

Assignment Letter/ *Surat Tugas*

No. AL/ARCS/223/V/2017
 Date May 5th, 2017
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 Type

Dr. Nila Krisnawati Hidayat, SE., MM

Activity Assignment

Penugasan Kegiatan

Director of Academic Research and Community Services

Direktur Lembaga Penelitian Akademik dan Pengabdian kepada Masyarakat

In consideration of:

Her appointment as Director of Academic Research and Community Services of Swiss German University under Decree nr. SK/036/HR/XII/14, dated December 01st, 2014

Mengingat:

Pengangkatannya sebagai Direktur Lembaga Penelitian Akademik dan Pengabdian kepada Masyarakat dengan SK pengangkatan no. SK/036/HR/XII/14, tertanggal 01 Desember 2014

Herewith gives the task to:

Name : **Dr.Nila Krisnawati Hidayat, SE., MM.**
 Position : **Head of Research Center Business & Entrepreneurship**
 Employee ID : **23120453**

Dengan ini menugaskan kepada:

Name : **Dr.Nila Krisnawati Hidayat, SE., MM.**
 Position : **Kepala Pusat Bisnis Riset dan Kewirausahaan**
 NIK : **23120453**

To follow the activity below:

Untuk berpartisipasi pada kegiatan berikut ini:

Nr.	Activity/ <i>Kegiatan</i>	Organizer/ <i>Penyelenggara</i>	Day & Date/ <i>Hari & Tanggal</i>	Venue/ <i>Tempat</i>
1.	Conference- "Developing Collaborative Learning Model Between Entrepreneurship Program and Business Incubator: Investigation From Business School in Indonesia" at The International Conference on Social Science and Economics (ICSSE)	International Institute of Engineers and Researchers; Paper ID: II-SSEJPN-06057-5732	06 Mei 2017	Tokyo, Japan 2017

The appointed shall accomplish the task in responsible ways in line with the related guidelines and other regulations given by SGU.

Pihak yang bersangkutan harus melaksanakan tugas dan tanggung jawab sebaik-baiknya, sesuai dengan petunjuk dan peraturan dari SGU.

Assignor/ *Pemberi Tugas*:




Dr.-Ing Evita H. Legowo

Director of Academic Research and Community Services
Direktur Lembaga Penelitian dan Pengabdian kepada Masyarakat

IIER Conference-Meetings, Tokyo, Japan

(A Unit of Peoples Empowerment Trust)

THE IIER Meeting Venue: Hilton Tokyo Narita Airport
456 Kosuge, Narita, Chiba Prefecture 286-0127, Japan



Ref. No: IIER/GL/01

Date: 1st May 2017

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

Hilton Tokyo Narita Airport for the Joint Conference on 6th May, 2017

Dr. Nila Krisnawati, SE.MM,

Alfiandri, Macc.

*Faculty of Business Administration and Humanities, Swiss German University,
Indonesia*

RESEARCH SCHEME

- ◎ This research was funded under the scheme of competition grant from the Swiss German University in 2016-2017 (10 months)

BACKGROUND

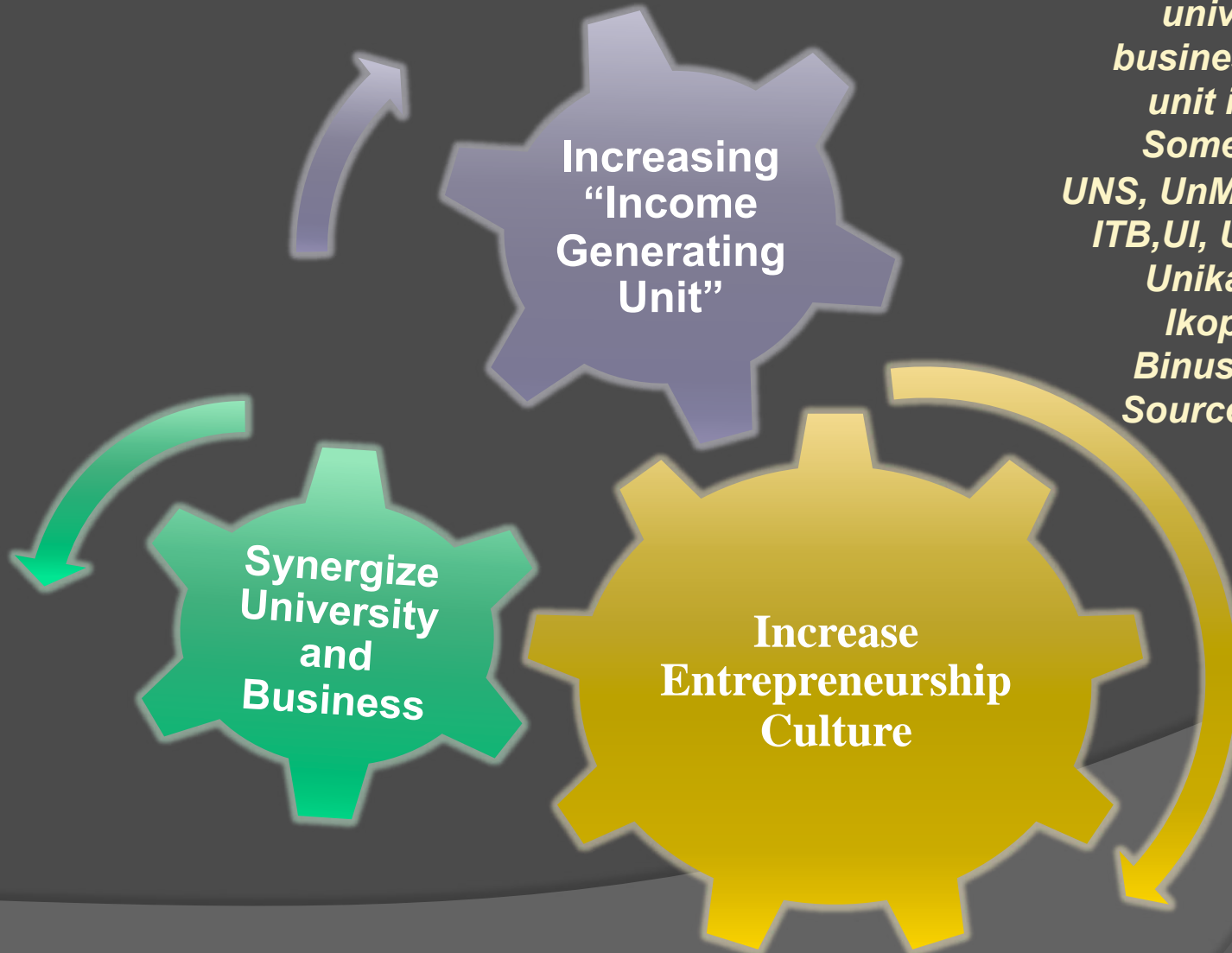
- ◎ In Indonesia, incubators have been developed since 1992 and initiated by the *Ministry of Cooperatives, small and medium enterprises, and the universities.*



LIMITED NUMBERS OF BUSINESS INCUBATOR IN THE UNIVERSITIES



There are only few universities with business incubator unit in Indonesia. Some of them are UNS, UnMer, UniBraw, ITB, UI, Unpad, UGM, Unika Atmadjaya, Ikopin, UNY, IPB, Binus, UMN, SGU, Source : fieldwork, 2016



RESEARCH PROBLEM

- ❑ Even though universities in Indonesia have been implementing the entrepreneurship as a part of their mandatory subjects, however, *there we still limited for those have been develop a collaborative learning model between current curriculum with the existing business incubator.*
- ❑ *Lack of learning method design for entrepreneurship subject in the university.*

RESEARCH OBJECTIVE

1. To analyze the current implementation of entrepreneurship learning including business incubator in particular faculties/universities
2. To develop the collaborative learning model of entrepreneurship between its current curriculum and existing incubator in particular faculties/universities

RESEARCH METHODOLOGY

- A preliminary study was conducted with a panel of experts through Focus Group Discussion (FGD) who have the necessary insights and experiences in managing both the incubators and the relationships within the incubators with the tenant firms.
- Qualitative approach study using the Logical Framework Analysis (LFA).

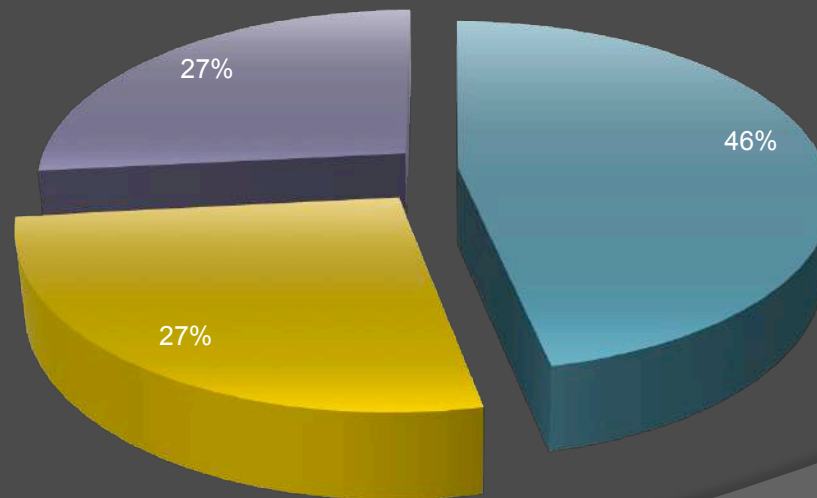
RESEARCH FINDING

UNIT OBSERVATION

- ◎ 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.
- ◎ 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%).

Respondent of Focus Group Discussion (FGD)

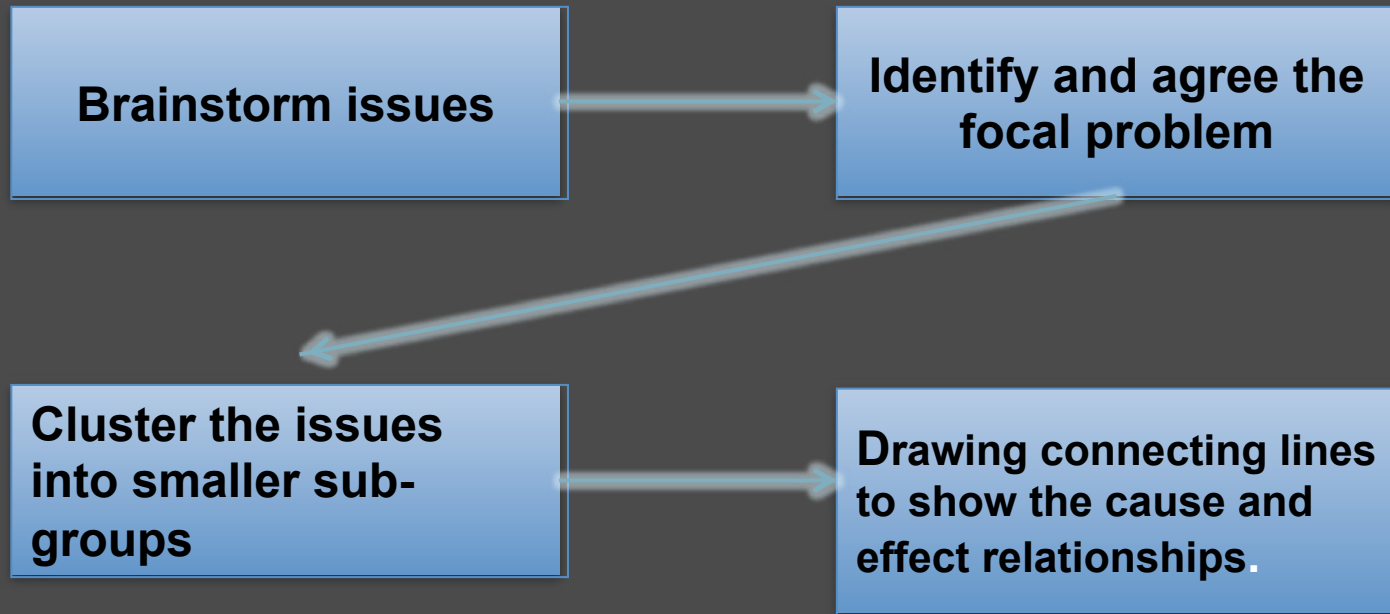
■ lecturers ■ Deputy head ■ Manager



Current Condition The Entrepreneurial Subject & Implementation In Each Observed University

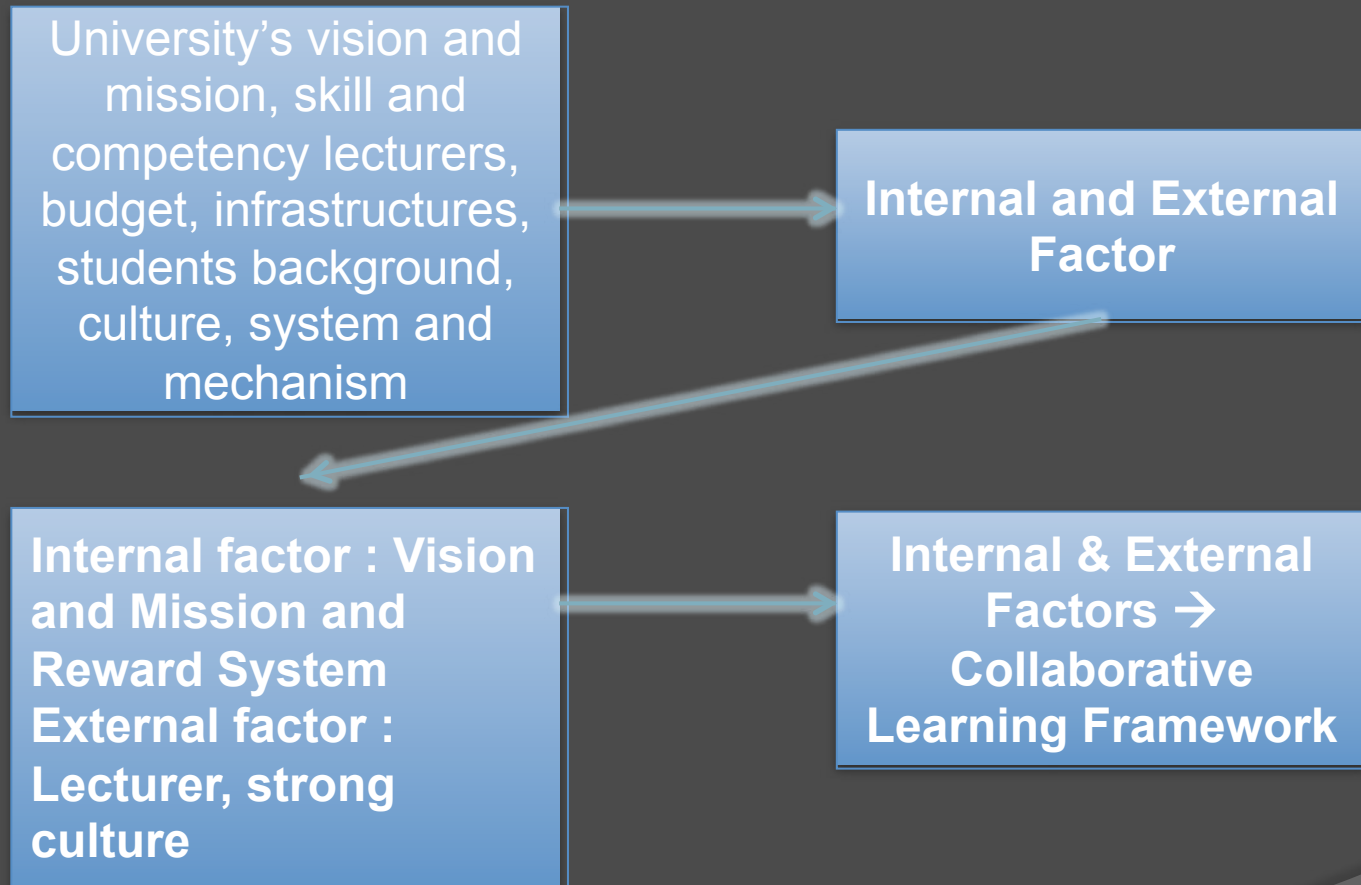
- It can be conclude that **not all universities integrated the existence curriculum or subject of entrepreneurship with the business incubator.**
- The universities somehow face some challenges such as **budget and resources**
- The universities are **willing to establish the entrepreneurship centre as well as the incubator** to make the program much more effective.
- The university also emphise on the role of foundation and the university to establish the existence of entrepreneurship centre and the business incubator. It can be achived **by reviewing the vision and mission including the goal and objective of the university** toward the effective entrepreneurship and incubator.

LFA PROCESS THROUGH FGD



Sources : Nasdian (2014), Limbert (2016)

LFA PROCESS THROUGH FGD



Sources : Field study, 2016-2017

FGD TRANSCRIPT SUMMARY

“Current Implementation of Entrepreneurship in Indonesia”

No	Description	Participant code
1	The university have decided to embedded the entrepreneurship activities into curriculum integrated with business incubator. The credits are more than 4 credits. Student must provide the project in group and it can be considered as an option for a thesis before they graduate from studying.	KH
2	It was delivered as one of subject curriculum for particular semester, however it was not mandatory for joining business incubator. The credits of this subject are less than 4 credits. Only those have interested will join the business incubator program.	NS
3	We did not set the entrepreneurship subject into one of incubator business program. However we provide significant activities for those who will join the program and at the end it can be weaved as the score for the entrepreneurship subject with particular terms and condition. The credits for entrepreneurship subject is 3 credits (management) and 2 credits (non management)	YS, BM,H R, IR
4	On the digital marketing concentration the total credits up to 24 credits. Each study program is different. The students must present their project in front of the venture, but is not integrated yet with the incubator.	RR, SK
5	The entrepreneurship subject has 7 credits and disentrized through each study program. It is not integrated with business incubator yet, since we faced challenges in term of participants' culture who are majorely employeed students.	IG, MH
6	With 3 credits under each study program, the entrepreneurship subject has been setting based on two models ; lecturing and project. However it doesn't integrated yet with incubator business.	HD,R N, IM
7	The subject is 2 credits and delivered at semester 5 and 6, assessed through written and project. However we haven't set the subject into incubator, but more to tracing the the student after they graduate from university.	MK
8	We have 8 credits spread at some semesters. At the end they have to prepare the project through subject entrepreneur venture at semester 5. The subject does not integrated yet, however those with excellent performances are recommended to continue to the business incubator.	MR

FGD TRANSCRIPT SUMMARY

“Factors influencing effectiveness of entrepreneurship program and business incubator”

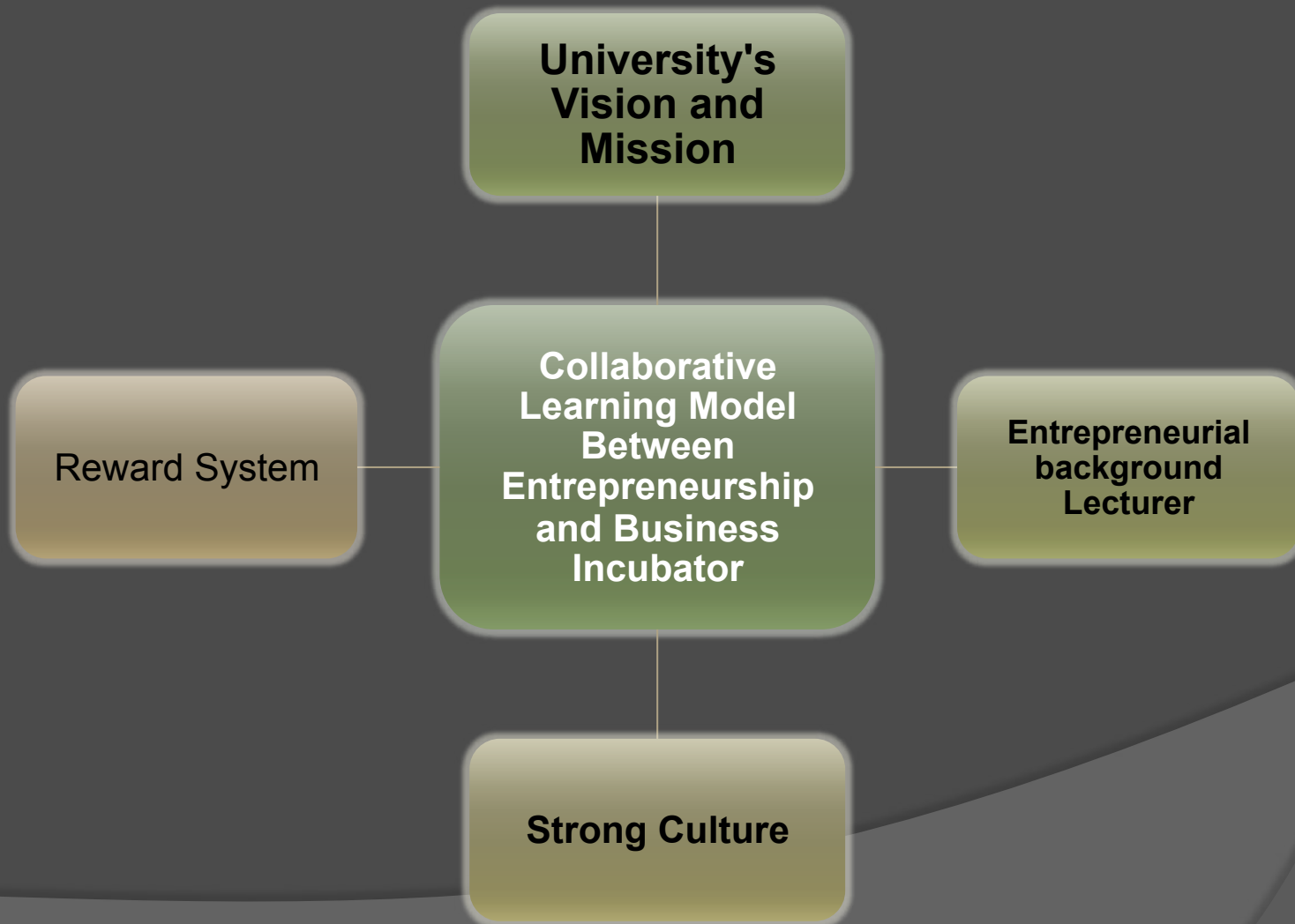
No	Description	Participants Code
1	The university support and lecturer are necessary for implementing the successful entrepreneurship and incubator program and activities.	KH
2	The mechanism/system will bring the lecturer and students easy to accomplish each goal and objective of entrepreneurship and incubator program.	NS
3	We have to create “the bridge” to understand and increase the passion and awareness of the students about the entrepreneurship and business incubator’s role. And also great lecturer who could motivate them to think out of the box.	YS, BM,H R, IR
4	Lecturers are very important to make the successful of entrepreneurship program. Beside that, environment could shape the mindset of the students too.	RR, SK
5	Having a project with inspiring lecturers are very critical for the successful learning and entrepreneurship program and activities	IG, MH
6	Background and culture of the participants (students) are the influencing factors of an effective business incubator program	HD,R N, IM
7	The students need to have a real role model.	MK
8	It is really necessary to set up great curriculum to attract the students and support from all related departments.	MR

FGD TRANSCRIPT SUMMARY

“What concerned aspects to build a collaborative learning model between entrepreneurship program and business incubator?”

No	Description	Partici- pants Code
1	The university support is critical to succeed the effective learning of entrepreneurship. The lecturers will comply with the university’s policy to run any single program including for entrepreneurship and incubator.	KH
2	The university play a vital role to create effective mechanism for the succesful model. It is very hard for thelecture and incubator staff to run the program without it.	NS
3	The incubator must have a strong and clear concept to enggange with university’s mission and vision. It will stimulate both parties to create many program that stimulate the students’ passion and reward them for every effort they have shown.	YS, BM,HR IR
4	Effective mentoring could be delivered to create effective learning between the students and lecturer. Therefore the result could be proceed further in incubator.	RR, SK
5	The model could be developed only if the lecturers are potential with the strong background in entrepreneurship. It must be supported too by the university.	IG, MH
6	The university must established curriculum which connected with the incubator	HD,RN, IM
7	It must be started by the vision and mission from the university level before.	MK
8	Reward system for the students who have a great project and involvement at their business plan/project, supported by the management.	MR

A Collaborative Learning Model University Business Incubator



PLAN FOR THE NEXT STAGE

- ⦿ Examining Collaborative Learning Model for Incubator Business University through quantitative approach
- ⦿ Socialization the valid model for further implementation in the small scope of the university.

CONCLUSION

- ① The finding of this studies that university's role is very significant factor to influence effective learning of entrepreneurship and business incubator.
- ① There must be a strong and clear vision on this aspect for further mechanism and achievement. Lectures, reward system and culture are also critical aspects to create a collaborative learning model between entrepreneurship and business incubator in the higher education.
- ① Studies on the effect on collaborative learning model on entrepreneurship toward succesful entrepreneurship education would be considerably *fill in the gaps in the body of knowledge on the subject.*

FURTHER RESEARCH

- 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, by delivering further quantitative analysis to measure the most influencing factors. It is also recommended to propose the stage of implementation of business incubator for the universities.*

FGD ACTIVITIES - 24 FEB 2017



INDEPTH INTERVIEW AND FIELD OBSERVATION WITH/TO THE INCUBATOR BUSINESS (Some Universities)



IN DEPTH INTERVIEW



UI - Oct 2016



Binus - Nov 2016



UMN - Oct 2016

CONFERENCE AND PUBLICATION

- Presenting at 103rd The IIER International Conference, held in Tokyo 6th - 7th May 2017
- Publication : Proceedings of The IIER
ISBN : 978-93-86291-88-2
- Assigned as Session Chair upon the conference activity

CERTIFICATES

Paper ID: II-SSEJPN-06067-5732



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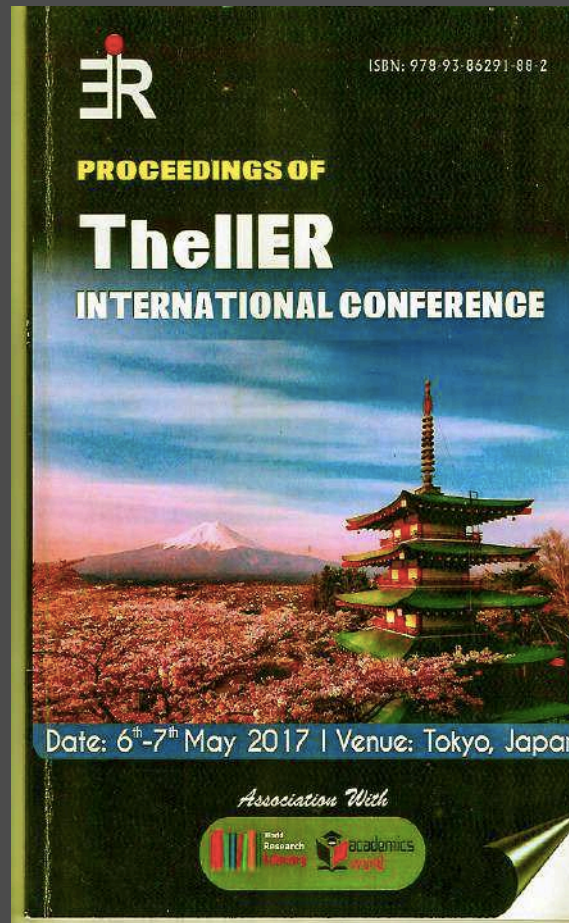
International Conference on
Social Science and Economics

Certificate


This is to certify that *Nila Krisnawati* has presented a paper entitled "*Developing Collaborative Learning Model Between Entrepreneurship Program and Business Incubator: Investigation From Business Schools in Indonesia*" at the International Conference on Social Science and Economics (ICSSE) held in Tokyo, Japan on 6th-7th May 2017.



Chairperson
International Institute of Engineers & Researchers





ISBN: 978-93-86291-88-2



PROCEEDINGS OF
The IIER
INTERNATIONAL CONFERENCE

Date: 6th-7th May 2017 | Venue: Tokyo, Japan

Association With



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Certificate of Session Chair

This is to Certify that
Nila Krisnawati
Swiss German University, Indonesia.
Joined the 103rd The IIER International Conference
held in Tokyo, Japan, on 6th-7th May 2017,
as a Technical Session Chair and Invited Speaker.
Best wishes from The IIER.



Authorised By
CHAIRMAN / DIRECTOR



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Engineers & Researchers

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IIER Conference-Meetings, Tokyo, Japan

(A Unit of Peoples Empowerment Trust)

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Ref. No: IIER/GL/01
Date: 1st May 2017

*Thank
you*



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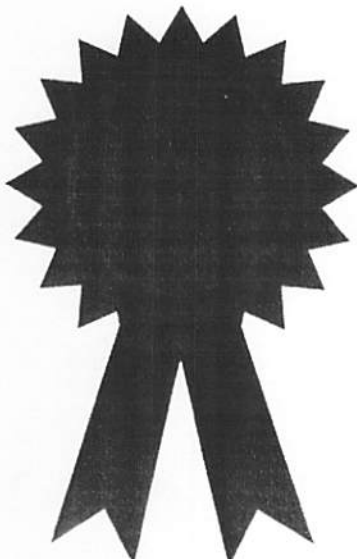


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Chairman
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