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TEACHING ENTREPRENEURSHIP: COPY THIS! LESSONS FROM THE “WALKABOUT” PROJECT

Ratna Lindawaty Lubis

Telkom Institute of Management (IM Telkom),
Yayasan Pendidikan TELKOM (YPT) - INDONESIA
rln0204@yahoo.com

ABSTRACT

This paper builds on previous study undertaken by the author, a discussion paper presented at the following events: (1) The 5th Asia-Pacific Cooperative Education Conference 2004, Auckland, New Zealand; (2) The Second World Curriculum Studies Conference (WCSC) 2006, Tampere, Finland; (3) The World Association for Cooperative Education (WACE) Asia-Pacific Conference 2006, Shanghai, China.

The present work is a continued action-research effort by the author to support the claims relating to the perceived “value” of “Walkabout” Project (WP) in Entrepreneurship subject. This paper will present the teaching method, by which all students were prepared to build their own bridge to the outside world through in-class and out-class method. Building the bridge means preparing students with academic skills in a real world circumstances: working under pressure to build their own future of becoming the self-employed. The result reported in this paper is aimed to describe the evaluation of what the students gained from WP. Feedback from the students indicates that many feel encouraged and prepared to start their own businesses. The findings show that WP has been an eye-opener to the students, as to the skills and resources required to achieve their dreams of “being their own boss” and running a profitable WP of moving “from brain to market.” Data collection was limited to the students who practiced this WP during academic year of 2003/4, 2004/5, 2005/6 and 2006/7, with the underlying assumptions that all those batches is now part of the real market. This paper is also aimed to illustrate the power of teaching entrepreneurship that can serve as a model for other educational institutions, for which the author may contribute significantly to reduce educated unemployment in Indonesia.

Keywords: *educated unemployment, project-based learning, entrepreneurial learning environment*

INTRODUCTION

Can one really teach entrepreneurship in the classroom, or can one teach someone to be the next Henry Ford or Richard Branson? Most academic discussion on entrepreneurship is about creating the belief within students that they can become entrepreneurs. Still, even if someone has innate musical talent, one can't necessarily teach him to become Beethoven. But if someone has that innate talent, then he probably would still benefit from piano lessons. There are some things that in fact one can help someone learn. He/She can learn either at the school of hard knocks or by coming to class and building an understanding.

This paper describes the authors' experiences in teaching entrepreneurship courses to undergraduate or Strata-1 (S1) business

management students at Institut Manajemen Telkom (IM Telkom), Bandung, West Java, Indonesia. The paper will be discussed in four parts. In the first part, the author will describe and review the theoretical history of entrepreneurship. The second part covers what the WP is all about and how it works as part of the content on Entrepreneurship subject. In the third part, the author will explain on why and how this WP was being a catalyst to the students' perception on how they value their selves towards self employment business ownership. The last part of the paper deals with the benefit of teaching entrepreneurship subject to the students and considers how such benefits are and, in some cases ought to be supported, encouraged and developed at multiple levels: individual, local and national. In the conclusion, the author will outline what would seem to be a logical way forward for promoting the WP in the future.

Theoretical History of Entrepreneurship

There are numerous literatures for the historical sketch of the evolution of entrepreneurship theory. Throughout the theoretical history of entrepreneurship, scholars from multiple disciplines in the social sciences have grappled with a diverse set of interpretations and definitions to conceptualize this abstract idea. Even though certain themes continually resurface throughout the history of entrepreneurship theory, presently there is no single definition of entrepreneurship that is accepted by all economists or that is applicable in every economy (see, e.g., Hisrich, Peters and Shepherd, 2007; Wood, 2005; Grebel, Pyka & Hanusch, 2003; Burnett, 2000; Wikipedia, 2008a).

Cantillon (1680s-1734) was the first one to take up thinking about the role of entrepreneurs in the economy (Cantillon, 1755, as cited in Hisrich, Peters and Shepherd, 2007; and Grebel, Pyka & Hanusch, 2003). He classified economic agents into three groups: (1) landowners, (2) entrepreneurs, and (3) hirelings. Whereas the first and the third group are characterized as being rather passive, the entrepreneurs play the central part in his *Essai sur la nature du commerce en general*. They play the role of coordinator, connecting producers with consumers, and also the role of the decision maker engaging in markets to earn profits and struggling with uncertainty.

As cited in Wikipedia (2008a), for Frank H. Knight (1967) and Peter Drucker (1970) entrepreneurship is about taking risk. The behavior of the entrepreneur reflects a kind of person willing to put his or her career and financial security on the line and take risks in the name of an idea, spending much time as well as capital on an uncertain venture. Grebel, Pyka & Hanusch (2003), who develop an analytical model that can be applied to different industries and historical settings, argued that entrepreneurship has always been a controversial topic in economic theorizing. According to these authors, most of the research work comes to an end at a purely appreciative level. A consistent theory of entrepreneurship is missing; a theory that is adequate to combine the various strands of literature in order to come eventually to an empirically testable model. Those authors clearly states that besides the early theories that approach entrepreneurship from a rather intuitive perspective, to be traced back to Schumpeter (1911, 1939) and Kirzner (1973, 1999), a modern evolutionary approach should also contain some specific theories such as the theory of human capital (e.g. Schultz 1975), social networks (e.g. Granovetter 1973), and Neo-Schumpeterian Economics (e.g. Loasby 1999).

Wikipedia (2008b) states that the English literature preferred to use the French word entrepreneurship, but perhaps the German one would be more correct to understand the entrepreneur studies. According to this source, the concept of entrepreneurship cannot be fully understood without Schumpeter's contributions, being probably the first scholar to develop its theories. Schumpeter gave two theories, sometimes called Mark I and Mark II. In the first one, the early one, Schumpeter argued that the innovation and technological change of a nation comes from the entrepreneurs, or wild spirits. Schumpeter came up with the German word *Unternehmergeist*, meaning entrepreneur-spirit. Schumpeter believed that these individuals are the ones who make things work in the economy of the country. In Mark II, Schumpeter pointed out that the ones who really move the innovation and economy are the big companies which have the resources and capital to invest in research and development. Both arguments might be complementary today.

Kirzner (1978) argues that in market process theory, the market is already in disequilibrium, so that the opportunities already exist, and the entrepreneur notices (not creates) them. In this book, Kirzner draw a distinction between Schumpeter and his new theoretical ground. An Interview with Israel M. Kirzner as cited in The Austrian Economics Newsletter (1997) describes that entrepreneurship requires no resources to be initially owned, and 'pure' entrepreneurship (a mental tool) is exercised only in the absence of resource ownership.

Economic analysis can be simplified by separating decisions into entrepreneurial and economizing elements. 'Consumers' and 'resource owners' economize, and 'entrepreneurs' display alertness. In this interview, Kirzner explain market theory (also called price theory or microeconomic theory) tries to explain relationships among observed market phenomena. Two alternative approaches to market theory are the orthodox neoclassical theory (developed mainly by Marshall, Robinson, Chamberlin and Walras) and the Austrian market process theory (developed by Mises, Hayek and Kirzner). In this interview, Kirzner says,

For Schumpeter, the entrepreneur was a disrupter. He breaks an existing, evenly-rotating system. Paul Samuelson has a metaphor for Schumpeter's view of the world. He said it's like a violin string. You pluck it; it vibrates, and finally settles down. I would say that Schumpeter saw the entrepreneur as the person who is doing the plucking from a taut position, generating the change. All the vibrations are attributed to his action. Originally, I emphasized the other side of the issue. The entrepreneur generates a tendency to restore the evenly-rotating system to a new level or a new pattern. But it is the restoration, not the disruption that is brought about by the entrepreneur.

In market process theory, both imitators and innovators are equally entrepreneurial, and both push a disequilibrium world closer to equilibrium. Despite Schumpeter's contributions, perhaps his main mistake is to believe that opportunities for innovation could exist in an equilibrium world, with perfect knowledge of products and production processes.

From this discussion, the author interpret that entrepreneurial component comprises the intangible characteristics of the heroic Schumpeterian entrepreneur that is the entrepreneurs' role as the crucial productive element for the long-run survival of the firm and each entrepreneur is endowed with a certain amount of capital which he can spend on a business venture. The bottom line is that potential entrepreneurs need to have capital to start their business, regardless whether they own it themselves or borrow it from others.

“WALKABOUT” PROJECT (WP) IN THE CONTEXT OF THE ENQUIRY

What is “walkabout”?

The ritual of “walkabout” is practiced worldwide and goes back a long way in time. The key ingredient is the idea of circumambulation. Circumambulation (walking around, walking about) has two meanings in the dictionary. One is walking about aimlessly. The other is walking around in the manner of and with the purpose of performing a ritual, religious in kind. In Mecca, in the days when there was room, the faithful circumambulated the Kaaba seven times. Buddhist devotees circumambulate a stupa, or monument containing sacred relics. Jewish and Christian scripture tells the story of the circumambulation of Jericho.

In the context of this paper, the term “walkabout” was taken from a rite of passage by the Aboriginal custom in Australia in the desolate hinterlands of the continent. When a boy goes on to become a man, he is given a bow, arrows and sent off into the desert, to walkabout and survive alone on his own wits for six months. The distance covered on a walkabout may exceed 1,000 miles, done without aid of compass or radio. It is believed that the boy dints his way under the guidance of a spiritual power. IF he returns safely to his tribal village, he is received as an adult.

A Brief History of the Institution

In 1989, PT. TELKOM (TELKOM), one of the two major state-owned telecommunication companies in Indonesia, formed a partnership with Asian Institute of Management (AIM) Philippines to develop an executive development program. The purpose of the program was to develop skills and attitudes that would result in better workplace practices. By 1990, Telkom Education Foundation or Yayasan Pendidikan Telkom (YPT) [1] was established to oversee the initiative of Master of Business Administration (MBA) program with its academic courses basically made in order to satisfy the urgent needs of TELKOM's managers to increase their knowledge without having to leave their jobs. This education program was named MBA Bandung.

In 1993 MBA Bandung received an accreditation from Directorate General of Higher Education (DGHE) and was being renamed to Bandung Graduate School of Management or Sekolah Tinggi Manajemen Bandung (STMB), which will then offer its first enrolments to public with the Master in Management (MM) Program for graduate degree students or Strata-2 (S-2). The undergraduate program or Strata-1 (S-1) for business management of telecommunication and informatics was introduced in June 1997 with total intake of 50 students. The similarity on the core of management study program was the main reason why this undergraduate degree established.

On the 3rd January 2006, STMB was being renamed again to STMB Telkom. As per academic year 2007/8, the total number of students for S-1 Program is 1,556. Since the year it was founded, the Institution strives to develop its students and equip them with its core values, stated as Integrity, Entrepreneurship and Best for Excellence. The latest change was on 28th March 2008. STMB Telkom received an approval from DGHE and was renamed to Telkom Institute of Management or Institut Manajemen Telkom (IM Telkom). Under this structural change, IM Telkom provides 5 (five) majors for its S-1 Program for academic year 2008/9, namely: (1) Business Management of Telecommunication and Informatics; (2) Visual Communication Design; (3) Ilmu Komunikasi; (4) Administrasi Niaga; and (5) Accounting.

“Walkabout” Project in Entrepreneurship Subject for S-1 Program

On July 28th 2003, the Institution launched its new curriculum for S-1 program which is in line with the latest regulations. This was a result from of lengthy consultations that began in 2002, and brought in the views of 33 faculty members and a number of elite professionals drawn from telecommunication industry. As regard to this, the changes have been made from 160 credit points/61 subjects in the previous curriculum to 145 credit points/54 subjects.

The current curriculum has a central goal of developing students with entrepreneurial learning environment. In so doing, the students were provided with the Entrepreneurship subject undertaken in the sixth and seventh semester, which consist of Entrepreneurship-1 and Entrepreneurship-2 respectively. Each had been given a value of 3 credit points, representing 35 hours of learning, consists of 14 class sessions [2]. In Entrepreneurship-2 subject, the students offered the new content of curriculum, so-called “Walkabout” Project (WP). This subject integrates a foundational understanding of entrepreneurship with immediate application in a team-based project, a follow-up application after the end of the course, to be submitted as a mini case. Delivery of Entrepreneurship-2 subject began during the academic year 2003/4 in early September 2003 with 49 students (23 males and 26 females). The total number of students were 147, 105, and 103 during the next academic year of 2004/5, 2005/6 and 2006/7 respectively.

How does “Walkabout” Project work?

On the first day of class, the author explained to the students that under the structure of 14 class sessions, it would be divided into 2 parts. The first part comprised of seven sessions with in-class method on a weekly basis. The second part consist of five out-class sessions as the period of WP and two in-class sessions was scheduled for WP final presentation. The combined method, in the form of in-class and out-class sessions, have been adopted to prepare the students with the balance and coherence between academic and practice-based dimensions of the learning environment. Balance, coherence and integration in turn require some topics shaping Entrepreneurship-2 subject design valuing the coming together of the theoretical with the practice of the WP (see Table 1).

The students were then set free to organize themselves into teams and start thinking about the projects they would undertake. Basically, each team was formed into five to six members and team members are self-chosen. Those students are given the opportunity to practice their managerial skills during the period of five to six weeks, starts right after the mid term test. During this period, they would be away from the classroom. They are expected to apply their skills in opportunity seeking, goal setting and strategy formulation.

Table 1. Entrepreneurship-2 subject at the seventh semester

| Class session | Method | Topic |
|---------------------------------------|-----------|---|
| 1 | in-class | Introduction to business plan |
| 2 | | Getting started: People, Families and Teams |
| 3 | | Evaluating the opportunity |
| 4 | | The entrepreneurial challenges |
| 5 | | Business incubator at school |
| 6 | | The "Walkabout" (Film showing) |
| 7 | | The profile of an Entrepreneur (conducted by: Guest Speaker) |
| Mid-term Break | | |
| 8 | out-class | "Walkabout" Project period (team-based assignment) |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| One week break for New Year's holiday | | |
| 13 | in-class | "Walkabout" Project final presentation |
| 14 | | |

Source: Secondary (Author's record)

An overview of the WP and a list of guidelines were also provided. Each group requested to fill a blank form with the information required, titled as a "Walkabout" proposal. It was mandatory to complete this form with a brief description of the project they would undertake and hand it to the author. As the name suggests, this proposal was design primarily to record their planning stage. However, this record had a secondary purpose and this was to provide the evidence that the students use the key points written in their proposal as a stimulus for organizing their WP. In short, they are expected to transfer their relevant knowledge directly into a "real world" context.

As shown in Table 1, along the first half of semester session-1 until session-7 a range of topics are covered and provided with in-class method. Session-7 is dedicated to a guest speaker who has a hands-on experience of managing new business venture. This session was aimed to provide the students with the tacit knowledge and make it explicit so as to the students' would be better equipped to manage their "Walkabout" entrepreneurial project. The second half of semester is usually undertaken during November to January and mostly dedicated to WP. The period of session-8 until session-12 was chosen because it was felt that the students would get more benefit from the additional one-week of New Year's holiday to finalize their unfinished works. In other words they were expected to take into their consideration the available time resources to be allocated for their particular project. Following the WP period, the session-13 and session-14 is scheduled for academic reflection and learning post WP experience.

IS THE "WALKABOUT" PROJECT AS GOOD AS REAL-LIFE EXPERIENCE?

In the previous study (Lubis, 2004) the author discusses an attempt to close the gap between theories and practice that occurred during academic year 2003/4, the first cohort of students who practiced the entrepreneurial project-based learning. This study was aimed to describe that WP marked an important milestone in the evolution of teaching entrepreneurship at the institution. The students reported about the beneficial aspects of the project, resulting in enhancement of their practical and their personal skills (Lubis, 2004, p. 5). A continued action research effort is reported to support the claims relating to the benefit of this entrepreneurial project-based

learning, undertaken during the academic year 2004/5. The author was able to address a “value-added” impact on partnership between the team members. This evaluation was achieved by a survey of questionnaire containing five dimensions of teambuilding experience, namely, team trust, self-esteem, team awareness, team effectiveness and team bonding (Lubis, 2006-a, p.11). In the case of Indonesia, the entrepreneurial project-based learning was an example of curriculum development that clearly put emphasis on producing quality human resources rather than merely on increasing quantity. Building the curriculum means to determine a good fit between students and companies as end-user of higher education output. (Lubis, 2006-b, p.16).

The context of the inquiry reported in this paper was limited to the students who practiced WP during academic year of 2003/4, 2004/5, 2005/6 and 2006/7, by conducting a self-completion questionnaire. This questionnaire is intended to address the extent to which WP was contributing to the students' skills and knowledge of becoming the self employment business ownership. Of interest also was the extent to which the idea behind team-based assignment of WP was being a catalyst to the students' perception on how they value their selves towards self employment business ownership.

The Aims of the Study

Anecdotal evidence suggested that WP was valuable. A number of students, who practiced this project within the context of this paper inquiry, had gained employment and comments made by host organizations had been perceived as favorable. However, because there has been no formal evaluation of the “value added” associated with self employment business ownership, the author instigated the undertaking of an action-research with the following objectives:

1. To examine the perceived benefits to the students through project-based experience as initial step towards self employment business ownership.
2. To gain information to establish a more rigorous evaluation of WP

The “Walkabout Project” as a Response to the Bleak Employment Market

A closer look on how to deal with higher education graduates' employment prospects, it is important to note a specific attention to the issue of unemployment around Indonesia and in Java Island, particularly in Bandung City which located in West Java Province.

According to Population Census in 2000, population density of Java Island, which is relatively industrialized and commercialized, was around 951 people per square-kilometer. Kalimantan Island, by contrast, has areas four or five times of Java Island, inhabited only around 5% of total population. For the last decade, research has indicated the imbalance in the distribution of Indonesia population in the year 2000 was still in the same condition as in 1990. Around 59% of total population lived in Java Island, while it was 60% in 1990. This circumstance suggests important linkage to the open unemployment survey data made by the Central Bureau of Statistics, which indicates that the problem of open unemployment was more serious in Java Island (see Table 3). The Ministry of Labor and Transmigration estimated that by 2015 Indonesia's population will have reached 250.4 millions people [3]. If the population density of Java Island remains high for the next two decades, it might create positive and negative impact on the higher education graduates' future employment. On the one hand, the positive impact would create a new market of commercialization, which means create jobs for higher education graduates. On the other hand, the changes in market conditions would be associated with the challenging work environments, which mean that higher education graduates are expected to perform effectively in a commercial environment and meet more demanding job requirements. It is thus clear that the population density of Java Island would have a serious impact on the higher education graduates' employment prospects.

Aside from the empirical evidence presented in table 2, the numbers of educated unemployment is another thing that could measure a competitive jobs market for higher education graduates' future employment (see table 3). This unemployment rate should be examined carefully because it is tended to increase. For the case of Bandung city with around 2.8 millions inhabitants, from 2002 to 2005 the year-on-year average of labor force is 21.5% while on the

Table 2. Characteristics of open unemployment [4] in Indonesia

| | Persons (in thousand) | | | | |
|--------------------------------|-----------------------|--------------|--------------|---------------|---------------|
| | 2001 | 2002 | 2003 | 2004 | 2005 |
| Total open unemployment | 8,005 | 9,132 | 9,531 | 10,251 | 10,854 |
| By Gender | | | | | |
| Male | 4,032 | 4,728 | 4,928 | 5,346 | 5,483 |
| Female | 3,973 | 4,404 | 4,603 | 4,906 | 5,371 |
| By Location | | | | | |
| Sumatera | 1,461 | 1,804 | 2,031 | 2,078 | 2,147 |
| Java | 5,228 | 5,612 | 5,889 | 6,332 | 6,864 |
| Kalimantan | 300 | 516 | 348 | 422 | 428 |
| Sulawesi | 618 | 736 | 801 | 902 | 856 |
| Other islands | 398 | 464 | 462 | 518 | 560 |
| By Age | | | | | |
| 15-24 | 4,898 | 5,780 | 5,710 | 6,277 | 6,597 |
| 25-34 | 1,717 | 1,901 | 1,928 | 2,048 | 2,321 |
| 35-44 | 546 | 639 | 603 | 650 | 614 |
| 45-54 | 366 | 424 | 421 | 424 | 430 |
| 55 + | 478 | 388 | 869 | 853 | 892 |
| By Education | | | | | |
| Primary or below | 2,745 | 3,222 | 3,344 | 3,280 | 3,554 |
| Junior Secondary | 1,786 | 2,146 | 2,345 | 2,691 | 2,681 |
| Senior Secondary | 2,933 | 3,244 | 3,397 | 3,696 | 3,912 |
| Diploma | 251 | 250 | 200 | 237 | 323 |
| University | 289 | 269 | 245 | 348 | 385 |
| By Category | | | | | |
| Qualified worker | 5,330 | 5,909 | 5,623 | 6,478 | 6,735 |
| Planning new venture | 159 | 114 | 114 | 76 | 9,619 |
| Discouraged worker | 2,124 | 2,652 | 3,082 | 2,868 | 3,607 |
| Waiting for work placement | 392 | 457 | 712 | 829 | 411 |

Source: Ministry of Manpower and Transmigration Indonesia, available at http://www.nakertrans.go.id/pusdatinaker/BPS/Penganggur/index_penganggur.php Retrieved 10 November 2006.

Table 3. Educated Unemployment in Indonesia

| Period | Diploma I / II (person) | + / - (%) | Diploma III / Academy (person) | + / - (%) | University (person) | + / - (%) |
|----------|----------------------------|--------------|-----------------------------------|--------------|------------------------|--------------|
| 2004 | 92,788 | N/A | 144,463 | N/A | 348,107 | N/A |
| Feb 2005 | 107,516 | + 16 | 215,320 | + 49 | 385,418 | +11 |
| Nov 2005 | 101,017 | - 6 | 207,505 | -4 | 395,538 | + 3 |
| Feb 2006 | 102,580 | + 2 | 194,605 | -6 | 375,601 | - 5 |
| Aug 2006 | 130,519 | + 27 | 94,445 | -51 | 183,629 | -51 |
| Feb 2007 | 151,085 | + 16 | 179,231 | + 90 | 409,890 | 123 |

Source: Directorate General of Higher Education (DGHE), 2007

Table 4. Unemployment in Bandung city, West Java Province, Indonesia

| Period | Total Labor Force (person) A | Increase (%) | Total Unemployment (person) B | Increase (%) | Ratio (%) B/A |
|---------------------------------|---|-----------------|--|-----------------|----------------------------|
| 2002 | 902,577 | --- | 14,747 | --- | 2 |
| 2003 | 1,027,012 | 14 | 32,619 | 121 | 3 |
| 2004 | 1,426,146 | 39 | 80,000 | 145 | 6 |
| 2005 | 1,596,893 | 12 | 199,491 | 149 | 12 |
| Average (increasement per year) | | 21.5 | 46,186 | 139 | 6 |

Source: Department of Manpower Bandung Office (2006)

unemployment side there are 46,186 people. There are also the doubling ratios of unemployment to labor force, year-on-year (see table 4).

If one uses the government's rule of thumb regarding employment elasticity (1% increase in GDP generating 400,000 jobs), a growth rate of over 5% per annum will be required just the 2.2 million new additions to the labor force each year. By contrast, data published by National Planning Bureau suggests 1% increase in GDP during 2001 generating around 253,000 additional jobs to the labor force and down to 248,000 in 2003. One study found that employment elasticity generating by only 180,000 and 40,000 during the year of 2003 to 2004 and 2004 to 2005, respectively (Wibowo, 2006). Another study found that those numbers stands at 42,000 in 2006 (Prasetyantoko, 2006). Indeed, even with the high GDP growth on the year of 2000 (i.e. 0.8% in 1999 to 4.9% in 2000), the economy was not be able to generate enough employment to match its labor force growth. One study discusses eight paradoxes of open unemployment in Indonesia. It asks why the open unemployment rate rose while the economy grew in the 1980s and 1990s (Dhanani, 2004). It is thus clear unless special attention devoted to this situation, the access to higher education graduates utilization remains limited.

Drawing on from the empirical evidence presented in table 2, table 3 and table 4, the author interpret that higher education institution need to pause and look critically at what they do and to examine honestly the ultimate effects: who are the beneficiaries, and are they consistent in their goals and their outcomes? In a bleak employment market, with too many candidates vying for too few jobs, perhaps a higher education degree, rather than being a point of differentiation, is becoming a common denominator. If the idea that educators is a creator of knowledge as well as a trainer of young minds, and if the outlook of employment elasticity is highly uncertain, the author interpret that it should be borne in the mind of the educators that entrepreneurial learning environment might be given a higher priority in response for combating unemployment. At the very least, higher education institutions need to evaluate the careers of their graduates and the knowledge they produce. With regard to the theory of the behavior of the entrepreneur, which reflects a kind of person willing to put his or her career and financial security on the line and take risks in the name of an idea, therefore providing the future graduates with the entrepreneurial learning environment would be a catalyst for promoting the emergence of self-employment. No doubt that one major benefit of self-employment is the job creation. If graduates set up their own businesses, they will employ themselves and employ others.

Table 5. Technical specifications of the study

| Technical specifications | |
|--------------------------|--|
| Type of study | Action-research |
| Sources of information | Primary and secondary |
| Sample criteria | Students who practiced the WP during academic year of 2003/4 (49 students), 2004/5 (147), 2005/6 (105) and 2006/7 (103). |
| Total respondents | 404 students |
| Survey instrument | <ol style="list-style-type: none"> 1. A self-completion questionnaire organized into two section 2. Both section used a 5-point Likert scale (1=strongly disagree to 5=strongly agree) 3. Both section used one-stage Likert scale (the traditional format) 4. Individual scores ranged from a minimum of 7 to a maximum of 35 5. The first section contained 15 statements to evaluate the effectiveness of the project-based experience associated with the students' self-worth of becoming self-employed 6. The second section contained 15 statements to evaluate the effectiveness of the project-based experience associated with the aspect of willingness to learn on how to deal with business risks by becoming self-employed |

RESEARCH FINDINGS

The result of the study show that a total of 396 (203 females and 193 males) completed the questionnaire a response rate of 98%. The research findings are ordinal level, therefore only estimated means can be computed, and the results can be used only to show the rankings. It is important to note that the focus of the evaluation was upon a student perspective; therefore this

Table 6. List of questionnaire Section-1: The impact of WP to students' self-worth

| <i>As a consequence of project-based experience from WP:</i> | Mean |
|--|------|
| 1. I like to give myself challenges when I take on a new project | 4.55 |
| 2. I am continually in search of discovery | 4.37 |
| 3. I want to build something that will be recognized publicly | 4.56 |
| 4. I always worry about what others will think before doing something important | 2.34 |
| 5. When faced with difficulties, I look for alternative solutions | 4.21 |
| 6. I prefer being my own boss | 4.78 |
| 7. I always give the best of myself in everything I do | 4.85 |
| 8. If I have thought about starting my own business, it would be something that I am thinking of doing within the next two years | 4.89 |
| 9. When I say that I have thought about becoming self-employed, this is something that I am thinking of doing within the next two years or so | 4.91 |
| 10. I'm now going to read out some statements made by people, who have considered starting their own business or going into self-employment, about why they might want to do this. | 4.67 |
| 11. I want the freedom to adopt my own approach to work | 4.92 |
| 12. I will get more respect working for myself | 4.82 |
| 13. I would like to become self-employed because I realize finding paid employment would be difficult | 4.94 |
| 14. I want to develop a hobby into a commercial enterprise | 4.97 |
| 15. I want to fill a gap in the market | 4.21 |
| Mean for all Questions | 4.53 |

Note: n = 396; ratings are on a 5-point scale

Strongly Disagree = 1; Disagree = 2; Neither = 3; Agree = 4; Strongly Agree = 5

Table 7. List of questionnaire Section-2: The impact of WP to the aspect of willingness to learn on how to deal with business risks

| I would say that the biggest barriers for me to start a business are | Mean |
|---|------|
| 1. Not having an idea for a business | 1.58 |
| 2. Not knowing how to get equipment | 4.32 |
| 3. The amount of time effect on family life | 3.75 |
| 4. Getting the finance for the business | 4.97 |
| 5. Worry of insufficient sales | 4.54 |
| 6. Cash flow difficulties | 4.77 |
| 7. The chance that my business might fail | 4.89 |
| 8. Fear of getting into debt | 4.21 |
| 9. Fear of not being able to keep up with repayments | 4.35 |
| 10. The economic climate at the moment | 4.95 |
| 11. The complexity of regulations relating to start a business | 4.96 |
| 12. My age | 1.25 |
| 13. My bad experience in the past | 3.64 |
| 14. Fear of starting it from scratch | 4.34 |
| 15. Does not generates enough income for me to live my daily life | 4.76 |
| Mean for all Questions | 4.09 |

Note: n = 396; ratings are on a 5-point scale

Strongly Disagree = 1; Disagree = 2; Neither = 3; Agree = 4; Strongly Agree = 5

paper must be regarded as descriptive research at this stage. Moreover, it is difficult to design a quantitative assessment for this type of a course that goes beyond the format of a typical exam which does not indicate anything about the students' ability to apply this knowledge in the real world. Nevertheless, the author believed the data collected would still be useful for further research in order to extend the author understanding of the learning outcome on Entrepreneurship subject for undergraduate students. Description of instrumentation and the findings are shown in table 5, table 6 and table 7.

As shown in table 6, the top five levels of agreement from this section-1 are: (1) Question-14/Q14 with a mean of 4.97; (2) Q13 with a mean of 4.94; (3) Q11 with a mean of 4.92; (4) Q9 with a mean of 4.91; (5) Q8 with a mean of 4.89. Only Q4 ranked as the lowest level of agreement with a mean

of 2.34. This situation might be referred to the question that was posed in a negative manner. The author note that the overall mean rating for all fifteen questions was 4.53 which indicate the positive reactions from the respondents, which mean that the students were gained entrepreneurial experience received from WP. This is also indicates that the students feel encouraged and prepared to start their own business a process that can take months or years depending on the location, type, and complexity of the planned enterprise and product to be developed. Another interesting finding from this study is the commitment from the students as regard to enter self-employment within the next two years as well as have desire to develop a hobby into a commercial enterprise.

As shown in table 8, the questionnaire was posed in a positive and negative manner, in order to avoid the students' perceptions towards a particular response. This condition is clearly shown from the mean scores that ranged from a low of 1.58 on "not having an idea" to a high of 4.97 on "getting the finance". It is important to note that the highest mean score is for the Q4; however, this study has not been able to determine whether this factor studied affects business success. This survey also found that the large majority of the respondents expressed considerable disagreement with the limitation of age, which indicates the age is not as important as adapting the material to their level.

THE LESSONS OF THE "WALKABOUT" PROJECT FOR OTHERS

As noted in the beginning of this paper, this is a story of conception and birth of WP. It is a case where the author conducted action-research, as well as the response of the institution to implement one of its core values to build the entrepreneurial learning environment. Student feedback has been a crucial part of the assessment and has been invaluable for improving the course and the materials from year to year. The assessment process is particularly challenging in courses of this kind. It is important to use a mixture of assessment procedures in order to evaluate the impact and outcomes of very different kinds of projects and also to ensure that students are appropriately motivated. Due to the time constraints of out-class method (see table 1), the author observed that when the students get excited about their project, they will spend an extraordinary amount of time and effort in developing their idea (which can have a negative impact on their other courses).

There are two sets conclusions to be drawn from this effort. One relates to the prospects for the students of becoming self-employed. The other relates to the lessons of WP for other HE institution with some innate university-based resources. The implications of this study for future research in teaching the subject of entrepreneurship should amplify the socio-demographic characteristics of the students who wish to start their own business, as well as being able to analyze differences between male and female of managing their venture.

ENDNOTES

- [1] PT. TELKOM is one of the two major state-owned telecommunication companies in Indonesia.
- [2] The foundation was established in 1990 to oversee the initiative of Master of Business Administration (MBA) program or Strata-2 (S2).
- [3] One credit point represents 50 minutes class session.
- [4] KOMPAS Daily, Peluang dan Tantangan Kependudukan, 20 Mei 2006, p. 43. According to Sakernas National Social and Economic Survey, open unemployment is based on four categories, defined as those who qualified for the job, those who are planning new venture, those who discouraged to find a job and those who still wait for the work placement

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