

Entrepreneurial Learning Model in Arts Education

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The quality of arts education in developing countries is not as expected. In general, in developing countries the arts education is not considered important. Besides only are recreational, arts education system is considered not actively encourage students to think independently. Arts education system is considered to have ignored the importance of developing a creative mindset, innovative, and productive. Such systems are not in line with the educational function of arts as a tool for personal development. Entrepreneurial Learning Model is an alternative for solving the problem. This learning model has the potential to build character and innovative mindset and productive. This paper summarized the results of research on the development of instructional models that have the potential to build character and entrepreneurial mindset in arts education in Indonesia.

Keywords: model of entrepreneurial learning, arts education, innovation

There is widespread awareness that the current curriculum and implementation excellence of our educational system is not adequate. Challenges and opportunities faced by those who fought for the actual excellence in education today is labeled with the concept of quality education. The concept requires students and teachers with high motivation, appropriate curriculum, inclusive, and free from all forms of discrimination and pragmatic intervention. The concept of quality education also includes awards and involvement creativogenic culture and diversity and cultural wisdom.

Arts has the potential to play a role that is distinct and unique in realizing quality education. As a creative media, arts stimulates the affective-cognitive development, encouraging creative and innovative thinking, respect cultural diversity, as well as strengthening the underlying behavioral patterns appreciative spirit and productive. Arts education serves to develop the competencies and talents in building creativity, character berkesudahan, and meaningful relationships in a society that values creativity and cultural diversity. In an increasingly globalized world with such explosive economic competition today, arts education not only aesthetic problem-oriented education - the current is sensed as berkeindahan education, but also and primarily a creative education. Arts education has a strategic position as an incubator of creative resource development. Paradigm is in line with the role of human resources and creativity as the

backbone of the creative economy in the era of the creative industry, which has been and is being driven in almost all countries in the world.

In general, traditional education has focused on developing expert knowledge through the acquisition and analysis of critical-thinking skills based on logic alone. This academic expertise is very valuable, but related to a career performance to some extent. Meanwhile, the pace of technological and social evolution in modern society emphasizes the need is that high-quality education should not be restricted to obtain an "expert" knowledge-based. Paul Romer (1994) have concluded that economic growth in the 21st century will depend on the creativity, the creation of new products, services and new opportunities, producing more goods, or produce goods more cheaply.

In such economic growth, according to Romer (1994), the ability to think creatively is at least as valuable as traditional academic skills, if not more. Social investment of educational resources in a sharpening of creativity can be regarded as the development of "human capital" that can contribute to economic growth in the future (Walberg & Stariha, 1992). Accordingly Mitchel Resnick wrote: "In today's world with fast-paced change, people must continually come up with creative solutions to unexpected problems. Success is based not only on what you know or how much you know, but at your ability to think and act creatively" (Resnick, 2007). Society in the 21st century workforce increasingly demanding creative and innovative arts and education need to be developed in line with the shift in this condition.

Challenges of the 21st Century

Education is widely recognized as one of the most important ways to cope with the challenges of development, unemployment, poverty, and the nation's competitiveness. In developing countries, education has not been able to make a meaningful contribution to that goal. Education was held only that students get a high score¹ on the national exam. As a result, arts education (not a national exam) is seen only as a complement to, not important. Ironically, in practice the implementation of arts education does not contribute optimally to prepare students to be able to play an active role in the association arena and global economic competition (not to say, that the implementation runs potluck). The curriculum of arts education in developing countries has not centered on the importance of developing skills and mindset of creative - innovative - productive, such as competence demands of modern society in the future. In accordance with its characteristics as a creative education¹, arts education can serve as an

important contributor to addressing the challenges of development, unemployment, poverty, and competitiveness of the nation.

In general, when viewed from the low human development index figures as well as high levels of unemployment in Indonesia, it is known that the quality of education has not taken place as expected. Given the threats and opportunities associated with the quality of human resources and competitiveness of the nation, learning in the present era is not enough if it stopped in the stage of understanding. Stages of the process should be continued to produce. Students should be trained to enable the knowledge and skills that have been held to be able to produce a creation of value. In other words, the learning will always be a "challenge" himself with the question, "With the knowledge and skills that I have, what I can earn?" and "What I will produce innovations that can be accepted by the community?" Entrepreneurial thinking patterns such as these will be the emphasis and become habituation in learning and learning everyday so that the students in turn will have an entrepreneurial character.

If the entrepreneur is "the person who habitually creates and innovates to build something of recognized companies values around perceived opportunities" (Bolton & Thompson, 2005), entrepreneurial mindset can be seen as a framework for innovation so that the innovation can be accepted and appreciated by others. The mindset is honed sharpness three main abilities of creativity, innovation, and productivity. The mindset is not only related to the field of creative or business, but also other fields such as technology, social sciences, and the like. Thus, the nature of entrepreneurial education in arts education is the development and habituation patterns of thinking and skills of the student to develop her potential as a creative, innovative, and productive to produce something meaningful idea or product.

Habituation to apply the entrepreneurial mindset in turn will generate human resources that are sensitive to opportunities, creative, innovative, bold-faced risk, open, and productive. The implementation of entrepreneurship education will increase the number of entrepreneurs in Indonesia. Accommodate the growth of entrepreneurs in addition to labor, in turn, can make the welfare of society at large. This is in line with the opinion of McClelland (1999), that a country's economy going forward if there are businessmen at least as much as 2% of the total population of the country. Currently the number of entrepreneurs in Indonesia is only about 0.18% of the total population in Indonesia, while Singapore has 7.2% of the total population of entrepreneurs (Global Entrepreneurship Monitor, 2005). So it is not surprising that the per capita income of Singapore is tens of times higher than Indonesia.

Many studies assert that the increasing number of entrepreneurs will have an impact on increasing the establishment of a new company. The increasing impact on increasing the company's new country's economy. China's economic revival triggered by the emergence of many new companies can serve as an example for this case. Since the country is removing the state monopoly and open up opportunities as possible for citizens to entrepreneurship the explosion in the number of new companies increased dramatically (Hatten & Ruhland, 1995).

As we all know, recently the world was shocked by the economic growth in China is extraordinary. According to Zhao (1996) growth significantly contributed to the emergence of the role of entrepreneurs and small businesses in this country. "All kinds of small businesses in rural areas burst, as if a strange army appeared suddenly," said Deng Xiao Ping described the phenomenon in the first year of China's economic reforms (Zhao, 1996:106). Small companies strengthen the market by creating jobs, providing consumer goods, mobilizing savings, and ending the state monopoly. This is consistent with the results of a study conducted by Eliasson and Braunerhjelm (1998), that economic growth is derived from entrepreneurial competence.

Studies conducted by McMullan & Long (1987) concluded that the entrepreneurial-based education can lead to a lower unemployment rate because the company could expand the development of new jobs. They also concluded that the entrepreneurial character can be formed through habituation in education, namely habituation to think and live creatively and productively. Studies conducted Acs (1996) reported that the majority of employers in enterprises of small and medium enterprises category are ordinary people, not economics degree, but they have a keen entrepreneurial mindset. They are known as a tough businessman and shock-resistant. Their ability to cope with the economic crisis has proven that they have a fairly strong entrepreneurial character in the face of pressure and agile in exploiting existing opportunities. Acs (1986) also states that small firms play an important role in the economy, because they are agents of change. Through creative and innovative activities, they stimulate the growth of the industry and create new jobs. Audretsch also stated that in this decade, entrepreneurs with high creativity and innovation, has become the engine of economic and social development around the world (Audretsch, 2003:5).

Learning for the era that is now not enough to just have an understanding and insight. The next process to be followed is to produce a, 'value-added'. To that end, students must be trained so that the knowledge and skills that they can lead to the creation of, 'value-added'. In other words, they need to be stimulated to always challenge himself with the question, "With my skills and knowledge, what I can earn? " And "What I

have made innovations that socially acceptable?" Curriculum with an entrepreneurial approach aims to build the mindset entrepreneurship that students have the sensitivity and skills to produce innovative products.

Entrepreneurial Mindset

Education should bring the present generation to future success. Education not to take them into the past, but to the future. Different from the present generation of our generation, even generations past. Generation, students of the new millennium' is now characterized by multitasking, short attention span, familiar and skilled with digital artifacts, and quickly get the information in ways that are non-linear (Pedro, 2006). They get instant access to information, abundant, and many options. Learners today are growing surrounded by video games, smartphones, tablets, gadgets, and digital media creativity and innovation results were awesome. This is a deployment technology while creativity that has brought a new way of thinking as well as new understandings of communication, information retrieval and the making of meaning. Truly we have entered an era where creativity is not only talked about but has a real presence.

We have entered the era of creativity, an era that values creativity, creativity enable everyone to achieve great success. In this context, Daniel L. Pink (2005) asserts that if you want to succeed in the era of creativity, we must complement the advances in technology (high-tech) with a passion to reach the level of "high concept" and "high touch." High concept is the ability create artistic and emotional beauty, to identify patterns and opportunities, creating a beautiful narration and produced findings that other people have not realized. High touch is the ability to empathize, to understand the essence of human interaction, and find meaning. Some of the principles that need to be held in a creative mindset is: "not just function, but also... design; not just arguments, but also... story; not just focus, but also... a symphony; not just logic, but also... empathy; not just seriousness, but also... play; not just accumulation, but also... meaning. "

In line with the Howard Gardner, states that there are 5 main mindset is needed in the future so. The ability of these thought patterns include (a) disciplinary mindset, (b) synthetic, (c) creation, (d) the award, and (e) ethical. Ability disciplinary mindset learned in school. Formerly regarded as disciplines are sciences such as science, mathematics, and history. Currently, schools must add at least one to teach the arts seriously as well as other disciplines. The ability to synthesize mindset combine ideas from different disciplines or incorporate them into a unity and integration capabilities that deliver results to the people. Practicing mindfulness mindset synthesis to think broad and flexible, willing to accept as a multi-disciplinary standpoint. In the broad context of the

increasing number of people like this in a community, then the community will become more productive and more creative.

Ability creations mindset associated with the ability to express and find the answer to a problem or phenomenon encountered. Creation process begins with the collection of problems that must be solved to produce new designs. In order for maximum results, the process of creation need to be equipped with the talent (talent) is sufficient. The ability of an appreciative mindset of consciousness to appreciate the differences between human groups. This mindset is needed in creating harmony in the environment. Richard Florida (2001) said that an important factor that creativity can grow and thrive is the presence of high levels of tolerance among fellow members of the community who appreciate the differences, including respect copyrighted works of others. Finally, ethical mindset, related to integrity and high moral responsibilities as workers and as citizens.

Mindset described above is certainly a very creative mindset needed to grow and survive remain in the future. To be creative pekarya not quite have the talent and technical skills, more than it should have the ability to organize ideas multi- disciplinary and problem-solving skills in ways that are not ordinary. Talent and technical skills but it is something that is in motion is the potential abilities mentioned above. If I borrow opinion of Thomas L. Friedman (2005), then we will see that there are seven mandatory capabilities that must be prepared if you want to compete in the creative era in the future. The seventh ability is (a) the ability to collaborate and orchestrate, (b) the ability to synthesize all things, (c) the ability to describe the context, (d) the ability to create added value, (e) ability to adapt to a new environment, (f) a high awareness of environment, and (g) the ability to create local content.

These abilities above is the direction and the core of entrepreneurship education. Entrepreneurial framework can be built and familiarized through integrated learning activities. Habituation entrepreneurial thinking in formal education is not done using a separate subject, but simply by giving reinforcement on the subjects of arts education. This means that the strengthening of entrepreneurial learning in the subject of arts education can be a good complement to reinforce the process of achieving the educational goals intact.

Entrepreneurial Learning Approach

Why entrepreneurial learning necessary? The practice of arts education requires a new breakthrough for the development of innovation in the implementation of learning practices. Innovation is not only at the level of philosophy, but also at the level of

methodology. Directions are very likely to be taken is to create a learning approach that has the potential to prepare students to be free and independent in creation and innovation; aim to familiarize students repeatedly in order to build a creative mindset, innovative, productive, and entrepreneurial. This issue is important that our children have a future competence to be creative and innovate so that future generations will have a profile that is creative, innovative, and productive to navigate his era. This idea is in line with the direction of the industry and creative economy that has been set by most of the developed countries for their future.

Table 1. Entrepreneurial Learning Approach (Pranata, 2013)

Component	Substance Contents
Learning concept	Emphasizing the concept of learning processes and products: to what extent students learn the arts of integrating competencies in entrepreneurial mindset and behavior in the context of the creative industries.
Instructional concept	Learning by experience (learning by doing) with a real background, centered on the student (student-centered), based on competency (competency-based), and by applying a sequence of learning steps in the learning cycle for the development of habituation oriented mindset entrepreneurial.
Contents	Attitudes, knowledge, and skills are developed based Arts Education Entrepreneurial approach to generate an entrepreneurial mindset and attitude of the products that have added value minded creative industries.
Role of teachers	Conditioning attitudes and behaviors of students, designing and monitoring meaningful learning sequences according to the steps in entrepreneurial learning approach.
Role of students	Actively build awareness, attitudes, and competencies to actively participate in the learning of Arts Education by an entrepreneurial approach.
Learning theory	Learning cycle according to Erickson (2002) and experiential learning by Kolb (1994).
Learning method	Entrepreneurial learning: (1) observe, (2) question, (3) explore, (4) associate, (5) communicate, (6) reflect.
Assessment	<ul style="list-style-type: none"> • Authentic assessment: process and product. • The assessment process includes the activities and performance of students according to the steps in the entrepreneurial learning methods.
Learning outcomes	<ul style="list-style-type: none"> • Arts skills developing products based entrepreneurial mindset and behaviors in the context of creative industries. • Habits solve the problem according to the steps entrepreneurial mindset.

In the implementation of entrepreneurial learning does not reduce the presence of a predetermined curriculum to be implemented in Indonesian schools. As reinforcement of existing curriculum of entrepreneurial learning approach will only enrich student learning outcomes. In addition students will gain competence in accordance with the basic competencies established by the curriculum, students will also acquire the habit development and entrepreneurial mindset. This occurs because the learning patterns are used refers to the seven-step pattern of entrepreneurial thinking. Such learning pattern occurs as the implications of prior learning design that has been carefully designed by the teachers.

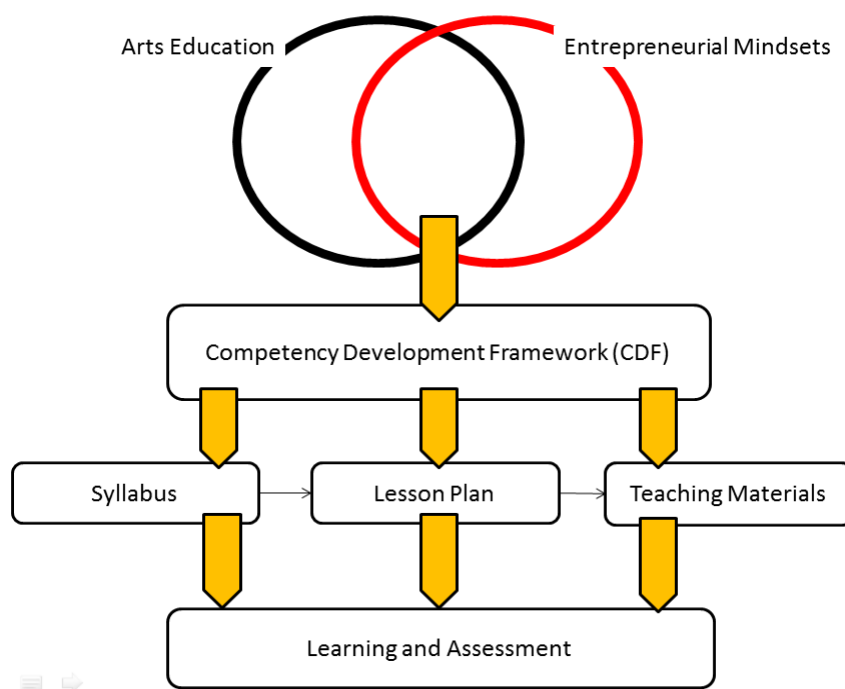


Figure 1. Competency Development Framework (Pranata, 2013)

The concept of learning in entrepreneurial learning approach emphasizes the importance of activity-oriented learning processes as well as products. In this case the extent unconditionally students to experience learning in a real setting, learning by doing (learning by doing), to integrate competencies in the entrepreneurial mindset and behavior. Contents subject area includes the attitudes, knowledge, and skills developed based approach to generate entrepreneurial attitude and entrepreneurial mindset and learning outcomes in a particular subject. In the context of teachers' attitudes and behavior contribute Conditioning students, as well as designing and monitoring

meaningful learning sequences according to the steps in the model of entrepreneurial learning. Meanwhile, the students' role as active learners build awareness, attitudes, and competence in teaching and learning.

Table 1. Entrepreneurial Learning Model (Pranata, 2013)

Level	Content of Activities
Observe	<ul style="list-style-type: none"> • Observing and recognize ideas, objects, phenomena in order to understand it fully, thoroughly. • Train to be sensitive and responsive to ideas, objects, and phenomena around.
Question	<ul style="list-style-type: none"> • Recognize the idea, object, phenomenon more deeply by asking critical questions and creative. • Asking questions about and against ideas, objects, phenomena and self in relation to the observed and or relation to others.
Explore	<ul style="list-style-type: none"> • Exploring the problem to find the needs, opportunities, and key points that need to be studied in greater focus. • Conducting investigations critically and creatively to find ideas, artifacts, models, or innovative systems. • Digging or more and deeper to find answers or innovative ideas.
Associate	<ul style="list-style-type: none"> • Synthesize ideas and exploration results to build something new. • Related the data obtained for the experiment, build the data, ideas, artifacts or products that have been explored. • Familiarize work in collaboration and work on a plan. • Familiarize consistent with the time frame and steps that have been planned and observe proper standards of work behavior.
Communicate	<ul style="list-style-type: none"> • Communicate the results of its work to the users of the products so that their work gets feedback, criticism, or awards. • Train the skills to communicate and get to know the responses of the community.
Reflect	<ul style="list-style-type: none"> • Familiarize introspective, recognize their own learning progress. • Recognize the strengths and weaknesses of themselves and the group. • Develop a better plan based pengalaman who have owned.

Learning theory underlying this model of entrepreneurial learning is Learning Cycle according to Erickson (2002) and Experiential Learning by Kolb (1994). Experiential Learning emphasizes the importance of learning experience (learning by doing) in a setting that was real. Meanwhile, the study illustrates the Learning Cycle is a cycle consisting of sequential steps as the mindset of an entrepreneur in generating innovative ideas and products.

Meanwhile, the assessment strategies adopted by the Entrepreneurial Learning Approach is an authentic assessment that assessment with the original background, what it is - which assesses learning process undertaken by the students as well as learning products it produces. Assessment is the process of assessing aspects or attitudes and student performance at each step in the learning cycle according to entrepreneurial learning strategies. While it focuses on product valuation aspect of creativity, innovation, and value-added in addition to the function. Learning outcomes according to entrepreneurial learning model consists of two aspects: attitudes, knowledge, and skills. The main aspect of the attitude of a habit learned to solve the problem according to the sequence of steps entrepreneurial mindset. Aspects of knowledge and skills in the form of competence in developing ideas and products that are creative and innovative.

Entrepreneurial learning approach consists of six steps meaningful activity. The steps are as follows: observe, question, explore, associate, communicate, and reflect. In observing phase, students are trained to be meticulous and keen attention to something in the idea, object, or phenomenon. This habit will train students to be responsive and sensitive to the environment. In the question phase, students are trained to critically identify more distant and deeply about ideas, objects and phenomena that are observed. For the students accustomed to asking critical questions, rational and creative. In the exploration phase, students are trained to find and explore information, facts, and issues in order to find the main points that should be studied in greater focus. This subject will direct them to the possibilities to innovate. This process also provides an opportunity for students to learn and explore patterns, systems or concepts that exist. At the exploration stage, the teacher,s role is to lead students to the systematic design of learning stages and gradually without reducing the opportunity for students to practice finding opportunity. Teachers provide opportunities for students to make interpretations and look for a relationship between one concept with other concepts as well as take a conclusion.

In the association phase, students develop a focus which has been found as well as understand the model or the existing system. These activities lead students to seek inspiration to find a model or a new system. The new understanding is not always 100 % new, because it is possible that there are several factors that need to be replaced with what was found or created yourself. So from an existing model, students develop new things. This is one of the principles in creating innovation. The basis of the steps at this stage is being creative and dare to try, which is poured into a work plan. This phase will train students to consider the issue of time, goals or targets to be achieved, working procedure and anticipated challenges that may be found. At this stage, the teacher acts

as an advisor for students to create a work plan in accordance with the target to be achieved. For that reason, inspiration administration techniques need to be mastered by teachers.

The next activity focuses on the implementation of the plans that have been prepared by the students. The focus is to take action or action to be able to produce something. The emphasis of this stage is to train students to work collaboratively and work on a plan. Students practice to be consistent with the time frame and set a plan, and with regard to standards of behavior that should work. The results of this activity is an innovative product that is ready to be communicated in order to be accepted and appreciated. So the next challenge for the students is how to communicate the results of such work to the community in order to target the product or its results can be received and awarded. This communication is necessary stage rather students have meaningful experiences to practice communication skills and familiar responses from audiences. Another aspect that will grow in this activity is the need for the development of self-confidence and knowledge of the subject matter. In this communication phase acts as a sparring partner teacher for students; she demanded-skilled to provide inducement inducement in order to focus the way students communicate and convince people.

Step on the last stage, namely reflection, aims for students to know or get to know the progress of their own learning or self competency. At this stage the teacher acts as a critic who provided input to enable students to become reflective and recognize things that need attention. The reflection stage is important in the learning process. Through these activities students can identify weaknesses and strengths of their own. These activities in turn will encourage the students to be able to identify the things that have been accomplished and what aspects will be the next target. Thus the pattern of learning activities that will help students learn to develop self- directed learning pattern. If students can learn what should have learned, in fact they have learned how to learn - learn how to learn (Duffy & Jonassen, 1992).

With the experience of learning cycle consists of six stages are then through learning and learning exploration will wake patterns and behaviors to create - productive. In this context, the learning will become an arena for students to explore, discover, create and "sell " their work. Learning patterns are no longer receiving the material but the process of generating innovations. Teaching no longer provide or distribute information, however, take or unleash the potential of the student as well as mengkondisinya so that students can and get used to optimize the potential to produce an innovation (Longworth, 1999).

The emphasis of the curriculum with an entrepreneurial approach is a process of developing the habits and mindset that carried through the exploration and creative process. The two processes are believed to be more meaningful if accompanied develop process skills that can support the understanding of concepts and problem solving skills. Elements that will evolve from the students is a habit or mindset, or knowledge about the concepts learned, and the skills to collect, analyze, and utilize data. All elements will be treated as important and mutual influence. Curriculum with an entrepreneurial approach will be in accordance with the project-based learning approach, or problem-based learning (Barell, 2000).

Conclusion

The government has set 2025 as the beginning of the era of the creative economy. In the era of the creative economy, the country's industry relies on the power of the creative industries. In connection with this, there are currently two major challenges for our country. First, the required improvement of the quality of human resources for the improvement of the nation's competitiveness in the field of creative industries. Second, to cope with the number of educated unemployed are likely to continue to increase.

Currently the number of educated unemployed in Indonesia tends to increase. In 2008 alone the number of unemployed diploma more than 470,000 people, the unemployed graduates of 409.890 people (Ditjen Dikti, 2008). Meanwhile, the current number of entrepreneurs in Indonesia is only about 0.18 % of the total population in Indonesia (Global Entrepreneurship Monitor, 2005). This amount is far below Singapore which has a ratio of the number entrepreneur 7% of the population. Singapore prospered economically feasible , because according to McClelland (1999) developed a country's economy if the number of employers at least 2 % of their total population.

The large number of educated unemployed and the low number of entrepreneurs in our country implicitly suggests that education has not been able to provide provisions for learners to be ready and in working independently and entrepreneurship. In other words, education has not succeeded in building an entrepreneurial mindset and competence. Entrepreneurship in this sense refers to an individual's ability to turn ideas into action. This includes creative ideas, innovative, show initiative and risk-taking, as well as the ability to search for opportunities, plan and manage projects in order to achieve certain goals.

Entrepreneurship supports all people in their everyday lives at home and in the community, make everyone more aware of the context for their work and better able to seize opportunities, and provide a basis for him to build commercial and social

activities. So thus entrepreneurship education is about lifelong competence development. Entrepreneurship education contributes to the competitiveness and strong help to ensure positive social benefits. Thus the development of entrepreneurial competence is not just about the acquisition of knowledge. Because entrepreneurship education is about developing the ability to have an entrepreneurial mindset and actions, attitudes and behaviors seem to be more important than the knowledge of how to run a business thing. In short, entrepreneurship education means developing an entrepreneurial mindset.

Art education, as a creative education, has tremendous potential in terms of providing learning experiences for creative and productive skills development and entrepreneurship. Arts education plays an important role in the development of creative - innovative mindset - productive, and in particular the central role played by teachers in this process. It requires nothing less than a major change in the approach to arts education, emphasizing innovative teaching and the provision of new and meaningful experiences for students. Therefore, teachers need to be equipped with the attitudes, knowledge, and skills appropriate to carry out his new role. Offers special support for teachers is critical for efforts to make education about entrepreneurship in arts education can really be effective. This change requires a significant change in teacher education, including how to manage art in their subjects. However, despite the implementation of entrepreneurship education on the subjects of art education has the potential to provide graduates who have a sensitivity and an entrepreneurial mindset, but if it is not offset by the goodwill of the government and the fate of the proposed teachers' skills is no different from other best proposal.

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