Entrepreneurship education based on environmental insight: Opportunities and challenges in the new normal era

Rusdiaman Rauf1*, Hengki Wijaya2 and Ezra Tari3

Abstract: Entrepreneurship education is a long-life education learning process. Entrepreneurship education (EE) based on environmental insight during the Covid-19 pandemic and entering the New Normal era is essential to create new job opportunities and help the if you are saying the economy here then note the name of the country nation's economy. The research method is a Systematic Literature Review (SLR) to review research results sourced from Scopus indexed international journals under the theme Entrepreneurship Education. The product is to take on entrepreneurial challenges based on technology and social media and create opportunities in pandemic times by working at home. Also, entrepreneurs must have entrepreneurial attitudes and values that support entrepreneurship education. Entrepreneurship education with skills and information technology support, government policies such as curricula, social media-based cooperative learning models, the use of applications in entrepreneurship, and still supporting the government in overcoming the pandemic by conducting entrepreneurship adheres to health protocols and a healthy lifestyle.

Subjects: Classical Studies; Philosophy; Religion

Keywords: Entrepreneurship; Covid-19; start-up; environment; new normal

ABOUT THE AUTHOR
Assocciate professor Dr. Rusdiaman Rauf lectures at the Department of Economic Management, Sekolah Tinggi Ilmu Ekonomi Tri Dharma Nusantara, Indonesia. His areas of interest include Economy management, entrepreneurship education, marketing and services. Mr. Hengki Wijaya, M.Th lectures at the Department of Education Science, Sekolah Tinggi Filsafat Jaffray Makassar, Indonesia. His areas of interest include science education, entrepreneurship, model learning. Associate professor Dr. Ezra Tari lecture of education science, Institut Agama Kristen Negeri Kupang, Indonesia.

PUBLIC INTEREST STATEMENT
Social change is happening rapidly due to the Covid-19 pandemic. Face-to-face learning must turn into online learning. The state of the economy was shaken, and world health turned into a prolonged pandemic from February 2020 until now. Challenges and opportunities present for entrepreneurship education contribute to economic recovery and improvement of human health and are environmentally sound. Digital technology helps entrepreneurs overcome social restrictions and makes it easier to interact in business. Another opportunity is the emergence of new entrepreneurs due to the pandemic situation. Government support with its regulations supports entrepreneurs to rise from the economic downturn. New entrepreneurs also make healthy food and a clean environmental situation and pay attention to health protocols.
1. Introduction

Entrepreneurship education exists to encourage people, especially young people, to become entrepreneurs and be responsible and contribute to sustainable economic and community development (Raposo & Paço, 2011). While working from home during the Covid-19 pandemic, new entrepreneurial jobs and entrepreneurship webinars began to take place online. Thus, entrepreneurship education is essential to review the opportunities and challenges in the New Normal, an initiative established by the Indonesian government in June 2020 to protect its citizens.

1.1. Economic impact of Covid-19

The New Normal Era in Indonesia does not mean Lockdown. Instead, it means that life outside the home can be carried out on the condition that it adheres to health protocols while maintaining distance, avoiding crowds, and washing hands as often as possible in June 2020 because Indonesia has not shown a decrease in Covid-19 cases until the end of May 2020. By 2021, the work from home (WFH) and work from office (WFO) patterns were well implemented. As almost all of the internal processes are done digitally, and it is hoped that this year there will be nothing that cannot be digitalized. During the Covid-19 pandemic, the Indonesian government asked its citizens to Stay at Home and Work from Home (WFH). Many residents lost their jobs every day for a two-month period during 2020.

Although Indonesia does not implement a lockdown like most cities globally, the economic impact as a developing country is very significant. The economic impact, especially the large corporate sector, which had to stop operating, could only last until the end of May 2020. Then, the implementation of Large-Scale Social Restrictions by government regulation until early 2021 (the New Normal). While working at home, we saw new entrepreneurial jobs being done online and entrepreneurship webinars online. Those who used to be involved with in-person sales and face-to-face meetings should now migrate to online applications. The most significant opportunities are an online business or online sales, online learning, and online meetings as an entrepreneur. Several applications have experienced a boom, such as Zoom, Google Meet, online shopping and even online promotion via YouTube. There are also more and more YouTubers emerging because working at home is recommended by the Indonesian government. The current Covid-19 situation provides opportunities for people to become home-based entrepreneurs as offices and campuses work online. Thus, entrepreneurship education is essential to review the opportunities and challenges which grew during the New Normal. During the New Normal, many challenges and opportunities can be seen as changes.

Large-scale social restrictions, cultural, social, and customary changes occur. A healthy culture, clean culture, keep your distance in work activities. Online activities are more intense than individual gatherings. Indonesian people practice online learning, online socio-economic interactions, and the direction will change towards an online system.

A study by Kuckertz et al. (2020) shows that innovative start-up businesses especially negatively experience the impact of the Covid pandemic crisis. Entrepreneurs have responded to several policies proposed by the government to provide concessions or postponement of payments during the Covid-19 period. The Indonesian government provides concessions for loan repayments for businesses and offers pre-employment assistance for three months. In addition, the government provides job training and salaries relevant to entrepreneurship opportunities in facing business challenges during the pandemic. Entrepreneurship gives a positive response to government assistance. Long-term steps are needed to ensure a broad entrepreneurial ecosystem for rapid recovery and growth (Kuckertz et al., 2020). The world of education has been forced to learn fully online (Liguori & Winkler, 2020; Haeffele et al., 2020). The next challenge is implementing entrepreneurship that avoids extensive crowd interactions or large-scale gatherings to create unique “virtual idea” opportunities during the Covid-19 pandemic (Bacq et al., 2020).

Business opportunities in the Covid-19 period grew in the area of foodstuffs, which increased because they are basic everyday needs. Panic-buying occurred with the stockpiling of food. Prices increased as having a socio-economic impact. Prices increase because they have a socio-economic impact on the
community and business actors (Nicola et al., 2020). Another opportunity arises for online transportation businesses such as the “GoFood” and “GrabFood” brands, which are very popular among people who no longer want to leave their homes. The emergence of online applications that provide convenience and shipping costs to consumers is an opportunity for the entrepreneurial community in the future. The role of digital applications facilitates online transactions in the world of entrepreneurship.

The socio-economic changes such as the work environment, clean environment, nutritious food, and the massive movement from offline to online, prompted the Indonesian government to prepare a “New Normal” concept with a message to make peace with Covid-19 by implementing strict Health protocols to restore the socio-economic life of the Indonesian people. There will be many challenges and opportunities from this government decision regarding entrepreneurial activities, including learning about entrepreneurship education in universities. Environmental relationships are not well explained. How can a focus on environmental issues help economic recovery? How can health initiatives restore financial balance?

1.2. Entrepreneurship education

As economic security and food security are the focus of government policies in considering and planning for economic recovery, researchers Ratten and Jones (2021) consider eco-based entrepreneurship education (EE) to help the government. Environmental entrepreneurship education aims to produce entrepreneurs who pay attention to environmental aspects. What does it mean to be environmentally sound? This means a healthy environment, healthy food, a healthy body. Holistically seeing the environment has a positive impact on socio-economic changes.

Research problems to find opportunities and challenges of environmental-based entrepreneurship education in the New Normal era. The Covid-19 pandemic period can provide new thinking opportunities towards entrepreneurship education research. Entrepreneurship education can help address the problems posed by the pandemic. As a holistic process, we restore economic conditions during or after the Covid-19 crisis (Ratten & Jones, 2021). Entrepreneurship education courses will be directed at start-up commodities to create business opportunities during the Covid-19 period, which is still ongoing as Indonesia enters the New Normal era. The challenge is to highlight the shift in entrepreneurship education in higher education that relies on practical and in-depth training for learning requirements towards change based on the digital transformation (Ratten, 2020; Ratten & Jones, 2021).

Several research results in Indonesia related to entrepreneurship opportunities during Covid-19. The results of this training are that participants can train creativity and build enthusiasm for starting an online business by utilizing Android as a social media for selling products, both services and goods (Samsiana et al., 2020). The online businesses that people are involved in are the food business, Multilevel marketing (MLM), and the fashion business (Lestari, 2021). Although Indonesia’s economic growth in 2020 has decreased, the MLM business has increased members and increased its leaders’ achievement in achieving success plans (Elburdah et al., 2021). In general, business cycle management is needed as the essential foundation for post-Covid-19 business opportunities as a strategy for community economic recovery (Asmini et al., 2020).

Environmental entrepreneurship education aims to produce entrepreneurs who pay attention to environmental aspects. What does it mean to be environmentally sound? This means a healthy environment, healthy food, a healthy body. Holistically seeing the environment has a positive impact on socio-economic changes. The role of entrepreneurship education based on environmental insight is both a challenge and an opportunity. This paper focuses on health and environmental aspects. The role of online digital in online learning supports Entrepreneurship education. The curriculum promotes entrepreneurship with character. The competence of lecturers to apply environmentally friendly entrepreneurship education. Government policy to help new businesses during the COVID-19 pandemic. All of this aims to assist the government in economic recovery.
2. Research methodology

2.1. Research design
The methodology used is qualitative research using the Systematic Literature Review method (Crigan et al., 2019). Qualitative data analysis is a description of entrepreneurship education indicators and the results of their discussion. This research uses a theoretical study method called Systematic Literature Review (SLR) based on background described earlier. The design of this research is the latest approach adopted by researchers/experts to analyse research results in various well-known journals together with different themes (Danese, Manfè, & Romano, 2018). SLR aims to collect and analyse multiple data sources, which are then synthesized to obtain a comprehensive picture of entrepreneurship education, challenges, and opportunities. This synthesis process in SLR research also allows researchers to look at the effectiveness of interventions, identify knowledge gaps that require further study, and pay attention to consistency and variation in the field (Acton, 2019; Tan et al., 2016).

A systematic literature review aims to gather relevant cutting-edge research on a specific research question (problem formulation). Note here what it is. This method is systematically aimed at producing variable and reliable results. In this way, a systematic review reduces the bias in other approaches by reviewing theory and research evidence from several journals relevant to the research question.

2.2. Search methods
Data collection techniques are sourced from Scopus indexed journals that can be accessed at Google Scholar. The author limits the years of publication to between 2009 and 2020. The research period is limited to 10 years because research is dynamic and undergoes rapid changes. The keywords used are “entrepreneurship education.” Journal publishers consist of Elsevier, Emerald Insight, Wiley, SAGE, Springer. The number of journals reviewed was 50 journals and produced ten manuscripts relevant to the idea of this paper (Sirelkhatim & Gangi, 2015).

2.3. Screening criteria
Through a screening process based on predetermined criteria, fifty journals were reduced to ten journals. First, screening collected titles and abstracts based on the keyword “entrepreneurship education.” Further screening was carried out by sorting out the quality of journal publishers and the publication year of 2009–2020. The researcher then read the entire text carefully before deciding if the journal should continue to be considered. Based on the inclusion criteria, it is included in the category of English-language international journals. The context is about entrepreneurship education—publication in a reputable international journal Scopus.

2.4. Data analysis
Researchers extracted all selected articles using the extraction form created. The extraction form consists of several file details articles, namely 1) complete identification of the article; 2) research design/methodological approach; 3) theoretical/conceptual framework, 4) the main finding (McFadden & Williams, 2020). Researchers analysed ten journals with theoretical and conceptual approaches. We found ideas to build an entrepreneurial education framework based on environmental insight amid the challenges and opportunities of the New Normal era. Based on the analysis of ten articles in international journals, and we develop environmentally friendly entrepreneurial education. The results of the ten research journals are summarized to build a theory of environmentally sound entrepreneurship education that emphasizes health and a healthy environment during and after the Covid-19 pandemic. On the other hand, the opportunity is to create new jobs where there is job loss (unemployment).
3. Results and discussion

3.1. Articles were classified based on journal-title, journal name, publisher name, and year of publication

After selecting journals based on indicators of entrepreneurship education (EE) based on the required environmental insights, the authors determined ten journals representing 5 Scopus indexed publishers.

The ten journals are shown in Table 1.

A summary of the ten journals in Table 1 shown: The problem formulation is how policymakers direct entrepreneurship education to convey economic goals that favour the community. This paper describes how economic and social concepts can distinguish between the objectives of entrepreneurship education and the economic and government policy frameworks of reference (A1) (O’Connor, 2013). Government policies support entrepreneurial activities and entrepreneurs in starting new businesses. Igwe, Okolie, & Nwokoro (2019), Entrepreneurship education (EE) can be adopted to improve graduate skills and prepare the future workforce. This research reveals the substantial benefits of adopting entrepreneurial, critical thinking and pedagogy problem-based learning (PBL). This paper focuses on “learning within the curriculum” and “learning beyond curriculum”. The entrepreneurship education curriculum can be carried out in the classroom or outside the classroom. Entrepreneurship education can be done formally and informally. The curriculum is designed in the form of cognitive learning, innovation in teaching pedagogy, changes in thinking, changes in attitude, social learning and change in action (A4).

Liguori & Winkler (2020), the global spread of COVID-19 poses an even higher challenge educational landscape with the emergence of online learning supported by technology. The impact of this is touching the entrepreneurship education classroom is significant. The pandemic in affecting entrepreneurship education globally needs additional scholarships and development resources for online entrepreneurship education (A10). Lackéus and Middleton (2015) their paper explores how university-based entrepreneurship programs can bridge the gap between entrepreneurship education and technology transfer in a university setting. This paper identifies a Venture Creation Program (VCP) bridging capability that illustrates the potential benefits of closer collaboration between entrepreneurship education and technology transfer within the university (A2).

Harms (2015), notes that entrepreneurship education is often based on team-based challenges like creating a new venture or solving a start-up problem. Creative and professional solutions for such a challenge requires individual and team effort (A3). Iwu et al. (2019) study explored the factors that can influence students’ entrepreneurial intentions. The empirical results show that the respondents strongly agree with the usefulness of entrepreneurship education for economic development, which reveals that they are experienced with entrepreneurial roles and advantages at the macro level. The study also found the perceived competence of the teaching team shows moderate and positive intentions with student entrepreneurial intentions. Entrepreneurship programs must ensure that people who are used to giving courses are highly competent and can also ignite entrepreneurial senses in students (A5). Oosterbeek, van Praag, & Ijsselstein (2010) analyzes the impact of special entrepreneurship education programs on entrepreneurial competence and intentions. This study compares the difference between those who attend entrepreneurship education programs and those who do not (A7). Zhang, Duysters, & Cloodt (2014, p. 623) consider that “Males and people from technological universities and/or backgrounds have higher EI than females and people from other universities and backgrounds. There are also significant positive interactive effects by gender, university type, and study major on the relationship between entrepreneurship education and EI,” (A9).

Jones (2010) argues that students in college understand the limitations of the relationship they develop about entrepreneurship. Educators need to be better understand their students so as to
| Article Title                                                                 | Authors                                                                                                                                  | Journal Name                        | Publisher                      | Year  |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------|-------|
| (1) A conceptual framework for entrepreneurship education policy: Meeting government and economic purposes (A1) | Allan O'Connor                                                                                                                           | Journal of Business Venturing        | Elsevier                        | 2013  |
| 2 Venture creation programs: bridging entrepreneurship education and technology transfer (A2) | Martin Lackéus, Karen W. Middleton                                                                                                      | Education and Training              | SAGE                            | 2015  |
| 3 Self-regulated learning, team learning and project performance in entrepreneurship education: Learning in a lean start-up environment (A3) | Rainer Harms, Paul Agu Igwe et al, Chux Gervase Iwu et al, Colin Jones, Hessel Oosterbeek et al, Jeremy C. Short et al, Ying Zhang et al, Eric Liguori, Christoph Winkler | Technological Forecasting and Social Change | The International Journal of Management Education | 2015  |
| 4 Towards a responsible entrepreneurship education and the future of the workforce (A4) | Rainer Harms, Paul Agu Igwe et al, Chux Gervase Iwu et al, Colin Jones, Hessel Oosterbeek et al, Jeremy C. Short et al, Ying Zhang et al, Eric Liguori, Christoph Winkler | Technological Forecasting and Social Change | The International Journal of Management Education | 2019  |
| 5 Entrepreneurship education, curriculum, and lecturer-competency as antecedents of student entrepreneurial intention (A5) | Rainer Harms, Paul Agu Igwe et al, Chux Gervase Iwu et al, Colin Jones, Hessel Oosterbeek et al, Jeremy C. Short et al, Ying Zhang et al, Eric Liguori, Christoph Winkler | Technological Forecasting and Social Change | The International Journal of Management Education | 2019  |
| 6 Entrepreneurship education: revisiting our role and its purpose (A6) | Rainer Harms, Paul Agu Igwe et al, Chux Gervase Iwu et al, Colin Jones, Hessel Oosterbeek et al, Jeremy C. Short et al, Ying Zhang et al, Eric Liguori, Christoph Winkler | Technological Forecasting and Social Change | The International Journal of Management Education | 2020  |
| 7 The impact of entrepreneurship education on entrepreneurship education skills and motivation (A7) | Rainer Harms, Paul Agu Igwe et al, Chux Gervase Iwu et al, Colin Jones, Hessel Oosterbeek et al, Jeremy C. Short et al, Ying Zhang et al, Eric Liguori, Christoph Winkler | Technological Forecasting and Social Change | The International Journal of Management Education | 2020  |
| 8 Research Methods in Entrepreneurship: Opportunities and Challenges (A8) | Rainer Harms, Paul Agu Igwe et al, Chux Gervase Iwu et al, Colin Jones, Hessel Oosterbeek et al, Jeremy C. Short et al, Ying Zhang et al, Eric Liguori, Christoph Winkler | Technological Forecasting and Social Change | The International Journal of Management Education | 2020  |
| 9 The role of entrepreneurship education as a predictor of university students’ entrepreneurial intention (A9) | Rainer Harms, Paul Agu Igwe et al, Chux Gervase Iwu et al, Colin Jones, Hessel Oosterbeek et al, Jeremy C. Short et al, Ying Zhang et al, Eric Liguori, Christoph Winkler | Technological Forecasting and Social Change | The International Journal of Management Education | 2020  |
| 10 From Offline to Online: Challenges and Opportunities for Entrepreneurship Education Following the COVID-19 Pandemic (A10) | Rainer Harms, Paul Agu Igwe et al, Chux Gervase Iwu et al, Colin Jones, Hessel Oosterbeek et al, Jeremy C. Short et al, Ying Zhang et al, Eric Liguori, Christoph Winkler | Technological Forecasting and Social Change | The International Journal of Management Education | 2020  |
develop a better learning environment, and improve student personal development. It is very important that educators understand their limitations and the limitations of their students as potential entrepreneurs so they can maximize the values of entrepreneurship education in higher education (A6). Short et al. (2010) noted that entrepreneurship research currently faces several opportunities and challenges. Overall, entrepreneurship has the chance to establish itself as a field whose methodological rigour state here what that is fits into the area of organisational behavioural and strategic management. Still, several significant challenges get in the way of finishing this venture (A8).

3.2. Theory of entrepreneurship education

In this section, we explain the indicators of entrepreneurship education based on a journal that is systematically reviewed by synthesizing significant indicators and the results of their discussion. Based on the findings, it was found that the competence of lecturers in entrepreneurship education had a significant impact. The role of lecturers in curriculum development and entrepreneurial competence needs to be improved. The role of lecturers in curriculum development and entrepreneurial competence needs to be improved. Rapid social changes occur during the Covid-19 period. The part of the digitalization of learning becomes dominant, so teachers must have social competence. The goal is to facilitate the delivery of material in online learning. Lecturer’s social competence is mastery of information technology and using online learning media to transfer entrepreneurial knowledge and skills. Mojab et al. (2011, p. 436) “Entrepreneurial competencies that should be considered in designing entrepreneurship curriculum with competencies approach for IT students.” Lecturer’s social competence is mastering information technology and the ability to use online learning media to transfer entrepreneurial knowledge and skills (A2) (Lackéus and Middleton, 2015; Cf. Astika and Bungu, 2016). The lecturer has the responsibility to develop discovery, reasoning, and practical skills to face uncertain environments (Neck & Greenee, 2011). Relating to evaluation and impact assessment, educators’ attention has been directed to start-ups and self-employment as an objective and as a success indicator (Mwasalwiba, 2010).

The entrepreneurship education curriculum is structured to change the mindset and entrepreneurial skills that are tailored to students’ needs (A6, A7, A10). Curriculum development is a solution to meet student needs (Weismann, 2006). The curriculum supports social media-based cooperative learning (Wijaya & Arismanundar, 2018) to foster an entrepreneurial spirit and develop an entrepreneurial character curriculum based on trust, honesty, responsibility, caring, and self-confidence (Sidjabat, 2019).

Students’ desires and needs are the basis for creating a curriculum that is friendly to student learning environments (A4). Desire influences student behavior to engage in entrepreneurship training (Fayolle & Goilly, 2015). “Entrepreneurial intention translates into nascent or start-up activities (Nabi et al., 2017, p. 290). The impact of entrepreneurship education is entrepreneurial behavior. That behavior is formed from attitudes and acceptance controls that become an intention or motivation (Rauch & Hulsink, 2015). Thus, it is necessary to be aware of entrepreneurship education (A4) and a strong motivation to welcome entrepreneurial opportunities (Lima et al., 2015).

The focus of learning is knowledge theory which enables practice, continually trains itself and fosters an entrepreneurial spirit as the basis for entrepreneurial growth (A1). Entrepreneurship education (EE) is productivity that is evaluated to develop, design, and produce better results. Assessment of entrepreneurship education is an evaluation to see how effective the curriculum, material, and output are (Pittaway & Edwards, 2012).

3.3. Entrepreneurship education based on environmental insights

Entrepreneurship education based on environmental insight creates an excellent entrepreneurial learning ecosystem to impact entrepreneurship programs and business incubators positively (Guerrero et al., 2020). An environmental idea referred to here is a healthy environment for
learning and work. It includes a productive environment that promotes the values of environmental preservation, environmental health, and a healthy culture.

Entrepreneurship education not only provides input to students cognitively but also aims to alter mindsets that change attitudes and actions in working in the field of entrepreneurship (Igwe et al., 2019). “The educational system influences the knowledge base, the achievement of skills, competencies, and attitudes on which future career choices are based,” (Raposo & Paço, 2011, p. 456). Students’ attitudes and interests towards entrepreneurship education is generated from within themselves. These Figure 1 can be shown in the following model chart.

Figure 1 shows a cycle of the entrepreneurial pedagogy learning process. This process starts from the knowledge and cognitive learning, which results in innovation in pedagogy learning. Thus, there is a prior knowledge that is updated so that there are innovations (Zhang et al., 2014). Furthermore, innovation in entrepreneurship learning will change the mindset of an entrepreneur. Digital technologies can support the development of entrepreneurial mindset (Secundo et al., 2021). For example, entrepreneurship education learning always uses learning through video media, YouTube and entrepreneurship practicum. Thus, entrepreneurs can experience that experience in a more tangible form. Changes in mindset shared through social media can cause positive reactions from social media users. Social media platforms to provide entrepreneurial ideas and attitudes will lead to a change in the entrepreneurial mindset.

Furthermore, learning and social networking will produce a change in action. In this section, the dissemination of innovation through social media and information technology allows for significant entrepreneurial decision-making changes. Social media is a means of promoting entrepreneurial innovation to introduce ideas and products. The hope is that more and more young entrepreneurs will be successful and create jobs. “EE aim is to create future leaders who create great economic and social value,” (Igwe et al., 2019). The competence of lecturers in learning
influences changes in student attitudes. Lecturers act as motivators, mentors, and counsellors for student success (Igwe et al., 2019; Jones, 2010; Lima et al., 2015). The cycle continues to rotate and leads to cognitive learning. It’s like the practice of generating theory, putting it back into training and finding more innovative practices. This model can be used in environmental-based entrepreneurial education learning.

The learning model that is suitable for the development of EE-based environmental insights (EI) is cooperative learning (Slavin, 2014). Learning models supported by the availability of internet networks and applications that make learning fun. The STAD cooperative model of learning based on social media is one of the answers (Wijaya & Arismunandar, 2018). The STAD and other cooperative learning models aim to enhance collaboration, teamwork and share experiences through social media. Today’s entrepreneurs are more comfortable with the use of social media than conventional media (Wijaya & Arismunandar, 2018).

The above scheme Figure 2 shows that the students initial personal input determines the success of EE objectives. It has a reciprocal relationship with the influence of the environment and student experience. For this reason, EE-based EI emphasizes three things, namely the learning environment and the environment in which entrepreneurship education is implemented through different methods and products that are environmentally sound. In other words, learning, action, and outcomes are concerned with a “healthy” environment.

Are the next three paragraphs a summary? Author: Yes

Based on the explanation of the content summary (Table 1), theoretical framework (Table 2), and concepts, the researchers compiled the idea that Entrepreneurship Education is based on environmental insight by paying attention to government policies, the EE curriculum, online learning technology, competence of educators in online learning, attitudes and values of
entrepreneurship education and their implications in the New Normal era. Methodological instruments were selected to evaluate and measure the effectiveness of environmental insight-based Entrepreneurship Education.

Entrepreneurship education based on environmental insight emphasizes a curriculum based on social media and applications. The goal is to accelerate the mobilization of entrepreneurial products and to help improve the welfare of society and young entrepreneurs. The curriculum was designed to consider government policies in the New Normal era with a health protocol and a healthy living culture. An output-oriented curriculum for entrepreneurship products by applying digital technology for online learning. Secundo et al., (2021) Building an entrepreneurship education curriculum through distance learning technology is very important. The entrepreneurial learning design uses the STAD cooperative learning model based on social media. Product results are promoted on social media and YouTube. Social attitudes in learning entrepreneurship produce entrepreneurial values such as honesty, courage, responsibility, sharing experiences, and cultivating an entrepreneurial spirit and building the nation’s economy (Wardana et al., 2017).

Healthy food products through culinary entrepreneurship provide excellent opportunities for people who remain at home. During the pandemic, people use vacant land to grow crops and turn on greenhouses (Barthel, Parker, & Ernstson, 2015). Entrepreneurial transaction activities can be carried out through the online application and online transportation. “Digital technologies can support the interaction of students with stakeholders during seminars, mentoring activities, project development sessions, demonstrations, and debates, with the final aim to make the education experience more effective and attractive,” Secundo et al., (2021, p. 3). Entrepreneurship skills in terms of creativity can grow the nation’s economy during a pandemic. Evaluation of entrepreneurship education uses a methodology relevant to the use of learning technology and social media.

| Table 2. Theory of entrepreneurship education |
|---------------------------------------------|
| Article | Indicator |
| A1 | The concept of entrepreneurial growth is a combination of development and entrepreneurial productivity |
| A2 | Information Technology and Transfer technology as a learning experience in entrepreneurship education |
| A3 | Assessment of learning Entrepreneurship education through exam results and evaluation of entrepreneurial skills. Assessment is based on curriculum goals |
| A4 | Entrepreneurial awareness towards changes in mindset and ability of entrepreneurs that continuously result in entrepreneurial effectiveness |
| A5 | The entrepreneurship curriculum responds to the need for creative thinking and entrepreneurial skills, which are evident from the material and entrepreneurial exercises. This is supported by the ability of lecturer entrepreneurship |
| A6 | The lecturer’s role is to understand the student and provide an entrepreneurial environment suitable for achieving learning objectives |
| A7 | The entrepreneurship program that is implemented must be adjusted to the ability and motivation of students |
| A8 | Research Methodology Entrepreneurship is needed to solve the problems of entrepreneurship education |
| A9 | The relationship between prior knowledge and entrepreneurial discovery in entrepreneurship education |
| A10 | Changing the focus of learning from essential entrepreneurship to entrepreneurial thinking and skills |
3.4. Challenges and opportunities for entrepreneurship education in the new normal era

The challenges and opportunities of EE in the past certainly have a difference with the Covid-19 pandemic. The Indonesian government has prepared a New Normal regulation, starting on 1 June 2020 (Yozami, 2020). The goal of the New Normal is to recover socio-economically by promoting a strict health protocol. For example, social distancing, physical distancing, wearing masks, and always washing hands with soap. It demonstrates a focus on a healthy work environment, health products, and youthful personality attitudes.

Based on the picture above (Figure 3), EE is more directed towards EE as a method to achieve goals. The focus of EE as a method is to do what has been learned rather than just for information (Neck & Greene, 2011). Entrepreneurship Education is not only a concept in mind but needs to be exercised and proven to realize its goals.

A major challenge for Entrepreneurship education in the Covid-19 pandemic period and entering the New Normal era is tackling the number of layoffs by companies. The Indonesian government provides pre-employment training to its citizens. Entrepreneurship training must have an impact on entrepreneurs to start new businesses. Therefore, entrepreneurship is determined to take concrete actions to start small entrepreneurs to prove that being an owner is better than being an employee. The study of the entrepreneurial firms in Jordan showed that 9.3% of respondents attended training before doing business. They believe that practice does not significantly help them to do business (Shaikh, 2013).

The next challenge for the Indonesian government’s policy for big industry players and home industries (small businesses) is to provide capital and reduce the cost of small business credit. The large number of Indonesia’s population and the low level of education, as well as the lack of courage in entrepreneurship, have caused small businesses to not develop properly. Ihugba et al. (2013), research in Nigeria reveals that failure to adapt to changing business environments is because small and medium-sized businesses need funds to start up entrepreneurial activities. In many cases, they lack information and skills in the market (Ihugba et al., 2013). The small and medium-sized enterprises (SMEs) enumerated many internationalization challenges directed toward external forces like the government and associated environments (Anderson, 2011). The social change in the workforce from working in an office to working at home provides employment opportunities to start a new business as homemakers do (Yousuf Danish & Lawton Smith, 2012); i.e., online product sales that don’t require a store or office. This opportunity can also open up more job opportunities. In China, the home industry supports larger companies and provides welfare to many people by obtaining low-priced, high-quality products.

During the Covid-19 pandemic, the emergence of small businesses using sales applications with various brands increased. The ease of online entrepreneurship fosters new businesses amidst the restrictions on social interaction. However, many people still reduce their visits to shopping centres, cafes, and public spaces. The most significant opportunity is the use of social media and applications for online business mobilization. Online entrepreneurial opportunities open up the market.

Figure 3. Entrepreneurship as a Process and Method.
entirely and can reach international markets (Anderson, 2011). Therefore, the support of stakeholders and the Indonesian government is to formulate policies that allow small businesses to develop to support the socio-economic recovery of the Indonesian nation.

The most significant opportunity for entrepreneurship is courage as a value for taking a stand and acting on an idea or innovation (Boldureanu et al., 2020). The challenge of not being able to leave the house and obligated to work at home becomes an opportunity to produce change combined with the transfer of technology owned to build a small business that has a significant impact when diligently and hard work carrying out with the passion of the entrepreneurial spirit (Mwasalwiba, 2010). The results of Mwasalwiba's research on the object of entrepreneurship education show aspects of attitudes, values, intentions, and behavior and skills of each 32%, which are the focus of students in learning EE. “Entrepreneurial activities encompass all fields/sectors and foster a spirit of enterprise for the welfare of (Ihugba et al., 2013). The results of respondents showed 34% who answered to improve the spirit of entrepreneurship, culture, and entrepreneurial attitudes, 27% of respondents explained for start-up and job creation. While 24% of respondents answered to contribute to the community, and 15% of respondents to stimulate entrepreneurship skills (Mwasalwiba, 2010). A creative mindset generates ideas or innovations to develop an entrepreneurial spirit to help the family's economic life, open up employment opportunities for others, and impact many people.

4. Conclusions
Entrepreneurship education based on environmental insights has noble goals that reflect the values of the entrepreneurial spirit. The challenge of entrepreneurship education is the readiness of entrepreneurs to use digitalization in entrepreneurial learning—government and stakeholder support to make policies favouring new entrepreneurship and online digital-based supporting facilities. The opportunity is the growth of new creative entrepreneurs who prioritize values, social attitudes, health, and environmental insight into the application of entrepreneurship education. The most important thing is the attitude of entrepreneurs when facing challenges and business opportunities in the New Normal era with a positive attitude and optimism get a high chance and blessings from the Covid-19 pandemic incident and start a "New Normal" life.

Entrepreneurship education based on environmental insight develops technology-based curricula and social media. In entrepreneurship learning, using a social media-based cooperative learning model aims to develop entrepreneurial attitudes and values. The application of Entrepreneurship Education in learning seeks to build the community’s economy during the New Normal period. This is to support government policies and strengthen the nation's economy.

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Author details
Rusdiaman Rauf
E-mail: rusdiaman@yahoo.com
ORCID ID: http://orcid.org/0000-0003-0373-829X

Hengki Wijaya
ORCID ID: http://orcid.org/0000-0001-5063-9273

Ezra Tari

ORCID ID: http://orcid.org/0000-0001-9904-6612

1 Management, STIE Tri Dharma Nusantara Makassar, Makassar, Indonesia.

2 Education Science, Sekolah Tinggi Filsafat Jaffray Makassar, Makassar, Indonesia.

3 Education Science, Institut Agama Kristen Negeri Kupang, Kupang, Indonesia.

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