A photograph of three students, two women and one man, sitting at a computer workstation in a library. They are looking at a computer monitor and typing on a keyboard. The background shows bookshelves filled with books. The image has a warm, golden-yellow tint and a large, semi-transparent, curved graphic element in the foreground.

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# **Creating Entrepreneurial Spirit in Indonesia: Role of Educators?**

- Educational institutions have flooded the market with various classes, subjects and curriculums
  - Institutions have established ventures with other institutions
  - The most common practice: changing actual delivery of teaching materials in accordance with the needs of advanced
- A teaching method aims toward boosting entrepreneurial spirit may have to enhance the individual creativity in playing his/her role in organizations, either as entrepreneurs or intrapreneurs

- Human resources play important role as the prime source of strategic competence of organization
  - This paper aims to see whether teachers/lecturers play an important role in the process of building entrepreneurial spirit, especially, the role of educators, teachers, lecturers or instructors  
(Foss and Klein, 2004)
- Creative education deserves special attention in learning process



# Market value vs. government spending in education industry (2008)

<b>Data per 2008</b>	<b>Indonesia</b>	<b>Singapore</b>	<b>Malaysia</b>	<b>India</b>
GDP	US\$916.7 billion	US\$237.9 billion	US\$385.2 billion	US\$3,304 billion
GDP per Capita	US\$3,900	US\$52,600	US\$15,200	US\$2,900
<b>Market share value</b>	<b>US\$98.76 billion</b>	<b>US\$268.6 billion</b>	<b>US\$187.1 billion</b>	<b>US\$645.5 billion</b>
Inflation	9.9%	6.5%	5.4%	3.5%
<b>Education budget</b>	<b>3.6% of GDP (US\$33 billion)</b>	<b>3.7% of GDP (US\$8.8 billion)</b>	<b>6.2% of GDP (US\$23.8 billion)</b>	<b>3.2% of GDP (US\$105 trillion)</b>

Source: [www.cia.gov](http://www.cia.gov), 2010

# Market value vs. government spending in education industry (2008)

<b>Data per 2011</b>	<b>Indonesia</b>	<b>Singapore</b>	<b>Malaysia</b>	<b>India</b>
<b>GDP</b>	US\$845.7 billion	US\$259.8 billion	US\$278.7 billion	US\$1,676 trillion
<b>GDP per Capita</b>	US\$4,700	US\$60,500	US\$15,800	US\$3,700
<b>Market Share value</b>	<b>US\$390.1 billion</b>	<b>US\$569.4 billion</b>	<b>US\$414 billion</b>	<b>US\$1,015 trillion</b>
<b>Inflation</b>	5.4%	5.2%	3.2%	8.9%
<b>Education budget</b>	<b>2.8% of GDP (US\$23.7 billion)</b>	<b>3% of GDP (US\$7.8 billion)</b>	<b>4.1% of GDP (US\$11.4 billion)</b>	<b>3.1% of GDP (US\$51.7 trillion )</b>

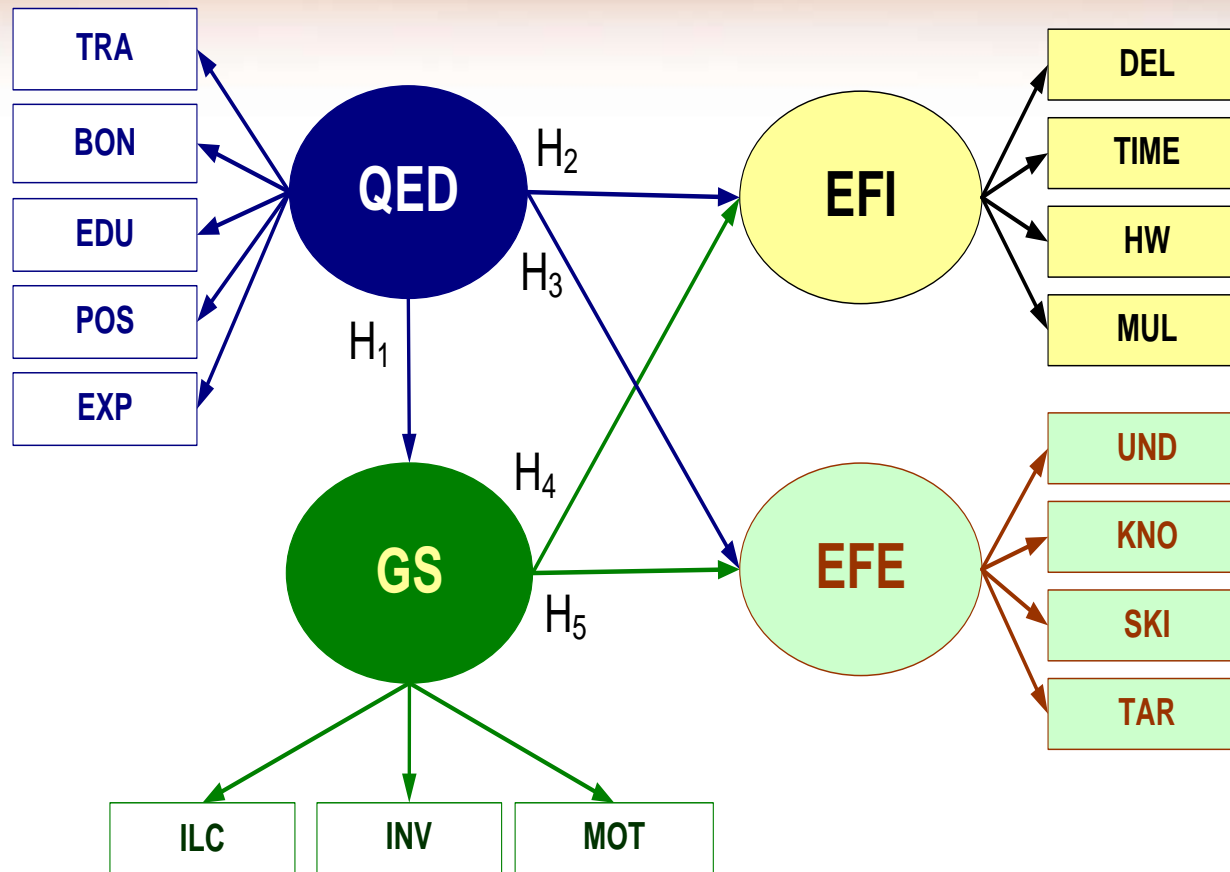
Source: [www.cia.gov](http://www.cia.gov), 2012

- Research Variables:
  - Quality of educators,
  - group synergy,
  - efficiency and effectiveness teaching-learning process in educational institutions in Bandung and Jakarta
- Population: teachers, lecturers, facilitators, trainers, parents, entrepreneurs/business owners and business managers
  - Sample:
    - 121 total respondents: 48 offline & 73 online
    - 30 participants on focus group: students, parents, business practitioners

- Considerations for participants on the focus group;
  - For parents;
    - Children in colleges
    - Children have worked or set-up a business
  - Years of experience
  - Positions;
    - Auditors
    - HR
    - Production
    - Accounting/Finance
    - Marketing



Illustration 4.1: Research Model 1



## Illustration 4.2: Research Model 2

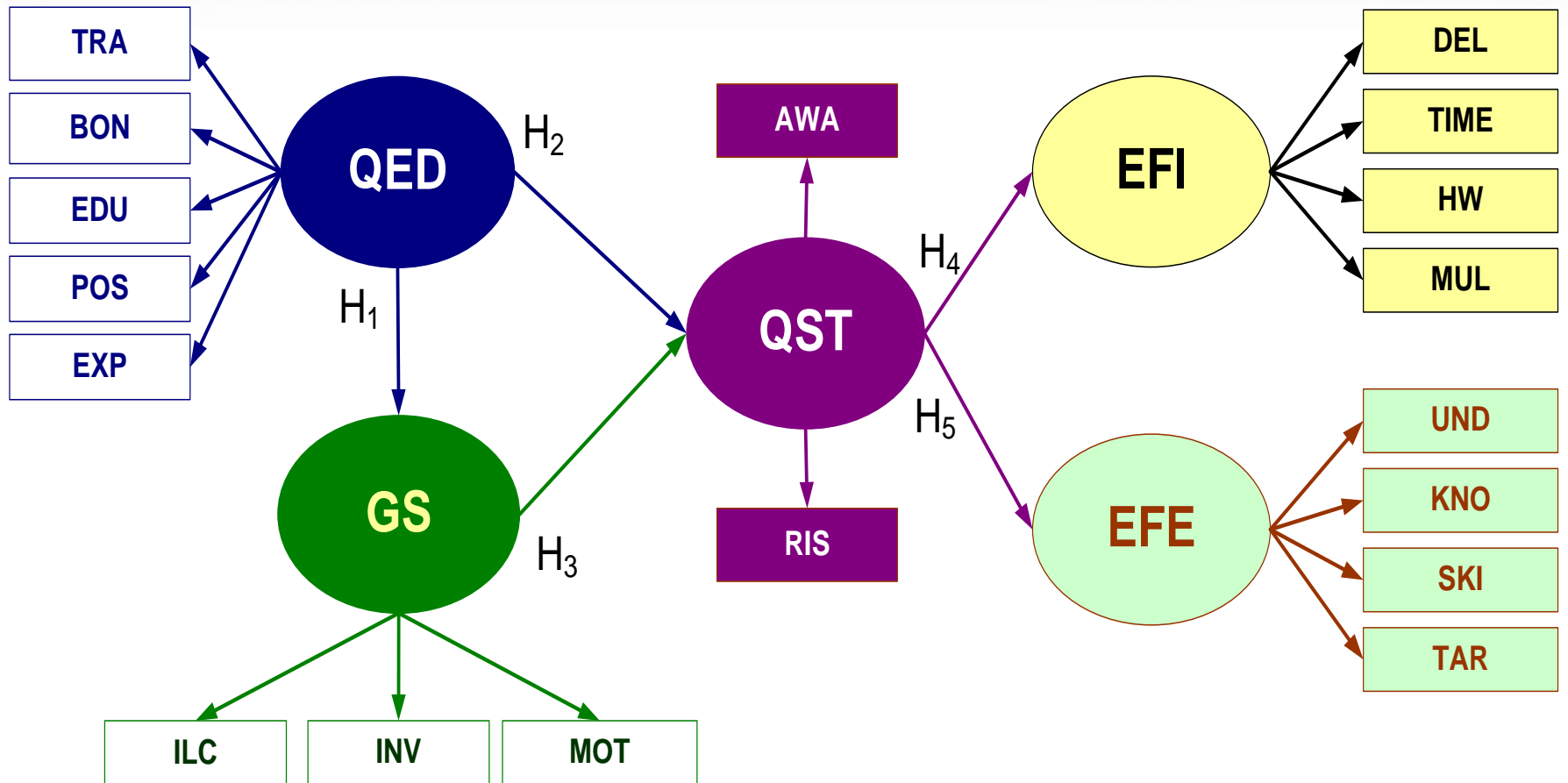
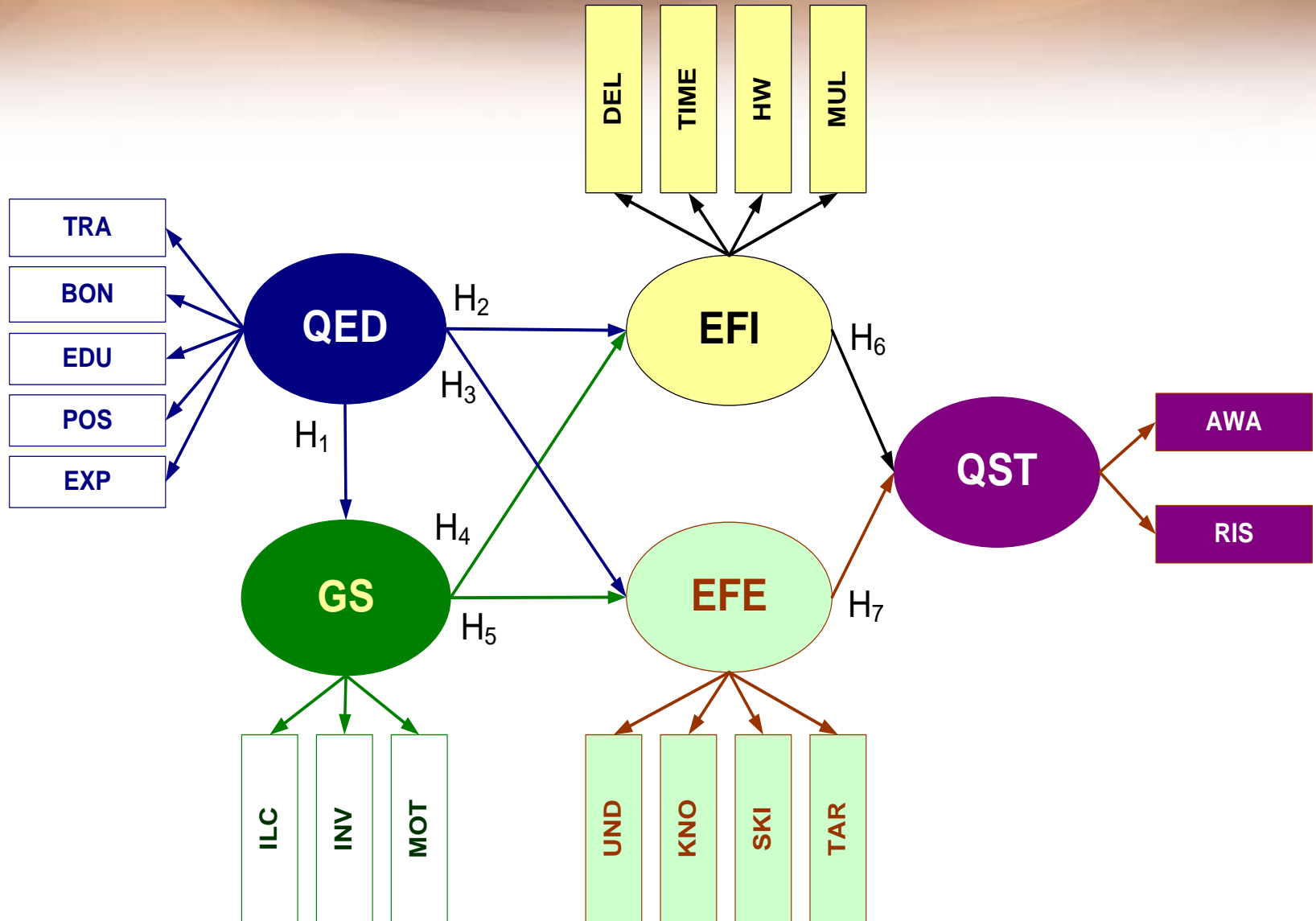
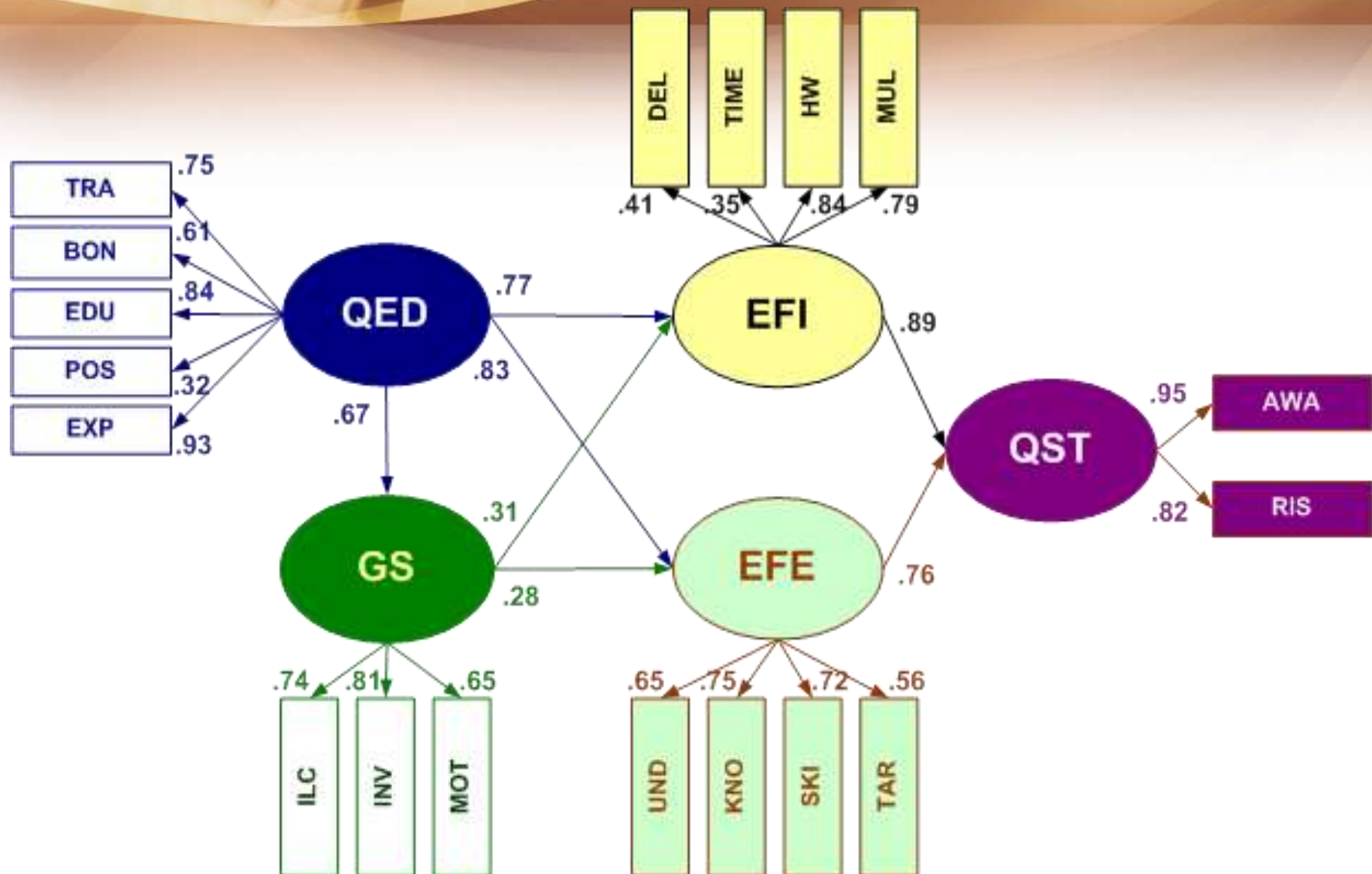


Illustration 4.3: Research Model 3







# Conclusion and recommendation

- Group Synergy among educators contributes to the overall improvements on quality of students
  - The absence of this synergy may likely to discount the level of efficiency and effectiveness, as well as quality of students
- Future research may choose to focus on the variability of synergy, parameters of success, parameters of quality of students, personal diversity of educators, as well as possible modifications on research model



**Thank  
You**

*Mahalo*  
**Kiitos**

*Tack*

**Grazie**

**Toda**

*Obrigado*

**Thanks**

**Takk**

**Gracias**

**Merci**