

# Entrepreneurship Curriculum in Higher Education: A Systematic Literature Review (SLR)

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## ABSTRACT

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Entrepreneurship education at the higher education level plays an increasingly crucial role in shaping graduates who are not only ready to enter the workforce but also capable of becoming independent entrepreneurs. While many university graduates aspire to pursue careers in office jobs or work for other institutions, it is important to realize that entrepreneurial skills have a positive impact not only on individuals but also on the economy and society as a whole. In this context, entrepreneurship education in higher education becomes key to shifting the paradigm of graduates towards being more proactive and independent in creating job opportunities. Currently, many countries face challenges in creating new job opportunities and reducing unemployment rates. Therefore, introducing the concept of entrepreneurship into the higher education curriculum can be a strategic step to address these issues. Graduates with a strong understanding of entrepreneurship will not only be job seekers but also job creators. They have the potential to establish their own businesses, create new products or services, and make a positive contribution to the local and national economic development. Through entrepreneurship education, students can be equipped with practical skills, business knowledge, and a proactive attitude needed to become leaders in the business world. Moreover, it is essential to address any stigma attached to the development of entrepreneurship in higher education, where many students may be more inclined to choose conventional career paths. By recognizing the importance of entrepreneurship in creating new opportunities and enhancing competitiveness in the job market, universities can play a key role in inspiring and guiding students to explore their entrepreneurial potential. Thus, entrepreneurship education at the higher education level is not just about creating entrepreneurs; it is also about shaping individuals who have a proactive outlook on their lives and careers and the ability to adapt and thrive in a dynamic work environment. Entrepreneurship education in higher education has a significant long-term impact on shaping a more competitive and innovative future.

*Keywords: Entrepreneurship Curriculum, Higher Education*

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## 1. INTRODUCTION

In a developing country, the role of entrepreneurship becomes highly significant, especially in the implementation of development initiatives. The progress of a nation can be expedited through the presence of entrepreneurs capable of creativity and optimal innovation, transforming new ideas into tangible activities in every endeavor. As a developing country, Indonesia actively strives to improve its people's quality of life. To stimulate interest in entrepreneurial activities, the role of entrepreneurship education is crucial. This education is integrated into the teaching and learning processes at various educational levels, ranging from junior and senior high schools to higher education institutions, to impart knowledge and shape entrepreneurial mindsets from an early age, aspiring to foster a generation of creative and innovative successors for the nation in the future.

[1] defines "entrepreneurship education as an educational program that incorporates entrepreneurship as an essential aspect in the formation of students' competencies." [2] states, "entrepreneurship education is an effort to internalize the spirit and mindset of entrepreneurship through educational institutions and other entities such as training institutions and others." Entrepreneurship education plays a role in shaping the character and spirit of entrepreneurship, as

well as instilling competencies and values related to entrepreneurship. The provision of entrepreneurship education to students is considered highly important, as expressed by Zimmerer in [3], "One of the driving factors for the growth of entrepreneurship in a country lies in the role of universities through the organization of entrepreneurship education."

Universities are expected to open students' understanding and perspectives regarding the entrepreneurial world, encouraging them to unleash creativity and explore creative ideas. Students are desired not only to focus on seeking employment after graduation but also to be capable of creating job opportunities with the entrepreneurial skills they have acquired on campus. From various expert perspectives, it can be concluded that entrepreneurship education is an educational program that focuses on the entrepreneurial aspects to cultivate the spirit and character of entrepreneurs. The goal of this education is to provide various competencies and knowledge related to entrepreneurship.

In every learning process, there is always a curriculum applied to create an effective learning situation in line with the intended objectives, and the same goes for entrepreneurship education. According to [2], "Well-structured entrepreneurship learning materials in accordance with technological developments will influence an individual's readiness to start a business." [4] states that entrepreneurship education materials encompass the understanding of entrepreneurial concepts, entrepreneurship, entrepreneurial characteristics, as well as competencies that must be possessed, presented through textbooks, slides, films, success stories, and other books. Entrepreneurship education develops potential business ideas, assesses and analyzes market opportunities, exploits and captures business opportunities, fosters an understanding of business ethics in entrepreneurship, and addresses related issues.

Entrepreneurship has consistently been a subject extensively discussed and deliberated upon by various academics in various scholarly forums. Moreover, it is studied and disseminated as a research outcome in various scholarly works, including journal articles, theses, dissertations, and more. This underscores the crucial and strategic role of entrepreneurship. Some scholars consider entrepreneurship as the backbone and the best solution for addressing social issues (Mulyana, 2018). On the other hand, entrepreneurship is regarded as a primary indicator of a nation's progress; even McClelland suggests that having at least 2% of entrepreneurs in the total population of a country signifies economic advancement [5].

In higher education institutions, both General and Religious Higher Education, entrepreneurship has become a mandatory course for students. Under various names such as entrepreneurship, entrepreneurship education, entrepreneurship application, entrepreneurship and partnership, and other variations, it reflects the enthusiasm for entrepreneurship in the higher education environment. The author believes that making entrepreneurship a compulsory subject in higher education is the government's way of creating graduates ready to become entrepreneurs. How effective is the entrepreneurship education policy in higher education in creating graduates actively involved in entrepreneurship? To find a concrete answer to this question, further research and in-depth examination are necessary. However, the author is confident that including entrepreneurship in the higher education curriculum as a mandatory subject has a positive impact, indicating that higher education institutions are committed to producing graduates ready to engage in entrepreneurship. Furthermore, entrepreneurship has become a standard competence for graduates in higher education.

## 2. LITERATURE REVIEW

By the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014 concerning the National Standards for Higher Education (SNPTN), it is explained that the competencies of university graduates include attitudes, knowledge, and skills stated in the formulation of learning outcomes. Furthermore, according to the Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework, Article 1 also states that the Indonesian National Qualifications Framework, abbreviated as KKNI, is a framework for aligning qualifications that can compare, equate, and integrate between the fields of education and vocational training as well as work experience to recognize work competencies by the job structure in various sectors.

Referring to the above, the government, within the framework of national education, particularly in universities, has been given guidance on the importance of entrepreneurship education. This is a response to the government's acknowledgment of the phenomenon of the low quality of university graduates. The low entrepreneurial skills of students are indicated by the high percentage, 82.2%, who tend to choose to work for others rather than create job opportunities for themselves.

The provision of entrepreneurship education at the university level will equip students with an entrepreneurial mindset, which serves as a foundation for their future work [6]. Additionally, students will be familiar with entrepreneurship, have a direction and goals after graduation, thereby avoiding blaming their alma mater for producing intellectually unemployed graduates.

The reconstruction of education is seen as an adaptation to changes in educational policies that educational institutions must undergo. The ability to adapt becomes a crucial aspect for improving the performance of universities in responding to changes in educational policies. This demands that universities adjust by reconstructing education, incorporating entrepreneurship into the university curriculum. By establishing KKNI, additional competencies will be provided to graduates. In addition to professional competence in line with the expertise required by the study program, students will be equipped with additional competencies in entrepreneurship. The goal is to provide additional knowledge in the field of work they will pursue after graduation and engage with society.

Universities serve as institutions managed to produce young professional graduates. It is expected that graduates will not solely rely on job opportunities provided by the government. If students are equipped with entrepreneurial competencies, they will have entrepreneurial skills to face life challenges in society. Many business options can be pursued by students after graduation to improve their standard of living and well-being. Students do not need to wait for job vacancies from the government, which may be limited. The decision to work here and there with income far below the minimum wage for a decent living standard needs to be evaluated by relevant parties, as it can sometimes seem inhumane. Thus, the importance of equipping students with entrepreneurial skills is considered an effort that needs support and careful planning in universities.

To gain a deeper understanding of entrepreneurship education, it is essential to comprehend the definition of entrepreneurship. The term "entrepreneurship" originates from the French word "entreprendre," which means adventurer, creator, and business manager. According to [7], entrepreneurship is the application of creativity and innovation to solve problems and capitalize on

existing opportunities. [8] explains that entrepreneurship is a creative effort that builds value from the non-existent to the existent and can be enjoyed by many.

Entrepreneurship, or entrepreneurship, is a discipline that studies the art, philosophy, values, skills, and instincts of an individual to run a business by optimizing available resources. These resources involve life experiences, educational backgrounds, friendship networks, acquired information, as well as capital in the form of money and assets. Entrepreneurship can be interpreted as an activity to become a large company but can also refer to activities within small or medium-sized enterprises (SMEs). According to [9], an entrepreneur is a risk-taker or intermediary who dares to make decisions, take risks, and run a business. An entrepreneur is an individual who can optimize available resources with creativity and innovation to achieve predetermined goals. They have the ability to bear significant risks with the expectation of gaining substantial profits. An entrepreneur is someone who can create products or services with added value, has independence, and has clear goals in developing a business.

The definition provided by [9] states that an entrepreneur is a risk-taker who transforms innovative ideas into a business process to achieve profit through the maximization of opportunities and the organization of social and economic mechanisms. [10] research results indicate that the entrepreneurial spirit among entrepreneurial students is higher than among non-entrepreneurial students. [11] states that the number of universities offering entrepreneurship education has grown from a few in the 1970s to more than 1,600 in 2003. The development of entrepreneurship programs has been registered as one of the strategic goals in British universities.

In Indonesia, the implementation of entrepreneurship within higher education is initiated by the Ministry of Education, Culture, and Technology Research through various entrepreneurship culture development programs, including [12]:

1. Student Entrepreneurship Program, which has been in place since 2009 and is integrated with the Student Creativity Program (PKM) and Work Study Program (KKU).
2. Entrepreneurship Lecture Program, aimed at introducing the entrepreneurial world to students to foster an entrepreneurial spirit within them.
3. Entrepreneurship Internship Program, involving internships carried out by students or learning through working in small and medium-sized enterprises, serving as a means to cultivate entrepreneurial interest.
4. Work Study Program (KKU), implemented to equip students in developing technological innovations and science and technology as well as managerial skills.
5. New Entrepreneur Incubator (INWUB), INWUB is a physical facility offering packages for university graduates interested in becoming entrepreneurs at an affordable cost for a specified period (2-3 years).
6. Indonesian Student Entrepreneurship Program (PKMI), a entrepreneurship program for students and part of the Independent and Prosperous Indonesian Campus, consisting of Indonesian Student Entrepreneurship Activities (KBMI) and Indonesian Student Startup Acceleration (ASMI).

In the Indonesian Dictionary (Kamus Besar Bahasa Indonesia or KBBI), an indicator refers to a control variable that can be used to measure changes in a particular event or activity. According to [13], indicators for measuring the variable of entrepreneurship education include the following aspects:

1. The methods used in entrepreneurship education.
2. The entrepreneurship content provided in entrepreneurship education.
3. The objectives of teaching entrepreneurship education in fostering entrepreneurial intentions.
4. Entrepreneurship education cultivates awareness of business opportunities.

From the explanation of these four indicators of entrepreneurship education according to Bukirom et al., they encompass the teaching methods, entrepreneurship education content, teaching objectives, and the education's role in fostering awareness of business opportunities.

### 3. RESEARCH METHOD

This literature review employs a systematic literature review approach, following the systematic review method [14]

#### *Bibliometric Analysis*

Journals obtained from Scopus and Google Scholar were subjected to bibliometric analysis using the keywords "Entrepreneurship Curriculum" and "Higher Education". A total of 604 journals were obtained. These journals were then downloaded in RIS (Research Information System) format. The RIS files were imported into the Mendeley Reference Manager application. After importing into the application, the RIS format from each journal was transformed (exported) into a consolidated RIS format for all the journals. Subsequently, the comprehensive RIS file was input into the Vosviewer Software to generate a graphical representation of the bibliometric map.

#### *PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis)*

PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) is a tool and guideline utilized for assessing systematic reviews and meta-analyses. PRISMA aids authors and researchers in composing a systematic review and meta-analysis by providing a checklist containing guidelines on what items should be included and explained. The PRISMA method is employed for conducting systematic research and meta-analysis by identifying, evaluating, and synthesizing relevant research findings on a specific research topic. This method enables researchers to perform a more systematic and objective analysis of existing research results.

### 4. RESULTS AND DISCUSSION

The study selection process is represented in figure 1 of the flowchart as indicated, this research employed the PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analyses) method. Journals were sourced from Scopus and Google Scholar, using the keywords "Entrepreneurship Curriculum" and "Higher Education", resulting in 604 journals. Further refinement was done by filtering the origin country Indonesia reducing the number to 9 journals. Subsequently, the 9 journals were filtered based on the country specifically Indonesia will be examined through a Systematic Literature Review.

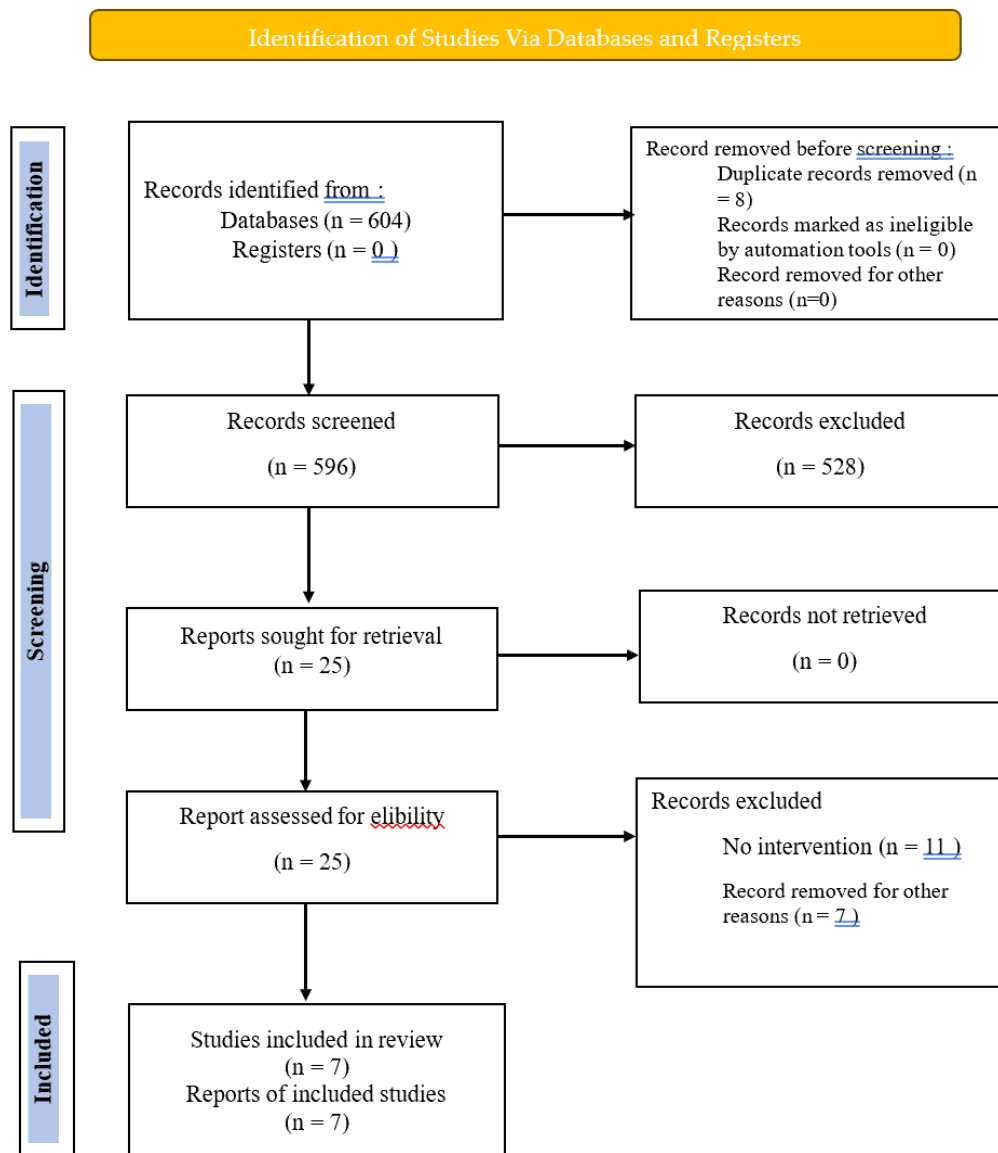


Figure 1. Flowchart with the description of the study selection process for inclusion

In an ever-changing and dynamic era, it is crucial for higher education to continuously adapt to the needs of society and the job market. One particular aspect that receives special attention is the entrepreneurship curriculum, serving as the foundation for students to understand and develop the skills required to enter the business world. The importance of the entrepreneurship curriculum extends beyond providing theoretical knowledge; it also involves practical application and relevance to technological advancements and digital progress. Hence, research investigating trends and the effectiveness of entrepreneurship curricula in higher education becomes pivotal.

This study involves the analysis of a total of 604 journals gathered from reputable sources such as Scopus and Google Scholar. The selection process, utilizing the PRISMA method, ensures objectivity and transparency in choosing journals for further analysis. After undergoing the PRISMA stages, 7 journals were successfully identified as eligible and relevant for further exploration. At this stage, the focus of the analysis will be on comparing the outcomes of these journals, with the primary goal of evaluating the current state of entrepreneurship curricula in higher education.

The findings from this analysis lead us to the conclusion that, despite efforts made in developing entrepreneurship curricula, further enhancements are needed. Understanding the









aspects to ensure a profound understanding. Identifying Relationships and Interconnections: Density visualization assists in identifying relationships and interconnections among various elements in the entrepreneurship curriculum. This involves understanding how specific topics or concepts are interrelated, enabling curriculum developers to design a coherent and integrated structure.

Supporting Data-Driven Decision Making: Through the use of density visualization, decision-makers can make more informative, data-driven decisions. Complex data can be deciphered and interpreted more easily, allowing decision-makers to identify trends, patterns, and potential improvements more quickly. Optimizing Student Learning Experience: Curriculum developers can design a more directed and meaningful learning experience for students through density visualization. This enables the effective integration of entrepreneurship concepts, helping students develop a deeper understanding and relevant skills. Enhancing Transparency and Communication: Density visualization also plays a role in enhancing transparency and communication among stakeholders involved in curriculum development. Faculty members, students, industry partners, and other relevant parties can more clearly see the structure and focus of the curriculum, facilitating better discussions and collaborations. Adapting to Changes: By leveraging density visualization, entrepreneurship curricula can be more responsive to changes in the business and technology environment. Curriculum developers can quickly adjust content and focus to remain relevant to the latest developments. Evaluating Effectiveness and Impact: Density visualization assists in measuring the effectiveness of the curriculum and its impact on students. By monitoring the density of specific elements, curriculum developers can evaluate the extent to which the curriculum achieves desired learning objectives.

In summary, the use of density visualization in entrepreneurship curriculum in higher education serves as a crucial instrument for designing, managing, and improving curriculum to remain relevant and effective in producing graduates ready to navigate the complexities of the entrepreneurial world.

Table 1. Articles to be Compared

No	Researcher Name	Article Title	Research Result
1	[15]	Entrepreneurship education: A systematic literature review of curriculum contents and teaching methods	The result of the reviewing process reveals that the curriculum content and teaching methods vary depending on the programme's objectives—from theoretical courses aiming to increase entrepreneurial awareness to practical-oriented ones that aim to produce graduates ready to start a business.
2	[16]	Entrepreneurship in Higher Education Curricula: Evidence from Indonesia	In tertiary institutions, entrepreneurship education is linked to the development of an entrepreneurial character, an entrepreneurial mentality, and entrepreneurial conduct that is often creative and imaginative produces added value or good value, takes advantage of opportunities, and is willing to take risks.

3	[17]	Analysis of The Effect of Edupreneurship on Entrepreneurial Interest and Competitiveness of University Graduates	The results of the study prove that partially edupreneurship has a positive and significant effect on the interest of entrepreneurial college graduates, edupreneurship has a positive and significant effect on the competitiveness of college graduates.
4	[18]	The Impact of Entrepreneurship Education for Students	The research results show that there is a significant correlation between perceptions about entrepreneurship and self-efficacy regarding entrepreneurial intentions
5	[19]	The Influence of Entrepreneurship Subject on Students' Interest in Entrepreneurship by Hidden Curriculum as Intervening Variable	Findings show that the entrepreneurship subject influences students' interest in entrepreneurship and the second model test results showed that hidden curriculum is not able to become the intervening variable for students' interest in entrepreneurship subject on students' interest in entrepreneurship
6	[20]	The Effect of Entrepreneurship - Based Curriculum on Higher Education Institution Towards Non - Economics Student's Entrepreneurial Interest	The results showed that the entrepreneurship based curriculum of HEI has a significant and positive influence on student's entrepreneurial interest of non-economics department
7	[12]	Implementation of Entrepreneurship Education in Higher Education	The assessment results showed that the implementation of entrepreneurship education in various higher education institutio is not yet optimal, partly due to the failure of entrepreneurial management unit in optimizing its role and function

Based on the findings from Fatima Sirelkhatim's research, it can be concluded that the success of entrepreneurship curriculum in higher education heavily relies on meticulous program design. It is crucial to carefully consider the needs of students and their relevance to the demands of the job market. With this approach, the aim is to produce graduates who not only possess a strong conceptual understanding but are also practically prepared to face the dynamics and challenges within the business world.

Meanwhile, the results from Albert Maydiantoro and his colleagues provide more specific insights into entrepreneurship education. The findings indicate that this education is not only related

to conceptual understanding but is closely linked to the development of entrepreneurial character. Additionally, there are other aspects such as entrepreneurial mentality and creative and innovative entrepreneurial behavior. Students engaged in entrepreneurship education tend to exhibit tendencies to create added value, seize opportunities, and be willing to take risks—qualities highly desirable in the dynamic business world.

Yulida Army Nurcahya, in her research, asserts that edupreneurship, when analyzed separately, significantly impacts students' interest in entrepreneurial ventures. Furthermore, the study also confirms that when examined independently, edupreneurship has a substantial and positive influence on the competitiveness of college graduates. This reflects that the edupreneurship approach is capable of shaping entrepreneurial interest and enhancing graduates' competitiveness in the job market.

On the other hand, research involving Agus Wibowo, Amin Kuncoro, and Eddy Soeryanto Soegoto highlights the positive relationship and favorable outcomes related to the implementation of entrepreneurship education in higher education. They emphasize that self-efficacy is a key variable that triggers positive outcomes in producing graduates capable of meeting the needs and challenges in the entrepreneurial world.

However, the research results from Siswo Wiratno indicate that there is still dissatisfaction regarding the implementation of entrepreneurship curriculum in higher education. This suggests that further efforts are needed to enhance the effectiveness of the curriculum to achieve the desired goals. Therefore, a profound understanding of these research findings provides a foundation for improvement and enhancement in the field of entrepreneurship education in higher education.

Education involves a deliberate effort to foster maturation and behavioral change. The planning, organization, monitoring, and evaluation of educational activities are essential to achieving their intended purpose. Human beings possess diverse potentials that can be cultivated through education. It facilitates the establishment and development of intellectual competence, social competence, emotional competence, and moral competence. Additionally, education contributes to the enhancement of knowledge, attitudes, and skills.

Entrepreneurship education is particularly crucial in preparing students for the future. The significance of entrepreneurship education in universities can be dissected as follows:

1. **Fostering Entrepreneurial Character:** Entrepreneurship education at the higher education level seeks to shape students holistically, molding them into individuals with character, understanding, and skills as entrepreneurs. Integration with college education activities is essential, requiring a well-designed curriculum to measure aspects granted to students, ensure material consistency, and align with entrepreneurial programs.
2. **Cultivating an Entrepreneurial Mindset:** From the outset, students need to be enlightened about the significant benefits of being an entrepreneur, emphasizing the importance of perseverance and seriousness in studies beyond merely seeking employment. Instilling this mindset in every student ensures that they view success not solely as obtaining a job, reducing the likelihood of feeling like failures if expectations are not met.
3. **Meeting the Demands for Entrepreneurship Curriculum Development:** Higher education often focuses on providing scientific and job-specific skills relevant to community needs. Majors and courses are tailored to the popularity and workforce requirements. The credit system for graduates reflects their absorption into the workforce. As colleges compete for higher percentages of graduates entering the workforce, there is a growing emphasis on the development of entrepreneurship curriculum to meet evolving demands.

In summary, education serves as a vehicle for personal and professional growth, and entrepreneurship education, in particular, plays a vital role in shaping students into well-rounded individuals equipped for the challenges of the future.

## CONCLUSION

Entrepreneurship education is linked to the cultivation of an entrepreneurial character, mindset, and conduct, marked by traits such as creativity, imagination, value creation, opportunity utilization, and a readiness to take risks. This entrepreneurial behavior is deemed crucial for any profession or career, especially in anticipation of heightened future competitiveness. The incorporation of entrepreneurship education into higher education is not only viable but also holds potential benefits for learners across diverse fields of expertise. In Indonesia, the development of a higher education entrepreneurship curriculum has been established, encompassing materials on technopreneurship, digitalpreneurship, edupreneurship, ecopreneurship, and sosiopreneurship. The creation of effective entrepreneurship education necessitates collaboration with various stakeholders. The curriculum design is formulated to be implementable and capable of achieving its objectives. To achieve this, qualified and competent instructors are required, individuals with business experience who can guide and mentor students in practical business endeavors. Quality teaching skills and the ability to guide students in business practices are imperative for entrepreneurship education, as it is a comprehensive academic discipline.

Identifies two factors related to entrepreneurship education: (1) Students tend to succeed if they learn something they enjoy and aspire to, and (2) Educators teaching entrepreneurship should use practical and realistic examples. The success of entrepreneurship education can be realized through the development of a systematic curriculum design, adequate content, and the integration of courses related to entrepreneurship education with activities in higher education. Faculty members in academia or vocational education must possess coaching and mentoring skills to educate effectively. The involvement of parents, families, communities, entrepreneur communities, and the government is crucial in collaborative efforts to increase the number of entrepreneurs. Graduates, in this context, should not only be able to establish businesses but also contribute to creating job opportunities that are beneficial for the enhancement of the national economy.

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