

ENTREPRENEURSHIP EDUCATION IMPLEMENTATION FOR ENTREPRENEURIAL PROJECT 2: CASE STUDI IN UNIVERSITAS CIPUTRA

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ABSTRACT

This study discusses the learning process of entrepreneurship education in Universitas Ciputra, conducted within Management Department under the subject of Entrepreneurship Project 2. This is one of entrepreneurship subject within entrepreneurship curriculum conducted in 7 semesters. This course is compulsory for students taking a major in management. The learning process on this subject emphasizes on the creative process in generating new business ideas and the execution of the start-up business. The aim of this research is to describe and discuss the current implementation of entrepreneurship education within the subject. Descriptive qualitative methods is applied, the scope of this research is limited to only in one subject for one period of study (approximately 4 months). The subject of this research are university students, lecturers as well as curriculum coordinator of the related subject. The results of this study describe entrepreneurial learning process using project-based learning approach. The concept of learning is assessed based on aspects of cognition, skill and affective domain. This paper beneficial for entrepreneurship educators as a medium to share their practical experience in teaching entrepreneurship at higher education.

Key words: Entrepreneurship education, Project-based learning, Experiential-based learning.

INTRODUCTION

Number of new ventures in a nation is proved to be closely related to the economic growth. To boost economic growth rate, it is necessary to accelerate number of new ventures through formal entrepreneurship education. Universitas Ciputra as Mr. Ciputra's vision epiphany, mediating to increase entrepreneurs number and boost national economy within near future. How is entrepreneurship education conducted needs continuous evaluation and improvement. This paper is one of the effort in capturing how entrepreneurship education. The study was

conducted on a first year student on the undergraduate level, within International Business Management (IBM) Department specifically in Entrepreneurship Project. Along with the founder vision, Universitas Ciputra has designed its Entrepreneurship Curriculum from semester one to five named as: Entrepreneurship 1-5 subjects in University level. Alongside to this phenomena, every departments also conduct its own entrepreneurship project however there are varieties within depth and length degree.

International Business Management constructs its curriculum by adding EP 1-7 in department level. This research is trying to describe how entrepreneurship education was implemented within IBM's EP2 which theme is Business Idea Generation & Feasibility Studies. As the preparation stage prior to EP3 (Business Start-Ups). EP2 specifically examines students' proposed business ideas which are submitted in groups and presented their feasibilities in front of group of facilitators. These Business ideas are required to be submitted in Business Plan (BP) format according to the informed due date. The semester was conducted within 14 class meetings, and one for mid term, finally one for final test (thus all comprises of 16 classes).

ENTREPRENEURSHIP EDUCATION

Finding the right format entrepreneurship education into something is difficult, given the variety of definitions and goals of entrepreneurship. Fayolle et al. (2006a) argued that entrepreneurship education is not exclusively focused on the establishment of new enterprises, so entrepreneurship education program is defined as a pedagogical or educational process for forming an entrepreneurial attitude and skills involving the development of certain personal qualities. The definition of entrepreneurship education is very important to distinguish an education on management science. Entrepreneurship education more emphasis on knowledge, character, skills, attitude and desire to become entrepreneurs.

Entrepreneurship education can be distinguished according to the learning goals. According to Linan (2004) entrepreneurship education can be classified into two. First is entrepreneurial awareness education: the purpose of this study is to add insight and knowledge about small business, self-reliance and entrepreneurship as an option in the profession. This education does not make someone an entrepreneur. Second is education for start-ups: This education leads directly to the ways of setting up a business. This study focuses on the practical aspects in the field of market and marketing, financing, licensing and human resources. Learners are highly motivated in learning projects. Often those who follow this education already has a real business idea.

Following the definition of entrepreneurship education proposed by Linan (2004), entrepreneurship education at the University of Ciputra aims not only to provide knowledge about entrepreneurship or how to set up and run a business. Education in these institutions provide experience how establishing and growing the business. Project based learning is one of learning method frequently used in higher

education. It is a learning method that make use project as a mean for learning. The learning process itself, is organized around the project (Thomas: 2000). Project on the learning proses can be defined as complex assignments based on a challenging task, in which it gives broad flexibility to the student to work independently within certain period of time and it conclude with a real product (Thomas et al: 1999). On entrepreneurship education that gives emphasis on creating an entrepreneur, project based learning is appropriate method. Not only gives students flexibility in solving a problem, but it also gives them the freedom to determine the most appropriate method in a given situation. Process in the form of project-based learning is also very suited to entrepreneurship education that emphasizes not only on cognitive ability and skills but also on the affective side. On a project based, the learning process is also very close to the actual situation in real life. Learning in the form of project requires students to be able to finish the job with the best results in a limited time. In cases where a student must complete the task in groups, they can also learn how to work in teams, communicate effectively and understand the character of each member of the group.

PROJECT BASED LEARNING IN ENTREPRENEURSHIP

Traditionally, teaching entrepreneurship is no more that teaching the start-up business process to student. Using this approach, the learning outcome is the knowledge about the process itself. As entrepreneurship is associated as real acting of creating a new venture, it is imperative for student to experiencing the process in real business context. In this approach, the institution should facilitate the learning process through fostering necessary environment to create a new business. In this educational setting, student will operationally involve in real business practice therefore the institution should link to various resources such as funding, business networking and market. Focusing more on the necessity of learning by doing process, it requires student to practice through various method of teaching ranged from case based teaching until letting students to build their own venture.

Figure 1 will describe the degree of student involvement and focus on opportunity potential.

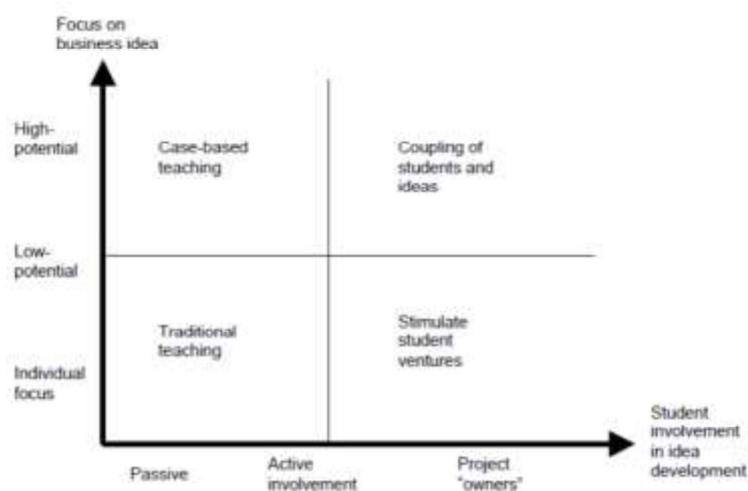


Figure 1: Project Based Learning Strategy
Sources: Rasmussen and Sorheim (2006), page 187

RESEARCH METHOD

This study uses descriptive qualitative method approach in the form of explanatory research. Object of this research is an entrepreneurship education in Management Department Universitas Ciputra on the subject of Entrepreneurial Project 2. Data for this study were collected in the period of February-May 2014. The researchers in this study are also facilitators on the same subject. The explanatory approach in this study based on student assessment criteria comprise of business plan, targets vs. actual, characters and teamwork, mid and final examination.

LEARNING PROCESS

Entrepreneurial Project 2 (IBM0002) is one of the subjects taught in management study program at Universitas Ciputra. This entrepreneurship education aims to provide the knowledge, skills and entrepreneurial character building for the students. The learning process is delivered utilizing project based learning. The purpose is to give students real experience on how to generate business ideas and executes a start-up business. Since the first creation in 2006, the subject has improved several times. The most notably improvement is the number of students each project group. Rather than assigning students in one big group, the project now comprise of three until five students. This improvement has reduced free rider behavior among the groups member. In addition, the course has transformed the emphasis of the learning from the outcome oriented into process oriented.

Comparing the initial learning process of the course with the current one will show that there is radical transformation has been taken place. The change is introduced through series of evaluation each semester.

Students will have to work based on the working schedule and the target, which has been approved by both facilitators and students. Under present learning processes, students should follow the sequence of business plan format (BP). BP format that was used consists of five (or six when applicable) aspects including marketing and market analysis, human resource analysis, operational analysis, business law and certification analysis, financial analysis and environment analysis. Prior to BP submissions, student groups are assigned to different facilitators. Each group consists of five students (which is voluntarily formed), they have to consult their business ideas and conduct a market survey. This action can be conducted several times, involving: direct observation to real market, real potential customers; direct and/or indirect interview; distributing online surveys (questionnaires) in hardcopies or online; and literatures studies as well as credible sources (websites, books, journals, magazines, tabloids, reports, newspapers).

The whole sections of the course consist of sequence topic following; the first topic is marketing and market analysis. Students were required to find their specific target market, market size, market share, and market growth; along with the proper distribution channels best suit their current possible business scale and scope, competitor (head-to-head) and indirect ones, as well as conducting TOWS analysis. Marketing strategy needs to be omitted after finding those information. Second is human resource analysis. On this topic students were required to list their operational (production may be included) capacity in order to capture the market they mentioned earlier. How many divisions are needed, their job descriptions, the organizational structure, the ownership shares, the agreement between team member when in regards business operation and scenario when it fails (dividen shares, new investment rules, more investment from the existing owners, dividing loss and workloads).

Third topic is operational analysis on this phase. Students needed to submit and understand how their business would operate. This may involve from finding the right supplier to placing orders, warehousing, conduct services, to selling activities and even after sales service, finally acquiring and documenting customers' feedbacks (both positive and negative). Fourth topic is business law and certificate analysis: students were asked to understand business law they need to comply according to their business industries, and which certificates are needed to run them. For an example, Food and beverage industry (F&B) may require PIRT when formal distribution channel such as: supermarkets and mini markets.

They also need to understand and apply (when applicable) business start up documents such as: NPWP, TDP, SIUP and the processes involved.

On a fifth topic, financial analysis, students needed to make a realistic budgeting analysis which accomodates the previous 4 analysis (may be 5 if environment analysis is applied) and able to justify the assumptions they make according to

fact and evidences they gather through data gathering methods mentioned earlier. Last chapter is, environment analysis. Students whose business involves environment issues and need certain certificate also considerations regarding pollutions. For examples: car modification and vehicles mechanics business, need additional analysis besides those five analysis earlier since they omit noise and air pollutions. Thus this certain type of business need to understand their industry which may involve understanding of operational location.

These analysis are very thorough for first year students, there are tolerance when they did not know in details of each analysis, thus each facilitator tried to guide their groups. Several topics which apply to all such as business law or financial statements templates are given collectively within auditorium class, but the specific skills to be performed (making, presenting, analysis) left to each mentoring sessions with their facilitators. BP was collected from week six to seven. By the end of week seven, announcement of each group BP presentation and its administration requirements for following BP assessment was done. One group of BP assessors consist of two facilitators who were group into their expertize. Thus the BPs examined were distributed according to these expertize too. However different type of projects may also been examined as long as they are still within the same industry (closest relation). BP Assessments were conducted for two consecutive weeks, the first Business Idea batch which went through smoothly need to fulfil these criterias: Ability to execute marketing, production, financial plans, providing presentation slides and BP in hardcopy, product or service documentation and or prototype while presenting the proposed business ideas.

Overall, the BP assessments were conducted in three batches. Student groups that did not pass the first time should present for the second batch to the same BP assessors by adding any information & analysis, which were not understood earlier. Some groups have to change their business ideas when there were no uniqueness to their presented business ideas, or they are in red market, lack of business start-ups preparation and lack of networking (resources) in order to make the business realizations occur. Prior to the second batch presentation, these groups which have to change their business ideas have to conduct all of the market survey and prepare for new BP, along with the respective presentation slides under their own facilitators guide but they can also seek the help of the related BP assessors for better understanding. The previous hardcopy of BP with suggestions and remarks were given back to the respective groups to be discussed among themselves and the origin facilitators.

The third batch was conducted since there were several groups were really clueless and did not give much effort in conducting their market survey or did not even show up in the second BP Assessment. Thus these groups need to present (if their second batch business idea was also rejected, thus they need to find new one) their business ideas which have incorporated all the suggestions and remarks from the first and second batch of BP Assessments. By Conducting better analysis and

adequate in filling the passing standard (in grade: 60) they did not have to find new business idea, instead perfecting the existing ones.

STUDENTS' ASSESSMENT

As captured on Figure 1, these ongoing process of BP assessments were sure to be grilling and tough for both students and facilitators. Thus the future paper investigates whether these processes would alleviate students problems in becoming entrepreneurs or decreasing their intentions to be one. Meanwhile, the current paper tries describe the implementation of entrepreneurship education in the subject and relate this process to the variety of business project outcomes. It weighs 30% from the total mark.

Target Versus Reality Business Accomplishments – Psychomotoric Domain

Second assessment measures how students conduct their roles (individually or in groups). For example the individual tasks comprise of: 1. Managerial skills are also examines here (Such as how these individuals able to function according to planning, organizing, leading, and controlling as stated in their job descriptions). 2. Their submitted individual target which then matched to the realistic achievements. 3. Conducting Benchmarking to their Senior's businesses (omit suggestions, critics, finding opportunities for partnerships). 4. Accomplishing individual tasks. Although SAA 2 has a very detail aspect measuring 1-4 tasks however there were no rubrics in capturing them and the Psychomotoric Domain is not yet clearly measured). It weighs 35% from the total mark

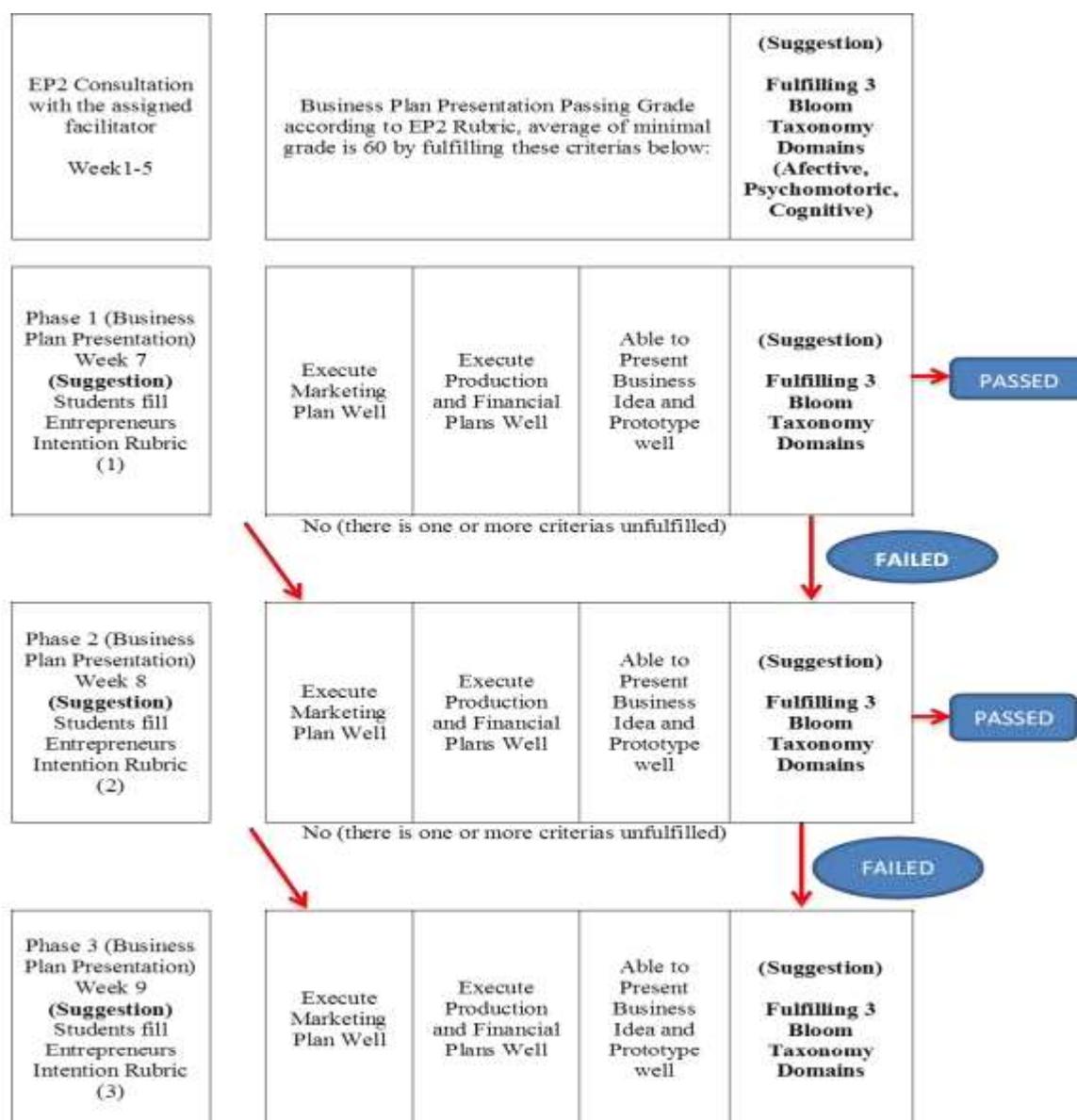


Figure 1: Business Plan Assessment

Teamwork and Behavior – Affective Domain

The other student assessment is actually the last one to be submitted since these students are given tasks: 1. Submitting peer assessment forms to assess their group members. This is identified as affective domain according to Bloom Taxonomy. However there were no rubric in capturing the measurement of this aspect. 2. Implementing Seven of Mr. Ciputra’s Entrepreneur Spirits. 3. Able to contribute actively (in giving ideas, solutions while mentoring) again these last two tasks were not equipped with any rubric in capturing the information and moreover to measure adequately these information.

Therefore, there was a possibility different standards may arise from different facilitators. It weighs 25% from the total mark.

Mid Term Examination

The task needed to be completed for mid-term was actually included in the BP assessments with an addition to measure their cognitive domain for their own business idea understanding. The mid-term was conducted in classes and in close book session. Each Students seated separately asked to submit an overview of these 5 Business Analysis (mentioned earlier might involve six aspects when needed) in their own language. It weighs 5% from the total mark.

Final Term Examination

The final term was design to measure the ability of each group evaluating their business idea generation performance and making action plans for future improvement in EP3. These too were submitted in hardcopy format and weighs 5% from the total mark.

	2014					
	Oct -1	Oct -2	Oct -3	Oct -4	Nop-1	Nop -2
Sales						
COGS						
Gross Income						
Administration Costs						
Marketing Costs						
EBIT						
Tax						
Net Income						

Table 1: Template of Income Statement

	Sales	Ratio	Selling Price	Selling Price Equivalent	Variable Cost	Variable Cost Equivalent	Fixed Cost
	a	b=Ratio from a	c	d=c*b	e	f=e*b	g
A							
B							
C							
D							
E							
Total							
BEP (Rp)	$g/(1-f/d)$						
BEP Unit	$BEP (Rp)/d$						

Volume to be sold	
A	BEP unit *b
B	BEP unit *b
C	BEP unit *b
D	BEP unit *b
E	BEP unit *b

Table 2: Template Calculation of Break Even Point

	Oct-1			Oct-2			Oct-3		
	Sales Target	Purchasing Price	Total COGS	Target Penjualan	Purchasing Price	Total COGS	Target Penjualan	Purchasing Price	Total COGS
A	100	100000	10000000						
B									
C									
D									
E									
Total									

Table 3: Template Calculation of COGS

	2014					
	Oct-1	Oct-2	Oct-3	Oct-4	Nop-1	Nop-2
Administration Costs						
-						
-						
-						
Administration Costs Total						
Marketing Costs						
-						
-						
-						
Marketing Costs Total						

Table 4: Template Calculation of Administration and Marketing Cost

CONCLUSION

The implementation of entrepreneurship education in the subject of Entrepreneurial Project 2 within Management Department is well executed in terms of finding which aspects needs to be measured. Further rubric development may as well be developed and equipped in measuring these criterias while minimalizing biases which may arise from different standards applied by different facilitators would give the students fairer grades and easier guideliness in giving grades for the involved facilitators. Furthermore, there would be imperative to conduct assessment from DIKTI poin of view by integrating three Bloom's

domain into measuring the competencies achieved within this subject (which would be necessary since this subject is to be continued to the rest Entrepreneurial Project 3 to Entrepreneurial Project 7. Using approach the course is developed to facilitating the knowledge, skill and character building in the area of entrepreneurship, particularly on developing start-up business. Yet, this research paper is aimed to describe and share the experience of teaching process using project based learning approach. It will contribute adding the entrepreneurship education literature

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