

EDUCATIONAL PANACEA TO ENTREPRENEURSHIP: INTERACTIVE ENT300 VIDEOPRENEUR

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ABSTRACT

All undergraduate programme students at Universiti Teknologi MARA (UiTM), must undertake Fundamentals of Entrepreneurship (ENT300). However, concerns such as gender disparities in academic achievement have been a subject of controversy, particularly between technical and non-technical courses. We thereby investigate the possibility of disparity exists in this course for the selected samples in the UiTM Negeri Sembilan branch using an independent sample T-test. The findings reveal that female students outperformed male students in the ENT300 course. To reduce the gender gap performance in academic, interactive learning activities such as digital technology applications could be designed. Therefore, our goal is to create a dynamic learning platform that can accommodate various learning styles, including visual, auditory, and kinaesthetic. Hence, an Edupreneur Centre website is created to gather up all relevant materials, especially for ENT300 and entrepreneurship in general. This website serves as a one-stop center for students, instructors, and the public who are interested in entrepreneurship. This website is unique because there is no website available so far that is entirely applicable to the ENT300 modules.

Keywords: ENT300, Entrepreneurship, website, online learning

1. INTRODUCTION

In the age of unprecedented global and technological transformation, the education ministry through higher learning institutions such as universities has progressively designed various learning programs for students to adapt to new skills that were neglected or were not the point of focus in the curriculum. In conjunction with this, entrepreneurship education has emerged out as a demanding subject and made compulsory for public university students in Malaysia. At Universiti Teknologi MARA (UiTM), the entrepreneurship subject was coded as ENT300 (Fundamentals of Entrepreneurship) and is mandatory for all undergraduate program students. Being introduced into the education system a few decades ago, the effectiveness of entrepreneurship learning programs have been consistently addressed to ensure quality in academic performance.

Issues surrounding academic performance such as gender difference have become a central debate to highlight the virtue of learning success. The ENT300 has been perceived as a non-technical subject, therefore, people tend to assume that for a 'reading-based subject; female students would usually perform better than the male students. The question of whether there are indeed disparities in gender performance in non-technical courses such as the ENT300 has become a debatable issue recently. Therefore, we conducted a preliminary analysis on the ENT300 course marks performance between male and female students in the UiTM Negeri Sembilan branch.

Our preliminary study utilized total final mark scores for 119 students (44 male and 75 female) of Universiti Teknologi MARA, Negeri Sembilan branch, specifically in Seremban and Rembau campuses who have enrolled for the ENT300 course during the semester of between March to August

2021. Using the independent samples t-test it is proven that there was a significant difference between male and female course marks in the ENT300 course.

The findings further implied that academic performance across gender was significantly different for the non-technical course like entrepreneurship education; particularly in the case of the ENT300 course.

A traditional method of teaching and learning may have to be reviewed. As educators ourselves, we strongly believed that interactive learning should be proactively developed within the subject matter. Conventional lectures could be combined with interactive videos and websites to engage students in class. For instance, visualization and the use of digital technology may enhance critical thinking among students. As we are progressing in the age of Industrial Revolution 4.0, the use of advanced information and communication technology in the learning process is vital.

Visualisation is a very important component of understanding, and critical thinking determines the quality of the understanding, the learning process will be difficult, as it relies on the memorization of knowledge. To embed young generations, especially in the case of UiTM's undergraduate program students taking non-technical courses like ENT300, we subsequently created the interactive online learning platform namely the EDUPRENEUR CENTRE WEBSITE. Our objective in developing this platform is to provide a one-stop information hub for the students and assist them to gather in-depth knowledge about the course. The main aim is to increase students' interest via video and digital teaching and learning, particularly males who less outperformed than females in reading subjects such as ENT300.

2. MATERIALS AND METHODS

The overall number of development stages is seven, starts with Project Definition and ends with Maintenance and Regular Upgrading. The process flow chart is illustrated in Figure 1. In the first stage, namely the Project Definition, we addressed the issues and raised the ones that were not included in our initial web planning. To ensure that the materials and information are successfully provided and distributed among students and instructors, two major platforms namely YouTube and Weebly, were chosen. The data is gathered to guarantee that our site design is on track. The sitemap is produced once enough information has been obtained.

The information is gathered in the second stage. At this point, we decided what functions and features are required on our site. This feature includes a blog as well as a lot more. The next step is to hand out consent forms to students enrolled in ENT300 Semester April 2021. The rationale for this is that their assignment will be gathered and selected to integrate on the website.

The recording, writing, and creation of diverse content, such as landing pages, videos, images, notes, a business plan, a business model canvas, a blog post, and a product, are all part of the Content Creation phase. In the beginning, the video lectures are recorded and edited before being posted on the YouTube channel. Apart from the videos, the website contains examples of previous semester business plans and BMC. Following the selection of a business strategy, the process of assembling and editing for the e-book edition begins.

The colour palette, iconography, images, and other components are all applied at this point too. The procedure also includes putting all of the previously created pieces together and creating a functioning website. One of the most important stages of the web development process is testing. At this phase, we test the functionality of all of our website's parts. The goal is to detect any problems, such as broken links and device compatibility, to guarantee that everything functions properly.

The website has been published and launched successfully. Students and colleagues are informed about the website through the distribution of web links. Maintenance and frequent upgrades are the last phases. The website will be changed regularly by expanding the content and number of pages, as well as adding new capabilities and features.

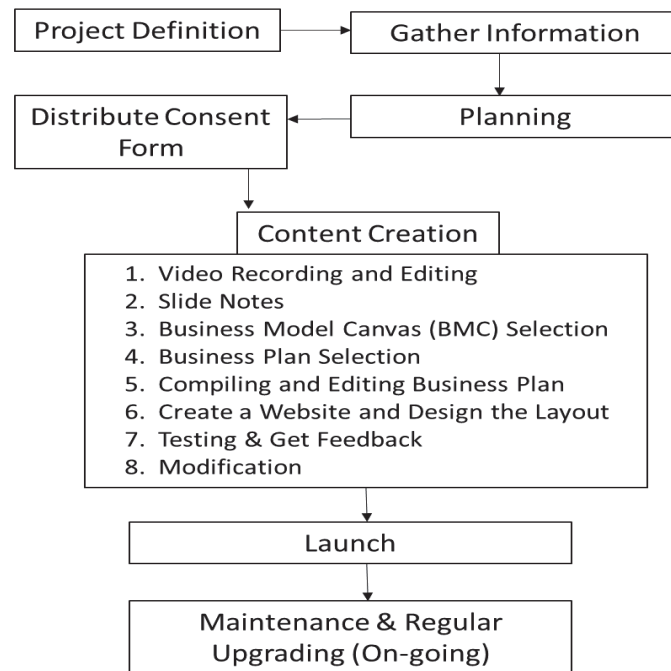


Figure 1. Process Flow Chart of ENT300 Interactive Videopreneur Website Development
 Source: Author's computation

3. RESULTS AND DISCUSSION

We asked a few people to visit our website and give feedback. This enables us to identify potential issues that end-users may encounter. Among the feedback received are:

1. *"The platform is very good as one of the alternative resources of this entrepreneurship course other than traditional notes, slides, or textbook. The students can view the lecture at any time and anywhere."* – Dr. Siti Sara Ibrahim, Deputy Rector, UiTM Negeri Sembilan
2. *"The website that helps students revise the go. Some improvements can be made in terms of the interface to make it more interesting and interactive. Students can improve their understanding by watching related videos over and over again."* – Lecturer in Iskandar Ariffin, Lecturer in Charge (LIC), ENT300, UiTM Seremban Campus
3. *"Very interesting and comprehensive contents covered for entrepreneurship area. This virtual platform will provide a more interesting learning experience and easy access ways could get better outreach. This kind of learning experience should not be missed especially those who are looking for the easy go ways of learning."* – Assoc. Prof. Dr. Selamah Maamor, Islamic Business School, Universiti Utara Malaysia

We had applied for copyright from MyIPO Malaysia. Furthermore, a collection of student business plans is released as an e-book for commercialization purposes. This e-book contains all of the chapters and step-by-step instructions for writing a business plan, including the business background, the goal of the firm, the product description, the administration plan, the marketing strategy, the operating plan, and the financial plan. The e-book is not only to the students but to the public too as guidance in developing their business plan.

4. CONTRIBUTION AND USEFULNESS/COMMERCIALISATION

This product is useful to assist the delivery of assignment management and arrangement between lecturers and students. Both parties will have a clear understanding of what they should do in the business plan as it becomes a challenging task without face-to-face coaching as practice before the pandemic breakout. There are 14853 students and 263 instructors for this semester in the whole UiTM system in Malaysia. It means this website can be useful to students and educators to refer to.

Furthermore, as the novelty of the product, the website is useful to prepare students and lecturers for the changes in every aspect of life during a pandemic. This website will also equip the higher education institutions on agile education to be ready for any crisis, for example, the Covid-19 pandemic that affected the whole world which caused many changes, especially in our teaching and learning activities.

The function of the website also makes it practical and user-friendly considered the uniqueness of the product as the apps did not have any unnecessary information. It focuses on resources related to the business plan including videos, notes, and current development only focusing on the e-book which consists of examples of the previous semester's business plan. It provides complete step-by-step guidelines and examples of how to make a reliable and realistic business plan.

This business plan is a very important and strategic tool for entrepreneurs. A good business plan must focus on the specific steps necessary for them to make business ideas succeed. Therefore, our e-book is commercialized to the public or those who need to refer to a business plan especially for setting up new business. It will assist potential businesses in terms of planning of their resources (capital, employees, premise, raw material, financial) and help to achieve long-term and short-term goals. The proper business plan is important also for bank loan approval.

5. CONCLUSION

The primary objective of this research is to provide a digital platform for the ENT300 Fundamentals of Entrepreneurship course. In the teaching and learning process, interactive techniques such as digital technology and increased visualisation might be employed. This will increase students' enthusiasm for the subject. The lectures might be supplemented with interactive films and online learning via the website. In addition to traditional education, it becomes a complementary teaching and learning platform. In terms of future research, a game-based learning element might be added to the present platform to improve it.

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