

Journal Online Jaringan Pengajian Seni Bina (JOJAPS)

NEWBIZZ:

A Mobile Application to Easily Facilitate Siswapreneur Start-ups in Campus

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Abstract

A mobile application is a new technology used in the teaching and learning process in Malaysia. Recently, growth of smart phones and tablets has increased the size of the mobile application market. It opens up opportunities for new siswapreneurs to tap into the fast-growing mobile application market and requiring minimal capital. Our application is named NEWBIZZ and was developed by Firebase platform. Users of the NEWBIZZ application only need to download it on the Play Store. NEWBIZZ application is focused to produce product ideas with high demand in the market. It also facilitates promotional tasks such as copywriting, pictures of product, sales scripts and also have special reminders for siswapreneurs to consistently post to their social media profiles. NEWBIZZ covers the content of the syllabus for the MPU22012 Entrepreneurship and DPB5063 Digital Entrepreneurship Development. The development of NEWBIZZ is conducted to help students to get product ideas and run their start-up business in campus. Indirectly it can overcome problems in finding product ideas, promotion tools such as copywriting, pictures of product and sales scripts. From a survey, results has shown that the NEWBIZZ application is able to help almost 100% siswapreneurs to explore product ideas, 98% agreed that promotion tools such as copywriting is very helpful and 95.8% agreed this application help siswapreneurs to complete their assessment for courses MPU22012 Entrepreneurship and DPB5063 Digital Entrepreneurship Development. In conclusion, NEWBIZZ is useful for kickstarting start-up siswapreneurs in campus.

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Key-word: - Mobile application, Entrepreneurship, teaching and learning, siswapreneurs

1. Introduction

Today's rapid development of technology has made a treble huge impact on almost all systems across the globe. The advancement of this technology not only facilitates the process of a system and improves the quality and quantity of production, but it further accelerates the workflow. According to Garrison and Anderson (2003), E-learning is intended as the delivery of training and education through the interaction of the thought and collection and dissemination of technology. While Rosenberg (2002) also defines E-learning as a system of thought, it is able to collect and disseminate information and allow traces of information through computers in addition to focusing on the wide educational environment.

Thus, Polytechnics of Malaysia have taken the initiative by offering Entrepreneurship courses and Digital Entrepreneurship Development courses to all students during their diploma studies period. This course requires practical entrepreneurial skills by students whom they need to conduct online business by using media sources as their main business channel such as Facebook page, Instagram page, WhatsApp's, as well as websites to market their business products. The study, conducted by Payton and Hague (2010) from Britain's Future lab organization titled Digital Literacy Across the Curriculum, acknowledged that young people need a wide range of different skills, knowledge and understanding to expand their expertise. According to Mustafa (2007), interesting visual learning can accelerate the absorption in understanding the lessons. While the use of conventional methods in lectures merely limits students' involvement in the learning process. Our Group develops NEWBIZZ to assist in learning processes for Digital Entrepreneurship Development and Entrepreneurship courses specifically for polytechnic students and generally to students in IPTA and local IPTS.

According to Faradillah et.al (2017) in her study entitled Internet Usage among Entrepreneurs: Access, Skills and Motivation suggests that frequently accessible and used apps are apps that concern many such as Whatsapp, Facebook and Instagram. Respondents also have the skills and motivated to use the internet at a high rate and this clearly shows that entrepreneurs rely heavily on internet usage in their business dealings with a high level of skills and motivation. Students who take the DPB2012 Entrepreneurship and DPB5063 Digital Entrepreneurship Development courses can use technology for entrepreneurship while adding knowledge.

Teaching and learning situations require educators to study effective teaching and learning methods to attract students and their users. The use of current mobile devices is also one of the main factors that are the choice of educational delivery in line with current educational technology. The delivery of learning information is also easier as seen through the sharing of learning materials between students. Mobile tools such as smartphones (Norliza, 2013) have facilitated it. Smartphones as mobile tools are an important tool that is often used by today's society. Due to its frequent use and attracting students, it is a necessity for educators to produce new initiatives to optimize the use of mobile applications in students' learning environments. The use of smartphone mobile apps also stresses on the ability to facilitate the learning process without being tied to the physical location of the learning process to occur (Kukulka-Hulme, 2005).

The teaching and learning environment of Education 4.0 resulted in the need to match the development of technology and the needs of the present generation of students so that the teaching and learning process can be implemented more effectively and meaningfully (Mohamad Siri Muslimin, 2017). Mobile applications not only attract their usage, but also often use society wherever they are. The potential usability and impact of its consumerism should be studied to assess the effectiveness of its use as Aliff Nawi (2014) states that mobile applications are developed, potentially implemented in teaching and learning.

Youtube is one of the 2.0 web technology that supports the development of digital education in Malaysia. The use of videos helps educators to facilitate teaching and demonstration activities to be implemented as well as students more fun to learn (Sidek & Hashim, 2016). Past studies have also shown that the use of videos has impact various aspects of education (Md Sahir & Mohd Ayub, 2015). Digital learning materials such as videos are widely used by educators to adapt right into various contexts of learning such as flipped classroom. These interactive learning activities are needed in today's education to enable students to increase their knowledge not only in the classroom but also outside the classroom.

2. Literature review

Mobile learning refers to the capabilities that mobile technology devices have brought to a physical classroom context as well as to the activities of students as they participate in learning institutions (Bedall-Hill, Jabbar, & Al Sheri, 2011; Dixit, Ojampera, Nee, & Prasad, 2011; El-Hussein & Cronje, 2010). With the reality being thus, using mobile technology for teaching and learning has become a rapidly evolving area of educational research (Collins, 1996; Dyson, Litchfield, Lawrence, Raban, & Leijdekkers, 2009; Froberg, Göth, & Schwabe, 2009; Johnson, Means, & Khey, 2013; Vavoula, Pachler, & Kukulka Hulme, 2009). Whereas, to encourage collaboration and reinforce real world skills, higher education are experimenting with digital policies that allow for more freedom in interactions between students when working on projects and assessments (Johnson et al., 2014). In this context, Polytechnic Sultan Azlan Shah have begun implementing mobile learning with smartphones. With this mobile app, students can search hot product idea, copywriting, and sales script & product pictures. Mobile apps are considered as a key emerging technology in higher education. These technologies find their ways onto campuses because people are using them, rather than the other way around (NMC Horizon Report, 2014).

Mobile technologies are playing an important role in higher education students' academic lives. Traxler (2013) states that M-learning means learning via mobile technologies that offer unparalleled access in communication a information which useful for higher education students to transform them in learning, as well as influence their learning preferences both inside and outside the classroom. Besides, "M-learning is purported to educate the higher education learner to identify how and where they learn best, hence increasing the autonomy of the learner" (Wilkinson & Barter, 2010). Personalization of learning highlighted as an important factor in engagement and mobile technologies claim to allow the higher education student to contextualize and take ownership of their own learning (Clarke & Svanaes, 2014). It also bridge the gap between formal and informal learning environments and transcend environmental limitations (Wilkinson & Barter, 2010).

Online customer purchase entails acquiring goods or services through online platforms to satisfy an individual has desired needs and is ad-hoc, unstructured and highly dynamic in nature. The Internet has affected all stages of consumer decision-making process from alternative search, gathering information, and evaluation of alternatives, purchase decision-making process and payment process (Karami et al., 2014). In this app, Customer engagement is customer's expression of a brand or firm beyond purchase, stemming from motivational driver such as online posts, comments and participation in online games or activities (Yamamoto, 2015). Social media has allowed greater exposure and engagement with customers and promotes brand existence through a two-way communication (Doyle, 2011).

Engagement in social media can manifest in the form of “like” a brand and its products or by being a member of a brand’s social media page, (Anastasia, 2012). Online copywriting involves business owners dealing directly with vocal, active and connected audience in the sales and marketing (Eisenberg, Eisenberg, & Davis, 2006). The aim of copywriting is to sell the real worth of the brand, products and services because it is attractive and can capture audience’s attention. Copywriting may be present in advertisements, websites, catalogues, sales letter and brochures which can be categorized as offline and online copywriting. Nevertheless prior to using copywriting businesses need to identify their potential target audience to whom their product would be sold to ensure that the copywriting is most effective (Olah, 2012). As such, copywriting must be capable of getting attention, communicate, persuade and convince consumers’ to buy a product (Bly, 2005). Olah (2012) concurs that good copywriting must have an attention-getting headline where readers’ attention is grabbed to lure them into reading what is written. In fact, headline may perform four different tasks, which are to get attention, select audience, deliver complete message and draw readers to a body copy. Thus, headline should include complete message that is concise to draw readers’ attention to the body copy by arousing reader’s curiosity (Bly, 2005)

Based on Faizal Yamimi Mustafa et al./ *Procedia – Social and Behavioral Sciences* 66 (2012) 391 – 401, successful online direct response sales letters are functionally structured which is this study also found that certain moves and steps in the online sales letters tend to favour specific persuasion principles. E-learning in higher education can be understood as a technology that enhances teaching and learning in a Nichols & Anderson educational institution, (2005) and this context is widely used where according to (Wilson and Stacey), 2004; Salmon, (2005), (Sharpe et al, 2006). Students also get a variety of facilities using this E-learning. They can send assignments, answer questions or training online etc. The use of such software and hardware is beneficial in creating a more flexible and sophisticated interactive teaching and learning environment. The growing use of mobile technology on college campuses suggests the future of the classroom, including learning activities, research, and even student faculty communications, will rely heavily on mobile technology. The literature suggests that mobile learners desire the ability and flexibility to choose their location and time for learning. Greater access to personal mobile tablets might allow learners greater opportunities to collaborate with others and construct knowledge in real world experiences in their daily lives.

3. Methodology

The research uses quantitative methods and questionnaires with 5 Likert-scale used to collect data. There were 60 respondents answering the questionnaire. The data collected was analysed using Statistical Package Social Science (SPSS) version 21. The data was analysed using mean scores. To determine the level of readiness of students using the level of readiness proposed by Wiersma, (2000) was used to assess students' readiness levels. This data will be used as a guide for the production of mobile learning materials in polytechnics. The study instruments are using Firebase, Firebase is a mobile app development platform and web applications that provide developers with a wide range of tools and services to help them develop high-quality applications, grow their user base and gain more profit.

We decided to develop the NEWBIZZ app using the Firebase platform to solve problems in searching for product ideas, to produce attractive copywriting, product photos and sales scripts. The participants in this research were 48 students for Pre Test and 60 students for Post Test who were enrolled on the MPU22012 (*Entrepreneurship*) and DPB5063 (*Digital Entrepreneurship Development*) course. These students were among the total of 150 students who were taking this course. The selection of the participants was based on random sampling.

This research employed a quantitative approach that involved the use of a questionnaire as the method of data collection. The method of data collection for this study is through a questionnaire distributed through the online developed at <https://docs.google.com/forms>. The questionnaire was developed through four sections: demographic (**Section A**), to solve problems in searching for product ideas (**Section B**), to provide effective copywriting, product photos and sales scripts (**Section C**) and to help student in completing their assessment courses (**Section D**). Apart from the demographic data section, all questions were in the form of a Likert Scale (1: Do not agree at all, to 5: Total Agreement).

Table 1: Likert Scale Level 5

Likert Scale	Measurement Level of Effectiveness
1.0 – 2.40	Low
2.41 – 3.80	Moderate
3.81 – 5.00	High

Sources: (Landell, 1997 dalam Noor Suriani, 2000)

Data analysis was done using SPSS 21 software, and involved descriptive analysis, through which the frequency, percentage and mean value were derived.

4. Findings

The findings of the study are divide into 4 parts, namely (A) demographics, (B) to solve problems in searching for product ideas (C) to provide effective copywriting, product photos and sales scripts and (D) to help student in completing their assessment courses.

Section A: Demographics of Respondents

Table 2: Demographics of Respondents

Profile	Category	Frequency	Percentage (%)
Gender	Male	27	45.0
	Female	33	55.0
Department	Civil Engineering Department	3	5
	Electric Engineering Department	7	12
	Mechanical Engineering Department	16	27
	Commerce Department	34	57
	Semester 2	3	5
Semester	Semester 3	10	17
	Semester 4	15	25
	Semester 5	32	53
Like to online shopping	Yes	56	93
	No	4	7

Table 2 above shows the overall profile of respondents involved in the study based on gender, department, semester and online purchase status. This questionnaire has been distributed to students who are currently taking MPU22012 (Entrepreneurship) and DPB5063 (Digital Entrepreneurship Development) for semester 2 to semester 5. 60 respondents responded to this questionnaire and found that the majority of respondents were female at 55% while male respondents were 45%. Majority of the respondents came from the Commerce Department at 57%, followed by the Mechanical Engineering Department 27%, 7% Department of Electrical Engineering and the 5% Department of Civil Engineering. 93% of respondents stated that they like to shop online versus offline. This is because, social media is a tool that is widely used by the current generation of students either for lessons or for other affairs in their lives (Norazila Mat, 2016). Facebook and Instagram are one of the most popular and widely used mediums for marketing purposes and connect with customers.

Section B: To Solve Problems in Searching For Product Ideas

Table 3: To Solve Problems in Searching For Product Ideas

Item	Mean	Standard Deviation	Interpretation
NEWBIZZ helped me in finding product ideas at the start of the rankings	4.17	.996	High
NEWBIZZ helped me in getting to know the products that are trending today	4.20	1.027	High
NEWBIZZ helped me to get the highest sales	4.22	.817	High
NEWBIZZ can help me complete the task if a lecturer asks me to post an ad 5 times a day	4.20	.947	High
TOTAL	4.20	.947	High

Table 3 shows min score analysis for aspects to solve problems in searching for product ideas. Overall, the average min score for aspects to solve problems in searching for product ideas is at a high interpretation (min=4.20, s.p=0.947). This study proves that students' perception of the NEWBIZZ application in terms of helping to find product ideas at a high and good level.

Section C: To Provide Effective Copywriting, Product Photos and Sales Scripts

The results showed that all items were at a high level and mean overall aspect to provide effective copywriting, product photos and sales scripts was at 4.11. Overall, it can be conclude, that students are easier to use the apps to help them in doing business online. This in turn makes them more confident in connecting with customers with the help of copywriting verses, product photos and so on.

Table 4: To Provide Effective Copywriting, Product Photos And Sales Scripts

Item	Mean	Standard Deviation	Interpretation
NEWBIZZ makes it easy for me to build ad verses	4.07	.955	High
NEWBIZZ makes it easy for me to be sensitive with a certain time to make posts	4.06	.974	High
NEWBIZZ make me have enough material to make a post	4.09	.903	High
NEWBIZZ can help me in convincing customers to buy	4.12	.900	High
NEWBIZZ helped me to make 'copywriting' that wasn't boring	4.19	.914	High
TOTAL	4.11	.929	High

Section D: To Help Student in Completing Their Assessment Courses

Table 5: To Help Student in Completing Their Assessment Courses

Item	Mean	Standard Deviation	Interpretation
NEWBIZZ facilitated me in completing assignments in the DPB5063 Digital Entrepreneurship and DPB2012 Entrepreneurship courses	4.17	.996	High
NEWBIZZ makes it easy for me to carry out online sales activities (Facebook, Instagram and Whatsapp)	3.94	.950	High
NEWBIZZ makes it easy for me to complete tasks (Facebook, Instagram and Whatsapp)	4.22	.817	High
TOTAL	4.11	.921	High

Table 5 shows the analysis of mean score for the aspect of help student in completing their assessment courses. Overall, the average value of mean score for the aspect to help student in completing their assessment courses is at high interpretation (mean=4.11, s.p=0.921). This study proves that students' perception of NEWBIZZ's application in terms of assistance in completing the assigned tasks is high. At the same time, businesses using these social media also do not disrupt their learning processes instead of helping them to generate part-time income.

5. Conclusion

In conclusion, the results from the study analysis found the majority of respondents showed positive feedback on NEWBIZZ applications. The findings also found that THE NEWBIZZ application managed to attract respondents to use the application as a teaching and learning method (P&P). The methods used in this app are very helpful to students in finding product ideas for sale as well as making it easier for them in managing copywriting on their posts. Here, it can be concluded that the use of NEWBIZZ applications will benefit students, instructors and small traders in Malaysia. With the existence of this application, students are able to work and complete their assignment requirements for DPB2012 Entrepreneurship and DPB5063 Digital Entrepreneurship Development courses. The application can also influence students to venture into business. In addition, the NEWBIZZ app is also very useful for small traders to promote their products. In other words, the app produces many advantages for all parties.

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