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MESSAGE FROM SEAAIR

Dear delegates of SEAAIR 2015 Conference,

On behalf of SEAAIR, we would like to extend a very warm welcome to all participants of the 2015 SEAAIR Annual Conference in Hanoi, Vietnam. In AEC 2015, SEAAIR is bringing on board its 5th partner within the ASEAN Community of which we are proud and to be assembled here to share and learn academically, socially and culturally across the ASEAN family.

For SEAAIR 2015, 141 Researchers from 12 countries submitted a total of 105 abstracts of which 90 were accepted. The papers underwent rigorous review and this led to a final acceptance of 53 full papers. The 2015 Conference theme, "Internationalization and Inclusivity of Higher Education in South East Asia: Perspectives, Practices and Pragmatics" highlights one of the key challenges of higher education institutions to be more attuned to inclusive education for all and internationalization of curricula and practices which is an aim of ASEAN.

SEAAIR conferences have always aimed to bring together policy-makers, academics, researchers, practitioners and managers in higher education institutions. It continues to aim to expand academic and networking relationships, provide and share new academic, cultural and learning experiences through collaborative efforts via Institutional Research. SEAAIR has grown from strength to strength over the past 15 years to provide a balance of quality academic papers and the rich culture as offered and shared by each host institution anchored in Malaysia, Thailand, Indonesia, Philippines, and now, Vietnam. We fully believe that SEAAIR will continue to benefit and build on the academic and cultural learning and sharing as we moves towards a more inclusive and international ASEAN Community 2015.

It is hoped that everyone will enjoy the conference’s learning and sharing, the local cuisine and cultural spots, the hospitality of the Vietnamese and the rich traditions and cultures of Vietnam. To add to your experience at SEAAIR 2015, the local organizing committee has worked hard to create not only an academic but also an enjoyable and memorable cruise taking us to our extended site at Ha Long Bay, which is a first in the 15 years of SEAAIR history.

We sincerely thank the LOC members and organising team for the 2015 SEAAIR Conference to take up the challenge of hosting SEAAIR in Hanoi, Vietnam and all participants who will make this conference a success. Happy sharing and learning across AEC 2015. We look forward to having you re-join and rekindle the friendships and camaraderie made in the past, strengthened in the present and eternalized in the post AEC 2015.

Thank you and I remain,

Assoc. Prof. Teay Shawyun, Ph.D
President, SEAAIR
Greetings from Foreign Trade University

It is our honour to host the 15th Annual Conference of South East Asian Association for Institutional Research (SEAAIR) with the theme “Internationalization and Inclusivity of Higher Education in South East Asia: Perspectives, Practices and Pragmatics”.

Higher education plays an increasingly important role in socio-economic development of all countries. The World bank has mentioned that “education is the new currency by which nations maintain economic competitiveness and global prosperity”. Higher education is extending across national boundaries, creating more opportunities as well as challenges to universities. Globalization of higher education does not always come with better access to education for all people. The mandates are not only to develop the educational sector but also to make it accessible to all people such that all learners, irrespective of ethnics, gender… are supported to study, participate, and contribute. The challenge is how to make the process of internationalisation of higher education to be in line with more equal access to education for all people.

As one of leading universities in Vietnam, Foreign Trade University is proud to bring leaders, researchers and practitioners from university across region and out of the region come to Vietnam attending SEAAIR2015. With 5 sub-themes, the conference brings a plurality of ideas, interests, and perspectives to a single location, where participants can interact, discuss and exchanges of experiences borne out of diversified institutional research.

The SEAAIR 2015 will be a memorial event with both academic and cultural activities. We are confident that your gathering will yield innovative ideas and recommendations that further promote the internationalisation and inclusivity of higher education in the region. We are confident that your involvement in the cultural activities of the conference will strengthen our friendship as a basis for cooperation.

On behalf of the Foreign Trade University, I wish you a memorable and productive conference.

Assoc.Prof.Dr BUI ANH TUAN
President
Foreign Trade University
VIETNAM
MESSAGE FROM MINISTRY OF EDUCATION AND TRAINING

Dear distinguished guests and participants of SEAAIR2015.

Ladies and Gentlemen

On behalf of the Department of Science, Technology and Environment, Ministry of Education and Training, Vietnam, We would like to extend our warmest welcome to participants of the SEAAIR 2015 annual meeting in Vietnam, hosted by the Foreign Trade University.

As we all know, the international integration process has touched all aspects and all organizations of our society, including higher education institutions. In particular, the South East Asia countries are expecting the establishment of ASEAN Economic Community (AEC) in the next few months. The international and regional integrations bring about opportunities and challenges when universities operate in a bounderless area, where they compete and co-operate at the same time to deliver the high quality human resource to the whole region. It’s essential that they enable the access and involvement of all people in the higher education. In other words, universities are engaged in the internationalization and inclusivity as mentioned by the theme of this conference.

Institutional research is a broad category of work done at universities to inform in areas such as admission, curriculum, teaching and learning methodology and technology, enrollment management, etc. The ultimate objective of institutional research is improving the operation of the universities and contributing to the development of society. So, it becomes an integral activity of every university. The annual meeting of SEAAIR is a precious opportunity, where participants can share, discuss and learn the perspectives, practices and pragmatics of other universities in the region, which all contribute to the development of the higher education. The SEAAIR meeting 2015 is a good opportunity for you to exchange the experiences and research results applicable to the higher education institutions.

On behalf of the Department of Science, Technology and Environment, Ministry of Education and Training, Vietnam, I highly appreciate the initiative and efforts of the Foreign Trade University to bring the SEAAIR to Vietnam and providing excellent utilities to ensure the success of this conference. I do believe that this will be the first step for SEAAIR to anchor and develop in Vietnam, the 5th country in the region to join the association. The expansion of SEAAIR to Vietnam will help our higher education institutions integrate into the region and bring us closer to each other.

We wish all the participants a enjoyable and beneficial stay in Hanoi and Halong with both academic and cultural activities.

And finally, let me wish you a successful conference and fruitful discussion. Thank you all.

Assoc. Prof. Dr. Le Trong Hung,
Director General of Science, Technology and Environment,
Ministry of Education and Training of Vietnam
Theme 1:
Managing of Internationalization and Inclusivity of Teaching and Learning
towards Students’ Success
Using Interactive Control System in Entrepreneurship Education: Case Study in Higher Education

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ABSTRACT

Universitas Ciputra known as the first university in Indonesia has focused on the entrepreneurship education using experience based learning. Through this method, students are obliged to create and develop a business project during their studies. Hence, a control system is required in order to monitor and evaluate their business projects. The purpose of this study is to explore how facilitators monitor students’ business projects as a consequence of experiential based learning. This research investigates how facilitators use management control system to ensure that the students run their business well.

This research uses qualitative approach and case study method. We employ in-depth interview, documentation, and observation to gain information from competent facilitators. Descriptive qualitative is used to analyze the data.

This study found that facilitators use the interactive control system such as regular reports and triangulation methods to monitor students’ business projects. By using these methods facilitators always communicate intensively and often influence student behavior. This study also claims that the interactive control system is one of the powerful tools to make entrepreneurship education successful.

Key words: Entrepreneurship education, Interactive control, Higher education, Business project

Introduction

Entrepreneurship has become a big issue in Indonesia since the government of Indonesia initiated the entrepreneurship movement in 2010. This movement inspires many parties to develop small medium enterprises (SME) and cooperation. SME has begun to emerge since the governments of Indonesia provided incentives such as training, mentoring and funding. Eventually the government through the Ministry of Education begins to establish many programs to deliver the spirit of entrepreneurship to higher education institution. Private sectors also take portion to develop entrepreneurship using their corporate social responsibility programs.

Having responded to the government’s initiatives, many universities in Indonesia begin to initiates entrepreneurship program. They realize that entrepreneurship is a powerful tool to decrease poverty, to reduce unemployment and certainly to give opportunities to their student to have different career path. Many universities have followed entrepreneurship programs from Ministry of Education, namely, Program Kreatifitas Mahasiswa (PKM). This program has been successful since the participants from university increased in number. Research and community service programs related to entrepreneurship issues and funded by government also grow.
numerously. However, the development of entrepreneurship as a new program in Indonesia is still struggling for its right model and method.

Universitas Ciputra (UC), as the first entrepreneurial university in Indonesia, plays an important role in developing entrepreneurship in Indonesia. As the pioneer for entrepreneurship education in Indonesia UC has established a new approach in term of learning methods. UC has different methods in delivering the entrepreneurship education as compared to other universities. Entrepreneurship education in UC is not only learning to know what entrepreneurship is but also to learn how to become entrepreneurs. This is a major difference between UC with others.

Many universities still focus on what entrepreneurship is rather than how to become entrepreneurs. Instead of knowing about entrepreneurship, UC has already focused on how to be entrepreneur. In order to create real educated entrepreneurs, several methods have already been employed in learning activities such as experiential based learning, problem based learning, student centered learning, etc. Students studying in UC are required to create real business projects. In so doing, students will experience real business creation and development during their study in UC. This method is known as the experiential based learning. Consequently UC has to have certain systems to ensure that this learning method is successful. As such, the students have to run their business well according to UC’s programs. The system which ensure all program run well according to the plan is called a management control system.

Merchant and Stede (2007) state that the management control system is a comprehensive system that guarantee that personnels behave according to the organization expectation. Management control system is a system that focuses on how to control personnel so that they will achieve the organization goal (Flamholtz, 1985). Simons (1995) states that management control system is a strategic tool for managers to ensure that all personnel in organization behave in line with organization goal. The management control system has become the tool to link between the organizational strategies with day-to-day activities within the organizations. This control system is very important since its functions to ensure that the organizations run their business according to the plans (Birnberg,1998).

Previous studies in management control system have shown that there is less research about the role of management control system in entrepreneurship area. Many of them investigate the relationship between the management control systems with the performance. Management control system significantly influences performance in higher education level. The management control system gives impact on promoting learning, teaching, decreasing teacher turnover, and increasing research performance (Hallinger, 2010; Grant, 1998; Campbell et al., 2010; Overell, 2004; Schulz and Tanguay, 2006; Turk, 2007; Terpstra and Honoree, 2009). Management control systems also give positive impacts on teaching, learning, and community service in the universities (Lindsay et al., 2009; Turk, 2007; Terpstra and Honoree, 2009). Management control system also able to increase services, reduce teacher’s dissatisfaction, and motivate leader (Terpstra and Honoree, 2008; Irs, 2012; Terpstra and Honoree, 2009). From those previous studies, it can be concluded that the management control is an essential tool to sustain higher educational practices.
One of the important aspects of the management control system is monitoring activities within the organizations. This activity is very important since it guides all personnel to ensure that they follow the organization agendas. The purpose of this study is to investigate how lecturers, as facilitators, monitor students’ business projects. This is a very important research especially for management control system since this aims to describe the contribution of management control system in the entrepreneurship area. In detail, this study investigates how facilitators ensure that the students have run their business project well. This is in line with the management control system concept from Merchant and Stede (2007) and Anthony and Govindarajan (2007).

Literature Review

The management control system is to control all the organization resources. In so doing, it is intended to achieve the organizational goals that have been set (Marginson, 2002). Anthony and Young (2003) states that a management control system is an important element within organization since it covers all operational aspects of the organization. Other definitions focus on human behavioral such as definition from Merchant and Stede (2007), Hongren et al., (2005), Marginson (2002), Anthony and Govindarajan (2007). Merchant and Stede (2007) states that the management control system is a system that influences personnel’s behavior in order to behave in line with the organization goal. The management control system is a system related to how to motivate or influence people. The main purpose of the management control system is to create goal congruence. All the previous concepts are addressed to give profits to organization. However, there are no significant different between profit and nonprofit oriented organization in term of the management control system. Only several areas need minor adjustments.

Higher education institutions as a nonprofit oriented organizations also need their management control systems as to manage their personnel’s behavior. The role of the management control systems is to increase performance (Merchant and Stede, 2007; Anthony and Govindarajan, 2007; Anthony and Young, 2003). The management control system also contributes to reduce turnover personnel, increase the quality of learning process, and increase teacher performance. This research focuses on the interactive control system as one of the control mechanisms developed by Simons (1995).

Interactive Control Systems

Simons (1995) classifies the management control system into four systems: beliefs system, boundary system, diagnostic systems and interactive systems. The interactive control is a control mechanism that put a focus on communication such as discussion and dialogue. This method enables personnel to discuss many things. Therefore, the interactive control ensures that personnel will act in accordance with the organization expectations. The interactive control such as discussion always focuses on the improvement since it will reveal many ideas, concepts, and new insight. This method is very powerful for the improvement of the organization (Bruining et al., 2004; Ismail, 2013). According to Radianto (2015), the interactive control system, as an informal control system, is more powerful than the formal control in any universities. Although these control system should be used together, the informal control is suitable for the nature of higher education.

Research Method
This research explanatory research uses the qualitative approach, with interpretive method and case study strategy serving as the research designs. Three data collection methods are used in this research: in-depth interview, documentation, and observation. Using in-depth interview as a data collection technique, the researchers expect to gain understanding about how lecturers as facilitators ensure that student run their business properly. We use 9 competent informants in this research. We categorize the competent informants as those who are successful at bringing their students’ business project to achieve award on Entrepreneurship subject in odd semester for academic year 2014. We interview person who has method and strategy to make sure that their students not only run their start-up business but also become “winner” in the entrepreneurship competition held every semester.

Finding and Discussion

When we interviewed our informants for the first time we did not realize that communication became the most important tools that influence students’ behavior. Finally, we come up with conclusion that communication is powerful tool to control students. According to management control systems concept by Simons (1990), it is the facilitators who implement the interactive control although they are often not aware of it.

There are several activities, we call strategies, have done by facilitators to control student business project. These activities ensure that student manage the business properly. After we had categorized our findings we found that there are several aspects which eventually come up with the interactive control. They are regular report and triangulation. These methods are very powerful according to the facilitators.

Regular Report: The Main Tools for Controlling Business Project

Facilitators always ask the students to submit weekly reports. They are consists of the achievement of the business group in a week. Weekly reports describe whether students are able to accomplish the target and the obstacle they face every week. The reports also contain plans and targets. They are also other important information regarding student business. According to facilitators students who have good business always discipline to make consultation and bring their weekly report. They are often able to achieve target from a week before. They also often discuss their problems during a week and come up with many ideas.

Usually the facilitators ask for documentation of the transaction such as purchasing, selling, bank transfer, picture of events, purchasing order, and etc. These documentations are very important for facilitator to confirm that their students run their business. Every semester students have to follow exhibition such as Sunday Market. They have to take some pictures about their activities and then submit them to the facilitators. These pictures serve as the evidence that they have the events. In terms of the sale, they also have to keep some records such as voucher to record the number of good-sold and monetary matters. Sometimes the facilitator asks them to write customers’ name and phone numbers. In addition, they are able to check the transactions. These documentations are a part of weekly reports.

“the first is weekly report sir, students submit weekly written report together with documentation photos of their project activities or voice recording and captured of customer testimony.” (Informant B)

“If their project runs well then they will order some other goods and materials, we can trace the evidence from their invoices.” (Informant H)
“Things I do to make sure is whether they run their business or not, I ask for the invoices of their transaction, documentation such as photos when they visit their supplier for ordering goods, order evidence, if they join exhibitions they must inform me about the location and invite me to the events. I usually visit their booth whether it is on Sunday market or another event in Ciputra World. And sometime I ask them to come with them to visit their supplier.” (Informant I)

The reports of activities are not only based on paper work but also on the internet. He students are asked to upload the information about their products or services or activities via social media. Several social media favored by students are such as facebook, instagram, twitter, and blackberry messenger. Several students also make their own website and online store. Facilitator also asks student to record their follower because it can describe how many potential customers have contacted students. Surprisingly many students admit that selling via social media is favorable. Moreover a lot of students admit that selling online is better than selling offline. Facilitators always check their social media to make sure that student pay attention to marketing tactics. In order to increase usage of social media, UC give training or lecturing about how to use social media effectively. This event is very beneficial for student. Facilitator acknowledge that nowadays social media is a vital tools to make sure that student run their business. Facilitators are also possible to check up new products or services from student business project. When facilitators find out that there were several social media are out of date then facilitators usually confirm to student or ask students to meet facilitators. Social media is very important because not only lecturers can check it but also other parties such as customer, supplier and other parties. Social media is one of the powerful tools to ensure sustainability of business projects. Lately, according to facilitators Instagram is the best social media to promote product and services. That is why a lot of student choose Instagram as they main social media.

Together with social media usually facilitators ask student to make testimony. Testimony can be from supplier, customer, and well-known people. This testimony indicates that product or services has already entered the markets. In fact, the markets have responded to the products. Furthermore, the facilitators ask student to use well-known people such as an actress as an endorser. If the students are able to use an actress, then they must have good quality of the products or services.

“For example if they use online selling, I will check their website or social media, shipping notes and photos. Usually I check it randomly” (Informant F)

If they do not own a store then I’ll push them to find reseller and I will check the invoice from reseller and also their payment receipt. If they join an exhibition and I do not have time visit their booth, then I will ask them the invoice from the event organizer. If they use online business using instagram, facebook and others social media the easiest way is to track the numbers of their followers and their testimony (Informant H)

The last component of weekly report is reflection. Reflection refers to how students reflect what they have done in doing their business. They have to answer questions such as what is the benefit for them?, what is obstacles and how they overcome it?, what they learn from the business project?, what they have to improve so they can run their business better?, and etc. From this reflection, usually deeper discussion emerges between facilitators and students. In so doing, the students will reveal their problem and especially many of them disclose personal problem. According to the facilitators, many students have experienced some obstacles from their personal problem such as family matters, relationship with boyfriend or girlfriend, financial matter, and etc. This is one of the problems underlying the failure of their business. By communicating with student, the facilitators become close friends or best friends. This often becomes important phase in mentoring or coaching. Usually the way the
facilitators communicate in this way is likely to bring about positive impacts on the students. As soon as the problems are solved they become strong again.

To make sure they work their business project or not I use reflection sir, reflection between group members (informant F)

To make sure performance of each student, I ask each of them to make individual report, group report, and at the end of the semester they fill peer assessment so they score each of their group members, so I will find out who is really working and who is not. Some of them meet me personally to talk about their friend who is underperformed (informant G)

Regular report and weekly report become a starting point for facilitator to communicate effectively with students. The facilitators do not waste their time to take opportunity when it comes to doing regular reporting. They will explore, interview, and investigate student in term of their business. Soon there is a deep discussion then many ideas will come up and usually many alternative solutions emerge. This is interactive control implemented by facilitators. Interactive control also takes place via social media both individual and group. Usually facilitators and students create group in social media such as WhatsApp, Line, and Blackberry Messenger. The media social group is very active group. Many discussions occur in the group and this media social become effective control system since facilitators always update with the news.

Talking about administration, they must submit their weekly report consist of comparison of their target and actual sales, activities during weeks, make a reflection and their plan for next week. They also need to explain to me if they cannot achieve their target (Informant F)

Triangulation; Is it the best method for controlling business project??

Regular report is not enough to make sure that student run their business. Facilitators need other tools to strengthen evidence that student business really run well. In this part we will reveal other powerful tools to make sure students run their business. Through this method facilitator implement interactive control system.

Many facilitators have used many sources of the information such as document, person, observation, and etc to strengthen regular report. They compare and confirm many source of information to evaluate the student progress, we call it triangulation method. Many of the facilitators find this method powerful because they can identify which groups have run their business and which groups do not. For example, while the facilitators intend to know the performance of the students’ business group, the latter previously informs about their strategic location, good products. In addition, they add that many of their customers always come over to their tenants. In order to make sure the validity of this report, facilitators ask his friends to visit the tenants (we call it “spy”), taste the product, and observe the customer. Facilitator can also observe the locations by themselves. This method covers a lot of important information and students cannot manipulate their business. Facilitators also use triangulation when they cannot visit student business. For example when group of students participate in an exhibition but facilitator cannot attend this event then they will ask someone to visit the exhibition. Facilitator will compile all the information and make decision about the students’ businesses. After the exhibition, facilitators will ask student to arrange meeting so they can discuss about many issues regarding exhibition.

“I usually check by come directly to their location where they open their store or sale their product, so it is like on the spot inspection.” (Informant F)
“I came to their site without further notice because I want to know whether they really walk the talk” (Informant A)

“One of the easiest ways is to use “a spy”. I ask my fellows and sometimes my sister when then went to an area or visit an exhibition to stop by to student store or booth and ask few question to check whether the student project is real or not” (Informant H)

Triangulation also can be implemented by using community. Facilitator asks people who know his/her student in certain communities such as car community, bicycle community, photograph community, etc. Usually by interacting with community facilitators can gather a lot of information. Valuable information usually appears from community and it is beneficial for facilitator to mentor the students. Special case usually uses this method in order to investigate whether the students are committed to the work or not. The findings usually end up with a lot of discussion.

“I also ask their friends in their community about their personality, sometime group trying to protect their members by saying that he or she is a diligent person although actually it is not, but from his or her friends in the community outside his or her teammate sometimes I can get confirmation about their performance” (Informant F)

Confirmation also can be gathered from supplier or customers. Every week students make reports regarding purchasing and selling. They often have to write down the names and phone numbers of their stakeholders such as supplier, customers, etc. Facilitator can contact the stakeholders to make sure that students have good relationships with them and the transactions are current. For example when there are a lot of purchase orders or unusual quantity then facilitator will contact the customers to confirm its validity. Another situation occurs if the students have particular customers who always buy the products every day or every week. Then, the facilitator will contact the customers to make sure the transactions are not fake. In addition, when students have problems with the suppliers, the facilitator usually contacts the suppliers. They sometimes contact the suppliers to make sure that students have bought raw material from them. Confirmation ensures the information regarding student business is real. For example, the facilitators will contact through the phone numbers on the brochure. It is to check whether students have given the right phone numbers or postal addresses. The confirmation also takes place when students inform that they become the suppliers for several stores. The facilitators will confirm the stores to make sure that they already have an agreement with the student.

“Recapitulation, so in one piece of paper they must document photo product that sold to customer, customer data, shipping data, and photo of payment transfer receipt. They also submit their weekly and monthly report” (Informant C)

“Sometimes I join them to visit their supplier to find out how they communicate with their supplier.” (Informant I)

“For example they give me their brochure sir, I try to call the listed phone number. I'll confirm to them if the phone number cannot be reached.” (Informant D)

Other method is peer assessment. Peer assessment is the process where student grade and value their teammates. These assessments usually take place in the middle or the final test of semester. Facilitators never inform to student before so that the latter can evaluate their teammate honestly. This peer assessment usually ends up with a big surprise. Peer assessment can reveal “ice berg” of the group of students. Sometimes “Don’t judge the book from its cover” maybe is the best quote to describe the output of peer assessment. Peer
assessment usually accurate to describe student habit and behave. Therefore the output of peer assessment is valuable data for facilitators to discuss with the students.

“I ask each of group member sir, for example there are four students in one group, I will ask each of them to explain the contribution of the other three. Usually I will find similarity in their answer, if student A, B and C said that student D is lazy than Student D is lazy. If their answer is difference then I will check their documentation and sometimes I also ask their classmates” (informant B)

“...at the end of the semester they fill peer assessment so they score each of their group members, so I will find out who is really working and who is not. Some of them meet me personally to talk about their friend who is underperformed (informant G)

Communication within triangulation process covers many parties. The parties include students, teammates, suppliers, customers, friends, community, etc. through communication with many parties means facilitators implement interactive control system. The facilitators communicate with those people interactively and intensively to discuss many things on behalf of student business projects. Communicating intensively will reveal many problems and come up with many ideas to solve the problem. As such, the interactive control opens some possibilities to innovate something new such as new product, new marketing strategies, new business opportunity, and etc.

“At least once a month I set my class as sharing session and each group share their progress and obstacles, sometimes and the end of discussion they can get a new insight and even a new network” (Informant H)

“To make sure they run their project, i often cross-check their explanation. If there is inconsistency means something need a further exploration.” (Informant E)

“I ask them to come to me with lots of question because it is a sign that they serious with their project. I provide mentoring time in the class, Line (social media) and discussion in informal moment for example during lunch break at cafeteria or walking through the hall.” (Informant E)

Communication happens not only in term of collecting data or investigating problem but also in terms of developing performance. As such, triangulation method is powerful to increase the performance of students’ business. Therefore triangulation method is probably the best method in term of the interactive control process.

Conclusion

Monitoring is an important activity in the entrepreneurship education especially when we use the experiential based learning. By using the experiential based learning student are forced to build real business projects. Monitoring is an important part of the management control system. Management control system is a system that functions to ensure personal behave in accordance with the organizational goals. In this research, the management control system is used to make sure that the students run their business well according to university goal: creating world class entrepreneur.

Research finds that regular reporting is the powerful tool to monitor student business. Facilitators use several reporting methods such as weekly reporting, documentation, social media, testimony, and reflection. Through regular report communication intensively emerge between facilitators and students. Second, triangulation method covers confirmation and peer assessment. These methods are very beneficial to investigate the problems. Through
these method, the facilitators are able to collect various information and yet many deep information. This method is very comprehensive since it opens some possibilities for facilitators to interact with many stakeholders such as supplier, customer, teammate, student, parents, etc to control student business project.

The main finding is that the interactive control plays an essential role to ensure that the students run their business properly. The interactive control influence student behavior to act according to university goal namely creating world class entrepreneurs. Finally, the interactive control system is a powerful tool in entrepreneurship education. Whether this method is the best method for controlling business activity is still a big question mark.

References

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