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Mother's Upbringing Pattern in Creating Entrepreneurial Characteristics of Children at Elementary School Hetty Karunia Tunjungsari Tarumanagara University, Jakarta Entrepreneurship can be taught and entrepreneurial characteristics can be created. Mother, as a parent, can help their children to grow with entrepreneurial characteristics through early education at home, with specific upbringing pattern. The hope of having an entrepreneurial generation is no longer a dream. This research investigates 300 mothers of elementary age children in Jakarta, Indonesia, whose children have shown higher entrepreneurial characteristics among others. The children first observed whether they have entrepreneurial characteristics such as: innovativeness, need for achievement, locus of control, risk taking propensity, tolerance of ambiguity, and self confidence. Then, each mother of children with higher entrepreneurial characteristics is being examined about their upbringing pattern, whether they manage an entrepreneurial value or not and how they put hope in choosing the value on their children's future career when they have grown up. We also correlate children's entrepreneurial characteristics and mother's upbringing pattern and find that both have strong relationship. The evidence support research hypothesis that mothers can eagerly grow their children to become entrepreneurs by managing entrepreneurial value in their upbringing pattern. This research will give the first empirical evidence on entrepreneurial characteristics amongst elementary age children in Indonesia. Thus, it contributes to strengthen the rationale of creating entrepreneurial generation as one of Indonesian's dream in a long term governmental program. 1. Background The emphasis on entrepreneurial activities with the hope of economic stability and society wealth is one of Indonesian Government's concern recently. Government is pursuing new business ventures as outcome of entrepreneurial activities around the country. Supports can also be seen at entrepreneurship education within academic environment, with the implementation of entrepreneurship curriculum as one of important major in each formal education level. Growing concern on academic and professional entrepreneurship followed by increasing interest in entrepreneurship trainings and educations at academic institutions (Koh, 1996). In 1993, more than 400 academic institutions and universities in America were engaged in entrepreneurship education (Hood and Young, 1993). Some research in Russia, England, Africa, Sweden, and Hong Kong have also documented various entrepreneurial activities and the specific characteristics of successful entrepreneurs (Kirby, 2004; Louw et al, 2003; Hisrich and Gracher, 1995; Green et al, 1996; Hansemark, 1998). Characteristics of successful entrepreneurs, which also known as entrepreneurial characteristics, have been studied widely for many years. Entrepreneurial characteristics according to [Gurol and Atsan \(2006\)](#) and [Koh \(1996\)](#) are innovativeness, need for achievement, locus of control, risk taking propensity, tolerance for ambiguity, and self confidence. Researches have also find the evidence that these entrepreneurial characteristics can be taught with doing trainings and education at academic institutions. However, researchers have not explored that education at home, which mostly can be done by mother as a parent, is very important in creating children's entrepreneurial characteristics in the near future. This research will investigates whether mother can help their children to grow their entrepreneurial characteristics by implementing specific upbringing pattern at home. 2. Research Questions Our research questions came into 2 points : 1. How is the children's entrepreneurial characteristics in elementary school? 2. Do children with entrepreneurial characteristics also experiencing entrepreneurial upbringing pattern at home from their mother? 3. Literature Review 3.1. Entrepreneurial Characteristics Many studies in entrepreneurship have found that there are some factors affecting entrepreneur behavior of people. These factors include individual, social, and environmental factors (Gurol and Atsan, 2006). Social factors are individual, family, and career path background of entrepreneurs ([Alstete, 2002](#); [Green et al, 1996](#)), life experiences and living environment ([Gibb, 1993](#)). Environmental factors are contextual factors such as wealth value, tax reduction and indirect income, opportunity at the time of career process, and market influences ([Alstete, 2002](#)). Individual factors, also known as trait model, focused on self characteristics of entrepreneur ([Koh, 1996](#)). This model based on assumption that entrepreneurs should have unique characteristics, traits, and values, which differentiate them from other individuals ([Koh, 1996](#)). Gurol and Atsan (2006) and Koh (1996) grouped these characteristics into six basic traits : (a) innovativeness, (b) need for achievement, (c) locus of control, (d) risk taking propensity, (e) tolerance of ambiguity, (f) self confidence. Innovation has a comprehensive definition includes of creating new product or new quality, finding new production methods, entering new markets, finding new resources or developing new organizations or structures into existing business ([Gurol and Atsan, 2006](#)). Successful innovations need act of will, which needs a leader and must be worked out ([Hansemark, 1998](#)). Innovativeness then is a starting point of entrepreneurship and essential characteristic of entrepreneur ([Koh, 1996](#)). Thus, our first hypothesis is Hypothesis 1 : Children with entrepreneurial characteristics will show higher level of innovativeness. McClelland's theory of motivation states that need for achievement is a strong psychological factor behind one's action and has long been known as a factor that affect entrepreneurial behaviors. Individuals with high need for achievement has a strong willingness to be success and consequently will have entrepreneurial behaviors ([Koh, 1996](#)). Hypothesis 2 : Children with entrepreneurial characteristics will show higher level of need for achievement. As one of personality variables, locus of control relates with individuals general hope of their ability to control life experiences ([Leone dan Burns, 2000](#)). Individuals with

internal locus of control believe in their ability to control events in their life experiences, while individuals with external locus of control believe that their life experiences come from external factors such as chance, luck, or fate (Koh, 1996). Some empirical evidence supported that internal locus of control is one of entrepreneurial characteristics (Koh, 1996, Hansmark, 1998). Hypothesis 3 : Children with entrepreneurial characteristics will show higher level of locus of control. Risk-taking propensity of individuals can be defined as orientation in taking chances within uncertain conditions (Koh, 1996). Entrepreneurship can never be separated from risk taking situations. Being in uncertain environment, entrepreneurship connected with many risks generated from financial security, career opportunities, family relationships, emotional conditions and psychological health (Gurol and Atsan, 2006). In many entrepreneurship's literatures we found that generally entrepreneur has higher risk taking propensity compared to others (Cromie, 2000). Hypothesis 4 : Children with entrepreneurial characteristics will show higher level of risk taking propensity. When someone has insufficient information then he/she appears to have ambiguous situation. Someone's behavior in adopting ambiguous situation and organizing available information reflects his/her tolerance of ambiguity trait (Koh, 1996).

Tolerance of ambiguity conceptualized as individual's orientation in taking chances of decision making situations (Gurol and Atsan, 2006). Someone with high tolerance of ambiguity, thinks that ambiguous situation is challenging and struggles to cope with instable and unpredictable situation for the sake of good performance (Koh, 1996). Hypothesis 5 : Children with entrepreneurial characteristics will show higher level of tolerance of ambiguity. Self-confidence is important entrepreneurial characteristics which related to other psychological characteristics such as internal locus of control, propensity to take risk and tolerance of ambiguity (Koh, 1996). Entrepreneurs are highly related to self-confidence, because they look for and succeeded with challenging task, which can not be completed with low level of self confidence (Gurol and Atsan, 2006). Hypothesis 6 : Children with entrepreneurial characteristics will show higher level of self confidence. 3.2. The Relationships Between Upbringing Pattern and Entrepreneurial Characteristics Development The goal of every entrepreneurship education is to create and develop willingness to become entrepreneurs. Although there is no guarantee that the outcome from entrepreneur education is entrepreneur itself, encouraging the right education will provide a complete guidance of important steps on becoming successful entrepreneur. Mother as children's first source of education in family life plays important role in implementing the right upbringing pattern with entrepreneurship's value. Their role can be run in various activities outside school, even before the children enter a formal education's environment. In the previous discussion we proposed hypotheses regarding the characteristics that distinguish an entrepreneur with a non-entrepreneur. Upbringing pattern which is expected to create entrepreneur characteristics on a person is an upbringing pattern that focuses on activities which support entrepreneurs in six characteristics, namely the innovativeness, need for achievement, locus of control, risk taking propensity, tolerance for ambiguity, and self- confidence. Related to the mother's upbringing pattern to their children, we propose the following hypothesis: Hypothesis 7 : Mother's upbringing pattern is significantly correlates to entrepreneurial characteristics of the children. 4. The Methodology and Model : The first 8 hypothesis were tested using t-test. We collected data of 300 children from 3 elementary schools in Jakarta. These children were observed whether they have entrepreneurial characteristics or not. Children with higher level of innovativeness, need for achievement, locus of control, risk taking propensity, tolerance of ambiguity, and self confidence were considered as having entrepreneurial characteristics. Collecting data at this stage was conducted by teachers who nurture students who become the subject of research through an interactive approach for teaching and learning process. After grouping the children with entrepreneurial characteristics and children without entrepreneurial characteristics, we then jumped into a survey of mother's upbringing pattern. Here, each children's mother were observed about their upbringing pattern at home. Using 7 point Likert scale from 1 (very disagree) to 7 (very agree), they were asked to indicate their opinion about each statement. The questionnaire was intended to measure the implementation of entrepreneurship values in mother's upbringing pattern to her children. Lastly we use correlation analysis to see whether there is any correlations between mother's upbringing pattern with children's entrepreneurial characteristics. Upbringing pattern with Children's entrepreneurial focus on entrepreneurial characteristics values Research model Table 1 Variables, Descriptions, Indicators, and Measurement Variables Description Indicators Measurement Innovativeness Creating new product or new quality, finding new production methods, entering new markets, finding new resources or developing new organizations or structures into existing business 1. Creating new products 2. Finding new ways of doing things 3. Finding new opportunities for success 4. Being the first in all things 7 point Likerts's scale 1 = very unagree 7 = very agree Need for achievement A strong psychological factor behind one's action and has long been known as a factor that affect entrepreneurial behaviors. 1. Having a personal responsibility 2. Dare to take the risk (measured) 3. Knowing the consequences of decisions that he/she take 7 point Likerts's scale 1 = very unagree 7 = very agree Locus of control Individuals general hope of their ability to control life experiences 1. Achieving objectives through superior behavior 2. Achieve success in every effort made 7 point Likerts's scale 1 = very unagree 7 = very agree Risk taking propensity Orientation in taking chances within uncertain conditions 1. Create anticipation for future events 2. Take beneficial opportunities in an uncertain situation 7 point Likerts's scale 1 = very unagree 7 = very agree Tolerance of ambiguity As individual's orientation in taking chances of decision making situations 1. Faced with the failure of efforts undertaken 2. Faced with a challenging situation 3. Being a leader for others 4. Having one's own business 7 point Likerts's scale 1 = very unagree 7 = very agree Self confidence Important entrepreneurial characteristics which related to other psychological characteristics such as internal locus of control, propensity to take risk and tolerance of ambiguity 1. Optimistic about business success 2. Make decisions with limited information 3. Struggling to overcome an unstable situation 7 point Likerts's scale 1 = very unagree 7 = very agree Table 1 continued Variables Descriptions Indicators Measurements Mother's entrepreneurial upbringing pattern Upbringing pattern that focuses on activities which support entrepreneurs in six characteristics, namely the innovativeness, need for achievement, locus of control, risk taking propensity, tolerance for ambiguity, and self- confidence. 1. Currently I am focusing on activities that can enhance children innovativeness 2. I always put stressed at the importance of achieving success in the future 3. I often involve my children in decision- making activities 4. I am always looking for new ways improve my children's motivation in achieving their goals 5. I encourage my children to take responsibility in small things 6. I always encourage my children to think creatively 7. I train my children to anticipate failure in the future 8. I train my children not to despair after experiencing failure 9. I encourage children not to be afraid to try new things 7 scale Likerts's point 1 = very unagree 7 = very agree 5. Data Description Of the 300 students surveyed through 5 national plus elementary schools in Jakarta, 22 respondents could not be processed further because of incomplete questionnaires. Thus, the data used hereinafter are 278 children and their mother. To answer the first research question, we grouped the 278 children based on criteria that data from children who have entrepreneurial characteristics should have a mean score above 5. Result showed that there was 198 children or 71.2% who had a mean score over 5, while 28.8% have a mean score less than 5. It means, 71.2% students observed among elementary school in Jakarta have entrepreneurial characteristics. The group statistics resume can be seen in table 2. Furthermore, from the group who has entrepreneurial characteristics, we then correlate the entrepreneurial characteristics of children with their mother's upbringing pattern. The results showed that the upbringing patterns proved to have a very strong correlation with entrepreneurial characteristics of children, that is equal to 0.822 (sig 0.01). Table 2 Group Statistics Character N Mean Std. Deviation Std. Error Mean Innovativeness entrepreneurial nonentrepreneurial 1 178 100 5.4439 5.4369 .31739 .33814 .02379 .03381 Need for achievement entrepreneurial nonentrepreneurial 1 178 100 5.4152 5.3731 .27925 .32294 .02093 .03229 Locus of control entrepreneurial nonentrepreneurial 1 178 100 5.3848 4.9000 .36738 .87617 .02754 .08762 Risk taking propensity entrepreneurial nonentrepreneurial 1 178 100 5.4031 4.8400 .24519 .78054 .01838 .07805 Tolerance of ambiguity entrepreneurial nonentrepreneurial 1 178 100 5.4006 4.3699 .30043 .83404 .02252 .08340 Self confidence entrepreneurial nonentrepreneurial 1 178 100 5.4101 4.2350 .36096 .97301 .02706 .09730 6. Results and Discussions The difference in entrepreneurial characteristics between children with entrepreneurial characteristics and children with non entrepreneurial characteristics is shown on table 3. From 2 groups of children (entrepreneurial and non entrepreneurial) we found that there is no statistically difference between the two groups in innovativeness and need for achievement characteristics. The difference is not significant on these two characteristics : innovativeness of children ($t = 0.173, 0.170$; sig 0.863, 0.865) and children's need for achievement ($t = 1.139, 1.093$; sig 0.256, 0.276). This findings do not support hypothesis 1 and hypothesis 2. Meanwhile, the findings showed statistically

significant for the other 4 characteristics: locus of control, risk taking propensity, tolerance of ambiguity, and self confidence. We found a significantly higher score on children with entrepreneurial characteristics in their locus of control ($t = 6.449, 5.279$; $\text{sig } 0.000$), risk taking propensity ($t = 8.886, 7.022$; $\text{sig } 0.000$), tolerance of ambiguity ($t = 14.875, 11.931$; $\text{sig } 0.000$), and self confidence ($t = 14.455, 11.636$; $\text{sig } 0.000$). Thus, hypotheses 3 until 6 were supported. Table 3 summarized the t - value and significance from each entrepreneurial characteristics. Within the growing concern in entrepreneurship's education and the importance of embedding entrepreneurial characteristics for a better economic welfare, our research give empirical support to the previous study in the difference between individual with entrepreneurial characteristics and those without or less entrepreneurial characteristics. Entrepreneurship literature reported that individual with the characteristics will have a higher mean score compared to individual without this characteristics (Alstete, 2002; Koh, 1996; Green et al, 1996; Gurol and Atsan, 2006). In this research, 2 variables are not significant : innovativeness and need for achievement. Mean value of these variables can not be expressed differently between children with entrepreneurial characteristics and children without entrepreneurial characteristics. This lack of difference is probably due to the minimum recognition of innovation among students. There is then, a high need of collaboration between schools and mother as a parent, to create a better education methods and upbringing patterns which nurture children's innovativeness. Other characteristics which considered as one of important psychological factor that underlie one's action and also affect entrepreneur behaviors is need for achievement. Stronger need of achievement can be a differentiating characteristic between people with entrepreneurial characteristics and those who are not. Our research showed that this characteristics is not even higher for children with entrepreneurial characteristics. Since mean score between group is moderately high (5.4152 and 5.3731), we can conclude that most of all, students' need for achievement is relatively high. The willingness to be success and to engage in entrepreneurial behavior for all the children is therefore high. If this is the situation, then schools and parents shall encourage the children in a more active way, and hopefully will strengthen need for achievement for every children. Table 3 t -value and significance Entrepreneurial Characteristics t -value Significance (2-tailed)

	Innovativeness	Entrepreneurial Non-entrepreneurial	0.173	0.170	0.863	0.865
Need for achievement	Entrepreneurial Non-entrepreneurial	1.139	1.093	0.256	0.276	
Locus of control	Entrepreneurial Non-entrepreneurial	6.449	5.279	0.000	0.000	
Risk taking propensity	Entrepreneurial Non-entrepreneurial	8.886	7.022	0.000	0.000	
Tolerance of ambiguity	Entrepreneurial Non-entrepreneurial	14.875	11.931	0.000	0.000	
Self confidence	Entrepreneurial Non-entrepreneurial	14.455	11.636	0.000	0.000	

We also find significantly strong correlation between overall children's entrepreneurial characteristic and their mother's upbringing pattern. The pearson correlations is very strong (0.822 ; 0.000), it means hypothesis 7 is supported. Table 4 presents the correlations value of children with entrepreneurial characteristics and their mother's upbringing pattern. The fact that upbringing pattern can create children's entrepreneurial character is proved and statistically supported in our research. Extant literatures are focused on students at higher level of education, but still not reach the reality that individual character is built since childhood. If we want our children have specific characteristics on their future, we must then create the character from their early years. It is very important than, for the purpose of creating entrepreneurial generations in our nation, every parents and teacher should foster their children more intensely in an entrepreneurial way. Table 4 Correlations Upbringing Entrepreneurial Upbringing Pearson Correlation Sig. (2-tailed) N 1.000 178.000 .822** .000 178 Entrepreneurial Pearson Correlation Sig. (2-tailed) N .822** .000 178 1.000 178.000 **. Correlation is significant at the 0.01 level (2-tailed). 7. Conclusions The objective of this study is first to invigorate previous study on entrepreneurial characteristics. Particularly we tested whether children with entrepreneurial characteristics will have a higher level compared to those without entrepreneurial characteristics. there are 6 entrepreneurial characteristics : innovativeness, need for achievement, locus of control, risk taking propensity, tolerance of ambiguity, and self confidence. From 6 hypothesis proposed, our research found 2 hypothesis (hypothesis 1 and 2) are not supported. Overall, the following 4 hypothesis (hypothesis 3 until 6) are supported. Thus, parents and schools must put stress on developing children with high innovativeness and need for achievement characteristic. Our second objective is to find any correlations between children with entrepreneurial characteristics with their mother's upbringing pattern. The findings supported our 7th hypothesis, it means that there is a strong correlations between elementary schools' entrepreneurial characteristics and their mother's upbringing pattern. Therefore, our research finding reinforce previous literature on character development, that entrepreneurial characteristics of individual in the future should be nurtured in every day life since the early childhood. Limitations of our study is mostly about the source of data. Due to the time limit we only collect data from national plus elementary schools. These schools probably have the same environment and must have different standard of learning with state schools. Future study can be done in a different environment, boarding school for example. Other limitation of this study is that the study can not really guarantee that children with entrepreneurial characteristics at their childhood will really become an entrepreneur one day. For a better conclusion in the future we suggested that the research is done in a more longitudinal study. References: Alstete, J.W. 2002. "On becoming an entrepreneur : an evolving typology", International Journal of Entrepreneurial Behavior & Research, Vol. 8 No. 4, pp 222-34. Green, R., David, J., Dent, M. dan Tyshkovsky, A. 1996. "The Russian entrepreneur : a study of psychological characteristics", International Journal of Entrepreneurial Behavior & Research, Vol. 2 No. 1, pp 49-58. Gibb, A. and Ritchie, J. 1982. "Understanding the process of starting small business", International Small Business Journal, Vol. 1 No. 1, pp 26-45. Gilad, B. and Levine, P. 1986. 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Leone, C. and Burns, J. 2000, "The measurement of locus of control : assessing more than meets the eye?", The Journal of Psychology, Vol. 134 No. 1, pp 63-76. Statements on children's entrepreneurial characteristics 1. Creating new products (for example new paintings, new handicrafts, etc) Finding new ways of doing things (for example make a painting with a cotton, using spoon and fork to create sound, etc) 2. Finding new opportunities for success (for example have an idea about creating products from recycled paper, plastic waste, sea shell, etc) 3. Being the first in all things 4. Having a personal responsibility (for example tidy up after class, doing the homework responsibly, etc) 5. Dare to take the risk (measured) (for example willing to join drawing contests, spelling contests, etc) 6. Knowing the consequences of decisions that he/she take (for example knowing that not doing homework will bring him/her a bad score, knowing that playing at the rainy day will get him/her cough, etc) 7. Achieving objectives through superior behavior (for example always do his/her best to achieve good scores) 8. Achieve success in every effort made (for example always have his/her homework done correctly, never failed on a test because of studying hard) 9. Create anticipation for future events (for example preparing his/her self for final tests, set his/her books in daily schedule sequences to simplify retrieval) 10. Take beneficial opportunities in an uncertain situation (for example willing to join drawing contests which offer sufficient amount of grant for the winner) 11. Faced with the failure of efforts undertaken (for example feelings when not winning the contests, traits when not having a good score at test) 12. Faced with a challenging situation (for example having competitive environment) 13. Being a leader for others 14. Having your own business (for example like to play rubic's cube when others are playing hide and seek) 15. Optimistic about business success (for example having an optimism in passing the test with good score, being optimistic in having the homework done correctly, etc) 16. Make decisions with limited information (for example willing to spend his/her money to buy new story book) 17. Struggling to overcome an unstable situation (for example working hard to get a good score with varying teaching method) Statements on Mother's entrepreneurial value in upbringing pattern 1. Currently I am focusing on activities that can enhance children innovativeness 2. I always put stressed at the importance of achieving success in the future 3. I often involve my children in decision-making activities 4. I am always looking for new ways improve my children's motivation in achieving their goals 5. I encourage my children to take responsibility in small things 6. I always encourage my children to think creatively 7. I train my

children to anticipate failure in the future 8. I train my children not to despair after experiencing failure 9. I encourage children not to be afraid to try new things Resume Hetty Karunia Tunjungsari, SE, M.Si Personal Details Gender Age Date of Birth Marital Status Nationality Ethnicity Religion Address Postal Code Contact Number : : : : : : : : Female 31 January 16,1979 Married Indonesia Javanese Moslem Kompleks Raya Housing O/3 Pondok Gede Bekasi 17411 Home : 0218484744 Office : 0215655509 ext. 1128 Mobile : 08557883881 Email Address : hetty.karunia@yahoo.com hetty.karunia.tunjungsari@gmail.com Executive Summary / Self Description I am an interactive person at teaching and encouraging people to study their field of interest, love doing research, a nice and hardworker person. Education and Professional Qualification Highest Academic Qualification: Master of Science in Management 2008 - now, University of Indonesia Doctoral Student majoring Marketing Management 2001 - 2002, Gadjah Mada University M.Si in Economics / Operations Management (3,48) 1996 - 2000, Padjadjaran University SE in Economics / Marketing Management (3,53) Working Experience Position : Company : Period : Lecturer Tarumanagara University Jan 2003 to Present Job Duties / Achievements: Teaching a class in most interactive way at some majors : - Marketing Management - Operations Management - Project Management - Production Planning and Design - Business Ethics - Management Information Systems - End of Resume -