

The use of Smartphone and Social Media of Students to Enhance Individual Learning Styles in Forming Entrepreneurship Competence

Jajat Sudrajat, Meiryani, Ali Rahman, Agung Hari Sasongko, Glory A Guzman

Abstract: *The purpose of this learning is to determine individual learning styles by using smartphones in forming entrepreneurial competencies, in an effort to improve the quality of entrepreneurship learning in class with lecturers, doing assignments in class or outside the class as a group, using smartphones and utilizing social media to get business ideas and creating assignment reports. Smartphones and social media that are brought by students and lecturers at any time have not been optimized for entrepreneurship learning, even most lecturers forbid students from opening smartphones while studying in class. The participants of this study were students of Bina Nusantara University from the Faculty of Economics and Communication, Faculty of Engineering, Faculty of Humanities, School of Computer Science and School of Information System. This research uses the Research Development method, which is a series of processes or steps to develop entrepreneurship learning innovations in the classroom by optimizing smartphones and social media, as a medium for classroom learning aids. The results of this study found that 39.6% of students used smartphones to study, 22.0% were used to build relationships, 5.8% for entertainment or reading news, 25.4% for businesses and 7.2% for documentation. Research shows that student learning styles have an influence on the formation of entrepreneurial competencies in building relationships and business that is equal to 47.4%. The greatest amount of influence simultaneously individual learning styles on entrepreneurial competence is 39.6% for learning. Based on the results of this study, it is suggested as follows: (1) the entrepreneurship learning curriculum is always made to improve ability and have competent entrepreneurial trust (Personal Maturity), because 39.6% of students do business using smartphones; (2) facilities and infrastructure to support the teaching and learning process must be continuously evaluated to function and support smartphone media.*

Keywords: *individual learning style, entrepreneurial competence, personal maturity, smartphone.*

I. INTRODUCTION

President Jokowi advised that social media can be

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maximally utilized by students to develop themselves and increase knowledge. (Damanik 2018). Nowadays students are accustomed to using social media to communicate with their friends, every day they will use social media, both for college or other purposes, social media is their main need, but not all students can use social media to start a business. Based on this, we use social media to develop entrepreneurial learning, they are not just objects by watching social media such as Youtube, but they are directed to be subjected to assignments in entrepreneurship subjects to use Youtube as a means to complete the task of entrepreneurial subjects. There needs to be a curriculum breakthrough in Higher Education in order to be able to prepare our young generation to face new types of work and to uphold the 4 pillars of nationality (Budiharto, 2019). Entrepreneurship courses are compulsory subjects for all majors at Bina Nusantara University (binus). Entrepreneurship learning innovation continues to be developed using the concept of Business Model Canvas (BMC) (Osterwalder and Pigneur 2010), namely the concept of BMC Games; students discuss in a group of at least 5 people, then they discuss making business ideas using the concept of BMC by means of discussion using their daily language, activities when they are recorded discussion to be made videos and uploaded on Youtube. Videos are watched in class to evaluate their understanding of the BMC concept. The discussion activity uses a smartphone and optimizes social media. Nowadays information and communication technology is developing very rapidly, so that it can enrich learning, as well as attract students, so that the results of the video can be exhibited as one of the students' work. (Burns 2016). Basically, humans have abilities within themselves that can be explored so that they can be empowered and developed. (Spencer and Spencer 2008) use the term competency to describe the basic characteristics of the individual worker, who is part of his innermost personality; and this will be able to influence his behavior when he faces a situation or does a job, and in the end will affect the ability to produce work performance. The learning process focuses on students, in anticipating changes in the environment and rapidly developing information technology it is necessary to develop entrepreneurial competencies in all departments in Higher Education. In this learning, learning is limited to the mastery of knowledge on contextual issues which if applied / used can generate wealth for the company or added value to consumers or the welfare of the wider community (Arjanggi and Suprihatin 2011)

II. THEORETICAL FRAMEWORK

The issue that arises in future work is thick work with the help of technology no matter whether it is in the technical, social or economic fields. Industry 4.0 and a curriculum that meets the needs of students in the form of personalized learning and fostering a spirit of nationalism needs special attention by decision makers in Higher Education (Budiharto 2019). In today's world, changes in technology occur far faster than we can appreciate (Rouhiainen 2016), so the entrepreneurship learning process must continue to be developed by utilizing the communication tools and technology that every student always brings, even when studying in class they always open it, namely smartphones and social media. Some of the promising types of work in the future require specific knowledge, a touch of creativity and innovation that depend on technology, including digital content specialists, healthcare aides, creative and artistic workers, managers, machine learning developers and data analysts. Compiling several additional or minor courses that can be taken by students from various majors related to information technology and intelligent application development is an absolute and immediate (Budiharto 2019).

Binus University has run an entrepreneurship curriculum, mandatory for all majors, so that multi-disciplinary collaboration in teaching, research and community service activities must continue to be improved and developed. WhatsApp social media is the favorite media for lecturers and students at this time to communicate and facilitate the learning process. Each lecturer creates a WhatsApp Group to conduct teaching, research and community service activities, as well as students assigned by the lecturer to create a WhatsApp group in class to facilitate information and communication. How artificial intelligence will impact our world in the not too distant future and the changes that will result in education and how immersive technologies such as virtual reality and augmented reality can be implemented in education. (Rouhiainen 2016). Entrepreneurship education also needs to be student-centered and focus on life experiences and practical learning, so that various theoretical learning can be combined with practical experience (San Tan and Ng 2006).

Higher Education in the Era of Serial Disorders provides an inclusion to leaders in colleges and universities about the impact of technology in the near future which is developing exponentially. Although the first technology had an impact on the business community, it quickly followed the educational environment. If leaders in higher education are not aware of the exponential growth of technology, the institution they lead will be unprepared and may find it very difficult, if not impossible, to catch up. Moore's Law, which claims that computer power doubles every 18 months, is the power behind exponential speed. Leaders and instructors must be aware of technology and learn how to deal with it or the technology will deal with the unprepared. (Staat 2019). Binus University as an institution of Higher Education has a Program "2 out of 3 graduates work at Global Company or become Entrepreneurs". To realize the program, one of the ways to make entrepreneurship curriculum must be given to all majors, with the main concept of studying the Business Model Canvas concept. We continue to innovate in the BMC learning process by creating a Business Model Canvas (BMC) Game that is continuously being developed all the

time, as an effort to collaborate the BMC concept as a theory learned in entrepreneurship courses with the practice of exhibiting business ideas, under the name "Binus Festival" and other entrepreneurship activity programs.

III. RESEARCH METHODOLOGY

The research method that will be used in this research is the Research and Development method. According to (Dharma 2008), Research and Development Method is a series of processes or steps to develop new products or improve existing products so that they can be justified. These products do not have to be in the form of objects or hardware, such as books, modules, learning aids in class or laboratories, but can also be in the form of software, such as computer programs for data processing, classroom learning, libraries or laboratories, or education, learning, training, guidance, management system, and others.

The steps taken in this research process are students making groups of 5 people, to make business ideas. After they enter a large class consisting of various faculties to be motivated the benefits of learning entrepreneurship. In the small class, each group starts a discussion to make a business idea guided directly by the lecturer and given a number of assignments.

IV. RESULT AND DISCUSSION

Previous studies were conducted (Tautila 2010) focus on education and entrepreneurial learning, not yet analyzing the learning media. Based on a observation of 135 students who have attended the entrepreneurship course at Bina Nusantara University. The results found that 39.6% of students use smartphones for learning, 22.0% are used for building relationships, 5.8% for entertainment or reading news, 25.4% for business and 7.2% for documentation. Research shows that student learning styles have an influence on the formation of entrepreneurship competencies in building relationships that is equal to 22.0%. The greatest amount of influence simultaneously individual learning styles on entrepreneurship competence is 39.6% for learning.

The following table analyzes the use of smartphones and social media students:

	WhatsApp	Line			
Student Favorite Social Media	29,6%	70,4%			
	Facebook	Instagram	Youtube	Google+	Non Media
Social Media that is often used	4,4%	51,2%	41,5%	2,2%	0,7%
	Building Relationships	Entertainment / News	Business	Documentation	Learning
Main Benefits of Social Media	22,0%	5,8%	25,4%	7,2%	39,6%
	>12 hour	8-12 hour	4-8 hour	<4 hour	Non Media
The duration of time using social media in a week	23,1%	26,1%	35,9%	14,2%	0,7%
	Very Important	Important	Enough Important	Less Important	Not important
Use of Social Media for Students	23,0%	37%	36,3%	3,7%	0%
	Face to Face	Via the internet	Own	Simulation	Theory
Non-Entrepreneurship Learning Method	29,4%	12,6%	9,6%	34,3%	14,1%
	Face to Face	Via the internet	Own	Simulation	Theory
Entrepreneurship Learning Method	34,2%	4,3%	2,6%	46,5%	12,4%

Table 4.1

Use of Smartphones and Student Social Media

Based on table 4.1 above, students more often use Line social media which is equal to 70.4% using WhatsApp by 29.6%, lecturers must also be able to adjust the media they often use, so that the learning process of entrepreneurship in addition to being done in class, is also done in outside the classroom, by optimizing WhatsApp media, because Line media is not yet familiar for use by some lecturers. This is a challenge for lecturers, how can they adjust the communication done daily by students, so that entrepreneurship learning innovation by using Business Model Canvas Games is a solution so that students prefer to learn entrepreneurship.

In addition to WhatsApp and Line social media, we use social media Instagram, students use this media a lot, which is 51.2%. This Instagram media is to assign groups of students who have created business ideas, so they are motivated to dare to start a business.

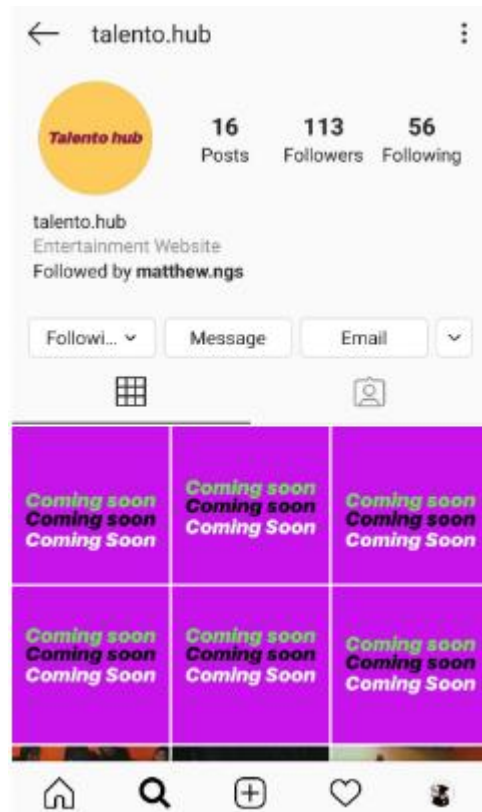


Figure 1. Example of Instagram student business ideas.

More than 95% of students consider it important to use social media, only 3.7% consider it less important. Based on this, it is time for student smartphones to be used as a medium to help students learn more interesting. Entrepreneurship Course gives students the task to make videos when students are discussing business ideas, they are enthusiastic and happy, can channel their interests and talents and can display their business idea creations on Youtube.



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Figure 2. Video Examples of Student Business Ideas

Source :

<https://www.youtube.com/watch?v=VEEv7AYVxM&feature=youtu.be>

Learning methods using simulation / application games are more attractive to students both for Entrepreneurship courses by 46.5% and Non-Entrepreneurship by 34.3%, in addition to the face-to-face method by 34.2% for face-to-face Entrepreneurship courses, and 29.4 % face to face non entrepreneurship courses. Based on this, more than 50%



of students prefer to learning using methods other than face to face with lecturers in class.

V. CONCLUSION

Based on the results of data processing and discussion of research on the relationship and influence of individual learning styles on entrepreneurial competence at Binus University, it can be concluded that student learning styles will shape, have a relationship and influence on the formation of entrepreneurial competencies. at Binus University. This research shows that learning that is happening now has been oriented to the formation of self-confidence and independence, by giving assignments to students to make business idea videos and upload them to YouTube, this is done by most students often and it is important to use social media, so that Optimizing the use of smartphones and social media will increase stagnation and develop entrepreneurship learning.

The results of this observation found that 39.6% of students use smartphones to study, 22.0% are used to build relationships, 5.8% for entertainment or reading news, 25.4% for business and 7.2% for documentation. Research shows that student learning styles have an influence on the formation of entrepreneurship competencies in building relationships and business that is equal to 47.4%. The greatest amount of influence simultaneously individual learning styles on entrepreneurship competence is 39.6% for learning. Based on the results of this learning, it is suggested as follows: (1) entrepreneurship learning curriculum is always made to improve abilities and have a competent entrepreneurship confidence (Personal Maturity), because 39.6% of students do business using smartphones; (2) facilities and infrastructure as supporting teaching and learning processes must continue to be evaluated in order to function and support the smartphone media.

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