Fostering Entrepreneurship Ecosystem: Developing Entrepreneurship Curriculum for Higher Education
(A Case Study at Binus University – Indonesia)

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A Supportive Ecosystem for Entrepreneurship Education
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Background

• Indonesia is ranked 34 in regards with global competitiveness index (WEF, 2015)

• Entrepreneurship level in Indonesia is still low compare to Malaysia and Singapore. In 2014 Indonesia has 1.65% compare to Singapore 7% and Malaysia 5% (GEM, 2015)

• One of most influential pillars (in GEM report 2014 called Framework) in Entrepreneurship Ecosystem in Indonesia is Pilar 4b Post-school entrepreneurial education and training. This is higher education (GEMI, 2015)

• Entrepreneurship is an important component in stimulating economic growth, competitiveness, innovation, and even relieving poverty for developing countries (Pennisi, 2012)
1. DEMOGRAFI

2. Informal sector

3. MIDDLE INCOME POPULATION GROWTH

**Age**

- 10%
- 61%
- 29%

**Sumber:** World Bank, Indonesia Statistical Agency

65.8% LABOUR at Informal SECTOR ANTII CRISIS

Miiddle Popoulation : 38% : 2003 ➔ 57% 2010
Stake Holder

Business Atmosphere
• *basic infrastructure*
• Regulation

Government

Bank

University

LOCAL & GLOBAL CORPORATION
Community Aid

Research and Development
• Curiculum*
• Methode
• Atmosphere
• Incubation
• Consultation
• Coaching

• Financial
• Mediator between New Entrepreneur and Big Corporation
• Entrepreneur Promotion

• Benchmark
• Mentor
Entrepreneurship Culture Development

- Entrepreneurship Lecture (KWU)
- Entrepreneurship SME (CO-OP)
- Entrepreneurship apprentice (MKU)
- Student Creative on Entrepreneurship (PKMK)
- Work and business lecture (KKU)
- New Entrepreneur Incubator (INWUB)
- Student Entrepreneur Program PMW
- Business Consultation and Work placement
- New Entrepreneur (WUB)

Source: Semiloka Pembelajaran Entrepreneurship
Although Basic-School and Post-school entrepreneurship education and training pillars / framework in Entrepreneurship Ecosystem in Indonesia are very influential, yet it has no impact to entrepreneurship profile (GEMI, 2015)

It is also important to develop a link and match curriculum with Indonesian Qualification Framework to enable students to master the theoretical concepts and at the same able to do practical activities of the concepts
Literature Review

- Global Entrepreneurship Monitor 2014, 2015 result
- Indonesian Qualification Framework (KKNI)
- UNESCO APEID Meeting Reports
- The education system has an important role in the economic advancement of nations since it is the key developer of human resource. Most of endogenously growth theory model recognizes that the quality of human resources and thereby the quality of education is vital to the economic growth process (Kee, te. al, 2007)
Methodology

- Literature study
- FGD with SMEs
- Interview with Cooperative
- FGD with Government (Ministry of Cooperative and SME)
- Interview with Entrepreneurship Professors

Entrepreneurship Profile Model adopts GEDI (Global Entrepreneurship and Development Index) Indicator with utilizing GEM dan GCI WEF data
ENABLE
- CODA system
- BiNus Maya Learning Management System
- Curriculum
- COBLAS+ method

BUILD
- Collaborative Learning – Industry Support Services
- Mentorship
- Financial Support System (Start Up Funding)
- Low Level and High Level Skill Learning System

EMPOWER
- Benchmarking
- New Technology Issue
- Best Practices
- Lecture
- Business Research
- Social Entrepreneurship

GRADUATE COMPETITIVENESS

ENTREPRENEUR

GLOBAL ENTREPRENEUR
Uniqueness Curriculum

Sem 1: Business Idea Generation
Sem 2: Selling in Action
Sem 3: Business Model
Sem 4: Business Plan
Sem 5: Pre-Start-Up
Sem 6: Start-Up
Sem 7: Growing a Business
Sem 8: Business Development
<table>
<thead>
<tr>
<th>Teaching Methods:</th>
<th>Entrepreneurial Activities:</th>
<th>Business Start Up Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lectures &amp; Theory Based</td>
<td>1. Speaking Opportunities</td>
<td>1. Agricultural</td>
</tr>
<tr>
<td>2. Case Studies</td>
<td>2. Sharing session</td>
<td>2. Forestry</td>
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<tr>
<td>Speakers</td>
<td>7. Industrial/Company Visit</td>
<td>7. Commerce</td>
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<td>7. Games &amp; Competition</td>
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<td>8. Workshop</td>
<td>11. Information Technology</td>
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<td>10. Study Visits</td>
<td>13. Handicraft</td>
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<td></td>
<td>14. Services</td>
<td></td>
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<tr>
<td>Key issues</td>
<td>Resources – teaching staff, materials, funding, resource people</td>
<td>Recommendations - policies / measures</td>
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</table>
| **1. Macro-level**  
- policies / strategic plans – government and institution levels  
- environment  
- country context | Fulfill government, National Accreditation Body (BAN PT), and AACSB requirements | - Follow Indonesian Qualification Framework in term of Curriculum  
- Fulfill Standards of BAN PT and AACSB | Criteria in Standards of National Accreditation Body and AACSB |
| **2. Curriculum and extra-curricular activities**  
- embedding entrepreneurship and innovation across multiple disciplines  
- fostering creativity / innovation  
- changing mindsets, values, attitudes, emotional development  
- engagement with industries | - Applying Consulting-based Learning for ASEAN SMEs (COBLAS)+  
- Invite mentor while studying | - Entrepreneur Mentors as addition to existing lecturers  
- Allowing related qualified parties to join and give input for classes in Global Learning System (GLS) | Collect evidence of progress from each semester to build portfolio of students |
“COBLAS” was developed by Dr. Takeru Ohe, former professor of Waseda University, Tokyo. ([http://asnep.asia/coblas/](http://asnep.asia/coblas/))
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<td><strong>3. Staff development / teacher training / capacity building / pedagogies / technologies to use, etc.</strong></td>
<td>- Some lecturer sent to join “Business coach” ad share upon returning</td>
<td>- Measure on competency, and how to fill the gap</td>
</tr>
<tr>
<td><strong>4. Assessment systems (for students) and auditing of EE programmes</strong></td>
<td>Theoretical and Practical assessment</td>
<td>- Measure the learning outcomes of students</td>
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<tr>
<td></td>
<td>Learning Outcome and curriculum</td>
<td>- Measure the management quality system through ISO</td>
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<tr>
<td><strong>5. Leadership – government, institution, private sector, community, students</strong></td>
<td>Nurturing a Cooperative which has SMEs as member</td>
<td>Development of the cooperatives</td>
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<tr>
<td>Focus</td>
<td>Key issues</td>
<td>Resources – teaching staff, materials, funding, resource people</td>
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<tr>
<td>7. Linkages with industries – internship, placement services, etc. (re curriculum or supportive environment)</td>
<td>3+1 Curriculum (1 year outside campus study)</td>
<td>Linkages with industry in collaborative learning</td>
</tr>
<tr>
<td>8. Partnerships / networks - Networks such as NEN, consortium of universities, with private sector, communities, etc.</td>
<td>Network among Universities</td>
<td>Utilizing Asian Academy of Management (AAM) and Indonesian Management Forum (FMI)</td>
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Scientific Development
Scientific Development from Curriculum and Academic Aspects

- Concrete experience → changes in skills & attitudes
- Reflective observation → changes in appreciation
- Active Experimentation → changes in understanding
- Abstract conceptualization → changes in knowledge

- Role play, simulation, structured application, consulting project, incubators, internship, pitches
- Video/movies, diaries, demos, case, guest lectures, problem exam, interview, entrepreneur
- Business plan, marketing, invention, experiment, case analysis
- Theory lecture, case study discussion, papers, content examination
Positioning
Program’s position relative to others (domestic and overseas)

Technology Based Curriculum

Business Oriented Curriculum

Business Startup Focus

Binus
Human Resources Planning
<table>
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<th>Human Resources Needs Estimation (Educational and Supporting)</th>
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<td>**</td>
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<tr>
<td>Student intake yearly</td>
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<tr>
<td>Student number accumulated</td>
</tr>
<tr>
<td>Graduates estimation</td>
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<tr>
<td>Fulltime Lecturer Needed</td>
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<tr>
<td>Additional administration staff needed</td>
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<tr>
<td>Additional technical staff needed</td>
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<td>Additional librarian staff needed</td>
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Supporting Facilities Needed

**Creative Entrepreneurship Laboratory:**
- Consumer & Market Research → Methodology, Business Intelligence
- Financial Literacy → Cash Flow Game, Reporting, Taxation
- Legal → Contract, IP, Legal Entity
- Managing People → Recruitment, Training, Compensation

**Binus Entrepreneurship Center (BEC):**
- Business Start Up Process (Incubation, Launching, Consulting, Mentoring, Coaching, Funding, Legal etc)
- Industrial Networking & Relationship (Key Partner)
General Facilities Provided:

• Lecturer Rooms
• Student Organization Rooms
• Study tools and supplies
• Library and Knowledge Center
• Auditorium
• Admission
• Student Service Center
• Career and Alumni Center

• Prayer Room
• Canteen
• Book store
• Restrooms
• Parking lot
• Sport facilities;
• Official Rooms
• Staff Rooms

Study and Research Facilities

• Lecture Rooms
• Laboratory
• Laboratory official rooms
• Discussion rooms
Conclusion
Conclusion

- Competitiveness of Indonesia needs to be improved
- Percentage of Entrepreneur in Indonesia to its population is still low and need to increase
- There are many teaching approaches in EE, enhancing a model may be more applicable
- Aspiration, Attitudes, Ability are focus as Profile Model that suitable

• Pennnisi, Evan (2012). Understanding Entrepreneurship in Developing Countries. GlobalEDGE, Michigan State University

http://globaledge.msu.edu/blog/post/1273/understanding-entrepreneurship-in-developing-countries


Photos

In Global Entrepreneurship Monitoring (GEM) Indonesia FGD
Photos

In Global Entrepreneurship Monitoring (GEM) Indonesia FGD
Discussion with Deputy Minister of Cooperatives and SMEs Mr. I Wayan Dipta, and Director of Maju Wijaya Cooperatives Mr. Hendwi Njo