ICER 2013

The 6th International Conference on Educational Research:
Challenging Education for Future Change

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September, 2013

Faculty of Education, Khon Kaen University, Thailand

Khon Kaen University

Faculty of Education

The Hong Kong Institute of Education, China

Thailand Education Dean Council

The Consortium of Sixteen Education Dean (Group 16), Thailand

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Message from the Dean
Faculty of Education Khon Kaen University, THAILAND

Greeting to all participants and welcome to Faculty of Education, Khon Kaen University

The International Conference on Educational Research (ICER) 2013: *Challenging Education for Future Change* is the 6th annual conference to celebrate the 45th anniversary of the establishment of Faculty of Education, Khon Kaen University. The ICER 2013 is jointly organized by the Faculty of Education, Khon Kaen University of Thailand, The Hong Kong Institute of Education of China, Thailand Education Deans Council and the Consortium of Sixteen Education Dean of Thailand (Group 16).

The goals of this conference are to give international educators the opportunity to share ideas and form networks while working together on challenging education for future change. It is anticipated that the exchange of ideas and research findings will contribute greatly to future generations.

During the ICER 2013 event, the APEC-Khon Kaen International Symposium 2013 with its theme "*Innovation of Mathematics Education through Lesson Study - Challenging from Mathematics Education to Emergency Preparedness Education*" is also held at the Faculty of Education starting from September 13 to September 16, 2013. So the two events will share the plenary sessions during the first two days of APEC symposium.

On behalf of the Faculty of Education, Khon Kaen University, I would like to express my gratitude and my sincere appreciation to our co-host institutions, the guest speakers and the organizing committees for their efforts. I also would like to thank all delegations and participants who come from afar to join this event.

I hope the prosperous education will not stop developing as far as the network we form is concerned. The pace of growing should move through the fast changing world as we all expected.

Maitree Inprasitha

(Assistant Professor Maitree Inprasitha, Ph.D.)
Dean, Faculty of Education
Khon Kaen University
THAILAND

Message from Co-host
The Hong Kong Institute of Education (HKIEd)

The Hong Kong Institute of Education is a multidisciplinary education focussed institution with a strong research emphasis. It has a growing international reputation for excellence in preparing globally aware professional educators, providing culturally enriched educational experiences, and producing research of distinction. Central to the Institute's values is a commitment to developing international and regional networks that will facilitate the integration of intercultural and global dimensions into its teaching, learning, and research.

At HKIEd we particularly value collaborative research with international partners. We seek to understand better the contexts that influence people in the Asia Pacific region and to identify ways of improving social outcomes for all. We see international partnerships as important opportunities for enhancing the impact of our research.

HKIEd is proud to join with Khon Kaen University to co-host the 2013 International Conference on Educational Research.

(Professor Allan Walker)
Joseph Lau Chair Professor of International Educational Leadership
Dean, Faculty of Education and Human Development
The Hong Kong Institute of Education
HONG KONG SAR
People's Republic of China

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The Profile Analysis of Entrepreneurship Course on Educational Science Program in Yogyakarta Special Province

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Abstract

The main purpose of this study is; to describe and explain the entrepreneurship education profile (EE Profile) of five universities in Yogyakarta Special Province. The research conducted based on the strategic role of EE to generate creative entrepreneurs that meets the 21st century skills in knowledge base economy era. The main target of the study is to describe; (1) the characteristics of lecturers and students, (2) competencies being developed, (3) the teaching learning process, (4) assessment that is used, and (5) needs for learning improvement.

This study is survey of quantitative approach. The data is collected from 48 lecturers and 246 students by questionnaire and focus group discussions. Selected sample taken from the students used probability sampling that is stratified random sampling. Just for the lecturers only given the questionnaire there about 60 lectures of the five universities and just for the 48 questionnaires sent back to the researcher. Based on the total number (48) the researcher realize that these samples are significant. The data is analyzed by using quantitative descriptive as percentage technique for the quantitative data at moment qualitative data is analyzed use qualitative descriptive.

The research is reveal: (1) A half of lectures are certified within 33% of them felt lack of competence after the training. 33% of lecturers claimed their academic qualification is inappropriate in the field of entrepreneurship. Most of the students come from primordial background and are not well trained, but they are moderately supported by their family. (2) Creativity and innovation skills are paid greater attention, but paid less attention in collaboration, local communication, and global communication skill. (3) The learning process does not occur in innovative pedagogical setting meet to the students' need and interest. Teaching materials are not generally up to date and well prepared but students are aware of the importance of ICT in supporting the learning process and to enrich materials although the lecturers do not always ask the students to use it. Entrepreneurship tends to be taught theoretically rather than practical, out of context with limited community outreach activity, and pay less attention to local community economic development. Students are not given autonomy completely in the learning process. (4) The lecturers focus more on final product but pay less attention on the process of creativity that is involving a mental process. The students are not always given chances to participate in the assessment process. Paper based examination tends to be maintaining in evaluation. (5) Both of lecturers and students need any change, especially in learning methods (64%), instructional media (47%), teaching materials (44%), and competence orientation (34%). The lecturers and students expressed their need the learning model which it is emphasized on practice and reducing the theory. Learning model which provides students autonomy, develops creativity, gives challenge and change to develop 21st'skills gives a chance to the students to actualize their talent and interest.

Keywords: *entrepreneurship course, educational, university, 21st century skill*

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Introduction

Creative economy era is a part of the fourth wave economic milestone that gives emphasis to creativity, culture (trend to cultural heritage), environment, and information. It was shown identically to the era knowledge-based economy (KBE). Organisation for Economic Co-operation and Development (OECD) stated the KBE era is characterized by great demand on human resource having high skills. Bernadon confirmed that medium level skills would become low level skills (Workinger and Ruch, 1991) due to the economic strength. It would reduce jobs that rely on physical power replaced with jobs that require higher-order thinking skills (Jurmo, 1989). This phenomenon increases continually entering the 21st century. Ravitz (2012) described 21st century skills are including the ability in: (1) critical thinking, (2) collaboration, (3) communication, (4) creativity and innovation, (6) self-regulation (self-direction), (7) global connections, (8) the local connection, and (9) the use of technology as a learning tool.

21st century entrepreneur is not only capable to run a business but they should be more creative in promoting the local unique into valuable product and they should literate to information communication and technology (ICT) that is used as a vehicle of business. College as a powerful social institution is very strategic in creating the 21st century entrepreneurs at the era of KBE. Government, business, and college commit and are aware of the urgent of developing and encouraging essential entrepreneurship behavior for the 21st century entrepreneurs. Students are not only being prepared to comprehend the concept of entrepreneurship but they must be capable to create local and global collaboration and communication. They should be more creative in thinking to "transform junk into gold ". In fact, the unemployment rate in Indonesia is dominated by well educated people. Why does this happen? Graduates pay longer in education but it doesn't relate to a better qualification. Colleges tend to encourage their students to be granted quickly with high Grade Point Average (GPA). Graduates are not well prepared to be a job creator but their function is to be job seekers as a common phenomenon. Graduates are lack of competences and skills beside their main academic competences. This situation indicates that their mindset is less precise. Graduates should be creative in creating ideas and then appearing value-added products so it can be a new prospect in business.

The existence of entrepreneurship courses in the colleges fits into a question. Entrepreneurship course tends to be more implemented academic but it is not capable to develop habit creation and to transform culture. In contrast, Taylor (2008) argued colleges should be more innovative and responsive entering the KBE era, ready to immerse in global competition, and they must adapt to the changes. Ciputra (2008) suggested the government should focus and they must give greater attention to the entrepreneurship in order to decrease unemployment rate, to create new jobs, and to reduce poverty. Nowadays, entrepreneurship is become the world's attention among the un fastest growing sector in the world (Bumpus, 2008) universities around the world, including Indonesia. Indonesian government has been working hard to promote entrepreneurship programs in universities and targeting 20% of graduates will be new entrepreneurs in 2014. Especially, Yogyakarta Special Province needs 100 thousand new entrepreneurs each year and requires four million entrepreneurs for Indonesia until 2014. Yogyakarta is famous as the centre of creative industry (craft industries) and it has great potential on creative economy. The government has launched Indonesia Creative Program 2009 should become a challenge for colleges in developing entrepreneurship. In 1995 existed a National Movement in Promoting and Developing Entrepreneurship (GNMMK) by Legal President Instruction (INPRES). Entrepreneurship education has been appearing and spreading to many department with various disciplines (including non economy program).

The research and knowledge on entrepreneurial learning methods are under developing stages, so it's a challenge to provide effective entrepreneurship learning. Entrepreneurship education in Indonesia generally faces a major challenge on some aspects, they are; learning methods, learner characteristics, and organizations characteristics that interact each other.

There is a fundamental difference in belief about the meaning of "enterprise" and "entrepreneurship" (Hannon, 2005) and there is a conceptual difference between entrepreneurship education and enterprise education (Mwalsalwiba 2010). The concept of entrepreneurship seems to evolve and be influenced by various perspectives or theories such are; economic theory, sociological theory, psychological theory, and behavioral theory (Drucker, 2002). The term of "enterprise education" and "entrepreneurship education" are conceptually similar but different in context (Gibb, 1993). However, it is consensus belief about the definition and objective of entrepreneurship tends to be convergence (Mwasalwiba, 2010; Hanon, 2005). Unfortunately, these conditions are not capable to encourage pedagogic evolution. This phenomenon also occurs in five universities in Yogyakarta Special Province (DIY) so, the concern on entrepreneurship education methodologies is very important. The improvement on entrepreneurship learning methodology has functions as the key point to help entrepreneurship course in the colleges reach their goal. Instructional model development is strongly needed where the model can provide: (1) direct experience (practice), (2) sense of freedom to actualize students interest and talent, (3) building up motivation, (4) providing a great learning impact, (5) developing 21st century skills, and (6) transforming culture and students mindset.

Instructional model design for entrepreneurship course must be based on exact information due to the existing condition of entrepreneurship programs which are implementing in the colleges. It is very interesting to analyze the profile of entrepreneurship course in the five universities (formerly LPTK) located in Yogyakarta Special Province Region as creative craft industry center. Entrepreneurship is relatively new subject for the five universities and their instructional methodologies of entrepreneurship are under developing stages. According to Lee (2006) entrepreneurship education must be better to be conducted in the context of their own unique culture. Based on these conditions, it is very strategic to develop instructional models on entrepreneurship course at the five universities lie in unique context; hopefully instructional model can be designed to overcome the real pedagogical problems.

Design

The study employs the survey method to obtain responses from 48 lecturers and 246 students who are participating on entrepreneurship courses. The purpose of the survey is to describe and explain entrepreneurship education (EE profiles) of the five universities that have educational program where their graduates will dealing with a lot of learners. The five universities are actively developing entrepreneurship programs. The research described below looks at the profiles of entrepreneurship course in five aspects such are; (1) characteristics of lecturers and students, (2) competency development orientation, (3) teaching learning proccess, (4) assessment model and target, and (5) needs for learning improvement.

The data sources are lectures and students who participating in the entrepreneurship course. The data was collected by questionnaire and Focus Group Discussion. The 50-item questionnaire was developed for students and the 53- item questionnaire was developed for lecturers to gather information about students and lecturers perception. Different types of questions in questionnaire were designed as combination of open format questions (open-ended questions) and closed format questions. Open format questions give the audience an opportunity to express their opinions in a free-flowing manner to get true, insightful and even

unexpected suggestions. There were 3 types closed format questions used in the questionnaire were; (1) leadings questions on a rating scale of 1 to 5, (2) dichotomous questions, and (3) multiple choice questions, are ideal for calculating statistical data and percentages, as the answers set is known. Validity is established using a panel of experts. One way of reducing refusal and non-completion rates was to set strict exclusion criteria at the start of the research. Researcher was also monitoring progress of questionnaire completion and data collection from students directly.

The probability sampling used in this study is stratified sampling for students where the researcher divided the population into homogenous groups with similar characteristic. The characteristic based on each university characteristic. Then random sampling within these groups is determined by the judgment. Just for the lecturers only given the questionnaire there about 60 lectures of the five universities and just for the 48 questionnaires sent back to the researcher. Based on the total number (48) the researcher realize that these samples are significant

The data analysis used the percentage by comparing the number of respondents who gave a particular answer to a particular item by the total number of respondents who fulfilled the close-ended questionnaire and then the result is multiplied by 100%. A descriptive qualitative data analysis used for the data which comes from open-ended questionnaire and FGD.

Findings

Lecturers and students' characteristics

Teaching experience for lecturers is in scale of maximum of 10 years and the minimum of 5 months with the average of 3.45 years in the field. Entrepreneurship education is relatively as new courses to many departments. Based on qualifications there is 2% have had bachelor degree (S1), 94% have had master degree (S2), and 4% have had doctoral degree (S3). In addition to academic qualification 33% of them concede no conformity to their academic qualification to teach entrepreneurship. Lecturers feel lack of competences in the field of entrepreneurship and there is only 50% who ever received training and certified. Unfortunately 33% of the certified got inadequate training materials. Types of activities such are short course, workshops, ToT, seminars, and training. There are a few lecturers who have not got training and skill improvement in the related field. On the students' side are quite better where 78% of them have conducive environment (family background) to be entrepreneur but only a little number who received training seriously. Only 19% of students claimed certified in entrepreneurship but 74% of the certified express inadequate on training material. Trainings and skills are obtained through seminars, refresher courses, internships, courses, workshops, and others in their college.

Competency development

Objectives of entrepreneurship education are based on obsolescent documents and little review to business development and stakeholder input, especially to respond the demand of 21st century skills. Most of competencies are not specific and immeasurable. Creativity and innovation have become new paradigm and orientation but they less concern to the others 21st century skills. Curriculum and learning process are not well designed to adjust the demands of the development. 52 % of lecturers claimed that they usually develop curriculum and learning process but in contrast students acknowledged that there was only 28% of lecturers do it, but it can be concluded the lecturers moderately improve the curriculum and learning process to adjust the demands of competences.

It can also be concluded that **c**ompetencies are being determined not to meet the student needs**,** indicated only 3 % of the students satisfy, most of them are dissatisfied. Even 19% of them impressed that the competencies are below average. Learning improvement related to the demands of 21st century skills are moderately done, but not all lecturers have totally commitment to do so, even 2% of them claimed that they never. Table 1 show the number of percentages of lecturers who adjusted their curriculum and learning process to the demands in the following table.

Table 1: Curriculum and learning process development to adjust demands

Intensity	Curriculum and learning process development to adjust the demands			Students' impression to competencies quality	
	Lecturers recognition on curriculum	Lecturers recognition on learning process	Students view impression to the lecturers		
All the time	52%	52 %	28%	Excellent	3%
Often	25%	21%	34%	Moderate interest	25%
Sometimes	23%	25%	25%	Some interest	52%
Rarely	0%	0 %	2%	Little interest	19%
Never	0%	2%	1%	No interest	0%
No answer	0%	0%	0%	No answer	1%

Community outreach in the learning activity is very important, but we found the community outreach of the entrepreneurship program is very narrow. The entrepreneurship courses programs tend to deliver academically and pay less orientation to local economy development. Entrepreneurship is taught out of context (anti-reality) result in lack of skills of the students. This process has marginalized student's opportunity to create new economic sources through collaboration with the local community. Collaboration is a mean to create communication but skills to make local and global communication are not well trained, while these skills are admittedly very important for 21st century skills. There is only 10% of lecturers claimed they train on collaborations skill mean. The students do not express their need to have collaboration skills. Collaboration and communication become an important part of 21st century skills or literacy well known as 4C (communication, collaboration, critical thinking, and creativity). Table 2 shows types of 21st'century skill accepted by students comparing to types of 21st century skills delivered by lecturers. Moderately there is no balancing between the skills which have been delivered to students comparing to the students' needs. Collaborations, communications, local connection, global connection, and ICT utilization tend to less of attention. Table 2 showed types of skills in 21st century skills which dominantly be trained and the other position of 21st century skills which was lack of trained be presented in the following table.

Table 2: 21st century skills trained compare to the needs

21st century skills	Students recognition		Lecturers recognition	
	Received	Need	Delivered	Need
Critical thinking	62%	34%	52%	38%
Collaboration skills	10%*	0%*	31%*	23%
Communication skill	47%	32%	65%	23%
Creativity and innovation	78%	50 %	79%	58%
Self direction	37%	22%	29%	15%

Global connection	5%*	15%*	6%*	13%*
Local connection	12%*	8%*	4%*	8%*
ICT utilization	13%*	13%*	29%*	17%*

Learning process

85% of the lecturers have delivered their lesson plan in detail in the initial of learning process activity, but 49% of the students claimed they did not receive the lesson plan in detail. Even, there were 2% of the students said they never got the lesson plan in detail. FGD results indicated that the lesson plan given was only in the form of syllabus but it was less detail information about how the activities should be carried on to achieve the target. There was also no learning guide to follow the learning process. On the other hand, most of lecturers (83%) claimed that they have implemented innovative teaching and the rest have not. In contrast, the students have perception that there are only 65% of the lecturers are innovative.

Teaching materials are not generally up to date and well prepared. 25% of lecturers said that the teaching materials is poor, 4% said it is bad. There is only a number of lecturers (13%) and students (5%) claimed the teaching material is very good. There is 25% of the lecturers and 24% of the students argued the teaching material is poor, even 14% of students and 4% of the lecturers claimed the teaching material is very poor. The teaching material should be improved and renewed but in facts not all the lecturers are aware of it. The development of science and technology in the field of entrepreneurship is very fast, prosecuting the lecturer to enrich the learning material. Most of the lecturers (60%) improved the teaching material all the time, 13% of them is often, while the others claimed just sometimes. The teaching materials is improved every semester (35%), every 2 semesters (29%), every year (27%), if needed (8%), and the rest did not answer. In the table 3, the teaching materials impressed out of date reflected in the students' statement where 50% of students stated the existing teaching materials are not up to date, 39% said less up to date and only 8% said up to date. None of them said that the teaching materials were very up to date. It can be concluded the teaching material on entrepreneurship is various and most of them need to be developed. The complete data can be seen in the following table:

Tabel 3: Quality of the learning material

Category	Quality of Learning material		Frequency of teaching material development (lecturers recognition)		Periods of teaching material development (lecturers recognition)		Recency of learning materials based on students recognition	
	Lecturers impression	Students impression						
Very good	13 %	5 %	All the time	60%	Every semester	35 %	Very up to date	0 %
Good	35 %	32 %	Often	13%	2 semesters	29 %	More up to date	3 %
Fair	17 %	25 %	Sometimes	27%	Every year	27 %	Up to date	8 %
Poor	25 %	24 %	Rarely	0 %	If needed	8 %	Less up to date	39 %
Very poor	4 %	14 %	Never	0 %	Never	1 %	Not up to date	50 %

The integration and the use of ICT enabling lecturers and students to improve learning process and enrich the learning materials that is very important to the 21st century skills. ICT should be integrated into the learning system. From the table, we can say that the use of ICT in learning process is: (1) students are aware of the importance of ICT in supporting the learning process and materials enrichment although the lecturers do not always ask the students to use it. The lecturers argued that the students live in the digital era so they should

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be familiar with ICT. 39% of the students use ICT all the times to improve learning process and enriching materials, while 24 % of them use it often, and 28% of them use it sometimes, but 7% of them use it often and only 2 % of them never use it. (2) Lecturers moderately support the students to use ICT in completing assignment but 10% of the lecturers said they never encourage the students to use ICT. The lecturers' recognitions tend to be similar to the students' recognitions in the use ICT for assignment completion. As we can see in the following table:

Table 4: The use of ICT in the learning process

Intensity	ICT use to improve learning process and materials enrichment		ICT use to learning assignments completion	
	Lecturers recognitions	Students recognitions	Lecturers recognitions	Students recognitions
All the time	0 %	39 %	27 %	19 %
Often	50 %	24 %	23 %	24 %
Sometimes	27 %	28 %	29 %	32 %
Rarely	19 %	7 %	8 %	11 %
Never	2 %	2 %	10 %	13 %
No answer	2 %	1 %	0 %	1 %

Entrepreneurship tends to be taught theoretically or preaching theory of business rather than practical. Most of the lecturers (85%) admitted carrying out a separate entrepreneurship between theory and practice and most of the students (57%) claimed the same thing. There is 57% theory and 43% practice. The course has concern on local potential community where 40% of lecturers usually stressed to promote the local community, but 4% of them claimed it rarely, even 4% of them claimed never ask the students to promote local community. Even, 15% of students claimed the lecturers rarely ask the students to promote the local community and 5% of them claimed the lecturers are never ask the students to promote it. Creativity is become the concern in learning process, but not all lecturers aware the importance of supporting the students to create unique products based on local economic potential of creative industry. 40% of the lecturers claimed that they usually asked the students to promote local creative economic potential creative and 50% of them also claimed that they usually asked the students to create a unique product. Promoting the local economic potential is make the students more creative to generate creative product as a new economic source at once. But, there is only 22% of the students claimed that they are usually asked to promote local economic and produce something unique. A number of the lecturers are not aware the importance of entrepreneurship to promote local economic at once challenge the students to be more creative. A number of lecturers have try to implement this local concern into a project but it was not equipped with the learning guide how to achieve the target. The project is similar to learning assignment and the final product is the target but pay less attention on the process is a phenomenon. These phenomena are fit with the fact where most of the lecturers have pay attention to students' creativity but they are face pedagogical problems. As we can see in the following table:

Table 5: Local potential development

theory and practice proportion			Intensity	Attention the local potential		Creativity Creating something new	
	Theory	Practice		Lecturers recognition	Students recognition	Lecturers recognition	Students recognition
Lecturers	52 %	48%	All the times	40%	22%	50%	22%
Students	62%	38%	Often	31%	27%	25%	19%
Average	57%	43%	Some times	23%	33%	23%	29%
			Rarely	4%	13%	0%	17%
			Never	4%	5%	2%	13%
			No answer	0%	1%	0%	1%

The learning process are largely occur in student center, but there is no full autonomy for the student to perform and select the activity, plan their own activities, set their own target, make their own strategy to implement, and make their own strategy to evaluate what they have planned. 38% of lecturers claimed they usually provide opportunity to the students to plan, to implement and to evaluate their own learning target even 56% claimed they give chances to the students to manage their own time and their own task. In the other hand 13% of the students argued that they have no chances to manage their own project, 7% of them also claimed the lecturers are rarely give chances to plan, to implement, and to evaluate their own project. 10% of students also claimed they have no chances to manage time and task relate to their own project. FGD reveals the lecturers are afraid that they get difficulties to control the students learning and the students expressed that they cannot actualize themselves totally based on their interest and talent. These facts show the lecturers don't have well organized instructional model while the students cannot achieve the learning goals without any guidance. We can see in the table below:

Table 6: Learning autonomy

Intensity	Autonomy to plan, to implement, and to evaluate Project		Autonomy to manage time and tasks	
	Lecturers recognition	Students Recognition	lecturers recognition	students recognition
Al the times	38%	25%	56%	30%
Often	27%	28%	17%	23%
Some times	23%	24%	17%	22%
Rarely	6%	7%	6%	15%
Never	4%	13%	4%	10%
No answer	0%	4%	0%	0%

Assessment

Assessment is important aspect in the learning process. There are many forms of assessment such as written test, performance assessment, portfolio, product assessment, and peers assessment. Creativity becomes competence orientation if the assessment techniques

used are inappropriate. The lecturers focus more on final product but pay less attention on the process whereas creativity is a process that is involving mental process. Most of the assignments are designed in the form such as solving problem on case study, making a simple business plan, and some comprehensions test. The exam mostly use written test or paper base assessment, especially in the form of essay (81%), multiple choice (4%), and 15% in another forms. The assessment process is largely determined by the lecturers. FGD revealed the lecturers have tried to assess the skills, especially on creativity and innovation, cooperation, honesty, motivation, and idea exploration but they face problem to develop instrument for assessment on creativity. Classroom based assessment has implement yet. The students are not always given chances to participate in the assessment process. 20% of the students claimed that they have participated in the assessment process but 21% of them claimed that they have no chances to participate in the learning process. 15% of the lecturers are stated that they do not give chances the student to participate in the assessment. The students' participations in the learning process is very essential in order to teach them how to learn self reflection. Self reflection can promote the students' sense of belonging relate to the learning process. Students' participation is mostly rare, so it must be improved. As we can see in the following table:

Table 7: Students' participation on assessment and aspects of assessment

Intensity	Students participation in the assessment		Aspects of assessment	Aspects of assessment	
	Lecturers recognition	Students recognition		Lecturers recognition	Students recognition
Al the times	23%	20%	Product	30%	20%
Often	19%	11%	Process	23%	19%
Some times	29%	32%	Assignment	22%	39%
Rarely	10%	13%	Self assessment	15%	24%
Never	15%	21%	Quiz	10%	15%
No answer	4%	0%	Exam	0%	21%

We found in the assessment process 92% of the lecturers are not involving stake holder, and there are only 8% claimed that they have involved. 72% of the students also claimed there is no external stakeholders are involved. The assessment process actually has great value if the local business community is involved as a partner of the lecturers and students. Local business community can be involved in activities such are; monitoring students' business performance, assessing creative ideas, collaborative action with students, and assess the final project.

The lecturers and the students' need for improvement

The lecturers and the students expressed the importance of entrepreneurship and they expect for any changes, especially in learning methods (64%), instructional media (47%), teaching materials (44%), and competence orientation (34%). From the FGD we found that the students strongly expect the learning occur but emphasize more on the practice. The lecturers and students expressed their need about the learning model which it is emphasized on practice and reducing the theory. Learning model would provide students autonomy, develop creativity, give challenge, give a change to develop 21st skills, and give a chance to the students to actualize their talent and interest. Project based learning tends to be most

appropriate model for entrepreneurship education through the entrepreneurship courses. Project based learning is one of instructional strategy that engages students in developing their skills and provides greater impact on learning outcomes. Project based learning helps students integrate formal knowledge with work experience. PBL is potential to provide many benefits for students, faculty, colleges, and communities. We believed it can provide depth learning, accommodate diverse interests and potential and to the activity-based students.

Table 8: The need for entrepreneurship education improvement

Components of improvement	Renewal		Average
	Lecturers recognition	Students recognition	
Goal	40%	28%	34% (4)
Bahan pembelajaran	52%	36%	44% (3)
Methods	65%	62%	64% (1)
Support materials	42%	22%	32% (5)
Media	50%	43%	47% (2)
No answer	0%	0%	0%

Recommendation

Lecturers should be trained seriously in entrepreneurship. First, lecturers must be shifted on their old paradigm about the substance of entrepreneurship. Second, lecturers need to be trained on entrepreneurship methodology (how to teach entrepreneurial learning). Third, lecturers should to be encouraged to develop their entrepreneurship course programs to support the local community economic development. Competency should be developed continually based on the gap between the existing conditions comparing to the real demand of 21st century skills. Collaboration and communication skills must get pay greater attention while maintaining the development of creativity as the core competence. These skills need to be practiced through various community outreach activities which can provide greater impact to the students. The learning process needs to be designed using clear, measurable and systematic learning scenarios. Lecturers must develop innovative learning and update their teaching materials. Innovative learning can be manifested as a learning model emphasized on direct practice that challenges the creativity and develops habit of creation according to the potential of local communities. Students need to be trained to plan, implement, and evaluate their own learning process. The use of ICT should be maintained and integrated as part of the learning system. Assessment in entrepreneurial learning should be more emphasized on the process not just on the final product. Student needs to be involved in the assessment. Written assessment must be reduced. Performance appraisal process is very important and self-assessment (reflection) must be developed in the learning process. It is very important to design an entrepreneurship instructional model which is characterized by: (1) providing meaningful learning by doing, (2) giving chances the freedom to choose, plan, organize, implement, and evaluate (reflect) student the learning process according to their interest, talent, and potential, (3) encouraging student to create collaborative learning, (4) giving chance students to generate in creative ideas and produce it into creative products, (5) providing a chance to conduct self assessment (reflection on what has been achieved), (6) providing a greater impact on creativity development, and (7) being capable to transform mindset of students.

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