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DEVELOPING COLLABORATIVE LEARNING MODEL BETWEEN ENTREPRENEURSHIP PROGRAM AND BUSINESS INCUBATOR: AN INVESTIGATION FROM BUSINESS SCHOOLS IN INDONESIA

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Abstract: This study aims to examine the current implementation of entrepreneurship learning including business incubator and to identify factors influencing the effectiveness of entrepreneurship and incubator output including developing collaborative learning model in each particular faculties/universities in Jakarta and Tangerang. This study conducted the qualitative analysis used Focus Group Discussion (FGD) and in -depth interview approaches to 8 (eight) universities and 15 academicians with strong background in managing as well as entrepreneurship teaching experiences.

The study brings the result that the strong collaboration between the study programs and business incubator must be strongly established to provide entrepreneurship learning experiences in higher education. There are significant aspects as an influencing factors to create collaborative model between entrepreneurship program and business incubator; university's vision and mission, entrepreneurial background lecturer, strong culture and reward system. This study is claimed as few studies focusing on developing a collaborative model specifically to the universities which have business incubator in Indonesia. Studies on the effect on collaborative learning model on entrepreneurship toward successful entrepreneurship education would be considerably fill in the gaps in the body of knowledge on the subject.

Keywords: entrepreneurship, business incubator, collaborative learning model.

I. INTRODUCTION

(Etzkowitz, 2000) stated that the two main activities delivered by the traditional university are teaching and research. However, there was a new approach to the role of universities visualizes a structural shift from their traditional to the commercialization of new knowledge for economic development. Most universities have been paying attention on the creating and implementing these new approaches becoming entrepreneurs universities.

They do believe that entrepreneurship program is dynamic and flexible to strengthens students' life pathways, including personal growth, social participation and the value sharing development. Through the entrepreneurship program and activities, universities gain the benefit to foster entrepreneurial spirit and skills including encouraging young generations to establish their start up business. Storen (2014) have founded through her research in Norway that graduates who have had entrepreneurship education are not more frequently self-employed than other graduates.

Therefore, education should increase entrepreneurship awareness from primary school to university (Rybnyček *et al.*, 2015). Introducing young people to entrepreneurship triggers their initiative and helps them to be more creative and self-confident (European Commission, 2006). The significance of entrepreneurship education has been growing ever since the first entrepreneurship class was held in 1947 in the USA, and especially from the 1980s on, when

Drucker's Innovation and Entrepreneurship was published (Drucker, 1985; Katz, 2003).

In another hand, the existence of business incubator is an important tool that can be used by universities to support new start-ups and spin-offs, as well as to build links with industry (EC/OECD, 2012). It becomes the obligation of business incubators to nurture the creation and development of the new, innovative, sustainable companies by providing prospective business conditions (Bikse, Veronika *et al.*, 2016). These findings shows the critical role of business incubator for the higher education in achieving the successful of entrepreneurship program. From the description above, the critical problem founded is determining the methods that should be designed to teach entrepreneurship.

In many universities, entrepreneurship is commonly taught as one of the subjects, more over, it is even still taught as an elective subject. In the business school, entrepreneurship has grown to become one of the majors. But at the university level, only few universities have adopted entrepreneurship courses that involve students from various departments, whereas entrepreneurship so far is best taught by using multidisciplinary approach and engage with their business incubator. The study method still remains unimproved, since the collaborative learning model is still not available yet.

The objective of this paper is two fold. Firstly, we examine the current implementation of entrepreneurship learning including business incubator in particular universities. The second objective is to develop the collaborative learning

model of entrepreneurship between its current curriculum and existing incubator in particular faculties/universities.

II. ENTREPRENEURSHIP EDUCATION IN INDONESIA

Research's result from Wiratno (2012), that the execution of entrepreneurship in higher education in Indonesia has not been delivered well including the limitation of the infrastructure required for this program. There are currently more than 2900 higher education institutions in Indonesia and each year these institutions produce more than 1 million graduates all over the country (Ardianti, 2009). Many universities in Indonesia have been implementing the entrepreneurship as a part of their mandatory subjects. However, there were still limited for those who have been develop a collaborative learning model between its current curriculums with their existing incubator. The effect of their program in shaping the spirit and skill of entrepreneurship haven't been measured either, by determining the significant indicators.

Business incubator is another supporting factor for the university to succeed the entrepreneurship program. The vision to become a center of excellence for the entrepreneurship were suspected partially delivered without collaborating with the current curriculum from the universities. The tenants who became their target were not focusing to the current students yet, since there were many constraints facing by involving the student for this program. Therefore, it is necessary to conduct the study for developing a collaborative learning model between current curriculums with its incubator in the universities. The result will bring valuable benefits to run effective program both in the perspective of university as well as their incubator.

Based on Directorate General of Higher Education in Indonesia, called DIKTI, the budget allocation to support entrepreneurship program in 2009 through grants delivery was around 37 billions rupiahs (Ardianti, 2009). The government uses this fund for students entrepreneurship program. There were consisting of some private universities, polytechnics and state universities such GadjahMada University, Bandung Technology Institute, Indonesia University, Airlangga University, Bogor Agriculture Institute, and Diponegoro University. At the university level, only few universities has adopted entrepreneurship courses involving students from various departments, whereas entrepreneurship so far is best taught by using multidisciplinary approach. All of these show that entrepreneurship education in higher education in Indonesia is still at the early stage. This early stage should be continued with a more integrative long term program to gain desired results. Indonesia needs to build a national plan in entrepreneurship education involving students from elementary schools into

universities. Many previous researches have explained on the conceptual model of entrepreneurship in education and found the fact that there were confusion in conceiving entrepreneurship and the methods used to teach it. However, there were no shared understandings to conceptualize the model as an integration of two domains: entrepreneurship and education. Poloniemi (2012) stated that in universities, entrepreneurship education teachers tend to either adopt the discovery theory or follow their own instincts originating from their everyday observations of how entrepreneurs seem to manage their businesses. As a result, EE teachers typically concentrate on how to run a business rather than how to create new business opportunities or how to create a new business.

III. CASE STUDY INVESTIGATION

In this section the researchers analyzed the implementation of entrepreneurship program at the investigated universities by conducted the indepth interview and focus group discussion to 8 (eight) universities and 15 academicians with strong background in managing as well as teaching experiences. The process have conducted only to the universities which have business incubator - state and private universities - in Jakarta and Tangerang held on 24 February 2017 at Ibis Gading Tangerang. There are few universities in Jakarta and Tangerang have business incubator with the estimation less then 5 universities. Therefore the sample size was already reach sixty percent from the population. The question focused on: (1) the current program of entrepreneurship integrated with its business incubator, (2) the factor influencing effectiveness of entrepreneurship program and business incubator, (3) the collaborative learning model between entrepreneurship program and business incubator. The reserachers used Focus Group Discussion (FGD) which Wilkinson, (2004, p. 177) explained that focus group research is "a way of collecting qualitative data, which—essentially— involves engaging a small number of people in an informal group discussion (or discussions), 'focused' around a particular topic or set of issues." Focus group discussion also considered less threatening to many research participants, and this setting is useful for participants to discuss perceptions, ideas, opinions, and thoughts (Krueger & Casey, 2000).

IV. RESULTS AND DISCUSSION:

The profile of participants are mostly come from provate universities, however there was one from state university. 7 (seven) participants are lecturers (46.66%), 4 persons are deputy head of business (26.66%), 4 persons are the manager/director of incubator (26.66%). The content of indepth interview process are summarized as follow :