

The Role of Creative Courses in Entrepreneurship Education: A Case Study in Indonesia

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ABSTRACT

There is a growing need of opportunity-driven entrepreneurs for Indonesia's economy. Although number of business units in Indonesia is huge, about 20% of population, they mostly are necessity-driven, micro-small sized producing little value to the market. Through its School of Business and Management in collaboration with its Faculty of Art and Design, ITB develops an MBA program in Creative and Cultural Entrepreneurship in cooperation with Goldsmiths, University of London in UK. Its curriculum is (1) designed to meet an MBA educational standard, (2) especially focused to develop 'right brain' capability through creativity, design, art, and culture classes, and (3) strongly intended to nurture students in their business creation and start-up processes through mentoring by entrepreneurs. Three creative courses are developed: (1) Design Thinking, (2) Art, Design, and Culture, and (3) The Contextual Nature of Creativity. These courses develop creative and innovative thinking to create high value products/services to the market and expose students with the richness of Indonesia's art and cultural products.

JEL Classifications: O1, O2

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I. INTRODUCTION

Entrepreneurs are the engine of an economy. They are needed to create added values to the market. The more added values are created, the bigger economy is. Roles of entrepreneurs in Indonesia are even instrumental in providing employments and reducing poverty, two big problems Indonesia is currently facing.

The number of business units in Indonesia is more than 50 million, about 20% of population. If every business is run by an entrepreneur, Indonesia should have at least 20% entrepreneurs of its population. It is a huge number, and if it is true, Indonesia should have been in a much better position economically. Despite of this high number, Indonesia's economy is struggling in assuring wealth to its population, even still burdened by unemployment and poverty.

Looking at the number into the details, less than 5% of the business units are medium-large sized. More than 95% are categorized as micro-small businesses. If informal businesses are included, this figure reaches about 99% of all businesses. Informal, micro-small businesses strongly dominate Indonesia's economy. Though they absorb the majority of labor force, these informal, micro-small businesses are producing low added values individually. Labor productivity in this sector is about Rp 12 millions each year per worker in average, only enough for living survival. Entrepreneurs in this sector typically are those who are forced to run businesses due to limited employment. This type of entrepreneurs is coined 'necessity-driven or survival' entrepreneurs. They are lack of big dream, clear vision, and future plan in growing their businesses further. Furthermore, the necessity-driven entrepreneurs have usually limited access to resources, technologies, and knowledge to develop their creativity and innovation capabilities in order to produce high added values.

Efforts and supports to develop their capabilities have been implemented since many years ago. Results are not significant in making them grow from micro to small, from small to medium size businesses. Year by year, the figure is typically still unchanged, which is at least 95% of businesses are informal, micro-small sized.

Entrepreneurs need to be creative and innovative in order to compete and grow their businesses. By growing, entrepreneurs produce more values to the market and to the society. They are finding an opportunity, and always looking for, often creating, new opportunities. This type of entrepreneurs is called "opportunity-driven" entrepreneurs. They are typically more educated, formally and informally, and always eager to acquire new knowledge. They have more capabilities and access to resources, technologies, and networks to grow their business further. Unfortunately, the number of this type of entrepreneurs is very small, many resources said less than 0.2% of population.

To foster its economy, Indonesia needs to increase significantly the number of "opportunity-driven" entrepreneurs; entrepreneurs who have a big dream and clear vision to grow, to produce more values to the market and to the society by utilizing their knowledge, technologies, resources, and networks. They are required to be creative and innovative in creating high values products and services to the market.

One potential source of "opportunity-driven" entrepreneurs is university graduates. The number of graduate entrepreneurs, starting their businesses after graduation from university, is small, but growing. A majority of graduates still look for jobs as employees. Graduate entrepreneurs choose to create new businesses, despite of

employment offers. They possess more knowledge and network, higher skills and technologies they acquire during their university years. These entrepreneurs have bigger dream and wider vision to create more values to the society. They aim to produce high values to the market and high return to themselves, at least more than the salary they might receive as employees.

Bandung Institute of Technology (ITB) through its School of Business and Management (SBM) is taking an initiative to develop graduate entrepreneurs. In fact, the School considers itself as the School of Entrepreneurs. After initiating a Business Plan/Entrepreneurship and Integrative Business Experience (IBE) courses in 2004-2005, establishing the Center for Innovation, Entrepreneurship, and Leadership (CIEL) in 2006, introducing Entrepreneurship-Track (e-Track) in 2007, organizing an international Conference on Innovation, Entrepreneurship, and Small Business (later called IICIES) in 2009, in 2011 SBM launched the new MBA Program in Creative and Cultural Entrepreneurship (MBA-CCE).

The MBA-CCE Program, as the name says, is a typical MBA program with a focus on developing entrepreneurs in creative and cultural related industries. Potential for creative and cultural industries in Indonesia is huge since Indonesia is so diverse and rich of cultures. Without entrepreneurs in this area, Indonesia will not take significantly economic advantages of its treasure, or somebody else will.

The government initiated a new categorization of creative industry in order to provide supports for businesses in this sector. Several cities, including Bandung where ITB is located, are considered creative, based on significantly economical contributions entrepreneurs in the creative industry create. Collaborations among University, Entrepreneurs/Businesses, Government, and Communities are important in developing this creative industry.

By definition, entrepreneurs are (1) spotting, creating, and looking for new opportunities, (2) realizing these opportunities into businesses, (3) in order to create high added-values. More values created are better for the society. To create more values entrepreneurs need creativity and innovation continuously. To grow from nothing to something, from start-up to large business in fulfilling their big dreams, entrepreneurs need creativity. It is agreed that creativity is a mindset entrepreneurs must possess. Entrepreneurs need to create products/services with high values to the market. Forced by competition, continuous innovation is needed to develop the current products/services into better ones, or even create really new products/services.

Creativity is related with the ability of a person to create something new. The newness ranges from originally new, not-in-existence before, to just modification or combination of the existence. On the dimension of new products, it starts from derivative/incremental, platform, to radical or breakthrough products.

Wallas (1926) states that there are 4 stages in a creative process: (1) Preparation, (2) Incubation, (3) Illumination, and (4) Verification. In each stage, the creative process is influenced by intrinsic (personal) and extrinsic (environment) factors. This leads to a belief that creativity can be induced and developed with right approaches and certain methodologies.

Based on the background, the MBA-CCE Program must (1) represent core courses of an MBA program, (2) push students to the farthest and facilitate them in realizing and experiencing their businesses, (3) expose students with the richness of Indonesian cultures and creative treasures, and (4) develop students' mindset of

creativity, design thinking, and innovation. These goals must be achieved through a curriculum designed specifically for this special MBA program focusing on creativity and culture. As atypical MBA courses, contents of creativity, design thinking, innovation, and culture must be developed thoroughly and be delivered accordingly to achieve the goals. This paper exposes the development process of the creative courses and their roles in the entrepreneurship education. Learning from delivering these courses is also discussed.

II. DEVELOPMENT PROCESS

Developing the methodology for entrepreneurship education, particular in creative and cultural entrepreneurship, was a long process. This involved benchmarking visits to many schools and institutions related to business, creative, cultural, and entrepreneurship education. Related literature were reviewed and learned. Cooperation and collaboration were established with related institutions and parties, to acquire experiences and capabilities needed in designing and delivering the program.

A. Benchmarking Visits

Process of developing methodology for entrepreneurship education was started with site visits to excellent schools of business and entrepreneurship in USA. The visits included Harvard Business School, Babson College, Sloan School of Management at MIT, Wharton School at University of Pennsylvania, Ross School of Business at University of Michigan, Marshall School of Business at USC, California State University at Northridge, Stanford University, and Oregon State University's College of Business.

Learning from these schools provides assurance that entrepreneurship can be developed. With different approaches these schools produce different profiles of graduates, in terms of graduates' involvement with entrepreneurship activities. With a certain educational methodology, a school produces more entrepreneurs (in percentage), compared to other schools with different methodologies. So, entrepreneurship can be induced and developed through education with a right methodology. Various types of curricula from these schools were analyzed and learned. In general, an entrepreneurial curriculum needs to follow the business/venture cycle, starting from preparation, opportunity identification, business modeling and planning, initiation, start-ups/new venture, growing, and maturity. In this process, students are mentored by entrepreneurs, and supported with nurturing business ecosystem and environment.

A visit to Goldsmiths, University of London (GUL) in UK, sponsored by the British Council, has connected the Center of Innovation, Entrepreneurship, and Leadership (CIEL) to the GUL's Institute of Creative and Cultural Entrepreneurship (ICCE). This connection has been growing closely since. GUL's ICCE offers a Master of Arts (MA) Program in Creative and Cultural Entrepreneurship. This one-year program provides opportunity for students to acquire knowledge, skills, and practices in the areas of creative and cultural industries. The students are exposed with ICCE's networks, private and public, including business incubators/ accelerators, arts and cultural councils, and other related organizations.

B. Cooperation with Goldsmiths, University of London, UK

After an initial visit to Goldsmiths University of London in 2008, correspondences between CIEL and ICCE were continued through email. In 2009 the cooperation went to the next step with the visit of 2 professors from GUL's ICCE to ITB attending the inaugural, international Conference on Innovation, Entrepreneurship, and Small Business (currently called IICIES) in Bandung. Professor Gerald Lidstone, Chairman of ICCE, was one of the featured speakers at the Conference, and another professor, Sian Prime, delivered a two-day workshop on entrepreneurial modeling for creative businesses.

The relationship between two institutions was strengthened with ITB sending its two junior faculty members to pursue their doctoral degree program at Goldsmiths, University of London. These two worked closely with Professors Lidstone and Prime, so that they could learn directly on the area of creative and cultural entrepreneurship and become points of contact between two institutions.

Through the support of British Council, 9 faculty members of ITB from the two schools, School of Business and Management and Faculty of Art and Design, visited Goldsmiths, University of London in 2010 for three weeks. The commitment of ITB's Faculty of Art and Design was high, the Dean was one of the delegates. The aim of the visit was to learn on everything needed to design, organize, and deliver a Master program in Creative and Cultural Entrepreneurship.

During the three-week visit, (1) curriculum of GUL's MA in CCE was reviewed and discussed, (2) delivery methodology was examined, and (3) supporting facilities, organizations, and communities were visited. The leadership of GUL's ICCE was so open and generous that even they let ITB to use the same name of Creative and Cultural Entrepreneurship.

In 2011, Professors Lidstone and Prime visited Bandung again for the 3rd International Conference on Innovation, Entrepreneurship, and Small Business (IICIES) giving a keynote speech and workshop. The relationship between ITB and GUL were getting deeper. Later on, the relationship was formalized with signing of a cooperative agreement.

C. Collaboration with Faculty of Art and Design, ITB

Collaboration with ITB's Faculty of Art and Design was already in mind after the first visit to GUL. It was realized that in order to develop and deliver an MBA Program in Creative and Cultural Entrepreneurship, SBM must tap experts in the areas of creativity and culture. ITB's Faculty of Art and Design, the first in the country, is a top institution in arts and design education in Indonesia. Its faculty members were educated from excellent graduate schools around the world. Its alumni are spreading globally, working for prominent institutions or becoming successful entrepreneurs. This faculty houses body of knowledge in various areas of arts and design, including fine arts, craft, interior design, product design, and graphic design (currently known as visual communication design). Collaborating with the Faculty of Art and Design brings the wide network of entrepreneurs in creative and cultural businesses to the MBA program in Creative and Cultural Entrepreneurship. These entrepreneurs are key in mentoring process for the students in realizing their aspiration to be entrepreneurs.

Workshops were conducted with the Faculty of Art and Design, inviting faculty members and alumni, to share the idea of MBA-CCE and to gather ideas of courses in the creative and cultural area. The idea of establishing MBA-CCE was well received by colleagues at the Faculty of Art and Design. This program is believed to fill the need of many university graduates, either those with creative background or those with technical background. Many aspiring graduate entrepreneurs are lack of creativity, understanding on culture, innovation, or “right-brain” capability. Based on the workshop, courses in creativity, design, culture should be included in the curriculum.

A small team of lecturers from the School of Business and Management and the Faculty of Art and Design were formed to prepare the curriculum of the program. Members from the Faculty of Art and Design were focusing on developing the contents of the creative courses. After many discussions, it was decided to include three creative courses into the MBA-CCE curriculum. The courses are (1) Design Thinking, (2) The Contextual Nature of Creativity, and (3) Art, Design, and Culture with three semester-credit hours each. Then, the team followed with working on the details of the courses, including instructional objectives and goals, methods, grading systems, business cases, and other course materials. For each course, a weekly course plan was developed and ready to be delivered in the class. By design, these three courses should be delivered by lecturers in the relevant subjects from ITB’s Faculty of Art and Design.

III. PROFILE OF MBA-CCE PROGRAM

A. Mission

The mission of the MBA Program in Creative and Cultural Entrepreneurship (MBA-CCE) is to educate the new generation of entrepreneurs in creative and cultural industries. This mission represents the need to infuse students with entrepreneurial spirit and mindset, and nurture them in a supporting environment in realizing their new ventures and creating high value products/services to the market. Subsequently, these entrepreneurial activities create more values to the society. In order to achieve this mission, the creative courses are instrumental in expanding students’ capability, especially in utilizing their creativity and taking advantage on the richness of Indonesian cultures.

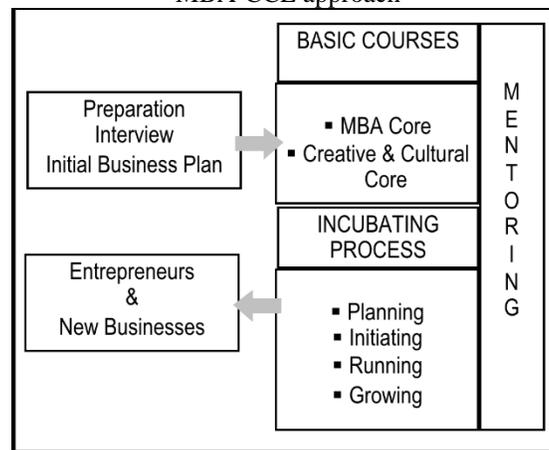
B. Approach

The MBA Program in Creative and Cultural Entrepreneurship (MBA-CCE) is intended to develop, not only students’ knowledge, but also their skills. Students must master business and managerial knowledge and skills needed to create, run, and develop a business. As well, students must develop their personal skills, such as life planning and self-management. Other than knowledge and skills, most importantly, this program must develop students’ attitudes toward entrepreneurship. Students must acquire entrepreneurial mindset and attitudes, such as perseverance, optimism, internal locus of control, self-confidence, positive thinking, sense of urgency, and creativity.

Transferring knowledge and skills is a typical activity of an educational process. The approach is well known, for examples, through lecturing, exercises, and learning by doing. But, it is not easy to develop entrepreneurial attitudes, especially for adult

students. The approach used is through examples from real entrepreneurs. Interaction between students and entrepreneurs becomes extremely important. This interaction and learning from entrepreneurs' attitudes are more effective when students are conducting entrepreneurial activities at the same time. Learning from entrepreneurs can be directly implemented in running their business. On the other side, learning from practices of running real business can be reflected by students, and discussed with entrepreneurs/mentors. So, the approach of the MBA-CCE involved mixed methods including mentoring by real entrepreneurs. The approach can be seen as below.

Figure 1
MBA-CCE approach



Every student enrolling the MBA-CCE program is required to submit an initial business plan. From start, students enter the program with a mission; to transform their dream of creating a business into reality. In every class students should connect between course materials and entrepreneurial activities/practices. Students need to be active, take initiative, and sometimes demanding. It is a new approach, as well a challenge; not only for students but also for lecturers/instructors.

C. Curriculum

The MBA Program in Creative and Cultural Entrepreneurship (MBA-CCE) consists of 39 semester credit hours, where each course has 3 semester credit hours. This full-time MBA program can be completed in 18 months, including three full semesters and one short semester.

Curriculum of the MBA-CCE program covers typical MBA-core courses, creative-core courses, and entrepreneurship-core courses. Typical MBA-core courses relates to (1) Marketing, (2) Operations, (3) Leadership and People Management, (4) Finance, and (5) Business Strategy. Creative-core courses are (1) Design Thinking, (2) Art, Design, and Culture, and (3) The Contextual Nature of Creativity.

Entrepreneurship-core courses consists of (1) Entrepreneurial Modeling, (2) Business Initiation, (3) New Venture Management, and (4) Business Growth Management.

Delivery of this curriculum combines both theoretical and practical to cover knowledge, skills, and attitudes an entrepreneur needs in creating and developing a new business. At the early semester, courses are more like typical MBA classes with combination of theories/knowledge and business cases. At the first semester, students are expected to review, rethink, reidentify, and/or recreate their business opportunity through courses such as Marketing and Design Thinking. While taking other courses, furthermore, students are mentored by real entrepreneurs to shape their business models and later to initiate, run, and develop their businesses. This entrepreneurial approach follows the business cycle from business identification, plan, start-up, and grow. The curriculum is wrapped up with a final project report which studies a topic related to the student's own business. Students are encouraged to use the final project to get maximal benefit for their business. Students can still study other businesses, only for the purpose of their own business. The curriculum and schedule of the courses are shown in the following table.

Table 1
MBA-CCE curriculum

First Semester	
Marketing Management	3
Operation Management	3
Leadership	3
Design Thinking	3
Total Credit Hours	12
Second Semester	
Financial Management	3
Business Strategy	3
Design Art and Culture	3
Contextual Creativity	3
Total Credit Hour	12
Shout Semester	
Entrepreneurial Modeling	3
Business Initiation	3
Total Credit Hour	6
Third Semester	
New Venture Management	3
Business Growth Management	3
Final Project	3
Total Credit Hour	9

IV. THE ROLE OF CREATIVE COURSES

The faculty of Art and Design, ITB is responsible to deliver these 3 creative-core courses: (1) Design Thinking, (2) Art, Design, and Culture, and (3). The Contextual Nature of Creativity. With the expertise and the body of knowledge it possess, the

faculty of Art and Design plays a key role in achieving the program goal to create new entrepreneurs and businesses in the area of creative and cultural industry. Entrepreneurs developed through this program are expected to be creative and always capable to develop their creativity. Graduates should always innovate and keep trying to create values, more and more. Students in the program should be exposed with the richness of Indonesian creativity and cultures. The treasures should serve most for the community and society.

A. Design Thinking

The Design Thinking course is intended to forming students' mindset that when we use a design thinking, we can create high values. Thinking like a designer will transform the way students identify opportunities, develop products/services, processes, strategies, and even business models. Contents of the Design Thinking course include the following:

- Visualization of IDEAS
- Think BIG
- Systemized Process of Design
- Developing Product and Business Ideas
- Connecting Design and Market.

B. Art, Design, and Culture

The Art, Design, and Culture course is intended to exposing students with and exploring the national treasure of creativity and diversity of cultures. This includes various cultural systems and products including arts, design, crafts, and cultural values. It also involves with cultural sources of creativity, empirical aesthetic, and cultural identity. As well, students need to know how to manage and develop these unique businesses related to arts, design, crafts, and cultures.

C. The Contextual Nature of Creativity

The Contextual Nature of Creativity course is intended to unleashing students' creativity and celebrating diversity. This course equips students with creativity tools and techniques. It challenges students to be more critical in evaluating some cases, theoretical exploration, logical, and instrumental context of creativity for business needs.

V. DISCUSSION

The existence of creative courses in the curriculum of MBA-CCE has emphasized the importance of 'right-brain' capability in the development of entrepreneurship. In today's business, creativity is a must. Unfortunately, many businesspeople are lack of creativity and innovativeness.

Creative courses are taught by a team of lecturers from the Faculty of Art and Design, ITB. Many students in the MBA-CCE program have bachelor degree

backgrounds in science and engineering. These courses offer fun and flexible environments as the nature of creativity and culture. Exercises and field trips are often included in the class. Sometimes, it is less structured compared to typical courses in science and engineering. Many students adjust well and feel happy with the new setting, but others feel confused and not easy to adjust to the new subjects.

Changing the mindset from left-brain friendly into right-brain environment is a challenge. This challenge is more easily addressed with the understanding of students on the importance of integrating right brain and left brain capabilities. More challenging is how to change the mindset of students from a typical student which is only sitting, doing assignments, taking exams, and passing the course into students with a mission to realize their businesses. In the class, students need to be active and always take initiatives to address their business needs. They have to challenge, ask, and discuss with lecturers and mentors in fulfilling their own and specific business needs. They have to keep creative and innovative to spot new opportunities, to change courses of action, to create high values, more and more. When students can adopt this mindset, most of the educational problems are solved.

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