

ISSN: 2302-1802

JURNAL
ENTREPRENEUR* dan *ENTREPRENEURSHIP



JEE

Volume 1

Nomor 1

Halaman
1-47

September
2012

ISSN
2302-1802

JEE

JURNAL *ENTREPRENEUR* DAN *ENTREPRENEURSHIP*

Volume 1, Nomor 1, September 2012, hlm. 1-47

Ketua Penyunting

Tony Antonio

Wakil Ketua Penyunting

Hendrasmoro

Penyunting Pelaksana

F. Danardana Murwani

Christian Herdinata

I Dewa Gde Satrya

Pelaksana Tata Usaha

Ditta Ardiyana

Liestya Padmawidjaja

Alamat Penyunting dan Tata Usaha

Lembaga Penelitian dan Publikasi

Universitas Ciputra

UC Town Citraland Surabaya 60219

Telp.: (031) 7451699 Ext. 2104 - 2105

Faks.: (031) 7451698

E-mail: jee@ciputra.ac.id

Jurnal *Entrepreneur* dan *Entrepreneurship* (JEE) terbit dua kali setahun (Maret dan September), berisi tulisan hasil telaah konseptual dan hasil penelitian mengenai *entrepreneur* dan *entrepreneurship*. JEE Volume 1, Nomor 1 dimulai September 2012 berdasarkan tanggal keluarnya ISSN.

Jurnal *Entrepreneur* dan *Entrepreneurship* (JEE) diterbitkan oleh Lembaga Penelitian dan Publikasi Universitas Ciputra.

Makna Filosofis Sampul:

Memiliki ilustrasi *sculpture* bola dunia dan pemuda-pemudi dengan material logam berwarna keemasan. *Sculpture* ini merupakan gagasan dari Dr. (HC) Ir. Ciputra, yang menyimbolkan bahwa di masa yang akan datang Indonesia akan memiliki jutaan *entrepreneur*. Terlihat pada lengan dengan jemari, tiga jari membentuk huruf E yang memberikan makna tiga sifat *entrepreneur*, yakni *Envision* (mampu membaca peluang masa depan), *Explore* (mampu menggali potensi diri dan lingkungan), dan *Encounter* (mampu menghadapi tantangan).

JEE

JURNAL *ENTREPRENEUR* dan *ENTREPRENEURSHIP*

Volume 1, Nomor 1, September 2012, hlm. 1-47

DAFTAR ISI :

Distance Entrepreneurship Education as an Essential Strategy to Empower Indonesian Migrant Workers <i>Antonius Tanan</i>	1-10
Implementasi Pembelajaran <i>Entrepreneurship</i> Mahasiswa Berbasis <i>The 5E Learning Cycle Model</i> <i>Denny Bernardus</i>	11-20
Inspiring Wednesday, Ciputra University Best Practice in Shaping Entrepreneurs in Higher Education <i>Tony Antonio</i>	21-27
Pengaruh Pelatihan <i>Cashflow 101</i> Terhadap Pola Pikir <i>Entrepreneurship</i> Mahasiswa <i>David Sukardi Kodrat, Paulus Hindarto</i>	28-33
Pendidikan <i>Funecopreneur</i> di Sekolah Menengah Atas <i>Suryaman</i>	34-40
<i>Social Entrepreneurship</i> Makanan Ringan Berbahan Baku Hasil Bumi Lokal <i>Hendrasmore</i>	41-47

Inspiring Wednesday, Ciputra University Best Practice in Shaping Entrepreneurs in Higher Education

Tony Antonio

Universitas Ciputra, UC Town CitraLand, Surabaya 60219;

Email: tonyantonio@ciputra.ac.id

Abstract: *Ciputra University has a core focus on entrepreneurship and always emphasized entrepreneurship education in a contextual way. This paper shares the best practices of Entrepreneurship Education program that's being run at Ciputra University. The program known as "Inspiring Wednesday." In this program, for one day each week the study will be dedicated solely to entrepreneurship topics. It is conducted through the entire campus starting with the students from the first semester all the way to the fifth semester. The program offers the students a combination of real-live learning experience along with skills which are useful assets for aspiring entrepreneurs. The Entrepreneurship education is carried out by both lecturer as entrepreneur enabler and professional entrepreneurs, called as entrepreneur in residence, in order to achieve University's objectives. This paper covers the rationale, methods, results, and evaluation of the inspiring Wednesday in Ciputra University.*

Keywords : *Entrepreneurship Education, Entrepreneur Enabler, Entrepreneur in Residence, Inspiring Wednesday*

Abstrak: Universitas Ciputra memiliki fokus utama pada *entrepreneurship* dan selalu menekankan Pendidikan *Entrepreneurship* secara kontekstual. Tulisan ini berbagi pengalaman penerapan program Pendidikan *Entrepreneurship* yang sedang dijalankan di Universitas Ciputra. Program ini dikenal sebagai "Reboan." Dalam program ini, satu hari dalam seminggu didedikasikan sepenuhnya untuk pembelajaran *entrepreneurship*. Hal ini dilakukan untuk seluruh mahasiswa mulai dari semester pertama sampai ke semester lima. Program ini menawarkan kombinasi nyata melalui pengalaman belajar dan melatih keterampilan yang nantinya akan diperlukan mahasiswa sebagai pengusaha. Agar dapat memenuhi tujuannya maka Pendidikan *Entrepreneurship* dilakukan oleh dosen selaku *entrepreneur enabler* dan *entrepreneur/profesional* yang disebut sebagai *Entrepreneur in Residence*. Tulisan ini mencakup dasar pemikiran, metode, hasil, dan evaluasi dari hari Reboan di Universitas Ciputra.

Kata-kata kunci: Pendidikan *Entrepreneurial*, *entrepreneur enabler*, *entrepreneur in residence*, reboan

The need of creating Entrepreneurs is believed as one of the ways to sustain the economic growth of a country. The growth of Small Medium Enterprise is one of the indicators of the economic growth. *Entrepreneurs specialize in taking difficult and complex decision for which other people do not want to take responsibility..... (they) make a vital contribution to the economic growth.* (Casson, 2006). Indonesian Vice President, professor Boediono mentioned that Entrepreneurship edu-

cation is the proper way to maximize the advantage of "demographic dividend" of Indonesia. The advantage of a higher percentage of working age among Indonesian people should be further boosted through entrepreneurship (Boediono, 2011)

The process of creating entrepreneurs can be by chance or by design. In order to be able to give the maximum impact, the next Entrepreneurs should be prepared purposefully through education. In an interview session (August, 01 2005) Pok-

Inspiring Wednesday, Ciputra University Best Practice in Shaping Entrepreneurs in Higher Education

Tony Antonio

Universitas Ciputra, UC Town CitraLand, Surabaya 60219;

Email: tonyantonio@ciputra.ac.id

Abstract: *Ciputra University has a core focus on entrepreneurship and always emphasized entrepreneurship education in a contextual way. This paper shares the best practices of Entrepreneurship Education program that's being run at Ciputra University. The program known as "Inspiring Wednesday." In this program, for one day each week the study will be dedicated solely to entrepreneurship topics. It is conducted through the entire campus starting with the students from the first semester all the way to the fifth semester. The program offers the students a combination of real-live learning experience along with skills which are useful assets for aspiring entrepreneurs. The Entrepreneurship education is carried out by both lecturer as entrepreneur enabler and professional entrepreneurs, called as entrepreneur in residence, in order to achieve University's objectives. This paper covers the rationale, methods, results, and evaluation of the inspiring Wednesday in Ciputra University.*

Keywords : *Entrepreneurship Education, Entrepreneur Enabler, Entrepreneur in Residence, Inspiring Wednesday*

Abstrak: Universitas Ciputra memiliki fokus utama pada *entrepreneurship* dan selalu menekankan Pendidikan *Entrepreneurship* secara kontekstual. Tulisan ini berbagi pengalaman penerapan program Pendidikan *Entrepreneurship* yang sedang dijalankan di Universitas Ciputra. Program ini dikenal sebagai "Reboan." Dalam program ini, satu hari dalam seminggu didedikasikan sepenuhnya untuk pembelajaran *entrepreneurship*. Hal ini dilakukan untuk seluruh mahasiswa mulai dari semester pertama sampai ke semester lima. Program ini menawarkan kombinasi nyata melalui pengalaman belajar dan melatih keterampilan yang nantinya akan diperlukan mahasiswa sebagai pengusaha. Agar dapat memenuhi tujuannya maka Pendidikan *Entrepreneurship* dilakukan oleh dosen selaku *entrepreneur enabler* dan *entrepreneur/profesional* yang disebut sebagai *Entrepreneur in Residence*. Tulisan ini mencakup dasar pemikiran, metode, hasil, dan evaluasi dari hari Reboan di Universitas Ciputra.

Kata-kata kunci: Pendidikan *Entrepreneurial*, *entrepreneur enabler*, *entrepreneur in residence*, reboan

The need of creating Entrepreneurs is believed as one of the ways to sustain the economic growth of a country. The growth of Small Medium Enterprise is one of the indicators of the economic growth. *Entrepreneurs specialize in taking difficult and complex decision for which other people do not want to take responsibility..... (they) make a vital contribution to the economic growth.* (Casson, 2006). Indonesian Vice President, professor Boediono mentioned that Entrepreneurship edu-

cation is the proper way to maximize the advantage of "demographic dividend" of Indonesia. The advantage of a higher percentage of working age among Indonesian people should be further boosted through entrepreneurship (Boediono, 2011)

The process of creating entrepreneurs can be by chance or by design. In order to be able to give the maximum impact, the next Entrepreneurs should be prepared purposefully through education. In an interview session (August, 01 2005) Pok-

Kam Wong, a Singaporean Entrepreneurship researcher described that “If it is important, don’t let it fall into chances, educate”. In other words, If creating Entrepreneurs is important for a country, we should design the entrepreneurship education with a proper curriculum and in a contextual way.

Dr. (HC) Ciputra, the founder of Ciputra University believes that there are three factors that influence people to be entrepreneurs, namely birth, environment and practice (Tanan & Ciputra, 2011) :

- By birth, a child has already had the talent and DNA of an entrepreneur.
- By environment, a child have already seen and learned a lot of entrepreneurial practice that surround him/her.
- By practice. As a matter of fact, not everybody has the privilege to be born and to have entrepreneur environment, and therefore practice, training and education is the only ways to climb the entrepreneur path for them.

As a matter of fact, a lot of academic and vocational institution have done many programs of entrepreneurship education and training. The problem is not on what to teach but how to twach Ronstadt (1987) “...with time, the question that ask if the entrepreneurship can be taught or should be taught will be replaced increasingly by what should be taught and how it should be taught”.

In the spirit of diversity, there is no consensus of having the same exact contents and the methods of entrepreneurship to be taught among universities. For instance, different experts each suggest different contents of entrepreneurship subjects (Kuratko, 2005; Schramm, 2006; Solomon et al., 2002). It appears that entrepreneurship is multidisciplinary subject in nature and should be able to accommodate so many relevant aspects. Solomon (2007) found some common elements in entrepreneurship courses, including: venture plan writing, case studies, readings and lecturing by guest speakers and faculty. The typical elements of small business management courses include class work, tests, and

major projects such as the development of business plans; student business start-ups, consultation with practicing entrepreneurs; computer simulations; and behavioral simulations. Other include interviews with entrepreneurs, environment scans, “live” cases, field trips and the use of video and films (Solomon, 2007).

Despite the diversity, most Entrepreneurship education at universities has several common objectives. This includes cognitive psychomotor and affective domains such as enhancing entrepreneurial concepts and their contribution to Small and Medium Enterprises (SME) into the economy; developing entrepreneurial mindset of the students; motivating students to be an entrepreneur; providing students with entrepreneurial skills relevant to formation and development of new businesses; and providing conducive-circumstances for students to start a new business.

The call to do Entrepreneurship Education is in the right moment, especially for Indonesia. Indonesia, with 240 millions population and very rich culture, is still classified as efficiency-driven economy rather than innovation-driven. To prepare an innovative job creator rather than job seeker among Indonesian youth and to enter the creative-economy driven can only be achieved through Entrepreneurship education.

ENTREPRENEURSHIP EDUCATION AT CIPUTRA UNIVERSITY

From the feasibility study of Ciputra University, several important facts were found. In order to have a good Entrepreneurship Education, some requirement should be provide such as the right method, the right mentor, the right mentee and the right environment/ atmosphere. These requirements are needed in order to have the right outcome of the teaching learning process. The right method means that University should design a right curriculum that will fulfill the need of the student to be an entrepreneur. On the other hand, the delivery method of the content should also be in line with the purpose of building

the life skill of the student. The right mentor means that the competency of the facilitator should fit to the curriculum. The right mentee means that not all student are able to be an entrepreneur, some will be graduated to be professionals with entrepreneurship qualification, some will continue the path to be entrepreneurs. However, a selection test should be applied before the admission process to have the right candidate for the entrepreneurship education.

As a university locate in Indonesia, Ciputra University has met the standard curriculum of MONE (Ministry of National Education), which means it fulfill the requirement for a student to hold the degree in their own discipline. On top of that, the graduates have the 4 years experience to become educated entrepreneurs, new venture creators with scale up potential.

There are several ways to applied entrepreneurship curriculum in the university. The first one is for the curriculum to be run through one or two entrepreneurship subjects. In the second one, all curriculum activities are managed by an entrepreneurship center, which could be inter department. UC, however, takes a third option, where the entrepreneurship is designed as a compulsory subject for all student of any discipline for 5 semester, i.e from semester 1 to semester 5.

The specific of this program is as follows:

The University dedicated one day for entrepreneurship on every Wednesday. On this day, student and facilitators will have no other lecture except entrepreneurship, which we call “*Inspiring Wednesday*”. The Inspiring Wednesday is an interactive and experiential learning process, based on project based learning with hands-on approach and real life problem. Real project means real network and resources, real risks, real problem market need and real fulfillment.

From semester 1 to 5 the students will learn Venture’s big picture such as Imagination of a business (knowledge, opportunity and creativity), potential partners (wide and potential partners, good reputation), business-venture execution (risk taking ability, managerial skills, customer service) and ensuring the sustainability (ethics, good will, innovation, social capabilities and win win partnership).

THE INSPIRING WEDNESDAY

The Inspiring Wednesday is compulsory for all students in UC. This entrepreneurship program comprises 15 credits out of 144 or about 10% (ten percent) of the total credits in all the study programs. It is not an optional, once-a-semester phenomenon. The curriculum model is shown in Figure 1.

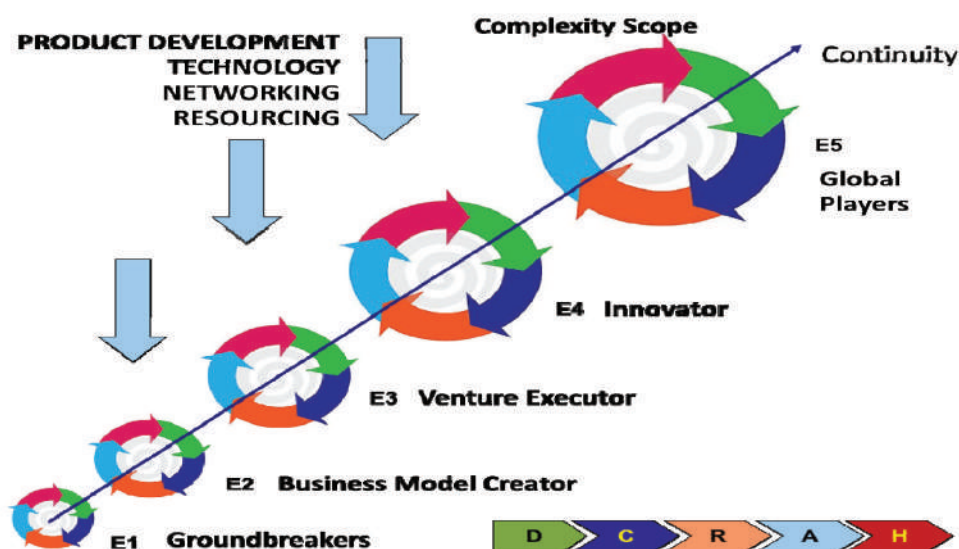


Figure 1 Curriculum Model

Entrepreneurship training is embedded in all majors for the five semesters. The entrepreneurship program that is conducted on the Inspiring Wednesday is divided into several classes semester-wise which is called “E” class followed by the semester. For example E 1 refers to Entrepreneurship class for the students of the first semester. Each class consists of 40 to 50 students from different majors in order to achieve an interdisciplinary learning environment. Class will be divided into group of student. The size of the group may be 3, 5 or 10 depend on the characteristics of the project. The aim is to make the students learn from each other applying the knowledge and experience they have gotten from their respective majors. Each “E” class has its own final project by the end of semester. The projects are shown below (Figure 2).

E1 personal selling/ branding is introduced to first semester students to get them familiar with the simplest way of creating a business which is an individual selling. The students can choose a product or a service of their choice from a catalogue and then take this product to the market. Students learn how to promote the products and sell it to customers which could be their circle of friends, families, and people they might know. The learning outcome of E1 is basically that student learn the process of direct selling and

come up with new and innovative ways of selling a common product. It forces them to think out of the box and be creative. The expectation is not only selling the product, but also to make the student become more assertive and have a good communication skill.

In **E2**, the students learn how to promote their product using the digital media. They have to learn how to target a bigger, broader market using digital marketing such as Facebook, Twitter or even making their own website for a specific product/ service. They usually do not have their own products yet or have not learnt how to create their own products. Hence, they use the existing products as was the case in E1. The venture has also become slightly larger and require additional resources including human resources and capital investment. As the students graduate to a retailing model where everything cannot be done alone, they need to start to manage people and team. It is the time for the students to learn and to exercise their life skill especially interpersonal skill.

In **E3**, the students learn how to manage the various aspect of the business from human resources to marketing and from finance to operations. It includes a four week business simulation. During the business simulation, they have the opportunity to expose their business project publicly and have some feedback for improvement.

INSPIRING WEDNESDAY MODEL			Sem 8
Final Project		New Venture Creation	Sem 7
DEPARTEMEN CORE SUBJECTS		New Venture Creation	Sem 6
International Business Mgmt		E5	International Biz
International Business Accountancy		E4	Innovation
International Hotel n Tourism Biz		E3	Retail
Culinary Business		E2	Start Up n online
Multimedia tech		E1	Personal Selling Skill
Biz information system			Sem 1
Interior Design			
Fashion Design Business			
Visual Communication Design			
Psychology			

Figure 2 Inspiring Wednesday Model

Moving to the next level, students learn how to expand their business in **E4**. They learn the mechanism, complexity, challenges of running a business in multiple locations. Before this, the students need to set up their ventures formally. The key task in E4 is to register the venture as a legal entity and launch it. Moreover, they have to understand the demand in other cities or regions and customize the product keeping in mind local tastes, preferences, religious sentiments etc. This customized product or service could become the key resource of their ventures. Therefore, E4 is called Innovative Venture Creation. Once the venture is launched, the students would solidify their position in the market and then try to expand.

Expansion is not just about local or regional but also international. In **E5**, the students are encouraged to participate in foreign trade fair and try to introduce their product to the international market (market testing). On top of that, the students would also need to learn all the legal aspects of running an export-import business and protecting intellectual property (if any) and brand. Going international means complying with international law and regulations.

The “E” class is considered a platform where the students conduct their business experiments through the real projects. Students are expected to make mistakes while doing the projects in order to learn from the experience. This practical knowledge can be used while creating their real ventures later on. Each semester and each project must go through the same cycle called entrepreneurial process cycle which is done repetitively. The process consists of five steps for creating and running the business (National Content Standard for Entrepreneurship Education). Those steps are dreaming about the possibilities (Discovery), choosing an idea and creating a plan (Concept Development), testing the feasibility of the plan (Resourcing), starting and running a business (Actualization), and deciding on the future of the business (Harvesting/ Revise). The aim is that students must understand the concepts and processes associated with new venture creation.

All E is divided into two phases with each representing special objective of learning. The main objective for the first three semesters is about Discovery and E Essential. In this phase, the students learn about Basic Entrepreneurship which covers developing an entrepreneurial mindset and gaining the basic skills of business. Furthermore, from semester four to semester five the students will focus on Innovative Venture Action which is about Intermediate Entrepreneurship including innovative venture creation and international entrepreneurship either business or social type. The same process runs continuously through all the E classes with the increasing level of complexity.

Entrepreneurs enabler and entrepreneur in Residence in Inspiring Wednesday

Pope Alexander IV said that “university” or *universitas magistrorum et scholarium*, in latin means “community of teachers and scholars. (Pope Alexander IV to the University of Paris, April 14th, 1255). Based on this belief, Ciputra University has a goal to make the schools as a fellowship of scholars, entrepreneurs, entrepreneur enabler and entrepreneur to be. We utilize all the network resources from academic, business world and from the society as well. A combination of full time lecturer as entrepreneur enabler and real entrepreneur or professionals (called *Entrepreneur in Residence EiR*) as class facilitators in every class makes for an interesting teaching learning process. These two different background facilitators are called Entrepreneur Enabler.

As entrepreneur enablers, the academicians provide the conceptual and theoretical foundation needed by students to develop their creativity and innovation while the Professionals or the EiR are external experts, invited to share their experiences and knowledge to inspire the students. They bring the practical experience and ground realities of doing business into the classroom. The collaboration serves more as mentor rather than teachers to set up new venture.

Entrepreneurship 1 to 5 allows the student

to do start up business on different level of difficulties. Once they finish the project, they have the freedom to continue or to stop the business. Once they want to continue and begin to enter the scale up step, a business incubator is there to help them to get funding and support.

Creating a conducive atmosphere in Inspiring Wednesday

A university should have a good academic atmosphere in order to enhance the academic achievement of her faculty. Similar to this premise, an entrepreneurial university should create a good entrepreneurship atmosphere in order to enhance the achievement of the entrepreneurship project. The learning environment is designed as accommodative as possible to create excitement about entrepreneurship.

Continuous inspiring story about entrepreneurship is given in the beginning and at the end of every semester entrepreneurship subject in order to provide a lot of motivation for the students. Reward system is applied for those who have a remarkable achievement, and a Wall of fame is provided to put the successful business project. TV and newspaper's coverage is

possible for a very distinctive achievement, and there are also some fun and festival-like events to celebrate and reward entrepreneurial efforts. The entrepreneurship ecosystem is planned purposely through a relax relationship between student and lecturer, where an easy access to discussion will motivate a lot of creative ideas. This rewarding entrepreneurial behavior is a must to have the right entrepreneurship ecosystem.

Evaluation and challenges

At the end of 2010, a survey, funded by the Directorate General of Higher Education Ministry of National education is conducted on the alumni of Ciputra University. A hundred alumni participated as respondents. The pie chart (Figure 3) below shows the result:

- 33 % of the alumni become professionals (Intrapreneur/corporate entrepreneurs)
- 23 % of the alumni become Entrepreneur, continue their business.
- 18.5 of the alumni continue their family business.
- 19.5 % still waiting for job or opportunity to do business.
- 7 % go for further study

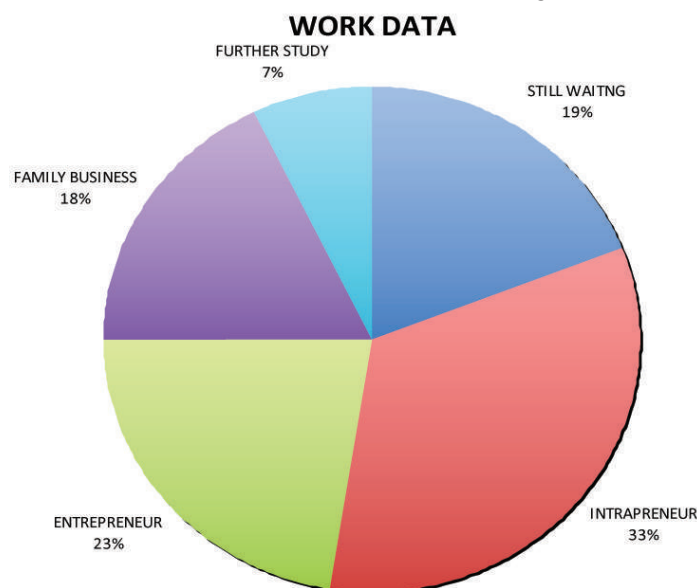


Figure 3 Percentage of occupation of Alumni

In other word, 41.5 % of the alumni is doing business of their own or their parent's, while 33 % is working with other company, where they may still be looking for experience or wanting to keep their career as corporate entrepreneur. The other 19.5 % is still waiting for job or opportunity to do new business.

CONCLUSION

A yearly evaluation on the program already gave some feedback on the execution of the program. Small and big adjustments have been done to the curriculum and to the facilitators as well. The biggest lesson learned is that the finding of the "Tai-Chi Principle" in the inspiring Wednesday. Business process is a vehicle for learning, while application can be in any domain; social, governmental and academic.

The biggest challenge is to prepare the facilitators, building portfolio for the entrepreneur enablers - portfolio of academics in the real world implementation and portfolio of EiR in the theory behind entrepreneurial efforts. What makes us teacher is our capability to teach, creating learning scenario environment for good learning and creating proper method that will help students to learn.

REFERENCES

- Boediono. 2011. Entrepreneurship is the key for Indonesia Gemilang, commencement address on acceptance of UC graduate, at Vice Presidential Palace Jakarta, September 15, 2011.
- Casson, M. 2006. *Introduction to The Oxford Handbook of Entrepreneurship*. New York: Oxford University Press.
- Kuratko, D.F. 2005. The Emergence of Entrepreneurship: Development, Trends, and Challenges. *Entrepreneurship Theory and Practice*, 29 (5): 577-597.
- Ronstadt, R. 1987. The Educated Entrepreneurs: A New Era of Entrepreneurial Education is Beginning, *American Journal of Small Business*, Spring : 37 – 53.
- Schramm, C.J. 2006. *The Entrepreneurial Imperative: How America's Economic Miracle Will Reshape the World (and Change Your Life)*, New York: Harper Collings.
- Solomon, G.T., Duffy, S. & Tarabishy, A. 2002. The State of Entrepreneurship Education in the United States: A Nationwide Survey and Analysis. *International Journal of Entrepreneurship Education*, 1 (1): 65-86.
- Solomon, G. 2007. An Examination of Entrepreneurship Education in United States, *Journal of Small Business and Enterprise Development*, 14 (2): 168 – 182.
- Tanan, A. & Ciputra. 2011. *Ciputra Quantum Leap 2 : Kenapa & Bagaimana Entrepreneurship mengubah Masa Depan Bangsa & Masa Depan Anda*. Jakarta: Elex Media Komputindo.

Petunjuk bagi (Calon) Penulis **Jurnal *Entrepreneur* dan *Entrepreneurship***

1. Artikel yang dimuat dalam jurnal ini meliputi hasil telaah konseptual dan hasil penelitian mengenai *entrepreneur* dan *entrepreneurship*. Artikel belum pernah diterbitkan di media lain. Isi artikel beserta semua akibat yang ditimbulkan oleh artikel itu menjadi tanggung jawab penuh penulisnya.
2. Naskah diketik menggunakan pengolah kata *Microsoft Word* atau *Open-Office*, dengan huruf *Times New Roman* ukuran 12 pts dan satu setengah spasi kecuali abstrak dan *abstract* (satu spasi), dicetak pada kertas HVS A4 sepanjang 10-20 halaman, dan diserahkan dalam bentuk *print-out* sebanyak 3 eksemplar dan CD berisi *softcopy* naskah. Pengiriman naskah juga dapat dilakukan melalui *e-mail* ke jee@ciputra.ac.id
3. Naskah ditulis dalam bentuk esai, disertai judul subbab (*heading*) masing-masing bagian, kecuali pendahuluan disajikan tanpa judul subbab. Peringkat judul subbab dicetak tebal/*bold*, dan penulisannya bukan dengan angka sebagai berikut.
Peringkat 1 (huruf besar semua dan rata dengan tepi kiri)
Peringkat 2 (huruf besar-kecil dan rata dengan tepi kiri)
Peringkat 3 (huruf besar-kecil, dicetak miring [*italic*], dan rata dengan tepi kiri)
4. Sistematika artikel hasil telaah konseptual: (a) judul, (b) nama penulis tanpa gelar akademik, disertai lembaga asal dan alamat korespondensi yang ditulis di bawah nama penulis, (c) *abstract* dan abstrak (75-150 kata), (d) kata-kata kunci dan *keywords* (3-5 kata), (e) pendahuluan (tanpa judul subbab), (f) substansi telaah konseptual, (g) kesimpulan, dan (h) daftar rujukan.
Sistematika artikel hasil penelitian: (a) judul, (b) nama penulis tanpa gelar akademik, disertai lembaga asal dan alamat korespondensi yang ditulis di bawah nama penulis, (c)) *abstract* dan abstrak (75-150 kata), (d) kata-kata kunci dan *keywords* (3-5 kata), (e) pendahuluan (tanpa judul subbab), (f) metode, (g) hasil, (h) pembahasan, (i) kesimpulan dan saran, serta (j) daftar rujukan. Pada artikel hasil penelitian kualitatif, hasil dan pembahasan menjadi satu bagian.
5. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

Buku:

Brooks, A.C. 2009. *Social Entrepreneurship: a Modern Approach to Social Venture Creation*. Upper Saddle River, NJ: Pearson Education, Inc.

Buku kumpulan artikel:

Greene, P.G. & Rice, M.P. (Eds.). 2007. *Entrepreneurship Education*. Cheltenham, UK: Edward Elgar Publishing Ltd.

Buku terjemahan:

Robbins, S.P. & Judge, T.A. 2007. *Perilaku Organisasi* (Buku 2, Edisi 12). Terjemahan Diana Angelica, Ria Cahyani, dan Abdul Rosyid. 2008. Jakarta: Salemba Empat.

Artikel dalam jurnal:

Prabhu, V.P., McGuire, S.J., Drost, E.A. & Kwong, K.K. 2012. Proactive Personality and Entrepreneurial Intent: is Entrepreneurial Self-Efficacy a Mediator or Moderator? *International Journal of Entrepreneurial Behaviour and Research*, 18 (5): 559-586.

Artikel dalam buku kumpulan artikel:

Brand, M., Wakkee, I. & van der Veen, M. 2007. Teaching Entrepreneurship to Non-Business Students: Insights from Two Dutch Universities. In A. Fayolle (Ed.), *Handbook of Research in Entrepreneurship Education, Volume 2: Contextual Perspectives* (pp. 52-83). Cheltenham, UK: Edward Elgar Publishing Ltd.

Artikel dalam prosiding:

Yuliawati, L. & Moerkardjono, S.R. 2012. Teenagers Behavior and Celebrity: the Other Side of Creativity Industry in Media. In D. Larso & W. Dhewanto (Eds.), *Developing and Collaborating in Innovation and Entrepreneurship to Pursue ASEAN Emerging Market: Proceedings of the 4th Indonesia International Conference on Innovation, Entrepreneurship, and Small Business (Book 03), UC Town, Citraland, June 26-28* (pp. 131-137).

6. Semua naskah ditelaah secara anonym oleh mitra bebestari (*reviewer*) yang ditunjuk oleh penyunting menurut bidang keahliannya. Penulis naskah diberi kesempatan melakukan revisi atas dasar saran dari mitra bebestari atau penyunting.