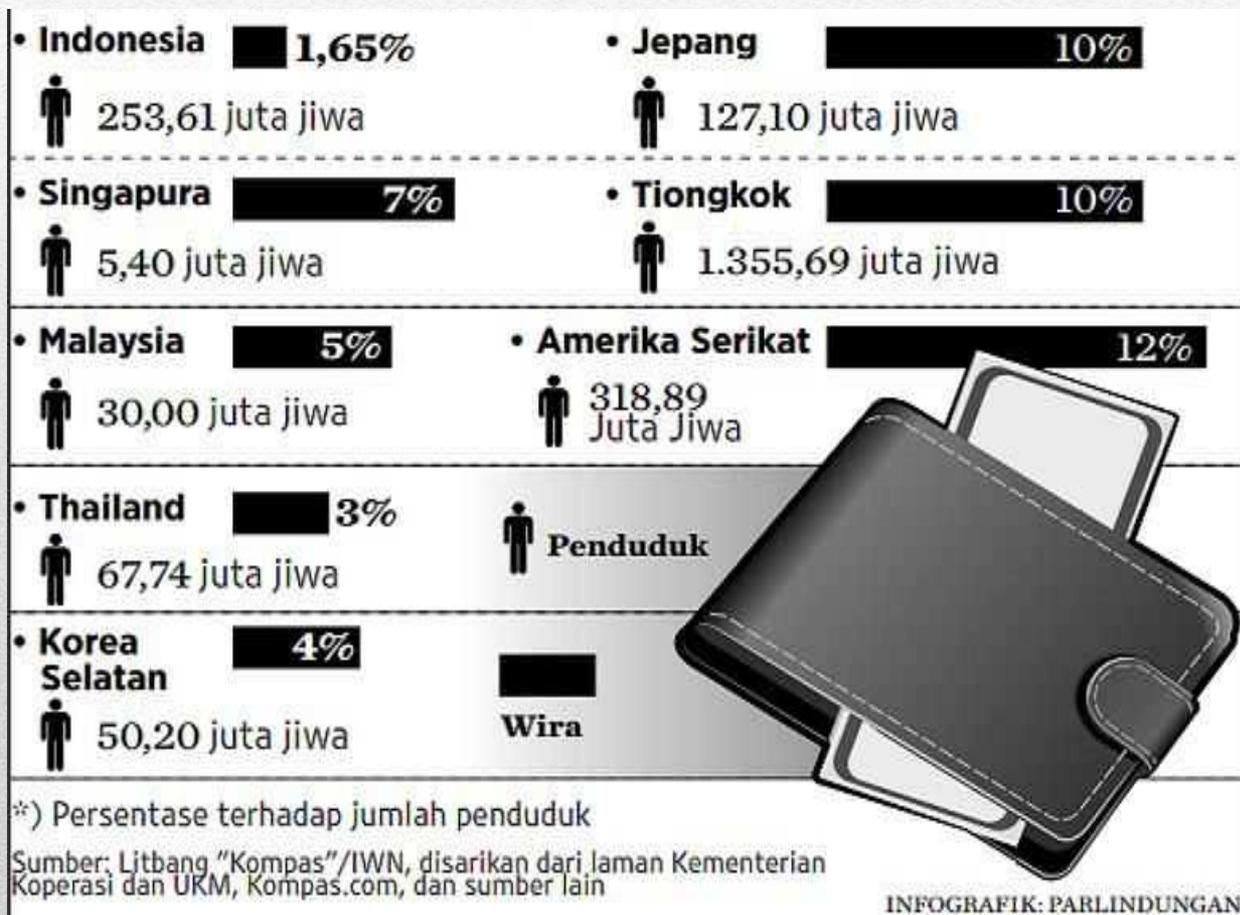


**THE CONTRIBUTION OF AN  
ENTREPRENEURSHIP COURSE TOWARDS  
CREATIVE THINKING SKILLS OF HIGHER  
EDUCATION STUDENTS:  
AN INVESTIGATION OF BUSINESS SCHOOL IN  
SOUTH TANGERANG**

FMI 10 Palembang, 7&8 November 2018

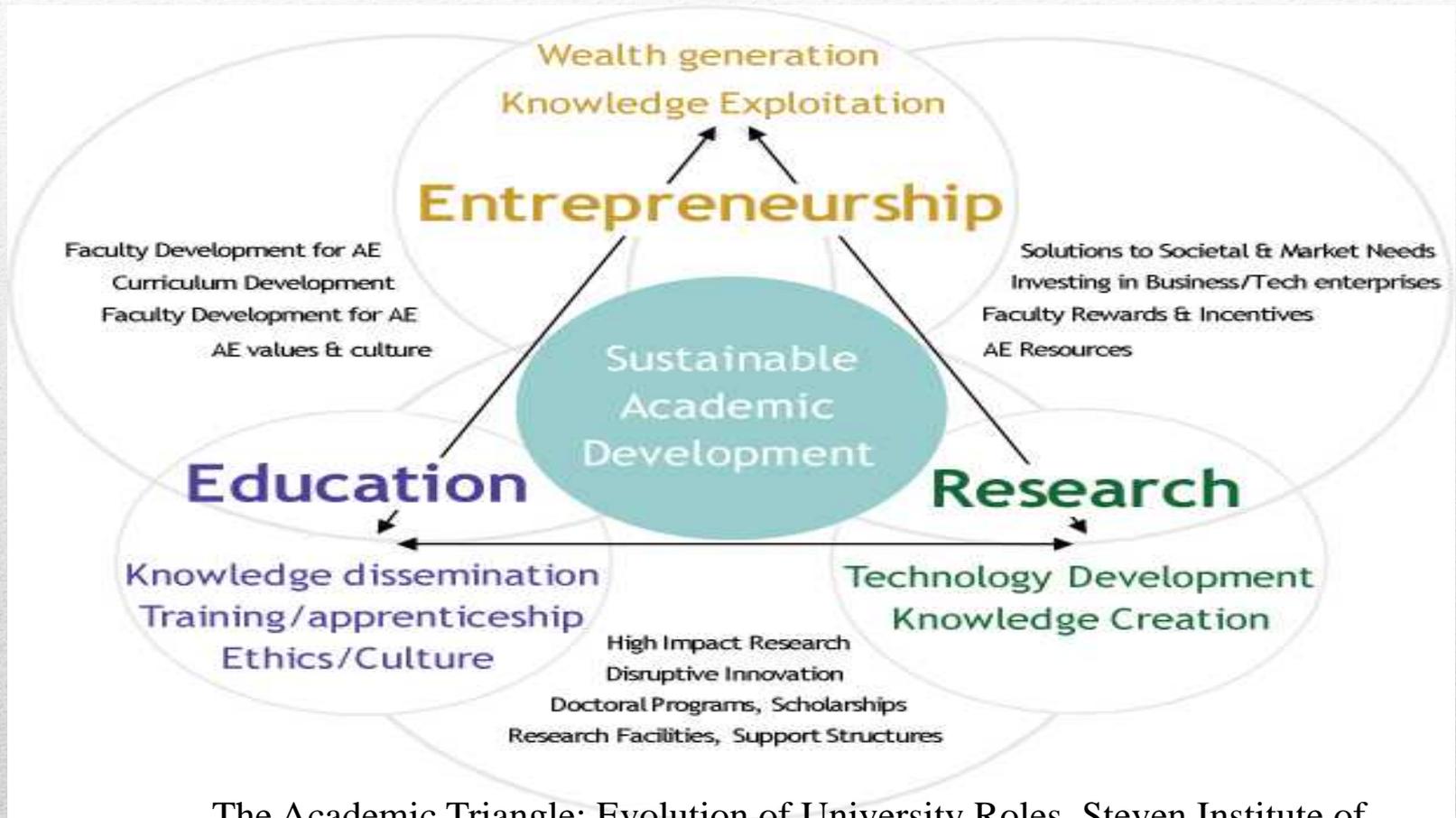
**Dinda Lestari and Nila Krisnawati  
Swiss German University**

# COMPARISON OF NUMBER OF POPULATION AND ENTREPRENEURS IN SOME COUNTRIES



Menteri Koperasi dan Usaha Kecil dan Menengah (UKM), Anak Agung Gede Ngurah Puspayoga menyatakan bahwa jumlah Pengusaha di Indonesia telah meningkat dari 1,55 persen menjadi 3,1 persen sejak 2014 (Ariyanti, 2018).

# THE ACADEMIC TRIANGLE: EVOLUTION OF UNIVERSITY ROLES



The Academic Triangle: Evolution of University Roles, Steven Institute of Technology (New York, 2015)

# PREVIOUS STUDY ON ENTREPRENEURSHIP

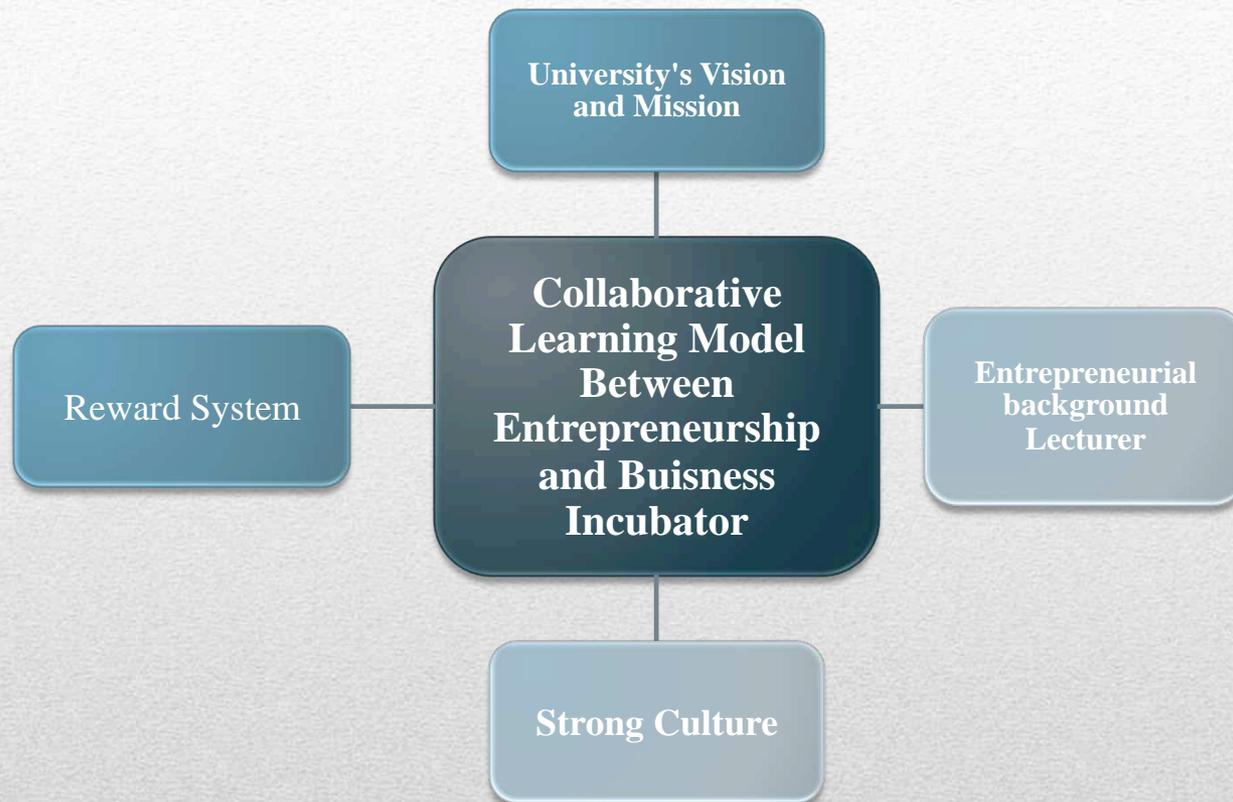


Figure 1. Collaborative Entrepreneurship Learning Model

The previous study on entrepreneurship learning model (*Krisnawati&Alfi. 2016*) revealed that there are four aspects that could influence effective learning for entrepreneurship

# PREVIOUS STUDY ON ENTREPRENEURSHIP

- Indonesia will very much need **young and qualified human resources (HR) from the entrepreneurial side**. This power is needed to support the readiness to carry out the scenario of high economic growth towards high-income countries by 2035 (Kompas, 2017)
- The Consortium for Entrepreneurship Education (2013), states that entrepreneurship education **not only teaches people to do business, but also to encourage creative thinking, confidence and self-empowerment** so as to contribute to sustainable economic development.

# RESEARCH PROBLEM

- University play an important role in preparing young generation into becoming entrepreneurs. Entrepreneurship education therefore play an important role to shape students' entrepreneurial skills and mindset. However, based on the pre-survey and FGD conducted in January 2018, attended by 7 business school lecturer at South Tangerang, **most of the students tend to be only doing entrepreneurship activities in the university and don't know how to face the downhill. It is suspected that current entrepreneurship course under entrepreneurship education is not yet optimized.**



# PREVIOUS STUDY ON ENTREPRENEURSHIP

<b>Title</b>	<b>Author(s)</b>	<b>Year</b>	<b>Variables</b>	<b>Findings</b>
Does Entrepreneurship Education have a role in developing entrepreneurial skills and ventures' effectiveness?	Dean Elmuti, Grace Khoury, Omar Omran,	2012	Entrepreneurship education, enhancement of entrepreneurial skills	Entrepreneurial education has a positive impact in developing entrepreneurial skills
Creative Thinking Skill Approach Through Problem-Based Learning: Pedagogy and Practice in the Engineering Classroom	Halizah Awang, & Ishak Ramly	2008	Creative thinking skill, Problem-based Learning	Problem-based Learning approach could raise-up the creative thinking skills of students
Entrepreneurial Skills Assessment: An Exploratory Study	William L. Smith, Ken Schallenkmp, Douglas E. Eichholz	2007	Entrepreneurial Skills, Entrepreneurial Activities	Operational, Management, Financial, Accountability, Marketing/Sales, Business Concept, Creativity, Environmental Scanning, and Supplies/Raw Materials,

# RESEARCH METHODOLOGY

- **Descriptive study** is chosen to define and analyze the correlation between the two variables in this research.
- Type of data : **primary and secondary data**
- Unit analysis in this research is **business school students** that serves as a consumer in business school in South Tangerang.
- The research among business school students will **use non-probability (judgmental sampling)** - semester 5 above business school students that already undertake entrepreneurship course and did entrepreneurship related activities. **Sample size 105** students
- This research was conducted from the period of **January to June 2018**
- This study is applied a **simple linear regression analysis** adopted to when the researcher would like to determine the value of variable based on the value of others variable.

# RESEARCH MODEL

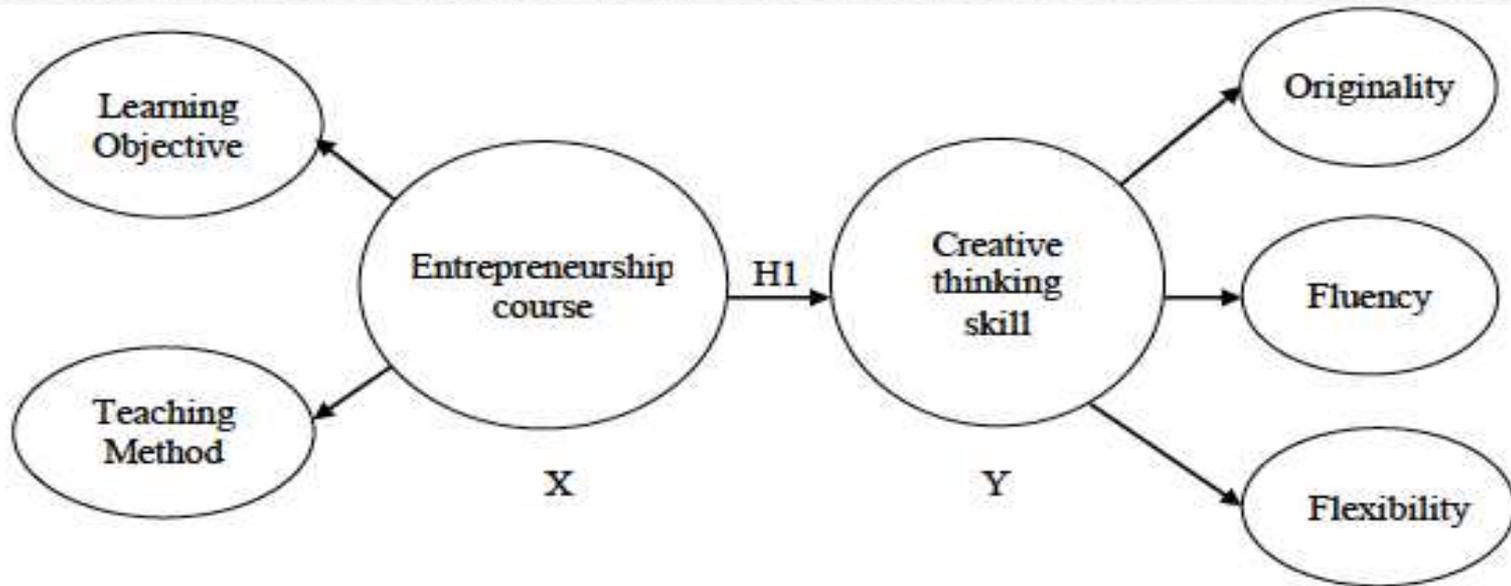


Figure 2: Research Model  
Source: Author (2018)

## Hypothesis

H0 : Entrepreneurship course will not impact students' creative thinking skills

H1 : Entrepreneurship course will impact students' creative thinking skills

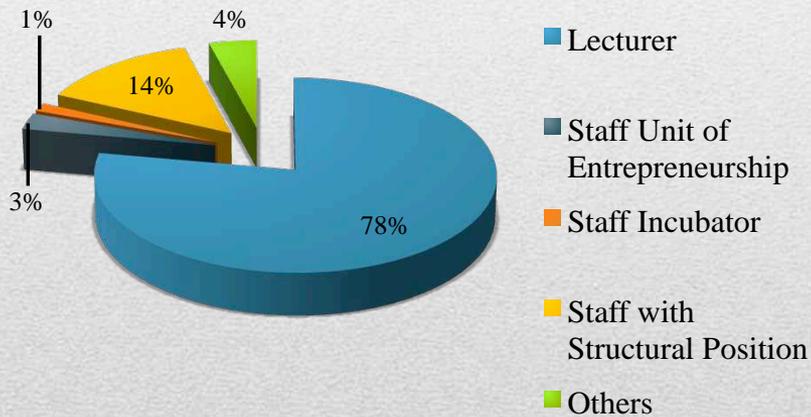
# OPERATIONALIZATION OF VARIABLES

Variable	Indicator	Questions
Entrepreneurship Course	Learning objective	Q1: I am able to understand and develop entrepreneurial knowledge (basic business operations and terminology) through entrepreneurship course that that I attended
		Q2: I am able to develop entrepreneurship skill through entrepreneurship course that that I attended
		Q3: Through entrepreneurship course, I now understand the importance of entrepreneurship
	Teaching method	Q4: I consider entrepreneurship class as an ideal place to learn about how to start a business
		Q5: The lecturers speak and presents the materials clearly and effectively

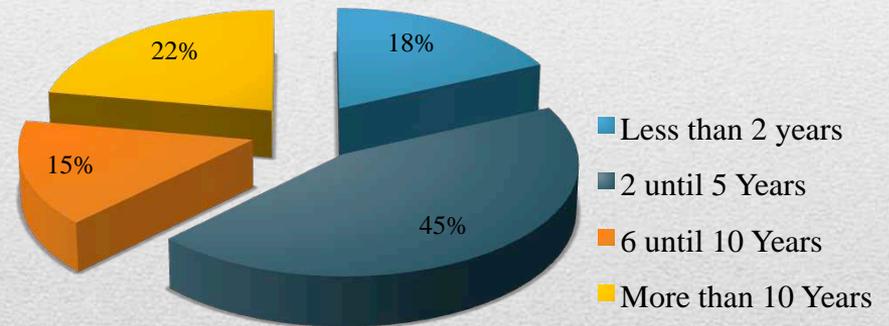
		Q6: The lecturers stimulated interest in entrepreneurship through entrepreneurship course
Creative Thinking Skills	Originality	Q7: I organize priorities to get them set and done
		Q8: I can come up with highly creative new ideas
		Q9: I study my options, then decide what to do
		Q10: A creative environment in the university stimulates me to develop ideas for new businesses
	Q11: I am able to communicate ideas to others	
	Fluency	Q12: I can 'reframe' problems to look at them from a different perspective
		Q13: I can turn creative ideas into workable solutions
		Q14: I can step back from a problem and see the bigger picture
		Q15: I have the willingness to take initiative and be responsible for my actions

# RESPONDENT PROFILE

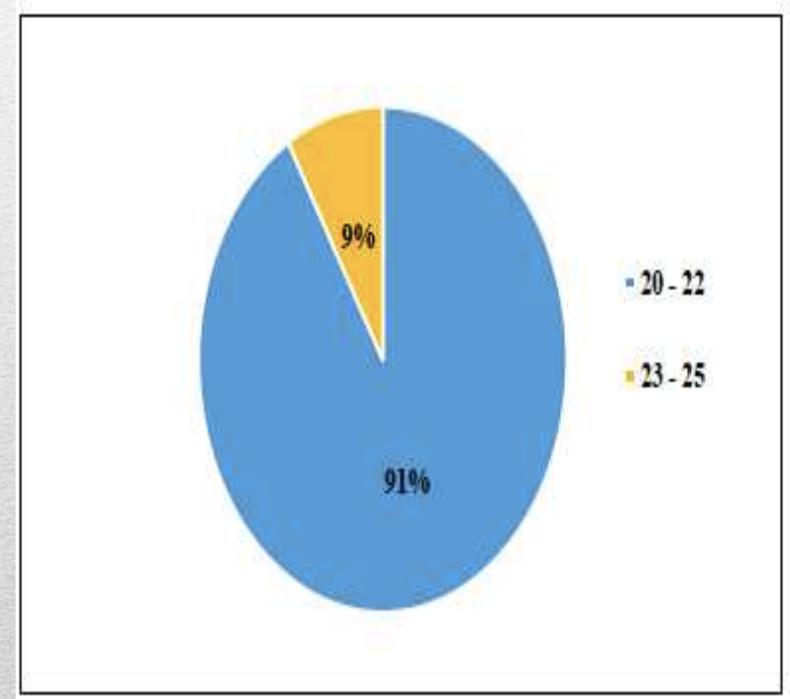
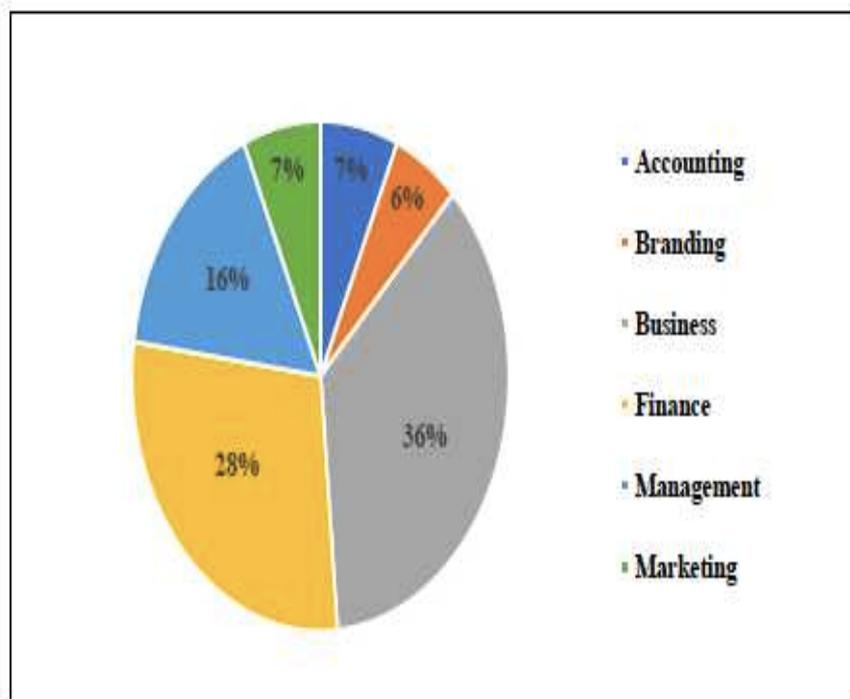
## Respondents' Job Title from the FGD Session



## Respondents' Working Tenure from the FGD Session



# RESPONDENT PROFILE ; BUSINESS SCHOOL STUDENTS



# DESCRIPTIVE STATISTICS

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
UNIVERSITY	105	1	3	1.95	.825
MAJOR	105	1	6	3.62	1.220
SEMESTER 8	105	1	1	1.00	.000
HAVE TAKEN ENTREPRENEURSHIP COURSE	105	1	1	1.00	.000
HAVE DONE ENTREPRENEURSHIP RELATED ACTIVITIES	105	1	1	1.00	.000
Valid N (listwise)	105				

Source: (SPSS Output, 2018)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
EC1	105	2	5	4.17	.686
EC2	105	2	5	4.03	.802
EC3	105	2	5	4.28	.803
EC4	105	1	5	4.10	.909
EC5	105	1	5	3.86	.914
EC6	105	1	5	3.96	.909
CT1	105	2	5	4.15	.744
CT2	105	1	5	4.04	.843
CT3	105	2	5	4.09	.822
CT4	105	2	5	4.18	.769
CT5	105	1	5	4.19	.833
CT6	105	2	5	3.99	.714
CT7	105	2	5	4.01	.714
CT8	105	1	5	4.04	.854
CT9	105	1	5	4.20	.739
CT10	105	3	5	4.28	.643
CT11	105	2	5	4.04	.820
CT12	105	2	5	4.21	.703
CT13	105	1	5	4.02	.796
CT14	105	1	5	4.16	.822
CT15	105	2	5	4.19	.722
Valid N (listwise)	105				

Source: (SPSS Output, 2018)

# REGRESSION ANALYSIS

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.836	3.527		8.175	.000
	Entrepreneursip Course	1.350	.143	.682	9.453	.000

a. Dependent Variable: Creative Thinking Skill

Source: (SPSS Output, 2018)

Referring to B column in T-Test table, the equation could be concluded as below:  
 $Y = \text{Creative Thinking Skill}$   
 $X = \text{Entrepreneurship Course}$   
 $Y = 28.836 + 1.350x$

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.682 <sup>a</sup>	.465	.459	5.567	2.091

a. Predictors: (Constant), Entrepreneurship Course  
 b. Dependent Variable: Creative Thinking Skill

The R2 Test table illustrates the level of impact between Entrepreneurship Course and Creative Thinking Skill. The R column shows that there is an impact between Entrepreneurship Course and Creative Thinking Skill for 0.682. Concurrently, the R Square column specify that there is 46.5% impact of Entrepreneurship Course towards Creative Thinking Skill.

# HYPOTHESIS RESULT

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	28.836	3.527		8.175	.000
	Entrepreneurship Course	1.350	.143	.682	9.453	.000

a. Dependent Variable: Creative Thinking Skill

Source: (SPSS Output, 2018)

The Unstandardized “B” column indicates how entrepreneurship course variable influence the dependent variable of creative thinking skill. As seen in the above table, entrepreneurship course variable **has a significant level below 0.05 indicating that entrepreneurship course has a significant influence on creative thinking skill variable.**

# REGRESSION ANALYSIS

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2769.498	1	2769.498	89.354	.000 <sup>b</sup>
	Residual	3192.464	103	30.995		
	Total	5961.962	104			

a. Dependent Variable: Creative Thinking Skill  
b. Predictors: (Constant), Entrepreneurship Course

It indicates the hypothesis acceptance. **The significance value needs to be lower than 0.05 in order for the H1 to be accepted.** The Sig column shows a value of 0.00 indicating the independent variable is giving a significant influence towards the dependent variable.

H0 : Entrepreneurship course will not impact students' creative thinking skill – **is rejected.**

H1 : Entrepreneurship course will impact students' creative thinking skills – **is accepted.**

# CONCLUSSION & RECOMMENDATION

- Based on this research, it can be concluded that entrepreneurship course **has a significant impact on constructing the way of thinking creatively**. To maximize entrepreneurship course impact towards creative thinking skills, **business school give more support for students to do practical activities such as business project and providing a platform for student in the university**. It will be even better for business school to encourage students to continue the business in the long run after completing the business project.
- The researcher recommends for the further study to add other indicators to measure creative thinking skills, such as creative behavior; creative ability, creative skills and creative motivations.

*Thank  
You*

396

# SERTIFIKAT

*Diberikan Kepada*

*Dr. Nila K. Hidayat, S.E., M.M.*

Sebagai

**PEMAKALAH**

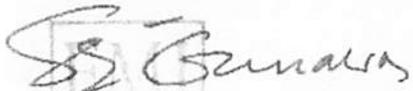
Pada

SEMINAR NASIONAL DAN KONFERENSI FORUM MANAJEMEN INDONESIA KE-10

"Innovation, Technology and Social Science in Disruption Era"

Palembang, 7 - 8 Nopember 2018

Ketua FMI Pusat,



Sri Gunawan, DBA

Ketua FMI Korwil SumSel,



Dr. Muji Caharto, S.Si, M.Si

KORWIL SUMSEL

Ketua Panitia,



Dr. Sunda Ariana, M.Pd., MM.

FORUM MANAJEMEN INDONESIA

Co-Host :



Universitas Bina



**Assignment Letter / Surat Tugas**

No./Nomor AL/Rec/0033/XI/18  
 Date/Tgl. 6 November 2018 / 6 November 2018  
 Page/Hal. 1 of 1 / 1 dari 1  
 Doc. Type/ Tipe Dok Main Document / Dokumen Utama

**Dr. Nila K. Hidayat, S.E., M.M.**

Activity Assignment	Penugasan Kegiatan										
Swiss German University	Universitas Swiss German										
<b>In consideration of:</b> His appointment as the Operational Officer for Academic Affairs on 2 November 2018	<b>Mengingat:</b> Pengangkatannya sebagai Pelaksana Harian Akademik pada tanggal 2 November 2018										
<b>Herewith gives the task to</b>	<b>Dengan ini menugaskan kepada</b>										
Name : Dr. Nila K. Hidayat, S.E., M.M. Positlon : Dean of Faculty of Business & Communication	Nama : Dr. Nila K. Hidayat, S.E., M.M. Jabatan: Dekan Fakultas Bisnis & Komunikasi										
To participate as a participant on the following activity:	Untuk berpartisipasi sebagai peserta untuk kegiatan berikut ini:										
<table border="1"> <thead> <tr> <th>No.</th> <th>Event</th> <th>Organizer</th> <th>Date</th> <th>Venue</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Seminar Nasional, Konferensi, Workshop dan Pengabdian Kepada Masyarakat</td> <td>Forum Manajemen Indonesia</td> <td>6 – 8 November 2018</td> <td>Hotel Horison Ultima, Jl. Jenderal Sudirman No.57, 20 Ilir D. I, Ilir Tim. I, Palembang</td> </tr> </tbody> </table>	No.	Event	Organizer	Date	Venue	1	Seminar Nasional, Konferensi, Workshop dan Pengabdian Kepada Masyarakat	Forum Manajemen Indonesia	6 – 8 November 2018	Hotel Horison Ultima, Jl. Jenderal Sudirman No.57, 20 Ilir D. I, Ilir Tim. I, Palembang	
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The appointed shall accomplish the task in responsible ways in line with the related guidelines and other regulations valid in SGU.

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

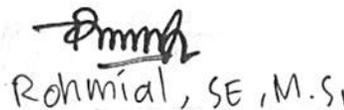
**Assignor/ Pemberi Tugas:**



Dr. Dipl.-Ing. Samuel P. Kusumocahyo  
 Operational Officer for Academic Affairs  
 Pelaksana Harian Akademik

**Organizer's Signature & Chop/**

**Tanda-tangan dan Stempel Penyelenggara:**



Forum Manajemen Indonesia