Presidensi: Jurnal Politik dan Pemerintahan Vol. 2 No. 2 tahun 2025.
Abdullah Sumrahadi, et all. : 150 - 168
© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

Cultivating Founders: How Policy and Education Intersect in Indonesian and Malaysian Universities

[1]Abdullah Sumrahadi , [2]Musa Maliki, [3]Andika Priyandana Sunoko, [4]Harryanto Aryodiguno
[1] President University, [2]Pembangunan Nasional "Veteran" University, Jakarta, [3]Kebangsaan Malaysia University, [4]President University

abdullah.sumrahadi@president.ac.id

Abstrak
Studi ini menyajikan analisis komparatif pendidikan kewirausahaan terkini di Indonesia dan Malaysia, dengan fokus pada makalah akademis yang diterbitkan pada tahun 2021 hingga 2023, dengan rentang waktu penelitian dari tahun 2009 hingga 2022. Dengan menggunakan pendekatan penelitian meta-analisis kualitatif, studi ini menggunakan analisis tematik untuk mengidentifikasi tema dan pola yang berulang dalam literatur. Analisis tematik makalah akademis tentang pendidikan kewirausahaan di perguruan tinggi di Indonesia mengungkap empat tema utama: pola pikir dan kompetensi kewirausahaan, tantangan dan hambatan dalam pendidikan kewirausahaan, kerangka pembelajaran campuran dalam Program Pendidikan Kewirausahaan, dan minat kewirausahaan serta keselarasan pribadi. Sebaliknya, analisis tematik makalah akademis mengenai pendidikan kewirausahaan dalam konteks pendidikan tinggi Malaysia mengungkapkan empat tema berbeda: peran pendidikan kewirausahaan, faktor-faktor yang mempengaruhi niat berwirausaha dan keterkaitannya dalam ekosistem kewirausahaan, peran mediasi pendidikan kewirausahaan dan dampaknya terhadap ekosistem kewirausahaan, dan implikasi kebijakan dan kelembagaan. Studi komparatif ini memberikan wawasan berharga mengenai pendekatan dan tantangan unik Indonesia dan Malaysia dalam mengembangkan pendidikan kewirausahaan dalam sistem pendidikan tinggi masing-masing.
Kata Kunci: pendidikan kewirausahaan, pendidikan tinggi, studi komparatif, Indonesia, Malaysia.

Abstract
This study presents an up-to-date comparative analysis of entrepreneurship education in Indonesia and Malaysia, focusing on academic papers published from 2021 to 2023, with a research timeframe spanning from 2009 to 2022. Employing a qualitative meta-analysis research approach, the study utilizes thematic analysis to identify recurring themes and patterns in the literature. The thematic analysis of academic papers on entrepreneurship education in Indonesia's higher education uncovers four key themes: entrepreneurial mindset and competence, challenges and barriers in entrepreneurship education, blended learning framework in Entrepreneurship Education Programs (EEPs), and entrepreneurial interests and personal alignment. Conversely, the thematic analysis of academic papers concerning entrepreneurship education in Malaysia's higher education context reveals four distinct themes: the role of entrepreneurship education, factors influencing entrepreneurial intentions and their interplay within the entrepreneurial ecosystem, the mediating role of entrepreneurship education and its impact on the entrepreneurial ecosystem, and policy and institutional implications. This comparative study provides valuable insights into Indonesia and Malaysia's unique approaches and challenges in fostering entrepreneurship education within their respective higher education systems.
Keywords: entrepreneurship education, higher education, comparative study, Indonesia, Malaysia.

INTRODUCTION

Entrepreneurship has long been recognized as a transformative force driving economic growth and catalyzing societal development (Audretsch & Keilbach, 2004; Fritsch & Mueller, 2004; Carree & Thurik,

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

2008; Neumann, 2021). At the core of this evolution are Entrepreneurship Education Programs (EEPs), which serve as instrumental vehicles for nurturing and equipping aspiring entrepreneurs with the essential knowledge, skills, and mindsets (Pittaway & Cope, 2007; Martin et al., 2013; Ruskovaara & Pihkala, 2015; Wei et al., 2019). Complementing the role of EEPs are entrepreneurship support services, collectively forming a comprehensive toolkit to foster entrepreneurship growth (Mason & Brown, 2014; Hu et al., 2022).

Maritz et al. (2022) assert that EEPs and entrepreneurship support services constitute significant components of entrepreneurial ecosystems within higher education. These components provide entrepreneurs with the requisite knowledge, skills, and resources to initiate and expand their ventures. In their comprehensive study, Maritz et al. (2022) delved into the state of EEPs in Indonesia, expanding upon earlier investigations of analogous Australian EEPs in 2019 and Malaysian EEPs in 2021. The study revealed critical gaps in the knowledge base within the Indonesian higher education context concerning EEPs, the interconnection between entrepreneurship education (EE) and EEPs, and the nexus between entrepreneurship support services and EEPs.

Furthermore, Maritz et al.'s (2022) findings underscore the intricate interplay between EEPs and entrepreneurship support services interventions and their alignment with political economy engineering policy dynamics. Notably, this terrain remains uncharted, particularly within the unique contexts of higher education in nations like Indonesia and Malaysia. This paper embarks on unraveling the nuanced relationships between entrepreneurship education, entrepreneurship support services, and political economy engineering policy within the higher education landscape, emphasizing their combined influence on entrepreneurship growth within these nations.

In the contemporary landscape, entrepreneurial ventures infuse economies with dynamism, ushering in innovation, generating employment opportunities, and propelling sustainable development. Recognizing the critical role of nurturing entrepreneurs within higher education, EEPs have gained prominence as specialized initiatives designed to impart knowledge, cultivate skills, and foster an entrepreneurial mindset among individuals seeking to navigate the complexities of modern business environments (Martin et al., 2013; Fayolle & Gailly, 2015; Nabi et al., 2017). Amidst this landscape, the Southeast Asian nations of Indonesia and Malaysia emerge as captivating case studies within the higher education domain. Both countries have undergone remarkable economic transformations and transformative policy shifts (Asian Development Bank, 2020; Birthal et al., 2022). Hence, comprehending how EEPs and entrepreneurship support services synergize with political economy engineering policy dynamics within higher education institutions becomes a crucial endeavor.

Since 2021, a multitude of research efforts have been dedicated to understanding the landscape of entrepreneurship education within higher education institutions in Indonesia (Amalia & von Korflesch, 2021; Setiawan et al., 2022; Santoso et al., 2023) and Malaysia (Ashari et al., 2021; Ramayah et al., 2022; Saoula et al., 2023). This study's deliberate choice of 2021 as the starting point aligns with the last year of references cited in the study conducted by Maritz et al. (2022), signifying a commitment to building upon existing research foundations while addressing the evolving dynamics of entrepreneurship education in these Southeast Asian nations.

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

This study addresses the evolving landscape of EEPs in Indonesia and Malaysia, explicitly focusing on higher education. The primary objective is to provide an up-to-date analysis of EEPs, drawing from academic papers published since 2021. This approach aims to fill gaps in existing research, characterized by fragmented evidence and diverse approaches, hindering the generalizability of findings (Maritz et al., 2022).

A secondary objective is to unravel the intricate relationships between political economy engineering policy, entrepreneurship education, and entrepreneurship support services within the higher education context of Indonesia and Malaysia. This exploration relies on a review of existing studies to identify latent patterns, discernible trends, and unforeseen connections. This effort contributes to a nuanced understanding of the multifaceted dynamics within this ecosystem.

Grounding this study is the concept of the Entrepreneurial Ecosystem (Isenberg, 2010), which posits that entrepreneurship is influenced by a complex interplay of factors such as access to capital, regulatory frameworks, human capital, and culture (Spigel & Harrison, 2017). Within this framework, EEPs and entrepreneurship support services play pivotal roles in fostering an environment conducive to entrepreneurial success (Stam & Van de Ven, 2019; Cao & Shi, 2021).

The novelty and contribution of this study stem from its comprehensive examination of the interplay between political economy engineering policy, entrepreneurship education, and entrepreneurship support services, all framed within the context of the entrepreneurial ecosystem in Indonesia and Malaysia. While individual elements of this ecosystem have been studied independently, this research illuminates the synergies and frictions that arise when these elements converge. Through synthesizing qualitative literature, the study presents a comprehensive view of entrepreneurship growth in these nations. It enriches the academic landscape by weaving disparate threads of knowledge into a coherent narrative.

LITERATURE REVIEW

Entrepreneurial ecosystems are a central concept in entrepreneurship, emphasizing the complex interplay of actors, institutions, and resources. These ecosystems comprise entrepreneurs, investors, universities, and government agencies, with institutional factors such as regulations and cultural norms shaping their dynamics. Resource types, including financial, human, social, and knowledge capital, underpin ecosystem vitality (Isenberg, 2010). Dynamic feedback loops drive ecosystem evolution, with positive loops amplifying entrepreneurial activities. Social capital's dense networks enhance collaboration, while knowledge spillovers fuel innovation. Policymakers can design supportive regulations and invest in education. Entrepreneurs benefit from building relationships and engaging with ecosystem elements. Investors can use this knowledge to guide their strategies (Neumeyer et al., 2019; Gueguen et al., 2021; Cho et al., 2022).

At the heart of this profound transformation are Entrepreneurship Education Programs (EEPs), essential instruments intended to provide aspiring entrepreneurs with the necessary knowledge, abilities, and outlook (Arasti et al., 2012; Bakar et al., 2015; Neck & Greene, 2011). These initiatives are crafted to cultivate entrepreneurial skills, foster creative thought processes, and prepare individuals to confront the ever-changing demands of modern business landscapes. Research has extensively examined the influence of

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

EEPs on entrepreneurial intentions and behaviors (Ahmed et al., 2020; Munir et al., 2022). It is acknowledged that well-structured EEPs can impact entrepreneurial outcomes, such as the intention to initiate a business venture (Rauch & Hulsink, 2015). However, the effectiveness of EEPs varies depending on contextual factors, including institutional support, curriculum design, and cultural nuances (Thomassen et al., 2020).

Maritz et al. (2022) advanced this research area through their extensive investigation into the state of EEPs in Indonesia and their comparative study involving Australian EEPs in 2019 and Malaysian EEPs in 2021. Their research pinpointed substantial knowledge gaps, especially within the Indonesian higher education sphere, the intricate relationships between entrepreneurship education (EE) and EEPs, and the unexplored terrain involving the interplay of EEPs, entrepreneurship support services, and political economy engineering policy.

The work of Sumrahadi and Suryandari (2014) provided valuable insights into the cultural dimensions of community engagement within ASEAN nations. They underscored the significance of cultural linkages as a wellspring of social capital, a concept intricately intertwined with the dynamics characterizing entrepreneurship education and support services.

Teddy, Sumrahadi, and Din (2018) conducted an in-depth exploration into the attributes of millennial entrepreneurs situated in the capital city of Indonesia. Their research shed light on this generation's distinctive traits and obstacles within the entrepreneurial landscape.

Political economy engineering policy refers to strategic governmental interventions and initiatives to foster entrepreneurship and economic development within a nation. These policies encompass a wide range of actions, including formulating regulatory frameworks, allocating resources, and establishing support mechanisms to stimulate entrepreneurship (Bradley et al., 2021).

While previous research has examined the impact of policy on entrepreneurship (Audretsch et al., 2020), fewer studies have focused explicitly on its influence within the context of EEPs in Indonesia and Malaysia. Our research aims to bridge this gap by exploring the relationships between political economy engineering policy, entrepreneurship education, and entrepreneurship support services within the higher education context of these nations.

RESEARCH METHOD

We have adopted a qualitative meta-analysis research design (Hoon, 2013; Rauch et al., 2014; Timulak, 2014). This approach allows us to synthesize qualitative data from case studies, identify recurring patterns across these cases, and delve into the dynamics of entrepreneurship education programs in higher education institutions within Indonesia and Malaysia. By applying this approach, we can examine the interactions and factors contributing to the effectiveness of entrepreneurship education in these contexts, shedding light on the nuances specific to Indonesia and Malaysia. This design also facilitates theory development and comprehensively explains the phenomena under investigation (Rauch et al., 2014).

Presidensi: Jurnal Politik dan Pemerintahan Vol. 2 No. 2 tahun 2025.
Abdullah Sumrahadi, et all. : 150 - 168
© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

Our data sources were obtained through a three-step search process. Firstly, we conducted keyword searches in the EBSCO Host database. We performed two distinct Boolean searches using specific keyword combinations. The first search combined the terms: entrepreneurship education program AND "higher education" AND "Indonesia". The second search used the same terms but replaced "Indonesia" with "Malaysia". These searches focused on 2021, aligning with enforcing Government Regulation Number 7/2021. This regulation underscores the crucial role of incubator institutions in fostering entrepreneurial development and growth. The government has committed to collaborating with all stakeholders, including academic communities, to cultivate the entrepreneurship ecosystem. This research also aimed to extend the work of Maritz et al. (2022). The searches were further refined by applying filters for "English", "Peer Reviewed", and "Full Text".

The initial search yielded 167 results, while the second yielded 190 results. After removing exact duplicates, we reviewed each paper's titles, abstracts, and sources. This review process evaluated their thematic focus and suitability for our study. Additionally, we assessed the quality of each paper based on scope, comprehensiveness, and publishers to ensure credibility. In the end, ten published academic papers from the first search (see Table 1) and five academic papers from the second search (see Table 2) were included in our study, representing cases from Indonesia and Malaysia, as well as providing adequate variation in the phenomena under investigation (Timulak, 2014).

Table 1. Overview of Indonesian cases included in our study

Author(s) & Publication Year	Time frame of the study	Source
Handayani et al., 2021	2020	International Journal of Research in Business and Social Science
Amalia & von Korflesch, 2021	2009 - 2018	Entrepreneurship Education
Santoso et al., 2021	2020	Journal of Innovation and Entrepreneurship
Setiawan et al., 2022	2021	Sustainability
Wiyono & Wu, 2022	2021	Administrative Sciences
Qamari et al., 2022	2019	Journal of Theoretical and Applied Management
Cahyani et al., 2022	2021	Indonesian Journal of Business and Entrepreneurship
Aransyah et al., 2023	2021	Journal of Social Studies Education Research
Sulastini et al., 2023	2022 - 2023	Administrative Sciences
Santoso et al., 2023	2019 - 2021	Journal of Innovation and Entrepreneurship

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

Note. Processed data (2023)

Table 2. Overview of Malaysian cases included in our study

Authors & Publication Year	Time frame of the study	Source
Ng et al., 2021	2018	Education+ Training
Ashari et al., 2021	2021	Sustainability
Othman et al., 2022	2019	Frontiers in Psychology
Ramayah et al., 2022	2022	Asian Academy of Management Journal
Saoula et al., 2022	2021 - 2022	Asia Pacific Journal of Innovation and Entrepreneurship

Note. Processed data (2023)

During the data analysis phase, we employed thematic analysis to identify common themes and patterns in the literature. Thematic analysis is a widely accepted qualitative research method that systematically identifies, analyzes, and reports patterns (themes) within the data (Braun & Clarke, 2006; Nowell et al., 2017). This rigorous methodology has allowed us to uncover deep insights and develop a comprehensive understanding of entrepreneurship education dynamics in Indonesia and Malaysia's higher education context.

RESULT AND ANALYSIS

INDONESIA

Our thematic analysis of the ten academic papers on EEPs in Indonesia's higher education revealed four themes: entrepreneurial mindset and competence, challenges and barriers in entrepreneurship education, blended learning framework in EEPs, and entrepreneurial interests and personal alignment. These themes not only provide valuable insights into the landscape of EEPs but also align closely with the concept of the Entrepreneurial Ecosystem (Isenberg, 2010). Education is pivotal in nurturing entrepreneurial attitudes, competencies, and behaviors within the Entrepreneurial Ecosystem framework. Additionally, the presence of support structures and a conducive environment is vital for the success of entrepreneurship education. In

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

this chapter, we delve into these four themes, examining their connections to the broader concept of the Entrepreneurial Ecosystem and shedding light on the dynamics within Indonesia's higher education system. Table 3 shows the connection between the themes and the academic papers they are associated with in Indonesia's higher education context.

Table 3. Themes and Their Corresponding Academic Papers in the Context of Indonesia's Higher Education

Themes	Academic Papers
Entrepreneurial Mindset and Competence	Handayani et al., 2021
	Santoso et al., 2021
	Setiawan et al., 2022
	Sulastini et al., 2023
	Santoso et al., 2023
Challenges and Barriers in Entrepreneurship Education	Amalia & von Korflesch, 2021
	Santoso et al., 2021
	Cahyani et al., 2022
	Aransyah et al., 2023
	Santoso et al., 2023
Blended Learning Framework in EEPs	Amalia & von Korflesch, 2021
	Santoso et al., 2021
	Wiyono & Wu, 2022
	Qamari et al, 2022
	Santoso et al., 2023
Entrepreneurial Interests and Personal Alignment	Amalia & von Korflesch, 2021
	Santoso et al., 2021
	Wiyono & Wu, 2022
	Cahyani et al., 2022

Note. Processed data (2023)

Entrepreneurial Mindset and Competence

The theme "Entrepreneurial Mindset and Competence" within the entrepreneurial ecosystem emphasizes education as a foundational pillar for instilling entrepreneurial attitudes, skills, and competencies in higher education in Indonesia (Isenberg, 2010). Santoso et al (2021) underscore the importance of nurturing an entrepreneurial spirit and mindset among students, highlighting the significance of dedicated entrepreneurship education in shaping successful entrepreneurs. In 2023, Santoso et al. focus on Project-Based Entrepreneurial Learning (PBEL) as an innovative model that enhances students' entrepreneurial competence and practical experiences. Handayani et al (2021) address challenges in the labor market, emphasizing the role of education, particularly EEPs, in equipping students with resource assembly and

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

business management competence to tackle labor market intricacies. Setiawan et al (2022) stress the role of educators and supportive learning environments in shaping students' entrepreneurial self-efficacy and attitudes, essential components within the entrepreneurial ecosystem. Sulastini et al (2023) explore workplace spirituality and its impact on employee mindset and competence, highlighting their interconnectedness with organizational success within the entrepreneurial ecosystem.

Challenges and Barriers in Entrepreneurship Education

Indonesia's second theme within the entrepreneurial ecosystem (Isenberg, 2010) emphasizes the impediments to entrepreneurship education in Indonesia's higher education landscape. Santoso et al (2021) highlight challenges students face in EEPs, including difficulties in group management, time management, and a lack of marketing orientation, underscoring the need to address these issues. Amalia and von Korflesch (2021) stress the importance of aligning entrepreneurship education with students' diverse backgrounds and interests to tackle unique challenges, fostering inclusivity within the entrepreneurial ecosystem. Cahyani et al (2022) shed light on challenges related to resource access, aspirations, and education quality, emphasizing the role of support services in overcoming these issues. Aransyah et al (2023) focus on challenges faced by entrepreneurship educators, highlighting the significance of support services to empower educators and enhance education quality. Santoso et al (2023) indirectly emphasize challenges in implementing innovative educational methods like blended learning, emphasizing the need for meticulous planning and robust support services to align with the entrepreneurial ecosystem's goals.

Blended Learning Framework in EEPs

Indonesia's third theme within the entrepreneurial ecosystem (Isenberg, 2010) emphasizes the pivotal role of innovative methodologies like blended learning in enhancing entrepreneurship education's quality and effectiveness. Amalia and von Korflesch (2021) highlight the importance of aligning EEPs with individual students' diverse interests and backgrounds, emphasizing personalized learning experiences, a core objective of the ecosystem. Santoso et al (2021) introduce a blended entrepreneurial learning framework, emphasizing practical experiences' significance in shaping future entrepreneurs' aspirations. Wiyono and Wu (2022) emphasize the value of hands-on experiences in entrepreneurship education, which is closely aligned with the principles of the blended learning framework. Qamari et al (2022) discuss integrating information technology into entrepreneurship education, echoing the blended learning paradigm's adaptability to technological advancements. Finally, Santoso et al (2023) highlight integrating entrepreneurship education with technology, particularly e-learning platforms, representing the ecosystem's adaptability to digital tools, enriching entrepreneurship education.

Entrepreneurial Interests and Personal Alignment

Indonesia's fourth theme within the entrepreneurial ecosystem (Isenberg, 2010) emphasizes education's central role in nurturing students' interests and aligning them with entrepreneurship. Amalia and von Korflesch (2021) advocate customizing entrepreneurship education to harmonize with students' unique preferences, enhancing its effectiveness. Santoso et al (2021) highlight the importance of aligning students' interests with entrepreneurship, noting that students with genuine business interests excel in entrepreneurship. Wiyono and Wu (2022) stress hands-on experiences that resonate with students' interests.

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

Cahyani et al (2022) emphasize supporting EEPs graduates according to their interests and alignment, enriching the entrepreneurial ecosystem's fabric.

MALAYSIA

Four central themes emerge from the thematic analysis of five academic papers in Malaysia's higher education context, collectively shedding light on the intricate dynamics that contribute to the entrepreneurial ecosystem, as conceived by Isenberg (2010): role of entrepreneurship education, factors influencing entrepreneurial intentions and their interplay within the entrepreneurial ecosystem, the mediating role of entrepreneurship education and its impact on the entrepreneurial ecosystem, and policy and institutional implications. As we navigate through these themes, we unravel the connections between the academic research findings and the broader entrepreneurial ecosystem framework, providing an understanding of how entrepreneurship education intertwines with the holistic support system for fostering entrepreneurial ventures in Malaysia's higher education sphere. Table 4 shows the connection between the themes and the academic papers they are associated with in Malaysia's higher education context.

Table 4. Themes and Their Corresponding Academic Papers in the Context of Indonesia's Higher Education

Themes	Academic Papers
Role of Entrepreneurship Education	Ng et al., 2021
	Ashari et al., 2021
	Othman et al., 2022
	Ramayah et al., 2022
	Saoula et al., 2022
Factors Influencing Entrepreneurial Intentions and Their Interplay within the Entrepreneurial Ecosystem	Ng et al., 2021
	Ashari et al., 2021
	Othman et al., 2022
	Saoula et al., 2022
Mediating Role of Entrepreneurship Education and Its Impact on the Entrepreneurial Ecosystem	Ng et al., 2021
	Ashari et al., 2021
	Othman et al., 2022
	Saoula et al., 2022
Policy and Institutional Implications	Ng et al., 2021
	Othman et al., 2022
	Saoula et al., 2022

Note. Processed data (2023)

Role of Entrepreneurship Education

Malaysia's first theme is central within the Entrepreneurial Ecosystem (Isenberg, 2010), serving as a cornerstone in fostering an entrepreneurial culture in Malaysia's higher education. Ng et al (2021) emphasize its role in shaping entrepreneurial intentions, highlighting its bridge between key constructs like attitude, perceived control, and norms, crucial for influencing students' entrepreneurship pursuit. Ashari et

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

al (2021) showcase the effectiveness of entrepreneurship courses, underscoring how these educational initiatives contribute to Malaysia's educational component within the entrepreneurial ecosystem. Othman et al (2022) explore its impact on attitudes and intentions, revealing its interconnectedness with family support and self-efficacy. Ramayah et al (2022) accentuate the significance of educational support, particularly entrepreneurship education, in promoting green entrepreneurship. Saoula et al (2022) consistently stress entrepreneurship education's pivotal role in nurturing entrepreneurial attitudes, skills, and intentions, demonstrating its link to the entrepreneurial ecosystem's educational and human capital aspects.

Factors Influencing Entrepreneurial Intentions and Their Interplay within the Entrepreneurial Ecosystem

Malaysia's second theme explores the complex dynamics shaping entrepreneurial intentions in the context of Isenberg's Entrepreneurial Ecosystem (2010). Ng et al (2021) illuminate this interplay, investigating how factors like proactive personality, entrepreneurship education, and opportunities converge within the Theory of Planned Behavior framework, highlighting their role in shaping intentions among university graduates. Ashari et al (2021) emphasize the synergy between educational and personal factors, crucial in the entrepreneurial ecosystem, revealing how they jointly mold students' entrepreneurial intentions. Othman et al.'s (2022) research underscores the intertwining of family support, self-efficacy, motivation, and entrepreneurship education, illustrating their collective impact on fostering a culture of entrepreneurship. Saoula et al (2022) consistently stress the interconnectedness of factors like entrepreneurial self-efficacy, motivation, and family support within the entrepreneurial ecosystem, nurturing a supportive environment for entrepreneurship in higher education. This holistic perspective aligns with the multifaceted nature of the entrepreneurial ecosystem, emphasizing the interplay of diverse elements in shaping entrepreneurial intentions.

Mediating Role of Entrepreneurship Education and Its Impact on the Entrepreneurial Ecosystem

Malaysia's third theme explores how entrepreneurship education mediates in Malaysia's higher education context, shaping the broader entrepreneurial ecosystem. Ng et al (2021) reveal how entrepreneurship education mediates between personal factors like proactive personality and entrepreneurial opportunities, driving intentions among graduates. Ashari et al (2021) highlight education's mediating role between personal factors like self-efficacy and motivation and students' entrepreneurial intentions. Othman et al.'s (2022) research underscores education's critical mediation between family support, self-efficacy, and motivation, fostering an entrepreneurial culture. Saoula et al (2022) consistently stress how entrepreneurship education mediates relationships between self-efficacy, motivation, family support, and intentions, emphasizing its pivotal role in shaping the entrepreneurial landscape within higher education.

Policy and Institutional Implications

Malaysia's fourth theme explores how government policies and institutional decisions impact entrepreneurship in Malaysia's higher education, shaping the entrepreneurial ecosystem. Ng et al (2021) emphasize the need for policy adjustments to promote graduate entrepreneurship, aligning with institutional decisions to enhance entrepreneurial education. Othman et al (2022) underscore the significance of supportive government policies and educational institutions in fostering entrepreneurship among young

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

individuals, emphasizing ongoing assessment for policy impact. Saoula et al (2022) stress the importance of supportive policies, educational institutions, and social systems in fostering entrepreneurship among young individuals, highlighting alignment between institutional decisions and policies to create a favorable entrepreneurial environment within higher education.

COMPARATIVE THEMATIC ANALYSIS BASED ON MALAYSIA'S THEMES

Theme 1: Role of Entrepreneurship Education

In Indonesia and Malaysia, the "Role of Entrepreneurship Education" theme plays a crucial role in nurturing entrepreneurial attitudes and skills among students. In Indonesia, Santoso et al. (2021) emphasize cultivating an entrepreneurial mindset and competence through education, aligning with the concept of the entrepreneurial ecosystem. In Malaysia, Ng et al. (2021) similarly highlight how entrepreneurship education bridges various constructs, influencing students' intentions to pursue entrepreneurship. This commonality underscores the shared recognition of education as a foundational component within the entrepreneurial ecosystems of both countries.

Theme 2: Factors Influencing Entrepreneurial Intentions and Their Interplay within the Entrepreneurial Ecosystem

Malaysia's second theme is prominent in both Indonesia and Malaysia. In Indonesia, Setiawan et al. (2022) emphasize the role of entrepreneurial self-efficacy, family support, and educator competence in shaping students' attitudes toward entrepreneurship, highlighting the interconnectedness of these factors. Similarly, in Malaysia, Othman et al. (2022) explore how family support, self-efficacy, and motivation interact with entrepreneurship education to influence students' intentions. This shared theme underscores the significance of personal, social, and educational factors within the entrepreneurial ecosystems of both nations.

Theme 3: Mediating Role of Entrepreneurship Education and Its Impact on the Entrepreneurial Ecosystem

Malaysia's third theme is evident in both Indonesia and Malaysia. In Indonesia, Santoso et al. (2023) discuss the development of Project-Based Entrepreneurial Learning (PBEL) as an innovative educational model, emphasizing its role as a bridge between education and practical experience, contributing to the holistic development of the entrepreneurial ecosystem. Similarly, in Malaysia, Ashari et al. (2021) emphasize the mediating role of entrepreneurship education in amplifying the impact of personal factors like self-efficacy and motivation on students' intentions to pursue entrepreneurship. This common theme highlights the importance of education as a mediator within the entrepreneurial ecosystems of both countries.

Theme 4: Policy and Institutional Implications

Specifically, in Malaysia's 4th theme, there are differences in the extent to which government support and policy implications are explicitly mentioned in the literature from each country. Malaysian literature, particularly Saoula et al.'s (2022) study, strongly emphasizes government support and policy implications. This study discusses the need for supportive government policies, educational institutions, and social systems to foster entrepreneurship among young individuals. It highlights the role of institutions in organizing events and activities that motivate and equip students with the necessary skills and knowledge for entrepreneurship. Thus, Malaysia's literature suggests a close alignment between government policies

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

and institutional decisions within the entrepreneurial ecosystem, emphasizing the significance of government support in the higher education context. In Indonesia, while the theme of "Policy and Institutional Implications" is present, as seen in Cahyani et al.'s (2022) discussion of challenges and opportunities related to university support and entrepreneurship education, it does not explicitly mention government support or policies to the same extent as the Malaysian study. The Indonesian literature focuses on challenges and opportunities at the intersection of university support, entrepreneurship education, and cultivating an entrepreneurial mindset. While institutional decisions are discussed, government support and explicit policy implications are less prominent in this context.

COMPARATIVE THEMATIC ANALYSIS BASED ON INDONESIA'S THEMES

Theme 1: Entrepreneurial Mindset and Competence

The "Entrepreneurial Mindset and Competence" theme in Indonesia emphasizes education's foundational role in nurturing entrepreneurial attitudes and competencies. Indonesian literature highlights the importance of instilling an entrepreneurial mindset through education and practical experiences (Santoso et al., 2021). It also explores the challenges in the labor market and the potential role of Entrepreneurship Education Programs (EEPs) in addressing these issues (Handayani et al., 2021). In Malaysia, the "Role of Entrepreneurship Education" theme is also prominent. Malaysian studies, such as Ng et al. (2021) and Saoula et al. (2022), discuss the role of entrepreneurship education in shaping entrepreneurial intentions among students. They emphasize the educational component of the entrepreneurial ecosystem and its interaction with various factors.

Theme 2: Challenges and Barriers in Entrepreneurship Education

Indonesia's second theme focuses on obstacles students and educators face in entrepreneurship education (Santoso et al., 2021). It addresses challenges related to resource access, aspirations, and the quality of entrepreneurship education (Cahyani et al., 2022). In Malaysia, challenges within entrepreneurship education are also acknowledged (Othman et al., 2022). However, the Malaysian literature emphasizes the effectiveness of entrepreneurship courses (Ashari et al., 2021) and the role of entrepreneurship education in stimulating green entrepreneurial intentions (Ramayah et al., 2022).

Theme 3: Blended Learning Framework in EEPs

Indonesia's third theme underscores the importance of innovative educational methods within entrepreneurship education in Indonesia (Santoso et al., 2023). It emphasizes the value of practical experiences and technology integration in education. In the provided references, Malaysia has not explicitly mentioned the context of blended learning within entrepreneurship education. Therefore, while Indonesia emphasizes this theme, it may not be as prominent in Malaysian studies.

Theme 4: Entrepreneurial Interests and Personal Alignment

Indonesia's fourth theme focuses on aligning education with students' unique preferences and interests, as highlighted by Amalia and von Korflesch (2021). Malaysia shares a similar preference for aligning entrepreneurship education with students' interests, as indicated by Ashari et al. (2021), who emphasize the need to align entrepreneurship courses with students' diverse interests and backgrounds.

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

CONCLUSION

The comparative thematic analysis between Indonesia and Malaysia in the context of entrepreneurship education reveals several noteworthy findings. Firstly, both countries emphasize the importance of entrepreneurship education as a foundational component within the entrepreneurial ecosystem, aligning with Isenberg's concept (2010). Both nations recognize the need to prepare students with the knowledge, skills, and mindset necessary for entrepreneurial success.

However, some research gaps emerge from this analysis. Notably, Indonesia needs more references related to government support, policies, or the impact of political economy engineering on entrepreneurship education. This gap suggests a potential area for future research, exploring how government policies and political factors influence the development and effectiveness of entrepreneurship education in Indonesia.

For future studies, it is recommended that researchers in both countries conduct comprehensive investigations into the role of government support and policies in shaping entrepreneurship education. Comparative studies between the two nations could shed light on best practices and policy implications, promoting a conducive environment for entrepreneurship within higher education. Additionally, research could delve deeper into the influence of political economy engineering on entrepreneurship education, providing a more holistic understanding of the external forces shaping the entrepreneurial ecosystem. By addressing these gaps and conducting further comparative research, both countries can enhance their entrepreneurship education initiatives and contribute to the broader advancement of entrepreneurial ecosystems.

REFERENCES

Ahmed, T., Chandran, V. G. R., Klobas, J. E., Liñán, F., & Kokkalis, P. (2020). Entrepreneurship education programmes: How learning, inspiration and resources affect intentions for new venture creation in a developing economy. *The International Journal of Management Education, 18*(1), 100327.

Amalia, R. T., & von Korflesch, H. F. O. (2021). Entrepreneurship education in Indonesian higher education: mapping literature from the Country's perspective. *Entrepreneurship Education, 4*(1), 291-333. doi: 10.1007/s41959-021-00053-9

Aransyah, M. F., Fourqoniah, F., & Riani, L. P. (2023). Enhancing the Student Entrepreneurship Education Model Using Design Thinking and Lean Canvas Approaches. *Journal of Social Studies Education Research/Sosyal Bilgiler Eğitimi Araştırmaları Dergisi, 14*(2).

Arasti, Z., Falavarjani, M. K., & Imanipour, N. (2012). A Study of Teaching Methods in Entrepreneurship Education for Graduate Students. *Higher education studies, 2*(1), 2-10.

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

Ashari, H., Abbas, I., Abdul-Talib, A. N., & Mohd Zamani, S. N. (2021). Entrepreneurship and sustainable development goals: a multigroup analysis of the moderating effects of entrepreneurship education on entrepreneurial intention. *Sustainability*, *14*(1), 431.

Asian Development Bank. (2020). *Innovate Indonesia: Unlocking growth through technological transformation*. Asian Development Bank Institute.

Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research. *Qualitative sociology*, *42*, 139-160. https://doi.org/10.1007/s11133-019-9413-7

Audretsch, D., & Keilbach, M. (2004). Entrepreneurship capital and economic performance. *Regional studies*, *38*(8), 949-959.

Audretsch, D., Colombelli, A., Grilli, L., Minola, T., & Rasmussen, E. (2020). Innovative start-ups and policy initiatives. *Research Policy*, *49*(10), 104027. https://doi.org/10.1016/j.respol.2020.104027

Bakar, R., Islam, M. A., & Lee, J. (2015). Entrepreneurship education: Experiences in selected countries. *International Education Studies*, *8*(1), 88-99.

Birthal, P. S., Joshi, P. K., Roy, D., & Pandey, G. (2022). Transformation and sources of growth in Southeast Asian agriculture. *Journal of Southeast Asian Economies*, *39*(2), 171-197.

Bradley, S. W., Kim, P. H., Klein, P. G., McMullen, J. S., & Wennberg, K. (2021). Policy for innovative entrepreneurship: Institutions, interventions, and societal challenges. *Strategic Entrepreneurship Journal*, *15*(2), 167-184. https://doi.org/10.1002/sej.1395

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, *3*(2), 77-101. DOI: 10.1191/1478088706qp063oa

Cahyani, U. E., Hanafi, S. M., & Masruri, S. (2022). The Nexus Between University Support and Entrepreneurial Mindset: Does Entrepreneurship Education Matter?. *Indonesian Journal of Business and Entrepreneurship (IJBE)*, *8*(3), 351-351.

Cao, Z., & Shi, X. (2021). A systematic literature review of entrepreneurial ecosystems in advanced and emerging economies. *Small Business Economics*, *57*, 75-110.

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

Carree, M. A., & Thurik, A. R. (2008). The lag structure of the impact of business ownership on economic performance in OECD countries. *Small business economics, 30*, 101-110.

Cho, D. S., Ryan, P., & Buciuni, G. (2022). Evolutionary entrepreneurial ecosystems: A research pathway. *Small Business Economics*, *58*(4), 1865-1883. https://doi.org/10.1007/s11187-021-00487-4

Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of small business management*, *53*(1), 75-93.

Fritsch, M., & Mueller, P. (2004). Effects of new business formation on regional development over time. *Regional Studies, 38*(8), 961-975.

Gueguen, G., Delanoë-Gueguen, S., & Lechner, C. (2021). Start-ups in entrepreneurial ecosystems: the role of relational capacity. *Management Decision, 59*(13), 115-135. https://doi.org/10.1108/MD-06-2020-0692

Handayani, E., Haryono, S., & Darmawan, A. (2021). Transformation of entrepreneur education programs (EEPS) of Indonesia's higher education. *International Journal of Research in Business and Social Science (2147-4478), 10*(1), 180-188. https://doi.org/10.20525/ijrbs.v10i1.976

Hoon, C. (2013). Meta-synthesis of qualitative case studies: An approach to theory building. *Organizational research methods*, *16*(4), 522-556.

Hu, W., Xu, Y., Zhao, F., & Chen, Y. (2022). Entrepreneurial passion and entrepreneurial success—the role of psychological capital and entrepreneurial policy support. *Frontiers in Psychology*, *13*, 792066.

Isenberg, D. J. (2010). How to start an entrepreneurial revolution. *Harvard Business Review*, *88*(6), 40-50.

Maritz, A., Li, A., Utami, W., & Sumaji, Y. (2022). The emergence of entrepreneurship education programs in Indonesian higher education institutions. *Entrepreneurship Education, 5*(3), 289-317. https://doi.org/10.1007/s41959-022-00080-0

Martin, B. C., McNally, J. J., & Kay, M. J. (2013). Examining the formation of human capital in entrepreneurship: A meta-analysis of entrepreneurship education outcomes. *Journal of business venturing*, *28*(2), 211-224.

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

Mason, C., & Brown, R. (2014). Entrepreneurial ecosystems and growth oriented entrepreneurship. *Final report to OECD, Paris, 30*(1), 77-102.

Munir, H., Ramzan, S., Wang, M., Rasool, Y., Sumbal, M. S., & Iqbal, A. (2022). Combining the social cognitive career theory, contextual factors and entrepreneurship education programs in intention-based model: a tale of two diverse regions. *Journal of Entrepreneurship in Emerging Economies, 14*(3), 392-421.

Munyo, I., & Veiga, L. (2022). Entrepreneurship and Economic Growth. *Journal of the Knowledge Economy*, 1 - 18. https://doi.org/10.1007/s13132-022-01032-8

Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The impact of entrepreneurship education in higher education: A systematic review and research agenda. *Academy of management learning & education, 16*(2), 277-299.

Neck, H. M., & Greene, P. G. (2011). Entrepreneurship education: Known worlds and new frontiers. *Journal of Small Business Management, 49*, 55-70. doi:10.1111/j.1540-627X.2010.00314.x

Neumann, T. (2021). The impact of entrepreneurship on economic, social and environmental welfare and its determinants: a systematic review. *Management Review Quarterly, 71*(3), 553-584.

Neumeyer, X., Santos, S. C., Caetano, A., & Kalbfleisch, P. (2019). Entrepreneurship ecosystems and women entrepreneurs: A social capital and network approach. *Small Business Economics, 53*, 475-489. https://doi.org/10.1007/s11187-018-9996-5

Ng, H. S., Hung Kee, D. M., & Khan, M. J. (2021). Effects of personality, education and opportunities on entrepreneurial intentions. *Education+ Training, 63*(7/8), 992-1014.

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International journal of qualitative methods, 16*(1), 1609406917733847.

Othman, N. H., Othman, N., & Juhdi, N. H. (2022). Does entrepreneurship education affect pre-start-up behavior in Malaysia? A multi-group analysis approach. *Frontiers in Psychology, 13*, 738729.

Pittaway, L., & Cope, J. (2007). Entrepreneurship education: A systematic review of the evidence. International small business journal, 25(5), 479-510.

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

Qamari, I. N., Azizah, S. A., & Farahdiba, D. (2022). Determinants of Entrepreneurial Intentions: Evidence from Undergraduate Students. *Jurnal Manajemen Teori dan Terapan, 15*(2).

Ramayah, T., Taghizadeh, S. K., & Rahman, S. A. (2022). Shaping up the green entrepreneurial inclination among the university students. *Asian Academy of Management Journal, 27*(2), 59-81.

Rauch, A., Doorn, R. & Hulsink, W. (2014). A qualitative approach to evidence-based entrepreneurship: Theoretical considerations and an example involving business clusters. *Entrepreneurship. Theory and Practice, 38*, 333–68.

Rauch, A., & Hulsink, W. (2015). Putting Entrepreneurship Education Where the Intention to Act Lies: An Investigation Into the Impact of Entrepreneurship Education on Entrepreneurial Behavior. *Academy of Management Learning & Education, 14*(2), 187–204. http://www.jstor.org/stable/43697261

Ramayah, T., Taghizadeh, S. K., & Rahman, S. A. (2022). Shaping up the green entrepreneurial inclination among the university students. Asian Academy of Management Journal, 27(2), 59-81.

Ruskovaara, E., & Pihkala, T. (2015). Entrepreneurship education in schools: empirical evidence on the teacher's role. *The Journal of Educational Research, 108*(3), 236-249.

Santoso, R. T. P. B., Junaedi, I. W. R., Priyanto, S. H., & Santoso, D. S. S. (2021). Creating a startup at a University by using Shane's theory and the entrepreneural learning model: a narrative method. *Journal of Innovation and Entrepreneurship, 10*(1), 21.

Santoso, R. T. P. B., Priyanto, S. H., Junaedi, I. W. R., Santoso, D. S. S., & Sunaryanto, L. T. (2023). Project-based entrepreneurial learning (PBEL): a blended model for startup creations at higher education institutions. *Journal of Innovation and Entrepreneurship, 12*(1), 18.

Saoula, O., Shamim, A., Ahmad, M.J. and Abid, M.F. (2023), Do entrepreneurial self-efficacy, entrepreneurial motivation, and family support enhance entrepreneurial intention? The mediating role of entrepreneurial education. *Asia Pacific Journal of Innovation and Entrepreneurship*, *17*(1), 20–45. https://doi.org/10.1108/APJIE-06-2022-0055

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

Setiawan, J. L., Kasim, A., & Ardyan, E. (2022). Understanding the consumers of entrepreneurial education: Self-efficacy and entrepreneurial attitude orientation among youths. Sustainability, 14(8), 4790.

Spigel, B., & Harrison, R. (2017). Towards a process theory of entrepreneurial ecosystems. Strategic Entrepreneurship Journal, 12(1), 151-168. https://doi.org/10.1002/sej.1268

Stam, E., & Van de Ven, A. (2019). Entrepreneurial ecosystem elements. *Small business economics, 56*, 809-832.

Sulastini, Wijayanti, T. C., & Rajiani, I. (2023). Workplace Spirituality as an Alternative Model for Promoting Commitment to Change and Change-Oriented Organisational Citizenship Behaviour. *Administrative Sciences, 13*(3), 86.

Sumrahadi, A., & Suryandari, R. A. (2014). Social Engineering on Cultural Capital: An Alternative Understanding to Build Strong Community Engagement within ASEAN Countries. *Journal of Governance and Development, 10*(1), 265-284.

Teddy, M., Sumrahadi, A., & Din, B. H. (2018). The Current Characteristics of Entrepreneur among Millennials in The Capital City of Indonesia. *Journal of Governance and Development, 14*(2), 59-74.

Thomassen, M. L., Williams Middleton, K., Ramsgaard, M. B., Neergaard, H., & Warren, L. (2020). Conceptualizing context in entrepreneurship education: a literature review. *International Journal of Entrepreneurial Behavior & Research, 26*(5), 863-886.

Timulak, L. (2014). Qualitative meta-analysis. *The SAGE handbook of qualitative data analysis*, 481-495.

Urbano, D., Audretsch, D., Aparicio, S., & Noguera, M. (2020). Does entrepreneurial activity matter for economic growth in developing countries? The role of the institutional environment. *International Entrepreneurship and Management Journal, 16*, 1065-1099.

Valerio, A., Parton, B., & Robb, A. (2014). Entrepreneurship education and training programs around the world: dimensions for success. *World Bank Publications*.

© Presidensi: Jurnal Politik dan Pemerintahan 2025 **E-ISSN: 3089-3453**
DOI : https://doi.org/10.64019/presidensi.v2i2.79

Wei, X., Liu, X., & Sha, J. (2019). How does the entrepreneurship education influence the students' innovation? Testing on the multiple mediation model. *Frontiers in psychology, 10*, 1557.

Wiyono, B. B., & Wu, H. H. (2022). Investigating the Structural Effect of Achievement Motivation and Achievement on Leadership and Entrepreneurial Spirit of Students in Higher Education. *Administrative Sciences, 12*(3), 99.