

Entrepreneurship Education at Universitas Riau, Indonesia

Sumarno¹

Abstract

This study aimed to obtain information about student entrepreneurship education at the University of Riau, Pekanbaru, Indonesia. Data were collected through interview, observation and documentation techniques. The collected data were analysed by exploratory description. The results showed that: 1) Riau University has had an entrepreneurial education programme since 1995. 2) At the university level, the programme is implemented in the forms of a) determination of entrepreneurship courses as elective courses; b) establishment of a university-level entrepreneurial education programme management unit, namely, the Centre for Career Development and Entrepreneurship and c) an entrepreneurial activity programme with the Vice Chancellor for Student Affairs and Alumni. 3) At the level of faculty, department and study programme, entrepreneurship education was implemented in the forms of a) entrepreneurship courses becoming compulsory courses and an entrepreneurial practice event and b) entrepreneurship courses becoming elective courses. However, some faculties, departments and study programmes have yet to implement entrepreneurship in courses. 4) The entrepreneurship education programme has not been optimally implemented in an integrated and coordinated way. 5) The number of entrepreneur students as a result of entrepreneurial education programmes is relatively small.

Keywords: *entrepreneurship, entrepreneurship education, student entrepreneurship.*

Introduction

Indonesia's national development direction focused on the achievement of economic competitiveness based on natural resources and qualified human resources. Strategic policies for this achievement include improving the quality of human resources through strengthening entrepreneurship which includes entrepreneurship development patterns, entrepreneurship curriculum structuring in formal education institutions and expansion of support for entrepreneurs. Strategic policies that are directly related to entrepreneurship in higher education are through strategies for developing entrepreneurship education and training. This approach is in accordance with Raposo and Paco's argument that the government can influence the rate of entrepreneurship not only through legislation but also through educational systems (Raposo and Paço, 2011). For Indonesia, entrepreneurship is important because the country needs new policies that encourage the spirit of entrepreneurship to achieve stable economic growth (Handrimurtjahjo, 2013). The number of entrepreneurs in Indonesia is only approximately 1.6%.

The University of Riau, as one of the state institutes of higher education, has the obligation to develop entrepreneurship education to improve relevance and competitiveness and contribute to improving the national economy in general and the Riau region in particular. To fulfil these obligations, various study programmes or majors

¹ Study Program of Economic Education, Universitas Riau, Indonesia, sumarno.s@lecturer.unri.ac.id

at the University of Riau have determined the existence of entrepreneurship courses in the curriculum. The University of Riau has also developed and implemented entrepreneurial activity programmes through the Centre for Career and Entrepreneurship Development since 1995. These programmes include entrepreneurship training activities for students, UMKM Co-op and Entrepreneurial Student Programme (PMW). Based on data from PMW participants from P2K2, the number of participants competing in PMW from 2009 to 2015 decreased. In addition, the types of businesses proposed and carried out by students are largely not based on their academic knowledge. For example, students from the Faculty of Engineering have proposed aquaculture and food cultivation. The decline in the number of students participating in PMW activities and the types of businesses that are not in accordance with their academic knowledge indicates that the entrepreneurship of Riau University students has not developed as expected. To be able to develop the right entrepreneurship education for students, studying entrepreneurship education is necessary. Taatila (2010), who reviewed several successful cases of entrepreneurial education programmes in higher education institutions, suggested that entrepreneurial education in higher education institutions should be fully reviewed and changed. This study aims to obtain information about entrepreneurship education at the University of Riau, in the form of lectures and non-lectures along with their output.

Entrepreneurship education needs to be developed through universities (Pajarinen, Rouvinen and Ylä-Anttila, 2006) because research results indicate that entrepreneurs with higher academic backgrounds are known to be more often innovative, use modern business models and base their efforts on the use of new technologies (Taatile, 2010) and (Handrimurtjahjo, 2013). Education is important for stimulating entrepreneurship, and the positive and strong relationship between education and entrepreneurial performance has also been proven (Raposo and Paço, 2011). Through entrepreneurship education in universities, innovations based on new technologies are hoped to be conducted often so that national productivity is continuously increasing. Entrepreneurship education is defined as content, methods and activities that support the development of motivation, competence and experience that enable the implementation, management and participation in adding value (Rasmussen, Moberg and Revsbech, 2015). Broadly, entrepreneurship education is all activities aiming to foster entrepreneurial mindsets, attitudes and skills and covering a range of aspects such as idea generation, start-up, growth and innovation (Fayolle, 2009). According to Arasti et al., successful entrepreneurial education depends on the objectives, content and methods applied (Arasti, Mansoreh and Imanipour, 2012).

The concept of entrepreneurship education has important elements in the form of content, process and educational goals. The content relates to what students must learn or will be taught to students in entrepreneurship education. The curricula content vary depending on the programme's objectives (Sirelkhatim and Gangi, 2015). Educational content can use Bloom's taxonomy as a learning goal (Rukmini, 2008) which includes cognitive domains, psychomotor domains and affective domains or knowledge, skill and attitude (Lackeus, 2015). Likewise, Williamson et al. revealed that active content in entrepreneurship education result in graduates being likely to gain knowledge, skills and competences and positive intentions towards starting a new business from their experience in higher education (Williamson, Beadle and Charalambous, 2013). This scenario is similar to entrepreneurial education, which the Centre for Entrepreneurial Leadership Clearinghouse on Entrepreneurship Education referred to as concepts and skills to recognise opportunities that others have ignored and to have insight, self-esteem and knowledge to act where others have been hesitant (Handrimurtjahjo, 2013). The concept of recognising opportunities, having insight and acting can be interpreted as the knowledge or cognitive domain. Skills are also needed to act to obtain and manage business opportunities, showing the psychomotor domain. Elements that have self-esteem have the same meaning as affective domains. In China, courses typically begin with a definition and conceptual explanation of entrepreneurship and move onto the fundamental

skills of starting a business: generating an idea, analysing the market, finding capital and following management and accounting procedures for running a business (Zhou and Xu, 2012).

The process element in entrepreneurship education is indicated by the existence of methods and activities. The method refers to the way in learning—teaching the content of entrepreneurial education, and the activity refers to activities that must be done in learning—teaching educational content. Jones and English have proposed a mix of action-oriented teaching that encourages experiential learning, problem solving, project-based learning and creativity; peer evaluation should provide enterprising skills and behaviours (Küttim et al., 2014). Generally, the teaching methods can be classified into case studies, group discussions, individual presentations, individual written reports, group projects, formal lectures, guest speakers, action learning, seminars, web-based learning and recorded video lectures (Lonappan and Devaraj, 2011). As regards entrepreneurial teaching methods, most authors categorise teaching methods into two groups, which are termed traditional methods (comprising normal lectures) and innovative methods (which are action-based), also known as passive methods and active methods. Most authors in entrepreneurship education recommend action-based or experiential learning methods such as firm simulations, firm visits or explorations and writing business plans (Weber and Funke, 2012). Traditional methods should only be used to give students the commercial underpinnings of their entrepreneurial actions. However, doing something practical and having an opportunity to question, investigate, converse and discuss with real-world entrepreneurs gives knowledge and skills and stimulates attitudes (Arasti, Mansoreh and Imanipour, 2012).

In certain universities, entrepreneurship education is carried out in four stages. The first year is the creativity programme, the second year is the foundation programme, the third year is establishing an entrepreneurship programme and the fourth year is the hatchery programme (Handrimurtjahjo, 2013). In the first to second years, the participants are all students of management or business study programmes. The third- and fourth-year participants are select students who have the character and high motivation in entrepreneurship and the establishment of new businesses (start-ups). According to Čapienė and Ragauskaitė, entrepreneurship education involves four stages, in order: entrepreneurship on a theoretical level, generation of creativity and ideas, business–social plan and support (Čapienė and Ragauskaitė, 2017). To create an entrepreneur, entrepreneurship education at the Faculty of Economics of Ciputra University is carried out through the following stages. In semester 1, inspiration is generated for students to instil a mindset. In semesters 1 to 7, students practice the ability to see opportunities, promote creativity, calculate risks, lead skills and develop student business networks. Training or developing creativity can be done through 4P, namely: 1) formation of personal creativity, 2) motivating creativity, 3) the creative process and 4) creative products (Kodrat and Christina, 2015). Somewhat different from Ciputra University, at the Technical University of Kosice, first-year bachelor's students familiarise themselves with basic concepts of entrepreneurial management and the role of entrepreneurs in society in a lecture-type format. Later, in a seminar on entrepreneurial skills development for third and fourth years, specific skills are built as students pursue their business ideas (Lilischkis et al., 2015). Research results at the University of Canada (Gasse and Tremblay, 2006) identified factors that help to promote entrepreneurship and increase the use of creative capacity that has become part of the university environment. These factors are displaying a positive attitude towards entrepreneurship, expressing approval of university programmes and the media, presenting entrepreneurship as a lifestyle, promoting entrepreneurial success through social recognition and honour, strengthening talent, overseeing opportunities and including discovery, discovery and risk in pedagogical content.

The purpose of entrepreneurship education is the result to be achieved in the education process. Drawing from the literature and a survey of 128 university entrepreneurship programmes worldwide by Vesper and Gartner, the objectives consist of two sets operating in parallel. The first set of objectives focuses on the personal development of students, and the second set of objectives focuses on knowledge and skills (Jones and English, 2004). For universities, the important factors are being interdisciplinary, working with others and development of various business forms, such as business, social business, public sector and entrepreneurship. Personal competencies include social sensitivity, goal achievement, self-confidence, perception amplitude, empathy, conceptual thinking, decision making and action orientation (Čapienė and Ragauskaitė, 2017). The objective of entrepreneurship education should be wider than that of education for founding one's own business. Understanding entrepreneurship creates the potential for becoming an entrepreneur but also for being innovative as an employee or volunteer (Küttim et al., 2014). The overall common objective is the building of theoretical knowledge about entrepreneurship and developing entrepreneurial skills and competencies. Furthermore, some cases of universities pursue the additional objective of supporting students in actively pursuing entrepreneurial opportunities (Lilischkis et al., 2015).

Methodology

This study examines entrepreneurship education at the University of Riau which includes entrepreneurship lectures and supporting activities and units or institutions that handle them. Research respondents are leaders of universities, faculties, departments or study programmes, entrepreneurial activity support units and entrepreneurship lecturers. Data collection is conducted through observation, interviews and documentation techniques. Observation is used to collect data about the implementation of lectures and entrepreneurial support activities. Interviews are used to collect data about policies relating to entrepreneurship education and its implementation. Documentation is used to collect data about the results obtained from entrepreneurial education activities. The data of this study were analysed using

Findings / Results

Entrepreneurship education programmes at the University of Riau

Entrepreneurship education for students at the University of Riau has been programmed since 1995 through the Rector's Decree on Entrepreneurship Courses and the Chancellor's Decree on the formation of the Career and Entrepreneurship Development Centre (CEDC). Entrepreneurship courses are designated as selected university courses. CEDC was formed to manage and organise entrepreneurial education programmes at the university level that are non-lecture. Determination of entrepreneurship courses and the formation of CEDC as managers and organisers of entrepreneurship education programmes at the university level shows that the University of Riau has prepared and anticipated the development of the economic welfare of the community through the development of students' entrepreneurship education. These policies are in line with the opinion that entrepreneurship can play a role in taking on community challenges, and entrepreneurship education is a means to empower communities and organisations to create social value for the public interest (Lackéus, 2015). The existence of a unit formed to handle the entrepreneurial activity programme also follows the opinion which states that to anchor entrepreneurship education within the university, the proponents of entrepreneurship education may seek to institutionalise entrepreneurship education. The institutionalising is done by including it in the university's strategy and by establishing entrepreneurship education-related units and possibly management positions (Lilischkis et al., 2015). The entrepreneurial education programme planned, organised and developed

by CEDC University of Riau includes programmes for the development of entrepreneurial culture and practices for the development of lectures and the development of student entrepreneurship practices. The existence of lecture development programmes and student entrepreneurship practices can illustrate that the university-level entrepreneurship education programme at the University of Riau provides a comprehensive aspect of entrepreneurial education objectives, namely, entrepreneurial competencies which include knowledge, skills and attitudes (Lackéus, 2015), (Lonappan and Devaraj, 2011), (Raposo and Paço, 2011).

Determination of Entrepreneurship Courses by the Chancellor as a chosen university course was accepted and carried out by most (seven of nine) faculties at the University of Riau. Among them, three faculties made entrepreneurship courses compulsory subjects. The faculty leadership operates on the premise that entrepreneurship courses play a highly important role for students and graduates, even though the courses are not included in the field of study programme or department or faculty. The leadership realised that job opportunities are decreasing in number and increasing in competitiveness. Thus, students must be given other alternative opportunities, namely, entrepreneurship. This reasoning is in line with Reynolds, Hay, Camp and serta Sánchez's argument which states that entrepreneurship education makes people aware of alternative career choices and broadens individual horizons so that they are prepared to see opportunities and can ultimately develop entrepreneurial opportunities (Raposo and Paço, 2011). Faculties that make entrepreneurship courses compulsory subjects also carry out entrepreneurship education through entrepreneurial practices such as entrepreneurial bazaars. These events are held regularly every year. Faculties that only make entrepreneurship courses elective courses sometimes also hold entrepreneurship practice events, but they are not special and not regularly annual.

Entrepreneurship education programmes that are established by the faculty through the determination of entrepreneurship courses as faculty compulsory subjects. The programmes are implemented by the department or study programme within the faculty concerned. All majors or study programmes in the faculty enter entrepreneurship courses in the curriculum of the department or study programme. Their entrepreneurship courses are compulsory subjects. In addition to making entrepreneurship courses a compulsory subject that must be taken by students, some departments or study programmes in the faculty hold entrepreneurship practice programmes, namely, student entrepreneurship lecture events. These activities are carried out jointly by several departments or study programmes. Student entrepreneurship practice activities are in groups, and each group peddles products for sale. The products cultivated by students are not limited to the academic knowledge of the department or study programme, but they are free. The important aspect is the practice of running a business. Faculties, departments and study programmes that establish entrepreneurship courses as compulsory subjects and hold entrepreneurial practice degree activities indicate the existence of entrepreneurship education that wants to comprehensively develop its student entrepreneurship competencies, namely, knowledge, skills and attitudes (Lackéus, 2015), (Lonappan and Devaraj, 2011), (Raposo and Paço, 2011). However, no restrictions are in place on student business products that are in line with the science of majors or study programmes, indicating that the entrepreneurship education programme has not led to technopreneurship because it has not used or integrated science majors in the entrepreneurship (Suparno, Hermawan and Syuaib, 2008), (Sumarno and Suarman, 2017).

At the faculties that establish entrepreneurship courses as elective courses, majors or study programmes in the respective faculties are given the freedom to implement entrepreneurship through their curricula. On the basis of this policy, several departments or programmes have entrepreneurship courses as compulsory courses for graduation. This department or study programme argues that employment is very limited, so

opportunities for graduates must be expanded with the competence or ability of graduates to create jobs at least for themselves. This argument is in line with the view that entrepreneurship education is aimed at raising awareness about entrepreneurship as a career choice (Arasti, Mansoreh and Imanipour, 2012). In faculties that apply entrepreneurship policies as elective courses, some departments or study programmes do not have entrepreneurship courses in the curriculum because of their high curriculum loads and consider entrepreneurship not in accordance with science majors or programmes. Although the departments do not yet have a co-curricular entrepreneurship education policy, they provide freedom for their students if they conduct entrepreneurship elsewhere. Majors or study programmes even provide support in the form of written approval if students need it. Entrepreneurial activities do not have to be formally included in the curriculum; infusing value creation experiences across the entire curriculum can be one of the most important contributions that entrepreneurship can make to education in the future (Lackeus, 2015). Creativity, knowledge and turning knowledge into action are the pillars of education oriented at such goals (Szerlag, 2013).

Small proportions (two of nine) of the faculties have not implemented the Chancellor's decision on entrepreneurship courses, and entrepreneurship courses are not included in the curricula in their faculties. The reason for this exclusion is the many burdens of major courses, so add entrepreneurship courses is no longer possible. Furthermore, entrepreneurship courses are only elective courses. The absence of entrepreneurship courses in the study programme curriculum limits the opportunities for students to learn entrepreneurship. Students have no incentives to learn entrepreneurship because no entrepreneurial learning goal has been set by study programmes, departments, or faculties. The absence of opportunities to learn entrepreneurship and the absence of incentives to learn will affect the outcome of entrepreneurship education or minimise the opportunities for student entrepreneurship (Ghina, 2014). The faculty of science also considers that entrepreneurship courses are not in accordance with its substance, hindering the creation of entrepreneurship because it requires multidisciplinary integration and factor sharing interactions during the learning process (Ghina, 2014). Therefore, entrepreneurship courses need important roles and positions for students to positively affect entrepreneurial intentions (Küttim et al., 2014) (Lilischkis et al., 2015). Although the faculty does not hold entrepreneurship lectures, faculty leaders provide freedom to their students and support their taking part in entrepreneurship activities at other levels or institutions. Thus, informally, all existing faculties have supported the implementation of student entrepreneurship education. This approach is in line with the opinion that what is offered is not necessarily demanded in entrepreneurship education because lectures and seminars are provided, but networking and coaching activities are expected by students (Küttim et al., 2014).

Departments or study programmes whose faculties do not have an entrepreneurship education programme also do not have entrepreneurship courses in the curriculum. However, study programmes also provide freedom for individual students to take part in entrepreneurship activities in other places or at the university level, such as the Student Creativity Programme in Entrepreneurship or entrepreneurial activities organised by CEDC. Majors or study programmes also provide support as formal administrative approval if needed by students.

Implementation of entrepreneurship education programmes at the University of Riau

The entrepreneurship education programme established through entrepreneurship courses is carried out by departments or study programmes. Entrepreneurship courses are generally given the weight of two Semester Credit Units (SKS). The lecture is conducted by the lecturer of the relevant department or study programme. For majors or study programmes that have no entrepreneurship lecturers, the lecture is held by other lecturers determined by the department head or study programme coordinator. Some lectures only emphasise the cultivation or development of insight and knowledge and entrepreneurial

attitudes. Lectures for planting or developing insights and knowledge and attitudes in most lecturers are carried out with presentation and discussion techniques and case studies. In addition to the cultivation or development of knowledge and attitudes, some lectures also include entrepreneurial skills. Lectures on this aspect of skills are carried out through assignments or projects. Such methods of entrepreneurship lectures by Mwasalwiba are called passive methods, comprising normal lectures, seminars, reading, business plans and project works. (Arasti, Mansoreh and Imanipour, 2012), (Fatoki, 2014). Such lectures, according to Kirby, only teach about entrepreneurship, not education (Arasti, Mansoreh and Imanipour, 2012). The method is not effective because it only prepares students to work for entrepreneurs and not become entrepreneurs themselves (Arasti, Mansoreh and Imanipour, 2012). Such lectures are only contracts between universities and students about knowledge and not personal development of entrepreneurship (Jones and English, 2004), (Raposo and Paço, 2011). The method that needs to be developed is an innovative or active method to improve students' creativity and analytic problem solving. Innovative and complicated solutions are highly important for the success of entrepreneurial programmes (Arasti, Mansoreh and Imanipour, 2012), (Fatoki, 2014). At departments or study programmes that are very close to entrepreneurship, namely, those in economics or business, courses related to entrepreneurship are numerous. Several courses are each related to concepts and theories about entrepreneurial attitude or personality, business planning and business management. Business management is also divided into several more specific courses such as Business Feasibility Planning and Study, Financial Management, Marketing Management and Human Resource Management.

In addition to conducting entrepreneurship lectures, majors or study programmes at faculties that have entrepreneurship courses must also carry out non-lecture entrepreneurship activity programmes, such as entrepreneurial bazaars. This activity is carried out to support and follow-up on lectures. This activity is a place to provide or add to the experience of students in business practices. The number of students involved in the bazaar indicates that 100% of students have been involved. However, when viewed from the type of businesses offered by its students, only 5% is in accordance with the academic field of the department or study programme. The constraints faced are the difficulty of forcing students to practice creativity and innovation from their academic sciences, in the sense that if they are forced to do so, students will not participate in activities because they do not have the ability or cannot create and innovate from their academic sciences. To overcome these obstacles, entrepreneurship courses must be integrated into study programmes and vice versa (Lilischkis et al., 2015). In addition to the integration of disciplines that are not optimal, other constraints related to practice lectures that are less or not optimal are due to limited funds. Thus, student competencies do not reach the level of creation in the cognitive domain. In faculties that have entrepreneurship courses as elective courses, the arena of entrepreneurship practice is highly dependent on their entrepreneurial lecturers. This dependence is due to the absence of a structured programme in the faculties and departments or study programmes.

Non-lecture entrepreneurship education programmes at the university level are carried out by CEDC and the Vice Rector for Student Affairs and Alumni. The entrepreneurship education programme implemented by CEDC is a programme that supports the implementation of lectures and non-lectures. Programmes to support lectures include the development of syllabi for entrepreneurship lectures and workshops for the development of entrepreneurship lecturer competencies. Programmes to support non-lectures include student entrepreneurship training, entrepreneurship internships or co-ops, facilitation of student business funding and student business incubation. The funding facilitation that has been carried out by CEDC are collaborations with State-Owned Enterprises and Regional-Owned Enterprises for business financing for students or alumni with cheap loans. Other initiatives are through the Entrepreneurial Student Programme for funding student businesses. The student business incubation programme is carried out through the

provision of business premises and infrastructure for students to use in running their business start-ups. The incubation programme also includes business guidance and consultancy. The existence of student business incubation activities that have been carried out by the University of Riau CEDC shows that entrepreneurship education at the University of Riau is more advanced than that at the University of South Africa. In 2016, the existence of business incubation at the South African university was recommended to be established and implemented (Amadi-Echendu et al., 2016). The existence of training programmes, facilitation of business funding and business incubation show that entrepreneurship education at the University of Riau does not only reach the level of providing knowledge and skills and entrepreneurial attitudes but has arrived at a higher goal of promoting the creation of new businesses or entrepreneurs (Raposo and Paço, 2011). Entrepreneurship competition has also been carried out by CEDC, but it cannot be implemented regularly because of limited funding. Although entrepreneurial competitions are important in entrepreneurship education (Lilischkis et al., 2015). Entrepreneurship education programmes carried out by the Vice Rector for Student and Alumni Affairs are the form of Student Creativity Programme in Entrepreneurship (SCP-E), which merges other fields with the Student Creativity Programme (SCP). SCP implementation is coordinated with faculties that have SCP implementation teams. The existence of coordination in the implementation of SCP between universities and faculties shows that from the organisational side, the implementation has been good. However, in terms of the theme or field of SCP-E in general, the implementation has not reflected the science of the faculty, department, or study programme. The reason for this discrepancy is the absence of further coordination with the department or study programme as regards the theme or field that students must choose.

Policy programmes and the implementation of entrepreneurship education programmes are already in place and are running well, but they are not yet optimal. To optimise this policy, a policy must be developed that allows integration or integration between existing components, namely, the entrepreneurial component and the non-entrepreneurial curricular component. These components must complement each other for the creation and/or improvement of graduates' competitiveness (Lilischkis et al., 2015). Optimisation through entrepreneurship integration and majors or study programmes can also be done through the formation of a group of student creators in departments or study programmes because entrepreneurship has core creativity (Küttim et al., 2014), (Lackéus, 2015). Then, the department or study programme can develop an entrepreneurial extracurricular programme through SCP-E as well as the formation of a club for student creators or innovators based on majors or study programmes. Entrepreneurship supporting programmes or policies is important to produce graduates as entrepreneurs. Handrimurthahjo (2013) noted that equipping students in entrepreneurship requires programmes or activities supporting entrepreneurship. Galus (2009) stated that an entrepreneurship development programme is expected to be a vehicle for integrating synergy between the mastery of science and technology with the entrepreneurial spirit.

Conclusion

The University of Riau already has an entrepreneurial education programme in the following forms. a) Entrepreneurship courses have been established at the university level and in most faculties as elective and compulsory courses. b) At the university level, units have been established for managing and implementing entrepreneurship education programmes, namely, the Career and Entrepreneurship Development Centre (CEDC) and the Vice Rector for Student and Alumni Affairs.

Entrepreneurship education programmes at the university level are carried out in the forms of development of entrepreneurship lectures, student entrepreneurship training,

entrepreneurship internships, facilitation of student business funding, incubation of student business by CEDC and SCP-E by the Vice Rector for Student and Alumni Affairs.

The implementation of entrepreneurship education programmes has not been optimal in coordination and integration between and between lecturers, departments or study programmes, faculties and universities. Entrepreneurial graduates of the entrepreneurial activity programme remain very few, and the types of business have not been based on the sciences of the relevant faculties, departments, or study programmes.

Acknowledgement

This article is a product of research funded by Directorate of Research and Community Service, Ministry of Research and Technology / National Research and Innovation Agency of the Republic of Indonesia.

References

- Amadi-Echendu, A. P. et al. (2016) 'Entrepreneurial education in a tertiary context: A perspective of the university of South Africa', *International Review of Research in Open and Distance Learning*, 17(4), pp. 21–35. doi: 10.19173/irrodl.v17i4.2482.
- Arasti, Z., Mansoreh, K. F. and Imanipour, N. (2012) 'A Study of Teaching Methods in Entrepreneurship Education for Graduate Students', *Higher Education Studies*, 2(1), pp. 2–10. doi: 10.5539/hes.v2n1p2.
- Čapienė, A. and Ragauskaitė, A. (2017) 'Entrepreneurship education at university: innovative models and current trends', 2, pp. 284–291. doi: 10.22616/rrd.23.2017.080.
- Fatoki, O. (2014) 'An Examination of the Teaching Methods for Entrepreneurship at a South African University', *Mediterranean Journal of Social Sciences*, 5(23), pp. 512–518. doi: 10.5901/mjss.2014.v5n23p512.
- Fayolle, A. (2009) 'Entrepreneurship Education in Europe : Trends and Challenges Contents • Current trends in European entrepreneurship education'. OECD LEED Programme.
- Gasse, Y. and Tremblay, M. (2006) 'Entrepreneurship Education Among Students at a Canadian University : An Extensive Empirical Study of Students ' Entrepreneurial Preferences and Intentions', in Fayolle, A. and Klandt, H. (eds). Massachusetts: Edward Elgar Publishing, p. 1990. doi: <https://doi.org/10.4337/9781847201652.00021>.
- Ghina, A. (2014) 'Effectiveness of Entrepreneurship Education in Higher Education Institutions', *Procedia - Social and Behavioral Sciences*, 115, pp. 332–345. doi: 10.1016/j.sbspro.2014.02.440.
- Handrimurtjahjo, A. D. (2013) 'Model Pembelajaran Kewirausahaan Di Perguruan Tinggi', *Jurnal Universitas Paramadina*, 10(2), pp. 729–755.
- Jones, C. and English, J. (2004) 'A contemporary approach to entrepreneurship education', *Education + Training*, 46(8), pp. 416–423. doi: 10.1108/00400910410569533.
- Kodrat, D. S. and Christina, W. (2015) *Entrepreneurship sebuah ilmu*. Edited by O. M. Dwiasri and N. I. Sallama. Jakarta: Erlangga.
- Küttim, M. et al. (2014) 'Entrepreneurship education at university level and students ' entrepreneurial intentions', *Procedia - Social and Behavioral Sciences*. Elsevier B.V., 110, pp. 658–668. doi: 10.1016/j.sbspro.2013.12.910.
- Lackéus, M. (2015) *Entrepreneurship In Education: what, why, when, how*. Paris. doi: 10.15713/ins.mmj.3.
- Lilischkis, S. et al. (2015) *Supporting the Entrepreneurial Potential of Higher Education*. Bonn, Germany. doi: <http://www.sepHE.eu>.
- Lonappan, J. and Devaraj, K. (2011) 'Pedagogical Innovations in Teaching Entrepreneurship', *Eighth AIMS International Conference on Management*, 2(2277), pp. 513–518. doi:

- [https://www.worldwidejournals.com/international-journal-of-scientific-research-\(IJSR\)/file.php?val=February_2013_1359730066_ee5e5_80.pdf](https://www.worldwidejournals.com/international-journal-of-scientific-research-(IJSR)/file.php?val=February_2013_1359730066_ee5e5_80.pdf).
- Pajarinen, M., Rouvinen, P. and Ylä-Anttila, P. (2006) 'Growth-orientation of nascent entrepreneurs', Discussion Papers No. 1052, p. 77. doi: <https://www.etla.fi/en/publications/dp1052-en/>.
- Raposo, M. and Paço, A. (2011) 'Entrepreneurship education : Relationship between education and entrepreneurial activity', 23(2011), pp. 453–457.
- Rasmussen, A., Moberg, K. and Revsbech, C. (2015) *A Taxonomy of Entrepreneurship Education - Perspectives on Goals, Teaching and Evaluation*. Odense C, Denmark: The Danish Foundation for Entrepreneurship.
- Rukmini, E. (2008) 'Deskripsi Singkat Revisi Taksonomi Bloom', *Jurnal Majalah Ilmiah Pembelajaran*, 2(Oktober). doi: <http://id.portalgaruda.org/index.php?ref=browse&mod=viewarticle&article=390334%0A>.
- Sirelkhatim, F. and Gangi, Y. (2015) 'Entrepreneurship education: A systematic literature review of curricula contents and teaching methods', *Cogent Business & Management*. Cogent, 2(1), pp. 1–11. doi: 10.1080/23311975.2015.1052034.
- Sumarno and Suarman (2017) 'Development of technopreneurship-based entrepreneurship education for students at Universitas Riau, Indonesia', *International Journal of Economic Research*, 14(12), pp. 65–74. doi: http://serialsjournals.com/articles.php?volumesno_id=1332&journals_id=41&volumes_id=1068.
- Suparno, O. O., Hermawan, A. and Syuaib, M. F. (2008) 'Technopreneurship'.
- Szerląg, A. (2013) 'Resourcefulness In Higher Education In The Context of Lifelong Learning In a Situation Of a Change', *Pedagogika*, 110(2), pp. 20–26. doi: <http://www.pedagogika.leu.lt/index.php/Pedagogika/article/view/121/111>.
- Taatila, V. P. (2010) 'Learning entrepreneurship in higher education', *Education+Training*, 52(1), pp. 48–61.
- Weber, S. and Funke, S. (2012) 'An «instructional» perspective on entrepreneurship education - focusing on the development of team competencies', *Empirical Research in Vocational Education and Training*, 4(1), pp. 49–72.
- Williamson, N., Beadle, S. and Charalambous, S. (2013) *Enterprise Education Impact in Higher Education and Further Education*. London. doi: [https://www.aoc.co.uk/sites/default/files/Enterprise Education Impact In Higher Education And Further Educationfull_Report.pdf](https://www.aoc.co.uk/sites/default/files/Enterprise%20Education%20Impact%20In%20Higher%20Education%20And%20Further%20Educationfull_Report.pdf).
- Zhou, M. and Xu, H. (2012) 'A Review of Entrepreneurship Education for College Students in China', *Administrative Sciences*, 2(4), pp. 82–98. doi: 10.3390/admsci2010082.