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Hadi Pratomo

*Universitas Indonesia, Depok*, hadi.pratomo@ui.ac.id

Roy Darmawan

*Quangxi University for Nationalities, People's Republic of China*, roy.darmawan@ui.ac.id

Karina Samaria

*Universitas Indonesia, Depok*, samaria.karina@gmail.com

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# Public Health Entrepreneurship in Indonesia: What is Next?

Hadi Pratomo<sup>1\*</sup>, Roy Darmawan<sup>2</sup>, Karina Samaria<sup>1</sup>

<sup>1</sup>Department of Health Education and Behavioral Science, Faculty of Public Health, Universitas Indonesia, Depok, Indonesia

<sup>2</sup>College of ASEAN Studies, Guangxi University for Nationalities, People's Republic of China

## Abstract

Public health has been demanded to search for ways to improve well-being by tackling societal and ecological factors that influence health through cooperative strategies and partnerships across various fields. More interdisciplinary, interprofessional, and action-oriented approaches toward sustainable public health programs are recommended to be made. Therefore, public health entrepreneurship is an indispensable approach to creating new interventions that address future public health problems. The Indonesian Ministry of Health conceptualized five public health entrepreneurship skills as standard competence for public health personnel. In addition, the Association of Indonesian Public Health Higher Education Institutions has identified several study materials and learning outcomes for undergraduate public health personnel. To enrich the currently available approaches, a similar concept of entrepreneurship training, including three-course areas: systems of laws and regulations, advertising and public outreach, and financial oversight, consumer insights, and assessment, is presented. The Public Health Entrepreneurship and Intrapreneurship Framework is also presented in this study. Researchers, government, private sectors, experienced entrepreneurs and intrapreneurs, and other stakeholders should collaborate to formulate the best entrepreneurship curriculum for Indonesia. This curriculum can initially be piloted, evaluated, and finally adopted by public health educational institutions in the country.

**Keywords:** curriculum, public health education, public health entrepreneurship

The landscape for public health is changing. For several decades, data have shown that the leading health problems and causes of death result mostly from lifestyle and behavior choices that are strongly impacted by social and environmental conditions. Changes in population dynamics, governance, policies, climate conditions, and rapid technological advancement have called for a reassessment of health strategies. More health experts are beginning to understand that to address health outcomes. They must also address social and ecological determinates via collaborative multiscale solutions. As a result, there is a growing demand for integrative, cross-disciplinary, and anticipatory approaches to creating sustainable solutions to health challenges. In this context, the concept of public health entrepreneurship (PHE) has emerged as a promising new approach to designing new solutions, tools, and services to solve today's health challenges.<sup>1-3</sup>

The PHE is the application of an entrepreneurial mindset to enhance public health initiatives through innovative methods. It includes initiatives and programs focused on advancing health, preventing illness, and enhancing community well-being.<sup>4</sup> PHE is a subset of social entrepreneurship as it applies business-oriented solutions to resolve health challenges faced by a population.<sup>5,6</sup> Entrepreneurship, as a term itself, is an organizational scientific term that encompasses a futuristic approach, creativity, and a free-flow thought process that originated in business management-related individuals and theories. Furthermore, entrepreneurial principles are increasingly used in healthcare research. Fundamentals like entrepreneurial skills and mindsets are important as they help prepare the next generation of public health leaders for any possible scenario. This does not mean that public health must be managed like a business but rather that certain entrepreneurial skills, techniques, and approaches are used to advance public health practice.<sup>2</sup>

PHE needs to be included in the public health education curriculum to prepare the public health workforce better. This competency needs to be included as part of the public health personnel profile based on their roles, functions, tasks, and responsibilities, which are Manager, Innovator, Researcher, Apprentice, Communicator, Leader, Educator (MIRACLE) plus Consultant, and Entrepreneur.<sup>4,7</sup>

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**Correspondence\*:** Hadi Pratomo. Department of Health Education and Behavioral Science, Faculty of Public Health, Universitas Indonesia, Depok, Indonesia. Email: [hadi.pratomo@ui.ac.id](mailto:hadi.pratomo@ui.ac.id)

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In 2024, The Indonesian Ministry of Health published the Decree of Minister of Health Number HK.01.07/MENKES/1337/2024 on public health personnel competence standards. This decree includes PHE as one of the skills public health personnel should have. The levels of PHE skills according to Bloom's taxonomy and the Indonesian National Qualifications Framework are listed in Table 1.<sup>4</sup>

**Table 1. Levels of Public Health Entrepreneurship Skills according to the Decree of the Minister of Health<sup>4</sup>**

Skills	Bloom	Level 6	Level 7	Level 8	Level 9
	Taxonomy	(Undergraduate)	(Profession)	(Postgraduate)	(Doctoral)
Develop ideas and take advantage of entrepreneurial opportunities to produce added value for improving the health status of the community.	C	C3	C4	C5	C6
	A	A3	A3	A4	A4
Analyze the economic feasibility of entrepreneurial activities and make appropriate decisions to improve public health status.	P	P2	P3	P4	P5
	C	C3	C4	C5	C6
Marketing ideas, ideas, goods and services resulting from entrepreneurial activities to enhance community well-being	A	A3	A3	A4	A4
	P	P2	P3	P4	P5
	C	C3	C4	C5	C6
	A	A3	A3	A4	A4
Managing resources to increase entrepreneurship to enhance community well-being	P	P2	P3	P4	P5
	C	C3	C4	C5	C6
	A	A3	A3	A4	A4
Mastering technical and strategic skills to maximize profits and benefits of entrepreneurship and organizational development to enhance community well-being	P	P2	P3	P4	P5
	C	C3	C4	C5	C6
	A	A3	A3	A4	A4
	P	P2	P3	P4	P5

**Notes:** C = Cognitive, A = Affective, P = Psychomotor, C1 = Remembering, C2 = Understanding, C3 = Applying, C4 = Analyzing, C5 = Evaluating, C6 = Creating, A1 = Receiving, A2 = Responding, A3 = Valuing, A4 = Organizing, A5 = Internalizing, P1 = Imitating, P2 = Manipulating, P3 = Precision, P4 = Articulating, P5 = Naturalization

The Association of Indonesian Public Health Higher Education Institutions has also prepared national curriculum guidelines for public health undergraduate and postgraduate programs, including PHE. Based on the curriculum review, the entrepreneurial competency profile of public health graduates for each level is as follows: (a) undergraduate: piloting entrepreneurial activities, designing and piloting acceptable and effective public health programs; (b) postgraduate: designing entrepreneurial activities; develop or evaluate creative and innovative programs according to local conditions; (c) doctoral: creating entrepreneurial activity, develop or evaluate creative and innovative programs according to local conditions.<sup>7,8</sup> The study materials and indicators of entrepreneurial learning outcomes for undergraduate programs are shown in Table 2. Proposed study materials for postgraduate and doctoral programs are not yet available.

**Table 2. Study Materials and Indicators of Entrepreneurship Learning Outcomes for the Undergraduate Program by The Association of Indonesian Public Health Higher Education Institutions**

Study Materials	Sub-Materials	Indicators of Learning Outcomes	Depth
Theory and concept of entrepreneurship	Main concepts related to entrepreneurship and building an entrepreneurial spirit	Explains entrepreneurship theory, current entrepreneurship issues and trends, how to develop an entrepreneurial spirit, techniques for choosing and developing entrepreneurship, and business management and survival strategies.	C2
Steps for developing entrepreneurship in public health	1. Business idea development	Analyzes entrepreneurship potentials and opportunities in public health fields and formulating business ideas	C4
	2. Market survey	Planning market survey	C4
	3. Business feasibility appraisal	Analyzes the feasibility of public health entrepreneurship	C4
	4. Business feasibility appraisal	Formulating business feasibility	C4
	5. Business plan development	Developing business plan	C4
	6. Business apprenticeship	Practicing business apprenticeship	P2

**Notes:** C2 = understanding, C4 = analyzing, P2 = manipulating

Hernández *et al.*<sup>9</sup> presented another proposal for shaping the curriculum in PHE. They emphasized expanding the skill sets of future practitioners in building health businesses that tackle both medical and societal problems in an appropriately market-oriented way. They proposed education surrounding three main areas: (1) systems of laws and regulations, (2) strategies in advertising and public outreach, and (3) financial oversight, consumer insights, and assessment. A suggested curriculum is shown in Table 3. This educational framework could take many forms: (1) as a concentration in existing graduate programs in public health or business administration, (2) as a certificate program of core courses in such fields as public health, business, and relevant areas such as law, engineering, and public administration, or (3) as an entirely new master's program with interdisciplinary courses in a public health department, ideally developed with practitioner-entrepreneurs and faculty from the business school and allied fields.<sup>9</sup>

**Table 3. Sample Curriculum for Public Health Entrepreneurship Training<sup>9</sup>**

Course Areas	Fields of Study: Skills Acquired with Applicability to Public Health
<b>Systems of laws and regulations</b>	
Ethics	Develop an understanding of both individual and societal advantages of public health entrepreneurship while critically evaluating the ethical implications of generating profit from health promotion versus illness-related industries.
Legal and tax structures for business	Gain knowledge of different legal and tax frameworks for corporate and nonprofit entities, and assess the advantages and constraints of each structure, including LLCs, S Corporations, B Corporations, 501(c)(3) organizations, and benefit corporations.
Partnerships	Foster partnerships between for-profit and nonprofit entities.
Contracts	Utilize beneficial aspects of legal and tax frameworks to minimize risks and liabilities.
Intellectual property	Clearly define the responsibilities and potential legal obligations between both parties.
Basics of litigation	Develop a thorough understanding of legal safeguards that enable public health entrepreneurs to innovate while achieving financial success.
	Gain knowledge of the legal rights and protection associated with personal and community investments.
<b>Advertising and public outreach</b>	
Brand strategies	Analyze the marketing strategies behind health-focused and unhealthy products while examining the competitive brand landscape.
Behaviors	Recognize patterns of human behavior related to health and design products and services that align with behavioral tendencies and social influences.
Public health conceptual frameworks	Grasp theoretical models that connect health to larger systemic factors influencing disease outcomes and design public health initiatives that apply research and theory to intervene in disease progression.
Digital marketing and social media	Implement strategic approaches to advertising and public engagement by leveraging data-driven promotional techniques, including online marketing, social media outreach, and behavioral analysis of consumer decision-making.
Campaigns	Gain insight into the strategic design and execution of impactful promotional initiatives aimed at engaging defined consumer groups, enhancing brand visibility, and driving revenue growth.
<b>Financial oversight, consumer insights, and assessment</b>	
Finance	Develop a foundational understanding of financial principles and effective approaches for securing initial funding and investor support.
Research and evaluation	Gain expertise in analyzing market landscapes through comprehensive research and developing targeted health promotion strategies. Acquire proficiency in both conventional business performance indicators, such as financial statements, and public health evaluation tools, like community needs assessments, to assess success based on economic viability, social influence, and health outcomes.

After a thorough literature review and thematic analysis, Chahine<sup>6</sup> identified five central components of PHE. In addition to entrepreneurship, the author also considers intrapreneurship, an act of fostering an entrepreneurial mindset and skillset in an existing organization. These were the fundamental pillars on which the educational programs in both PHE and intrapreneurship (PHEI) are organized. This study presents a framework for this perspective in Table 4, which has been assessed through a course at Yale University.<sup>6</sup>

**Table 4. Public Health Entrepreneurship and Intrapreneurship Framework<sup>6</sup>**

Design thinking	A flexible and evolving approach to innovation that prioritizes the needs of the customer, demanding a fundamental transformation in public health's mindset to effectively navigate uncertainty and setbacks.
Resource mobilization	Harnessing talent and assets to speed up the advancement of new solutions, utilizing mixed funding strategies to experiment with and expand promising concepts.
Financial viability	Developing strategies for income generation or expense reduction to ensure long-term financial stability.
Cross-disciplinary	Bridging gaps between specialized areas of public health and integrating collaboration across diverse fields, fostering engagement among private enterprises, government agencies, and nonprofit organizations.
Systems strengthening	Integrating established frameworks into the development and execution of new innovations to avoid duplicating structures and ensure seamless implementation.

Each of the above curriculum models has its unique emphasis and approach to PHE training. The models of the Indonesian Ministry of Health and the Association of Indonesian Public Health Higher Education Institutions emphasize the business and financial aspects. The curriculum proposed by Hernandez *et al.* emphasizes the same but devotes a large part to the related legal aspects.<sup>9</sup> The framework of Chahine focuses more on entrepreneurial skills that can be applied to the management of any public health program.<sup>6</sup> This framework also includes intrapreneurship and holds that entrepreneurial innovations must align with existing systems. These models may give insights into the best way to formulate the most appropriate curriculum for Indonesia. To the authors knowledge, several universities have

included PHE in their courses. However, this course has not yet been applied by all public health educational institutions in the country.

Public health practitioners are facing increasingly complex challenges. For instance, global health issues such as pandemics, emerging pathogens, antimicrobial resistance, noncommunicable diseases, climate change, disparities in access to health services, social determinants, the digital health revolution, and humanitarian crises require innovative and sustainable solutions.<sup>10,11</sup> Improved and broadened public health practices beyond traditional functions and programs are needed. Cross-sectional collaboration and collective actions are becoming essential in achieving desirable health outcomes.<sup>12</sup>

A program aimed at nurturing the next generation of public health entrepreneurs will help to raise student ambitions, speed up career progression, and discover new ways to promote better health and innovation in public health education. It is anticipated that these graduates will have a mindset of possibility, a path to go independent, and the power to govern and innovate solutions. This will help elevate PHE and improve its reach and purpose in its domain.<sup>9</sup>

Public health educational institutions should consider entrepreneurship training compulsory and crucially needed in their curricula. Additionally, the academicians, researchers, communities, government, private sectors, experienced entrepreneurs and intrapreneurs, and other stakeholders should also collaborate in formulating the best curriculum and ecosystem appropriate for PHE in Indonesia. This curriculum can initially be piloted through short courses and then evaluated for its efficacy. Afterwards, the recommended PHE educational model can be disseminated through a national seminar and adopted by public health educational institutions for the betterment of Indonesia.

#### Abbreviations

PHE: public health entrepreneurship.

#### Ethics Approval and Consent to Participate

Not applicable.

#### Competing Interest

The authors confirm that they have no conflicts of interest to disclose.

#### Availability of Data and Materials

Not applicable.

#### Authors' Contribution

HP conceived the idea, structured the manuscript, conducted a thorough review, and provided final approval; RD contributed valuable insights, thoroughly reviewed the manuscript, and granted final approval; and KS collected the material and rewrote and organized the final manuscript.

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