

6. Effectiveness of Entrepreneurship and Innovation Learning Methods: Case Study at Universitas Kristen Maranatha, Bandung, Indonesia

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Effectiveness of Entrepreneurship and Innovation Learning Methods. Case Study at Universitas Kristen Maranatha, Bandung, Indonesia

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Abstract: One of myth about entrepreneurship is that an entrepreneur was born not made. Even that is a myth, but many people still believe the myth is true. However, many research result educations of entrepreneur show that have a significant result to increase motivation, skill and spirit of entrepreneurship with education, and creative learning method, but some result does not have a significant result. This topic still ongoing and interesting to discuss. This research paper wants to show the effectiveness of learning method to teach and to equip the student to be motivated, skill and spirit of entrepreneur from the student point of views in study case from several classes of entrepreneurship and innovation subject at Universitas Kristen Maranatha, Bandung Indonesia. The result from 73 students of entrepreneurship and innovation revealed learning method entrepreneurship project and sales session can increase the skill, motivation, and spirit of entrepreneurship, and 64.1% interest be an entrepreneur and 67% want to learn more about entrepreneurship.

Keywords: Entrepreneurship; learning method; motivation; skill; spirit of entrepreneurship

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INTRODUCTION

The numbers of the entrepreneurs in Indonesia have currently been 3%. Compare with numbers entrepreneurs in other countries still in small number. Hence, the government always encourages citizen to be entrepreneurs. Because entrepreneurship positively contributes to the economic and social dimensions of sustainable development, especially in developing countries (Dhahri & Omri, 2018). Another finding revealed strongly positive in the presence of high levels of innovation and institutional quality form the relationship between entrepreneurship and sustainable development turns (Youssef, Boubaker, & Omri, 2018).

However, not stop only the numbers of an entrepreneur but more than that have more important is equip citizen with spirit entrepreneur, such dare to take a risk, struggle, locus of control, never give up, voracious with knowledge and have creativity and innovation. However, developing and implementing in the curriculum in Taiwan is ongoing until presents. Meanwhile since 1995 in Indonesia Presidential Instruction No 4 on the national movement in promoting and cultivating Entrepreneurship. In the last two decade, entrepreneurship education is one of the important program to create more educated entrepreneurs in Indonesia (Ghina, 2014).

The resulting research done by Din et al showed that the entrepreneurship program which is offered by Universiti Utara Malaysia (UUM) is very effective in enhancing the entrepreneurial skills of the students. The findings suggest a strong relationship between the business plan, risk thinking and also self-efficacy and effectiveness of the program, while a moderate relationship is observed in need for achievement and locus control (Bizon, 2016; Din, Anuar, & Usman, 2016; Yusof, Munap, Badrillah, Hamid, & Khi, 2017) whose have responsibilities to equip the citizen to

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have the spirit of entrepreneur. One of responsible for higher education to equip citizen and society with the spirit of entrepreneurship. Entrepreneurship and innovation subject which teach at Universitas Kristen Maranatha, specific at management department. The purpose of the subject is to equip the participant to be motivated, skill, the spirit of an entrepreneur and entrepreneurial intentions. The participant in this research are students whose took entrepreneurship and innovation subject at Universitas Kristen Maranatha, Bandung Indonesia. They are normally fourth semester students. Küttim et al research indicated that what is offered is not necessarily the most demanded in entrepreneurship education as lectures and seminars are provided more, but networking and coaching activities are expected more of the students. Participation in entrepreneurship education was found to exert a positive impact on entrepreneurial intentions (Küttim, Kallaste, Venesaar, & Kiis, 2014). Other research revealed the to produce successful entrepreneur need entrepreneurial learning system (Ghina, 2014; Niesing, 2016). In conclusion that entrepreneurship education and entrepreneurial learning system are very important to increase entrepreneurial intentions.

The purposes of this research are to reveal what learning method of entrepreneurship and innovation can effective to increase, motivate of the student is being entrepreneurial, increase the skill of entrepreneurship, the spirit of an entrepreneur and entrepreneurial intentions. This research based on the student point of views from their learning activities.

Learning Method of Entrepreneurship and Innovation Subject

There are so many ways for people to learn something. Several learning methods work for one person, but the method doesn't work, therefore. need many learning methods. In this research for Entrepreneurship and Innovation subject use fifth teen learning methods. The Learning method for this case at Universitas Kristen Maranatha such as:

1. Lecture: Learning method in Lecture means that meeting in the class, discussion about theory and practice entrepreneurship.
2. Video session: In the class have several times using video to learn.
3. Entrepreneur project: The students doing the project, they must find the idea of product innovation, they made and sell the product, the students have the experience be an entrepreneur.
4. Made entrepreneurship paper: The students made paper to explain the reason, background to select product innovation.
5. Sales session: The students have the experience to sell the product innovation.
6. Made a prototype: The students before selling the product must make prototype and test to the customer.
7. Presentation of the project: After doing entrepreneurship project, the students must explain and present result of the project.
8. Discussion session: Discussion session is the part of Lecture and presentation.
9. Investor: The students try to be an investor, they must invest their own money doing the project, to buy material, transport cost, marketing cost etc.
10. Knowing others culture, such as Chinese tea, Chinese dance, Chinese chess: During semester, students have several information and workshop regarding culture from other countries.
11. Joint exhibition: The students have a chance to see other business plan exhibition.
12. Joint business competition for Indonesian students, apply to government: The students have experience to joint business competition, apply to the government to get funding for their business.
13. Interview with an entrepreneur: The students made an interview with the entrepreneur to know entrepreneur experiences especially when they start the business.
14. Joint entrepreneurship seminar: The students have several opportunities to attend entrepreneurship seminar be a participant.
15. Making a video of the product: The students made video to promote their product, the duration of the video they made is one minute only. The reason is with the short time they have the ability to explain their idea and made customer interest in brief time.

Learning method for Entrepreneurship and Innovation in this research based on (Wagner, 1970). The Edgar Dale's Cone of Experience explained people generally remember with learning activities. 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say and write and 90% of what they do. Learning outcomes people can define, describe, list and explain for what they read and hear. They can demonstrate, apply and practice by viewing images, watch videos, attend exhibits, and watch a demonstration.

Furthermore, people are able to analyze, define, create and evaluate when they say and write, and they do. Even though still polemic for this theory, however the idea is still can consider.

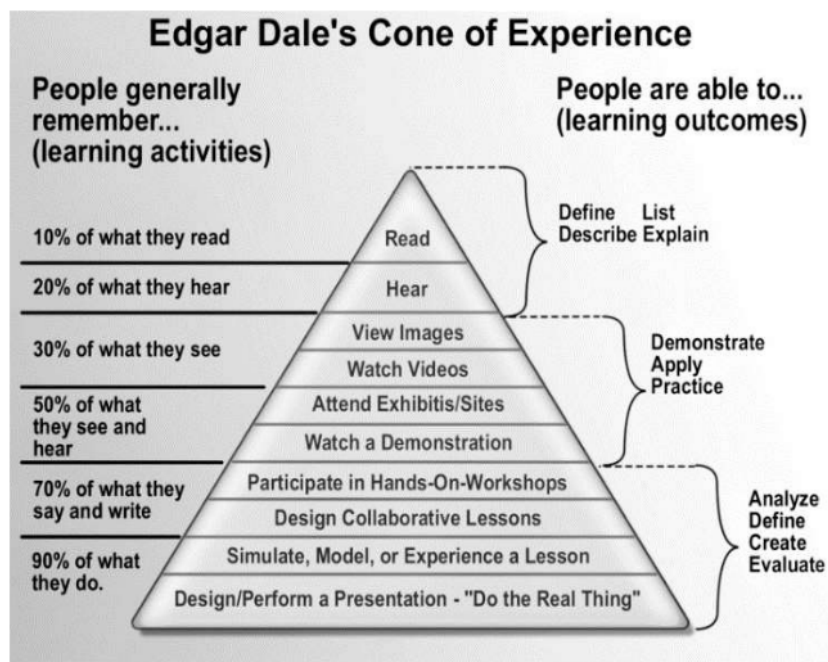


Figure 1 Edgar Dale's Cone of Experience [Sources: (Wagner, 1970)]

Furthermore, students need more experience for understanding something, M. Olokundun et al. (2018) examine the effect of experiential teaching methods and university entrepreneurial interest on students' business startup in Nigeria for entrepreneurship teaching. The result showed the increasing necessity for university students to develop entrepreneurial capabilities while in school compel universities to realize the essence of experiential teaching methods and its effect on students' entrepreneurial interest and business startups. Previous research done by (A. M. Olokundun et al., 2017) showed the pedagogical approach adopted can stimulate a shared vision in students to identify business opportunities. Finding business opportunities, the part of an entrepreneurship project in entrepreneurship and innovation subject.

DATA AND METHODOLOGY

Data from the 73 students from three classes. 37 females and 36 males, their ages from 18 to 24 years old and they are mostly in the fourth semester. This purpose of this paper revealed which effective method from a student's perspective can help them to enhance the skill, motivation and spirit of entrepreneurs from students' point of views. Using questionnaire to get data from students. Allow perception of the student already done by others researcher (Bergmann, Geissler, Hundt, & Grave, 2018). They research from students' perceptions of the entrepreneurial climate in Germany public university. Seventy-three students filled the questionnaire and selected and gave a ranking, which learning method can increase the skill, motivation, and spirit of entrepreneurship.

ANALYSIS AND RESULT

The result of the questionnaire of learning method can increase the skill of entrepreneurship is shown in Table 1, the highest number of learning methods Lecture and entrepreneurship project. Align with (A. M. Olokundun et al., 2017) research that experiential pedagogical approach can be used to stimulate business opportunity identification potentials in entrepreneurship students. 72 participants agree that Lecture and doing a project can increase their skill of entrepreneurship in ranking 1 to 5. The second the best for increasing skill of entrepreneurship sales session, 68 participants believe that when they sell their product to the customer, they skill increasing. The third best score of

total learning method can increase their skill of entrepreneurship from students' point of views is a presentation of the project, and knowing other countries culture. In Table 1 also revealed the lowest total ranking for learning method is a simulation, students be an investor for business.

There are several suggestions for the student to increase their entrepreneur skill such as: Company visit, collaboration with other faculties, have mentored, sales workshop. Furthermore, trying to introduce products that are produced directly to other faculty/departments in Maranatha through a short presentation. Have create a special event for Start sales products. with a board game can learn about sales. Seminar on leadership, because I do not think entrepreneurship is to have the courage to lead and believe themselves primarily in order to have a big responsibility. Learn from practitioner and alumni. Workshop to prepare is an entrepreneur (Nabi, Liñán, Fayolle, Krueger, & Walmsley, 2017).

Table 1 *RESULT OF LEARNING METHOD CAN INCREASE SKILL OF ENTREPRENEURSHIP*

Learning Method	Ranking 1	Ranking 2	Ranking 3	Ranking 4	Ranking 5	Total Score Learning Method
1. Lecture	21	9	4	13	25	72
3. Entrepreneur project	23	10	5	13	21	72
5. Sales session	16	10	10	15	17	68
7. Presentation of the project	14	12	5	11	24	66
10. Knowing others culture, such as Chinese tea, Chinese dance, Chinese chess, Korean culture	11	11	12	14	18	66
8. Discussion session	15	8	10	11	18	62
13. Interview with entrepreneur	13	8	16	11	14	62
2. Video session	10	11	14	16	10	61
6. Made a prototype	17	8	5	16	15	61
14. Joint entrepreneurship seminar	15	7	12	14	13	61
4. Made entrepreneurship paper	6	17	11	13	12	59
11. Joint exhibition	15	6	13	13	12	59
15. Making video of the product	11	12	11	10	15	59
12. Joint business competition for Indonesian students, apply to government	11	9	11	10	17	58
9. Investor	10	11	4	14	18	57
Total by Ranking	208	149	143	194	249	943

*Respondents can choose more than 5 Learning Method and give ranking 1-5

From Table 2 The result of the learning method can the increase motivation of entrepreneurship have revealed that the ranking of Entrepreneur Project has the highest score of total ranking. The second best total ranking is a presentation of the project. The third best score is Lecture sessions and sales session. Interview with entrepreneur also in top fourth ranking showed that to motivate someone needs another person who has experience. Others results showed that knowing another culture is the lowest total ranking can increase the motivation of entrepreneurship.

Suggestion from students about learning method can increase the motivation of entrepreneurship are entrepreneurship seminar, more discussion with entrepreneur, sharing with entrepreneur, innovation seminar, see more video from a successful person, comparative session, games, leadership session, competition, seminar motivation and sales.

Table 3 showed results of learning method can increase spirit of entrepreneurship. The top score is an entrepreneur project, continue with Lecture, presentation, project and sales session have the same score. Then interview with entrepreneur the third best score. However, joint business competition has the lowest score to increase the spirit of entrepreneurship. Several suggestions from students to increase the spirit of entrepreneurship such as more experiences, invite more entrepreneur, have a seminar for a spirit of entrepreneurship, sales to bazaar events, sharing with the alumni, discuss with other class, more seminar and practice. Have more competition.

Table 2 *RESULT OF LEARNING METHOD CAN INCREASE MOTIVATION OF ENTREPRENEURSHIP*

Learning Method	Ranking 1	Ranking 2	Ranking 3	Ranking 4	Ranking 5	Total Score Learning Method
3. Entrepreneur project	20	8	6	12	20	66
7. Presentation of the project	16	9	2	13	24	64
1. Lecture	25	2	4	10	22	63
5. Sales session	17	8	9	8	21	63
13. Interview with entrepreneur	13	11	10	10	17	61
8. Discussion session	15	11	6	7	21	60
4. Made entrepreneurship paper	8	15	6	16	14	59
11. Joint exhibition	13	8	10	17	11	59
2. Video session	10	10	11	14	13	58
9. Investor	10	10	5	16	17	58
6. Made a prototype	17	8	4	15	13	57
12. Joint business competition for Indonesian students, apply to government	13	8	11	8	17	57
14. Joint entrepreneurship seminar	16	5	5	13	18	57
15. Making video of the product	13	13	6	6	18	56
10. Knowing others culture, such as Chinese tea, Chinese dance, Chinese chess	10	8	8	14	12	52
Total by Ranking	216	134	103	179	258	890

*Respondents can choose more than 5 Learning Method and give ranking 1-5

Table 3 *RESULT OF LEARNING METHOD CAN INCREASE SPIRIT OF ENTREPRENEURSHIP*

Learning Method	Ranking 1	Ranking 2	Ranking 3	Ranking 4	Ranking 5	Total Score Learning Method
3. Entrepreneur project	18	6	8	7	21	60
1. Lecture	21	5	4	10	17	57
5. Sales session	14	6	7	9	21	57
7. Presentation of the project	13	7	6	10	21	57
13. Interview with entrepreneur	10	6	17	7	13	53
10. Knowing others culture, such as Chinese tea, Chinese dance, Chinese chess	9	9	6	11	16	51
11. Joint exhibition	13	4	9	12	13	51
4. Made entrepreneurship paper	6	11	6	17	10	50
8. Discussion session	11	7	6	8	18	50
14. Joint entrepreneurship seminar	13	4	7	9	17	50
9. Investor	7	8	5	13	16	49
15. Making video of the product	12	5	9	7	16	49

Table 3 *CONTINUEE..*

Learning Method	Ranking 1	Ranking 2	Ranking 3	Ranking 4	Ranking 5	Total Score Learning Method
2. Video session	9	11	6	12	9	47
6. Made a prototype	12	5	6	12	12	47
12. Joint business competition for Indonesian students, apply to government	9	8	9	6	14	46
Total by Ranking	177	102	111	150	234	774

*Respondents can choose more than 5 Learning Method and give ranking 1-5

After studying Entrepreneurship and Innovation Subject, the students have several responses, 67% want to learn more about entrepreneurship, 43% be intrapreneur and 64.1% want to have their own business. The result revealed that more than half participants have motivated be entrepreneur

Table 4 *RESPONSE AFTER STUDIED ENTREPRENEURSHIP AND INNOVATION SUBJECT*

The Response	Percentage
Want to learn more about Entrepreneurship	67%
Be intrapreneur in company	43%
Have own Business	64.1%

* participant can give answers more than one selection

CONCLUSION

The result of the research revealed several conclusions. From a student's point of view, lecture, entrepreneur project and sales session believed can increase the skill of entrepreneurship. To increase the motivation of entrepreneurship student's, give the best rank for entrepreneurship project, presenting the project, sales session and knowing the other countries culture. Learning method can increase the spirit of entrepreneurship from the students' perspective are entrepreneur project, lecture, sales session and presentation of the project.

Percentage of students motivated to be entrepreneur 67% is a professional who have spirit entrepreneur is 43% and want to learn more about entrepreneurship 64.1%. Empirically, the findings show that programs offered by entrepreneurship's master have a positive impact on entrepreneurial intention and profiles of participants to achieve interesting results measurement of the impact of this training on programs for master's degree students at Tunisian university, and for the entrepreneurial project and the professional lives of learners (Nasr & Boujelbene, 2014). From the research showed the entrepreneurship project and sales session can increase the skill, motivation, and spirit of entrepreneurship.

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