INDONESIAN FACULTY MEMBERS' CONCEPTUALISATIONS OF ENTREPRENEURSHIP EDUCATION: A PHENOMENOGRAPHIC APPROACH

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ABSTRACT

The aim of this study is to understand faculty members' perceptions as a basis for the development of entrepreneurship education models for Higher Education Institutions (HEIs) in Indonesia. Developing models of entrepreneurship education specific to the Indonesian context is of great importance for those who are in charge of establishing this new type of education initiative. It also will benefit the Indonesian government as they can use these informed models to make effective decisions on entrepreneurship education policy. The research study upon which this thesis is based has employed a phenomenographic approach to the collection, analysis and interpretation of primary data obtained from thirty-five faculty members from seven Indonesian HEIs. The analysis of the interview transcripts found the set of categories that describes the variations in the faculty members' understanding of the concept of EE: (I) EE is about developing a positive attitude towards being an entrepreneur or starting a business (ii) EE is about developing enterprising attributes and (iii) EE is a matter of learning. Based on the themes of expanding awareness, it is obvious that the final category is the most comprehensive way to understand entrepreneurship education as it covers all the previous categories of description. Accepting learning as the most desirable and comprehensive conception of EE should bring about a curriculum reform in Indonesian higher education.

Keywords: entrepreneurship education, faculty members' perceptions, Indonesia, phenomenography

INTRODUCTION

Entrepreneurship education has become critical in Indonesia for many reasons. The high level of unemployment, low national competitiveness in business, lack of entrepreneurship skills amongst university graduates and a poor attitude towards entrepreneurs and entrepreneurship are evident (Statistics Indonesia, 2009; Purwadi and Tantra, 2007; APEC, 2004). The Indonesian government has focused on entrepreneurship since 1994 (APEC, 2004). Nevertheless, it has been far from successful. A lack of good programmes for entrepreneurship development has become evident (Soepatini, 2014).

As a departure point, Matlay (2005, 2006) suggests that it is necessary to clarify the concept of Entrepreneurship education itself. It has been argued that the conceptual diversity of Entrepreneurship education will lead to confused purposes and outcomes (Matlay, 2005, 2006; Hannon, 2006; Gibb, 2002). A robust conceptual framework is required for the entrepreneurship programmes as a foundation to underpin its design and delivery (Gibb, 2002; Hannon, 2006). A stronger conceptual stance will give clearer direction to practitioners and policy makers that will prevent inffectiveness of resources (Gibb, 2002).

There is also evidence in the literature to suggest that barriers to development exist, including faculty resistance and existing attitudes and perceptions (ACOA, 2004). Since entrepreneurship education, as an overall concept, is a socially constructed phenomenon with different layers of meaning (Smith and Anderson, 2007), it is then considered necessary, at the outset, to understand what is meant by favouring entrepreneurship education (Surlemont, 2007). The selection of Entrepreneurship Education concept has been found to be one of the main areas of resistance and confusion in adopting an Entrepreneurship education agenda (Allison *et al.*, 2006; Clergeau and Schieb-Bienfait, 2007; Surlemont, 2007). Therefore, there are sound academic reasons for trying to understand how the concept of Entrepreneurship education is conceived by stakeholders. By doing so, the big issues regarding 'how' and 'why' in the context of Entrepreneurship education will be addressed more simply (Smith and Anderson, 2007). In addition, the study of Matlay (2009) indicates that stakeholders' perceptions and interests influence both the extent and the duration of their involvement and participation in Entrepreneurship education.

The purpose of this study is to discover the different ways faculty members conceptualize entrepreneurship education and the logical relationship between these various conceptions. Focusing on this structural framework has been proven to contribute to new understandings of entrepreneurship education field. Phenomenography as a research method, has been chosen because it facilitates the in-depth analysis of variation and differences in faculty members' experiences of entrepreneurship education. It can also explore the respondents' conceptions of entrepreneurship education in a holistic and integrated way.

I.   **Integrating entrepreneurship education into a university's curriculum**

Henry, Hill and Leitch (2003) state that there are various reasons rationalising the involvement of universities in entrepreneurship programmes: development of new businesses and the creation of jobs, contributing to the economic development of their region and the promotion of graduate entrepreneurship. In line with Hannon (2005), who states that, since learners have become more discerning about their choices and the value added as purchases of higher education, involvement in entrepreneurship education will enhance the profile and reputation of universities, and will thus eventually attract more students to their universities.

Indeed, there are three benefits of integrating EE into a university's curriculum (Gibb and Hannon, 2006). Firstly, EE can become an entry point for change in universities, mainly in terms of responding to public demand in order for universities to make different to the economic development of local communities. Secondly, EE can be an action epicentre that enables technology transfer from local universities to create benefits for their corresponding communities. Finally, EE is a vital component of a modern university since it can become an impetus for logical organisational change. At an undergraduate level, for example, the introduction of EE can be considered the strategic response of universities and business schools to environmental pressures, which makes entrepreneurial capabilities and action necessary (Postigo *et al.*, 2006).

II.   Enterprise education or entrepreneurship education

Entrepreneurship as a concept is socially constructed phenomenon with different layers of meaning (Smith and Anderson, 2007). It also applies to the concept of EE. Enterprise education (which is a preferred term in the UK and Irish context) is focused primarily on the development of personal attributes, and does not necessarily embrace the small business project idea or the entrepreneur. On the other hand, it is linked substantially with the developing notion of an enterprise culture (Gibb, 1993; 1987).

The major objectives of enterprise education, according to Garavan and O'Cinneide (1994), is to prepare students to be enterprising through the use of an appropriate learning process. The term EE, on the other hand, which is commonly used in Canada and the US, is aimed directly towards stimulating entrepreneurship, which may be defined as an independent small business ownership or the development of opportunity-seeking managers within companies (Colton, 1990, cited in Garavan and O'Cinneide, 1994). The US business model of entrepreneurship education, according to Gibb (2007), seems to sit uneasily with the traditional value of a university. The following arguments are provided by Gibb:

> "Perhaps most important, it can be seen to lead to evaluation of the role of academe
> in commercial terms and to place a premium upon relevance and utility in research
> rather than upon the traditional process of discovery for its own sake." (Gibb, 2007,
> p.84)

In addition, the conventional business-led model of entrepreneurship is considered inadequate in terms of helping the higher education sector to better cope with pressures from its various stakeholders. The sector faces a number of pressures –not only from the government and businesses, but also increasingly from local communities. The alternate entrepreneurship model, however, focuses on all stakeholders wthin society, as well as the recognition of the cause of complexity, and the uncertainty they face as individuals and organisations (Gibb, 2007).

It has also been suggested by Erkkila (2000) that a distinction be made between entrepreneurial education and entrepreneurship education. Erkkila (2000) used the term 'entrepreneurial education' to cover the field in the different contexts; it is considered that this could apply to all forms of education. The main goal of entrepreneurial education is preparing students to become more creative, innovative, and profit-oriented, whilst EE is concerned specifically with new venture-creation and innovation. Entrepreneurial education is also characterised as the application of creativity and innovation in social, governmental, and business arenas (Gottleib and Ross, 1997 cited in Jones and English, 2004).

Bechard and Toulouse (1998) highlight the distinction between entrepreneurial education and education for small business ownership: Whilst the former is centred on combining and carrying out a new combination of business aspects, education for small business ownership

is centred on the skills required to imitate an existing business. EE, according Greene and Rice (2007, p.xv), is wider as "it recognises small business as being a perhaps more dated term representative of the earlier days of the field, and it refers to only small slice of possible entrepreneurial outcomes: The development, and possibly management, of a small business."

Greene and Rice (2007) specifically focus on EE as a unique from entrepreneurial learning. Whilst entrepreneurial learning is an important and growing area of research linking entrepreneurship, learning and knowledge, EE, according to Greene and Rice, should be considered more concerned with the programmatic side of the equation: Featuring education as built on the ideal model of the university –a place in which knowledge is created, tested, and disseminated in a constant learning cycle (Greene and Rice, 2007, p.xv).

It is also necessary to differentiate EE from training, in which the former takes place in more formal post-secondary and tertiary educational arenas (Greene and Rice, 2007). By taking it beyond mere training, it will contribute to educational reform (Soepatini, 2014).

III. The role of educator on learning outcome and university commitment to support entrepreneurship teaching and learning

Notably, the definition of the term "educator", however, should be expanded upon so as to include professor, entrepreneur, alumni, and student as well (EC, 2006). However, passion must be a main characteristic of entrepreneurship educators. Hindle (2007) states that, as in every discipline:

"... the fundamental ingredient in great entrepreneurship education is a passionate teacher addressing students with open minds and together working on the mutual imaginative development of knowledge: A kind of reciprocal apprenticeship."
(Hindle, 2007, p.123)

In addition, the level of commitment and the skill-base of the faculty member, according to (Birdthistle *et al.*, 2007), will determine the success of EE. In a study by Birdthistle *et al.* (2007), teachers highlight that there are two main obstacles experienced, including a lack of resources available and relevant training provided.

Resources, such as material, financial, and intellectual, are needed so as to support entrepreneurship teaching and learning (Fayolle and Degeorge, 2006). This may encompass:

"... the availability of fund, support networks, entrepreneurship centre, business incubators, a broad supply of entrepreneurship programmes, entrepreneurship institutes, and specialised libraries." (Fayolle and Degeorge, 2006, p.84)

Without special resources in funding in particular, according to McMullan and Long (1987), a professor will have difficulties in:

"... putting together a sufficiently large set of quality ventures at the appropriate stage of development for classroom requirements." (McMullan and Long, 1987, p.269)

Indeed, there is also the need to have faculty members who are well-trained and motivated to make a career in entrepreneurship (Cooper, 2003). An appropriate reward system, however, is also needed. For instance, the US foundation offered staff across the university financial incentives in order to develop their own curriculum (Gibb and Hannon, 2006).

Myrah and Currie (2006) and Soepatini (2014) highlight the negative consequences that may arise if there is not sufficient institutional commitment. Educators may compromise their pedagogical choices to suit the organisational system. In addition educators will consider entrepreneurship as an insignificant and untrustworthy career choice. Eventually the growth and development of the EE field will be at risk (Myrah and Currie, 2006). A study by Soepatini

(2014) suggests that since there is no adequate institutional support, the emergence of faculty members with strong commitment of EE is essential.

RESEARCH METHODS

Ontology

Ontology is ideas about reality and how it is constituted (Kyro, 2006). In this study, it refers to EE. The reality of EE exists through the interpretations made by individuals, groups of individuals and different cultures in society (Erkkila, 2000). This study is concerned with how EE appears to faculty members. Therefore, it holds a non-dualistic ontology. Rather than seeking what faculty members think about EE per se, this study is interested in the critical aspects of ways of perceiving EE. As Marton and Booth (1997) suggest:

"... in order to make sense of how people handle problems, situations, the world, we have to understand the way in which they experience the problems, the situations, the world that they are handling or in relation to which they are acting."
(Marton and Booth, 1997, p.111)

Epistemology

Epistemology is interested in how knowledge about reality can be acquired (Kyro, 2006). Knowledge about EE is knowledge about how individuals and collectives perceive, define, produce and re-produce the meaning, purpose and value of EE in society. Therefore, this study is less interested in making deductive studies with fixed operationalised concepts, since knowledge and concepts are created in interaction between people (faculty members) and their interpreted environment (EE). With this view of EE, knowledge cannot be seen as objective and true, but rather as inter-subjective constructs (Lindgren and Packendorff, 2009).

Methodology

The purpose of this study is to identify the range of faculty members' perceptions of EE as a basis for developing an EE model for Indonesian higher education. In order to fulfill this purpose and befitting ontological and epistemological positions, the methods should meet the following criteria:

- ❖ qualitative in nature with an interpretive orientation.
- ❖ ability to assess the variation in ways faculty members' experience EE.
- ❖ creating the possibility to describe the conceptions of EE in a holistic and integrated way.

Qualitative Approach

Entrepreneurship can be seen as an isolated and individualistic activity as well as a social phenomenon and that its blossoming reflects the social values, cultures and dynamics from which entrepreneurs emerge (Julien, 2005, cited in Fayolle, 2007). Social reality for the interpretive researcher emerges as a result of people's interpretations. Interpretive social science, according to Neuman (2000), acknowledges the possibility of multiple interpretations of human experience or realities. As it assumes that the perceptions of EE are not objective and representative of universal truth in nature, the qualitative method with an interpretive approach is considered as the best choice to accomplish the research objectives. It is argued that many of perceptions of EE are influenced by "culture, faith, ethics and power" (Hannon, 2006, p.301) and usually "lie at ideological level which are rarely explicit" (Smith and Anderson, 2007, p.170).

Since entrepreneurship and EE are deemed as not being fully developed (Stewart 1998, cited in Brush *et al.*, 2003; Bygrave, 1989), an inductive method with an empirical orientation is needed. Lindgren and Packenkorff (2009) highlight the problem relating to the mainstream preoccupation with deductive, quantitative, hypothesis-testing research: These approaches experience a lack of underlying basic assumptions. In addition, Bygrave (1989) argues that the deductive approach with statistical analysis is not suitable for entrepreneurship phenomena, as a disjointed, discontinuous, non-linear and usually unique event characterise entrepreneurship. Therefore methods developed for examining smooth, continuous, linear and (often repeatable) process cannot be adopted to study it successfully (Bygrave, 1989, P.7).

Phenomenography

Phenomenography was developed by Marton and his colleagues in the 1970s, with the initial publications using the method appearing in the beginning 1980s (Marton, 1986). Phenomenographic research has evolved in three stages of development (Marton, 1986). By definition, phenomenography is:

"… a research method for mapping the qualitatively different ways in which people experience, conceptualise, perceive, and understand various aspects of, and phenomena in, the world around them." (Marton, 1986, p.31)

The investigation of this research approach is not directed at the phenomenon as such, but at the variation in people's ways of understanding it. This is referred to as a second-order perspective (Marton, 1986). Uncovering conditions to enable the "transition from one way of thinking to a qualitatively 'better' perception of reality" can be facilitated through "a careful account of the different ways people think about phenomena" (Marton, 1986, p.33).

Phenomenography, as distinguished from other research approaches, according to Trigwell (2000), has five prominent characteristics: (i) it holds a non-dualist ontology, in that reality is considered as the relation between the individual subjects and an aspect of the world; (ii) it is qualitative in a grounded way because data is analysed to describe a phenomenon not befitted to predetermined categories; (iii) it holds a second order approach, as the base of investigation is the experiences of others, not the researcher; (iv) it places more emphasis on the variation in the ways an aspect of the world has been experienced; and (v) it is able to produce results in a set of categories that are internally related (Trigwell 2000, p.77). Indeed, the capability of the phenomenographic approach to describe the qualitative differences and link between categories of description is considered to be one of the strength of phenomenography (Bowden *et al.,* 1992)

Data Collection

In this study participants came from different settings, both geographically and institutionally. The geographical areas for this study cover East Java Province (Surabaya City), Central Java Province (Semarang City and Surakarta City), and Yogyakarta Province (Yogyakarta City). The type of selected HEIs consisted of universities, a polytechnic, and a business school. Five universities, one polytechnic and one business school agreed to take part in this study.

The inclusion and participation of faculty members in this study were based on their involvement in the one or more EE initiatives such as an entrepreneurship course, government entrepreneurship programs, and entrepreneurial projects. Faculty members involved in this study consisted of 22 males and 13 females. Their predominant study

background study is at Master's level, at 82% of the sample. There are six types of entrepreneurial activity of faculty members: Professional, self-employed, business owner, multi-level marketing, selling, and family business. They engaged in entrepreneurship teaching after attending institutional entrepreneurship training. Such training, for the most part, was held either by the government or the HEIs themselves. Three faculty members had the opportunity to be Kaufman scholars. These scholars were invited by the Kaufman Foundation to study entrepreneurship. In addition, some faculty members attended private entrepreneurship training or seminars at their own expense.

RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

In this study, in order to analyse the interview data, the five phases of phenomenographic analysis suggested by Sandberg (2000, p.13) were employed. They are: (I) becoming familiar with the transcripts; (ii) discovering the referential dimension of the ways of perceiving EE; (iii) discerning the structural dimension of the ways of perceiving EE; (iv) describing the subject-object relations that comprise the different ways of perceiving EE, labeling them and constituting the categories of description; (v) establishing the outcome space.

The analysis of the interview transcripts found the set of categories that describes the variations in the faculty members' understanding of the concept of EE:

1. **EE is about developing a positive attitude towards being an entrepreneur or starting a business**

Within this category, EE was conceived as a programme to develop a positive attitude towards being an entrepreneur and starting a business. It has been acknowledged by faculty members that being an employee, mainly in a state or established company, is the main career aspiration for most Indonesian people, including higher education students and graduates. At the same time, there is not enough encouragement to be an entrepreneur or to start one's own business. Faculty members find it imperative to equip students with an entrepreneurial spirit in order to prevent them from simply thinking about looking for a job after graduation. Therefore, EE should play a strategic role in providing students with the advantages of being an entrepreneur. Faculty members believe that an entrepreneurship career gives the double benefit of freedom and money. In addition, it should convince students that abundant business opportunities are available around them. The following quotation will indicate how EE is understood by faculty members:

"Entrepreneurship education is aimed at nurturing the mentality to be an entrepreneur. It prepares students to be creative when they spot business opportunities. As a result, they will not be interested in careers as public/state employees any more. They will have the willpower to run their own business." (L5b)

Indonesia is a typical developing country, schools and universities do less to internalise values to become entrepreneurs (Whyte and Braun, 1965).Some scholars, however, believe that there is the possibility to achieve a cultural change through the education system (Carayanis, *et al*., 2003; Singh, 1990; Whyte and Braun, 1965). It also is suggested that universities, via courses and teaching methods, provide role models and motivation (Postigo, *et al.*, 2006). Entrepreneurial spirit, according to Carayanis *et al.* (2003), must be imparted before entering university or begin at the very latest during Junior High School (starting at 13 years old).

Nonetheless Fiet (2000) argues that despite listening to great entrepreneurs narrating how they had developed their ventures in an enjoyable, motivational, and very entertaining way, it will not help students to start a business as asking the student to simply observe, describe and measure fails to enable students see a reflection of themselves (Neck and Greene, 2011).

1. **EE is about developing enterprising attributes**

Within this category, the reason behind the strategic role of EE is that higher education has not yet succeeded in equipping students with enterprising attributes such as self-confidence, creativity and persistence. These attributes, however, are considered to be a prerequisite to be employed or to be an entrepreneur. While the previous category highlighted the benefits of being an entrepreneur or having one's own business from the individual perspective, this category considers entrepreneurship from a wider perspective, that of society. It is believed by faculty members that innovation and value creation are sources of wealth. Entrepreneurship, however, should not be understood as a narrow idea of simply doing business. Therefore, EE should focus on personal development rather than encouraging students to run their own business. The following quotations will indicate how EE is understood by faculty members:

> "In my opinion, graduates don't have to run their own business, but innovation is enough. Because being innovative, they will enjoy themselves wherever they are. Innovation requires people to be risk-takers. Education based on being entrepreneurial, not being an entrepreneur, suits higher education level. The higher the innovation, the wealthier the country." (L4a)

This category is most likely to avoid academics' resistance towards EE. It therefore seems to support Surlemont (2007), who indicates that favouring enterprise offers some advantages, rather than the idea that entrepreneurship means encouraging commercial attitudes in young people. More specifically, Surlemont (2007) argues that:

> "Developing broad enterprising attributes provides a solid basis for entrepreneurship. The reverse is not necessarily true." (Surlemont, 2007:.259)

Nevertheless, Johannisson *et al*. (2001) argue that the trait approach of EE, which attempts to change students' personality, will challenge the educational system less. Entrepreneurship, according to Johannisson *et al*., should be understood as how venturing is pursued. This argument seems to concur with the idea of teaching entrepreneurship as a method (Neck and Greene, 2011). In doing this, according to Neck and Greene, educators can help students to "understand, develop and practice the skills and techniques needed to undertake productive entrepreneurship" (Neck and Greene, 2011:.61).

1. **EE is a matter of learning**

Whilst the two previous categories highlighted the rationale behind the important role of EE from the cultural and output perspectives, this category discerns the deficiency within traditional education as the point of departure. Within this category of EE, there are two variations in how EE should be understood as a matter of learning. One group of faculty members believed that EE is a discipline or science which is oriented towards action and profit. Entrepreneurship, however, should be conceived as running a high growth company in order to make a significant impact on society. Entrepreneurial learning, by which enterprising attributes, skills and behaviours are learned and practised in market context, should be the main focus of EE. Another group of faculty members believed that it is an enterprising learning that enables students to utilise all their intelligent components, including IQ (Intelligence Quotient), EQ (Emotional Quotient) and SQ (Spiritual Quotient),

in order to prepare them to be successful in whatever career they pursue. It is enterprising learning that characterizes EE. This means that EE is characterized by enterprising or entrepreneurial learning, offering a new perspective for the Indonesian education system, mainly at the higher education level. Learning as a point of departure requires a comprehensive and new understanding of input, process and output and their interrelationship. Entrepreneurial learning, however, is a more complex concept. The following quotations will indicate how EE is understood by faculty members:

> "Humans possess IQ (Intelligence Quotient), EQ (Emotional Quotient) and SQ (Spiritual Quotient). Unluckily, education simply capitalises on theory or cognitive skills. It must be realised that just relying on theory or knowledge is not enough to create great wealth. Entrepreneurship education should incorporate the three basic capabilities in order to nurture students to become 'integrated people'." (L1a)

"Entrepreneurship education is a discipline. It can be distinguished from other disciplines as it emphasises action rather than mere concepts. It needs to be practised in the real world, the marketplace. It requires creativity, innovativeness and risk assessment. It needs planning, as it is not gambling. Joint-venture and taking insurance are necessary. (L3c).

> Since the two previous categories have not yet been completed in order to understand the EE phenomenon, it is therefore necessary to prove that this category is the most complete understanding of EE through a discussion of its themes of expanding awareness.

> Faculty members in this category believe that due to its orientation toward doing rather than simply thinking, EE is expected to lead to the emergence of educational reform in Indonesia. This belief appears to concur with Singh (1990) and Raihani (2007), who highlight the deficiencies in the education systems in developing countries, including Indonesia. Accordingly, a new focus on learning rather than content is needed (Carrier, 2007). In other words, it is necessary for HEIs to be concerned with how learning processes are created (Hjorth and Johannisson, 2001). It also calls for a change in the mode and context of learning towards more entrepreneurial ones. This is in line with Gibb (1993), who insists:

> "... Only programmes delivered in an enterprising fashion may truly be labelled entrepreneurship programmes." (Gibb, 1993, p.29)

> This category seems to align with Birdthistle's understanding of EE:

> "Enterprise education is about helping young people make thing happen, being creative and finding opportunities for themselves. It develops young peoples' entrepreneurial skills, attributes and an awareness of how their community, including business and industry, works. Undertaking enterprise education encourages the development of skills and attributes that employers are looking for, such as teamwork, commitment and flexibility. It provides an insight into the potential of becoming self-employed." (Birdthistle, 2010, pp.228-229)

It is important to note that all the categories are internally related and indicate 'the collective mind' of the faculty members on which simultaneity, variation and discernment were based. In Table 1. the perceptions of entrepreneurship education along with the dimension of variation which link and distinguish one category from another are presented. Based on the themes of expanding awareness, it is obvious that the final category is the most comprehensive way to understand entrepreneurship education as it covers all the previous categories of description. Figure 1. show the model of entrepreneurship education based on faculty members' perceptions of entrepreneurship education.

Table 1. Outcome space of faculty members' perceptions of entrepreneurship education

| Category of Description	Dimension of Variation		
	Rationale	Beliefs about Entrepreneurship or EE	EE at the Higher Education Level
EE is about developing a positive attitude towards being an entrepreneur or starting a business	• Employee status receives much more respect than entrepreneur status in Indonesian culture	• Entrepreneurship can be characterised as: independence and welfare	• Motivation to start one's own business: proud to be an entrepreneur and exposure to business opportunities
EE is about developing enterprising attributes	• The lack of enterprising attributes in graduates is the main problem of HEIs	• Entrepreneurship is value creation for the welfare of society	• Personal development
EE is a matter of learning: enterprising or entrepreneurial learning	• The lack of action-oriented education is a fact	• Entrepreneurship must be high growth in order to make a significant impact on the whole of society. EE is a discipline or science. • Entrepreneurship is about the mindset to be successful.	• Providing entrepreneurial learning in order to manage high-growth companies. • Providing enterprising learning in order to be the best person.

Source: Soepatini (2014)
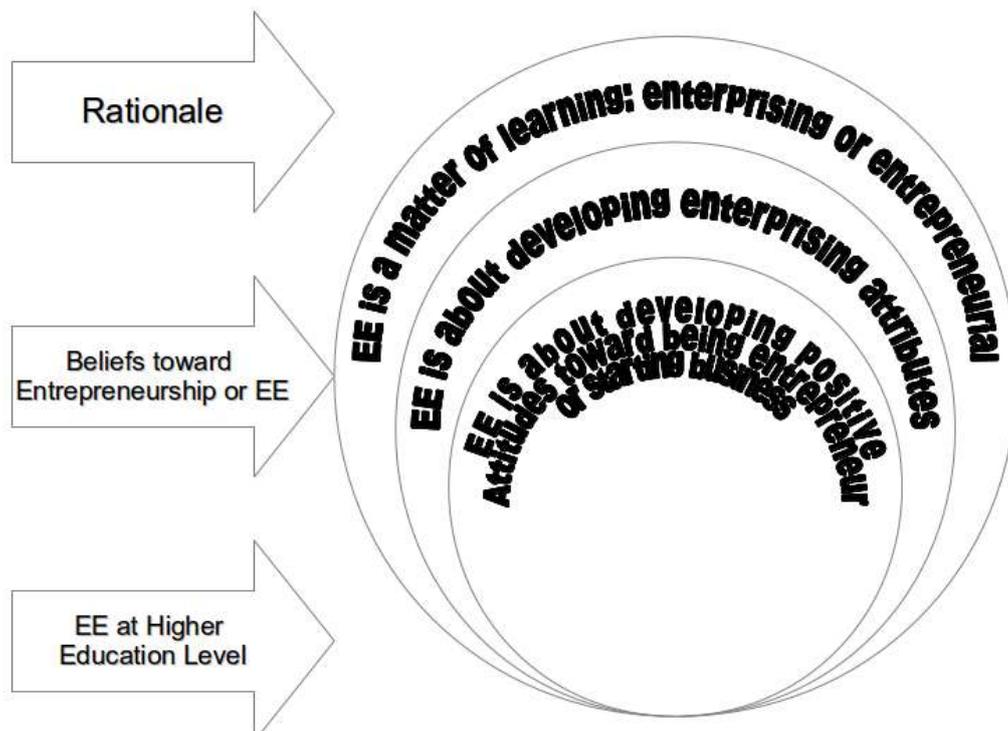
Figure 1. Faculty members' perceptions of entrepreneurship education
Source: Soepatini (2014).

CONCLUSION AND RECOMMENDATIONS

The results of this study have revealed that there are three conceptions of EE. The conception that "entrepreneurship education is a matter of learning" can be considered as the most comprehensive way to understand it. This position confronts the view that the development of the enterprising person in the wider sense is the broader paradigm and most desirable conception of EE (Gibb, 2006; Blenker *et al*., 2008; Kirby, 2007). Accepting learning as the most desirable and comprehensive conception of EE should bring about a curriculum reform in Indonesian higher education. A curriculum reform could include the repositioning of entrepreneurship courses and other entrepreneurship programmes, along with the commitment needed to ensure their sustainability and effectiveness.

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