



Digital Comic: Potential Platform to Generate Techno-Entrepreneurship in Education

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ABSTRACT

Digital comic was developed by students of the Bachelor of creative technology with honours in multimedia elective and visual communication elective. Students developed the comic digital through the process learning which use studio based learning approach is. The implementation of Studio Based Learning approach was been enhance by project based learning approach. Students had been asked to establish their company by group. All activities through the learning process was been activated based on companies activities. Hence, corporate culture will be embedded into students. Digital comic is a big project which is role as a final product. An effort to produce comic digital, students will be able to adopted soft skills attribute and entrepreneur attributes. Therefore, produced digital comic with intelligent collaboration among strategic group such as Faculty of Creative Technology and Heritage, MDeC, Icon, Pekartun, Pekomik and a various of related agency will be a effective platform to generate techno-entrepreneurship in education.

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Introduction

Development of the Digital Comic is a collaboration project between Faculty of Creative Technology and Heritage (FTKW), University Malaysia Kelantan (UMK), Integrated Content Development Programme (ICON), Multimedia Development Corporation (MDeC), PEKARTUN and PEKOMIK. This application was developed by students of the Bachelor of Creative Technology with Honours (Multimedia) and students of the Bachelor of Creative Technology with honours (Visual Communication) through the Department of Design and Creative Technology, Faculty of Creative Technology and Heritage, UMK. The development of digital comics were guided and supervised by Mr. Ahamad Tarmizi b. Azizan and Engr. Dr. Khairul Azhar b. Mat Daud. This project has been developed over a period of 1 semester (Semester February 2013). Digital comics were establishment of several of students' companies. Digital comics were developed for android application. This product was downloading to Google Play. At the moment, this product will be access through web site, blog and internet. Based on the discussion and meetings held with MDeC also approval and support from FTKW Dean Prof. Dr. Abu Hassan Hasbullah, Heritage Comic has become a source of study and to be developed in digital form and will be uploaded to the Google Play.

Based on this agreement, the committee of program have conduct a series of android training course for students whose are act as committee in their own companies and organize a pitching sessions together with MDeC panel for presenting project ideas and quality control standard. The result of the pitching sessions, seven students whose are represent their own companies have been selected to develop a digital comic project ICON program.

Entrepreneur Based Learning (EBL)

Entrepreneur Based Learning (EBL) is an idea to introduce new learning method. Entrepreneur Based Learning (EBL) came out from the effort to enhance the method of project-based

learning (PjBL) which is applied in studio atmosphere. The purpose of project-based learning (PjBL) is to enhance students' soft skills. Project based learning or student oriented learning is a learning concept which is apply with many constructive theory (Kliebard, 1992). Students gain knowledge through experiences and activities while doing their projects (Markham, 2011). 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. Students still learn in the old approach (Md. Baharuddin et.al, 2009). 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 (Noor Azean Atan et.al, 2006)

The literature on entrepreneurial characteristics has included a number of variables that address psychological attributes, personality, attitudes, and behaviour (Howard, 2009). 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 and willing to face with any risk (Howard, 2009). The combination between soft skills characteristics and entrepreneur characteristics is very crucial and need to adopt among students in 21st century. Entrepreneur-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-based learning (Pintrich, P. R., 2000).

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 (Rooney, G.K., 1996). 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 (Peterman and Kennedy 2003; Lepoutre et al. 2010). 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 (Rooney, G.K., 1996).

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 (Veronica and Jackson, 2011). 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-based learning is seen very important to applied among students. Entrepreneur-based learning will be able to implement through the proper planned (Md. Baharuddin et.al, 2009).

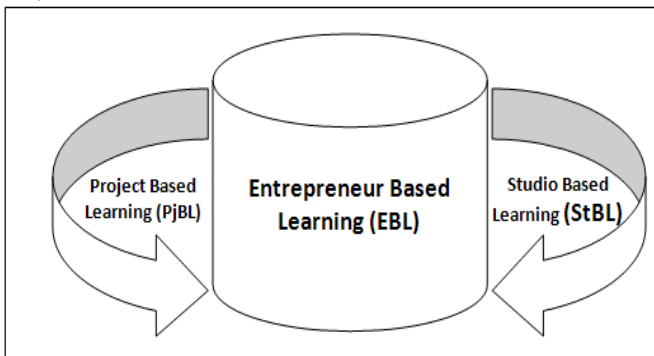


Fig 1: The Concept of Entrepreneur Based Learning (EBL) Project Methodology

This project was conduct by the students whose are registered for a course of Digital Design CVT2122 in Bachelor of Creative Technology and Heritage. Figure 1 shown the flow chart of the project implementation.

Students of the bachelor of creative technology and heritage which is registered for course of digital design CVT2122 had been applied an entrepreneur-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. Table 2 is shown the listed of companies name and the product digital product which is established by students (Md. Baharuddin et.al, 2009).

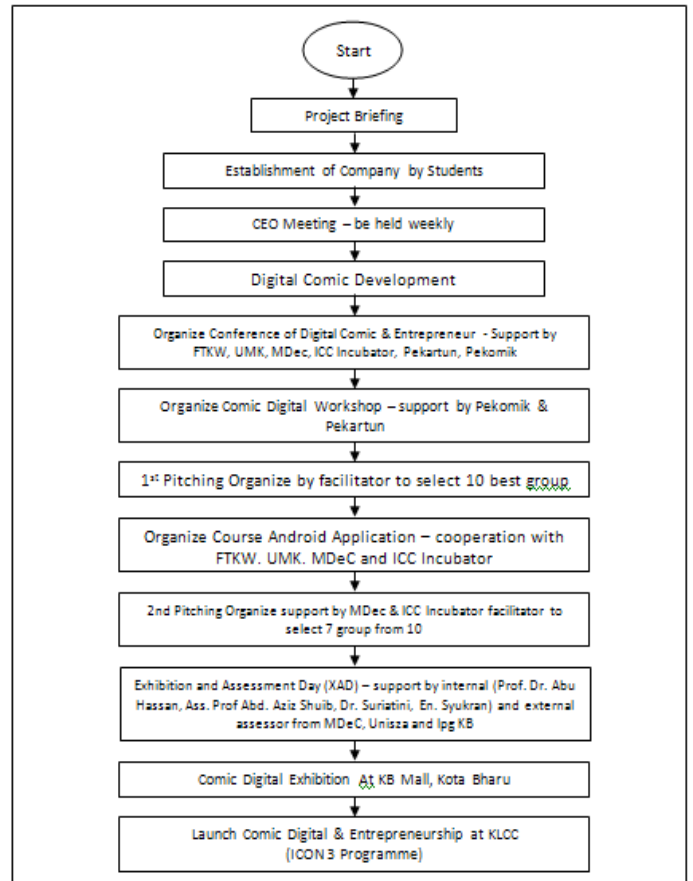


Figure 1: Flow Chart for Project Implementation

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. Picture 1 show one of the students’ companies with represent from MDeC, ICC Incubator and UMK, FTKW at ICON3 Programme organize by MDeC at Kuala Lumpur City Centre (KLCC) (Utusan, 2013)



Picture 1: Digital Comic Exhibition at KLCC

Finding of the study:

The findings of the studies focused on the students' achievement to be a part of entrepreneur programme which is held by MDeC Corporation Sdn. Bhd and ICC Incubator. The recognition among player in industrial is a benchmark to emerged and appear student achievement (Meyer, D. L., 2009). The success of uploading this project into the Google Play is also a Key Performance Indicator (KPI). Through observation and informal interview among students, industrial player and academicians whose involved in this project was analyze. The finding of the studies was concluded below:

1. Digital Comic is a potential platform to generate techno preneur through an implementation of entrepreneur-based learning (EBL).
2. Entrepreneur-Based Learning (EBL) is emerged from integration of two approach of learning which is Project Based Learning (PjBL) and Studio Based Learning (SBL)
3. Students will have a multiple skills and ability by developing a real project.
4. A new approach in entrepreneurship education which is namely Entrepreneur Base Learning
5. Soft skills level will be enhance through the implementation of Entrepreneur Base Learning (EBL) approaches.



Picture 2: Digital Comic Launch of MSC Malaysia ICON 3

The success of uploading this project into the Google Play is a Key Performance Indicator (KPI) for the Department of Design and Creative Technology, Faculty of Creative Technology and Heritage and University Malaysia Kelantan and MDeC for the years 2013. Consequently, the project management would like to express sincere appreciation to the Faculty of Creative Technology and Heritage, UMK for this success story.

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