

Perceptions of Entrepreneurship MOOCs: A Case of Universitas Terbuka

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Abstract

The advent of technology has escalated the demand for online learning. Consequently, Massive Open Online Courses (MOOCs) are now coming into new areas. Entrepreneurship MOOCs are one of them. The purpose of this study was to explore the perceptions of entrepreneurship MOOCs i.e., MOOCs which are related to entrepreneurship development. To that end, this study explored the perceptions of faculty members, entrepreneurship development experts and tertiary level students of Universitas Terbuka (UT), Indonesia. Both types of data quantitative and qualitative data were collected from primary as well as secondary sources. 28 faculty members UT, 4 entrepreneurship development experts of UT, and 73 tertiary level students of UT were selected as participants. These participants were selected by using the purposive sampling technique. The data collection tools were a survey questionnaire, focus group discussions (FGDs) and personal interviews. Data were analyzed using SPSS software. The findings revealed that UT had 6 MOOCs of different subjects and 86% of faculty members preferred MOOCs for teaching entrepreneurship courses. Policy recommendation of this research could ensure strategic approaches for the fruitful application of MOOCs for the entrepreneurship development purpose in the perspective of UT, Indonesia.

Keywords: MOOCs, Entrepreneurship development, Perception, Universitas Terbuka (UT), Indonesia.

1. Introduction

Indonesia is a highly populated country and unemployment is a serious problem here. Entrepreneurship development could be the best way to solve this problem because according to Žur (2014) entrepreneurship is the human activities that have an impact on employment. On the other hand, Aidisand Mickiewicz (2008) argued that entrepreneurship is the process of creating innovative businesses. These innovative businesses have been recognized and supported in several other fields of human activity, including social, academic and cultural behaviour. Therefore, entrepreneurship development is ultimately solving the unemployment problem.

However, MOOCs can play a decisive role in accelerating entrepreneurship development because according to Welsh and Dragusin (2013) it is supportive to build the ability of young people to be an entrepreneur with the right skills. Besides, MOOCs use the advantages of the latest technologies which provide real-time training opportunities and offer numerous skills courses for millions of learners at low or free of cost. Therefore, UT can use MOOCs for entrepreneurship development purpose largely. But before introducing MOOCs, it is essential to explore the perceptions of concern parties regarding entrepreneurship MOOCs.

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1.1. Problem statement and rationale of the study

One of the development strategies of universities is to offer updated and need-based courses in various fields. For this, universities have to offer innovative courses. In this regard, offering MOOCs could be the appropriate solution because it removes several courses related barriers like time, cost and location. However, before introducing MOOCs, it is a prerequisite to explore the perceptions of concern parties for several reasons (Bakogianni, Tsitouridou & Kyridis, 2020). Firstly, for conducting MOOCs, faculty members should have positive perceptions of MOOCs. Secondly, to enroll in it, learners must have positive perceptions, accessibility to ICTs resources, and appropriate ICT skills (James & Christian, 2016). Finally, to introduce specific MOOCs like entrepreneurship MOOCs, entrepreneurship experts of the concerned university should possess a positive mindset regarding it. Therefore, UT has to address these issues before introducing entrepreneurship MOOCs.

1.2. Scope of the study

MOOCs have greater flexibility compared to face-to-face courses in terms of schedule and location (Bakogianni et al., 2020). Hence, learners can learn at their own pace which makes MOOCs an appropriate way for enhancing entrepreneurship skills. However, before launching the said MOOCs, exploring the perceptions of faculty members, tertiary level students and entrepreneurship experts of UT was essential for starting and smoothly conducting the said MOOCs. Whereas, there was a very limited study of this issue. This study had tried to fill up this gap. Therefore, this study had been conducted aiming mainly to explore entrepreneurship MOOCs perceptions of concern parties of UT. Furthermore, to address the major aim this study also tried to explore the preferred platforms, preferred instructional design of the said MOOCs by the faculty members and students.

1.3. Objectives of the study

The main objective of this study was to explore the perceptions of entrepreneurship MOOCs. To address this main objective, the following specific objectives were considered. The objectives were-

1. To examine the perception of the faculty members of UT about entrepreneurship MOOCs.
2. To examine the perception of entrepreneurship development experts of UT about entrepreneurship MOOCs.
3. To examine the perception of tertiary level students of UT about entrepreneurship MOOCs.

2. Methodology

A survey was conducted to achieve more descriptive and in-depth data from the key participants (i.e., faculty members of UT, entrepreneurship experts and tertiary level students of UT). A self-structured survey questionnaire was used to collect quantitative data, in additions, focus group discussions (FGDs) and personal interviews were also conducted to collect qualitative data. Moreover, open-ended

parts of the survey questionnaire also generate qualitative data. Qualitative research methods allowed participants in the research to articulate their perceptions, feelings and beliefs about entrepreneurship MOOCs in a much more explanatory way.

2.1 Sampling Procedure and Sample

Faculty members of UT, entrepreneurship experts of UT and tertiary level students of UT build the samples of this study. A purposive sampling technique was used to select the faculty members and current students of UT. To achieve a representative sample 28 faculty members, 4 entrepreneurship experts and 73 tertiary level students of UT were selected from the whole population.

2.2 Method of data collection

Faculty members of UT, tertiary level students of UT, as well as entrepreneurship experts of the related area, constituted the source of data of this study. The data collection methods were a self-completion survey questionnaire, focus group discussions (FGDs) and personal interviews. The questionnaire format enabled the participants to feel more at ease and honest in providing answers. For FGDs and interviews, a list of questions were used, keeping in mind that an interview is a social and interpersonal encounter that may lead to further questions and/or discussion (Cohen et. al., 2007).

3. Findings and analysis

To explore the perceptions, different types of data were collected, analyzed and interpreted. The main findings derived from the study are presented and interpreted in the following section.

3.1 Perception of the faculty members of UT about the entrepreneurship development MOOCs

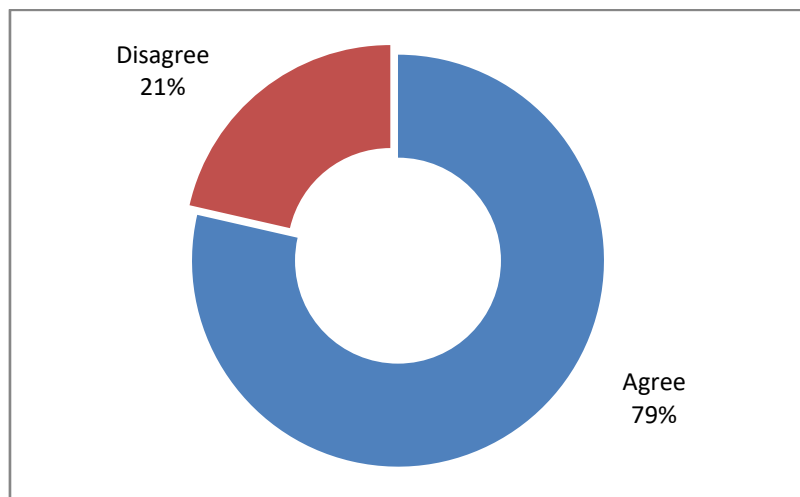
Figure 1 shows that 79% of faculty members agree with the statement that the learning culture of Indonesia is suitable for introducing entrepreneurship development courses through MOOCs. In FGDs sessions, faculty members in the sample were also asked why they think that the learning culture of Indonesia is suitable for introducing entrepreneurship development courses through MOOCs. Faculty members' voices derived from FGDs for this purpose are given below, which in fact, reflected the above factors.

“I think that UT should introduce entrepreneurship courses through MOOCs because one of the visions of UT is to create entrepreneur. By the by UT can build the worldwide image by offering entrepreneur courses through MOOCs. Besides, although MOOCs are free, UT can earn revenue by applying small fees for MOOCs certificate”. (Faculty members of UT).

“I think that by offering MOOCs UT can go international which is one of the visions of UT besides for CSR UT can offer MOOCs. In additions, the government can make entrepreneur by its one program but it will cover a very small area of Indonesia but if we offer MOOCs then it will work for all over the country even abroad”. (Faculty members of UT)

Several common factors were identified by analyzing the feedbacks of the open-ended part of the questionnaire. For instance, the technological infrastructure development of Indonesia needed to improve and support from the government of Indonesia must increase for introducing MOOCs. Nowadays people are using ICT for their educational purpose so people have an interest in MOOCs for entrepreneurship development. Many people want to learn entrepreneurial skills through these courses because MOOCs may provide many new business ideas. Furthermore, the entrepreneurial skill can be learnt by MOOCs easily and also free of cost. However, 21% of faculty members were disagreeing with this statement (figure 1) because they think that people are not aware of MOOCs, most of the learners of Indonesia want to learn through the face-to-face system, technological facilities are not available in the rural island, needs more time for adopting technological advancement by the people.

Figure 1: MOOCs for entrepreneurship development purpose



[Source of data: Primary data collected from fieldwork, October 2018]

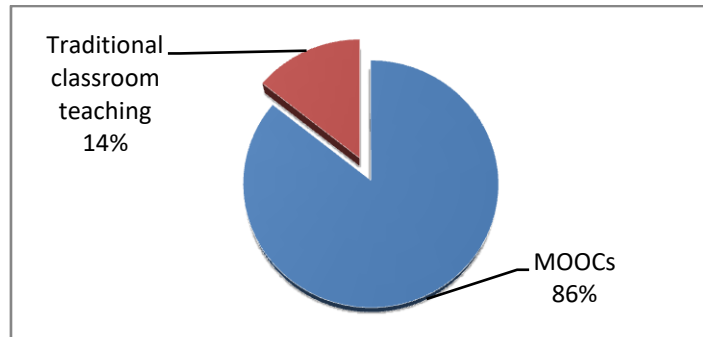
3.2 Preference of MOOCs for teaching entrepreneurship

Figure 2 indicates that 86% of faculty members prefer MOOCs for teaching entrepreneurship. In the open-ended part of the questionnaire, faculty members were also asked to describe why they preferred to teach entrepreneurship through MOOCs. The same questions were also asked the faculty members, who participated in FGD sessions. Analyzing their views, several common factors were identified as the main reasons for their preference. For example, anyone can enroll in MOOCs because it is flexible, affordable and convenience in terms of their own time, location. One faculty member's voices derived from FGDs for this purpose is given below:

I think MOOCs are free which ensure a large number of enrollments. (Faculty members of UT)

Still, 14% of faculty members want to teach entrepreneurship courses through a traditional classroom setting (figure 2) because they think that learners of Indonesia are habituated to learn through a traditional classroom setting and teaching entrepreneurial skills through MOOCs are very difficult.

Figure 2: Preference of MOOCs for teaching entrepreneurship

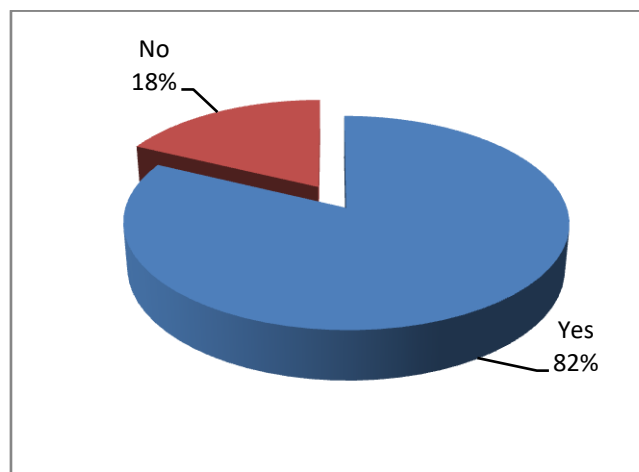


[Source of data: Primary data collected from fieldwork, October 2018]

3.3 Possibility of offering entrepreneurship courses by UT through MOOCs

Figure 3 represents that 82% of faculty members said 'yes' UT can offer an entrepreneurship course through MOOCs with its existing infrastructure. By analyzing the open-ended part of the questionnaire and responses of FGD sessions it is found that UT has a platform, infrastructural support, skilled faculty members and technical manpower and already has experience in running MOOCs. These factors will help UT to offer entrepreneurship development courses of MOOCs. On the other hand, 18% of faculty members said 'no' UT cannot offer an entrepreneurship course through MOOCs with its existing infrastructure because UT hasn't enough skilled faculty members and faculty members are busy running existing courses.

Figure 3: Possibility of offering entrepreneurship courses by UT through MOOCs

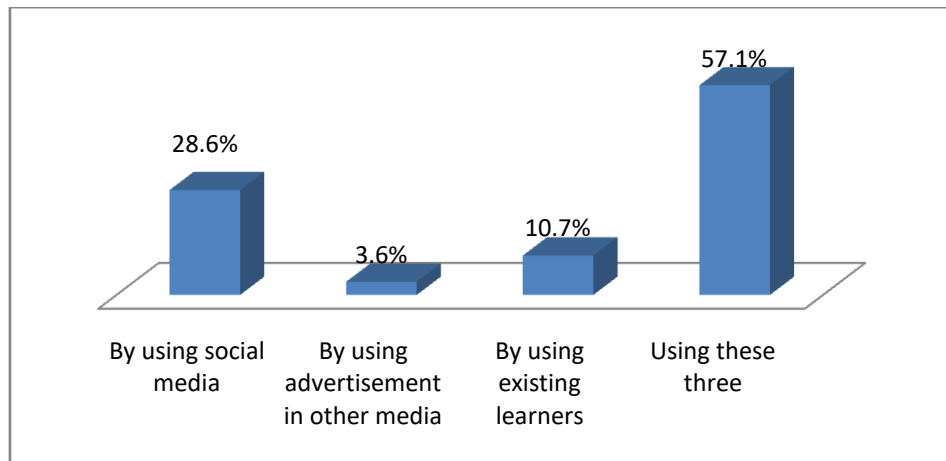


[Source of data: Primary data collected from fieldwork, October 2018]

3.4 Ways to popularized MOOCs

Figure 4 indicates the opinions of faculty members of UT about the ways to popularized MOOCs among the learners of Indonesia. 57.1% of faculty members have mentioned that UT can use social media, advertising media and existing learners simultaneously for popularizing MOOCs among the learners. In the open-ended part of the questionnaire and also in FGD seasons, faculty members of UT in the sample were also asked the same question. They have mentioned other ways besides these. Such as use recommendation from faculty members of UT as well as other universities. Among the social media, UT should use Instagram especially because it is very popular in Indonesia. Arrange some promotional events word of mouth advertisement and display board in the Indonesian railway.

Figure 4: Ways to popularized MOOCs

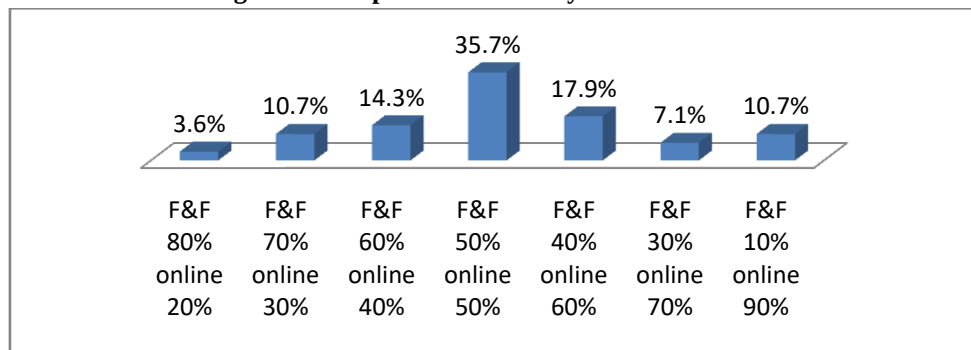


[Source of data: Primary data collected from fieldwork, October 2018]

3.5 Preferred delivery mode of MOOCs

Figure 5 indicates that most of the faculty members of UT (35.7%) want to deliver entrepreneurship development courses of MOOCs by 50% face-to-face and 50% online basis.

Figure 5: The preferred delivery mode of MOOCs

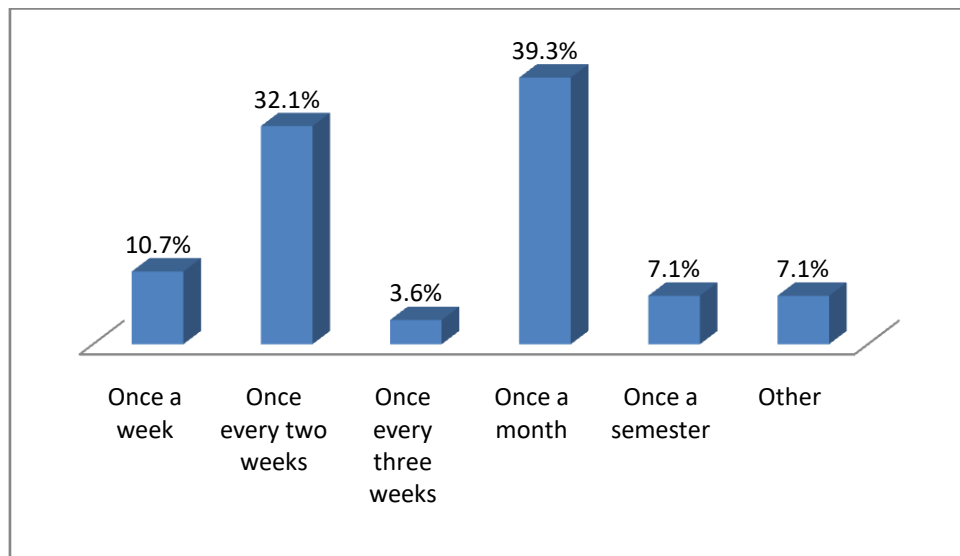


[Source of data: Primary data collected from fieldwork, October 2018]

3.6 Preferred face-to-face session for MOOCs

Figure 6 represents that most of the faculty members of UT (39.3%) want to meet with their learners of MOOCs once a month.

Figure 6: Preferred face-to-face session for MOOCs

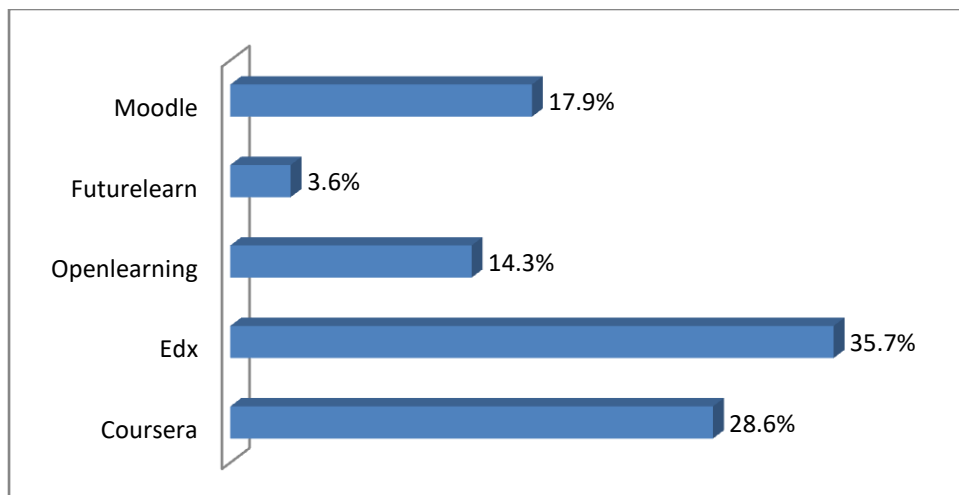


[Source of data: Primary data collected from fieldwork, October 2018]

3.7 Preferred platform for MOOCs

Most of the faculty members of UT want to use Edx platform for delivering entrepreneurship development courses of MOOCs (figure 7).

Figure 7: Preferred platform for MOOCs

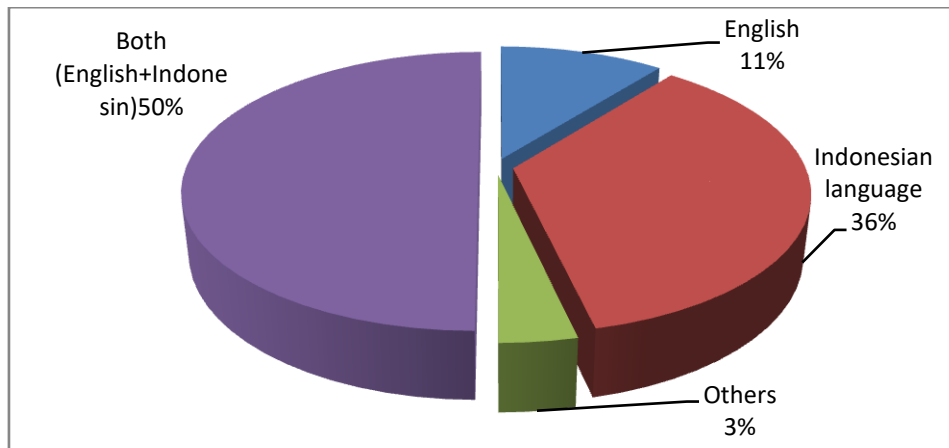


[Source of data: Primary data collected from fieldwork, October 2018]

3.8 Preferred medium of instruction

Most of the faculty members of UT (50%) want to use both English and Indonesian language as a medium of instruction for developing and delivering MOOCs of entrepreneurship development. 36% of them want only the Indonesian language as a medium of instruction for developing and delivering MOOCs of entrepreneurship development.

Figure 8: The preferred medium of instruction



[Source of data: Primary data collected from fieldwork, October 2018]

3.9 Possible institution that can offer MOOCs in future

Faculty members' voices derived from FGDs have explored the probable universities and institutions may offer MOOCs in future and can be the competitor of UT. The probable universities and institutions are as follows.

- Universitas Bina Nusantara
- Universitas GunaDhama
- Universitas Indonesia
- Universitas Gadjadara
- All other universities which have online learning facilities
- IndonesiaX
- The ministry of creativity
- Seamco
- Practically and community development
- Institut Teknologi Bandung
- Institut Petaian Bugon

3.10 Possible challenges of UT for introducing entrepreneurship MOOCs

Linking with the previous question, in the open-ended part of the questionnaire faculty members of UT were also asked to describe possible challenges of UT for introducing entrepreneurship development courses through MOOCs. The same

questions were also asked the faculty members, who participated in FGD sessions. Analyzing their opinions, several challenges were identified such as there is a lack of human resources for developing and maintaining entrepreneurship development courses of MOOCs. The geographical fragmentation of Indonesia will be a threat to this.

3.11 Perception of the entrepreneurship experts about entrepreneurship MOOCs

Personal interviewed were conducted with four experts for knowing their perception of entrepreneurship development through MOOCs. Analyzing their views, the following valuable information has revealed. All experts were agreeing with the statement that entrepreneurship development courses of MOOCs can develop entrepreneur in Indonesia. According to experts, Indonesia can gain many advantages by using MOOCs for entrepreneurship development purpose.

Experts' voices derived from personal interviews are given below, which in fact, reflected the importance of using MOOCs for entrepreneurship development purpose in Indonesia.

"I think that Indonesia is a geographically fragmented country and it has many islands so with the help of MOOCs Indonesia can able to build entrepreneur all over the country. We have many talented young people who want to be an entrepreneur but due to lack of knowledge of entrepreneurship, they aren't becoming an entrepreneur. If we can use MOOCs for teaching entrepreneurship skills then it will be a great work for the nation because entrepreneurship development means the development of business, proper utilization of home resources as well as development of the economic sector of the country". (Entrepreneurship expert of UT)

"I think that entrepreneurship development courses of MOOCs give many new business ideas and people especially young people can start a business after getting the idea from MOOCs. One special feature of MOOCs is that it is free and technology-based that why young people especially unemployed young people can get benefit from it. (Entrepreneurship expert of UT)

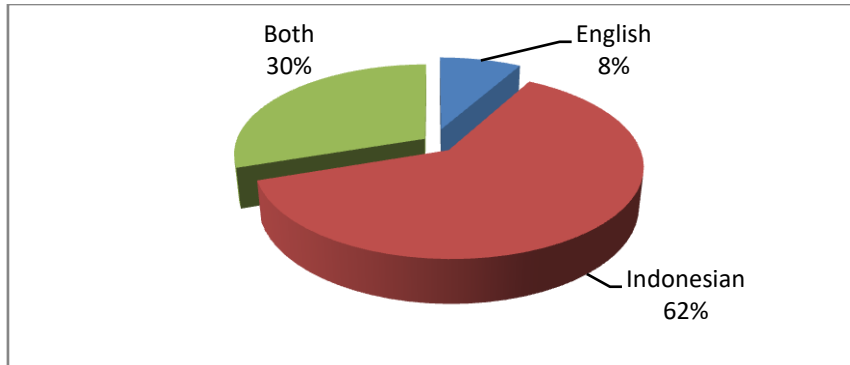
3.12 Perception of tertiary level students about MOOCs for entrepreneurship development

One of the objectives of the study was to explore the perception of tertiary level students about MOOCs for entrepreneurship development. The following sections will explore these.

3.13 Preferred medium of instruction for MOOCs

Most of the students (62%) want MOOCs should be in the Indonesian language and 30% want it should be in both language English and Indonesian language. Only 8% want it should be in the English language.

Figure 9 Preferred medium of instruction for MOOCs

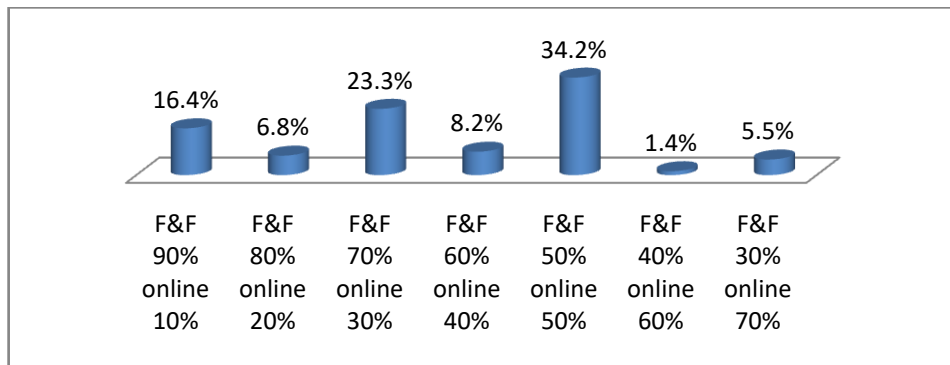


[Source of data: Primary data collected from fieldwork, October 2018]

3.14 Preferred mode of delivery wanted by students for MOOCs

Figure 23 represents that most of the students (34.2%) want that delivery mode of MOOCs course will be 50% face to face and 50% online basis. 35.7% of faculty members of UT also want the same mode of delivery for MOOCs.

Figure 10: The preferred mode of delivery wanted by students



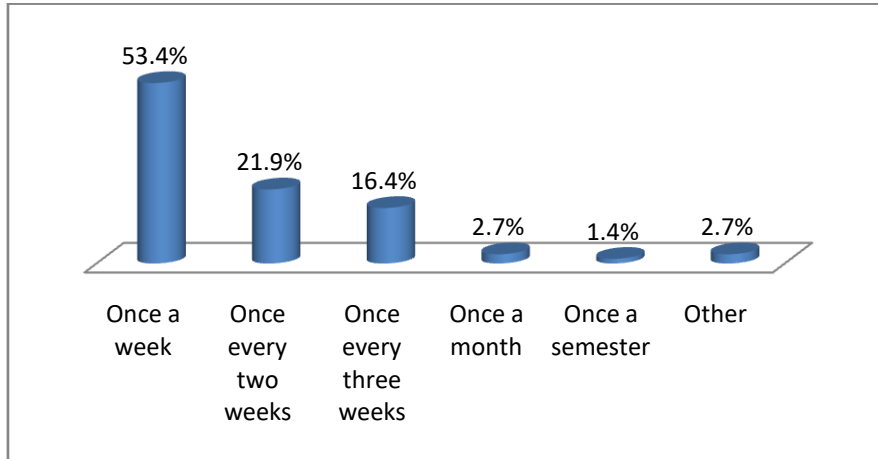
Missing case: 1(1.4%), N= Valid number of students

[Source of data: Primary data collected from fieldwork, October 2018]

3.15 Students' preference for the face-to-face session for MOOCs

Figure 24 represents that most of the students (53.2%) want to meet with their tutor once a week but most of the faculty members of UT (39.3%) want to meet with their learners of MOOCs once a month.

Figure 11: Students' preference for the face-to-face session for MOOCs



Missing case: 1(1.4%), N= Valid number of students

[Source of data: Primary data collected from fieldwork, October 2018]

4. Discussion and recommendations

Findings of the study indicated that most of the faculty members, as well as entrepreneurship experts and students of UT, were agreed that entrepreneurship courses of MOOCs can play a great role for entrepreneurship development similar finding also mentioned by Welsh and Dragusin (2013). Before introducing entrepreneurship development courses of MOOCs UT should address several areas that were identified as important for the development and popularization of these courses (Mondal, Kumar and Bose, 2015). Therefore, the following recommendation can be made based on the findings and discussion such as UT should make faculty members and other technical people skilled enough for running MOOCs and this can be done by training. UT should introduce entrepreneurship development courses of MOOCs by using Edx platform as it preferred most. In additions, UT should use both English and Indonesian language as a medium of instruction for MOOCs of entrepreneurship development. However, UT can promote MOOCs among the learners in several ways such as arranging events, gives advertisement on social media especially on Instagram, use TV, radio, as well as internet and print media of Indonesia. UT can also use a display board of railway stations and airport for promoting MOOCs. Noted that, this study has policy implications, which can help the educational policymaker as well as the authority of the UT to formulate the policy of conducting MOOCs. However, UT should develop an internet system as well as other technical facilities which are necessary for running MOOCs and this development should not only the main office but also the regional offices. Entrepreneurship development courses of MOOCs should be based on a 50% face-to-face and 50% online basis and also can arrange tutorial sessions once every two weeks. Moreover, UT should create a team of faculty members who will be responsible for running MOOCs.

5. Conclusion

This study can be concluded that UT should introduce MOOCs of entrepreneurship development. Before introducing MOOCs, UT should take initiatives for the faculty member and infrastructure development. Again, for the smooth management and further development of MOOCs, UT should have a plan of action. Besides, the findings of this study might be helpful for policymakers for taking the necessary steps of introducing and maintaining MOOCs of entrepreneurship development. Moreover, the finding of this study will have implications for policymakers in that it is providing relevant information regarding the problems, prospects and implementation of MOOCs for entrepreneurship development in Indonesia. Furthermore, the findings of the study are also expected to provide an insight into the role of MOOCs in the entrepreneurship development of other developing countries and will indicate strategies for improvement.

6. Limitations

The first limitation of the study was that the scope of the study was limited to the current faculty members, students and entrepreneurship experts only and due to the time constraints, this study used only non-probability sampling techniques that limited the chance of each respondent to be sampled. Secondly, data collection methods were only surveyed questionnaires, personal interviews, and FGDs. Other methods, like observation and case study, can be used.

Acknowledgement

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