

The Effectiveness of an Integrated Entrepreneurship Module on Overcoming Entrepreneurship Problems of Students of Courses

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Abstract: *The result of study shows that 15 courses institution need a practical, applicative, and understandable module. It is attempted to provide students with sufficient information to overcome entrepreneurship problems covering business traits, business management, and business plan. This study was employed design based research approach through these subsequent phases (1) problems identification, (2) conducting draft module, (3) testing the module on the 26 students, (4) evaluating the results of try-out, and (5) performing final socialization. The effectiveness of module is measured by employing percentage analysis of students' degree of effectiveness on overcoming entrepreneurship problems in which the criteria of module effectiveness is 0—25 (less effective), 26—50 (quite effective), 51—75 (effective), and 76—100 (very effective). Module revision was done after data analyzing on the results of the try-out and discussion of course's students. Single module was conducted and it contained the material of business traits, business management, and business plan. The results of this study show that the module is effective as 78% of the course's students were able to overcome problem after they learned on entrepreneurship module. The module contributes on students' confidence in starting-up a business and encourages them to practice and implement what they have learned by dealing with entrepreneurship, triggering the high sense of creativity in developing skills, building a firm cooperation among students, burgeoning the enjoyment of learning, helping to build effective time of learning and ability on overcoming problems.*

Keywords: *entrepreneurship, module, practice, courses*

I. Introduction

Course of service skills is an effective entrepreneurship skill to start a business (Lee et al., 2005) as entrepreneurship education is able to raise self-confidence in implementing all skills and abilities (Botha et al, 2006). Besides, the training of entrepreneurship is able to provide job and increase competitiveness. It corresponds with the notion of Isaacs, et al (2007) stating that entrepreneurship education and training are able to encourage entrepreneurial spirit and a key success of providing jobs and economic growth.

Isaacs' et al (2007) notion is in line with Gonzales-Sanchez (2012) stating that business activity is a key factor in increasing economic growth. Hence, entrepreneur plays an important role inefficiently benefitting natural resources to obtain goods and services, create a job, downsize the rate of unemployment, and enhance income. Besides, entrepreneurs are allowed to have innovation on creating a new product which is a part of industry revolution and hence play a significant role on economic growth (Mayhew, 2012).

Based on those previous notions, it can be concluded that entrepreneurship considerably contribute towards the economic growth of the nation. Hence, it needs an attempt to develop entrepreneurial spirit. It can be manifested in the form of building courses institution in which practicing entrepreneurial spirit and business management as well.

The course institution is an effective place to develop and increase entrepreneurial spirit. However, some students, instructor, and institution organizer were facing a lot of problems. One of them is dealing with how to use the entrepreneurship module. The results of the survey in some skill course institutions in the case of nonformal education shows that the course's students had problem in using entrepreneurship module published by General Directorate of Nonformal and Informal Education on 2010. They were facing problems on the number of module, its contents, sentence, and learning strategies.

There are six entrepreneurship modules published by General Directorate of Nonformal Education which titled Building An Entrepreneurial Spirit, Basic Concepts of Entrepreneurship, Small Business Management, Company Legality Form, Business Plan, Field Trip and Business Practice. The learning method of entrepreneurship module being published by PNFI tends to use game and simulation. The content of the module is developing entrepreneurial spirit. But the materials are too wordy and theoretical. It also goes the same way on Basic Concepts of Entrepreneurship and module material on Small Business Management. They are provided with too theoretical, less applicative and less case study on business management.

Based on the previous study, problems of course's students were found on starting up a business. Based on the try-out of 25 students, it showed that (1) 60% of the course's students need guidance and instruction on how to raise passion on working; (2) 70% of the course's students need total support and encouragement on firm

mentality of being entrepreneur; and (3) 70% of the course's students need guidance on how to start production, market the product, simple accounting on calculating cost of sales, cost of total sales, and how to benefit natural and human resources effectively.

Generally, course's students are having mental problems on starting-up a business. They need learning on building self-confidence, passion of working, and way of managing business as the basic skills of starting-up a business. The success of entrepreneurship is partly determined by personal behaviour of prospective entrepreneur of being creative, innovative, and a good problem solver on business (Randolph, 2013; Eroglu, 2011). In other words, relational skills, maintaining working relation, building a nice environment in the work place are needed to attain business effectively (Buttner, 2001). Peris et al (2012) also affirm that business effectiveness needs an ability to find out and take benefit of business opportunity through combining innovation, skills, and renewness strategy. The developing and raising of entrepreneurial spirit in course's institutions can be achieved by an effective entrepreneurship module.

The present study is designated to analyse the effectiveness of an integrated module in terms of problems solving of entrepreneurship. It is expected that this module is ready to be used and meets the characteristic of course's students of requiring practical problem solving on entrepreneurship. An integrated entrepreneurship module is the integration of mental material entrepreneurship, small enterprise business management, and ended by structuring business plan. The entrepreneurship module is going to be consisted of one module containing three chapters. The natures of material are applicative, operational, and provided with the exercises and key answers. Chapter I discussed entrepreneurial spirit covering six topics of The Characteristics of Entrepreneurship, Entrepreneur as A Leader, Decision Making and Taking Risks, Creativity, Building Cooperativeness and Negotiation Skills. Chapter II discussed business management dealing with six topics of Determining new Product and Production Plan, Marketing and Sales Plan, Break Even Point, Structuring Financial State, and Business Development. Chapter III discussed materials on Practicing Business Plan (Sudarwati, 2012).

This module is expected to solve problems effectively on practical entrepreneurship as it uses practical guidance on starting-up a business. This module corresponds to a study by Lumsdaine et al. (2003) showing that the activity of learning in the form of hand-out or brief material can improve business learning and ends up by obtaining a business plan.

II. Research Methods

The effectiveness of an integrated entrepreneurship module is measured by employing design-based research approach. This design consists of six phases such problems identification, elaborating aims, structuring design, evaluation of the try-out results, and communicating the try-out result. Validation test was done on every phase with collaboration group to obtain the right data of the real condition. The group of collaboration covered the representatives of prospective users of the module who concerned on the improving quality of entrepreneurship learning at course institutions. The collaboration groups were course's students, course's organizer and compiler of the curriculum, and the skill instructors.

Besides design-based research, this study also employed descriptive method. Descriptive method was used to collect the real data of entrepreneurship learning materials that had been used as entrepreneurship module at course institution. Additionally, descriptive method was used to explore the characteristics of course's students. Evaluative method was also used to evaluate the try-out process of the module. This method was done by measuring the effectiveness rate of the product. This study had undergone six phases as follows.

First, problems identification was done to find out the students' educational background, the parental income, the implementation of entrepreneurship learning that had been implemented on the previous students, students' expectation at course institution, instructor's and courseorganizer's expectation regarding the module materials needed, the form module arrangement, and the module's common language corresponded with course students' characteristics. Based on those identifications, validation test was done by having cross information with collaborative group consisted of students of courses, instructors, and course organizers. Validation test was done in attempt to obtain the right problems identification.

The second phase was done by elaborating the aims of entrepreneurship module. This aims were based on the results of problems identification, the results of validations test and collaborative group.

The third phase was done by structuring module draft design in terms of content, scope material, and the arrangement of the module. The form of module draft design was then being validation tested with collaborative group to obtain the right module plan of entrepreneurship.

The fourth phase was done to determinethefeasibility of the module in problem solving of practical entrepreneurship for studentsof courses. The try-out was done right after the entrepreneurship module design had been constructed. The try-outwas also done through collaborative group discussion. Afterwards, there was limited try-outon giving treatment by using entrepreneurship module and students then were also asked to do its assignment. The instrument used in this try-out phase, namely a questionnaire for instructors and students are

arranged in the form of observation and test items of practical entrepreneurship. The subject of this study was limited to 26 students. Next, the result of the test was further revalidated by discussing it with the collaborative group.

The fifth phase was done by analyzing the effectiveness rate of respondents in answering the test items of practical entrepreneurship. The more respondents were able to answer the test items effectively, the higher percentage of them that were capable to complete the assignment. It implied that the module had already more effective.

The last phase of this study was done by recomunicating the results of the revised try-out to the respondents. Afterwards, the results of recomunication were discussed by collaborative group as the final phase. This study was done at institution skill courses that had at least more than five students and located at Jombang Regency. They were courses of sewing shoes “BangunKarya”, design training center “Dharma Bangsa”, fashion sewing courses “Sri Rejeki”, beauty parlor courses “Andini”, beauty parlor courses “Yenny”, and fashion sewing courses “Nirmala”. The total students were 26 with the following criteria (1) the try-out students came from skill courses institutions, and (2) the subject chosen were student who had passed the courses (Sudarwati, 2012). Time of application on modules on the effectiveness of the test course participants internship during 3 month in 2013 in the business fashion, make up and small business shoes production.

The execution of the try-out was done through several steps. First, the students of try-out learned the module guided by the instructor. Second, participant of the try-out were given exercise on entrepreneurship, covering business traits, business management, and business plan. Third, the criteria of exercise on entrepreneurship included three aspects of cognitive, affective, and psychometric. Fourth, the evaluation of entrepreneurship exercise was based on the criteria of evaluation by giving 20 points on each aspect. Hence, the total score obtained by the subject of study was 60 as there were three topics of entrepreneur. This results were used to reveal the degree of material mastery as follows (1) 0%—33% = less, (2) 34%—66% = adequate, and (3) 67%—100% = good.

The cycle of try-out was adapted from Bager’s notion (2011). The try-out can be summarized through the following diagram.

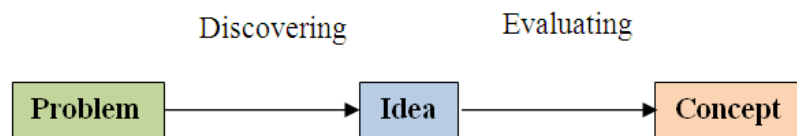


Figure 1 the Try-out Process (Bager, 2011)

There are three problems details regarding the exercise of entrepreneurship. First is business traits. In this case, there are subproblems of exploring creativity, making the right decision and solving problems of the decision taken, the tendency of a leader and negotiation skills. Second is business management. The subproblems cover production of a new product, business plan arrangement, counting BEP, making financial state, recruiting and developing employees. Third is the practical problem of making business plan and integrating knowledge on business traits and business management. The details of entrepreneurship exercises can be observed thoroughly in Appendix 2.

In general, the try-out was done by providing students with some problems of entrepreneurship. Next, students would find the answer by studying an integrated entrepreneurship module guided by the instructor. The result of their answers was then being evaluated till several comments and feedbacks on the module contents were obtained as the final results.

The effectiveness of the module was revealed through the percentage analysis of module compatibility. The analysis percentage was based on students’ competence in solving entrepreneurship problems. Next, the criteria of module effectiveness on problem solving of entrepreneurship was described as follows: 0-25 (less effective), 26-50 (quite effective), 51-75 (effective), and 76-100 (very effective). The findings of trial product and discussion of collaborative group were used to finish the product.

After the product trial, data analysis was done. The technique of data analysis employed in this study was in lined with data collection. The data analysis included data collection, reduction, and presenting data in the form table, graph, and diagram. The nature of data analysis was descriptive statistics by employing technique of percentage analysis. The gained data of questionnaire and observation was described in descriptive narrative.

III. Findings And Discussions

The results of problem identification at the first phase are some expectations from course's students, organizers, and instructors on entrepreneurship module. First, they expect practical, concise, understandable, attractive module and it may correspond to their educational background in which case, 70% of them are secondary graduates and have limited knowledge, and they have time constraint of three months to learn. Second, they expect that the module will guide them directly to the entrepreneurial spirit, shape firm traits, and provide practical examples or insights on how to start a business in terms of finance, finding customers, how to do production and business plan. These expectations correspond to the Crea's (2010) notion stating that entrepreneurship materials covers the passion of working, creativity in developing business, starting-up a business, managing a simple business, and start production and marketing as well.

The results on the second phase are describing the objective of module arrangement. They are limited to the following objectives (1) entrepreneurship materials focused on the developing of business traits and simple strategy to have business management; (2) the brief amount of topics; (3) applicative content; (4) operational learning activities; (5) independent learning provided with learning guidance.

The result of the third phase is the design of module arrangement of entrepreneurship materials. This module covers materials on building traits or entrepreneurial spirit, business management, and arranging business plan (Sudarwati, 2012). Materials on building entrepreneurial spirit are significant point to present as it correlates to character building in response to the development of self-improvement and social interactions (Nga, et al., 2010). Self-improvement covers developing self-awareness, determination, courage, responsibility, and integrity. Social interaction covers tolerance, respect, and just. But the cores of entrepreneurship are imagination, creativity, renewal, and sensitivity to develop a new product or service (Buchholz, et. al., 2005).

The arranged module is one packet consisting of introduction, contents, and conclusion. The introduction parts discuss the background of module arrangement, the prerequisites of using module, general objectives of the module, the guidance of using module, and evaluation of competence. The content of module discuss module competency such as building entrepreneurship traits, business skill, and business plan. The criteria of entrepreneurship content falls into cognitive, affective, and psychomotoric. The manifestations of this module are achieved in the form of theory, case study, and exercise test (see the details of module at Appendix 1). The conclusion consisted of short advice after studying and solving the test items of entrepreneurship.

At the fourth phase, the positive respond from the students indicates as follows: 1) students were enthusiastic in learning module; 2) students discussed the module with their friends and instructors; 3) students gave comments on unreadable sentence; 4) finally, students were willing to work on the exercise and discuss it. Additionally, students affirm that they can understand and reread the module after the training.

There was a supporting factor on implementing the tryout of entrepreneurship module towards overcoming problems. Students were willing to study the module according to the stated instructions and willing to work on the exercise. Hence, course students are able to (1) gain practical insight on business trait and behavior, from motivation to negotiation (2) get insight on marketing information, how to produce goods and services, calculate the cost production, empower human resources, and (3) arrange business plan. This notion resonates well with the proven hypothesis by Desplaces, et al (2007) that "Students who participate in discussions on ethics in their core business courses will have higher moral reasoning and moral competence than those who do not." It is also in line with study conducted by Lamsa, et al (2008) that students of business have accountability on business, develop cooperativeness at school, prioritize the customers, produce qualified goods, follow the rules, and attempt to provide welfare for the employers.

Instructors also another supportive factor of the try-out. Instructors have higher motivation in guiding, responding, and providing solution towards students' complain in learning the module and exercise. Teacher's performance takes a central role on improving students' achievement as they are able to encourage the students well. It also corresponds to Creemers' et al, (2010) states that the quality of teaching practice is a factor to improve school's effectiveness.

There were also some barrier factors during the process of tryout of entrepreneurship module. Students were lack of guidance and less access to the benefit of learning the module. It occurred as they tend to do practical activity than read the materials. Students also had a very limited time to learn and the fact that they were less discipline led to additional problems. It occurred as 65% of the students were already married, 25% students were working with average income rate around 500.000 rupiahs per month, and they have various degree of age. The lack of time provided by the instructors was caused as they had less communication and did not explore students' and other instructors' comments on learning problems of using the module.

Module was revised based on the comments and feedback from students during the tryout process. Respondents' dominant activities were learning each topic, asking the sentence ambiguity, and providing a direct feedback such using simple sentence and reduce the use of unfamiliar words. There were 40% students facing the problems on learning the pattern of Break Even Point (BEP) in doing production, gaining profit, structuring the financial report derived from the journal book, ledger, work sheet, capital changes, profit or drawback report, and monthly balance.

The respondents were giving positive feedback as follows: 1) simplify the pattern and exercise; 2) provide advice and solution to deal with financial report and real problems; 3) students were lack of self-confident so they needed extra three hours to make independent business plan which corresponded to their skill and do comparative study on the same business interest; 4) reduce the amount of exercises and the components of business plan to avoid dullness; 5) allow students to discuss the work of exercise and respond others' opinion. During the tryout process, one or two students are allowed to dominate the discussion in their attempt to provide suggestion while others are writing down their ideas on the questionnaire.

In this case, instructors are taking their roles as facilitators. They help to reconcile the unreadable module and act as a motivator to encourage students to construct a proper business plan. They also act as a motivator to encourage course students to learn and practice the content of module so they may able to arrange the right business plan. Even they are motivated to be a friendly and flexible instructor. This close relation grows from experience and commitment that have been built together at certain place and period (Liew, 2008). This close relation is needed to be done to accomplish an effective learning of business plan. Additionally, learning sincerely may trigger to strong willing in study.

Hence, this module provides some advantages for the instructors. First, instructors are allowed to give personal guidance to the course students whether at their home or courses. Second, it needs adequate remedial courses based the difficulties that are faced by the students. Third, instructors are less burdened and freed from boring daily activity as the module can be used by anyone in anytime. Fourth, it also improves the performance of instructors' profession as students are actively raising questions on the things they do not get full of understanding. Fifth, the process of individual learning reflection can be done effectively for each student.

The degree of effectiveness ends up that 78% of students were able to use an integrated entrepreneurship module towards overcoming problems in entrepreneurship. It means that 78% of students succeeded to work on exercise of entrepreneurship while 22% of students demanded further learning and instructor's guidance. On the aspects of entrepreneurship problems, students were able to work on business traits, business skills, and business plan. The problems on business traits cover exploring creativity, making the right decision and solving problems of the decision taken, the tendency of a leader and negotiation skills (Bager, 2011). The problems on business management includes on how to produce a new product and designing business plan, how to calculate BEP, how to structure financial report, how to hire employers and develop them.

As it has been noted in the previous notion, the try-out is ended by arranging business plan by integrating business traits and business management. It ends by structuring business design by integrating business insight and component of business managements. Hence, it can be inferred that during the try-out students master the entrepreneurship materials by doing independent study and reading it thoroughly. It leads to development of entrepreneurial spirit as they pass a journey of learning from a novice point into skillful degree (Kauppinen et al, 2010). Take an example, in accountancy students will learn to make the right financial state.

The results of validation test towards the effectiveness of the module were gained through collaborative group discussion between students, course staffs and instructors. They stated that the integrated module was effective as been seen through three aspects. First, in terms of content it presented concise and brief materials, less theory and emphasized on a lot of exercises, used simple language, corresponded to students' expectation in running a business and students' educational background as 70% of the students graduated from Public School, 20% of students had not passed Public School, and 10% of students graduated from Junior High School. Second, in terms of material, the module presents materials on character building of an entrepreneur, entrepreneur as a leader, decision maker and risk taker, encourage creativity, and building cooperativeness and negotiation skills. Additionally, it also presents material on business management, covering material on determining a new product and production plan, marketing, sales plan, Break Even Point (BEP), conducting financial state, managing human resources, business plan and development, and ending it by having practice on arranging a real business plan. It corresponds to the notion by Kee, et al (2007) that the curriculum design involves business skills and courses to develop two cardinal elements of business behavior such as business skills and business traits. Business skills are materials on business skill management till business development, whereas entrepreneurship traits are materials on character building and business traits.

Third, in terms of module's structure and design of effectiveness, the try-out students by 60% state that they already clear and by 24% state that they are very clear in learning the module, meaning that this integrated module is already understandable as it has complete learning objectives, materials, concepts, practice, exercises, the correspondence between the exercises and the key answers.

Fourth, in terms of systematic writing, this module consists of three main chapters namely introduction, content, and conclusion. The introduction part consists of title, table of content, guidelines, and competence objectives. The content part includes material descriptions with the following sequences: (a) sub title, (b) competence objectives, (c) content description, (d) formative test, (e) assignment, and (f) summary. The conclusion consisted of short advice after studying and solving the test items of entrepreneurship.

Fifth, in terms of language, the module used the right word choices. Besides, the module also used

simple and brief language so the message and ideas can be presented in understandable way. It also has attractive cover, font, style of typing, and inspiring sentences of starting a business.

Entrepreneurship learning by using module based on problem solving is assumed to solve problems on entrepreneurship at course's students and it gives a good contribution in terms of building self-confident to start a business, encouraging a quick motivation, implementing and practicing skills that have been learned, triggering a sense of creativity in developing skills both theoretically and practically, building a good relationship between the students, growing a sense of enjoyment in learning and effective time of learning, and building an ability to solve a problem.

Besides on giving that has been mentioned previously, this module also benefits to increase and remind the practical understanding of entrepreneurship after the learning has over. Hence, the use of entrepreneurship module independently is also part of an attempt of solving entrepreneurship problems and business motivation. Business motivation directly emerges through intrinsic or extrinsic motivations. Intrinsic motivation can be manifested through firm intention of creativity. While extrinsic motivation refers to students' environment.

The discussion of findings of this study shows that this module markedly contributes to encourage business determination. But life environment annexes by business area may contribute to positive influence towards students' business motivation and business traits. Motivation comes up as having and insight and direct experience from their living in business areas. It is in line with study by Klyver, et al (2008) states that knowledge, skills, and experience are extremely needed to run a business. It also may function as a good parameter in business participation.

Basically, each of course institutions has their distinct features on formal and informal education. Course institution is part of informal education. It has heterogeneous age of members, the nature of learning is adult learning which put greater emphasize on the practicality and adapted based on students' consensus on flexibility. If we see the conservational method, learning is done through lecture-centered without any given book guidance for students to improve their understanding after entrepreneurship training has over.

An integrated entrepreneurship module is structured based on the problems faced and materials needed by the course students. Entrepreneurship module is developed through try it out at some students of distinct course institutions. It is further being completed through collaborative group, course staffs, and the instructors. The nature of this entrepreneurship module is applicative for learning at course institution and corresponds to the nature of course students. This module covers all feedback concerning potential and business opportunity at skill courses.

IV. Conclusion And Suggestions For Further Researches

Based on the data gained from this study, it can be inferred that there is an effectiveness of entrepreneurship module towards overcoming problems in entrepreneurship. It can be seen through the results of limited try-out that reveal by 78% of course students are able to work on the exercise concerning business traits, business skills, and business plan. Hence, it shows that this module provides further advantages for both students and instructors as it catalyzes and eases the process of learning.

In this respects, students are expected to use this module as an alternative learning for connecting entrepreneurship theory and practice. Students are expected to study the module sincerely and apply it in real business world. Instructors are expected to learn the module intensively, broaden their views on exploring other learning materials as their additional sources, and practice it on a real business as well.

Information on time constraints, students' characteristics and educational backgrounds lead us to the fact that there needs some further development studies on electronic based module. Thus, this module is expected to be more practical and understandable through the process of listening.

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Appendix1. The competence standard expected by the students, standard competence, and Module materials

THE EXPECTED COMPETENCE BY THE COURSE	BASIC COMPETENCE	LEARNING OBJECTIVES	MATERIALS	LEARNING STRATEGIES (SELF INTRODUCTION)	EVALUATION
1. Having personal and social attitudes as an entrepreneur	1. Business Traits	<ol style="list-style-type: none"> Students properly identify the nature of an entrepreneur and correspond it to the nature of entrepreneurship. Students properly identify the attitude and evaluation of business person and correspond it to the observed business traits. 	<ul style="list-style-type: none"> The definition of business traits. The criteria of business traits. Some attitudes of business persons. 	<ul style="list-style-type: none"> Students learn all theories concerning entrepreneurship. Students operationally learn to specify entrepreneurial spirit. 	<ul style="list-style-type: none"> Paper test with the degree of mastery criteria is above 34%.
	2. Entrepreneur acts as a Leader	<ol style="list-style-type: none"> Students define accountability of an entrepreneur to an effective leader right after learning it. Students mention some main competencies as a leader right after learning it. Students acquire the implemented skill instruction and adapt the proper traits of an entrepreneur. 	<ul style="list-style-type: none"> The characteristics of leadership. Developing skills of leadership: self-confident, self-actualization, an energetic and enthusiastic person, sympathy, and well-organized. A brief guidance to self-management. 	<ul style="list-style-type: none"> Students learn the leading attitude and its sequence in building leadership skills. 	<ul style="list-style-type: none"> Paper test with the degree of mastery is above 34%.
	3. Building cooperativeness through negotiation skills	<ol style="list-style-type: none"> Students admit the importance of building cooperativeness through negotiation skills, particularly in running a good business right after they learn it. Students recognize the ideal type of negation skills to be adopted right after they learn it. Students learn some guidelines on business negotiation skills so they may run it successfully. 	<ul style="list-style-type: none"> The definition of negotiation and cooperativeness. The ideal characters of negotiating to be adopted. The way on how to start negotiation. The process of negotiation on business. 	<ul style="list-style-type: none"> Students learn the all aspects of negotiation in business activity. Students learn the procedures and cardinal attitudes to run negotiation. 	<ul style="list-style-type: none"> Paper test with the degree of mastery is above 34%.

Appendix2. The list of questions on several problems of entrepreneurship

The Characteristics of Entrepreneurship
<ol style="list-style-type: none"> What are the features of an entrepreneur? What are the traits of an entrepreneur? What are the behavior and attitudes of an entrepreneur?
Entrepreneur as a Leader
<ol style="list-style-type: none"> What are the accountabilities of a leader / an entrepreneur in a business? What are the ideal competences for a leader / an entrepreneur? What are the needed skills to be developed in attempt of building the nature of a leader / entrepreneur? Give your personal response and reaction on self-confident?
Decision Making and Risk Taking
<ol style="list-style-type: none"> What are the significances of studying risk situation? What are the procedures of analyzing risk situation in terms of business service? What are the procedures of decision making in terms of business service?
Creativity

1. Why do we need to develop our creativity?	
2. How do creativity play significant role on entrepreneurship?	
3. How to develop creativity? Give some cases.	
Building Cooperativeness through Negotiation Skills	
1. What does negotiation mean and what is its significance?	
2. What are the ideal characters to be adopted?	
3. How to run negotiation on business service? Give some examples.	
Determining A New Product and Production Plan	
1. How to create a new product that has selling power?	
2. What are the procedures of production plan?	
3. What is the significance of supply management? Give some cases of study on beauty parlor.	
Marketing and Sales Plan	
1. What are the things to implement the concept of marketing in small-scale business?	
2. The main point of marketing is marketing distribution. Explain the type of marketing distributions. Give some cases study on carpentry.	
3. How to make sales plan? Give some cases study on carpentry.	
Break Even Point	
1. What are BEP and its needed components?	
2. How to calculate BEP unit and BEP rupiah?	
3. Find BEP based on the following data:	
The presented data :	
Stock cost = Rp. 7.500.000 per month	
Market share = 100 persons (plate) per day	
Monthly working hours = 30 days	
Sales per month = Rp. 15.000.000	
Selling price per plate = Rp. 15.000.000 : 100 plates : 30	
= Rp. 5.000	
Variable cost = Rp. 7.500.000 : 100 plates : 30	
= Rp. 2.500	
Fixed cost = Labor cost : Rp. 1.600.000	
= Operational cost : Rp. 1.165.000	
= Interest cost : Rp. 50.000	
Total : Rp. 2.815.000	
Preparing financial statement	
Case:	
Sugito wants to conduct market analysis in order to seek out the social needs. The various identifications on the local needs are the facts that they lack of public transportation. He decides to run a business on public transportation as he masters on car auto parts and he is able to fix car damage.	
Sugito runs his business namely AMAM. He hires one staff to be directly trained to do bookkeeping all financial transactions so that it may ease Sugito's work to check it.	
AMAM Public Transportation had several transactions during October 2011. Opening balance and post-balance began on October, 1. It is depicted as the following balance.	
ASSET	LIABILITY
Current Asset	Debt
Cash Rp. 4.300.000	Account payable Rp. 800.000
	Capital Rp. 3.500.000
Total assets Rp. 4.300.000	Total liabilities Rp. 4.300.000
Transaction :	
a. Buying secondhand diesel truck Rp. 2.800.000,00 in cash.	
b. Buying stationery stuffs (desk, chair, cupboard and the like) Rp. 200.000,00 on credit	
c. Buying additional materials such lubricating oil, wiper, glass cleaner, notebook, receipt book and the like Rp. 150.000,00 in cash.	
d. Receiving transportation services revenue Rp. 300.000,00 for the work of transporting goods from a customer that was completed today	
e. Paying driver salary Rp. 100.000,00	
f. Paying the cost of reparation Rp. 500.000,00	
g. Receiving transportation services Rp. 250.000,00	
h. Paying loan to the stationary store Rp. 125.000,00	
i. The vehicle had been rented by customer in charge of Rp. 400.000,00 to transporting merchandise for three weeks. The work had been completed but they company has not receive the revenue yet.	
j. Receiving debt service Rp. 225.000,00 from the customer on i transaction abovementioned.	
k. Receiving bank loan Rp. 1.000.000,00	
l. The spending cost of additional materials for October is Rp. 110.000,00 as there is remain spending cost in cupboard Rp. 40.000,00.	
Instructions	
Note for each transaction into the following reports	
1. General journal	
2. Ledger	

3.	Financial statement consists of :
a.	Loss and Profit statement
b.	Capital changing statement
c.	Balance
Human Resources Management	
1.	How are human resources planning system?
2.	How is the operational policy of human resources planning?
3.	How are the steps of selecting staff? Give a case of recruiting skilled worker for sewing cloth in tailor service.
Business Plan and Development	
1.	What is meant by having business plan as part of process? What are the significances of making business plan?
2.	What are the good characteristics of business development in the perspective of financial appropriateness?
3.	Make a simple and brief business plan for tailor service in the next year, completed with sewing machine as start-up capital.

PRACTICE OF PREPARING AN INTEGRATED BUSINESS PLAN MANAGEMENT	
Project Summary	
1. Company Name	<div style="border: 1px solid black; padding: 5px;"> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>
2. Owner / Company's Leader	
3. Field of Business	
4. Number of Workers / Employer	
5. Law Agency	
6. Company Address	
MARKETING	
1. Marketing product	<div style="border: 1px solid black; padding: 5px;"> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>
2. Target Customer	
3. Target Area	
4. Sales plan / year (unit)	
PRODUCTION / OPERATION	
1. Production capacity	<div style="border: 1px solid black; padding: 5px;"> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>
2. The availability of raw materials	
3. Facility / production tools	
4. Environment Impact	
FINANCIAL	
1. Total project financing	<div style="border: 1px solid black; padding: 5px;"> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>
2. Equity	
3. Proposed loan	
4. The period of loan repayment	
5. Annual sales (Rp)	
6. Annual profit (Rp)	
7. Return on investment (ROI)	
8. Break Event Point (BEP)	
9. Alternative collateral / guaranteed owned	
10. Project realization plan	

Appendix 3. The average percentage score of tryout students in solving the problems of entrepreneurship

Number	Entrepreneur Traits						Business skill						Business		
	Topic					Average	Topic					Average	Plan	Total Average	
	1	2	3	4	5	%	1	2	3	4	5	6	%	1	%
1	100	100	90	95	95	96	85	80	70	70	80	70	76	70	81
2	100	100	100	85	90	95	80	80	70	75	75	70	75	70	80
3	95	95	90	80	100	92	80	75	70	65	75	70	73	70	78
4	100	100	85	95	95	95	85	75	75	70	70	70	74	65	78
5	100	100	95	95	100	98	85	85	75	70	75	80	78	70	82
6	85	100	85	100	90	92	80	80	70	70	80	70	75	65	77
7	100	80	95	85	95	91	85	75	70	70	70	70	73	70	78
8	85	95	100	95	95	94	80	80	70	70	70	70	74	70	79
9	100	95	95	95	95	96	80	70	70	70	70	70	72	65	78
10	100	85	95	95	95	94	85	70	80	70	80	70	76	65	78
11	100	95	85	85	95	92	80	70	65	70	80	70	73	70	78
12	80	95	90	80	90	87	85	70	65	70	80	70	73	70	80
13	90	95	85	85	95	90	85	70	70	70	70	70	73	70	78
14	80	90	90	90	90	88	80	70	70	70	70	65	71	65	75
15	80	90	90	90	95	89	80	80	70	70	80	70	75	65	76
16	90	90	80	80	90	86	80	75	65	65	70	70	71	70	76
17	85	90	90	85	85	87	80	75	70	70	70	70	73	70	77
18	85	90	90	80	90	87	80	70	70	70	70	70	72	70	76
19	95	100	95	85	90	93	80	70	70	70	70	70	72	70	78
20	95	95	95	90	85	92	70	70	65	80	70	70	71	70	78
21	95	95	95	90	90	93	75	75	65	80	70	70	73	70	79
22	95	95	95	95	90	94	75	75	70	70	70	70	72	70	79
23	95	95	95	85	95	93	80	75	70	70	70	70	73	70	79
24	95	100	85	95	95	94	80	70	70	70	70	70	72	65	77
25	100	95	95	85	95	94	80	70	65	70	65	65	69	65	76
26	95	85	95	95	80	90	80	75	65	70	70	70	72	65	76