

AN EMBEDDED OF ENTREPRENEUR REALITY-BASED LEARNING IN STUDIO BASED LEARNING AT UNIVERSITY MALAYSIA KELANTAN

Othman, H. ^{*}, MAT Daud, K.A. ^{**}, Khidzir, N.Z. ^{**}, Ismail, M.E. ^{***}, and Omar, N.H. ^{***}

Abstract: Studio-based learning is a learning approach that emphasizes the achievement of the students' work. In this studies, it was found that an approached to exposure students with a real world will increase the level of soft skills and the level of entrepreneur traits into themselves.

Keywords: Studio Based Learning, Entrepreneur Reality Based Learning.

INTRODUCTION

Project based learning or student oriented learning is a learning concept which is apply with many constructive theory [7]. Students gain knowledge through experiences and activities while doing their projects [9]. The project were given to the students need to planned carefully in order to ensure the process of project implementation had been covered the entire curriculum. In fact, certain projects have given to the students beyond to the curriculum requirement. However, most of the project based learning or problem based learning still not sufficient concern the reality of real world [4]. Students still learn in the old approach. Students still bound by the boundary walls of the institution, class and so on. The method of project based learning or problem based learning will be produce students who have a higher level of soft skills but it's not be able to produce students who have entrepreneurial traits such as high determination, willing to sacrifice, willing to face with risk, willing to work without knowing the meaning of tired and so on. The literature on entrepreneurial characteristics has included a number of variables that address psychological attributes, personality, attitudes, and behavior [3]. Entrepreneurial trait's is very crucial to adopt into students. Thus, a learning approach based on entrepreneurial characteristics in order to enhance the method of project- based learning and problem-based learning, the method of entrepreneur reality-based learning had been introduce and implement in the Faculty of Creative Technology and Heritage. The method of entrepreneur reality-based learning is an effort to produce students who have a high level of soft skills such as communication skills, planning skills, decisions maker skills and have the characteristics of the superior entrepreneurs like gritty, courageous, willing to risk, high self-determination and

* Faculty of Vocational and Technical Education, Universiti Tun Hussein Onn Malaysia. *Email: hasyam@uthm.edu.my*

** Faculty of Creative Technology and Heritage, Universiti Malaysia Kelantan

*** Faculty of Vocational and Technical Education, Universiti Tun Hussein Onn Malaysia

so on. The combination between soft skills characteristics and entrepreneurial characteristics into students by itself is very crucial in order to produce and provide students with the challenges of the 21st century [4].

ENTREPRENEUR REALITY-BASED LEARNING

Entrepreneur reality-based learning is an idea to introduce new learning method. Entrepreneur reality-based learning came out from the effort to enhance the method of project-based learning. The purpose of the project-based learning is to enhance students' soft skills. However, to provide students facing with a job requirement at the future, they need to adopt the high characteristics of entrepreneur as cross the soft skills characteristics. Therefore, the entrepreneur characteristic is very significant. The example of entrepreneur's characteristics is determination, commitment, courage, willing to face with any risk and so on. The combination between soft skills characteristics and entrepreneur characteristics is very crucial and need to adopt among students in 21st century [14]. Entrepreneur reality-based learning is a learning method that combines the concept of project-based learning and studio based learning. Level of soft skills and entrepreneur characteristics can be increase by applied entrepreneur reality-based learning.

The development and the implementation of entrepreneurship education programs for pupils, however, linked with many specific challenges. For example, pupils often not allowed to start up their own companies or may not have full control over their financial situation. Moreover, career choices may be part of some distant future for teenagers. As a result, educational initiatives aimed at stimulating entrepreneurship can be perceive by teenagers as irrelevant, or can be long forgotten by the time actual career choices have to be made [16]. Entrepreneur reality-based learning was been found that ideal to apply in the studio based learning approach. In studio-based learning, students were provides with problems or project to be developed. Students were been allowed to plan and design their project themselves. Students need to get an approval from the lecturers to proceeds their design before they develop it. Students will develop their works as they planned and designed. Students will implement their projects either individually or in groups [13].

Through this method, students will be master and improve their soft skills such as communications skills, discussion skills, organize skills, decision-making skills and so on. Therefore, entrepreneur's characteristic is very crucial to instilled into the students whose will be live in the challenging atmosphere in 21st century [2]. To realize the government's aspiration to produce students who not only have a high level of soft skills, but also a features of superior entrepreneur such as determination, perseverance, courage, willingness to facing with any risk and so on, thus the entrepreneur reality-based learning is seen very important to applied among students. Entrepreneur reality-based learning will be able to implement through the proper planned (Md. Baharuddin Abdul Rahman & et. al., 2010).

The course of digital design CVT2122 had been applied an entrepreneur reality-based learning. Students were been asked to establish their own company. Students were distributes to 23 groups where each group on average have four or five members. Students are required to register their company with Companies Commission Malaysia (SSM). Registration of this company is the first assignment students pursuing this course Digital Design. Students learn in a group that moved under incorporation. Activity driven by the students themselves, and each activity as well as the company's initial direction is across the entire curriculum designed for course of digital design CVT2122.

RESEARCH METHODOLOGY

This research was conduct by the students whose are registered for a course of Digital Design CVT2122 in Bachelor of Art in Creative Technology. There are 120 students involved in these studies. Students have been distributes by 23 groups which is consist on average four or five students in each group. Each students' groups will be discuss and will asked to set up a company based on creative technology scope such as printed, published, animation, advertised, films and so on. Students will discuss among themselves and will decide on the name of their company. After that, students will register their company with the Companies Commission of Malaysia (SSM). Then, Students develop their company profile as they registered. The company profile is include the background of company, organization chart, financial reports, mission and vision of the company, the company's business plan, registration certificate and various related matter about their company.

The first student's assignment in CVT2122 Digital Design course is developing a company logo. Company logo will be developed and evaluated on an individual basis. Lecturer will be given the instruction about how the process of logo development. In process of logo development, students need to consider the factors of their group establishment. Then, students will present their logo that they developed as their respective companies. The best logo among them will be select as the company's logo. The second task is to develop a digital comic. Comic digital were be developed as a group. Each company was assign to develop digital comics. Lecturer was explained the learning objectives and the rational of company establishment. The initial explanation is very essential to make sure students really understood why they are needs to establish their own company.

The first task of the company is to produce digital comic, then uploaded it to the android software. Through the application of the android, students would be going to get a profit. Regarding to the activities, perhaps students will gain their motivation to learn especially in digital design. Students will not only be able to generate profit from the material aspect but also in the same time grab the valuable experience through an entrepreneur reality-based learning. Through this method, the entrepreneurial characteristics such as courage, determination, high commitment,

willing to face with any risk and so are possible apply to the students. Through the developing process of comic digital, students had work in team and applied the corporate culture. Students learn and work hard to accomplish their tasks. The appointment of CEO in each company is essential. Each leaders or CEO was fully responsible to lead their companies in order to achieve their company's objective. CEO meeting conducted every week. The meeting process monitored by lecturer whose act as a board of director. There are three lecturers involve in this studies. Each students get a different task are assign by CEO. There are some jobs to distribute among them such as graphic designer, story-telling developer, storyboard developer, graphic sketcher, digital specialist, marketing strategies and so on. Each specific task need assigned to each member into group fairly and wisely appointed by CEO. The periodic meeting to each group is very essential and need to monitor by lecturers whose are act as a board of directors so that each company can perform their tasks smoothly.

A. The Pitching Process

The co-operation between MDEC and ICC Incubator to develop digital comics in android application give a meaningful impact to the students. Through observations, most students felt very excited by the presence of the industry as MDEC and ICC incubator. The presence of industries parties show the support of company to the students' activities or project. Students stated that they became very excited and motivated to complete their projects because they are very clear with the direction of the company. Students also understand the course learning objectives of CVT2122 – Digital Design. The initial screening process have be done front all of the companies. Each company will be given 15 minutes to present their work, future directions, times estimation to perform the work and so on. The initial screening had been participates by 23 companies. From 23 companies, 10 companies had been chose by the board of director are consist by three lecturers. The selected company will be required to go through the process of "pitching" with MDEC and ICT Incubator. MDEC and ICT Incubator were choose top 7 companies from 10 through the process of pitching is.

B. Research Objectives

- (a) To inculcate entrepreneurial traits such as courage, determination, daring to take risks and so on to student behavior through studio-based learning application.
- (b) To strengthen the method of studio-based learning by embedded entrepreneurial traits in learning process as known entrepreneur-studio based learning.
- (c) To improve the student's soft skills through studio-based learning by embedded the entrepreneurial traits to the students.

C. Research Instruments

Questionnaires had developed base on the research objectives. The questionnaires were been divide by three sections as follows:

- Part A: Demographics of Respondents
- Part B: Level of Student’s Entrepreneur Traits
- Part C: Level of student’s Soft Skills.

The research instrument had been through the process of pilot test, which is the value of Cronbach Alpha were analyzed for levels of reliability and validity of the instrument. Through the pilot test, the value of Cronbach alpha $\alpha = 0.89$ was found. This value is high enough and concluded that the validity and reliability of the instrument is high.

D. Research Framework

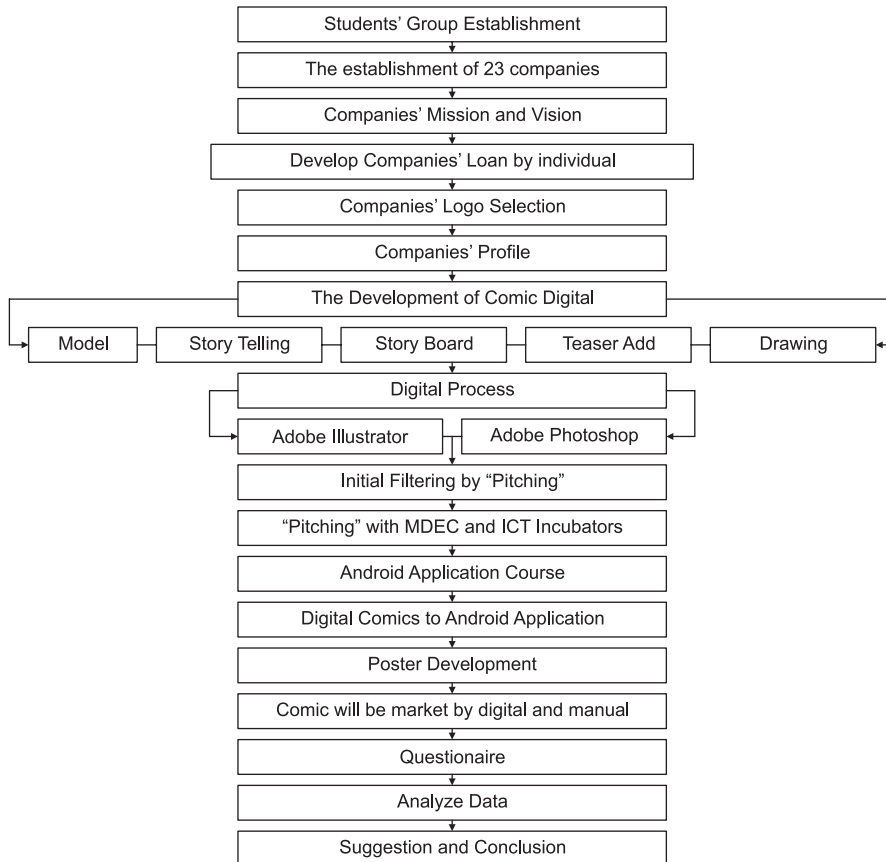


Figure 1: Research Framework

RESEARCH FINDING

The findings of the research focused on the analysis of the data obtained. Data were collected using the questionnaire to measure the increasing level of students' entrepreneur characteristics, increasing level of students' soft skills and to measure the importance of corporate culture in the learning process. The respondents' feedback was gathered and analyzed to explore the increasing level of entrepreneurial features, the increasing level of students' soft skills and the importance of corporate culture in the learning process. The collected data was analyzed using Statistical Package for Social Sciences (SPSS) version 18 release IBM. The data were analyzed has been performed in the frequency, percentage, mean and standard deviation.

A. The Analysis of Students' Entrepreneurs Characteristic

TABLE 1: RESULT OF DESCRIPTIVE TEST TOWARD THE INCREASING LEVEL OF STUDENTS' ENTREPRENEUR TRAITS

No	Item	N	Min	Max	Mean	SD
<i>After going through the process of entrepreneur reality-based learning I think ...</i>						
1.	... level of persistence in myself is increasing.	120	3.00	5.00	4.200	.75147
2.	... level of perseverance in myself is increasing.	120	3.00	5.00	4.300	.64300
3.	... my effort level is increasing.	120	3.00	5.00	4.400	.66611
4.	... level of determination to implement something is increasing.	120	3.00	5.00	4.300	.90377
5.	... Willing to face with any risk.	120	3.00	5.00	4.500	.80961
6.	... More diligent than before.	120	3.00	5.00	4.500	.8-961
7.	... Willing to work regardless of the time.	120	3.00	5.00	4.400	.92036
8.	... did not feel tired and exhausted to achieve success	120	3.00	5.00	4.500	.92582
9.	... Willing to sacrifice everything to achieve business objectives has been formulated.	120	3.00	5.00	4.800	.60252
10.	... in overall, the level of entrepreneur's characteristics in myself in increasing	120	3.00	5.00	4.600	.66611
The Overall Level of Entrepreneur's Characteristics		120	2.70	5.00	4.450	.68440

An analysis shows that the mean value for students' entrepreneur characteristics is high. This shows that the entrepreneur reality-based learning approach had applied in studio-based learning for the course CVT2122-Design Studio is very effective (mean = 4.450, SD = .68440) in order to increase the level of entrepreneur characteristics towards students.

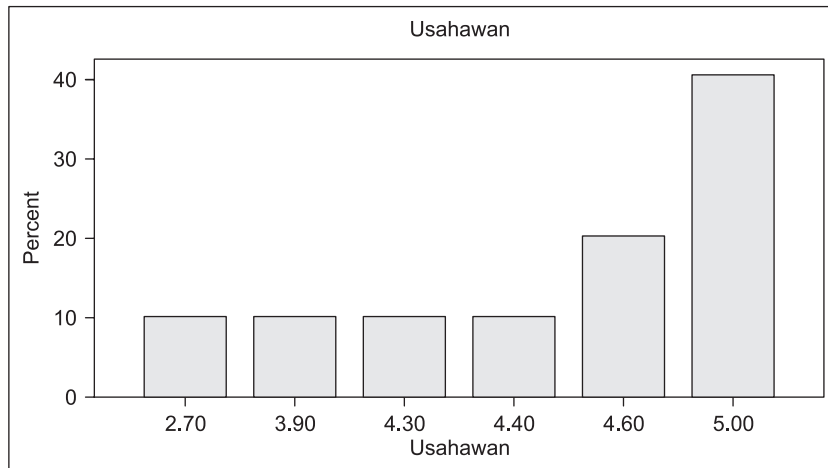


Figure 2: The increasing level of the entrepreneur's characteristics

B. Analysis of Students' Soft Skills

TABLE 2: RESULT OF DESCRIPTIVE TEST TOWARD THE INCREASING LEVEL OF STUDENTS' SOFT SKILLS

No	Item	N	Min	Max	Mean	SD
<i>After going through the process of entrepreneur reality-based learning I think ...</i>						
1.	... level of confidence is increasing in myself	120	3.00	5.00	4.500	.67363
2.	... level of communication skills in myself is increasing	120	2.00	5.00	4.400	.92036
3.	... level of decision-making skills in myself is increasing	120	3.00	5.00	4.700	.64300
4.	... level of teamwork skills in myself is increasing	120	3.00	5.00	4.700	.64300
5.	... level of information finding skills in myself is increasing	120	3.00	5.00	4.700	.64300
6.	... level of plan in myself is increasing	120	3.00	5.00	4.700	.64300
7.	... level of leadership skills in myself is increasing	120	2.00	5.00	4.600	.92036
8.	... level of confidence in myself is increasing	120	2.00	5.00	4.600	.92036
9.	... level of discussion skills in myself is increasing	120	3.00	5.00	4.625	.69889
10.	... in the overall, the level of my soft skills is increasing	120	1.00	6.00	4.500	1.38418
The Overall Level of Soft Skills		120	2.50	5.00	4.613	.72102

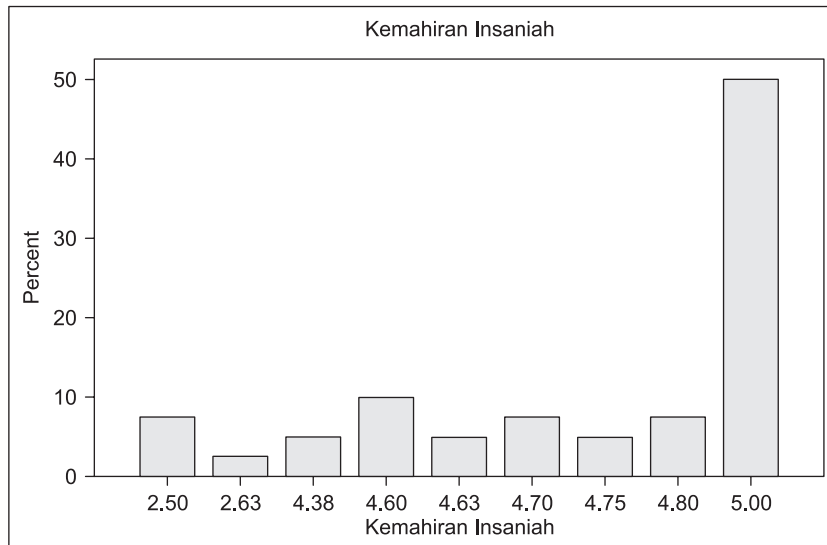


Figure 3: The increasing level of the soft skills

An analysis shows the mean value regarding to the students' soft skills is high. It's shown that the entrepreneur reality-based learning which is applied and adapted in the studio based learning approach for CVT2122-Digital Design is very effective (mean = 4.613.000, SD = .72102) in order to enhance students' soft skills.

CONCLUSION AND IMPLICATIONS

The findings showed that the characteristics of entrepreneurship can be enhanced through entrepreneur reality-based learning which is adapted into studio-based learning methods. The human capital with high level of soft skills are need to embedded with superior entrepreneur traits The traits of superior entrepreneur will be assist students to be facing with any challenge in real world. The high level of soft skills such as communication skills, planning skills, decision making skills and so on couldn't been properly manipulated by the students if they didn't possess the traits of superior entrepreneur [5]. The traits of superior entrepreneur such as hard work, determination, passion and so on need to embedded into students' themselves. Students will be more successful if the characteristics of superior entrepreneur can be applied into themselves. The characteristics of superior entrepreneur should be able to guide students in order to manipulate the features of soft skills. Therefore, hopefully the research related to the application of the entrepreneur characteristics can be studied in depth so that students can be applied all of the soft skills elements without any compromise as a result of internal conflicts students feeling

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