



ENTREPRENEURSHIP CURRICULA AND INSTRUCTION: LESSON LEARNED FROM THE UNITED STATES

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ABSTRACT

The higher rate of Indonesian unemployment than western countries has become an urgent issue that must be addressed immediately. One of the primary reasons is the entrepreneurial shortcomings of Indonesians. This study is conducted to synthetically analyze the empirical experiences of enhancing entrepreneurship in the United States as one of successful western countries. This further understanding will be transformed and applied to Indonesian universities and societies. 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 the United States. At the end of the study, the authors conclude that entrepreneurship's success in the United States is due to central government support for entrepreneurship. Therefore, the success of entrepreneurship in the United States that can be applied in Indonesia, such as: (1) the Indonesian government must endeavor to oblige all universities in Indonesia to provide entrepreneurship classes, (2) promote entrepreneurship education and make entrepreneurship a priority, (3) implementing entrepreneurship in educational curricula at all levels, starting with preschool; (4) providing educational scholarship facilities for economic and business actors to become entrepreneurs, and (5) providing (people's business credit) with low interest for business..

Keywords: curricula, entrepreneurship education, the United States, unemployment.



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1. INTRODUCTION

1.1. Introduction

Indonesia, with a population 260 million, has become the world's fourth most populous country. Half of this population is under the age of 30. The surplus of human capital with productive age simultaneously create challenges and opportunities. For instance, the large workforce creates intense competition for job opportunities, which results in unemployment.

Unemployment is defined as an individual who is unemployed or actively seeking for job or works no more than two days per week (Carrillo-Tudela et al., 2018). According to the Central Bureau of Statistics, Indonesia's unemployment rate increased to 6.9 million in 2018 or an increase of 60,000 people from the 2017 data as shown in Table 1. These data are a source of contention for Indonesia. It demonstrates that Indonesia's employment policies have not been implemented optimally and deficiency of the private sector in creating jobs (Saputra et al., 2020).

Table 1. Indonesian Labor Force and Unemployment Statistics

In million	2010	2011	2012	2013	2014	2015	2016	2017	2018
Labor 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

Historically, macroeconomic growth has been successful in encouraging Indonesia's unemployment rate to decline for more than a decade. However, with approximately two million Indonesians entering the labor force each year, the Indonesian government face a difficult task of encouraging job creation in order to absorb this annual influx of newcomers. Particularly, the newly graduated from universities year by year become the potential youth unemployment that urgently needed a strategic action (Newsletter, 2020).

Moreover, Indonesia has experienced a fast urbanization process with currently more than half of Indonesia's population lives in cities. This is a positive development as urbanization and industrialization that contribute to the growth of middle-income. However, based on data shown in Table 2, the number of unemployed in urban areas is significantly higher than in rural areas. This suggests that the disparity between rural and urban unemployment has expanded over the last four years, as urban unemployment has increased at a faster rate than rural area. Therefore, increased job creation should become the solution to this problem and entrepreneurship is one strategy for creating job opportunities.

Table 2. Urban and Rural Unemployment in Indonesia

	2014	2015	2016	2017
Total unemployment (% of total labor force)	5.9	6.2	5.6	5.5

-Urban unemployment	7.1	7.3	6.6	6.8
-Rural unemployment	4.8	4.9	4.5	4.0

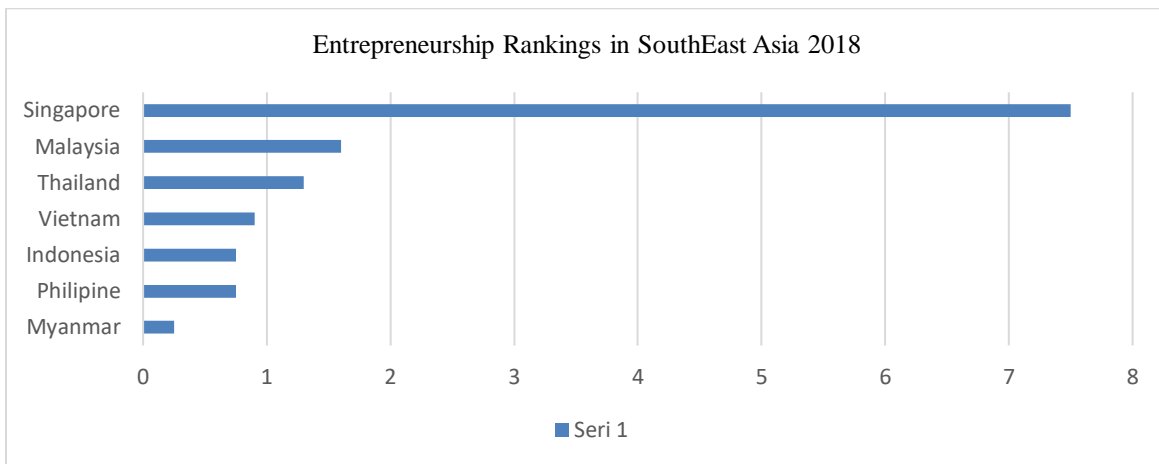
Source: Central Bureau of Statistics, 2020

Entrepreneurship plays a vital to a country's economic development because it generates jobs and other economic opportunities (Dhaliwal, 2016). The recent economic history of Western countries such as the United States, the United Kingdom, and Sweden demonstrates that entrepreneurship is a necessary component of economic development. Reynolds (2004) highlighted that increased entrepreneurs have given positively significant impact on USA's overall employment. Between 1985 and 1989, another study in the United States demonstrated that the small and medium-sized enterprises (SME) sector have created 70% of job creation.

The significant role of entrepreneurs in developing Western countries has increased awareness of the importance of entrepreneurship for economic development among developing or underdeveloped countries to achieve the economic development goals of a country (Dhaliwal 2016). It is indeed essential to strengthen simultaneously qualitative and quantitative country's entrepreneurship. The availability of the job vacancies can only serve 5 to 10 % of the unemployed (Mirzanti & Simatupang, 2015). Employers directly supply bulk work opportunities for the unemployed, which is a prolonged problem in developing countries. Thus, entrepreneurship is the best way to fight unemployment issue.

In this recent years, the number of Indonesian entrepreneurs has increased but still far from the World Bank's requirement for a country with the number 4% entrepreneur from total population (Adhikusuma & Genoveva, 2020). The Global Entrepreneurship Monitor showed in 2013, only about 1.65% from a total Indonesian population become entrepreneurs (Bosma & Kelley, 2019). The ratio of the number of entrepreneurs in Indonesia currently only reached 3.31% in 2018. The Figure 1 illustrates South East Asia's entrepreneurial ranking based on data from United States News & World Report 2019. 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. Indonesia is ranked second to last out of seven countries, indicating that Indonesia continues to lag behind other Southeast Asian countries. Indonesia's entrepreneurial ecosystem is constrained by the absence of comprehensive programs due to its policy has not been thoroughly explored (Hermanto & Suryanto, 2017). In addition, from the perfective of the human resources, there are some obstacles arise such individual's low index or skills, managerial ability in conducting business strategies, and the mindset to be

employee rather than employer particularly among fresh graduated student. Based on data, the young entrepreneurs are only about 3% among the Indonesian entrepreneurs (Septyaningsih, 2020).



Source: US News & World Report, 2019

Figure 1. Entrepreneurship Rankings in South East Asia

The majority of countries in the developed countries have made entrepreneurship a priority in and placed it on political agenda (Matlay, 2001). Therefore, it is valuable to in-depth understand the experiences and the major factors facilitating entrepreneurship in developed countries such as the United States. Fostering these students' entrepreneurial spirit is believed to be one of the effective solutions to reduce the unemployment rate.

The answer to the entrepreneurial shortage is to nurture students as quickly as possible in order to maximize their potential and, more pertinently, to expose and ingrain the entrepreneurial mindset. A studies emphasized that socio-economic, cultural, and gender differences influenced entrepreneurs' mindsets, which in turn effected their entrepreneurial mindset and business outcomes (Goldstein et al., 2016). Another study conducted by Christina et al. (2015) highlighted the importance of examining additional variables affecting entrepreneur business performance in specific institutions, as each institution has unique characteristic. Entrepreneurship programs at various universities in Indonesia have not been implemented optimally or with the same minimum standards (Wiratno, 2012). Therefore, it is important to study the experiences of entrepreneurial experiences that exist in as the United States. This further understanding will be transformed and applied to the universities in Indonesian universities and societies.

1.2. Research questions

This study is conducted to analyze the empirical experiences of enhancing entrepreneurship in United State and further understand major factors that might facilitate entrepreneurship in Indonesia. Figure 2 explains the conceptual framework of this article by adapting success experience of governments in the United States to Indonesian context (influence by socio-cultural background). Moreover, the research questions are outlined as follows: (1) What were the central government policies to encourage entrepreneurship in the United States that can be applied in Indonesia? (2) How is educational programs' implementation to encourage entrepreneurship in the United States that can be applied in Indonesia? and (3) How is community programs' implementation to encourage entrepreneurship in United State that can be applied in Indonesia?

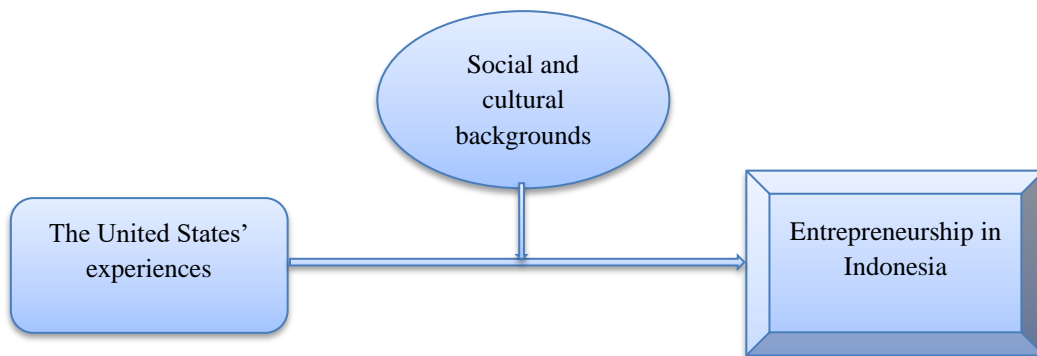


Figure 2. Conceptual framework

2. METHOD

The purpose of this study is to conduct a literature review in order to locate references to pertinent theory in order for researchers to gain in-depth understand of the experiences and the significant factors facilitating entrepreneurship in the United States. This further understanding will be transformed and applied to the universities in Indonesian universities and societies. The literature studies' references to theories serve as basis and an influential tool for research practice. Authors gathered data for this study by utilizing and exploring articles, books, and other relevant sources. Then, using the descriptive analysis method, the acquired data is analyzed by describing the facts and providing context for explanation.

3. FINDINGS AND DISCUSSION

3.1. The social and cultural characteristics in Indonesia

Indonesia is a predominantly Muslim country with a population of approximately 210 million Muslims (Rafiki & Nasution, 2019). Indonesia is a member of the G20 due to its vast

natural resources and other economic assets. The Indonesian government encourages and facilitates business and entrepreneurship for all citizens, particularly the younger generation. Having a home is encouraged; their endeavors are inextricably linked to Islam. As previously stated in Islamic ways of entrepreneurship, Prophet Muhammad and his wife, Khadijah (Mother of the Believers) and many of the beginning companions exemplified entrepreneurial practices.

Social and family ties are to play a substantial role in developing countries. A study by Nordman (2016), demonstrated that entrepreneurs' kinship group has an effect on their entrepreneurial behavior and success. Policies aimed at rehabilitating entrepreneurs' precarious economic circumstances must take into account the fact that entrepreneurial behavior is frequently influenced by family and member decisions, through both learning and complementarity and through social norms and pressures.

Aside from religion, the culture in Indonesia also have a uniqueness. Culture that defined as the pattern of basic assumptions by which groups of persons have affected the mindset reflected in people's meaning attached to various aspects of life and becomes crystals in community institutions (Dameyasani & Abraham, 2013).

Based on the analyses mentioned above, entrepreneurship in Indonesia could be supported by the habitual cultural traits and social phenomena: (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; and (3) Their pious faith in Muslims keeps people harmonious and stable to entrepreneurship.

3.2. The entrepreneurship experiences in the United States

The Global Talent Competitiveness Index (GTCI) (Lanvin & Monteiro, 2020) has released its most recent report on how countries rank in terms of global competitiveness. Table 3 shows the GTCI report that focus to global competitiveness, specifically in entrepreneurship, examining how entrepreneurship is encouraged, nurtured, and developed globally and how this impacts the relative competitiveness of various nations. The report further points out two major points: (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, 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 international entrepreneurial competition level (Harususilo, 2019).

The United States has some successful experiences in entrepreneurship and its education.

Entrepreneurship education has experienced remarkable growth. During the past fifty years, the field has grown from a single course to a wide variety of educational options available at over 1,500 colleges and universities worldwide (University, 2014). In general, the data shows that the United States is becoming more and more interested in entrepreneurship education. Figure 3 depicts the wide range of options available to students in various programs across the United States.

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.). As a result of this perspective, there has been an increase in interest in creating educational programs that promote and enhance entrepreneurship. An important part of the three-year economic policy plan for the United States is a focus on creating more favorable conditions for small businesses and self-employment. To date, reforms have included the abolition of all income taxes beginning on January 1, 2020, for the wealthiest Americans. As a general trend, lower taxes could help businesses survive and make it more profitable to start and operate a business. They also increased tax breaks for people who use household service companies (Bosma, 2020).

Universities are critical to the entrepreneurial climate in their respective regions (Jansen et al., 2015). This view fosters an interest in developing an education that promotes and enhances entrepreneurship. As a result, academic entrepreneurship has become a priority for policymakers at all levels of government, including universities and local governments (Potter & Storey, 2007). One of the fundamental principles is a balance between practical work and academic learning (Zaring et al., 2019).

In the United States, entrepreneurship has historically been a major driver of economic growth (Wilson, 2008). America is known as a startup nation, a courageous and visionary act of entrepreneurialism (Kauffman, 2018) that depends its future from entrepreneurs. Entrepreneurs exemplify not only the American spirit, but also the engine that drives our economy. Universities and governments are attempting to establish highly innovative science parks in which young entrepreneurs will drive innovation and economic growth. The following is an overview of

entrepreneurship education availability within the United States universities and the college sector.

Table 3. The Global Talent Competitiveness Index

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

Source: The Global Talent Competitiveness Index, 2020



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

Figure 3. Course Offered in the United States

Since its inception in 1886, Stanford and MIT have been known as an institution that fosters entrepreneurialism. MIT is viewed as an entrepreneurial university in the United States, offering a diverse range of entrepreneurial programs. Today, these both universities have been serving as models for other universities to emulate, as their close ties to industry and entrepreneurialism have been perceived as anomalies within the academic system (Etzkowitz et al., 2000).

3.2.1 Government policies

The United States government through its Small Business Administration has been providing loan capital and subsidies to small businesses, particularly those belonging to underprivileged and marginalized populations. These investments are primarily intended to assist small businesses in overcoming initial financial obstacles. Simultaneously, the government, with the assistance of venture capital firms, encourages the growth of investment funds to compensate for the lack of support for the entrepreneurial education system in American universities.

From 2011 to 2015, SSBCI programs facilitated the addition of \$8.4 billion in new lending, with nearly half of recipients being small businesses that under five years (Kauffman, 2018). Moreover, the Jump Start Evergreen Fund, a venture capital firm founded in 2003 that invest in technology business, has applied the recycle method to make additional investments in various companies (Kauffman, 2018). This fund also has provided critical services such as introductions to the right people, operational assistance, and access to additional capital sources as a business grows. By 2017, the fund had made over \$27 million in investments in 76 businesses.

Additionally, since 2014 another program namely Regional Innovation Strategies (RIS) also has awarded funding more than \$100 million in federal grants and made additional capital investments totaling more than \$1 billion through two grant competitions (the Challenge and the Seed Fund Support program). The Challenge supports a variety of programs and services, such as entrepreneurship centers, entrepreneurial ecosystem development, technology incubators, and start-up accelerators, that foster innovation-driven, high-growth entrepreneurship. To date, the Challenge has awarded \$80.6 million in grants to 150 projects, assisting organizations in assisting over 4,000 entrepreneurs, resulting in the creation and retention of over 7,000 jobs. The Seed Fund Support grant competition funds organizations that provide early-stage, equity-based capital to high-growth startups.

3.2.2 University education

Since its inception in 1886, Massachusetts Institute of Technology (MIT) has been known as an institution that fosters entrepreneurialism and regarded as an example of universities with entrepreneurial spirit in the United States. MIT offers a diverse range of entrepreneurial programs. The Martin Trust Center for Entrepreneurship at MIT coordinates the majority of the offerings. Among these offerings are entrepreneurship courses such as New Ventures, business plan courses in which students develop fundamental business concepts, office space, and mentoring and networking services for entrepreneurial students. Staff Support at MIT is extremely supportive of entrepreneurs, frequently fostering long-term relationships between professors and students. Staff support, which appears to be ingrained in the MIT culture, is critical for alumni employers because it can foster the development of new ideas, high-quality employees, and domain expertise.

The majority of American university curriculum are experiential and team-based, with students participating under the supervision of the professor or instructor both in compulsory and optional courses. Numerous American instructors have entrepreneurial experiences and may even be self-employed. The majority come from industry and are hired by universities as practice professors or adjunct professors to teach courses and share their own industry experiences when dealing with case analysis points. Through discussions with professors, American students gain knowledge about entrepreneurship and, more importantly, develop innovative and critical thinking skills (Jansen et al., 2015).

The Three-Stage Student Entrepreneurship Drive Model (SEEM) is used in numerous American universities to influence a student's decision to pursue an entrepreneurial career. The SEEM as

shown in Table 4 categorizes the university offering into three stages: stimulation, education, and incubation. Each step has clear targets and includes specific activities that can be provided and supported to accomplish these objectives and effectively encourage entrepreneurship at the university (Jansen et al. 2015).

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

Educate	<ul style="list-style-type: none"> • Provide supportive staff and facilities • Highlights role model and success stories • Offer introductory entrepreneurship courses
Stimulate	<ul style="list-style-type: none"> • Support founding team formation • Provide mechanisms for idea validation • Provide pitching opportunities • Support business plan creation • Enable prototype development
Incubate	<ul style="list-style-type: none"> • Meet and work with other entrepreneurs • Provide office space • Offer to mentor to start-ups • Provide networking opportunities • Organize business plan competitions

It is widely accepted that an entrepreneur's role model plays a significant role in his or her decision to start a business (Gibson 2004). Role models can have an impact on an individual's entrepreneurial spirit at various stages of the entrepreneurial process, acting as a facilitator in identifying opportunities and generating business ideas during the innovation stage, a stimulant during the event-triggering stage, and a legitimizer during the implementation stage, as familiarity with successful entrepreneurs as role models makes the act of becoming one more credible (Bygrave 1995).

3.2.3 Community program

NFTE is a global program that began in 1987 in New York and has been operating in Boston since 1991, with a current presence in 18 public schools. This program aims to assist students at risk of dropping out of school and to boost academic achievement among at-risk students. NFTE has reached over 500,000 students and trained over 5,000 teachers and worked with over 300,000 young people since its inception. It operates in 28 states and thirteen other countries, including Belgium, the United Kingdom, Germany, Belgium, Ireland, Austria, and the Netherlands.

Students are required to take the NFTE course in a small number of schools. Students develop entrepreneurial skills by developing a business plan over the course of a semester or a year. Every pupil's business strategy culminates in a school-wide competition, with the winners advancing to a regional round of the National Youth Entrepreneurship Challenge and, ultimately, to the National Youth Entrepreneurship Challenge (Valerio, Parton, and Robb n.d.). Brandeis University and the Koch Foundation both highlighted the academic and professional benefits of NFTE programs. In 1993, 70% of attendants were enrolled in post-secondary education, 43% worked part-time, and 33% owned a business (Marques & Albuquerque, 2012).

4. CONCLUSIONS

4.1. Conclusion

A nation with such a high poverty rate needs entrepreneurship even more than a developed country where entrepreneurs can expect greater upward mobility (Quadrini, 1999). The motivation, knowledge, and skills to start a business can be developed through entrepreneurship education (Ahamed & Rokhman 2015). Developing countries' perspectives on the impact of entrepreneurship education on entrepreneurial intention are sparse (Zhang et al., 2013).

4.2. Suggestions

4.2.1 For government policies

The Government and Local Governments facilitate business development by (1) The government should strive to oblige all higher education in Indonesia to provide entrepreneurship classes, (2) promoting entrepreneurship education and make entrepreneurship a priority, (3) implementing entrepreneurship in the educational curricula on all levels, beginning with preschool, (4) provide educational scholarship facilities for economic and business people so that they want to be engaged in entrepreneurship, (5) provide venture capital and loan guarantees for small businesses, (6) empowering and strengthening cooperative institutions, more proportionate and simpler regulatory requirements, access to finance, and efficient bankruptcy procedures and a fair second chance to honest failed entrepreneurs, (7) provide (people's business credit) with low interest for business, should be 4% even lower like in Western countries (the United States 0,25%; UK 0,10%).

4.2.2 For university curricula

To develop entrepreneurship for students with the result is young entrepreneurs' formation, a learning model is needed for entrepreneurship. This model prioritizes government policies' synergy on entrepreneurship education and the construction of a curriculum that includes stages of entrepreneurial development, such as the formation of a curriculum based on entrepreneurship. The curriculum is arranged from the beginning to the end of the semester based on development entrepreneurship stages. By looking at the socio-culture in Indonesia, the entrepreneurial education model to do for courses and training can be applied like western countries such as (1) Provide some form of microeconomic support for students who start their own business during their studies, (2) Company visits and matchmaking events allow students to meet real entrepreneurs, (3) presenting guest lecturers who have experience from the field and by making the students simulate or create own businesses (4) offer introductory entrepreneurship courses, (5) HEIs own (wholly or partially) incubators or investment firms.

4.2.3 For community program

Building programs to help young people have been done by the Swedish government, such as collaboration in business. (1) Entrepreneurship Capacity Building by providing a variety of free entrepreneurship training for young people threatened with dropping out of school. The purpose of this training is to generate motivation as an entrepreneur, direct business ideas, be observant of market trends, business innovation, and share best practices from several business actors, (2) Providing Business Ideas, the purpose of this provision is to explore, direct business ideas according to market trends, put innovation in the business so that it can develop and be sustainable, (3) Business Plan Training, This training is primarily intended for students and alumni whose businesses have been running as a direction to maintain business continuity, (4) Market Survey Training. This training equips students to understand market needs, what the market does not like, explore and understand the market, (5) Marketing Practical Training. This training equips students to know how to sell products, make products attractive to buyers and sales channels, and (6) Business Finance Training. This training provides students with managing business money and developing it to grow. These stages can be carried out by sending students to the sub-district MSMEs to help produce marketing sections.

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