

Acceptance Level of Online Coaching- A Qualitative Study on Online Entrepreneurship Ideation Classes; Case Study of A Private University

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Abstract

As the pandemic hits, all aspects in our life had to adjust, including the education sector. Entrepreneurship education also had to adapt with such condition by having its online sessions. This study investigates the acceptance level of the students in online coaching sessions. The study was taking place in a private university in Jakarta, Indonesia, and mainly focusing on how the students of entrepreneurship ideation classes respond within their online classes. Three findings were found in this research; the varies acceptance level of the students; the broad type of business ideas; and the lecturers different approach on delivering the ideation concepts.

INTRODUCTION

Pandemic has given such turmoil in the world. Things were chaotic in almost every sector in the world, and without exception, the education field. All levels of education had to deal with the same crisis, and also, without exception, the higher education level (Al-baadani et al., 2020; Liguori & Winkler, 2020).

The lockdown policy that should be taken by the government was the direct impacting factor for the education world. Due to the social restriction lockdown, no contacts were permitted, including in the education world (Al-baadani et al., 2020).

To ensure that the education system would still on role, and the students still have the possibilities to have their education processes, the education world had to shift the paradigm. Due to the conditions, the online education process was chosen to ensure that the students would be secure, as well as the teachers and lectures, yet the education process would still be going, with all possible constraints that

might appear (Al-baadani et al., 2020; Liguori & Winkler, 2020).

That condition had set certain issues for numerous type of special subjects, and entrepreneurship education is one of those. Normally, entrepreneurship education was being done offline, due to the activities that should be done in or outside the classrooms. But due to the pandemic, online entrepreneurship education should be applied (Liguori & Winkler, 2020; Sulasmi & Agussani, 2021).

How does entrepreneurship course being done online? Is it effective? Despite there are arguments that the online learning is not that effective, due to the condition, and at the moment, it seemed to be the online option that the world has, the online entrepreneurship education course is still being done anyway. However, according to (Nguyen, 2015) the online learning is generally has the similar effectiveness as the regular classes.

Referring to (Liguori & Winkler, 2020), the online entrepreneurship education has two issues. The first issue is there are no such clear information about the impact and the effectiveness of it, and second, the ability to teach effectively in the entrepreneurship education online had given the broad spectrum of the learning objective.

Yet again, due to the condition, at least at the moment, it is not an option. Therefore, universities in the world have set their online learning program including the online learning for entrepreneurship subject (Chen et al., 2021) citing the work of (Liguori & Winkler, 2020).

The HEI in Indonesia is certainly no exception. The online learning should be applied to the education process. In Indonesia, the HEI has already fully aware of the importance of entrepreneurship education (Amalia & Korflesch, 2021; Noya & Setiyati, 2015). Based on the awareness on how important the entrepreneurship education is, the online education process is being done.

One of the aspects in entrepreneurship learning is the ideation process. It is considerable significant and crucial for entrepreneurs, and therefore, the process of entrepreneurship should be including the process to learn how to generate ideas (Ogutveren-gonul, 2019).

As important as it is, it would require an intentional and systemic approach.

This is important to increase the efficiency of the idea generation (Ogutveren-gonul, 2019). Not just important, ideation is a complex process. There would be multilevel social process that emphasize active and social experimentation (Gemmell et al., 2012).

By this issue, the researcher was intrigued to know the result on the online coaching session inside the entrepreneurship ideation classes. The research would emphasize on how the student accepted the coaching session and how they digest the contents of the coaching session.

METHODS

Research Design

Qualitative approach is being done for this research. The long – and uncertain future of how education is going to be done, especially in this case, the entrepreneurship classes, has pushed all stakeholders to define a specific method to deliver the classes, with all constraints and limitations.

This research is seeking for the information on how the students respond to the entrepreneurship ideation classes, and how they accept the ideation concept. The research was focused on three aspects; the acceptance level of the students; the type of business ideas; and the approach type of ideation concept delivery by the lecturers. A Case Study is being considered as the most suitable method for this research.

Research Focus

The focus of this study is to understand how the entrepreneurship classes, in particular the entrepreneurship ideation classes could have impacts to the students, by seeing the acceptance level, the type of the business, and by trying to understand what kind of approach that was being done by the lecturers to deliver the ideation concepts.

Research Objective

The objective of this research is to understand how the entrepreneurship classes, in particular the entrepreneurship ideation classes could have impacts to the students, by seeing the acceptance level, the type of the business, and by trying to understand what kind of approach that was being done by the lecturers to deliver the ideation concepts.

Research Benefits

The result would give the overview of how the entrepreneurship classes, especially the entrepreneurship ideation classes is being done in a particular university.

Research Informants

The respondents in this research are the informant respondents. This research chose to use the lecturers that have handled the entrepreneurship ideation classes as the informants.

The criteria of the chosen informants are:

1. They have handled the entrepreneurship ideation classes at least for two semesters.
2. They have had the mandatory training sessions for all entrepreneurship ideation classes

Data Collection Methods

According to (Bungin, 2007), in-depth interview method is being used to collect the data. In-depth interview is a process to search and gain the necessary information by directly asking the informant (face-to-face). The interview is being done from individual to individual in order to get the clear information from the informants.

Data Collection Procedures

1. Research Respondent Determination

Informants of the research were determined with the *purposive sampling* technique. This technique was chosen to get the accurate result from the relevant informant (to the research subject).

Based on the statement of (Bungin, 2007), purposive sampling is considered as one of the most common strategy to determine the qualitative informant. In this method, the informants were determined based on the relevant chosen criteria.

The criteria of the chosen informants are:

1. They have handled the entrepreneurship ideation classes at least for two semesters in within the last one year.
2. They have had the mandatory training sessions for all entrepreneurship ideation classes

Among the 36 active lecturers, there were 28 of them have ever handled the

entrepreneurship ideation classes, but only 13 of them have handled entrepreneurship ideation classes within two semesters in a row.

2. Research Execution

In-Depth Interview is being done based on the agreement between researchers and informants. The interviews were being done in the different places and in the different time. Each informant was given the same *open-ended* questions.

Data Analysis Method

The collected from the in-depth interview were analyzed word by words to see the detail of the information. The information than would be arranged and put into codes. The coding process were being applied to all the key words. After the coding processes were done, it should be followed by making abstraction.

Abstraction is considered as a process to create the summary of all important facts, process and statements of the informants that were being gathered during the in-depth interview process.

Soon after this process was done, it would be followed by the transformation the data into units. The units would be categorized into groups, based in the similar topics of the units. The researcher generated the summary to simplify the interpretation.

Research Limitation

Limitation of this research is that the research was being done in a single location. It means that it is limited only in a single public university. Different university might have different policy of the entrepreneurship classes.

RESULT & DISCUSSION

Informant Characteristics

As we have mentioned earlier, 13 informants were being involved in this research; 6 male and 7 female.

Table 1: Informants information

Informants	Gender	Age	Entrepreneurship Ideation Classes (semesters)
Lecturer 1	M	44	3
Lecturer 2	M	43	3
Lecturer 3	M	38	3
Lecturer 4	M	39	3
Lecturer 5	M	36	3
Lecturer 6	M	43	2
Lecturer 7	F	41	3
Lecturer 8	F	40	3
Lecturer 9	F	37	2
Lecturer 10	F	39	2
Lecturer 11	F	35	2
Lecturer 12	F	43	2
Lecturer 13	F	45	2

Research Result Analysis Theme

Based on the interview, related to the objective of the study, the research had managed to identify three themes. The themes are: 1) the varies acceptance level of the students; 2) the broad type of business ideas; and 3) the lecturers' different approach on delivering the ideation concepts.

Discussion

The varies acceptance level of the students

Informants agreed that the students were not in the same levels of acceptance. They stated this based on the consideration that the business ideas that were developed did not really matched to the 'theme' of the class.

Based on the information of the lecturers that were taken as the informants in this study, the entrepreneurship ideation classes were actually being grouped based on the preferences of the students. In the semester before they took the entrepreneurship ideation classes, the students were being asked to fill a form. The form was a questionnaire to know the interest of the students – on the five topics of the industry 4.0 (Internet of things, block chain, augmented reality; cloud computing, and bigdata). Their choice would define the group of the entrepreneurship ideation classes that they should enter in the next semester.

However, the informants agreed on another thing; they have asked the students, and the most of the students (the informants did not specify the numbers)

stated that they did not really understand on the five topics, and where they were being asked, most of them did not really think it through.

The impact of this prior event to the entrepreneurship ideation classes is quite obvious, according to the informants. The students only developed the business ideas based on the things that they thought they have understood. They developed the business ideas only based on the main discussion in the classroom, which based on the informants, there were not much Industry 4.0 contents that could be delivered to the students.

Therefore, the variety of the developed business ideas of the students were considerably wide, yet, not so much of them that have consciously connected the business idea with the Industry 4.0 theme of the class. Some of the students even have developed business ideas, contain of industry 4.0 theme, but not the similar theme as the classes' theme – and in this part, it is fair to say, the result was accidentally happened.

The broad type of business ideas

The interview to the 13 informants give certain highlights to the performance of the entrepreneurship ideation classes – based on the information that the informants had given. They are all agreed that the ideas of the students were considerably varies.

In term of the varieties of the ideas of the students, based on the interviews, the informants mentioned a wide range of products. Nevertheless, the business ideas of the products could be classified into three big groups: 1) technology based ideas; 2) creative based ideas and 3) food&beverage based ideas. All informants have mentioned these three types on their interview sessions.

However, the different ideas occurred when it came to the study program differences. The students of the IT-based study programs such as computer science, information system and cyber security tend to develop the technology based business ideas. The ideas were mainly on the application development, e-commerce, and websites.

The students of non-IT-based study programs however have the tendency to be more variative. According to the informants, even when they had to deal with the humanities students (psychology, chinese literature, international relation and english literature), they still met the technology based business ideas. At least, one or two technology based business ideas occurred each semester.

But the most dominant business ideas is still the food&beverage business ideas. Although all informants stated that this type of business ideas were usually occurred in the not-IT-based study programs, 5 informants stated that they had ever had students from the IT-based study programs that have proposed the food&beverage business ideas.

The creative based business idea is considerably moderate. It occurred in every semesters (all informant agreed in this matter), but it did not show any dominance. Plus, the informants added, it could appear in any study programs, not limited to non-IT-based study programs.

The highlight of this aspect is; the students did not seem to have thought about how to develop the business in the future. However, the informants stated; they did not put too much borders for the student due to several reasons. One of the most highlighted reasons is the fact if the students realized the constraints and obstacles that they might be dealing in the future - in term of developing the prototype of the business, they tend to turn the idea down, and chose the food&beverage based business ideas as they new business idea.

The informants, furthermore stated that it seemed that due to the time limitaion (one semester only), and due to the lack of capabilities (coding capability etc), the students chose the food&beverage based business ideas based on two main considerations: 1) ensuring that they would have the capability to develop the prototype/product; 2) ensuring that after they have done with the semester, and entered the new semester in the entrepreneurship prototyping classes, they would not have too much problems to develop the prototype – in term of capability constrain and time limitation constraint.

The Different approach on delivering the ideation concepts

As lecturers, each informant admitted that they had different perspective of how the entrepreneurship ideation materials should be delivered in the classrooms. Not limited to that, the informants also have different opinion on the ideation concepts.

We are not discussion the ideation concepts on the theoretical perspective, yet we are going to discuss the ideation concepts here based on the concepts that the informants have had in their own mind.

With relatively similar wording, 5 informants (4 male, one female) stated that for them, ideation is about generating the ideas to be developed as a business in the future. The idea generation process is going to be started by understanding the problems that

they could find. It means, the idea generation is not purely from the founders, but should also have considered market.

Another five informants (1 male, 4 female) stated that even they agreed that the market should be asked, yet the decision is still on the founders, whether they were going to adapt the information from the market, or not. It means, for these group of informants, the ideas could be related to what the market need, or in contrary, completely unrelated.

Three informants (all females) had the more radical ideas on ideation. For them, the ideas could be possessed from anywhere. Although they did not mention that the market should be abandoned, they did not emphasize the market's existence as something that should be highlighted in the ideation process.

On the online coaching term, all informants agreed, the coaching sessions were considered harder than the normal offline coaching sessions. Classical connection problems that were being used by the students to close their camera has given certain problems to the informants – in terms of coaching.

They stated, the coaching could not be done interactively as it is in the offline meeting. For the informants, this condition certainly would give certain negative impacts to the results. This is one of the most defining factors that impact the results. They also agreed that having the online coaching sessions – although it had been done for quite sometimes, it still gave them certain obstacles to deliver the material.

Lastly, the approach that is being used in the classroom is also considered to be the defining factor that would impact the acceptance level of the students. Breakout rooms were being used by 7 informants to give the chance the students to discuss in a smaller group. But, although the informants have tried to enter the breakout room and jumped in the discussion, many zero-activities breakout rooms often happened. The students did not seem to have discussion before the lecturer entered the breakout rooms.

CONCLUSION

The online coaching sessions were forcefully being done to elaborate the entrepreneurship classes, including in particular, the entrepreneurship ideation classes. The pandemic did not give the HEI management to have other options but by making sure the education process would still be on going, even with lots of limitations and constraints.

In terms of entrepreneurship ideation classes, the research found three terms related to the acceptance of the students in the online coaching activities that were being done within the entrepreneurship ideation classes.

Those three terms are: 1) the various acceptance level of the students; 2) the broad

type of business ideas; and 3) the lecturers' different approach on delivering the ideation concepts.

Limitations of the Research

This study has limitations. There are thousands of HEI in Indonesia, in particular in Jakarta. This study was being done in a single higher education institution (HEI), and only took the entrepreneurship ideation classes.

This condition would have the implication that the result might be different in other places that have different method to deliver entrepreneurship ideation to their students.

However, despite the limitations, the findings of this study still could be used as the references for other institutions and further research in the future.

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