



---

## A Study on Entrepreneurship Education in Western Countries: retrospectives on entrepreneurship curricula and instructions

Nisa Novia Avien Christy <sup>1\*</sup>, Ming-Chang Wu <sup>2</sup>

<sup>1,2</sup>Technological and Vocational Education, National Yunlin University of Science and Technology, Taiwan

\*Corresponding author's email: [1d10843017@gmail.yuntech.edu.tw](mailto:1d10843017@gmail.yuntech.edu.tw), [2wumc@yuntech.edu.tw](mailto:2wumc@yuntech.edu.tw)

---

### ARTICLE INFO

**Received:** 2022-02-06

**Revised:** 2022-03-04

**Accepted:** 2022-06-14

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



### Keywords:

*unemployment, entrepreneurship, Western countries, entrepreneurship education, curricula, preschool*

### ABSTRACT

Unemployment is now a major problem that must be resolved immediately. The unemployment rate in Indonesia is higher than in western countries. This is because the number of entrepreneurs in Indonesia is still deficient. This study is being carried out to synthesize empirical experiences of promoting entrepreneurship in Western countries. This expanded understanding will be transformed and applied to universities and societies in Indonesia. This study use literature analysis techniques to locate references to relevant theories in the aim that academics will gain a thorough understanding of the experiences and major elements that facilitate entrepreneurship in Western countries. The authors conclude at the end of the analysis that core government support for entrepreneurship is vital for the results of entrepreneurship in Western countries. As a result, the accomplishment of entrepreneurship in Western countries can be applied in Indonesia, such as (1) mandating all universities in Indonesia to provide entrepreneurial intention classes, (2) working to promote entrepreneurship education and making entrepreneurship a priority, (3) incorporating entrepreneurship into instructional curricula at all levels, beginning with preschool, and (4) offering learning scholarship facilities for economic and business students.

---

## Introduction

***The low employment rates in Indonesia bring broad concerns with people's lives and the national economy.***

Aside from poverty, one of the major issues that Indonesians face year after year is the issue of employment, particularly unemployment. Unemployment is now a major problem that must be resolved immediately. One of the causes of the growing number of unemployed people in Indonesia is a lack of effort by the government and private sector to create jobs, which is exacerbated by a poor level of community education and insufficient human resources, leaving the community unable to find work (Saputra et al., 2020). Unemployment is defined as any person who do not work at all, are still seeking for work, work only two days per week, or are attempting to get a quality job (Tudela et al, 2017).

For more than a decade, macroeconomic expansion has been successful in helping Indonesia's unemployment rate to fall. However, with approximately two million Indonesians entering the labor force each year, the Indonesian government will face a

---

difficult task in encouraging employment opportunities so that the labor market can digest this group of annual new arrivals; youth unemployment (among the newly graduated) in particular is cause for concern and immediate action (Newsletter, 2020).

Indonesia has a population of around 260 million and is the fourth most populous country in the world. Indonesia has a young population of about half of the total population aged under 30 years. Combined, these two features imply that Indonesia currently has a large workforce, which will grow even more significant in the future, and therefore job creation must be increased in Southeast Asia's largest economy.

**Table 1** Indonesian Labour Force and Unemployment Statistics

In million	2010	2011	2012	2013	2014	2015	2016	2017	2018
Labour Force	116.5	119.4	120.3	120.2	121.9	122.4	127.7	128.1	133.9
- Working	108.2	111.3	113.0	112.8	114.6	114.8	120.7	121.0	127.1
- Unemployment	8.3	8.1	7.3	7.4	7.2	7.6	7.0	7.0	6.9

Source: Central Bureau of Statistics, 2020

Data from the Central Bureau of Statistics state that stated that the number of unemployed people in Indonesia increased to 6.9 million people in 2018 (Table 1). This figure is up by 60,000 people by 0.06 million people compared to the same period last year. Those data are a problem for Indonesia. It shows that the implementation of employment policies in Indonesia has not been optimal. Therefore, we need a planned and systematic problem-solving. One of the strategies for solving labor problems is through entrepreneurship.

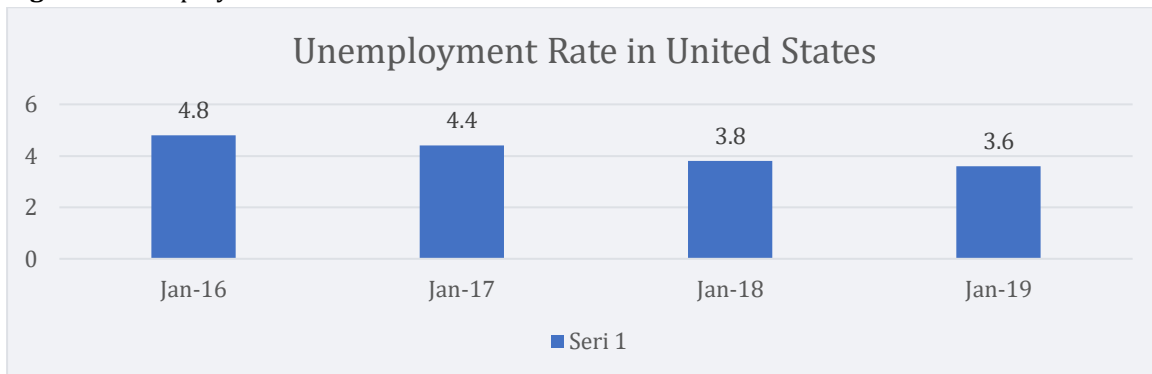
**Table 2** Urban and Rural Unemployment in Indonesia

	2014	2015	2016	2017
Total Unemployment (% of total labour force)	5.9	6.2	5.6	5.5
-Urban Unemployment (% of total urban labour force)	7.1	7.3	6.6	6.8
-Rural Unemployment (% of total rural labour force)	4.8	4.9	4.5	4.0

Source: Central Bureau of Statistics, 2020

Based on data from table 2, the number of unemployed in urban areas is significantly higher than in rural areas. This suggests that the gap between urban and rural unemployment has widened over the past four years as rural unemployment has decreased more rapidly than urban unemployment. This is because many rural people move to cities in search of job opportunities.

Indonesia has a young population, with around half of the overall population under the age of 30. These two characteristics suggest that Indonesia currently has a huge workforce, which will grow much larger in the future, and that job creation in Southeast Asia's largest economy must be boosted. Indonesia is experiencing rapid urbanization. Cities now house more than half of the Indonesian population. Meanwhile, this is a positive trend because urbanization and industrialization are necessary for a country to attain middle-income status. This approach must be followed with the provision of suitable employment possibilities in metropolitan areas. Domestic and foreign investments in current or future metropolitan areas must be expanded. As a result, in order to attract investors, the Indonesian government must improve the investment climate. (Newsletter, 2020)

**Figure 1** Unemployment Rate Condition in the United States.

Source: United States Bureau of Labour Statistics, 2019

Based on Figure 1, In January 2019, the United States unemployment rate ratio was unchanged for a month, at 3.6 percent, and the number of unemployed people changed little, at 5.9 million. The jobless rate was 4,4 percent in January 2017 and 3.8 percent in January 2018 (U. S. Bureau of Labor Statistic, 2019)

The result of unemployment as the proportion change in the number of unemployed persons from year to year. Data on unemployment in the United Kingdom from 2000 to 2017 reveal that the unemployment rate was 4.4 percent in 2017, implying that 1.45 million individuals were unemployed. The unemployment rate was 5.4 percent in 2000, and it remained stable from 2001 to 2008 before rising to 8.1 percent in 2011. The average unemployment rate was 6.02% from 2000 to 2016, as shown in Figure 1 (Dadwal, 2019). Indonesia seems to have a higher unemployment rate than Western countries. It was because the majority of enterprises in Indonesia remains low.

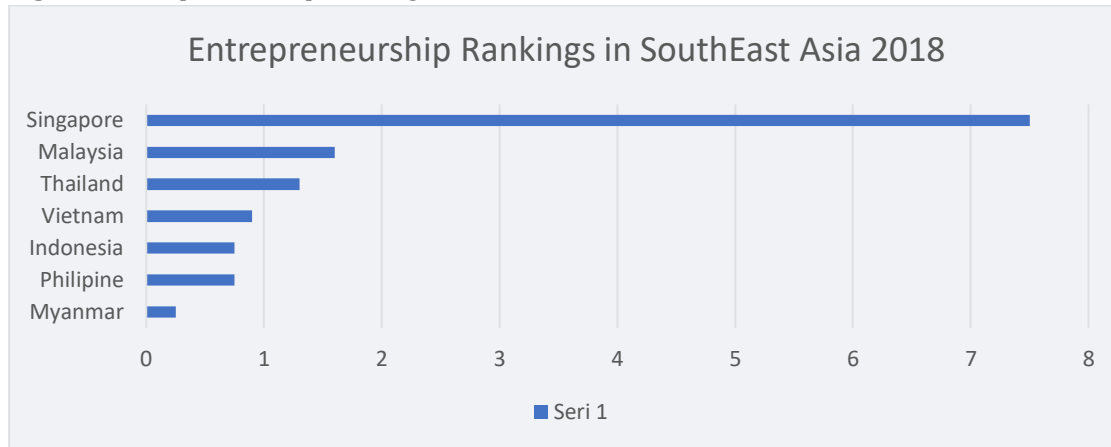
### ***Entrepreneurship is expected to solve employment problems and the economy.***

Entrepreneurship plays an important role in economic development in a country through the creation of jobs and other economic opportunities for a country. Entrepreneurship is vital in a growing country like Indonesia because of the strong association between entrepreneurship and economic development. Fostering the entrepreneurial spirit of these students is believed to be one of the solutions to reduce the unemployment rate. Most countries worldwide have put entrepreneurship in higher education as the top priority and are on the political agenda (Matlay, 2001).

Entrepreneurship development gets a lot of attention in Indonesia. The number of entrepreneurs in Indonesia, like in many other developing countries, has recently increased but remains relatively low. In Indonesia, the entrepreneurial ecosystem is confined to operating individual initiatives that lack a holistic design. (Hermanto & Suryanto, 2017), and its policy has not been maximally explored (Mirzanti IR, Simatupang TM, 2015). 2013, the According to the Global Entrepreneurship Monitor, just about 1.65 percent of Indonesian entrepreneurs out of a total population of 250 million are women (Bosma, 2020). The percentage of entrepreneurs in Indonesia now stands at 3.31 percent in 2018, which is still lower than the World Bank requirement of having more over 4 percent of a country's entire population as entrepreneurs (Adhikusuma, 2020). Currently, the number of young

entrepreneurs in Indonesia is only about 3% of the total population (Lit Septyaningsih, 2020).

**Figure 2** Entrepreneurship Rankings in South East Asia



Source: US News & World Report, 2019

Based on figure 2 from United States News & World Report 2019, from 7 countries, Indonesia is ranked number two Lowest in terms of entrepreneurship. This position is still lagging behind other countries in Southeast Asia. Among the obstacles to the problems are a low index of human resources, organisational functionality in incorporating business strategies, restrictions for conducting business activities and access to credit for novice entrepreneurs, and the Indonesian mindset to still think of getting a job after completing the report (Hermanto & Suryanto, 2017).

**Table 3** The Global Talent Competitiveness Index

Key Indicator (Rank)	Indonesia	USA	Sweden
Rank (out of 132)	65	2	4
Income group	Lower-middle income	High Income	High Income
Regional group	Eastern, South eastern Asia and Oceania	Northern America	Europe
Population (millions)	267.66	327.17	10.18
GDP per capita (PPP US\$)	13,056.55	62,641.01	53,119.71
GDP (US\$ billions)	1,042.17	20,494.10	551.03
GTCI score	41.81	79.09	75.82
GTCI score (income group average)	32.97	61.46	61.46
ICT infrastructure	86	16	12
Corruption	73	21	3
Gender development gap	96	25	26
University ranking	34	1	13
Researchers	79	22	3
Scientific journal articles	92	21	5
International student	110	37	32
Innovation output	76	6	3
High value exports	65	23	30
New product entrepreneurial activity	71	12	13
New business density	90	n/a	18

Source: The Global Talent Competitiveness Index, 2020

The Global Talent Competitiveness Index (GTCI) (Lanvin & Monteiro, 2020) has released the results of its latest research on ranking the global competitiveness of countries in the world. Based on table 3, shows that in 2019, the GTCI report focused on global competitiveness, particularly in the field of entrepreneurship, how entrepreneurship is encouraged, nurtured, and developed around the world and how this affects the relative competitiveness of various countries.

The report further points out two main conclusions: (1) Countries, and cities with the highest ratings tend to be the most open to entrepreneurial talent development, (2) Digitalization and globalization increase the role of entrepreneurial talent. GTCI uses many objective indicators in ranking ranging from per capita opinion, computer information technology infrastructure, corruption levels, gender, and environmental issues, tolerance levels, political stability to the relationship between the government and the business world, and many others. The education indicator is also an important indicator in determining the level of this global entrepreneurial competition. Based on these indicators, GTCI ranks countries with the best global entrepreneurial competition level (Harususilo, 2019).

Entrepreneurship has an important role to play in the development of a country (Dhaliwal, 2016). The current economic history in Western countries such as the United States, the United Kingdom, and Sweden supports the fact that entrepreneurship drives economic development. Folster (2002) in an analysis of employment in Sweden, establishes that an increase in self-employment has a significant positive effect on the overall employment rate. In another study in Sweden, Lundtrom et al. (1993) established that the small business sector created 70% of the new net jobs in the period from 1985 to 1989.

The important role played by entrepreneurs in the development of Western countries has made the people of underdeveloped countries aware of the significance of entrepreneurship for economic development (Dhaliwal, 2016). Now, people have begun to realize that to achieve the economic development goals of a country. It is necessary to increase entrepreneurship both qualitatively and quantitatively in the country. Entrepreneurs play an effective role in reducing the problem of unemployment in the country (Dhaliwal, 2016). Employers immediately provide large-scale employment for the unemployed, which is a chronic problem in underdeveloped countries. The available job opportunities can only serve 5 to 10 % of the unemployed. Thus, entrepreneurship is the best way to fight unemployment crime.

### ***Western countries have some successful experiences in entrepreneurship and its education.***

Entrepreneurship education has experienced remarkable growth. Within fifty years, the field has evolved from a single course offering to a diverse range of educational opportunities available at more than 1500 colleges and universities around the world (University, 2014). In general, the data indicates that there is more of a trend towards entrepreneurship education in the United States.

**Figure 3** Course Offered in United States

---



Source: The National Survey of Entrepreneurship Education Survey Data, 2014

Figure 3. summarizes a variety of courses offered throughout programs in the United States. From this chart, we can conclude that the top 5 courses throughout entrepreneurship programs include: (1) Entrepreneurship; (2) Business Planning; (3) Entrepreneurial Finance; (4) New Venture Creation; and (5) Innovation. The three courses that received the lowest enrolment numbers include: (1) Franchising; (2) Venture; and (3) Small Business

In the United States, most of the higher education institutions offer entrepreneurship programs in every college. Meanwhile, in Indonesia, only 10% of higher education has opened entrepreneurship programs (Ristekdikti, n.d.). Therefore, this view has led to a growing interest in developing educational programs that encourage and enhance entrepreneurship.

This study is conducted to synthetically analyse the empirical experiences of enhancing entrepreneurship in Western countries and further understand major factors that might facilitate entrepreneurship in developing countries, such as Indonesia. Moreover, the research questions are outlined as follows:

1. What were the major government policies to encourage entrepreneurship in Western countries that can be applied in Indonesia?
2. How is the implementation of educational programs to encourage entrepreneurship in western countries that can be applied in Indonesia?
3. How is the implementation of community programs to encourage entrepreneurship in western countries that can be applied in Indonesia?

### Research Methods

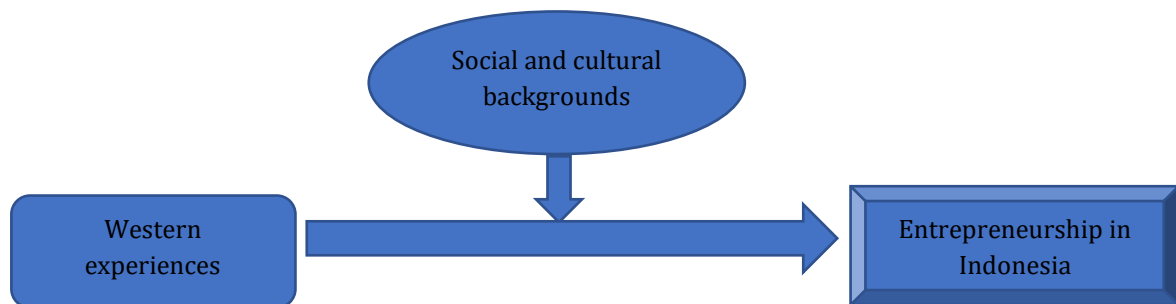
This study uses literature analysis approaches to find references to relevant theory with the hope that researchers can in-depth understand the experiences and the significant factors facilitating entrepreneurship in Western countries. This further understanding will be transformed and applied to the universities in Indonesian universities and societies. References to theories obtained by the literature studies serve as the foundation and a powerful instrument for research practice.

Data used by the author in this study is the data obtained by examining and utilizing books, articles, the Internet, and other relevant sources. The acquired data then analysed by using the descriptive analysis method. The descriptive analysis method is carried out by



describing the facts, which are then followed by analysis, not only describing, but also providing understanding and explanation.

**Figure 4** Conceptual framework



Source: The author's own work

This framework explains the experience of governments in western countries in increasing entrepreneurship in Indonesia. The socio-cultural background influences the success or failure of this business because it compares entrepreneurship in developed countries with developing countries.

## Findings

### *The Social and Cultural Characteristics in Indonesia*

Indonesia is a Muslim-majority country, with over 210 million Muslims (Rafiki & Nasution, 2019). Indonesia is a member of the G20 because of its huge natural resources and other economic advantages. The Indonesian government encourages and offers opportunities for all people, particularly the younger generation, to engage in business and entrepreneurship. Having a location is encouraged; their endeavors are deeply entwined with Islam. As indicated in Islamic techniques of entrepreneurship, Prophet Muhammad and his wife, Khadijah (Mother of the Believers), demonstrated business activities. Every Muslim should strive for success in business without expecting to be successful thereafter. Furthermore, Islam saw entrepreneurship as one of the methods for obtaining Allah's pleasure. Entrepreneurial behavior and success are frequently impacted by decisions made by the entrepreneurs' kinship network (Nordman, 2016). In emerging countries, social and familial bonds will play an important role. Policies aiming at alleviating entrepreneurs' fragile economic status must take into account the reality that entrepreneurial behavior is frequently impacted by family and member decisions, both through learning and complementarity, but also through societal norms and pressures.

Meanwhile, Culture is the collective mental programming that separates members of one group or category of people from those of another. Culture, they defined, is the collective mental training of the human mind that distinguishes one group of people from another. This training has an impact on the psyche of individuals who are linked to various elements of life and become crystalline in communal institutions (Dameyasani & Abraham, 2013).

Based on the analyses mentioned above, the entrepreneurship in Indonesia could be supported by the habitual cultural traits and social phenomena:s

- (1) The highly collective spirits and family tides firmly unite people together for unique goals
- (2) The sufficient human power with loyalty and diligence provides impressive employees and commercial markets

(3) Their pious faith to Muslim keeps people harmonious and stable to entrepreneurship.

### ***The Entrepreneurship Experiences in Western Countries***

Universities play an important role in the regional entrepreneurial climate (Jansen et al., 2015). This view fosters an interest in developing an education that promotes and enhances entrepreneurship. Academic entrepreneurship has, therefore, become a priority for policymakers from inside the universities as well as local governments everywhere (Potter & Storey, 2007). One of the key principles is a balance between practical work and academic learning (Zaring et al., 2019)

### ***United States***

In the United States, entrepreneurship has historically been a major driver of economic growth (Wilson, 2008). Universities and governments are trying to create highly innovative science parks where young entrepreneurs lead innovation and drive economic growth. The following is an overview of the availability of entrepreneurship education within the United States universities and the college sector. America itself was founded as a start-up nation, an entrepreneurial act of courage and vision (Kauffman, 2018). America's future depends on entrepreneurs. Entrepreneurs not only embody the American spirit, but they also power our economy.

Today, Stanford and MIT have become models for other universities to emulate because their close ties to industry and entrepreneurship have been seen as anomalies in the academic system (Etzkowitz et al, 2000). Since its founding in 1886, it has had a reputation as an institution that stimulates entrepreneurship. MIT is seen as one example of an entrepreneurial university in the United States that offers a wide variety of offerings related to entrepreneurship.

#### **a. Government Policies**

The United States Small Business Administration's role is to provide venture capital and loan guarantees for small businesses, especially for underrepresented and disadvantaged groups. The major purpose of these investments is to help the small businesses overcome initial financial barriers.

At the same time, with the participation of venture capital firms, the government encourages more investment funds to compensate for the lack of support for the system of entrepreneurship education in American universities. Between 2011 and 2015, SSBCI programs led to \$8.4 billion in new lending, and almost half of the recipients were young businesses (under 5 years old). (Kauffman, 2018)

JumpStart Evergreen Fund is a venture development organization created in 2003 (Kauffman, 2018). JumpStart Evergreen Fund invests in technology businesses. The financial gains from the fund are "recycled" to make more investments in additional companies. The fund also provides essential services beyond the capital, including connections to the right people, operational assistance, and other sources of capital as a company grows. By 2017, the fund had invested more than \$27 million in 76 businesses.

The Regional Innovation Strategies (RIS) program awards funding through two grant competitions: The Challenge and the Seed Fund Support Program. (Kauffman, 2018). Since

---



2014, the RIS program has made more than \$100 million in federal grants, with more than \$1 billion in additional capital investments. The Challenge funds a range of programs and services, including entrepreneurship centres, entrepreneurial ecosystem building, technology incubators, and start-up accelerators that support innovation-based, high-growth entrepreneurship. To date, the Challenge has awarded \$80.6 million in grants to 150 projects, and these funds have helped organizations by supporting more than 4,000 entrepreneurs, resulting in more than 7,000 jobs being created and retained. The Seed Fund Support grant competition provides funding for technical assistance and operational support to organizations that provide early-stage, equity-based capital to start-ups with high growth potential.

b. University Education:

Since its founding in 1886, MIT has had a reputation as an institution that stimulates entrepreneurship. MIT is seen as one example of entrepreneurial universities in the United States. MIT offers a wide variety of offerings related to entrepreneurship. Most of the offerings are coordinated from MIT's Martin Trust Centre for entrepreneurship. Among those offerings are entrepreneurship courses, such as New Ventures, business plan courses where students work on real business ideas, office facilities, and mentoring and networking services for entrepreneurial students. Example Offering: Staff Support at MIT, staff are very supportive when starting a business, often forging long-term relationships between professors and students. Staff support, which appears to be embedded in the MIT culture, is essential for alumni employers and can provide fertile ground for new ideas, high-quality employees, and domain knowledge.

The undergraduate curriculum, for example, consists of a combination of compulsory and optional courses. Most of the American classes are experiential and team-based learning, where students participate under the guidance of the professor or instructor. Many American instructors have had entrepreneurship experience and may even be entrepreneurs themselves. Most of them are from industry and are hired by universities as professors of practice and adjunct professors to teach courses and to share their own experiences in industry when dealing with points of case analysis. In the process of discussion with professors, American students learn the entrepreneurship knowledge, and, more importantly, develop innovative and critical thinking (Jansen et al., 2015).

The Three-Stage Student Entrepreneurship Drive Model (SEEM) is applied in several American universities, which contributes to a student's decision to pursue a career as an entrepreneur. SEEM divides the university offering into three stages: the stimulation stage, the education stage, and the incubation stage. Each stage has specific goals, and contains specific activities, according to its importance, which can be provided and supported to achieve these goals, and effectively foster entrepreneurship in the university (Jansen et al., 2015). The SEEM is presented in Table 4.

**Table 4** The Three-Stage Student Entrepreneurship Drive Model (SEEM)

Educate	<ul style="list-style-type: none"> <li>• Provide supportive staff and facilities</li> <li>• Highlights role model and success stories</li> <li>• Offer introductory entrepreneurship courses</li> </ul>
Stimulate	<ul style="list-style-type: none"> <li>• Support founding team formation</li> </ul>

---

	<ul style="list-style-type: none"> <li>• Provide mechanisms for idea validation</li> <li>• Provide pitching opportunities</li> <li>• Support business plan creation</li> <li>• Enable prototype development</li> </ul>
Incubate	<ul style="list-style-type: none"> <li>• Meet and work with other entrepreneurs</li> <li>• Provide office space</li> <li>• Offer mentoring to start-ups</li> <li>• Provide networking opportunities</li> <li>• Organize business plan competitions</li> </ul>

---

It has generally been accepted that the existence of an entrepreneurial role model is a key factor in the entrepreneur's decision to start a business (Gibson, 2004). Individuals can be influenced by role models at various stages of the entrepreneurial process, such as facilitator in detecting opportunities and generating business ideas in the innovation stage, stimulating in the event-triggering stage, and justifying during the implementation phase, because knowing successful entrepreneurs as mentors makes the act towards becoming one yourself seem more plausible (Bygrave, 1995).

### c. Community Program

NFTE is a global program that began in New York in 1987 and has operated in Boston since 1991 and now works with 18 public schools there. This program aims to help youth at risk of dropping out of school and improve academic achievement among students who are at risk of exclusion. NFTE has reached over 500,000 students and trained 5,000 teachers worldwide. Since its founding NFTE has worked with more than 300,000 young people. It has programs in 28 states and thirteen countries outside the United States, such as: Belgium, United Kingdom, Germany, Belgium, Ireland, Austria and Netherlands. In a handful of schools, students are required to take the NFTE course. During either a one-semester or year-long course, students learn entrepreneurial skills that help them create a business plan. Each student's business plan ultimately competes in a school-wide competition, with the winners advancing to a regional NFTE-wide competition and ultimately, the National Youth Entrepreneurship Challenge (Valerio et al., n.d.). Brandeis University and Koch Foundation had highlighted the impacts of NFTE programs in their academic and professional life in 1993, 70% of the attendants were in post-secondary education, 43% had part-time jobs, and 33% run a business (Marques & Albuquerque, 2012)

## **Sweden**

### a. Government policies

In recent years, the Swedish government has assigned a very high priority to enhance and prioritize activities related to innovation and entrepreneurship (Zaring et al., 2019). Major priority areas have been how universities, work with identifying ideas, innovative, and stimulating entrepreneurship, contribute to, interact, and build networks with the established firms in the private and public sectors, and establish and improve entrepreneurship education for students (Högskoleverket, 2008). Several ministries in Sweden were highly active in assessing and promoting entrepreneurship education during the first decade of the twenty-first century and to a great extent still are today. Swedish

---

government to make entrepreneurship 'as natural a choice as employment' (Regeringskansliet, 2009).

In line with this, the Swedish centre-right government following current EU policies launched an official strategy for entrepreneurship within the educational field. It changed the curricula in 2011 so that all pupils from preschool to 12th grade should be taught entrepreneurship, not limiting the subject to business schools and higher education (Hong & Sullivan, 2013).

Some contributions the Swedish government assigned a very high priority to enhance and prioritize activities related to innovation and entrepreneurship such as (1) universities work with identifying ideas and stimulating entrepreneurship, (2) contribute to and interact with the established firms in the private and public sectors, (3) and establish and improve entrepreneurship education for students. Several ministries in Sweden were highly active in assessing and promoting entrepreneurship education in Sweden and make entrepreneurship a priority.

#### b. University Education

In recent years, entrepreneurship education in Swedish higher education institutions has seen a lot of investment and support from various government actors, including many specialized ministries (Zaring et al., 2019). Entrepreneurship teaching in Sweden may vary widely in design and style (Tillväxtverket, 2013). In Sweden, entrepreneurship education is widespread, with most Swedish universities and colleges offering various levels of entrepreneurship education in the form of modules, two courses, and programs. (Högskoleverket, 2009)(Tillväxtverket, 2013).

Our analysis identified that 37 of 51 HEIs offer some form of education in innovation and entrepreneurship (Zaring et al., 2019). This means that 73% of Swedish higher education institutions state that they provide entrepreneurship education. The remaining 14 HEIs consists mostly of smaller colleges that do not offer any education in innovation and entrepreneurship, such as the Swedish Institute for Cognitive Psychotherapy. Of these 37 HEIs, all provide a support structure for entrepreneurship; In addition, 22 out of 37 HEIs own (in whole or in part) investment firms or incubators. Thus, the potential to support entrepreneurship according to the type of entrepreneurship education and the aims of university support structures (e.g., incubate or stimulate) education and also connect entrepreneurship students to the broader ecosystem seems evident (Jansen et al., 2015).

Otherwise, practice-based programs in entrepreneurship refer to education that is at a variable level designed to make more practical use of entrepreneurial knowledge and is often based on practical work with expert support. Fifteen institutions provide both programs and courses; nineteen institutions only provide courses in entrepreneurship. Out of those fifteen having programs in entrepreneurship education, nine institutions, including those seven where degree projects are practical, provide some form of microeconomic support for students who start their own business during their studies (Zaring et al., 2019).

Advice support is provided through several forms of expert advice, the most common being assistance in building and maintaining networks and attracting finances. In addition, to supporting given explicitly to educational programs, Swedish higher education

---

institutions also may provide future academic entrepreneurs with a more general form of microeconomic support – often through so-called innovation offices.

**Table 5** The Entrepreneurship Experiences Western Countries in the United States and Sweden

	United States	Sweden
Government Policies	<ul style="list-style-type: none"> <li>Encourages more investment funds to compensate for the lack of support for the system of entrepreneurship education</li> <li>Provide venture capital and loan guarantees for small businesses, especially for underrepresented and disadvantaged groups.</li> </ul>	<ul style="list-style-type: none"> <li>provide some form of microeconomic support for students who start their own business during their studies</li> <li>Several ministries in Sweden were highly active in assessing and promoting entrepreneurship education</li> <li>Advice support provided through some form of expert advice</li> </ul>
Community Associations	NFTE, ASES, (CEO), SLATA, Stanford Venture Capital Club, Stanford Women in Business, StartX.	Facilitate networking for training and advice and match-making to explore new partnerships via the creation of a European Mentors Network
University Education	<ul style="list-style-type: none"> <li>Experiential and team-based learning, where students participate under the guidance of the professor or instructor.</li> <li>Provide some courses in entrepreneurship, such as New Ventures</li> <li>Provide office facilities, and mentoring and networking services for student entrepreneurs.</li> <li>Entrepreneurial skill courses</li> <li>provide incubator services</li> </ul>	<ul style="list-style-type: none"> <li>entrepreneurship stimulation</li> <li>support and interaction with existing firms and the public sector</li> <li>most Swedish universities and colleges offer various degree programs of education in entrepreneurship in the form of modules, two courses, and programs</li> </ul>

Data sources: European and American Journals

### ***The Factors Facilitating the Successes of Entrepreneurship***

Several entrepreneurial success stories may be found in Western countries. Western countries have a track record of success in entrepreneurship and education. Many business and technology institutions in the United States have formed specializations in this field, and an increasing number of US colleges offer a "focus" or "major" in entrepreneurship. (Twaalfhoven and Prats, 2000). Many United States universities have academic entrepreneurship departments, and a large percentage of schools offer entrepreneurship courses. In Sweden, 73% of Swedish higher education institutions state that they provide education in entrepreneurship. Based on entrepreneurial experience in western countries, the following success factor can be stated:

#### a. Government support

In Western countries, government support provide venture capitals and loan guarantees for small businesses, especially for underrepresented and disadvantaged groups. The experience of entrepreneurship in western countries can be applied in Indonesia, such as (1) funding and financial support with facilities for start-up businesses as initial venture capital for young entrepreneurs, (2) access to low-interest loans and grants,

(3) reduced tax rates for micro and small enterprises for encouraging and support entrepreneurship.

b. University Education

The teaching approach of Western countries provides a unique way to effectively encourage entrepreneurship at a university. Entrepreneurship learning based on successful entrepreneurial role models can boost education for sustainable growth in higher education institutions. Exposure to successful entrepreneurial models can help students gain confidence in their capacity to start a firm and enhance their attitudes about entrepreneurship. The model provides a comprehensive overview of offerings that academic institutions can choose and implement to further develop a university's entrepreneurial ecosystem in Indonesia, such as highlighting role models and success stories, meeting other entrepreneurs, and offering introductory courses that introduce the fundamental concepts of entrepreneurship.

c. Community support

A global program to help young people who are at risk of dropping out of school and improve academic performance among students who were at risk of exclusion. This program has reached over 500,000 students and trained 5,000 teachers worldwide. During either a one-semester or year-long course, and students learn entrepreneurial skills that help them create a business plan.

## Conclusion

Entrepreneurship is very important, especially in a developing country such as Indonesia, where entrepreneurs are expected to have a greater likelihood of upward mobility (Quadrini, 1999), which is very important in a nation with a high level of poverty. One way to create an entrepreneur is to give entrepreneurship education, which will provide motivation, knowledge, and skills for starting a company (Ahamed & Rokhman, 2015). The knowledge regarding the effect of entrepreneurship education on entrepreneurial intention is quite sparse, especially from the perspective of developing countries (Zhang et al., 2013).

Europe must fully exploit the richness of these experiences to tear down obstacles and abolish burdensome requirements that hamper business operations. Successful examples of entrepreneurship in western countries show that there are good practices that can be done by entrepreneurs in Indonesia to grow and develop. From here, we have to learn more from the experience of entrepreneurship in western countries. It has been proven that Singapore won first place in the entrepreneurship ranking in South Asia 2018 because they have adopted many entrepreneurial experiences in western countries

## References

- Adhikusuma, A. D. (2020). The influence of entrepreneurial culture in Indonesia towards business students' intention to be an entrepreneur. *FIRM Journal of Management Studies*, 5(1), 18–34. <http://e-journal.president.ac.id/presunivojs/index.php/FIRM-JOURNAL/article/viewFile/887/586>
- Ahamed, F., & Rokhman, W. (2015). The role of social and psychological factors on entrepreneurial intention among Islamic college students in Indonesia. *Entrepreneurial*
-

- Business and Economics Review*, 3(Vol. 3 No. 1), 29–41.  
[https://www.researchgate.net/profile/Wahibur\\_Rokhman/publication/276423133\\_The\\_Role\\_of\\_Social\\_and\\_Psychological\\_Factors\\_on\\_Entrepreneurial\\_Intention\\_among\\_Islamic\\_College\\_Students\\_in\\_Indonesia/links/568d131108aef5c20c145216.pdf](https://www.researchgate.net/profile/Wahibur_Rokhman/publication/276423133_The_Role_of_Social_and_Psychological_Factors_on_Entrepreneurial_Intention_among_Islamic_College_Students_in_Indonesia/links/568d131108aef5c20c145216.pdf)
- Bosma, et al. (2020). *Global Entrepreneurship Monitor: Global Repor 2019/2020*.  
<https://www.gemconsortium.org/file/open?fileId=50443>
- Bygrave. (1995). *Theory building in the entrepreneurship paradigm*. In *Entrepreneurship Perspectives on Theory Building* (pp. 129–158). Elsevier: Oxford, UK.
- Christina, W., Purwoko, H., & Kusumowidagdo, A. (2015). The Role of Entrepreneur in Residence towards the Students' Entrepreneurial Performance: A Study of Entrepreneurship Learning Process at Ciputra University, Indonesia. *Procedia - Social and Behavioral Sciences*, 211(November), 972–976.  
<https://doi.org/10.1016/j.sbspro.2015.11.129>
- Dadwal, S. (2019). *The Impact of Entrepreneurship on Economic Growth and Development in the UK Northumbria University in London. December 2018*.  
<http://emidjournals.co.uk/wp-content/uploads/2019/07/The-Impact-of-Entrepreneurship-on-Economic-Growth-and-Development-in-the-UK.pdf>
- Dameyasani, A. W., & Abraham, J. (2013). Impulsive buying, cultural values dimensions, and symbolic meaning of money: A study on college students in Indonesia's capital city and its surrounding. *International Journal of Research Studies in Psychology*, 2(3).  
<https://doi.org/10.5861/ijrsp.2013.374>
- Dhaliwal, A. (2016). Role Of Entrepreneurship In Economic Development. *International Journal of Scientific Research and Management*, 4(6), 4–11.  
<https://doi.org/10.18535/ijstrm/v4i6.08>
- Etzkowitz et al. (2000). The future of the university and the university of the future: evolution of ivory tower to entrepreneurial paradigm. *Research Policy*.  
[https://doi.org/https://doi.org/10.1016/S0048-7333\(99\)00069-4](https://doi.org/https://doi.org/10.1016/S0048-7333(99)00069-4)
- Gibson. (2004). Role models in career development: New directions for theory and research. *J. Vocat. Behav.*, 65, 134–156. [https://doi.org/https://doi.org/10.1016/S0001-8791\(03\)00051-4](https://doi.org/https://doi.org/10.1016/S0001-8791(03)00051-4)
- Goldstein et al. (2016). "Using the action research process to design entrepreneurship education at Cenderawasih University." *Procedia-Social and Behavioral Sciences*, 228, 462–469. <https://cyberleninka.org/article/n/1419297.pdf>
- Harususilo. (2019). *10 Negara Kompetisi Wirausaha Terbaik Dunia, Berapa Rapor Indonesia?*  
<https://edukasi.kompas.com/read/2019/01/25/10185751/10-negara-kompetisi-wirausaha-terbaik-dunia-berapa-rapor-indonesia?page=all>
- Hermanto, B., & Suryanto, S. E. (2017). Entrepreneurship Ecosystem Policy in Indonesia. *Mediterranean Journal of Social Sciences*, 8(1), 110–115.  
<https://doi.org/10.5901/mjss.2017.v8n1p110>
- Högskoleverket. (2008). Högskolan samverkar vidare: Utvecklingen. *Swedish National Agency for Higher Education*. <https://docplayer.se/5623940-Hogskolan-samverkar-vidare.html>.
- Högskoleverket. (2009). Kartläggning av utbildning inom entreprenörskap och innovation. *Swedish National Agency for Higher Education*, 33.
-



- Hong, A. H., & Sullivan, F. R. (2013). Towards an idea-centered, principle-base design to as creation approach support learning knowledge. *Educational Technology Research and Development*, 57(5), 613–627. <https://doi.org/10.1007/sl>
- lit Septyaningsih. (2020). *Kemenperin: Jumlah Wirausaha Indonesia Capai 4 Persen 2030*. REPUBLIKA. <https://republika.co.id/berita/q5w66m380/kemenperin-jumlah-wirausaha-indonesia-capai-4-persen-2030>
- Jansen, S., van de Zande, T., Brinkkemper, S., Stam, E., & Varma, V. (2015). How education, stimulation, and incubation encourage student entrepreneurship: Observations from MIT, IIT, and Utrecht University. *International Journal of Management Education*, 13(2), 170–181. <https://doi.org/10.1016/j.ijme.2015.03.001>
- Kauffman. (2018). *America's New Business Plan*. [https://www.startusupnow.org/wp-content/uploads/sites/12/2019/10/Kauffman\\_AmericasNewBusinessPlanWhitepaper\\_October2019.pdf](https://www.startusupnow.org/wp-content/uploads/sites/12/2019/10/Kauffman_AmericasNewBusinessPlanWhitepaper_October2019.pdf)
- Lanvin, B., & Monteiro, F. (2020). *The Global Talent Competitiveness Index 2020. Global Talent in the Age of Artificial Intelligence*. <https://gtcistudy.com/>
- Marques, L. A., & Albuquerque, C. (2012). Entrepreneurship Education and the Development of Young People Life. *ACRN Journal of Entrepreneurship Perspectives*, 1(2), 55–68. <http://www.acrn.eu/resources/Journals/Joe022012/201202c.pdf>
- Matlay, H. (2001). Entrepreneurial and vocational education and training in central and Eastern Europe. *Education + Training*, 43(8–9), 395–404. <https://doi.org/10.1108/00400910110410964>
- Mirzanti IR, Simatupang TM, L. D. (2015). Mapping on entrepreneurship policy in Indonesia. *Procedia Soc Behav Sci* 169, 346–353. <https://doi.org/https://doi.org/10.1016/j.sbspro.2015.01.319>
- Newsletter. (2020). *Unemployment in Indonesia*. <https://www.indonesia-investments.com/finance/macroeconomic-indicators/unemployment/item255>
- Nordman, C. (2016). Do family and kinship networks support entrepreneurs? *IZA World of Labor*, May, 1–10. <https://doi.org/10.15185/izawol.262>
- Rafiki, A., & Nasution, F. N. (2019). Business success factors of Muslim women entrepreneurs in Indonesia. *Journal of Enterprising Communities*, 13(5), 584–604. <https://doi.org/10.1108/JEC-04-2019-0034>
- Regeringskansliet. (2009). Strategi for entrepreneurship in education. *Stockholm: Regeringskansliet*.
- Ristekdikti. (n.d.). *No Title*. <https://forlap.ristekdikti.go.id/prodi/search/20>
- Saputra, W., Hardinata, J. T., & Wanto, A. (2020). Resilient method in determining the best architectural model for predicting open unemployment in Indonesia. *IOP Conference Series: Materials Science and Engineering*, 725(1). <https://doi.org/10.1088/1757-899X/725/1/012115>
- Tillväxtverket. (2013). *Entreprenörskap i kulturella och kreativa utbildningar [Final Report – Entrepreneurship in Cultural and Creative Education]*. *Swedish Agency for Economic and Regional Growth*. <https://doi.org/https://doi.org/10.1080/03075079.2019.1637841>
- Tudela et al. (2017). “Unemployment and Vacancy Dynamics with Imperfect Financial
-

- Markets,," *Labour Economics*, 1-33.  
<https://doi.org/https://doi.org/10.1016/j.labeco.2017.04.005>
- U. S. Bureau of Labor Statistic. (2019). [https://www.bls.gov/opub/ted/2019/unemployment-rate-unchanged-at-3-point-6-percent-in-may-2019.htm?view\\_full](https://www.bls.gov/opub/ted/2019/unemployment-rate-unchanged-at-3-point-6-percent-in-may-2019.htm?view_full).
- University, G. W. (2014). The National Survey of Entrepreneurship Education An Overview of 2012-2014 Survey Data. *Excellence, Center for Entrepreneurial*, 45.  
[http://www.nationalsurvey.org/files/2014KauffmanReport\\_Clean.pdf](http://www.nationalsurvey.org/files/2014KauffmanReport_Clean.pdf)
- Valerio, A., Parton, B., & Robb, A. (n.d.). *Entrepreneurship Education and Training Programs around the World*.  
<https://openknowledge.worldbank.org/bitstream/handle/10986/18031/9781464802027.pdf?sequence=1>
- Wikipedia. (2020). *No Title*. <https://tradingeconomics.com/country-list/interest-rate?continent=asia>
- Wilson, K. (2008). CHAPTER FIVE-1 Entrepreneurship Education in Europe. *Entrepreneurship and Higher Education*, 1-20.  
<https://www.oecd.org/site/innovationstrategy/42961567.pdf>
- Wiratno. (2012). Implementation of entrepreneurship education in higher education. *Jurnal Pendidikan Dan Kebudayaan*, 18(4), 454-466.  
<http://blog.uny.ac.id/sukirno/files/2015/02/7-H101-396-1-PB.pdf>
- Zaring, O., Gifford, E., & McKelvey, M. (2019). Strategic choices in the design of entrepreneurship education: an explorative study of Swedish higher education institutions. *Studies in Higher Education*, 0(0), 1-16.  
<https://doi.org/10.1080/03075079.2019.1637841>
-