

A Systematic Literature Review: Entrepreneurship Learning in Higher Education

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Abstract: - This research aims to look at entrepreneurship learning in higher education. The author concludes that: 1) The parties involved and contributing to the success of entrepreneurship learning are students, educators, entrepreneur practitioners, and the community. 2) The involvement of the four parties is conceptualized in a combination of learning which includes field survey activities, literature studies, the involvement of practitioners, portfolio preparation, and field practice. The study contributed to the development of entrepreneurship education in higher education, to produce a proud outcome.

Keywords: - Entrepreneurship Learning, Higher Education.

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1 Introduction

Unemployment is a problem that is of concern to various countries and is part of the target for achieving sustainable development, as put released in the SDGs which the UN aspires to be in 2030 for member countries, [1], [2]. Countries continue to strive to reduce unemployment while taking into account environmental and socio-economic problems [3], including through higher education, [4], [5], [6]. Concerning this problem, Higher Education (HE) is seen as an institution capable of overcoming the problem of unemployment because

in HE there are human resources from various scientific backgrounds who have the competence and obligations in carrying out the "Tri Dharma" (teaching, research, and community service) as a continuous system.

Referring to Central Bureau of Statistics (BPS) data, there are 12.49% of unemployed people in Indonesia are university graduates, [7]. This data indicates that there are weaknesses in the implementation of HE that have not identified the needs of the jobs, thus causing it difficult for graduates to get jobs, [8]. The fact is that not all

college graduates will be accommodated in the field of work according to their educational background. So universities must be able to provide alternatives in introducing (link and match) students with the self-potential, and environment (economic, social, and cultural) to have an entrepreneurial character to survive in society, not only as job seekers but creating jobs. Entrepreneurship is one of the courses raised by various universities to seek solutions to these problems, [9].

Indeed, the authors found difficulties and challenges concerning getting the sources to present this work. Overcoming these authors hold joint research to the different higher educational institutions that had access to journal publishers.

Various investigations have been taken out to develop the entrepreneurial character of learners and have been documented in various journals. The majority of entrepreneurship learning through the cultivation of entrepreneurial knowledge, attitudes, and skills is carried out by First, classroom learning that integrates public policy with studies of various disciplines, as well as teaching methods that include theory and practice, [10]. Second, the training provided is on the interests and talents of students with an emphasis on fostering basic academic skills, entrepreneurship, entrepreneurial knowledge, and social entrepreneurship management, [11]. Third, practical experience in the field by trade students on existing entrepreneurs, [12], [13], [14], [15], [16], [17]. Fourth, the establishment of an entrepreneurial ecosystem through institutional career development units, [18].

Based on these studies, current entrepreneurship development activities emphasize the training and apprenticeship process to foster entrepreneurial character and analyze business opportunities for economic benefits based on forms of capital (economic, social, and cultural), [19], [20], [21], [22], [23], [24], [25], [26], [27], [28], [29], [30], [31]. Meanwhile, there are not many papers that compile good practices contained in articles that have been publicized in diverse journals.

Learning entrepreneurship in the classroom is not enough to involve only educators and students, there are still other parties who are important to be involved in shaping the character of students. The involvement of these parties certainly requires a forum for learning activities in implementing it in the classroom. Entrepreneurship learning activity schemes that must combine field survey activities, literature studies, practitioner involvement, portfolio preparation, and field practice. This learning scheme originates in a behavioristic approach through a series of reciprocal stimuli and responses, [32], [33],

and constructively provides meaningful learning experiences to be able to find coherent and systematic understanding, [34]. This is needed for the development of hard and soft skills of students through a series of experiential learning programs that focus on strengthening character as a dominant factor in supporting one's success in society and the world of work, [35].

This article significantly reveals (1) who is involved in learning entrepreneurship in college. (2) the ideal form of entrepreneurship learning with the involvement of these parties. The result of this systematic literature review is worthwhile for the higher education decision-maker.

2 Aim and Research Questions

This review paper is needed to find out learning activities that emphasize the formation of entrepreneurial character. This is important and is a breakthrough because so far entrepreneurship learning emphasizes training, apprenticeship, and theoretical forms in the classroom. Thus the author can propose a new hypothetical in terms of learning to form the entrepreneurial character for students. This form of learning will play an essential role in shaping the entrepreneurial character of students who are controlled through the learning process in the classroom. To propose hypothetical learning entrepreneurship in these tertiary institutions, we set the following research questions: (1) who is involved in learning entrepreneurship in college? (2) what is the ideal form of entrepreneurship learning with the involvement of these parties?

3 Method

This literature review is sourced from papers that are openly accessed in the SAGE Publication. Papers that are intentionally organized are those published in 2020. Searching for papers with the programmable tracking engine on SAGE Journal is done by entering the keyword entrepreneurship education. Organized papers can be in the formation of analysis articles, reviews, critiques, case reports, and letters taken out within the research structure. Table 1 beneath displays the tracking results.

Table 1. Search ranges in SAGE Publications

No	Search Engine	Years	N of Article
1	SAGE Publication	2020	299

Source: Data Analysis 2021

Likewise, the writers executed filtering by focusing only on the subject/field of educational

research. As a result, as presented in Table 2, the authors found 42 entrepreneurship articles in education.

Table 2. SAGE Journal Search Results

No	Search Engine	Years	N of Article	Field of education	Scope of schools and colleges
1	SAGE Journal	2020	299	42	11

Source: data analysis 2021

For a clearer illustration, the authors present the flowchart diagram. It is available in Figure 1.

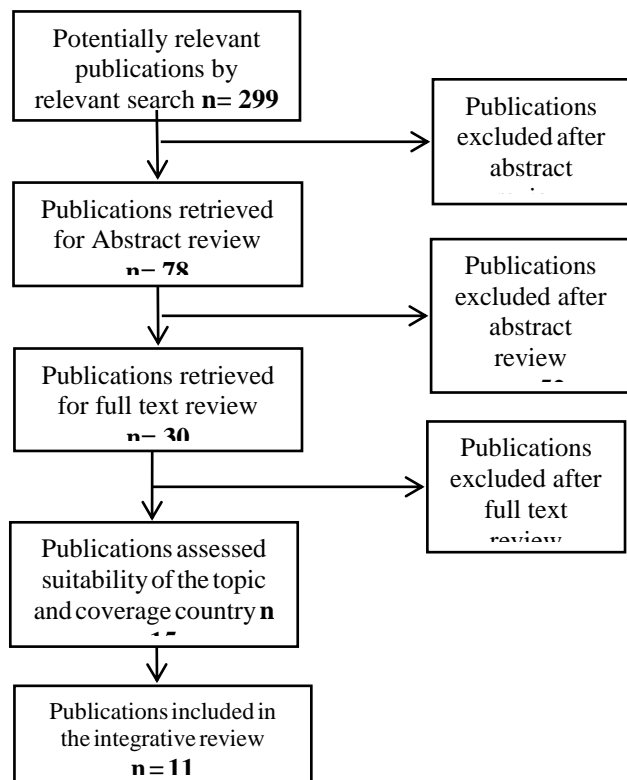


Fig. 1: Flow of Study Selection Systematic Literature Review

Papers that complete the needs are then evaluated for quality creating use of the Assessment Instrument, which is intentionally created and established on quality examination standards (visit Table 3). This permits analysts to discuss the primary analysis in-depth and establish its relevancy and effectiveness. To improve precision, the primary analysis was independently evaluated by two of the research team (authors one and two), and dissent domains were examined. If obscurity continues, the third group member conducts further

reviews to achieve a final consensus among the research team members.

Table 3. Quality Assessment Criteria

1. Does the article include Entrepreneurship?
2. Does the article include Entrepreneurship Learning in Higher Education?

Furthermore, the authors describe 11 articles that discuss learning methods that can be integrated into building student character. This is done to formulate the specificities of the articles in these articles. The result is in Table 4.

4 Results and Discussion

4.1 Entrepreneurship Education

Entrepreneurship education has unique characteristics, such as the implementation of higher education in alleviating educated unemployment. First, entrepreneurship education must be relevant to be taught in various departments in higher education. This is in line with the concept that not all college graduates will work in their scientific fields, and this is where the role of entrepreneurship education (EE) is to develop competency so that they survive in society. Second, entrepreneurship education cannot simply be learned through training, classes are needed to teach a broader subject even for students who are not interested. Moreover, the costs required are relatively cheap and student discipline is easier to control. Third, entrepreneurship education is part of the curricular curriculum so that the learning process is more consistent and scheduled.

Entrepreneurship education in higher education requires 3 approaches at once, namely pedagogy, andragogy, and heutagogy (Study of self-determined learning), [56]. The entrepreneurship education map is presented in Figure 2.

Table 4. Result of Article Analysis

No	Author and Year	Title	Country	Method	Sample	Research result
1.	Laine and Kibler, [36]	The Social Imaginary of Emancipation in Entrepreneurship	Finland	Hermeneutic Analysis	Three texts novels/essays ("Brave New World", "The Myth of Sisyphus", and "Siddharta")	The investigation consequences aim to increase comprehension of the connection between imagination and entrepreneurial theory. Three keys to comprehending emancipatory entrepreneurship, i.e.: knowledge of how civilization grows through available and creative action, a pro-social activity concerning sharing opportunities for new social strata, and imagining relations and practices. This article concentrates on the shortage of awareness of social practice theory. Social imagination permits the theorizing of entrepreneurship as a sociable exercise, and ambition creates a practical theory and theoretical approach. If the theory does not initiate the capability to make a change, it may be unrelated to social practice; and if the entrepreneurial practice does not provide an upgrade to theory, it is improbable to lead to appropriate sociable change.
2.	Vega-Gómez, Miranda González, [37]	Analyzing the Effects of Institutional and Ecosystem-Level Variables on University Spin-Off Performance	Spain	Probability Model	966 University Founders	This report concentrates on one of the determining elements of the success of USOs, as estimated by job and deals growth: the impact of Institutional and ecosystem-level variables. Enterprise training at institutes involves a p-value of 0.019, which is significant. Uni_Bureau carries a value of 2.239112, with a p-value of less than 0.05, to be marked at the 95% grade. The numeral of employees, N_Work, also greatly impacts both increases, this variable takes a value of 1.002463 for the issue of sales development, to be effective at 1%, given that the p-value is 0.001, and the value is 0.3372125 for the issue of work growth, with effectiveness 95%. USE (Internat) internationalization was effective at 95% (p-value of 0.027); this variable assumes a value of 1.666221. The last variable that has an optimistic influence on job development required by USO is internship permission by regional organizations (Inst_Train), carrying a significance of 3.740098 and an importance of 95% (p-value 0.013). During the identical period, the permission file accepted by the agent in the area of enterprise plan creation and monitoring (Inst_BP) has a significance of -2.397948, that is, it hurts job growth with a p-value of 0.054.
3.	Vega-Gómez, Miranda González, [37]	Antecedents of Entrepreneurial Skills and Their Influence on Entrepreneurial Intention of A new business	Spain	PLS regression technique	33.000 academics	This analysis suggests the usefulness of a paradigm understood as the Big Five, which suggests character variables understood by the acronym OCEAN. Skills are the major determinants of perspective and command, and attitudes are the determinants of determining the reason to join the enterprise. Thus, acquisition in exercise and the growth of skills and attitudes are the most suitable factor in completing improvement in USO innovation. Based on the regression test, it is found that only three variables affect entrepreneurial skills, namely: honesty, extroversion, and the absence of neuroticism.
4.	Pažur Anić and Divjak, [38]	Maturity Model for Supporting Graduates' Early Careers Within Higher Education Institutions	Europe	Case study research	Four universities in Europe (Vienna University of Economics and Business, The University of Belgrade's Faculty of Organizational Sciences, the University West in Sweden, and The University of Edinburgh)	This paper shows a Maturity Model to sustain graduates' earlier jobs within HEIs. The standard is designed utilizing a five-step procedure, observing the invention science paradigm and using four issue investigations across Europe. In acquisition, an explanation of capacity review standards at the five maturity levels for each procedure is delivered. The sample shown in this report can be utilized by HEIs as a means to evaluate the maturity of their courses that donate to graduates' employability. Maturity Model backing higher education graduates' earlier jobs. The apiece ideal procedure is appointed to one of the four stages of the Deming PDCA cycle and is represented at five maturity classes. The primary outcomes are four key strategy areas, that is Strategic Planning of Graduate Employability, Curriculum Design and Delivery, Learner Approval, and Extracurricular Exercises.
5.	Niska, [39]	Challenging interest alignment: Frame analytic perspective on entrepreneurship education in higher education	Finland	Qualitative with frame analytic perspective from Goffman	11 lectures	EE is nowadays the role of the instruction method in Europe. To be honest, EE executed in university is anticipated to help considerable stakeholders, among them the community, learners, and lecturers. The interviewees prepared the activity of HTC in three other ways. The study exhibited that the inventors of HTC created diverse, even contradicting frames of the activity that carries place at HTC. The activity was prepared as the advancement of (a) for-profit entrepreneurship, (b) social entrepreneurship, and (c) self-entrepreneurship. However, of the frame, the activity was displayed to suit the claims of the community, learners, and lectures.

6.	Dimov and Pistuni, [40]	Entrepreneurship Education as a First-Person Transformation	Europe	Commentary/ Artikel Review	first-, second-, and third-person perspectives of entrepreneurship education	This article provides a map for EE that bridges the knowledge tripod as a type of wisdom and circles the classroom into an area for functional reasons. This research identifies three distinct knowledge styles that are complementary and not reducible to apiece different, individually established on an additional method of knowledge and permit the truth of entrepreneurship. Underscoring how the three knowledge styles interact and enrich each different means other levers via which the first-person effect of EE can be completed.
7.	Decker-Lange, Lange, [41]	Exploring Entrepreneurship Education Effectiveness at British Universities – An Application of the World Cafe Method	Britain	World Cafe method from Drew & Guillemin	graduate entrepreneurs from these and additional British universities, learners and Ph. D. students, academics with commitments as lecturers, teaching managers, program managers, and managers of the learner experience from institutes across the UK, for example, the NACUE and Enactus UK, and a team of university-based business and entrepreneurship teams	This analysis desires to investigate the significance of the point of assets associated with entrepreneurship education in a founded and holistic understanding, identifying both the capacity of stakeholders interested in the structure, delivery, and experience of EE. WCE, a methodology developed to produce levelled knowledge, was scheduled to pursue understandings from various scopes of stakeholders. Results also showed an agreement that effectiveness links to constructing a transformational approach, which guides a transformation in attitudes towards entrepreneurship. This transformation trains learners for jobs that go further in the takeoff of a new venture.
8.	Ummar and Saleem, [42]	Thematic Ideation: A Superior Supplementary Concept in Creativity and Innovation	Pakistan	Multiple linear regression	489 (Sample 1 = 243, Sample 2 = 246)	Consequences showed the importance of uniqueness as a primary element of creativity and innovativeness in all products. Sensed importance was very related to ingenuity in both taxonomic and thematic products. Uniqueness and value expected creativity whereas innovativeness was expected by retail request along with originality and value in all products. The underlying investment intention in taxonomic and thematic creation ideas was the product's relatedness to lifestyle. A product concept to be executed in the enterprise as innovation was seen to be a pendant of its creativity and retail attraction. This affirmed three elements required at the Fuzzy Front End (FFE), i.e., originality, value, and commercial appeal.
9.	Hägg and Kurczewska, [44]	Towards a Learning Philosophy Based on Experience in Entrepreneurship Education	Europe	Phenomenology method	Experience researcher	This paper illustrates the philosophic bases of entrepreneurship education by concerning knowing via experience. We present a graph that handles immediate and secondary experiences and their interplay as well as a prototype that also indicates how educative entrepreneurial experience can be analyzed through practical phenomenology. The effects present making our pedagogical interventions via an experience-based pedagogy, where the student begins their learning in the topic parts. This stays a challenge due to the border situations of education set by governmental organizations in other nations but is necessary to hold in intellect. We discourse on the significance of lived experience, learning by doing; thinking as a genuine part, and activity orientation. We likewise synthesize the growth of the domain to construct a basis for additional inquiries desired at comprehending how we can explain our issue in forthcoming exertions that are always veiled in suspense.
10.	Killingberg, Kubberød, [54]	Preparing for a future career through entrepreneurship education: Towards a research agenda	Norway	Literature review	entrepreneurial education graduates in Norway	The article explains how EE may allow or restrain the graduates' access, growth, and metamorphosis in the labor demand. To create the theoretical ideas, the writers make a processual conceptualization of employability. Seven recommendations are given to conceptually analyze how competencies that are acquired via EE may impact the employability of graduates in active labor demand. The recommendations fibbed the groundwork for prospective reflections on EE graduates' employability and set a study plan for how the employability of these graduates could be explored. This paper made on the concept that competencies created in EE might be classified under the three titles of 'know-what', 'know-how', and 'know-why' competencies, and we have established how to separate type is particularly dominant during various stages of employability.

11	Munphy, Hood, [55]	The Heptalogical Model of Entrepreneurship	USA and China	Literature review	8 Article	<p>In this paper, the researcher presents the HM (Heptalogical Model) as an ideational basis for EE, pedagogy, practice and program expansion, and external arrangements with entrepreneurial experience partners. The prototype is the outcome of years of utilization in the instruction of thousands of students worldwide by various educators at numerous organizations and application in hundreds of outreach conferring tasks with entrepreneurial ventures. Leveled in the ideational chronology of entrepreneurship theory and education, the HM presents a different path that is not individual or venture-centric. Its sense explains how many styles of entrepreneurs and ventures grow, develop, and act in practical ways. The model is amenable to the extreme diversities of entrepreneurial phenomena across sectors, industriousness, and civilizations.</p>
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Source: Data Analysis, 2022

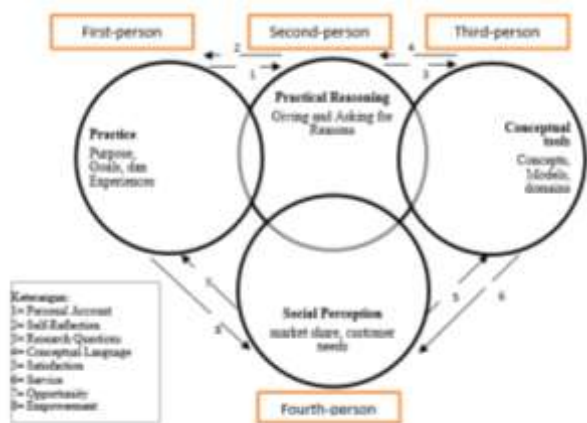


Fig. 2: Entrepreneurship Education Map (Source: Adapted from, [40])

First, pedagogy is a knowledge transmission where the lecturer is needed as a second person or mediator in the learning that is carried out. Second, andragogy is a facility for organizing student activities independently, where they will identify and analyze real-life problems and then propose solutions and do so. Third, heutagogy is learning designed by students themselves, where each of them is an agent of change who is responsible for the goals and actions they choose and take. Students have different environmental, social, economic, and cultural backgrounds and thought structures so they will build their entrepreneurial frame of mind based on the realities that exist around them.

Based on this study, entrepreneurship learning in higher education places students as the first person (subjective), the teacher as the second person (inter-subjective), and the practitioner/entrepreneur as the third person (objective), [40], [57]. However, in this study, there are still other elements as the fourth (inter-objective) person who also influences the success of the entrepreneurial learning process, namely society. This criticizes the opinion of [40], the critique is based on the grand habitus theory which states that skill practice requires a certain social environment to develop. The theory is developed into the Forms of Capital, [58]. Social capital involves trust and reciprocal relationships

that exist in social networks in entrepreneurial development, [25], [26], [27], [28], [29].

This relationship then becomes a value-driven activity (cultural capital), [31]. The habitus theory that develops into a study of the forms of capital places society as an inter-object of social change, which on the one hand provides opportunities and satisfaction but on the other hand, requires service and empowerment. Ultimately research, teaching, and knowledge exchange at universities contribute to economic development in the areas where they are located, [59], [60] In this study, a collaboration between academics, students, the community, and practitioners of profit and non-profit organizations in learning design is very useful, [41].

The chart places the first, second, third, and fourth people as a system (Quadcore) that supports each other. Students as the first person (subject) are individuals who carry out entrepreneurial learning experiences based on the goals they formulate themselves. Entrepreneurship education must be carried out by learning by doing, this will help harmonize theories and real conditions in the field to create learning experiences and foster new knowledge. So there is no reason that entrepreneurship education is not implemented in practice. Practical space will be provided and directed by educators by looking at the project plan from their creative imagination. In this discussion, the class is also a space for reflection on the realized learning experiences of students. Students also have interactions with the community because, on the one hand, they are also part of it. The community is a real party that provides space to analyze potential opportunities and requires empowerment to improve their economic life.

Educators in the second person (inter-subject) play a role in creating space for practical reasoning inside and outside the classroom. Educators assume themselves as the community, mediators, and facilitators who bridge the needs of students' experiences to conceptual tools built by practitioners/entrepreneurs, and social perceptions built by the community. Educators must be able to understand the creative imagination of students and

provide a conceptual framework based on third-person perceptions. Classes that provide space for participants as an arena for reasoning and facilitate their learning experiences will result in meaningful entrepreneurial learning.

Entrepreneurs/are trusted as the third person (object) of synthesizing concept participation, models, and domains needed to become successful entrepreneurs. This synthesis will produce objective knowledge that is used by educators to map the ontology of entrepreneurial space and provide a basic conception of entrepreneurial practice as a configuration/transformation of individuals to their environment. Entrepreneurs have entrepreneurial experience from the services provided to create satisfaction with society as customers.

Meanwhile, society as the fourth person (inter-object) acts as the market share, namely the marketing object of entrepreneurial activities. Whatever is produced must make society a market and regulator of economic rhythm. The community provides all the potential that entrepreneurs, teachers, and students need. However, the community also needs maximum service and empowerment to maintain their welfare. To create meaningful entrepreneurship education, the involvement of the four elements in learning is necessary. The four components represent the development of social capital, [24] as a form of capital in developing entrepreneurial learning. Based on the study of educational approaches, the concept of pedagogy occurs when the interaction of educators with students meets in class. Interaction takes the form of the transfer of knowledge based on theoretical and practical studies. The concept of andragogy occurs when students analyze opportunities in society and provide empowerment afterward. And in the end, the concept of heutagogy occurs when students formulate their solutions to the entrepreneurial opportunities they find and implement them.

4.2 Character of Entrepreneurship

Character is an important thing to emphasize in entrepreneurship learning in college, because character is a key to a person's success in life, including entrepreneurship [35]. A well-developed character will stabilize entrepreneurial intention and motivation which can be measured through demographic data, personality traits [61], and contextual factors, [62]. In the research of [37] entrepreneurial skills are strongly supported by personality variables. Identification of the character of aspirations and entrepreneurial efforts is to create a more complete and comprehensive change in the

knowledge of the procedure of finding, transforming, value innovation, and finally riches creation, [63].

There are three keys to understanding emancipatory entrepreneurship, namely: understanding how civilization grows via complete and innovative action, pro-social action concerning the allocation of opportunities for new sociable strata, and the interaction of imagination and practice, [36]. Several studies show that entrepreneurial competencies include: a) identifying and using entrepreneurial opportunities as the main competence of entrepreneurs, [64], b) managerial, [65], c) cognitive [66], [67], [68], d) attitudes, [69], and e) social competence of entrepreneurs as a result of their business performance, [70], [71]. These competencies are developed in a conceptual construction model, [72]. This model links the personal competencies of entrepreneurs and their leadership and business implementation. At the core of this model fits a collection of six key entrepreneurial capabilities (ideational, opportunity, connection, organizing, technique, and dedication). Analyses have determined three elements of responsibility competencies – motivational (self-efficacy), moral (responsibility to do the right thing), and cognitive (learning and self-management).

Based on this study, it is proposed five personality variables that shape entrepreneurship, which are known by the acronym OCEAN. But in testing, only three affect entrepreneurial skills. OCEAN is the precursor of these entrepreneurial skills [37]. This implies that personality enhances entrepreneurial skills itself. The ability to seek new experiences, and be creative, innovative, and open are personal skills that lead to the development of entrepreneurial skills, [73]. Another opinion adds that leadership, communication, and enthusiasm, positively affect entrepreneurial skills, [74]. Self-confidence and resilience in the face of stressful situations - that is, the absence of neuroticism - also represent a positive background for entrepreneurial skills, [75], [76]. However, awareness and friendliness do not affect entrepreneurial skills. This first result contradicts the results obtained by [73]. Our results also contradict the literature, [77], [78], as there is no evidence that high levels of conformity positively affect entrepreneurial skills.

Various research studies on the character needed by students in entrepreneurship learning lead to the integration of creativity and innovation, [42], [43], [49], [50]. This integration will essentially help educators understand how pedagogical interventions and teaching initiatives can stimulate emotions in

them, [41] to develop originality, value, and commercial appeal. Learning efforts and pedagogical interventions should help students overcome anxiety by targeting needs that are rarely addressed to consider influences and emotions, [45], [46], [47], [48], [79], [80].

4.3 Entrepreneurship Learning based on Project

Based on the involvement of the parties in entrepreneurship learning and the need for character development of students, an ideal learning concept is needed in the classroom. The class must develop control over various activities inside and outside, not only function traditionally. The entrepreneurial learning approach in higher education emphasizes meeting students' needs for critical thinking and experimental skills, [16], [81], [82], which means integrating the concepts of pedagogy, andragogy, and heutagogy, [56].

Several learning models have ideal characteristics to be applied to entrepreneurship learning. [55] formulate a Heptalogical model for entrepreneurial learning. Figure 3 illustrates the model of entrepreneurship education. This model is in line with effectuation approaches, [83], lean startup, [84], and other models, [85], by accepting the diversity of entrepreneurial phenomena across sectors, industries, and cultures. This Heptalogical model accommodates the involvement of 4 parties as discussed in the previous section.

Other research studies show that there is also a citizens project learning model which is a form of application of behaviorism and constructivism theory. This model is commonly used at the high school level for civics subjects, especially concerning public policy. This model is a form of application of behaviorism and constructivism theory in developing knowledge, disposition, skills, confidence, commitment, and competence in citizenship subjects with 6 learning stages. The six stages of project citizens are:

1. identify problems in society,
2. choose a problem to be studied by the class.
3. collect information related to the problem,
4. develop a class portfolio,
5. present the portfolio before the jury, and
6. Reflect on learning experiences, [86]

This model has the same principle as the Heptalogical model and is relevant to be developed in entrepreneurship courses in universities because the endpoints are critical thinking and character development. However, because this is developed at the university level, it is necessary to improve the stages of the project citizen model to meet the

entrepreneurial competence needs of students in tertiary institutions. Theoretically, the prospect of entrepreneurship studies is to contribute to a movement that maintains the character and ability of students to imagine socially about social change and implement it, [87], [88]. Entrepreneurship is seen as a potential "pro-social force" in society, [21], [22], [23]. Entrepreneurial ideas and efforts are to provide a deeper understanding. Complete and comprehensive about the process of discovery, change, value creation, and finally wealth creation, [51], [52], [63].

Based on the study of these two models, the researcher then develops the competency demands and psychological characteristics of students in higher education in a refinement stage. The stage of completing the project citizen model is the "realization/actualization" of the solutions offered in the previous stage. Because through the "realization/actualization" stage, students will implement their entrepreneurial imagination based on the identification, analysis, discovery/creation, and mapping (portfolio) processes carried out in the previous stage. Learning in higher education is not only limited to planning a learning project, their mindset and psychology can apply/implement what they have planned. Therefore, by continuing to involve four parties (quadcore) in entrepreneurship learning, entrepreneurial learning activities are developed to be as follows:

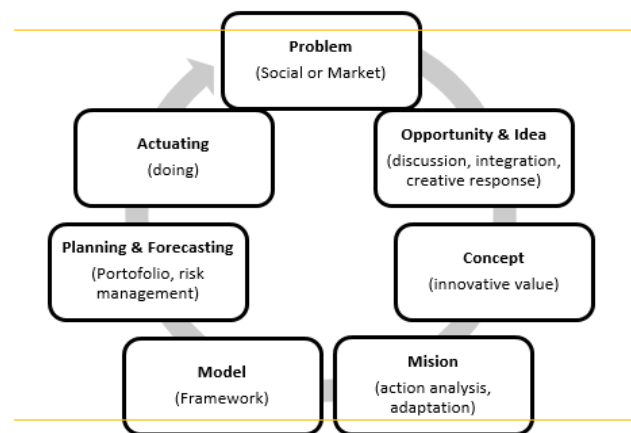


Fig. 3: Model of Entrepreneurship Education
 Source: adapted from [55]

The entrepreneurship learning scheme designed combines field survey activities, literature studies, practitioner engagement, portfolio preparation, and field practice. This learning scheme originates in a behavioristic approach through a series of reciprocal stimuli and responses, [33], [53], [89]. Refinement of the model will help students to learn new skills

including direct interactive teaching, modeling, and demonstration, [90]. The teaching model is defined as a structured sequence designed to elicit certain types of thoughts or responses to achieve specific learning outcomes.

Lecturers should assist in designing and determining instructional choices, and guide teachers to define strategies, techniques, and methods. Achieve the desired behavior change in students. Build a conducive learning environment. Assist in developing and selecting teaching materials. Facilitate in determining teaching and learning activities. It helps in curriculum construction. The teaching model acts as a foundation for teaching theory. This allows teachers to choose the correct teaching materials. Educational activities are designed based on the teaching model. One model that the lecturer chooses is the Interaction Model. Flander proposed this model. This model emphasizes more on the interaction between teacher and learner. It divides classroom behavior into categories. Elements of these model objectives entering behavior presentation evaluation. This is under the goal that entrepreneurial learning must be able to form creative and innovative characters of students, [42] so that the "realization/actualization" stage is a form of implementation.

5 Conclusion

Researchers who discussed entrepreneurship education and published it on SAGE have conducted an in-depth study of the involvement of stakeholders in its learning. Various weaknesses and strengths are analyzed, to obtain the following conclusions: 1) the parties involved and contributing to the success of entrepreneurship learning are students, educators, entrepreneur practitioners, and the community. 2) the involvement of the four parties is conceptualized in a combination of learning which includes field survey activities, literature studies, the involvement of practitioners, portfolio preparation, and field practice.

Limitations

This systematic review focuses on scientific articles published by SAGE publications which are shared with open access in 2020. Similar studies that target publishers and publication years greatly enrich empirical facts from entrepreneurship education in tertiary institutions. The research findings have resulted in a systematic (quad-core) involvement of parties in entrepreneurship learning in higher education, the ideal concept of learning involving

these parties has also been offered. However, the testing has not been carried out and is a gap to be operationalized in future studies.

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