

Beyond Lectures:
Insights from Business Discipline-
(Reflections, Transformations, and the Human
Side of Teaching)

Chief Editor
Dr. Azila Jaini



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TIKTOKPRENEUR LAB BMC MODEL: AN EXPERIENTIAL DIGITAL ENTREPRENEURSHIP MODEL FOR ENT300 THROUGH AFFILIATE MARKETING INNOVATION

Jannah Munirah Mohd Noor, Nurulashikin Romli, Tan Yan Ling

Introduction

Digital transformation has fundamentally altered entrepreneurship practice and education. Social commerce platforms, particularly TikTok, have evolved into ecosystems that enable algorithm-driven product visibility, peer-to-peer promotion, and affiliate marketing, creating low-barrier opportunities for youth entrepreneurship (Li & Ku, 2023; Wong & Lee, 2024).

Traditional entrepreneurship education often relies on simulations, business plans, or campus-based booth sales that are insufficient for contemporary digital business realities (Rahman & Ismail, 2023). These models fail to provide students with real-time market exposure, risk-free income generation, and data-driven strategic decision-making.

The TikTokPreneur Lab bridges this gap by embedding experiential learning into real social commerce campaigns. Furthermore, by integrating CosMo 2.0 principles, the model promotes inclusive entrepreneurship, empowering B40 students and persons with disabilities (PWD) through accessible digital platforms.

This study aims to:

Conceptualize TikTokPreneur Lab as an experiential digital entrepreneurship ecosystem integrated with CosMo 2.0.

- Examine its implementation methodology and measurable outcomes.
- Assess its educational, commercial, and community impact.
- Propose a conceptual framework linking experiential learning, affiliate marketing, and inclusive entrepreneurship.
- Provide insights for scalable replication in higher education contexts.

Literature Review

Digital entrepreneurship encompasses opportunity recognition, resource leveraging, and value creation enabled by digital platforms (Nambisan et al., 2023). Social commerce integrates social media with e-commerce, enhancing trust through peer interaction and user-generated content (Huang & Benyoucef, 2023). Short-form video platforms like TikTok create highly discoverable environments where content-driven affiliate promotion drives rapid revenue generation (Zhang & Lou, 2024).

Gen Z consumers demonstrate high responsiveness to authentic, micro-influencer-driven content, making TikTok affiliate networks particularly effective for student entrepreneurs (Chen, 2024). Affiliate marketing reduces traditional barriers, requiring no inventory, logistics management, or capital-intensive investment, while providing tangible performance-based earnings (Kumar & Shah, 2023).

Experiential learning remains a foundational theoretical lens in entrepreneurship education, particularly within digitally mediated environments. Rooted in Kolb's (1984) Experiential Learning Theory (ELT), learning is conceptualized as a cyclical and transformative process comprising four interrelated stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. Rather than positioning learners as passive recipients of knowledge, ELT emphasizes active engagement, reflective inquiry, and iterative improvement. In digital entrepreneurship contexts, this cycle becomes even more dynamic due to the availability of real-time data, platform analytics, and immediate market feedback.



Figure 1: Conceptual Framework for Tiktokpreneur Lab in blended with Entrepreneurship Module in subject ENT300 (Source: Author's Illustration)

The TikTokPreneur Lab operationalizes this pedagogical framework by embedding the ELT cycle within structured affiliate marketing campaigns. Students are not merely designing theoretical business models; rather, they execute live social commerce strategies, monitor engagement analytics, and iteratively refine content for improved conversion outcomes. This integration transforms ENT300 from a conventional entrepreneurship course into a real-time digital business laboratory.

In summary, experiential learning within digital entrepreneurship pedagogy represents a critical shift from static knowledge acquisition toward data-driven, action-oriented, and reflective entrepreneurial competence development. TikTokPreneur Lab exemplifies this shift by translating Kolb's theoretical framework into measurable commercial practice within a scalable social commerce ecosystem.

Methodology

This study adopted a case-based experiential research design to evaluate TikTokPreneur Lab as a pedagogical intervention embedded within the ENT300 course, examining its operationalization, commercial outcomes, and student learning development over a one-month implementation period (18 October–18 November) involving 180 students organized into 32 groups. Each group engaged in structured digital entrepreneurship activities, including selecting affiliate products from TikTok Shop, developing content and marketing strategies, applying Business Model Canvas and marketing mix principles, and executing as well as monitoring live affiliate campaigns through platform analytics. Based on the Figure 2 illustrate the data were collected through multiple sources to ensure triangulation, including TikTok Shop performance dashboards (sales, click-through rates, engagement metrics), verified revenue records, platform recognitions (5-star TikTok Impact rating and 120 Yellow Bags awards), comparative sales data against traditional campus-based booth commercialization, and student reflective journals documenting experiential learning processes. Quantitative analysis focused on total revenue generation, conversion rates, and percentage growth, while qualitative thematic analysis examined skill acquisition, entrepreneurial self-efficacy, strategic adaptability, and digital analytics competency. This integrated methodological approach enabled a comprehensive assessment of both commercial viability and pedagogical effectiveness within a real-time social commerce environment.

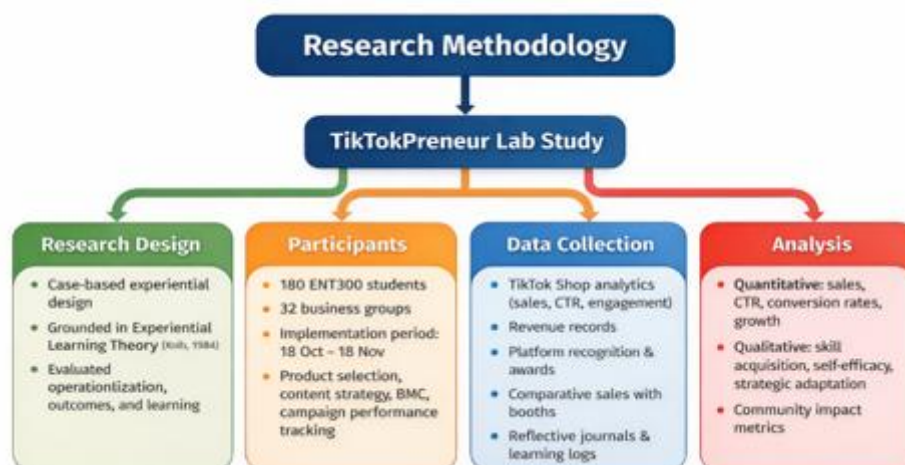


Figure 2: Research methodology and data Collection for Tiktokpreneur Lab (Source: Author's Illustration)

Experiential Learning Implications

This study utilised a case-based experiential research design to assess TikTokPreneur Lab as a pedagogical intervention within the ENT300 course, analysing its implementation, commercial outcomes, and student learning progress over a one-month period (18 October–18 November) with 180 students divided into 32 groups. Each group participated in organized digital entrepreneurship tasks, such as choosing affiliate products from TikTok Shop, coming up with content and marketing plans, using the Business Model Canvas and marketing mix principles, and keeping an eye on and managing live affiliate campaigns through platform analytics. To make sure the data was accurate, it was gathered from a number of different sources. These included TikTok Shop performance dashboards (sales, click-through rates, and engagement metrics), verified revenue records, platform accolades (a 5-star TikTok Impact rating and 120 Yellow Bags awards), comparative sales data against traditional campus-based booth commercialisation, and student reflective journals that recorded experiential learning processes. Quantitative analysis concentrated on overall revenue generation, conversion rates, and percentage growth, whereas qualitative thematic analysis investigated skill development, entrepreneurial self-efficacy, strategic adaptability, and proficiency in digital analytics. Based on Figure 4, this combined analytical method made it possible to fully evaluate both the economic viability and the educational effectiveness of a real-time social commerce setting.

Pedagogical and Theoretical Significance

This study's findings offer robust empirical evidence endorsing TikTokPreneur Lab as a performance-oriented, experiential digital entrepreneurship framework. The quantifiable financial results and noted student involvement demonstrate numerous significant educational and theoretical consequences. Initially, social commerce platforms like TikTok may function as dynamic entrepreneurship laboratories, allowing students to convert theoretical business principles into practical market strategy. Secondly, digital affiliate marketing provides a low-capital, low-risk entry point for student entrepreneurs, enabling involvement irrespective of previous resources or social capital. Thirdly, engagement intensity, which can be measured by how often material is created, how many interactions there are, and how quickly algorithms respond, is strongly related to business results. This shows how important it is to try new things and make decisions that can change over time. Fourth, systematic digital experimentation fosters the cultivation of entrepreneurial competencies, encompassing digital analytics literacy, strategic thinking, content optimisation, and self-efficacy. The TikTokPreneur Lab integrates theoretical entrepreneurial education with practical market implementation, enhancing the pedagogical significance of modern curriculum by illustrating that immersive,

platform-based learning can provide quantifiable economic and educational results. These data highlight the possibility of using social commerce and affiliate marketing in higher education as a pedagogical instrument and a scalable innovation for student empowerment.

Conclusion

The analysis confirms that the TikTokPreneur Lab is not merely an instructional innovation but a financially measurable entrepreneurial intervention. Performance variations across groups highlight the importance of strategic engagement, LIVE commerce utilization, and product diversification.

Overall, the initiative demonstrates that experiential digital entrepreneurship models can produce tangible economic outcomes within structured academic settings, thereby reinforcing the effectiveness of integrating affiliate-based social commerce into entrepreneurship education.

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