which show that students who take part in entrepreneurship education tend to have entrepreneurial characteristics and want to set up new businesses in the future.

Conclusion

This research has conducted a review of entrepreneurship education for students. This research has used qualitative methods with a descriptive approach and literature study. Data was obtained from reference literature on the open-access platform. The results of this research found that there are six indicators of the success of entrepreneurship education, namely: entrepreneurial character, an environment that is in line with entrepreneurial values, an environment that has an entrepreneurial nuance, the desire to become an entrepreneur, increasing knowledge of entrepreneurship, and business opportunities. Furthermore, the Government and Universities need to support the implementation of entrepreneurship education for students as a contribution to realizing Indonesia as a developed country.

Acknowledgements

This study is a preliminary identification based on the literature. Furthermore, support is needed to carry out further studies regarding the implications and strategies for dealing with entrepreneurial education. We are grateful for Wakaf Bangun Negeri’s support in conducting studies related to the younger generation.

References


