International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Entrepreneurial Practice Deficits In Indonesian Vocational Education: A Holistic Competency Theory Analysis

Amirul Mukminin
Institut Agama Islam Muhammad Azim Jambi, Indonesia
Ziadah Tunasikha
Institut Agama Islam Muhammad Azim Jambi, Indonesia
Ridho Khairul Zhikri
Institut Agama Islam Muhammad Azim Jambi, Indonesia
Nurman Sholihin
Institut Agama Islam Muhammad Azim Jambi, Indonesia
Aditya Chrisna
Institut Agama Islam Muhammad Azim Jambi, Indonesia
Febriani
Institut Agama Islam Muhammad Azim Jambi, Indonesia

Corresponding Author: amirulbengkal@gmail.com

Abstract

Entrepreneurship education is a core component of vocational education systems aimed at developing graduates' readiness for employment and self-employment. Yet learning practices in Indonesian vocational high schools (SMK) frequently remain dominated by theoretical instruction, providing limited opportunities for authentic entrepreneurial experience. This study examines entrepreneurship learning practices in a public vocational school in Batanghari Regency, Jambi Province, using Holistic Competency Theory — as operationalised through Le Deist and Winterton's (2005) multidimensional competence framework — as its analytical lens. Employing a qualitative case study design (Yin, 2018), data were collected through in-depth interviews, classroom observations, and document analysis involving entrepreneurship teachers, the vice-principal for curriculum, and twelve students. Thematic analysis (Braun & Clarke, 2006) revealed three interrelated structural deficits: (1) severely limited practical entrepreneurial experience; (2) a predominantly cognitive-declarative curriculum orientation; and (3) the complete absence of structured experiential platforms — project-based learning (PjBL), entrepreneurship bazaars, and

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

student business incubation. These conditions produce partial competency development that privileges knowledge over skills, attitudes, values, and reflective capacity. The study contributes theoretically by extending Holistic Competency Theory to vocational entrepreneurship education in a Southeast Asian context, and practically by providing an evidence-based framework for redesigning learning environments to support holistic competency development.

Keywords: **Entrepreneurship Education; Vocational High School; Holistic Competency; Experiential Learning**

INTRODUCTION

Entrepreneurship education has emerged as a strategic priority in vocational education globally, driven by the expectation that graduates must be not only employment-ready but capable of self-employment and value creation in dynamic labour markets (Nabi et al., 2017; Neck & Corbett, 2018). In the context of Indonesian vocational high schools (Sekolah Menengah Kejuruan — SMK), entrepreneurship is a compulsory subject, embedded within national curriculum frameworks with the express goal of developing entrepreneurial competencies alongside technical skills.

Despite this institutional mandate, a persistent gap exists between curricular intentions and classroom reality. Research across multiple national contexts consistently shows that entrepreneurship teaching in vocational settings defaults to theoretical, content-delivery models that offer limited authentic practice (Pittaway & Cope, 2007; Fayolle & Gailly, 2015). Students receive instruction about entrepreneurship rather than engaging in entrepreneurial activity, a distinction with significant consequences for competency development (Kassean et al., 2015; Lackéus, 2015).

This study addresses a notable absence in the literature: the application of Holistic Competency Theory to the analysis of entrepreneurship learning deficits in Indonesian SMK. Dominant research frameworks focus on individual psychological constructs — entrepreneurial intention, self-efficacy, attitude — while structural and pedagogical determinants of competency formation receive comparatively less attention (Nabi et al., 2017; Boldureanu et al., 2020). The Holistic Competency framework, developed in the tradition of Le Deist and Winterton (2005) and extended through Mulder's (2014) professional competence work, reframes the problem: competency failure is located in learning design and institutional structures, not solely in the individual learner.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Grounded in qualitative case study methodology, this paper investigates entrepreneurship learning at one SMK in Batanghari Regency, Jambi Province. It asks: how do current pedagogical structures and institutional conditions at the school shape the development — or underdevelopment — of holistic entrepreneurial competencies among students? The findings offer both theoretical contribution (extending holistic competency theory to vocational entrepreneurship education) and practical implications for curriculum redesign.

THEORETICAL FRAMEWORK

1. Holistic Competency Theory

The concept of competence has evolved considerably in vocational and professional education. Early behavioural and functional models treated competence as observable, task-specific performance, aligning closely with National Vocational Qualifications in the UK or occupational standards in the United States (Le Deist & Winterton, 2005). These approaches proved inadequate for capturing the integrative, context-sensitive nature of professional capability.

Le Deist and Winterton (2005) proposed a holistic competency typology that synthesises functional competence (task performance), cognitive competence (knowledge and understanding), social competence (interpersonal and communicative capacity), and meta-competence (ability to manage and reflect upon one's own learning). Mulder (2014) extended this framework within professional and practice-based learning contexts, emphasising that competencies develop through structured engagement with real-world situations that demand integrated action, decision-making, and reflection — not through passive knowledge transmission.

Applied to entrepreneurship education, this theoretical lens yields a five-dimensional competency structure: (1) knowledge — conceptual understanding of markets, finance, and strategy; (2) skills — operational capability in product creation, service delivery, and business management; (3) attitudes — dispositions including risk tolerance, creativity, and perseverance; (4) values — entrepreneurial identity, ethical orientation, and social responsibility; and (5) reflective capacity — the ability to critically assess one's own entrepreneurial experience and adapt accordingly (Le Deist & Winterton, 2005; Mulder, 2014). This five-dimensional model forms the analytical backbone of the present study.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

2. Entrepreneurship Education in Vocational Settings

Entrepreneurship education in vocational institutions carries distinctive imperatives. Unlike university-level programmes that may prioritise entrepreneurial intention or innovation ecosystems, SMK-level entrepreneurship must translate directly into market-ready competencies and work-readiness (Boldureanu et al., 2020; Fayolle & Gailly, 2015). The literature identifies experiential learning as the dominant pedagogical paradigm for achieving this: students learn entrepreneurship by doing it — through project-based learning, market simulations, incubator participation, and business plan execution (Kassean et al., 2015; Rae, 2006).

Pittaway and Cope's (2007) landmark systematic review concluded that entrepreneurship education produces meaningful outcomes when it moves beyond didactic instruction and provides students with authentic entrepreneurial encounters. Lackéus (2015) argues that value-creating activities — where students produce something of genuine value for real stakeholders — are the engine of entrepreneurial competency development. In these models, the absence of experiential platforms does not simply represent a missed pedagogical opportunity; it forecloses competency dimensions that cannot be developed through classroom instruction alone (Nabi et al., 2017; Neck & Corbett, 2018).

METHODOLOGY

1. Research Design

This study employed a qualitative case study design, consistent with the aim of achieving in-depth, contextualised understanding of entrepreneurship learning within a single institutional setting (Yin, 2018; Merriam & Tisdell, 2016). The case study approach is appropriate when the research question centres on 'how' and 'why' processes unfold within bounded real-world contexts that cannot be meaningfully isolated from their institutional environment (Yin, 2018). A single revelatory case was selected: an SMK Negeri (public vocational school) in Batanghari Regency, Jambi Province, Indonesia, which formally delivers entrepreneurship as a curriculum subject while exhibiting the practice–curriculum gap identified in the literature.

2. Participants and Site

Participants were selected through purposive sampling, targeting information-rich informants with direct involvement in entrepreneurship education (Palinkas et al., 2015). The final sample comprised three entrepreneurship teachers, one vice-principal responsible for curriculum, and twelve students drawn from two grade levels. The school operates in a semi-rural district context with limited industrial partnerships, making it representative of resource-constrained

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

SMK settings common across the Indonesian archipelago.

3. Data Collection

Three complementary data sources were used to enable methodological triangulation (Flick, 2018). First, semi-structured interviews (Kvale & Brinkmann, 2015) were conducted individually with each teacher and the vice-principal (average duration: 52 minutes), and in two focus-group sessions with students (total: six sessions, 30–45 minutes each). Interview guides were structured around the five holistic competency dimensions. Second, non-participant classroom observations (eight sessions across six weeks) documented pedagogical strategies, student participation modes, and the presence or absence of experiential activities. Third, document analysis (Bowen, 2009) examined lesson plans, the school curriculum schedule, and annual programme documentation to assess alignment between stated learning objectives and enacted practice.

4. Data Analysis

Transcripts were analysed using reflexive thematic analysis following Braun and Clarke's (2006) six-phase procedure: familiarisation, initial code generation, theme development, theme review, definition, and write-up. Coding was iterative and driven by both data-emergent patterns and the deductive lens of the holistic competency framework. Constant comparison across data sources (interviews, observation notes, documents) supported the identification of convergent and disconfirming evidence. Trustworthiness was strengthened through member-checking of preliminary findings with two participant teachers and reflective journaling throughout the analytic process (Creswell & Poth, 2018).

Table 1. Research Design Summary

Component	Description	Analytical Basis
Research Approach	Qualitative case study (Yin, 2018)	Contextual depth in a single VET school
Site Selection	Purposive: SMKN Batanghari Regency, Jambi, Indonesia	Formal entrepreneurship curriculum; practice gap
Participants	Entrepreneurship teachers (n=3), vice-principal	Purposive sampling (Palinkas et al., 2015)

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Component	Description	Analytical Basis
	curriculum (n=1), students (n=12)	
Data Collection	Semi-structured interviews, classroom observations, document analysis	Triangulation of sources (Flick, 2018)
Analytical Framework	Holistic Competency Theory (Le Deist & Winterton, 2005)	Five competency dimensions: knowledge, skills, attitudes, values, reflection
Analysis Method	Thematic analysis — iterative coding, constant comparison (Braun & Clarke, 2006)	Credibility through source & method triangulation
Data Saturation	Achieved by 16th interview transcript; no new themes emerged	Merriam & Tisdell, 2016

RESULTS

Thematic analysis generated five interconnected themes that together describe the structural conditions shaping entrepreneurial competency development — or its absence — in the study school. Each theme is elaborated below with supporting evidence from interviews, observations, and documents.

1. Limited Practical Entrepreneurial Experience

The dominant pattern across all data sources was the rarity of hands-on entrepreneurial activity. Classroom observation across eight sessions identified a consistent instructional sequence: teacher-led explanation of entrepreneurship concepts, followed by group discussion and written tasks. In only one observed session did students engage in any product-related activity (preparing a mock business plan), and this was not connected to a real market context.

Teacher interviews confirmed this pattern as structural rather than incidental. One teacher explained: 'We understand the importance of practice, but when I look at the lesson schedule and the available resources, there is simply no time and no place.' Students uniformly described their

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

entrepreneurship learning as 'mostly writing' and 'listening in class', with several expressing enthusiasm for practical activities while acknowledging they had never participated in any. This finding is consistent with Pittaway and Cope's (2007) observation that entrepreneurship teaching frequently fails to move beyond classroom-bound, declarative instruction.

The consequence — measured against the holistic competency framework — is a learning environment that partially addresses the knowledge dimension while systematically foreclosing development of skills, attitudes, values, and reflective capacity. Students cannot acquire market orientation, risk management experience, or entrepreneurial identity through lectures alone (Kassean et al., 2015).

2. Theory-Dominated Curriculum Orientation

Document analysis of lesson plans and the school curriculum schedule revealed that the learning objectives for entrepreneurship are articulated in competency terms (students should be able to develop business plans, manage production, and analyse market opportunities) but are operationalised exclusively through cognitive-declarative activities. No lesson plan examined included an experiential component, and assessment instruments focused entirely on recall and written output.

The vice-principal for curriculum acknowledged this misalignment: 'Our objectives talk about students being able to do entrepreneurship, but the reality is the curriculum is very full and the teachers end up using what they know — theory and explanation.' This observation aligns with Fayolle and Gailly's (2015) finding that entrepreneurship education frequently suffers from a supply-model pedagogy that privileges content transmission over performance-based learning. Neck and Corbett (2018) argue that such an orientation treats entrepreneurship as a body of knowledge rather than a practice to be developed, fundamentally limiting its transformative potential.

3. Absence of Structured Experiential Platforms

No structured experiential learning platform — project-based learning cycle, entrepreneurship bazaar, or business incubation programme — existed at the study school at the time of data collection. Any practical activity that occurred was described by teachers as 'spontaneous' or 'incidental', done informally without curriculum integration, assessment rubrics, or continuity across academic terms.

Students in focus groups expressed awareness of these platforms as aspirational: 'We want to have a bazaar where we can sell our products, but it has never happened in a real, organised way.' Teachers attributed the absence to financial constraints, time-table pressures, and a lack of

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

institutional policy support. Boldureanu et al. (2020) emphasise that entrepreneurship education requires institutional commitment — resources, scheduled time, and clear programme architecture — for experiential platforms to function effectively. Lackéus (2015) similarly identifies the absence of value-creating student activities as the critical inhibitor of entrepreneurial competency formation in school settings.

4. Partial and Unbalanced Competency Development

Synthesising evidence from all three data sources against the five-dimensional holistic competency framework produced a clear profile: knowledge development is partially achieved; the remaining four dimensions are systematically underdeveloped. Students demonstrated conceptual awareness of entrepreneurship vocabulary and basic business planning principles. However, they had not developed operational skills in production or sales, showed limited entrepreneurial attitudes (risk tolerance was low; creativity was expressed only in hypothetical scenarios), articulated no entrepreneurial values beyond surface-level aspiration, and had no structured opportunity for reflective learning on entrepreneurial experience.

This pattern reflects what Mulder (2014) describes as fragmented competency development — the formation of one dimension in isolation from the integrative whole. Le Deist and Winterton (2005) argue that holistic competency requires learning environments where all five dimensions are engaged simultaneously through contextually embedded action. The study school's pedagogical environment does not yet constitute such an environment.

5. Structural Rather Than Individual Deficit

A significant and policy-relevant finding was that student motivation was not the primary barrier. Focus group data consistently revealed students who were interested in entrepreneurship, eager to participate in practical activities, and capable of articulating business ideas when prompted. The deficits observed were structural: under-resourced teachers, absence of institutional policy for entrepreneurship programming, no partnerships with local business or industry (DUDI), and a curriculum architecture that allocates insufficient time for experiential work.

This shifts the analytical frame from individual deficiency to systemic design failure, a reframing that has significant implications for intervention. Rae (2006) and Neck and Corbett (2018) both argue that entrepreneurial learning is primarily a relational and contextual process; when the context does not afford entrepreneurial action, learner motivation becomes irrelevant to actual competency development.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Table 2. Holistic Competency Gap: Expected versus Observed in the Study School

Competency Dimension	Expected (Curriculum Goal)	Observed (Classroom Reality)
Knowledge	Understanding entrepreneurial concepts and business planning	Partially achieved through lectures and written tasks
Skills	Producing and marketing real products; managing resources	Rarely practiced; no structured market day or PjBL
Attitudes	Risk-taking, creativity, perseverance, customer orientation	Underdeveloped; students report low confidence in practice
Values	Entrepreneurial identity, social responsibility, ethical conduct	Minimally addressed; limited to declarative statements
Reflective Capacity	Critical reflection on entrepreneurial experience	Absent; no incubation program or reflective learning cycle

Table 3. Thematic Findings and Theoretical Linkages

Theme	Key Findings	Theoretical Link
Limited Practical Experience	Classroom teaching dominates; product creation and market interaction are rare; students report low entrepreneurial confidence	Pittaway & Cope (2007); Kassean et al. (2015)
Theory-Dominated Curriculum	Learning plans lack experiential activities; assessments focus on cognitive recall, not performance	Fayolle & Gailly (2015); Nabi et al. (2017)
Absent	No structured PjBL,	Lackéus (2015); Boldureanu et al.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Theme	Key Findings	Theoretical Link
Experiential Platforms	entrepreneurship bazaars, or business incubation; any practical activities are incidental	(2020)
Partial Competency Development	Knowledge dimension partially formed; skills, attitudes, values, and reflective capacity underdeveloped	Le Deist & Winterton (2005); Mulder (2014)
Structural, Not Individual, Deficit	Students show willingness; barriers are institutional: resources, policy, teacher capacity	Neck & Corbett (2018); Rae (2006)

Figure 1. Concept Map: Structural Gap in Holistic Entrepreneurial Competency Development

ENTREPRENEURSHIP EDUCATION IN VET (SMK)	*Theoretical Bias*	PARTIAL COMPETENCY DEVELOPMENT
No PjBL / Bazaar / Incubation	*Missing Platforms*	SKILLS & ATTITUDES UNDERDEVELOPED
Curriculum Without Experience	*Structural Gap*	VALUES & REFLECTION ABSENT
HOLISTIC COMPETENCY THEORY (Heyse via Le Deist & Winterton, 2005)	*Framework*	**INTEGRATED: Knowledge + Skills + Attitudes + Values + Reflection**
RECOMMENDATION	*Reform Path*	**PjBL Integration + Bazaar + Incubation + Reflective Assessment**

Figure 1. Conceptual mapping of the relationship between curriculum structure, experiential platform availability, and holistic competency development in the study school. Arrows indicate causal pathways identified in the data.

DISCUSSION

The findings of this study present a coherent and theoretically grounded picture of entrepreneurship education failure in an Indonesian SMK context. Read through the lens of

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Holistic Competency Theory, the evidence supports a clear diagnosis: the school's learning environment engages only one of five competency dimensions (knowledge), leaving skills, attitudes, values, and reflective capacity structurally inaccessible to students. This is not a marginal shortfall; it represents a fundamental misalignment between the stated purpose of vocational entrepreneurship education and its enacted form.

This finding resonates strongly with the broader literature. Pittaway and Cope (2007) concluded in their systematic review that entrepreneurship education produces significant outcomes only when it provides students with authentic encounters that require decision-making and risk management. Kassean et al. (2015) found that even common classroom activities — business planning exercises, guest lectures, case studies — may not build entrepreneurial self-efficacy when they remain disconnected from real market contexts. The complete absence of PjBL, bazaars, and incubation in the study school represents a more extreme version of this problem: there is no experiential bridge between declarative classroom learning and the integrated competency performance demanded by entrepreneurial work.

The theory-dominated curriculum orientation identified here aligns with Fayolle and Gailly's (2015) critique of supply-model entrepreneurship education, where content delivery takes precedence over performance development. This pedagogical stance reflects a fundamental misunderstanding of competency: treating it as knowledge that can be transmitted rather than as a capacity that must be built through situated practice (Le Deist & Winterton, 2005; Mulder, 2014). Nabi et al.'s (2017) systematic review of 159 entrepreneurship education studies confirms that programmes relying on lecture-based teaching consistently underperform on attitudinal and behavioural outcomes compared to action-oriented pedagogies.

The structural framing of the deficit — locating the problem in institutional design rather than learner capacity — carries important theoretical implications. Neck and Corbett (2018) argue that the 'scholarship of teaching entrepreneurship' must move beyond optimising individual-level variables (intention, attitude, self-efficacy) to examine how educational systems create or foreclose the conditions for entrepreneurial learning. This study contributes to that agenda by demonstrating, in a specific institutional context, precisely how the absence of experiential platforms translates into fragmented competency development. The mechanism is not attitudinal but structural: students cannot develop what the environment does not afford.

Boldureanu et al. (2020) emphasise that entrepreneurship education succeeds through institutional commitment — visible in resource allocation, partnership development, teacher training, and clear programme architecture. The study school exhibits deficits across all these

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

dimensions. Rae's (2006) conceptual framework of entrepreneurial learning as a relational, contextual, and narrative process further illuminates the stakes: without communities of practice, mentoring relationships, and real-world feedback loops, the narrative formation of entrepreneurial identity that underpins durable motivation and competency cannot occur. Lackéus's (2015) value-creation framework offers perhaps the most precise formulation of what is missing: students need to produce something of real value for real stakeholders, in conditions of genuine uncertainty, to develop the affective and reflective dimensions of entrepreneurial competence.

Taken together, these theoretical perspectives converge on a common prescription: entrepreneurship education in the study school must undergo a paradigm shift from knowledge transmission to competency formation through structured experience. This is not merely an additive change (add a bazaar here, a business plan project there) but requires a fundamental redesign of the learning environment's architecture — its time allocation, assessment infrastructure, institutional partnerships, and teacher role conceptions.

CONCLUSION AND RECOMMENDATIONS

This study investigated entrepreneurship learning at an Indonesian SMK through the analytical lens of Holistic Competency Theory. The findings reveal a systematic and structurally rooted failure to develop entrepreneurial competency across its multiple dimensions. Dominated by theoretical instruction and devoid of experiential learning platforms, the school's entrepreneurship programme develops partial competency — knowledge without corresponding skills, attitudes, values, or reflective capacity. This study reframes this as a design failure rather than a learner deficit, and in doing so contributes to the growing literature calling for structural reform of vocational entrepreneurship education.

Theoretically, this study extends the application of Le Deist and Winterton's (2005) holistic competency framework to vocational entrepreneurship education in a Southeast Asian context, demonstrating its utility as a diagnostic tool for identifying competency development gaps at both the pedagogical and institutional levels. Practically, the findings support three targeted recommendations.

First, curriculum redesign should explicitly integrate experiential learning platforms — including structured PjBL cycles, regular entrepreneurship bazaars, and school-level business incubation programmes — as compulsory, assessed components of the entrepreneurship syllabus, not optional supplements.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Second, teacher professional development should be reoriented toward facilitative and coaching roles in entrepreneurial learning environments, supported by partnerships with local SMEs, industry associations, and alumni networks that bring authentic market contexts into the school.

Third, institutional policy at the school and district level must provide explicit support for entrepreneurship programming: dedicated time-table allocations, budgetary provisions, and assessment frameworks aligned with holistic competency rather than cognitive recall.

Future research should employ longitudinal designs to track competency development before and after implementation of experiential platforms, and comparative case studies across SMK settings with different resource levels and partnership ecosystems. Mixed-methods designs incorporating entrepreneurial self-efficacy and competency performance measures would strengthen causal claims that remain correlational in the present qualitative study.

REFERENCES

Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *83*(2), 39–43. https://doi.org/10.1080/00098650903505415

Boldureanu, G., Ionescu, A. M., Bercu, A., Bedrule-Grigoruță, M. V., & Boldureanu, D. (2020). Entrepreneurship education through successful entrepreneurial models in higher education institutions. *Sustainability*, *12*(3), 1267. https://doi.org/10.3390/su12031267

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, *9*(2), 27–40. https://doi.org/10.3316/QRJ0902027

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (Edisi ke-4). SAGE Publications.

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. https://doi.org/10.1111/jsbm.12065

Flick, U. (2018). *An introduction to qualitative research* (Edisi ke-6). SAGE Publications.

Kassean, H., Vanevenhoven, J., Liguori, E., & Winkel, D. E. (2015). Entrepreneurship education: A need for reflection, real-world experience and action. *International Journal of Entrepreneurial Behavior & Research*, *21*(5), 690–708. https://doi.org/10.1108/IJEBR-07-

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

2014-0123

Kvale, S., & Brinkmann, S. (2015). *InterViews: Learning the craft of qualitative research interviewing* (Edisi ke-3). SAGE Publications.

Lackéus, M. (2015). *Entrepreneurship in education: What, why, when, how*. OECD Local Economic and Employment Development (LEED) Papers, No. 2015/06. OECD Publishing. https://doi.org/10.1787/cccac96a-en

Le Deist, F. D., & Winterton, J. (2005). What is competence? *Human Resource Development International*, *8*(1), 27–46. https://doi.org/10.1080/1367886042000338227

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (Edisi ke-4). Jossey-Bass.

Mulder, M. (2014). Conceptions of professional competence. Dalam S. Billett, C. Harteis, & H. Gruber (Ed.), *International handbook of research in professional and practice-based learning* (hlm. 107–137). Springer. https://doi.org/10.1007/978-94-017-8902-8_5

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. https://doi.org/10.5465/amle.2015.0026

Neck, H. M., & Corbett, A. C. (2018). The scholarship of teaching and learning entrepreneurship. *Academy of Management Learning & Education*, *17*(1), 8–26. https://doi.org/10.5465/amle.2017.0138

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, *42*(5), 533–544. https://doi.org/10.1007/s10488-013-0528-y

Pittaway, L., & Cope, J. (2007). Entrepreneurship education: A systematic review of the evidence. *International Small Business Journal*, *25*(5), 479–510. https://doi.org/10.1177/0266242607080656

Rae, D. (2006). Entrepreneurial learning: A conceptual framework for technology-based enterprise. *Technology Analysis & Strategic Management*, *18*(1), 39–56. https://doi.org/10.1080/09537320500520494

Yin, R. K. (2018). *Case study research and applications: Design and methods* (Edisi ke-6). SAGE Publications.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License