

Cyberpreneurship Learning

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Abstract: Cyberpreneurship Learning developed for help in teaching and learning process for students and lecturers in course Cyberpreneurship that offered in Diploma in Information Technology (Digital Technology) programme in Polytechnic. This application was install in android version mobile phone. Besides that, to make teaching and learning process more interesting with interactive concept. This application also attract student with paperless concept for revision and offer flexibility in term of teaching and learning process without time and place constraints. Also offer effective way to replace teaching and learning in traditional method to interactive method. This application also provides information about successful entrepreneurs in Malaysia to introduce and market their products to publics.

Keywords: *teaching and learning, android, flexibility*

INTRODUCTION

In the modern age of information and communication system, people are habituated to use computer and computer application. But mobile application uses and development is a new and rapidly growing sector. There is a global positive impact of mobile application. Mobile applications are running on a small hand hold device which is moveable, easy to use and accessible from anywhere and any place. Now a day, so many people are using mobile application to contact friends, browse internet, file content management, entertainment and mobile learning for student. From everywhere user can get facility of mobile application [1].

Mobile learning (M-learning) currently is a well-established methodology. It has been in use for almost 20 years and its use offers an anytime and anywhere method of learning. Nearly all university students in developed countries possess some kind of mobile device and 50% of them possess more than one. The most used mobile devices among young people appear to be smart phone. The largest group as far as the use and ownership is concerned is young adults between 18 years and 29 years. This fact has been also confirmed by other research studies conducted among university students [2].

M-learning is considered as the next generation of e-learning using mobile technologies. Students' awareness of such technology is one of the most focuses for success adoption. This study aims to investigate students' awareness and requirements of

M-learning services among Malaysian students in the higher education environment. Regardless of the fact that e-learning has not reached the explosive growth figures which were commonly predicted in the mid-1990s, scholars and industry representatives are now turning their attention towards the M-learning which could overcome the limitations of e-learning [3].

Therefore, an application is established for students to practice out the M-learning in education for subject Cyberpreneurship. This application of M-learning can help student to study and makes revision without time and place constraints. Cyberpreneurship Learning is an application that enables students to read notes and also answering questions, quizzes based on chapter given. Thus, this application make the learning process become easier. Then, this Cyberpreneurship Learning will be embedded as mobile application so that student can bring the notes and study anywhere.

LITERATURE REVIEW

In the previous literature reviews studied research trends in M-learning. Wu, Chen, Kao, Lin and Huang (2012) reviewed 164 studies from 2003 to 2010 on M-learning. They found that the most studies focus on effectiveness, then M-learning system design. Moreover, mobile phones and personal digital assistants are the most widely used devices for M-

learning but they stated that these may be displaced by emerging technologies [4].

Application that has been reviewed is I Love HCI Application. This application in M-learning for subject Human Computer Interaction that offered in Diploma Information Technology (Digital Technology). This application provides notes, and questions for student refers based on chapter [5].

According to Pedersen (2005) early majority are young people who are considered to be risk-takers and innovators. In case of m-technology researchers found the same trends that youngsters are among the early majority. In this research study, target population is student and it is believed that the students with innovative personality have positive rate of adoption of m-technology. Liu & Huang (2015) examine that there is positive relation between the innovativeness and m-technology adoption.

M-learning provides students a platform through which they can learn with collaboration and enjoyment. Due to the usefulness of m-technology individual are adopting m-technology to learn, access information and for communication purpose. Lecturer is considering as leadership who has the ability to motivate and influence the attitude and performance of the students [6].

METHODOLOGY

In this application we use Rapid Application Development (RAD) model. It is a type of incremental model. In RAD model the components or functions are developed in parallel as if they were mini projects. The developments are time boxed, delivered and then assembled into a working prototype. This can quickly give the customer something to see and use and to provide feedback regarding the delivery and their requirements.

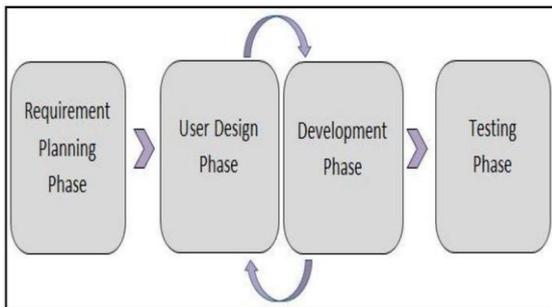


Figure 1

Based in Figure 1, RAD model has four main stages, namely Requirement Planning, User Design, Development, Testing. In implementation, there are three ways of implementation, namely iterative development, system prototyping, and throw away prototyping. Through iterative development, the whole

project is broken down into several series that will be sequentially developed.

RAD is especially well suited for developing software that is driven by user interface requirements. Graphical user interface builders are often called rapid application development tools.

RESULT

This is the feedback from the students about studying in traditional method through questionnaire before the application of M-learning has been developed. It shows that the students more interested to studying through M-learning which is with application on their mobile phone due effectiveness.

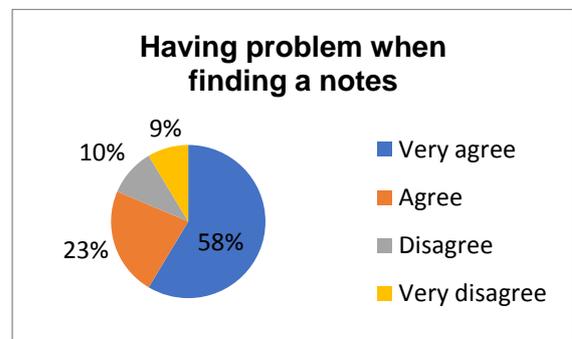


Figure 2

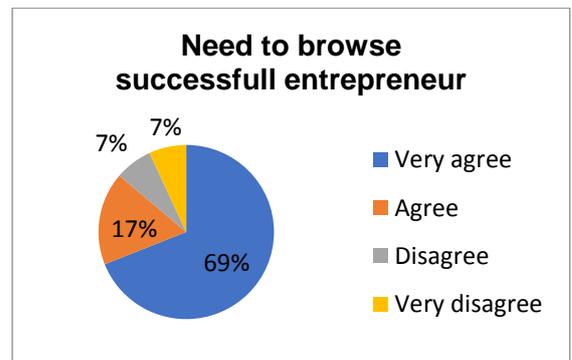


Figure 3

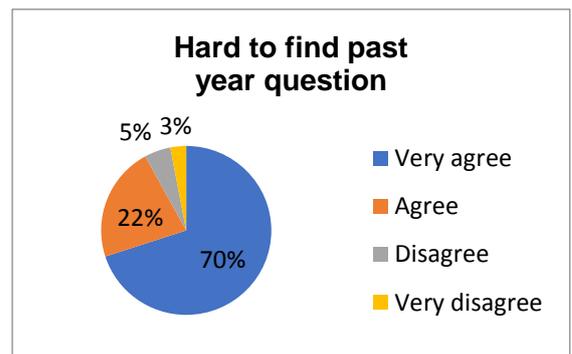


Figure 4

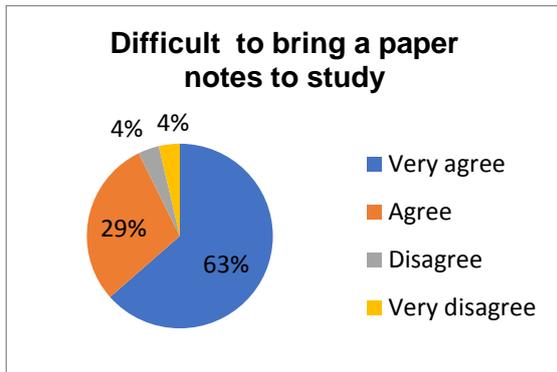


Figure 5

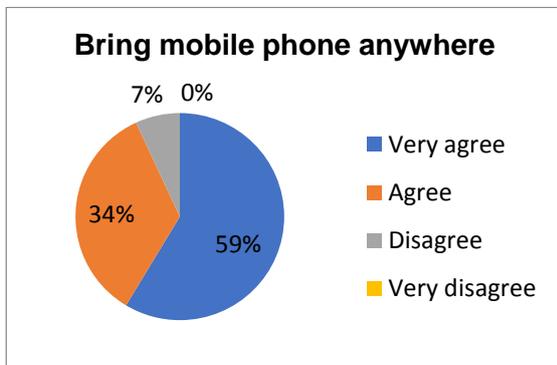


Figure 6

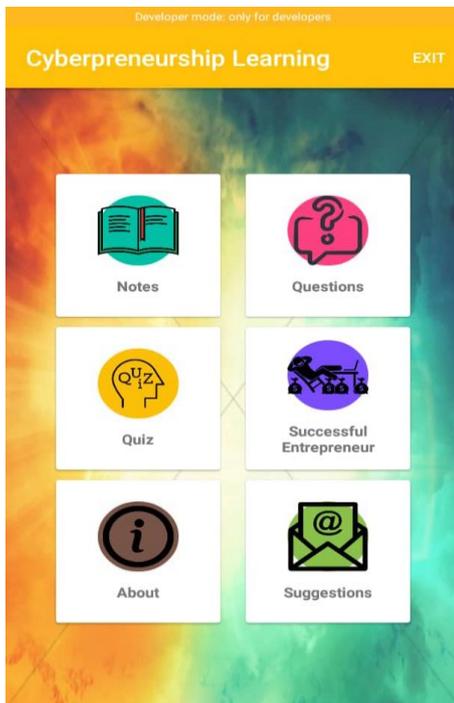


Figure 7

Based in Figure 7, home interface of Cyberpreneurship Learning application. There is a button for notes, questions, quiz, successful entrepreneurs, about and suggestions.



Figure 8

Based in Figure 8, this is the list of notes of all chapters in Cyberpreneurship course



Figure 9

Based in Figure 9, this is the example of subtopic in every chapter.

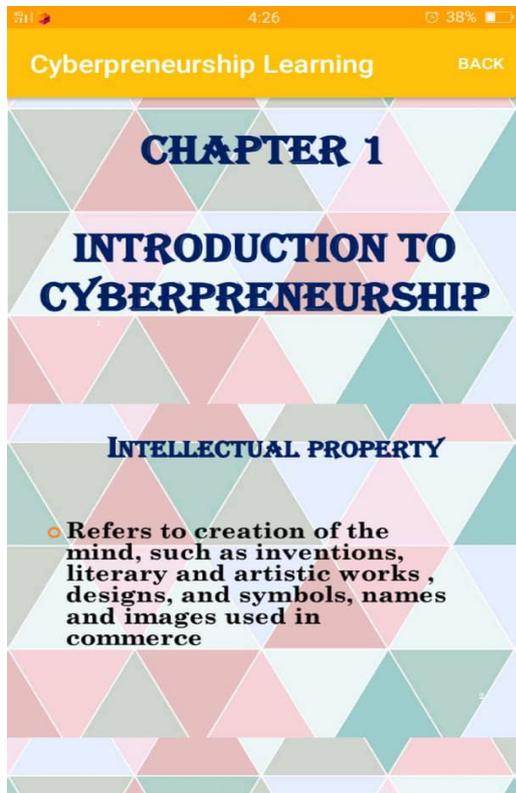


Figure 10

When user click on the subtopic in chapter, user can read the slide of notes as in Figure 10.



Figure 11

Based in Figure 11, interface shows the summary of the chapter



Figure 12

Based in Figure 12, this is interface for quiz.

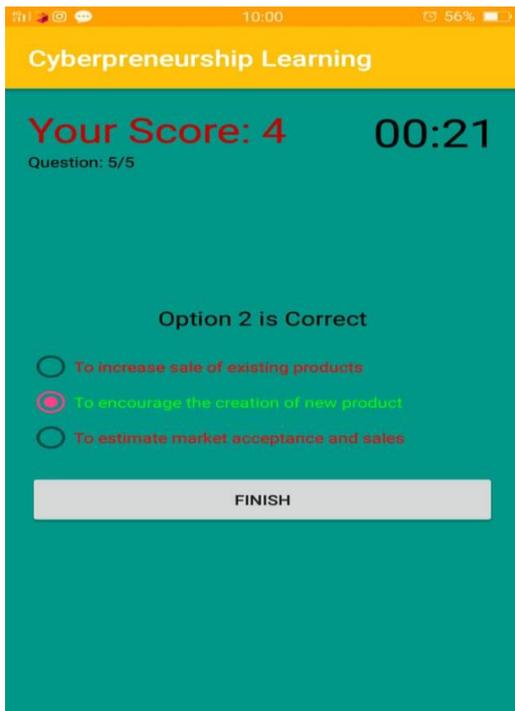


Figure 13

Based in Figure 13, the quiz will appear with a color which is green for the correct answer and red for wrong answer.



Figure 15

Based in Figure 15, there are three buttons which is contains information of background, career achievements and business.

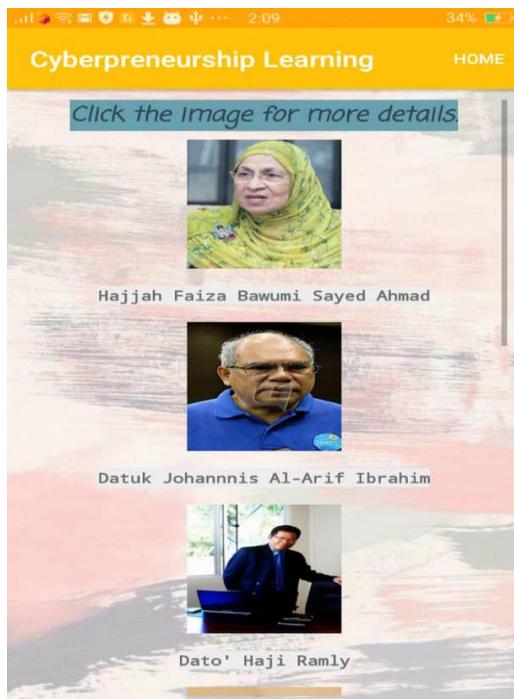


Figure 14

Based Figure 14, display list successful entrepreneur in Malaysia.

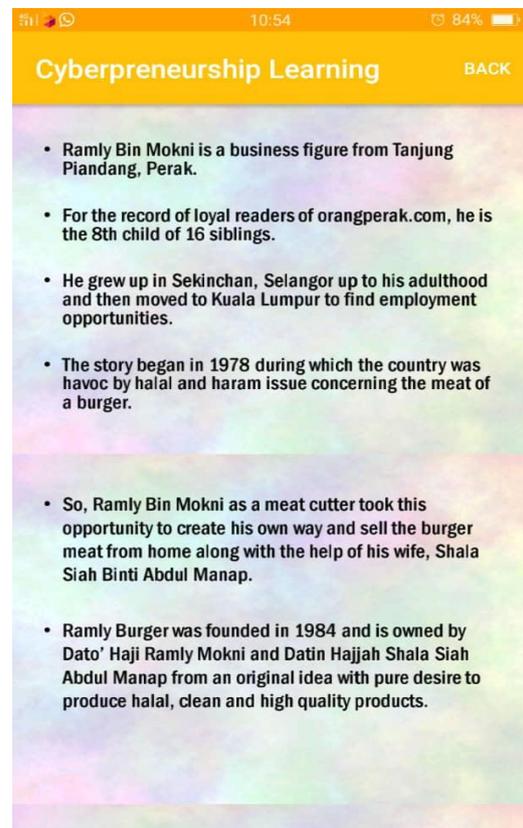


Figure 16

Based in Figure 16, display information about successful entrepreneur chosen.

CONCLUSION

This article reveal that the learning materials and tools, such as the described mobile application, designed based on students' needs and continuously facilitated by a teacher, are effective in the enhancement of students' performance and contribute to positive learning outcomes. In addition, the results also confirm that mobile learning can serve as an appropriate complementary method to other forms of course delivery. However, students were also encouraged to use the mobile application for the meaningful content and immediate feedback they received.

Nowadays, M-learning services are interesting and very recent addition as a new vital platform for the higher education environment. This study explored the requirement for utilizing M-learning services in the higher education environment. Moreover, it provided the knowledge base about the current state of students' awareness about M-learning services.

Both of the environment and the infrastructure are appropriate to diffuse M-learning in the higher education environment.

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