

## **Chapter VI Case Study of Business Management of Telecommunication and Informatics (MBTI), Telkom Institute of Management (IM Telkom)**

The structure of Chapter VI is consisting of institution overview, student aspect, staff aspect, institution aspect, measure the effectiveness of entrepreneurship education, discussion, and conclusion. Institution overview contains the description of Telkom Institute of Management. Student aspect contains mapping of all key roles of students to learn satisfactory. It is followed by staff aspect to discuss all key roles of staff to make learning improvement satisfactory. Institution aspect is discussing all key roles of institution to make teaching satisfactory. The evaluation of learning practices is discussed in the section of measure the effectiveness of entrepreneurship education. In the discussion section, the main findings and scientific contributions of this research are explained. Finally, the summary of this research is shown in the concluding remark section. The mapping of this case study has been published at International of Education Studies (Ghina et al., 2014).

### **VI.1 Institution Overview**

Telkom Institute of Management (IM Telkom) is a university run by Telkom Education Foundation (YPT). YPT's Board of Trustees is the ex-officio Directors of PT Telekomunikasi Indonesia, Tbk. (PT Telkom). IM Telkom was established as a form of responsibility of PT Telkom to be a Good Corporate Citizen who wants to contribute to the intellectual life of Indonesia.

IM Telkom is currently running one graduate program, five undergraduate programs, and one diploma-3 program. IM Telkom has two campuses. One is located in Gegerkalong and the other one is located in Dayeuh Kolot. These two campuses are located in Bandung, West Java, Indonesia.

IM Telkom was established in 1990 with the name of the Magister Business Administration Bandung (MBA-Bandung), which is then changed into the College of Management Bandung (STMB) in 1994. Later, in 2004, it was named

the College of Business Management Telkom (Telkom STMB) before eventually it was named IM Telkom in 2008. The first campus MBA-Bandung is located in the Building H & I of Telkom Training Center Complex in Jalan Gegerkalong Bawah 47 Bandung. MBA-Bandung is the first master program in Business Administration in West Java, predating later similar programs organized by other public universities in Bandung. At the beginning of its establishment, MBA-Bandung adopted the schooling system of the Asian Institute of Management (AIM) Philippines, which was then known as the Harvard Business School Asia. When established, the Professors of AIM were teaching and guiding the implementation of MBA-Bandung program until 1995. MBA-Bandung successfully ranks as the 7th top business school by SWA magazine in 1992.

STMB held undergraduate programs in 1997 because of the government regulations and coupled with the desire of the Board of Directors of PT Telkom. The courses offered by STMB at that time were Business Management of Telecommunications and Informatics (MBTI). The growth led STMB Telkom to transform itself into Telkom Institute of Management (IM Telkom) in 2008. New courses offered in the Undergraduate Programs, since the STMB Telkom was transformed into IM Telkom, are Communication Sciences, Visual Communication Design, Accounting, Business Administration, and Diploma of Marketing.

IM Telkom, Telkom Institute of Technology, Telkom Polytechnic and High School of Art and Design Indonesia were merged into Telkom University. Therefore IM Telkom was transformed into Telkom Business School (TEBS) in August 2013. Telkom Business School has several majors, namely: Magister of Management, Undergraduate program of Business Management Telecommunications & Informatics (MBTI), and Accounting. The undergraduate program of MBTI has an international class that is located in Gegerkalong campus.

The vision of IM Telkom is being the study program that excels in the field of management based on information technology and communication and become the regional choice. The missions of IM Telkom are:

- a. Organizing the superior higher education and create independence graduation that fit with industrial needs in the field of management.
- b. Conducting the superior research and relevant to industrial needs.
- c. Organizing the community service for improvement the quality of life

The values of IM Telkom are Integrity, Entrepreneurship, and Best for Excellence.

IM Telkom has a variety of classrooms with different capacities; most of them have a capacity of more than 60 persons. They have several laboratories such as Business Simulation, Computer, E-Commerce, Enterprise Resource Planning (ERP), Business Studio Content, and Language Laboratory. Each classroom is equipped with Over-Head Projector, LCD Projector, Camera CCTV and Wireless LAN.

MBTI has several concentrations, namely: Management of Business Telecommunication (MBT), Management of Business Content (MBK), Management of Business Informatics (MBI), Management of Business Media (MBM), and Management of International ICT Business. They also has several expertise groups, namely: Integrity and basic Science (IID), Economics and Finance (EKU), General Business Management (MBU), Telecommunication Business Management (MBT), Informatics Business Management (MBI), Media Business Management (MBM), Content Business Management (MBK), International Telecommunication Business Management (MTI), and Business Analysis Skills and Entrepreneurship (ABE). After becoming TEBS, IM Telkom has grouped those expertise groups into three categories, namely: ICT Based Management (IBM), Strategy, Entrepreneurship & Economics (SEE), and Finance & Accounting Studies (FAS).

The study program of MBTI emphasizes on three important aspects: knowledge, skills and attitude. These three aspects are expected to be possessed by undergraduate business alumni. Students' entrepreneurial spirit will be enhanced throughout 4 years of full time study. The curriculum of MBTI is comprised of core subjects, major subjects, minor subjects, and elective courses. The students are getting the same courses during three semesters. The fourth semester until the seventh semester, the students are studying at their own concentration.

MBTI has 74 persons as full time lecturers, 8 percent are already have PhD degree majority graduates from reputable university at Indonesia. There is no professor of business at MBTI. The full time lecturers are having experience as professional, entrepreneur or fresh graduates from reputable university. The part time lecturers are professional that mostly come from PT Telkom, academics, and entrepreneurs.

The tuition fee that must be paid by the students who are already passed the admission test can be seen in Table VI.1.

Table VI.1 The Tuition Fee of IM Telkom (Concentration of MBTI)

TYPE FEE	TOTAL FEE (Rp.)
Participation fee of education implementation (once at student's admission)	10.000.000
Donation for education development (once at student's admission)	15.000.000
Tuition fee	6.500.000

## VI.2 Student Aspect

The student aspect is covering to discuss variables of ability to learn, opportunity to learn, and incentive to learn.

### VI.2.1 Ability to Learn

This section is discussing about the ability to learn that including sub variables of recruitment and selection of students. There is no specific educational background; it can be from Social Science or Natural Science. The requirements for new entrants are free from drugs and already pass the senior high school at maximum 5 years before. Especially for academic achievement track, the

maximum graduation from senior high school is one year before. The total number of students is 40 for each class.

There are two types of student's recruitment and selection, namely:

1. Regular Track: the materials of test are Academic Potential Test, English Test, and Indonesia Language Test.
2. Academic Achievement Track: the materials that have submitted by students are grade of Math course, English course, and Indonesia course (the average is 70 during 4 semesters at class X until class XI).
3. Psychological Test: after being accepted as TEBS's students, they perform a psychological test in the first semester. The purpose of this test is to know their soft skills.

### **VI.2.2 Opportunity to Learn**

This section is discussing about the opportunity to learn that including sub variables of curriculum and institutional supports. The explanation is provided as follow:

#### **1. Curriculum**

The institution provides learning programs and institutional supports to give the opportunity for their new students to learn. Several common courses offered by the institution are Entrepreneurship, New Venture Management, Small Business Management, Business Management, Marketing Management, Creative Thinking in Business, Business Ethic & Good Corporate Governance, Financial Management, and Human Resources Management. The New Venture Management, Business Development and Small Business Management are elective courses which are designed for those who choose entrepreneurship as their study focus.

MBTI has several types of courses, namely core course, major course (main concentration), minor course (minor concentration), and elective courses such as finance, entrepreneurship, operation, business strategy, marketing, human

resources. The three stages of learning process are explained in the following section:

a. First Stage: first semester to third semester

The students for all concentration are getting the same core courses. The total number of core courses are 22 courses or equal to 79 credit semester unit.

b. Second Stage: fourth semester to seventh semester

The students input the courses related to their own interest concentration, MBT, MBK, MBI or MBM. There are 8 courses (32 credit semester unit) regarding the selected concentration (as major courses). The students in this stage could take minor course outside the major courses (3 courses or equal to 12 credit system unit). The students must take elective courses that relevant to their interest especially for final assignment's topic. The number of elective courses are 8 courses or equal to 12 credit system unit.

c. Third Stage: eighth semester

The students input internship course (4 credit semester unit) and final assignment (6 credit system unit) in this stage.

## 2. Institutional Support

The programs that provided by IM Telkom to support learning process are as follow:

a. Telkom Career Centre (TCC)

TCC provides soft skills competencies development and career service to students and all faculty members. Thesoft skills development services are profiling new students and graduates, training of personal goal setting, communication in classroom, critical thinking, and study skill, counseling, and job profiling. TCC provide career services since the early semester of learning. The services include career consultation, career online, campus recruitment service, tracer study, and vacancy training.

b. Entrepreneurship club with local entrepreneurs, that is with HIPMI (Himpunan Pengusaha Muda Indonesia)

c. Facility of funding for the startup business from Telkom Education Foundation (Move Program).

- d. Entrepreneurship workshop for micro, small, and medium enterprises which the lecturers are involved as the facilitator to deliver material regarding entrepreneurship (community service).
- e. Business Plan competition is held to encourage students in becoming entrepreneur, it was open to external students.
- f. Guest Lecturers from professionals or entrepreneurs are invited to share their best practice experience.

### **VI.2.3 Incentive to Learn**

This section is discussing about the incentive to learn that including sub variables of grants and grading schema. The explanation is provided as follow:

#### **1. Grants**

IM Telkom provides grants for students, namely:

- a. Improving Academic Achievement Scholarship: for those with good achievement with certain requirements.
- b. Tuition Assistant Scholarship: for those with lack of money to pay their tuition fee. This scholarship is organized by government (Bidik Misi).

#### **2. Grading Schema**

MBTI has a grading schema that covering aspects of cognitive, affective, and psychomotor. The weighing for project-based learning is more on the assignment either individual or group than to written test.

### **VI.3 Staff Aspect**

The staff aspect is covering to discuss variables of improving ability to learn, improving opportunity to learn, and improving incentive to learn.

#### **VI.3.1 Improving Ability to Learn**

The common indicators of successful learning in his school are Grade Point Average (GPA), Transcript of Student's Activities (TAK), and business performance for entrepreneurship course. Several methods that are generally used to evaluate whether the learning goals have been achieved or not, namely:

- a. Written test to explore the knowledge or concepts
- b. Progress report presentation for project based learning course to see a lot of aspects such as knowledge, skills, character of the student, and their social awareness.
- c. Exhibition held at the end of semester regarding the entrepreneurship course.
- d. Internal (lecturers) and external (practitioners) panel members to provide evaluation not only give emphasis on the theoretical aspects but also on the practical aspects. The use of external panel member is sporadically
- e. Peer review to record participation for team work assignment (sporadically).

### **VI.3.2 Improving Opportunity to Learn**

This section is discussing about the improving opportunity to learn that including sub variables of teaching method and lecturer role. The explanation is provided as follow:

#### **1. Teaching Method**

The lecturers must deliver all materials to their students in effective ways. There are several teaching methods that are used to deliver teaching material in MBTI, namely:

##### **a. Inside Class**

Inside class pedagogies are presentation by lecturer, presentation by students, video showing, case studies, discussion, guest lecturers are invited from practitioners or successful entrepreneurs to share the experience in the form of a seminar that attended by students of MBTI.

##### **b. Outside Class**

The outside class teaching method is business events such as exhibition of products / services offered by the students; internship in well-established company or small and medium enterprises; company visit to certain companies in accordance with the needs of the courses.

##### **c. Technology Pedagogy**

The technology pedagogy is offer information to the students such as announcements or collecting soft copy assignment.

## 2. Lecturer Role

The role of lecturers is not only as a facilitator to deliver teaching materials within the classroom but they also provide their spare time outside the classroom to conduct discussions or consultations for their students regarding academic issues (non-commitment based).

### **VI.3.3 Improving Incentive to Learn**

This section is discussing about the improving incentive to learn that including sub variables of reward and participation. The explanation is provided as follow:

#### 1. Rewards

The lecturer gives some non-financial rewards to encourage their students' motivation to improve their learning. The lecturer is providing several rewards for students regarding academic and no-academic achievement, namely:

- a. Best performance recognition for entrepreneurship project.
- b. Students earn soft skill's point for their activities outside academics and it will be cumulated until at the end before final assignment test.

#### 2. Participation

The lecturer notes students with the best performance, for example those who are active to answer the lecturer's questions or give opinions in discussions, perform well based on peer evaluations, and perform well in making profit for their business team. Such activities will be included as part of grading for the final scores of the subjects they take. These kinds of incentive will encourage the students to compete with one another in order to get the best performance.

## **VI.4 Institution Aspect**

The institution aspect is covering to discuss variables of improving ability to teach, improving opportunity to teach, and improving incentive to teach.

### **VI.4.1 Improving Ability to Teach**

This section is discussing about the improving ability to teach that including sub variables of recruitment and selection, pay and safety needs, training, and performance appraisal.

### 1. Recruitment and Selection

To be a good place for working, the institution has to recruit and select the candidates of their staff members, both lecturers and administration staff members, who are potentially able to support the students to do their learning satisfactorily. There three types of employee status at IM Telkom, namely: full time lecturer, part time lecturer, and adjunct lecturer. The full time lecturer is fix employee for IM Telkom. The part time lecturer has annual contract that could be extent depend on the institutional needs or lecturer's performance, it is such a trial period for lecturer before becoming full time lecturer (fix employee). Adjunct lecturer is invited for several courses that lack of full time or part time resources, especially for Information, Communication, and Technology courses or for Telecommunication courses. The lecturers are usually invited from professionals or expertise such as from PT Telkom.

The requirements for full time and part time lecturer are include passing several tests, namely the academic potential test, Test of English as a Foreign Language (TOEFL), and interviews. The score of academic potential test must be 500, and the score of TOEFL must be 475. In addition, there is a micro-teaching test, especially for the candidates of lecturers, in which they have to show their ability to teach.

### 2. Pay and Safety Needs

The salary of faculty members is including basic salary, structural support, and tax support. The institution also pays the life and health insurance of all its staff members.

### 3. Training

To be a good employer, the institution must improve their lecturers' ability to teach. There are some programs to improve their lecturers that are already conducted there. One of them is called "Basic Technical Instructional Skill". This program guides the lecturers to make a syllabus for their teaching materials so that the teaching materials not only can be delivered in a systematic and effective way but also appropriate with the institutional context. The other programs include trainings in writing articles for

international journals, in community service-related matters, in understanding and applying statistics, web-related matters, and in understanding and applying research methodologies.

#### 4. Performance Appraisal

In order to manage their lecturer's performance, the institution also has a program called "Individual Performance Appraisal System". It is an evaluation form that must be filled in by both lecturers and other staff members every month. The evaluation comprises of teaching, research, community service, and institutional development activities. Their direct supervisor, the head of study program, will monitor their performance and give some feedbacks to their performance for improvement. In the end of semester, the students must fill the feedback online regarding lecturer's performance during one semester.

### VI.4.2 Improving Opportunity to Teach

This section is discussing about the improving opportunity to teach that including sub variables of workload, knowledge sharing, freedom in teaching, learning material support, and fund allocation.

#### 1. Workload

According to the interview results with lecturers, the institution provides the workload to teach as many as 12 credit semester unit. This workload is exclude research, community service, and institutional development. The working hours are more than 40 hours per week in real practice. Faculty members are required to conduct the research at least twice in a year, the community service once in a year.

#### 2. Knowledge Sharing

MBTI is usually held the knowledge sharing on Friday; the frequency is once until twice a month. This activities are not well manage and sporadically. The institution is usually inviting internal faculty members to share about certain topic of research.

### 3. Freedom in Teaching

In order to improve the opportunity to teach, the institution gives the lecturers the freedom in teaching. In other words, the lecturers are free to improvise in deliver the materials as long as it does not go beyond the scope of syllabus.

### 4. Learning Material Support

Learning material supports are provided by the institution is in the form of text books in the library, power point slide that sent via email to the students, and online journal such as Emerald. The power point slide is mostly not homogeneous in all classes. The material of case study is obtained from various sources, for example from internet, books, or from the lecturers.

### 5. Fund Allocation

The institution also provides some funds for the lecturers to do research and community services so the lecturers have the opportunity to develop their knowledge. Funding for research can be obtained from internal IM Telkom and external source such as from Directorate General of Higher Education.

## VI.4.3 Improving Incentive to Teach

This section is discussing about the improving incentive to teach that including sub variables of incentive schema and reward for innovative teaching

### 1. Incentive Schema

IM Telkom is providing incentive for faculty members including components as a uniform support, furlough support, education support, bonus for Idul Fitri celebration, and a share of the institution's net income.

### 2. Reward for Innovative Teaching

IM Telkom is not providing rewards for lecturer who have made an innovation in teaching.

## VI.5 Assurance of Learning Aspect

There are five steps that should include in the AoL assessment, namely: establish learning goals and objectives, alignment of curriculum with the adopted goals, identification of instruments and measures to assess learning, collection, analyzing, and dissemination of assessment information, and using assessment

information for continuous improvement including documentation that the assessment process is being carried out in a systematic, ongoing basis. The explanation of each step is provided in the following section:

***Step 1: Establish learning goals and objectives***

The program emphasizes on three important aspects: business knowledge (business management and business telecommunication and informatics), skills (business analysis and entrepreneurship) and attitude (integrity and moral). These three aspects are expected to be possessed by undergraduate of MBTI. Students' entrepreneurial spirit will be enhanced throughout 4 years of full time study. The qualifications of graduates are:

- a. Having a high personal integrity and piety to God.
- b. Having knowledge and skills of management business telecommunication and informatics.
- c. Having entrepreneurial spirit and capability to run the business.

According to those qualifications, the graduates' profiles from MBTI are professionals in the field of management business or telecommunication and informatics (intrapreneurs), ICT-based entrepreneurs, business analyst, and consultant.

Vision of MBTI:

Creating independence and superior bachelor of business management in the field of telecommunication and informatics.

Mission of MBTI:

Organizing the high quality of higher education, research, and community service in the field of business telecommunication and informatics in Indonesia.

Learning goals and objectives:

After completing the study at MBTI, students are expected to have the following capabilities:

1. Business knowledge and skills:
  - a. Ability of planning, organizing, staffing, leading and directing others, and exercising control in order to manage a business and non-business organizations.
  - b. Ability to perform the duties of the functional manager and to act as an entrepreneur at business and non-business organizations.
  - c. Ability to solve operational and managerial problems and choose the best solutions, decision making recommendations, and action plans by leveraging information and communication technologies.
  - d. Ability to understand the theories, concepts, methods, and tools associated with the analysis of managerial skills in the areas of Marketing, Human Resource, Operations, and Finance.
  - e. Ability to apply the concept of marketing management covering aspects of management and marketing as well as the concept of developing strategies to plan the marketing program at a company.
  - f. Ability to demonstrate a system for recording and providing analysis on the company's financial statements as a basis for financial decision making and analysis of the funding sources based on the theory of capital structure which can be implemented in a company.
  - g. Having an entrepreneurial spirit so that they can contribute significantly to improve the welfare of society.
  - h. Ability to apply concepts of operational management which includes the design, operation of quality management, and project management analysis in a company.
  - i. Ability to manage human resources.
2. Attitude:
  - a. Integrity
  - b. Moral

There two ways to assess the learning goals of MBTI. First, the learning goals are compared with common learning goals of entrepreneurship education from literatures. Second, it is evaluated from informant's answers as the respond to the

interview questions, and it is also combined with the analysis of secondary data. The explanation is provided as follow:

1. The relevance of MBTI learning goals with the common learning goals of entrepreneurship education can be seen in the Table VI.2.

Table VI.2 The Relevancy of MBTI Learning Goals

NO	LEARNING GOALS OF MBTI		LEARNING GOALS OF ENTREPRENEURSHIP EDUCATION	RELEVANT / NOT	PLANS FOR IMPROVEMENT (IF NOT RELEVANT)
1	Knowledge and Skills	Ability of planning, organizing, staffing, leading and directing others, and exercising control in order to manage a business and non-business organizations.	1. Generic knowledge and concept: how to find an idea; how to appraise an idea; how to see problems as opportunities; to identify the key people to be influenced in any development; know how to build the know who; know how to assess business development needs; know where to look for answer; emotional self-awareness, manage & read emotions, handle relationship; to constantly see yourself and the business through the eyes of stakeholders and particularly customers.	Relevant to no.2	-
		Ability to perform the duties of the functional manager and to act as an entrepreneur at business and non-business organizations.		Relevant to no.1 and 2	-
		Ability to solve operational and managerial problems and choose the best solutions, decision making recommendations, and action plans by leveraging information and communication technologies.	2. Knowledge-based skills: Understanding of processes of business entry and tasks: the total process of setting up an organization from idea to survival and provide understanding of what challenges will arise at each stage, how to handle these challenges; see products and services as combinations of benefits; develop a total service package; price a product service; identify and approach good customers; appraise and learn from competition; monitor the environment with limited resource; choose appropriate sales strategy and manage it; identify the appropriate scale of a business to make a living; set standards for operations performance and manage them; finance the business appropriately from different sources; develop a business plan as a	Relevant to no.1 and 2	-
		Ability to understand the theories, concepts, methods, and tools associated with the analysis of managerial skills in the areas of Marketing, Human Resource, Operations, and Finance.		Relevant to no.2	-
		Ability to apply the concept of marketing management covering aspects of management and marketing as well as the concept of developing strategies to plan the marketing program at a company.		Relevant to no.2	-

NO	LEARNING GOALS OF MBTI		LEARNING GOALS OF ENTREPRENEURSHIP EDUCATION	RELEVANT / NOT	PLANS FOR IMPROVEMENT (IF NOT RELEVANT)
		Ability to demonstrate a system for recording and providing analysis on the company's financial statements as a basis for financial decision making and analysis of the funding sources based on the theory of capital structure which can be implemented in a company.		Relevant to no.2	-
		Having an entrepreneurial spirit so that they can contribute significantly to improve the welfare of society.	3.	Relevant to no.3	-
		Ability to apply concepts of operational management which includes the design, operation of quality management, and project management analysis in a company.		Relevant to no.2	-
		Ability to manage human resources.		Relevant to no.2	-
2	Attitude	Integrity	4.	Relevant to no.4	-

NO	LEARNING GOALS OF MBTI		LEARNING GOALS OF ENTREPRENEURSHIP EDUCATION	RELEVANT / NOT	PLANS FOR IMPROVEMENT (IF NOT RELEVANT)
			Moral	fearlessness, thrifty and diligence), achievement and contributions (spirit of innovation and consciousness of developing new ideas and new ways); leadership, strong sense of independence, distrust of bureaucracy and its values, self-made/self-belief, strong sense of ownership, belief that rewards come with own effort, hard work brings its rewards, belief that can make things happen, strong action orientation, belief in informal arrangements, strong belief in the value of know-who and trust, strong belief in freedom to take action, belief in the individual and community not the state; creative (innovator); encourage innovative business start-ups; improvement their role in society and the economy (social activist); motivation to entrepreneurship career: understand the benefits, can compare with employee career, have some “heroes” as friends (acquaintances), have images of entrepreneurial people “just like them”, improve their employability even if they do not start a business.	Relevant to no.4

2. Actual assessment of the extent learning goals is achieved or not can be seen in the Table VI.3. It is the analysis from interview results and secondary data.

Table VI.3 The Actual Assessment of MBTI Learning Goals

NO	LEARNING GOALS OF MBTI		ACTUAL ASSESSMENT OF LEARNING GOALS (INTERVIEW RESULTS)	ACHIEVE / NOT	PLANS FOR IMPROVEMENT (IF GOALS ARE NOT ACHIEVE)
	1	Knowledge and Skills	Ability of planning, organizing, staffing, leading and directing others, and exercising control in order to manage a business and non-business organizations.	There are no evaluation regarding this aspect	Not Achieve

NO	LEARNING GOALS OF MBTI	ACTUAL ASSESSMENT OF LEARNING GOALS (INTERVIEW RESULTS)	ACHIEVE / NOT	PLANS FOR IMPROVEMENT (IF GOALS ARE NOT ACHIEVE)
	Ability to perform the duties of the functional manager and to act as an entrepreneur at business and non-business organizations.			
	Ability to solve operational and managerial problems and choose the best solutions, decision making recommendations, and action plans by leveraging information and communication technologies.	The students are capable to make the better information system for micro company in Management Information System course during fourth semester.	Achieve	-
	Ability to understand the theories, concepts, methods, and tools associated with the analysis of managerial skills in the areas of Marketing, Human Resource, Operations, and Finance.	The students are capable to manage their own team when running the real business in Entrepreneurship course during seventh semester.	Achieve	-
	Ability to apply the concept of marketing management covering aspects of management and marketing as well as the concept of developing strategies to plan the marketing program at a company.	The students are capable to create the marketing plan in Marketing Management course at the end of second semester.	Achieve	-
	Ability to demonstrate a system for recording and providing analysis on the company's financial statements as a basis for financial decision making and analysis of the funding sources based on the theory of capital structure which can be implemented in a company.	The students are capable to analyze the financial statement to make decision making in Accounting course and they are capable to analyze the value of company in Financial Management course	Achieve	-
	Having an entrepreneurial spirit so that they can contribute significantly to improve the welfare of society.	There is no evidence regarding the students are having the entrepreneurial spirit (unclear definition).	Not achieve	There must be clearly define the concept of entrepreneurial spirit, hence can be measured.
	Ability to apply concepts of operational management which includes the design, operation of quality management, and project management analysis in a company.	The students are capable to make the quality function development of certain products or services in Operation &	Achieve	-

NO	LEARNING GOALS OF MBTI		ACTUAL ASSESSMENT OF LEARNING GOALS (INTERVIEW RESULTS)	ACHIEVE / NOT	PLANS FOR IMPROVEMENT (IF GOALS ARE NOT ACHIEVE)
			Quality Management course and it is presented at the end of fourth semester.		
		Ability to manage human resources.	There are no evaluation regarding this aspect	Not Achieve	There must be more project-based learning to evaluate this aspect continuously.
2	Attitude	Integrity	There is no evidence regarding the students are having the entrepreneurial spirit (unclear definition)	Not achieve	There must be clearly define the concept of integrity and moral, hence can be measured.
		Moral			

### ***Step 2: Alignment of curriculum with the adopted goals***

The curriculum is designed for eight semesters with core-subject in each semester.

The explanation of this alignment is as follow:

#### 1. Knowledge and Skills:

- a. Entrepreneurship, New Venture Development, Small Business Management, and Business Development are alignment with the ability of planning, organizing, staffing, leading and directing others, and exercising control in order to manage a business and non-business organizations (action: fifth and seventh semester).
- b. Business Management, Marketing Management, Financial Management, Operation & Quality Management, Human Resources Management, Entrepreneurship, New Venture Development, Small Business Management, and Business Development are alignment with the ability to perform the duties of the functional manager and to act as an entrepreneur at business and non-business organizations (action: first, second, third, fourth, fifth, and seventh semester).
- c. Management Information System is alignment with the ability to solve operational and managerial problems and choose the best solutions,

decision making recommendations, and action plans by leveraging information and communication technologies (action: fourth semester).

- d. Entrepreneurship, New Venture Development, Small Business Management, and Business Development are alignment with the ability to understand the theories, concepts, methods, and tools associated with the analysis of managerial skills in the areas of Marketing, Human Resource, Operations, and Finance. (action: fifth and seventh semester).
- e. Marketing Management is alignment with the ability to apply the concept of marketing management covering aspects of management and marketing as well as the concept of developing strategies to plan the marketing program at a company (action: second semester).
- f. Accounting and Financial Management are alignment with the ability to demonstrate a system for recording and providing analysis on the company's financial statements as a basis for financial decision making and analysis of the funding sources based on the theory of capital structure which can be implemented in a company (action: third semester).
- g. Entrepreneurship, New Venture, Small Business Management, and Business Development are alignment with having an entrepreneurial spirit so that they can contribute significantly to improve the welfare of society (action: fifth and seventh semester).
- h. Operation Quality management is alignment with the ability to apply concepts of operational management which includes the design, operation of quality management, and project management analysis in a company (action: fourth semester).
- i. Human Resources Management and Entrepreneurship are alignment with the Ability to manage human resources (action: fourth and seventh semester).

## 2. Attitude:

- a. Pancasila and Kewiraan are alignment with integrity (action: first semester).

- b. Pendidikan Agama and Business Ethics & GCG are alignment with moral (action: first and second semester).

The mapping chart of courses that provided by institution which support the learning goals can be seen in Table VI.4.

Table VI.4 The Mapping Courses of MBTI

ATTITUDE	KNOWLEDGE		SKILL
<b>I. INTEGRITY</b>	<b>I. BUSINESS MANAGEMENT</b>		<b>I. SKILLS AND BUSINESS ANALYSIS</b>
	<b>Introduction of Economy and Business</b>	<b>Management</b>	
1. Pancasila dan Kewiraan	1. Economics 2. Managerial Economics & Business Strategy 3. Business Management 4. Accounting 5. Bank and Capital Market 6. Law and Regulation	I. Marketing 1. Marketing Management 2. Customer Relationship Management in Telco II. Operation 1. Operation & Quality Management 2. Quantitative Methods for Business 3. Service Management & Operation in Telco III. Finance 1. Financial Management 2. Accounting 3. Costing & Pricing in Telco 4. The Basic of Taxation IV. Human Resource 1. Human Resource Management 2. Organizational Behavior 3. Management Strategy V. Strategy 1. Strategic Management	1. Project Management 2. Research Methodology 3. Elective Course 1 4. Elective Course 2 5. Proposal Seminar 6. Theses
<b>II. MORAL</b>	<b>II. KNOWLEDGE OF BUSINESS TELECOMMUNICATION AND INFORMATICS</b>		<b>II. ENTREPRENEURSHIP</b>
	<b>Business Telecommunication</b>	<b>Informatics</b>	

ATTITUDE	KNOWLEDGE		SKILL
1. Pendidikan Agama 2. Business Ethics & GCG	1. Telecommunication Network Business 2. Business of Telecommunication Service 3. Costing & Pricing in Telco 4. Resource Management in Telco 5. Customer Relationship Management in Telco 6. Service Management 7 Operation in Telco 7. Regulation of Telecommunication Industry 8. Supply Chain Management in Telco	1. Business of Information 2. E-Commerce& IT Business 3. Management Information System 4. ERP & Business Process 5. Data Management	1. Entrepreneurship 2. Internship
	<b>III. BASIC SCIENCE</b>		
	1. Mathematical Economics 2. Business Statistics 3. Research Methodology 4. Bahasa Indonesia 5. English for Business		

The graduates' profiles of MBTI are professional and entrepreneur. Each of profile must have the business knowledge, skill, and attitude as the goals of institution. The rational approach is used to match the MBTI learning goals with the competencies that must have by each profile. The rational approach is made by synthesis from previous literatures regarding the competencies that should have by each profile. The relationship between learning goals and graduates' profile of MBTI can be seen in Table VI.5.

Table VI.5 Relationship between Learning Goals and Graduates' Profile of MBTI

NO	LEARNING GOALS		Professional	Entrepreneur
1	Business knowledge and skills	Ability of planning, organizing, staffing, leading and directing others, and exercising control in order to manage a business and non-business organizations.	√	√
		Ability to perform the duties of the functional manager and to act as an entrepreneur at business and non-business organizations.	√	√
		Ability to solve operational and managerial problems and choose the best solutions, decision making recommendations, and action plans by leveraging information and communication technologies.	√	√

NO	LEARNING GOALS		Professional	Entrepreneur
		Ability to understand the theories, concepts, methods, and tools associated with the analysis of managerial skills in the areas of Marketing, Human Resource, Operations, and Finance.	√	√
		Ability to apply the concept of marketing management covering aspects of management and marketing as well as the concept of developing strategies to plan the marketing program at a company.	√	√
		Ability to demonstrate a system for recording and providing analysis on the company's financial statements as a basis for financial decision making and analysis of the funding sources based on the theory of capital structure which can be implemented in a company.	√	√
		Having an entrepreneurial spirit so that they can contribute significantly to improve the welfare of society.	√	√
		Ability to apply concepts of operational management which includes the design, operation of quality management, and project management analysis in a company.	√	√
		Ability to manage human resources.	√	√
2	Attitude	Integrity	√	√
		Moral	√	√

### ***Step 3: Identification of instruments and measures to assess learning***

Several common instruments and measures at MBTI are as follow:

- a. Course-embedded measures (measured twice per semester):
  - 1) Objective standard: written tests, individual assignment, group/project assignment, internal and external panel members (sporadically).
  - 2) Subjective standard (eighth semester): peer review sporadically.
- b. Stand-alone testing-performance: final assignment (theses).

### ***Step 4: Collection, analyzing, and dissemination of assessment information***

There are two types of assessment at MBTI, namely:

- a. Quantitative Assessment (objective, formal, traditional method): exam score, assignment score, attendance score, participation score, Grade Point Average (GPA), Transcript of Student's Activities (TAK).
- b. Qualitative Assessment (subjective, formal and informal, traditional method): peer review report sporadically.

The assessment of course's learning goals (knowledge and skills) are conducting twice per semester. The assessment of institutional learning goals (integrity and moral) is not conducting. The dissemination of assessment information to faculty members is not conducted at MBTI.

***Step 5: Using assessment information for continuous improvement including documentation that the assessment process is being carried out in a systematic, ongoing basis***

Since the assessment information is not analyzed by expert team and it is not disseminate to faculty members; hence this stage is not conducted at MBTI with a systematic and ongoing basis.

**VI.6 Measure the Effectiveness of Entrepreneurship Education**

The effectiveness of entrepreneurship education is measuring through four aspects, namely: student aspect, staff aspect, institution aspect, and assurance of learning. The criteria to judge the effectiveness level student aspect, staff aspect, and institution aspect can be seen in Table III.3. The criteria to judge the effectiveness level of assurance of learning can be seen in Table III.4.

**VI.6.1 Student Aspect**

The interview results regarding student aspect are analyzed by comparing to criteria standard from previous literatures. Each of sub variables can be determined to what extent its effectiveness. The effectiveness measurement can be seen in Table VI.6.

Table VI.6 The Effectiveness Measurement of Student Aspect

ASPECTS OF MEASUREMENT		ANALYSIS OF INTERVIEW RESULTS	LEVEL OF EFFECTIVENESS
Student Aspect	Ability to Learn	Recruitment and Selection of Student	2
	Opportunity to Learn	Curriculum	1
		Institutional Support	1
	Incentive to Learn	Grading Evaluation	3

ASPECTS OF MEASUREMENT		ANALYSIS OF INTERVIEW RESULTS	LEVEL OF EFFECTIVENESS
	Grants	Provide grants from inside and outside institution, consistently.	4

### VI.6.2 Staff Aspect

The interview results regarding staff aspect are analyzed by comparing to criteria standard from previous literatures. Each of sub variables can be determined to what extent its effectiveness. The effectiveness measurement can be seen in Table VI.7.

Table VI.7 The Effectiveness Measurement of Staff Aspect

ASPECTS OF MEASUREMENT		ANALYSIS OF INTERVIEW RESULTS	LEVEL OF EFFECTIVENESS
Staff Aspect	Improving Ability to Learn	Evaluation Method IM Telkom is using a quantitative and qualitative evaluation, but not consistently in all semester.	3
	Improving Opportunity to Learn	Teaching Method IM Telkom is using an experiential learning method, but not simultaneously in all class, and not consistently in all semester.	2
		Lecturer's Role IM Telkom is providing teaching and mentoring inside and outside class, inconsistently.	3
	Improving Incentive to Learn	Participation IM Telkom is using peer review to record participation inside and outside class, inconsistently.	2
		Rewards IM Telkom is using non-financial rewards, but it is inconsistently for reward of best recognition performance.	2

### VI.6.3 Institution Aspect

The interview results regarding institution aspect are analyzed by comparing to criteria standard from previous literatures. Each of sub variables can be determined to what extent its effectiveness. The effectiveness measurement can be seen in Table VI.8.

Table VI.8 The Effectiveness Measurement of Institution Aspect

ASPECTS OF MEASUREMENT		ANALYSIS OF INTERVIEW RESULTS	LEVEL OF EFFECTIVENESS
Institution Aspect	Improving Ability to Teach	Recruitment and Selection of Lecturer IM Telkom has several steps for selecting the faculty members, namely: (1) Application form; (2) Interview; (3) Micro Teaching; (4) Pre-employment test (Skill, Personality, and Medical Check). There is a trial period for faculty member before becoming fix employee.	3
		Pay and Safety Needs IM Telkom is providing fix salary and also available of safety needs	2
		Training IM Telkom is providing training related to learning needs. The training has not planned for continuing development.	3

ASPECTS OF MEASUREMENT		ANALYSIS OF INTERVIEW RESULTS	LEVEL OF EFFECTIVENESS
	Performance Appraisal	IM Telkom is conducting faculty member's appraisal based on several aspects, namely: (1) Workload; (2) Classroom Assessment Techniques (CAT); Routinely each semester during calendar year	1
<b>Improving Opportunity to Teach</b>	Workload	Lecturer and students ratio at IM Telkom is (1:26). Each of faculty member works more 40 hours per week.	3
	Knowledge Sharing	IM Telkom has knowledge sharing every Friday, it is not well organized and sporadically.	2
	Freedom in Teaching	The lecturer at IM Telkom has a freedom in methods to deliver the material but it is not homogeny in all class of the same course (teaching team)	3
	Learning Material Supports	IM Telkom has an innovative and pertinent teaching material: complete, free access. The students and all faculty members are having a simple bureaucracy to access it.	4
	Fund Allocation	IM Telkom is providing a financial support for research, community service and training inside or outside but it is not conducted by consistently.	3
<b>Improving Incentive to Teach</b>	Incentive Schema	IM Telkom is providing incentives based on performanceroutinely.	4
	Reward for Innovative Teaching	There are no financial and non-financial rewards for innovative teaching.	1

#### VI.6.4 Assurance of Learning (AoL) Aspect

The interview results regarding assurance of learning aspect are analyzed by comparing to the criteria standard from previous literatures. Each of step can be determined to what extent its effectiveness. The effectiveness measurement of assurance of learning can be seen in Table VI.9.

Table VI.9 The Effectiveness Measurement of Assurance of Learning

THE ASSURANCE OF LEARNING PROCESS		ANALYSIS OF FINDINGS	LEVEL OF EFFECTIVENESS
<b>STEP 1</b>	Establish learning goals and objectives	MBTI learning goals addresses not only general knowledge and skills but also managerial skills. It is consistent with their mission. The learning goals are not depth and breadth, hence it is not measurable.	2
<b>STEP 2</b>	Alignment of curriculum with the adopted goals	The contents of curriculum are clear to support their learning goals but the pattern of arrangement is unsystematic.	3
<b>STEP 3</b>	Identification of instruments and measures to assess learning	MBTI has two kinds of instruments to assess learning outcomes, namely: (1) Course-embedded measures; (2) Stand-	2

THE ASSURANCE OF LEARNING PROCESS		ANALYSIS OF FINDINGS	LEVEL OF EFFECTIVENESS
		alone testing-performance. It is well documented consistently.	
<b>STEP 4</b>	Collection, analyzing, and dissemination of assessment information	MBTI is collecting the assessment twice per semester but they are not conducting the dissemination of assessment information to faculty members.	2
<b>STEP 5</b>	Using assessment information for continuous improvement including documentation that the assessment process is being carried out in a systematic, ongoing basis	MBTI do not present examples of student performance on assessment measures. The assessment outcomes are not using for continuous improvement.	1

### VI.7 Discussion

The effectiveness measurement of student aspect is not at the same level for all aspects of recruitment and selection, curriculum, institutional support, grading evaluation and grants. The explanation of each aspect is providing in the following section. The score is determined based on the criteria standard from previous literatures. The criteria of effectiveness measurement can be seen in Table III.3.

MBTI has already provided not only IQ test but also psychological test after the students are accepted at MBTI for mapping the characteristics of their students. This information is using for some reactive action if needed. The score for this aspect is low. As The Interviewee MBTI\_L1 said that: "...we do not have such psychological test to select the students but we do it after they are accepted as MBTI students ... we never informed about the result of our students' characteristics hence we could not give the appropriate treatment as their needs"

The curriculum at MBTI is single subjects in each semester and it is not in sequential order. It is alignment to support learning goals but with the unsystematic process. This is also not relevant to the curriculum standard based on AACSB (2013). The score of this aspect is very low. The multidisciplinary subjects in the curriculum are very important, as The Interviewee MBTI\_L1 stated

that: "...we need the curriculum that is integrated each other hence our students could have a better understanding of knowledge."

MBTI is providing facilities to support students become entrepreneurial graduates, namely: entrepreneurship club, funding for start-up from internal institution, competition, community service, guest lecturer. The activities are not well manage and not routinely. The score of this aspect is very low. The facilities from institution is very important, as The Interviewee\_L1 said that: " ...we need supportive environment in this school in accordance with its vision, not only the tagline...besides we need the facilities with its utilization, not only exist but we never know the function of that rooms..."

Grading evaluation at MBTI has already measure aspects of cognitive, affective, and psychomotor. This measurement is not standardizing for all subjects in curriculum. The score for this aspect is average. As Interviewee MBTI\_L3 said that: "...I think our grading is good enough, but it depends on team teaching about the proportions..."

MBTI has provided grants for their students both from internal and external sources. The internal grants are provided for those who have achievement in their academic aspect. The institution is also providing grant from external sources such as from Directorate General of Higher Education Indonesia for those with lack of money to pay tuition fee. The score of this aspect is high. These scholarships are very important, as The Interviewee\_L1 said that "...this scholarship could leverage students' motivation to learn..."

The effectiveness measurement of staff aspect is not at the same level for all aspects of learning evaluation, teaching method, lecturer's role, participation, and rewards. MBTI is using both quantitative and qualitative assessment for learning evaluation and it is conducted consistently in all semester. The explanation of each aspect is providing in the following section. The quantitative assessment is objectively such as exam score, assignment score, attendance score, and

participation score. Whereas the qualitative assessment is subjectively such as peer review report but it conduct sporadically. The score for this aspect is average.

MBTI is using an experiential learning as the main method to deliver the material only for entrepreneurship course. It is not conducted simultaneously in all class and consistently in all semester. The score for this aspect is low. The experiential learning is the best method to learn entrepreneurship, as The Interviewee MBTI\_L4 stated that: "...entrepreneurship is not about the concept, but it is about the practical aspect hence it needs more field projects..." As The Interviewee MBTI\_L3 stated that: "...we lack of practical aspect or field projects..."

MBTI is providing teaching and mentoring both inside and outside class. They have already provided regular tutorials for students doing consulting business sporadically (not commitment-based). The score for this aspect is average. As The Interviewee MBTI\_L1 stated that "...the students are often to consult their business outside class but only for proactive one..." And The Interviewee MBTI\_L4 also said that: "...we do not have mentoring outside class formally..."

MBTI records students' participation inside and outside class. It is not conducted consistently in each semester. They also have the peer review sporadically as a tool to evaluate their student's performance in the field, it involve their students' soft skills as part of grading evaluation. Besides they have the transcript of student's activities to record their student's soft skills as the requirements before graduation. It is conducted consistently. The score for this aspect is low. The soft skills aspect are very important to consider as part of grading evaluation, as The Interviewee MBTI\_L1 stated that: "...we need bigger grade proportion of soft skills in our evaluation ... and I think the entrepreneurship activity must be get portion in the transcript of student's activities".

MBTI has already used non-financial rewards to support students in becoming entrepreneurs. It is conducted in activity such as project based learning sporadically. The score for this aspect is low. As The Interviewee MBTI\_L1

stated that: "...we need more rewards for our students hence they are not demotivation ..."

The effectiveness measurement of institution aspect is not at the same level for all aspects of recruitment and selection of lecturer, pay and safety needs, training, performance appraisal, workload, knowledge sharing, freedom in teaching learning material supports, fund allocation, incentive schema, and reward for innovative teaching. The explanation of each aspect is providing in the following section.

MBTI has several common steps for selecting the faculty members, namely: application form, interview, pre-employment test (skill, personality, and medical check), micro Teaching. They did not include references check beside those common steps. But MBTI has already used a micro teaching to know the ability to teach for their potential lecturers. The score for this aspect is average. MBTI has provide fix salary and also available of safety needs. But there is no additional payment for becoming advisor or examiner for final assignment test or doing community development. The score for this aspect is low.

MBTI also provide training for lecturer that related to learning needs. But the training has not planned for continuing development. The training is not conducted in accordance with institutional needs. The score of effectiveness level is average in this aspect. As The Interviewee\_L1 stated that: "...we never get the teaching method training, even though we need it ...". As The Interviewee MBTI\_L3 also stated that: "...we need training that well plan for continuous development".

IM Telkom has conducted faculty member's appraisal based on several aspects, namely: workload and Classroom Assessment Techniques (CAT). It is conducted routinely in each semester during a calendar year. There is no peer assessment at MBTI. The score of effectiveness level is very low in this aspect. IM Telkom has not provided the evaluation based on observation from team teaching coordinator.

As The Interviewee MBTI\_L3 said that: "...we never evaluate the lecturers' performance in team teaching, hence we never know the weaknesses..."

Lecturer and students ratio at IM Telkom is (1:26). Each of faculty member works more than 40 hours per week in real practice. According to rule from Directorate General of Higher Education Indonesia, the minimum of lecturer and students ratio for social school is 1:35, and the workload for fulltime lecturer is 40 hours per week. IM Telkom has already met the lecturer and students' ratio but not meet the working hours. The score of effectiveness level is average in this aspect.

MBTI has provided knowledge sharing every Friday, but it is not well organized and not conducted routinely. The score of effectiveness level is low in this aspect. As The Interviewee MBTI\_L4 stated that: "...we need to share to improve our knowledge and skills routinely ..."

The lecturer at MBTI has a freedom in methods to deliver the material but it is not homogeny in all class of the same course (teaching team). The score of effectiveness level is average for freedom in this aspect. According to the statement of The Interviewee MBTI\_L3 that they never evaluate the team teaching, hence it never know the performance of lecturer in delivery the materials. They do not have effective communication within team; hence the homogeneity of methods cannot be controlled.

MBTI has an innovative and pertinent teaching material; it is complete and free access to all faculty members. The students and all faculty members are having a simple bureaucracy to access it. The score of effectiveness level is high in this aspect.

MBTI has provided a financial support for research, community service and training inside or outside but it is not conducted by consistently. The score of effectiveness level is average in this aspect. As The Interviewee\_L1 said that: "...we need financial support for external activities such as for competition, etc..." As The Interviewee mbti\_L3 stated that: "as our tagline is ..., best for

excellent and entrepreneurship, it must be totally supported by institution in all aspects including financial support. If there is no financial support ... it becomes nothing...”

MBTI has provided incentives based on performance routinely. The score of effectiveness level is high in this aspect. There are no financial and non-financial rewards for innovative teaching at MBTI. The score of effectiveness level is very low in this aspect. As The Interviewee MBTI\_L3 stated that: “institution should provide rewards for innovative lecturers...for example completely free conference abroad...” As The Interviewee MBTI\_L2 said that: “...for us the rewards are not about the amount, but the existence ...”

MBTI learning goals addresses not only general knowledge and skills but also managerial skills. The learning goals are not depth and breadth, some of the learning goals cannot be measured. The process of learning is unsystematic. The effectiveness level for this stage is very low. The contents of curriculum are clear to support their learning goals but the pattern of arrangement is unsystematic. The effectiveness level for this stage is average. The criteria of effectiveness measurement can be seen in Table III.4. The curriculum is not designed to support students become entrepreneurial graduates with many entrepreneurial projects as the tools to run the real business, hence the students could not better understand in practical aspect. The Interviewee MBTI\_L3 said that: “...I do not see the success of the entrepreneurship courses due to many of institutional transformation but not supported with the right concept”.

MBTI has two kinds of instruments to assess learning outcomes, namely: (1) Course-embedded measures and (2) Stand-alone testing-performance. It is well documented and consistently. The score for this aspect is average because MBTI is providing the assessment-measure selection but it uses for reactive action only. As The Interviewee MBTI\_L2 said that: “...the psychological test is just for profiling new students, not for selection...”

They analyze the learning goals twice per year. It is well documented but it is not analyzed to make better improvement. The score for this aspect is low. The assessment is conducted consistently, but not shared formally to faculty members. MBTI do not present examples of student performance on assessment measures. The effectiveness level for this stage is very low.

## **VI.8 Concluding Remarks**

The main finding from this research is evaluation of entrepreneurship education at IM Telkom based on a systematic framework to portray the effectiveness of entrepreneurial learning. It is valuable because we can get a better understanding on the factors that contribute to manage entrepreneurship education at IM Telkom successfully. The research implications to the practitioners are that they have to monitor the wholly integrated system proposed in the framework to manage entrepreneurship education in order to reach the IM Telkom goals effectively, particularly for MBTI. Hence, it can identify the area of opportunity for learning improvement at MBTI.

The institution has to focus not only on the students but also on the staff members. The institution must also fulfill all needs of both the students and the lecturers either for learning or for teaching. It is expected that by meeting all of their needs, the students can learn satisfactorily and the lecturers can give their best performance as the learning facilitator to enhance their students' ability, opportunity, and incentive to learn.

IM Telkom is the institution whose one of its goals is to create entrepreneurial graduates which is to become intrapreneurs or entrepreneurs. There are three important key actors to manage entrepreneurial education successfully, namely students, staff members, and the institution. In order to achieve the above-mentioned goal, the institution must provide many things to support learning within a school. It includes the recruitment and selection process of its student and staff member candidates where they have to undergo several tests to fulfill certain requirements.

The institution has already provided their own students and staff members with the opportunity both for learning and for teaching such as curriculum, learning materials, and entrepreneurial supports from the institution. The entrepreneurial supports provided by the institution include such things entrepreneurship club; funding for start-up from internal institution; community service; guest lecturer; training for lecturer both inside and outside institution. But the activity of knowledge sharing is sporadically and also financial support for research, community service and training is sporadically.

The students can learn satisfactorily because there are several financial incentives for their performance such as grants, which is allocated for two different targets of students. One is for those with a good achievement, and the other one is for those with lack of money to pay their tuition fee. The institution also gives them with non-financial incentive such as an appropriate evaluation scheme in which the students' participation is included in their academic grading, so it can encourage them to reach their best performance. There is also provided with non-financial rewards for appreciate their students' performance, particularly for outside academics aspect such as transcript of student's activities.

The staff members, particularly the lecturers, can work satisfactorily because the institution provides them with the freedom in teaching. They can make improvisation in their teaching as long as it does not go beyond the scope of syllabus. But it is not well manage under the teaching team. In addition, they also get a good salary, incentives, and health and life assurance from the institution. Unfortunately, the institution does not provide financial or non-financial rewards for the lecturers who manage to do innovative teachings and additional payment for extra activities.

MBTI has not managed their Assurance of Learning (AoL) in an effective way. The score is not high for all AoL aspect. They have not manage the aspect of AoL that comprise of establish learning goals and objectives and alignment of curriculum with the adopted goals. They have well managed for identification of instruments and measures to assess learning and collection. But they do not

analyzing and dissemination of assessment information, and using assessment information for continuous improvement including documentation that the assessment process is being carried out in a systematic and ongoing basis. Actually they have well documented of hard skill and soft skill, but it is not analyzed formally by the appropriate team to make a significant continuous improvement.

The practical suggestions for MBTI are explained as follow:

1. MBTI is better to select their potential students based on certain criteria before they learn within school, for example to what extent the students are having internal locus of control, creativity, propensity to take risk, perceived attitude toward entrepreneur, perceived social norm toward entrepreneur, intention to become entrepreneur, etc. (these are adjusted related to learning goals).
2. MBTI is better to monitor the characteristics of their students in the starting point in every semester and the assessment information has to be well-documented, analyzed by expert team and disseminate to faculty members.
3. MBTI is better to use the assessment information as the basic guidelines for continuous improvement.
4. MBTI is better to create the curriculum with multidisciplinary subjects with the systematic process.
5. MBTI is better to provide the facilities and optimize its utilities that support the students to become entrepreneurial graduates.
6. MBTI is better to provide a mix well-designed of financial and non-financial rewards for students and lecturers to encourage their motivation to learn or to teach.
7. MBTI is better to provide appropriate measurement and assessment that relevant to the curriculum needs, it has to be well-documented, analyzed by expert team and disseminate to faculty members.
8. MBTI is better to provide appropriate methods to deliver the material and provide the mentoring based on commitment inside and outside class; it must be consistent in all class under the same teaching team.

9. MBTI is better to select the lecturers based on the teaching team needs to make the effective recruitment and selection.
10. MBTI is better to provide the flexible fund allocation for supporting the entrepreneurial activities.
11. MBTI is better to provide the strategic of human development for lecturers; it has to be well-managed and well-planned for continuing development.
12. MBTI is better to provide the additional performance appraisal based on peer review, summary of students or clinical evaluation and observation from teaching team coordinator.
13. MBTI is better to provide the rewards for lecturers who do the innovative teaching; it has to be a mix well-designed of financial and non-financial rewards.