

Running Head: A CONTEXTUALIZATION OF A BLENDED LEARNING

Blended Online Course (BOC): A Blended Learning Project to Train Indonesian Female  
Migrant Workers Who Work in Hong Kong

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A Dissertation Submitted to the Faculty of Graduate Studies in Partial Fulfillment of the  
Requirements for the Degree of Doctor in Distance Education.

Centre for Distance Education Athabasca University  
Athabasca, Alberta [August, 2017]

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**OOC-Blended: A Blended Learning Project to Train  
Indonesian Female Migrant Workers Who Work in Hong Kong**

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In partial fulfillment of the requirements for the degree of

**Doctor of Education in Distance Education**

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**Dedication**

To Jeni Putri

My wonderful blessing from God

Thank you

Very much

**Acknowledgement**

There are many people who have contributed to this dissertation. I am very pleased to acknowledge them in this dissertation. I am thankful to Dr. Rory McGreal who came to Bali in October 2011 for the 24th ICDE World Conference on Open and Distance Learning who inspired me to enroll in Athabasca University and be my supervisor for this dissertation. I deeply appreciate your continual quick response to my email, your strong commitment to be my advocate in the Research Ethics Board process and for guiding me from the very beginning until the end of the process. I am thankful for the presence of Dr. Terry Anderson; I am very proud to have you as the member of the supervisory committee in my research project. You have challenged my thinking, and at the same time, you offered directions and solutions. Thank you very much for all comments and questions from you during my learning journey in Athabasca University. I want to mention as well Dr. Tian Belawati, I am thankful for and deeply appreciate or your presence in the candidacy examination. You are an important scholar of distance education of Indonesia and I am very proud to have you in my candidacy examination. I am indebted to all the lecturers of Athabasca University Centre of Distance Education. My doctoral journey began in August 2012, and since the first day of the program, my life was enriched by each one of you. Thank you very much. I am blessed by the kind-hearted friends of Cohort 5 in this doctoral program. English is my second language, and it is not easy for me to express my thought clearly and quickly. I appreciate the patience, understanding, and support of Cohort 5 friends. I want to express my thankful heart to Ciputra Group too, the company has connected me to the IFMWs and gave me a great opportunity to train the IFMWs and the training experience has inspired me to do this research project. I have a very good learning experience with my students; they were the Indonesian female migrant workers in Hong Kong who attended my entrepreneurship training. Thank you very much for being my

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students and allowing me to learn from you all as well. Last but not least, my wife Jeni Putri, my son Johan, and my daughter Iona are always with me and back me up in this long process of the doctoral program. Without the understanding and support of my family, this dissertation would not have been completed. Thank you and thank God for having all of you in my life. I love you all.

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### **Abstract**

This dissertation is a study of an application of CoI (Community of Inquiry) and Connectivism in a blended learning program for IFMWs (Indonesian Female Migrant Workers) in Hong Kong who learn business opportunity identification. The name of the learning delivery method is BOC (Blended Online Course). It is a blended learning because the learning delivery combines online digital media with face-to-face meetings. Design-based research (DBR) is the methodology used in this research. The purpose of the research project is to design and develop an intervention to improve the current entrepreneurship training program and to develop one or more learning design principles relevant to this context. The research questions cover the effectiveness of the new program on the achievement of the students by comparing a pre-test and post-test, on the satisfaction of the students on their learning experience especially on whether they experience deep and meaningful learning through their experience with Cognitive Presence, Social Presence and Teaching Presence of CoI and “connectivity” with the Content (Internet-based content and tutors), the Co-learners and the Community of Practitioners.

*Keywords:* BOC (Blended Online Course), face-to-face meeting, IFMWs, domestic helpers, CoI, Connectivism, empowerment, entrepreneurship learning, instructional strategies.

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### List of Terms

- BMC : Business Model Canvas is a name chosen by the founders of the community for the group of learners studying about entrepreneurship. They are all Indonesian female migrants workers who work as domestic helpers in Hong Kong.
- BOC : Blended Online Course is a specific blended learning project to train Indonesian female migrant workers who work in Hong Kong.
- BPU : Berburu Peluang Usaha is the Indonesian name of the blended training program for the subject of business opportunity identification.
- CoI : Community of Inquiry
- Co-Learners : The students in the study group
- IFMWs : Indonesian Female Migrant Workers
- F2F : Face-to-face
- FB ; Facebook
- MOOCs : Massive Open Online Courses
- UC : Universitas Ciputra or The University of Ciputra
- UCEC : Universitas Ciputra Entrepreneurship Center. In the year 2017, after the research project was finished, the board of the foundation changed the name of UCEC to CEC (Ciputra Entrepreneurship Center).
- UCEO : Universitas Ciputra Entrepreneurship Online

## Chapter 1 Introduction

The purpose of Chapter 1 is to explain the purpose of the research project, to elaborate the features of BOC, to show the purpose statement, to explain the problem of IFMWs (Indonesian Female Migrant Workers), to propose the solution and to show the research questions. Chapter 2 discusses the literature review for the intervention strategy; this chapter discusses the recent trend of MOOCs (Massive Open Online Courses), one theory on opportunity identification and two theories on education (CoI and Connectivism). Chapter 3 discusses the theoretical framework for the research project especially on combining the CoI and Connectivism theory to serve a pragmatic purpose of this research project. Chapter 4 is on research methodology and will elaborate the application of mixed methods and DBR (Design-based research) in this research project. Chapter 5 discusses the findings from the research project with both quantitative and qualitative data. Chapter 6 discusses how the finding answers the research questions, the conceptual framework after the research project and further areas of research. Chapter 7 is the conclusion; it discusses the characteristics of the BOC and the design process.

This research project investigated the intervention program to improve the present entrepreneurship training program for the Indonesian Female Migrant Workers (IFMWs) who work in Hong Kong as domestic workers. This new method of training is a combination of face-to-face (F2F) meetings and online learning or blended learning. This Blended Online Course or BOC has these nine distinctive features:

1. It is delivered in Bahasa Indonesia (Indonesian language).
2. It is a “blend” of online learning and regular meet-up sessions of students and local tutors.

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3. The online learning part is an open course; all content is posted on the Internet without password protection and thus is open to the public. All learning materials are on the website, and anybody connected to the Internet can register and be a student without any fee.
4. The specific research project of the BOC is only for the IFMWs in Hong Kong.
5. The online course is delivered by UCEO (Universitas Ciputra Entrepreneurship Online). The specific online learning website of UCEO is [www.ciputrauceo.com](http://www.ciputrauceo.com). UCEO is part of UC (Universitas Ciputra) a private university of Indonesia, the organization receives funding from the Ciputra Group Company to provide free, online learning about entrepreneurship for Indonesians.
6. It requires students of the BOC to form a small study group of five to ten people in F2F meetings and online collaboration.
7. It requires a meeting place for the students to watch the videos, meet and learn together at least once in a week.
8. It requires the presence of at least one tutor in every meet-up session.
9. It does not offer a formal degree.

### **Purpose Statement**

There are four purposes in the research project:

1. To improve the present training program by doing interventions in the design process.
2. To develop an instructional development framework for the implementation of CoI and Connectivism for this entrepreneurship training program.

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3. To contribute to the body of scientific knowledge by validating educational theories of CoI and Connectivism in a contextual setting.
4. To generate one or more learning design principles. Herington and Reeve (2011, p.598 ) stated that it is possible to “capture” design principles as “the sharable, published output from the research in order to inform future development and implementation decisions.”

The researcher is the senior trainer and president of UCEC or Universitas Ciputra Entrepreneurship Center (<http://www.ciputra.org>). UCEC has been training IFMWs in Hong Kong for the last six years and has provided F2F trainings for more than 6,000 IFMWs. The UCEC received funds from the Ciputra Group Company and Bank Mandiri to do entrepreneurship training for IFMWs in Hong Kong. In the year 2015, Bank Mandiri ended its cooperation with UCEC, and after that, the Ciputra Group Company was the only donor for the project. The training usually was conducted on Sunday in a big hall, and more than 500 IFMWs attended the training in one Sunday. This program produced many alumnae, and in the year 2015, a group of alumnae developed an independent community of learners. They named this community BMC or Business Model Canvas. The BMC community met every Sunday in a public park in Hong Kong. They learned entrepreneurship and some vocational skills from each other. Two senior alumnae became the leaders and mentors for this community. This research project was conducted within the BMC. Presently CEC (Ciputra Entrepreneurship Center or the new name of UCEC) still works together with the BMC to train the IFMWs in Hong Kong on entrepreneurship subjects.

### **Problems related to IFMWs**

According to WIEGO (2011), over the past three decades, the number of women among international migrants has increased dramatically. Approximately half of the



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estimated 200 million migrants worldwide are women and most work as domestic helpers. Asia is a large resource of international migrants working as domestics both within Asia and beyond. Kontan (2010) reported there were about six million Indonesian migrant workers, and in 2010, they sent about ten billion US dollars (USD) to their families in Indonesia. There was a significant increase compared to previous years. In 2006, they sent 5.6 billion USD, and in 2007, it was about 6 billion USD. Then it reached 6.6 billion USD in 2008. Djelantik (2011) wrote the number of IFMWs was about 69% of the total number Indonesian migrant workers, and the money they sent accounted for 22% of the Indonesian foreign exchange. In Hongkong, there were about 150,000 IFMWs (Liputan6, 2012). They represented 99.9 % of all Indonesian migrant workers in Hong Kong (Liputan6, 2012). The number of Indonesian male migrant workers in Hong Kong was only 0.1 % of the total migrant workers.

Poverty, lack of jobs, and the absence of entrepreneurial skills in the home country are the major driving forces behind many women migrant workers leaving their country and their families to work as a domestic helper. They go to work abroad and send remittances to Indonesia to support their family financially and become a source of foreign exchange for Indonesia. Living abroad as a domestic helper is not their dream job. As Djelantik (2011, p.2) stated, “Indonesian women migrant workers are mostly uneducated and have no options rather than working as domestic servants or other low-income jobs (cleaning service, waiters, or in some cases, prostitutes) under poor working conditions.” The Asia Pacific Forum on Women, Law and Development (APWLD 2010, p.8) made a report on the laws of domestic workers in ten countries of origin and of destinations in Asia. It was mentioned that “in summary, labor laws of most countries do not recognize domestic workers as workers, resulting in the denial of their basic labor and human rights.” The same report also stated that domestic workers routinely work 16-18 hours a day, every day of the

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week, are denied holidays, are underpaid or not paid at all for long periods, are abused, harassed, confined in the house, restricted from contact with families members and friends, and are terminated without notice (APWLD 2010, p.8).

Eni Lestari, one of the writers of the handbook, *a Domestic Worker and Domestic Worker Rights Activist* (APWLD, 2010), who was also the President of the Association of Indonesian Migrant Workers Association in Hong Kong (ATKIHK) described her experience as follows:

I am a domestic worker. Like many of my sisters and brothers, I was forced to leave my country and my family to engage in work that is widely considered as a “3D” job – dirty, dangerous and difficult. I have also been through the harrowing experience of getting victimized by overcharging, underpayment and denial of rest days. I have experienced the vulnerability brought about by being a live-in domestic worker; the insecurity perpetrated by policies that make domestic workers powerless and voiceless; the lack of services of governments to those in distress; and the deficient mechanisms that are supposed to protect the human, labour and gender rights of domestic workers. (APWLD, 2010, p.5)

There are at least three problems related to the Indonesian women who work abroad as domestic helpers. First, there is no effective empowerment program yet that can assist the large number of IFMWs to achieve long-term welfare. Many of them become the main source of income for the family, and it makes the migrant work a long and permanent job for them even though they are not proud of the position as a domestic helper. Second, many of the women who work abroad are women with a family, and as domestic workers, they have to sign a two-year work contract. It means they only visit their family once every two years. It also creates other family problems for them as a wife or a mother. Tempo Interaktif (2008) reported that in Jember, East Java Province about 50 cases or 25% of all divorce

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cases in a month were from the family of Indonesian migrant workers. Third, some serious problems have been created in Indonesia by the extended absence of mothers. Antara News (2012) reported that the children of Indonesian migrant workers dominated the youth crimes in Kediri, East Java Province. In conclusion, seeking an economic solution for the family by going abroad and leaving the family is not an ideal solution; it should be a temporary solution. There should be a way to make the tenure of these migrant workers as short as possible, and after they do this service, they must have a new capacity to continue their life in Indonesia. An online entrepreneurship learning program to empower these IFMWs to create businesses for themselves in Indonesia may offer an important solution for their future.

### **Problem Statement**

There has been a training program with IFMWs in Hong Kong for more than six years, and after various evaluations and internal discussions, the UCEC concluded that innovation and major improvements were needed. These are the three problems with the current training program:

UCEC found out that some of our best alumnae were unsuccessful in sustaining their businesses in Indonesia. They discontinued their work contract and started a business in Indonesia, but the business could not survive, and they had to go back to Hong Kong again and work as domestic workers. The UCEC hypothesized that the causes of the “failures” were a lack of consistent and continual F2F training programs (due to the budget limitation), lack of theory-based curriculum development and lack of mentoring from trainers in the post-training era (the number of trainers is very limited). These findings showed that a new solution was needed.

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There was also a problem with the quality of teaching in Hong Kong even though professional trainers were already provided. The number of students who attended the training was over 500. Only a few students had opportunities to ask questions; the involvement and engagement of students, especially those who sit at the back, was low. Also, there was no post-test in any of the trainings.

The present delivery system could not accommodate the need of empowerment for all Indonesian migrant workers. Indonesia has more than six million migrant workers in more than one hundred countries (Nurhayat, 2013, March 14). These findings suggest that UCEC needs to have a new strategy that allows the large number of Indonesian migrant workers in many parts of the world to experience a high-quality, contextualized training program.

### **Proposed Solutions and Research Questions**

The proposed solution for this research project is a new approach to blended learning. Garrison and Kanuka (2004, p.97) stated, “The real test of blended learning is the effective integration of the two main components (face-to-face and Internet technology) such that we are not just adding on to the existing dominant approach or method.” The solution of blended learning provides at least three important solutions for IFMWs. First, online learning facilitation can provide IFMWs a 24-hour connection to the content; students can open, read and learn together in the online discussion forum any time and at any place. Second, the service area can go beyond Hong Kong; it can reach Indonesian migrant workers all over the world. Third, the meet-up sessions can help if students have questions or need further explanation.

However, for the case of IFMWs, the students of online learning have specific obstacles. One, they live inside the house of the employer with limited space for personal activities. Few of them have a private room. In many cases, they have to sleep in the same room with the children or the employer, especially when they have to take care of the

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elderly. Two, they have a limited time to learn. There are no formal working hours for a domestic worker; they can wake up early and work until late into the night. Some of the domestic workers said that their “study time” starts at 10:00 P.M. Three, many of them left school years ago and have not continued the habit of studying. In conclusion, becoming an online learner was not easy for most of the IFMWs.

Blended learning can provide solutions for the above problems. In the weekly meet-up sessions, students and tutors can watch the video together, have a collaborative learning experience, discuss with tutors, role play, visit certain places together, meet with practitioners, observe and explore the market place together, and take a pre-test and post-test together, etc. Holmberg (2003) stated, “Central to the learning and teaching in distance education are personal relations between the parties involved, study, pleasure, and empathy between students and those representing the supporting organization.” The facilitation of meet-up sessions can provide opportunities for students to experience personal relations, study, pleasure and empathy.

The primary activity of this research was to research an application model of CoI (Community of Inquiry) and Connectivism Theory for entrepreneurship learning in the subject of business opportunity identification for IFMWs who worked in Hong Kong as domestic helpers. These are the research questions:

1. What impact does this intervention have on student learning as evidenced by pre-test and post-tests of student achievement?
2. What effect does the new training of BOC have on student satisfaction in the learning experience?
3. What “connections” do students need to be facilitated to learn business opportunity discovery?

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The first research question focuses on the effectiveness of the new method related to the student outcome. The second research question deals with the learning experience of students; how satisfied students were with the learning experience. The researcher investigated student experience with the elements of CoI (Cognitive Presence, Teaching Presence, and Social Presence) and Connectivism. The third question relates to learning resources, to which learning resources trainers should direct students to connect. The research project introduced the connections to the Content, the Co-learners and the Community of Practitioners as the main “nodes” of knowledge acquisition in the BOC for entrepreneurship training. Siemens (2004, p.7) mentioned that learning could be defined as actionable knowledge, and learning can reside within an organization or data base or outside ourselves and therefore learning “is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing.”

This research project did not cover all subjects of entrepreneurship; it focused only on the topic of opportunity identification due to the limitation of time. However, the design principle from this research project can be used to improve all modules of entrepreneurship learning with an aim to raise the quality of the whole process of learning. This research may help the alumnae to sustain their business in Indonesia. In conclusion, this chapter explains and elaborates the significance of the problem of IFMWs and proposes an educational intervention for the solution by applying the CoI model and Connectivism theory.

## Chapter 2 Literature Review

This literature review explores the research that discusses the theoretical background to develop solutions for the problems, and these are the three major theoretical grounds to be reviewed:

1. Theory for opportunity identification: this review has the purpose of describing topics that need to be covered for learning opportunity identification.
2. Community of Inquiry Theory (CoI): this review has the purpose of elaborating and applying the theory to improve the result and the quality of the learning experience of students.
3. Connectivism theory: the theory will be reviewed for the application in the program.

### Opportunity Identification Theory

Luor, Lu, Yu, and Chang (2014) noted that Shane and Venkataraman were the first and second of the top seven most frequently cited entrepreneur articles from the year 1996 to June 2012. The authors reviewed 5,476 academic articles on entrepreneurship; all articles were published in the 522 Social Sciences Citation Index and Science Citation Index journals from 1996 to June 2012. These were the particular articles that Shane and Venkataraman had published:

- The article of Shane and Venkataraman (2000) on “The promise of entrepreneurship as a field of research” has been cited 1,063 times.
- The article of Shane (2000) on “Prior knowledge and the discovery of entrepreneurial opportunities” has been cited 559 times.

In brief, Dr. Shane and Dr. Venkataraman are recognized scholars of entrepreneurship, and their theories on the subject have been discussed and cited by many other scholars.

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Shane and Venkataraman (2000, p.220) stated, “To have entrepreneurship you must first have entrepreneurial opportunities.” In a previous article, Venkataraman (1997, p.120) also noted that opportunity was the key issue in entrepreneurship. The author stated, “Entrepreneurship as a scholarly field seeks to understand how opportunities to bring into existence future goods and services are discovered, created, and exploited, by whom, and with what consequences.” Sanyang and Huang (2005) noted that three of the most frequently mentioned functional roles of entrepreneurs are risk seeking, innovativeness and opportunity seeking. In brief, the study of entrepreneurship must put opportunity as an important topic and a starting point to learn entrepreneurship.

Venkataraman (1997, p.121) provided a further explanation on opportunity as a key issue. The author proposed the key questions for the study of opportunity and stated, “Why, when, and how some are able to discover and exploit these opportunities while others cannot or do not.” Venkataraman (1997) also mentioned three differences of people in perceiving opportunity; the author shows that knowledge (and information) differences, cognitive differences, and behavioral differences create the differences. The findings of Venkataraman (1997) suggested that in practical entrepreneurship training the students must acquire a new set of knowledge, a new way of thinking, and also a new set of behaviors. In conclusion, the topic of opportunity identification is a specific topic of the training of entrepreneurship, and the topic is complex enough to be discussed in one specific course.

Shane (2000) took the idea of Venkataraman (1997) on the importance of prior knowledge in discovering opportunities and showed that entrepreneurs could discover opportunities without intentionally searching for them since the entrepreneurs have prior knowledge in their specific interest and knowledge of the industry related to their interest. In conclusion, the author showed that prior knowledge was crucial in opportunity identification and students of entrepreneurship learning might know how to acquire the



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prior knowledge related to their interest. Shane's (2000) paper on "prior knowledge" for opportunity identification offered guidance for the development of the curriculum on opportunity identification in this research project:

1. Prior knowledge, closely related to the passion of students, was crucial for students in identifying opportunities. Students might understand their passion and how passion could be the "lens" to identify opportunity.
2. Students need the type of information that entrepreneurs usually had when they identified opportunities. Shane (2000) proposed in his writing that there were three important components of prior knowledge, and they are prior knowledge about the market, prior knowledge about how to serve the market, and prior knowledge about customer problems.

Ardichvili, Cardozo, and Ray (2003) proposed a comprehensive theory of entrepreneurial opportunity identification and development. The authors included prior knowledge (Venkataraman, 1997; Shane, 2000) as one of the units in their theory. The authors built the theory based on the existing theoretical and empirical studies on entrepreneurial opportunity identification and development. The authors utilized the theory-building framework of Dubin's (1978) to develop their theory and focused their study on the work of serial entrepreneurs, those entrepreneurs who had experience in the creation of multiple businesses.

Rushing (1990) reflected on the entrepreneurship education movement in the US and stated that, since 1980, entrepreneurship had emerged as an important element in the dynamics of modern economies. As a result, entrepreneurship education had become an important issue. Rushing (1990) pointed out that entrepreneurs had certain "qualities" which should be part of the objectives of education itself. He believed that some entrepreneurial qualities could be enhanced through formal education by implementing

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active programs. This article showed that an understanding of the importance of learning by doing for entrepreneurship education has been the subject of discussions for many years.

Fayolle (2006) stated that pedagogy can serve entrepreneurship teaching objectives as there are a wide range of pedagogical methods, approaches and modalities. He stated that there is no universal pedagogical recipe to teach entrepreneurship; however, he agreed that “learning by doing” or real-life situations and learning methods directly in the field for new venture creation training should be preferred.

Gibb (2007) defined entrepreneurship as a set of behaviors, attributes, and skills that allow individuals and groups to create change and innovation, to cope with and even enjoy higher levels of uncertainty and complexity. The author argued that it was not “business-like” in the formal administrative sense. Entrepreneurial approaches in the classroom would demand high levels of teacher competence. Gibb (2007) concluded that the challenge of entrepreneurship education was to allow young people to experience and feel the concept rather than just learn about it in the conventional sense. This leads to emphasis upon a pedagogy that encourages learning by doing; by exchange; by copying (and learning from the experience); by experimentation; by risk taking and ‘positive’ mistake making; by creative problem solving; by feedback through social interaction; by dramatization and role playing; by close exposure to role models; and, in particular, interaction with the outside/adult world.

Frederick (2007) tried to answer a bold question of, “What are the key content areas and pedagogical interventions around which to build a blended learning method for entrepreneurship students (as opposed to other business students)?” He conducted various investigations and his conclusion is packaged into the *Etappe Method of Training Entrepreneurs*. In essence, blended learning in entrepreneurship education was a combination of educational interactions/interventions: (1) live face-to-face (formal) (e.g.

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instructor-led classroom); (2) live face-to-face (informal) (e.g. work teams; role modeling); (3) virtual collaboration/synchronous (e.g. live e-learning classes); and (4) virtual collaboration/asynchronous (e.g. web learning modules, video and audio CDs/DVDs; knowledge databases). Blended learning focuses on optimizing achievement of learning objectives by applying the “right” learning technologies; to match the “right” personal learning style; to transfer the “right” skills; to the “right” person; at the “right” time. The author shows that blended learning could be a learning method for entrepreneurship education.

### **Connectivism and CoI model**

The Connectivism theory of Siemens (2008) and CoI (Community of Inquiry) theory of Garrison, Anderson, and Archer (2001) were applied in this research project for two reasons. First, the authors behind the theories are credible scholars in online learning (Garrison, Anderson Archer & Siemens). Second, the theories have been presented, discussed, tested, criticized and still endured. Swan and Ice (2010, p.2) testify, “Since its initial formulation, the CoI framework has been adopted and adapted by educators worldwide. It has been used in a variety of ways to inform both research and practice in online and blended learning.” For Connectivism, the IRRODL (International Review of Research on Open and Distance Learning), a leading journal on distance education dedicated Vol 12, Number 3 (2011), edited by Siemens and Conole, solely to articles on Connectivism.

**Connectivism.** Downes (2012, p.7) stated that the heart of Connectivism, “is the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks.” He explained again that, “Knowledge is literally the set of connections formed by actions and experience.” Siemens (2005, p.5) stated as well, “Connectivism is the integration of

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principles explored by chaos, network, and complexity and self-organization theories.”

This new theory in education was established as a response to the trends and needs of the 21<sup>st</sup> century, these were related to the progress of technology and the importance of networking.

Siemens (2005) concluded that behaviorism, cognitivism, and constructivism, the three major learning theories that were most often utilized in the creation of instructional environments, could not accommodate all impacts of technological progress because these theories were developed at a time when learning technology had not impacted the learning experience as much as today. He proposed an alternative theory of Connectivism. It was a theory that includes technology and connection -making as important learning activities. This new theory transforms the role of both learners and teachers. Learners should not be silent and passive, but they should take on a greater role to be information producers. The role of connectivist teachers are not only as information providers; but rather, they have a greater role as Master Artists, Network Administrators, Concierges, and Curators for their learners (Siemens, 2008). In Connectivism, both learners and teachers had a responsibility to manage and utilize the, “Knowledge that is distributed across a network of connections” if they wanted to get the most benefit of being 21<sup>st</sup>-century learners. Siemens (2008) also mentioned that these four models blend the educator's expertise with learner's constructions. The key attributes of instructivist and constructivist are both included in the learning through connections.

The context of the theory has become much more important since MOOCs (Massive Open Online Learning) have been introduced to the world. George Siemens and Stephen Downes were the pioneers of MOOCs (in the year 2008, they offered an open online course on Connectivism and Connective Knowledge (Siemens, 2012)). Rodriguez (2013)

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mentioned that Stephen Downes introduced the c- and x-MOOCs terminology. The purpose of the terminology was to create a distinction between Connectivist MOOCs and the others that had a very different pedagogical framework. The “x” itself came from MITx and EdX. Rodriguez (2013) also cited (Downes, 2008, 2010; Siemens, 2012b) and mentioned there was a different pedagogical style between c-MOOCs and x-MOOCs. The c-MOOCs was based on the philosophy of Connectivism and networking, but the x-MOOC was based on behaviorist approaches.

MOOCs as an innovation have been facilitating the delivery of quality content to millions of people free of charge for several years. However, they have their limitations. Dolan (2014) mentioned several weaknesses of MOOCs: maintaining students until the end of courses; providing meaningful interaction between teachers and students; and the disadvantages of peer grading. He also cited Lane and Kinser (2012) who mentioned “McDonaldization” of MOOCs or one size fits for all education and in MOOCs there was no customized feedback from teachers to students. Kemi and Naidu (2014) listed three criticisms of MOOCs as follows:

- Homogenization and depersonalization of education;
- Corporate influences on the academy; and
- Lack of attention to the findings from decades of research on distance education and online learning

Bates (2014) an expert on online and distance education with 45 years of experience complained that, “All the research and study I and many others had done on what makes for successful learning online were totally ignored.” There were four conclusions. One, the application of online learning theories was still ignored in most of the MOOCs programs. Two, there was a need for MOOCs that could serve the least educated people, especially those who live in developing countries. Three, there was a need of more “contextualized”

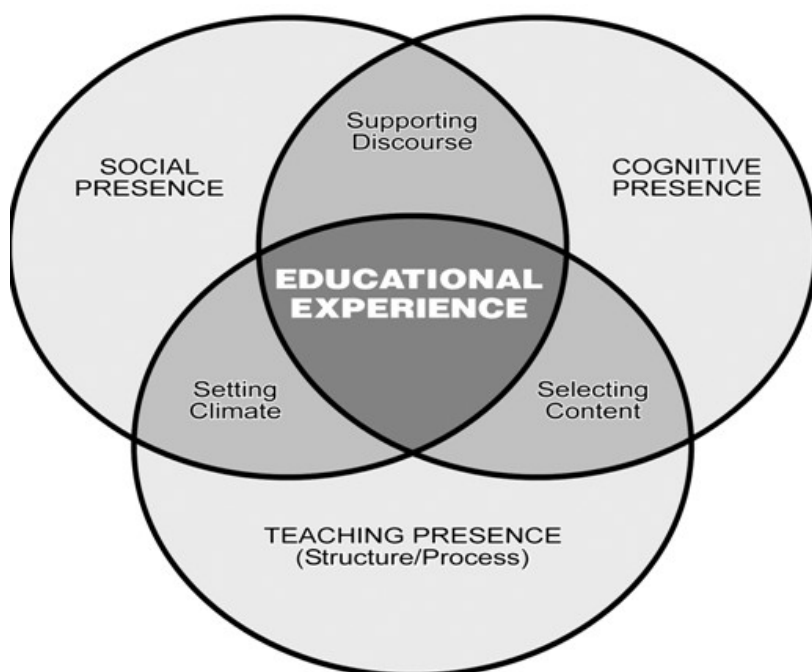
## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

MOOCs that could serve particular needs of various groups of people in the world. Four, a combination of MOOCs with F2F meeting or meet-up facility with tutors and other learners could raise the “personalization” and social interactions in the course.

This research project, named BOC, although retaining some MOOC features, was not an MOOC. The research was located in Hong Kong for a limited number of students. However, there are two “connections” between the BOC with MOOCs. First, other students from all over the world, who were not included in the BOC project in Hong Kong, could register at [www.ciputrauceo.com](http://www.ciputrauceo.com) and access all content of the program for free as an MOOC, but there was no facilitation or meet-up sessions. Second, the BOC program had a potential of becoming a variant of MOOCs, where local tutors can provide assistances to students in a regular meet-up sessions. This kind of approach might help students to access quality teaching from top lecturers or trainers of the world through the assistance of tutors who had previously finished the course. The tutors can be trained teachers or student mentors who have been trained.

**CoI (Community of Inquiry).** Garrison (2011) and Garrison, Anderson and Archer (2001) introduced CoI or Community of Inquiry as a learning theory for a deep and meaningful learning experience. There are three interdependent elements that overlap each other: cognitive presence, teaching presence, and social presence. First is the teaching presence. Anderson, Rourke, Garrison & Archer (2001) noted that “in the CoI framework, teaching presence is defined as ‘the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes’.” The teaching presence has a greater meaning, including all the processes before and after the teaching itself occurs. The authors provided a conceptual framework of the theory as presented in the following figure:

## Community of Inquiry



*Figure 1. Community of Inquiry/CoI (Garrison, 2011, p.23)*

Connectivism theory enriches the teaching presence of CoI; in this theory the roles of teachers are not only as an information provider. They have a greater role to be Master Artists, Network Administrators, Concierges and Curators for their learners (Siemens, 2008). In Connectivism, both learners and teachers have a responsibility to manage and utilize the “knowledge that is distributed across a network of connections” if they want to get the most benefit of being 21<sup>st</sup>-century learners. Garrison (2011, p.31) stated, “Social presence is the ability of participants to identify with a group, communicate purposely in a trusting environment, and develop personal and affective relationships progressively by way of projecting their individual personalities.” The program designer together with the teachers must design a “climate setting” and program a “supporting discourse” to promote a meaningful and deep learning. Connectivism theory does not address the roles of teachers promoting social networking However, for Network Administrators in a setting of

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collaborative learning, the social aspects of learning cannot be avoided and should be “administered.”

The third element of CoI is Cognitive Presence.. Garrison (2011, p.24) explained that “In the CoI framework, cognitive presence is defined as the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse.”

Garrison (2011) proposed the four phases of CoI for the practical inquiry process:

- *Triggering event* is the phase when teachers trigger the interest of learners by sharing issue, problem or dilemma that needs resolution.
- *Exploration* is the phase when learners search for relevant information that can provide insight into the challenge at hand.
- *Integration* is the phase when learners make connections and search for a viable explanation.
- *Resolution* is the final phase of the inquiry process when learners select and test the most viable solution.

The Connectivism theory also mentions four major activities for learning. The comparison of CoI learning activities with Connectivism learning activities will be discussed in a separate section.

There are four conclusions for this Chapter 2. First,, the MOOCs program for the IFMWs to learn entrepreneurship was not seen as an effective solution. A literature review suggested difficulties in maintaining students until the end of the course and no meaningful interaction inside the course (Dolan, 2014). Kemi and Naidu (2014) pointed out “Homogenization and depersonalization of education,” and Bates (2014) complained that many research findings in distance education are not applied in the MOOCs. In brief, there was a need to create a new intervention based on research findings. Second, the theory of opportunity identification of Ardichvili, Cardozo and Ray (2003) provided a model for the



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content of the program and authors of Fayolle (2006), Gibb (2007) and Frederick (2007) suggested that the pedagogy of entrepreneurship learning must include instructional strategies beyond “traditional classroom.” Third, Connectivism theory (Siemens, 2005) provides guidance for this intervention program in designing a technological “connectivity” for students to learn from the content, from each other, from the practitioners, and from the market place. Fourth, the CoI model of Garrison, Anderson and Archer (2001) provided guidance for the designer/trainer in planning and implementing meaningful and deep learning for students.

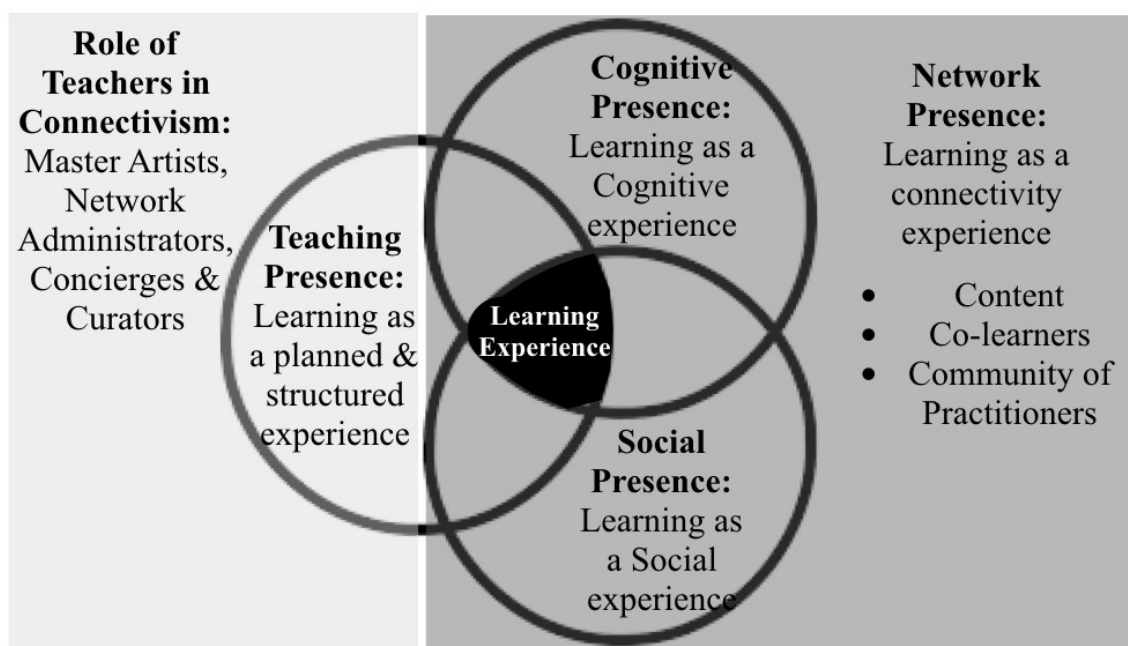
### **Chapter 3 Theoretical Framework and Conceptual Framework**

The purpose of this chapter is to elaborate and explain how both theories of CoI and Connectivism were implemented in this research project. The researcher combined CoI and Connectivism in two ways. First, by enriching the conceptual framework of CoI (Figure 2) with the elements of Connectivism. Second, by integrating four major activities of Downes (2012) with the four inquiry phases of CoI in Garrison (2011). In the last part of this chapter, some practical guidance for learning intervention in the form of model and table were created.

Anderson, Rourke, Garrison & Archer (2001) noted that a theoretical framework frames the research context. In this research project, the researcher used the term of conceptual framework rather than theoretical framework. There are two reasons; first, this research project had a pragmatic purpose of improving the present entrepreneurship learning program and not to create a new theory. Second, this research project does not claim that the framework represents a proper combination of the CoI model and Connectivism theory; the framework is created only for the operational purpose of the researcher. The purpose was to improve the current learning program; it was to create a local solution to solve a local challenge.

The researcher considered the different aspects of CoI and Connectivism suitable with the requirements for the solution and integrated them together into a learning program of BOC. Figure 2 shows the conceptual framework of the BOC when the research project was realized.

## The BOC Conceptual Framework (Combining the CoI with Connectivism)



*Figure 2.* The Conceptual Framework for the Research Project

### The Rationale of Combining the CoI with Connectivism

First, CoI offers a “deep learning” experience (Garrison, Arbaugh, 2007) for a community of learners to learn together collaboratively, and it is suitable for the BMC community of IFMWs in Hong Kong – a self-initiated community of learners who meet regularly on Sunday in a park in Hong Kong. Collective and collaborative learning exist in the BMC.

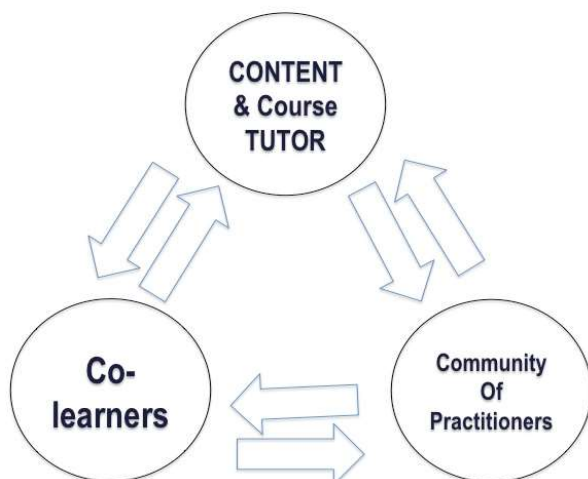
Second, Connectivism provides a concept that can enrich the learning experience of students. The theory can help students to experience “wide learning” by connecting students to various sources of knowledge curated by the designer. Siemens (2006) mentioned that knowledge is distributed across networks of individuals; it is not owned only by one person. The author also mentioned that creating networks of nodes is the process of learning. Nodes consist of external entities to form a network; nodes can be people, organizations, web sites,

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written documents, visual expression, audio sources or any other source of information.

Third, the “deep” learning of CoI and “wide” learning of Connectivism in one framework offer a model to develop a learning experience for students who have limitations and yet still need a meaningful learning experience. Many of the IFMWs in Hong Kong have a limited time for learning as most of them live in the house of the employer and work six days in a week. A “classical type” of F2F learning will narrow their learning opportunities. However, by applying Connectivism instructional designers can “widen” the learning experience of students. Students can be connected to the practitioners and the place of the practitioners. The practitioners are a community of entrepreneurs who can share their business experiences. The place of practitioners are the various market places where learners can make observations and conduct explorations. This model as implemented allowed students to experience meaningful learning at any time on the Web from the available resources. This is possible because the designer of BOC created three nodes of “Content,” “Co-learners” and “Community of Practitioners” as the nodes that students need to be connected. The Content includes all the content in the website, the linked files, the assigned tutors for the class, learners in the small study group, and all the participants in the course.

Fourth, these three nodes of “Content,” “Co-learners” and “Community of Practitioners” can be utilized by the designer to enrich the Cognitive Presence and the Social Presence of CoI. The designer can provide direction for students to start their learning journey from a “node” and then move to another “node” and after that can go to the next “node” or come back to the first one (Figure 3). The program designer has a responsibility to create a learning journey that will maximize the learning experience by “constructing and traversing the network” (Siemens, 2011).



*Figure 3.* "Nodes" of Connectivity: Content, Co-learners, and Community of Practitioners

Fifth, the four roles of the teacher in Connectivism can be positioned to enrich the Teaching Presence. The designer can develop facilitations based on the role of teachers as Master Artists, Network Administrators, Concierges and Curators (Siemens, 2008). As a Master Artist Siemens (2008) took the inspiration of an art studio, the place of open space where students do their work, and each student's work can be seen by other fellow students. In this case, students will learn from each other and not solely from the instructor. In the BOC, students were encouraged and instructed to post their learning experiences on a social media platform. As a Network Administrator, teachers help students in constructing their learning network by providing direction, assistance, and guidance for students to learn from the network. As a Concierge, teachers direct students to find out learning resources that they may not know. As a Curator, teachers act as experts who know the domain of the knowledge and can provide a "map" for students to explore and connect. By acting as a Curator, the teachers help students to experience an effective and efficient learning journey without sacrificing the freedom of an individual student. The idea of teachers as Master Artists, Network Administrators, Concierges and Curators will help a program designer in preparing the teaching presence; it will enrich the program design in promoting a teaching

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presence “connected” to the networks of resources. The following table shows how the Teaching Presence of CoI is enriched by the four roles of teachers from Connectivism.

Table 1. Role of Teachers and Teaching Presence

Role of teachers in the Connectivism Theory	The guidance for the implementation of Teaching Presence of CoI
Master Artists	The trainer planned and structured a “space” for students to display their understanding to the trainer and other students so that all students can learn from each other. For example, it was the development of closed Facebook groups and creating group work in the meet-up session.
Network Administrators	The trainer planned, structured and administrated network activities that support the learning experience. For example, the trainer structured a connection of students among themselves, with local tutors, with people that have experience with their proposed business in Indonesia and with business practitioners who live in Hong Kong.
Concierge	The trainer planned and structured the organization and the management of the learning experience. For example, the trainer prepared a help desk system for students to ask anything related to the training program. In the case of BOC, there was one trainer assistant in Jakarta, two senior local tutors, and eight local tutors. All of these people were “concierge staff” for students.

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Curators	The trainer planned, selected, and structured the content for students. For example, the trainer browsed the Internet and selected suitable content to be posted in the Facebook Groups.
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Sixth, there is an opportunity also to combine the idea of the four major learning activities of Connectivism with the four inquiry phases of CoI. This “merging” of ideas provides a direction for students’ learning journey in this research project. Downes (2012, p.495) mentioned that a connectivist course is based on four major types of activities.

1. Aggregation: Learners receive access to a wide variety of things to read, play with, or watch.
2. Remixing: Learners should mix the information they receive with the information they already have. Learners will have their own “collections” of information according to their own interest and passion.
3. Repurposing: Learners should create something of their own.
4. Feeding Forward: Learners should share their work with other people in the course and with the community at large.

Comparing the four major activities of Downes (2012) with the four inquiry phases of CoI in Garrison (2011), the researcher can conclude that both theories can be “integrated” because of their similarities. There are close similarities between aggregating and exploration, between remixing and integration and between repurposing and resolution. Downes (2012) suggested the activity of feeding forward which was something that was not proposed in Garrison (2011), and Garrison (2011) suggested the activity of triggering event that was not proposed by Downes (2012). This research project will “combine” these two theories by taking the “triggering event” of Garrison (2011) as the first practical inquiry

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process and “feeding forward” of Downes (2012) as the activity that will always occur together with the other inquiry processes. In this model, all the key activities of learning are named as Desiring, Discovering, Developing, Demonstrating, and Documenting and Disseminating.

Table 2 shows the comparison of Connectivism key activities of Downes (2012) with activities of Cognitive Presence of Garrison (2011) and the last column is the proposed key activities of learning.

Table 2. CoI, Connectivism and BOC

CoI	Connectivism	BOC
<i>Triggering event:</i> It is the starting point of the inquiry process. It is initiated by presenting an issue, problem or dilemma that needs resolution		<i>Desiring:</i> It is the process of briefing the Co-learners about the topic followed by a triggering event to open up the issue, problem, challenge and possible result. It is an inspirational moment and a selection process.
<i>Exploration:</i> It is a the process of searching for relevant information that can provide insight into the problem or challenge at hand.	<i>Aggregation:</i> It is the process to gather information from a wide variety of things by reading, playing with, or watching.	<i>Discovering:</i> It is the process of searching for and gathering the information on the subject from the available Content, discussion with Co-learners and by observing or



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		interviewing the Community of Practitioners.
<i>Integration:</i> After the idea is crystallized, learners move to this process to create connections to search for for a viable explanation	<i>Remixing:</i> In this process, learners draw connections. The idea is to associate the materials (or parts of the materials) with each other, and with materials from elsewhere	<i>Developing:</i> It is the process of integrating the passion of learners (or personal interest) to the subject (topic). Learners must explore examples from Co-learners and the Community of Practitioners and do a reflective journey to understand the challenge and the criteria in integrating the topic into their passion.
<i>Resolution:</i> The final process of CoI to select and test the most viable solution.	<i>Repurposing:</i> In this process, learners use materials to compose new thoughts and new understandings of the material. Learners aggregate, remix online and create something, to actively participate in the discipline.	<i>Demonstrating:</i> It is the process of showing and demonstrating the integration of the subject with passion or personal application. Learners will explain and defend as well.

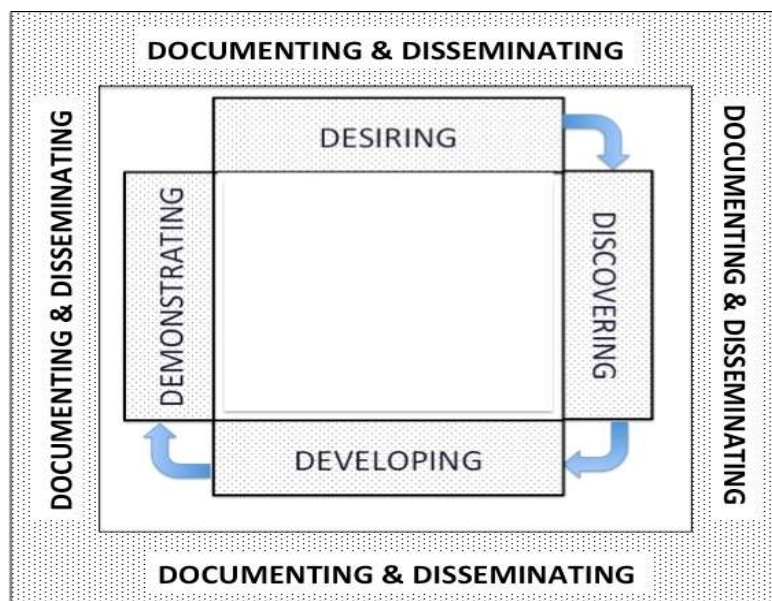
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	<p><i>Feeding Forward:</i></p> <p>Learners share their work and creation with other people in the course, and with those outside the course, or even with the world at large.</p>	<p><i>Documenting and Disseminating:</i> Learners must document the assignment and their reflections and post it at the designated Web 2.0 location. By doing this, learners will disseminate information and insight to people anywhere in the world that are connected to the Internet.</p>
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### **From Conceptual Framework to the Operational Implementation**

Taken together, desiring, discovering, developing and demonstrating is a step-by-step process to facilitate a deep and meaningful learning experience. Documenting and disseminating are the final parts of the process. Through documenting the experiences and lesson learned and then disseminating it, the learners not only share with others but also open their experiences to be enriched and sharpened by others. Figure 4 shows the elements of 6Ds and their relationship.

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*Figure 4.* 6Ds of Desiring, Discovering, Developing, Demonstrating, Documenting and Disseminating

Connectivity with “resources” will provide students with a “wider” learning experience. Since the theory directs learners to experience “knowledge that is distributed across a network of connections”. Students do not learn only from teachers and information owned by the teachers, they can learn from many other resources that are connected with the subject. In every key activity of learning, the program designer can connect students with the “nodes” of resources to extend the learning experience beyond the classroom.

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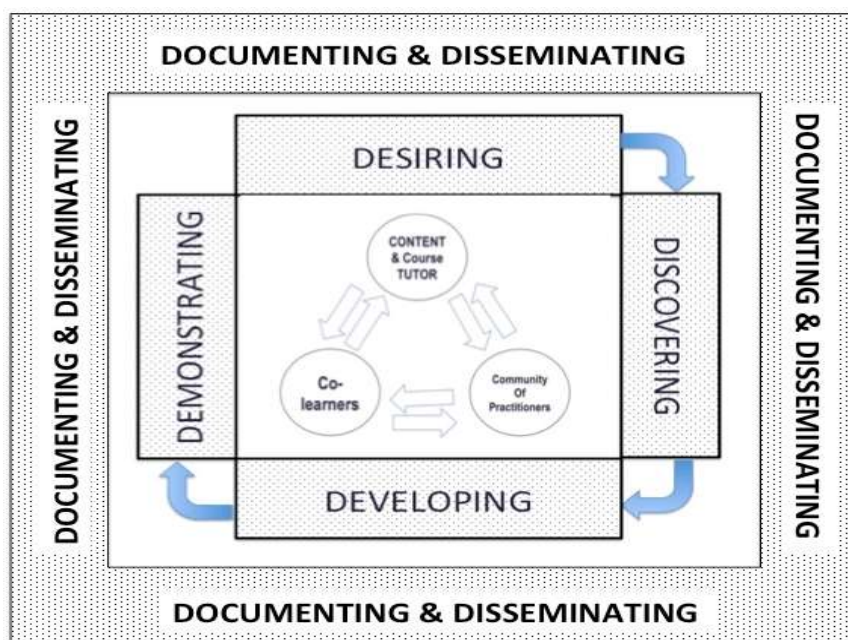


Figure 5. 6Ds and Connectivity (The Learning Design Framework)

At the operational level, the above model (Figure 5) must be elaborated into a framework that can lead a program designer to develop instructions and facilitations for students. These are the products of teaching presence since the teaching presence is concerned with “the design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes” (Anderson, Rourke, Garrison and Archer (2001). Instruction is the key instrument of the program designer to direct learners to have an effective learning experience, and facilitation is developed after the instruction is created. The function of facilitation is to serve the instruction. Table 3 shows the proposed framework for the development of instructions base on the design principle for BOC.

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Table 3. The Matrix for the Development of Instructional Strategies

		Connectivity		
		Connect to the Contents (Trainer, tutors, website, Facebook etc)	Connect to the Co-learners	Connect to the Community of Practitioners (the place people)
DOCUMENTING & DISSEMINATING	Process of Inquiry			
	DESIRING			
	DISCOVERING			
	DEVELOPING			
	DEMONSTRATING			

Table 4 shows examples of the process of inquiry of Desiring in the BOC program.

Table 4. "Desiring" and the Network Presence in the BOC

	Learning facilitation
Connect to the Contents (Trainer, tutors, website, Facebook etc)	The trainer led a public seminar in Hong Kong on August 9, 2016 and spoke on the subject “Why Entrepreneurship can change the future of IFMWs.”
Connect to the Co-learners	In that seminar, new students met with the alumnae of the program, and they could listen to the experiences of the alumnae.

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Connect to the Community of Practitioners (the place & people)	Some of the alumni had a business, and the new students had opportunities to interact with them.
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Table 5 shows how the trainer facilitated students to experience “Discovering, Developing and Demonstrating” using the Network Presence.

Table 5. "Discovering, Developing and Demonstrating" and the Network Presence in BOC

	Learning facilitation
Connect to the Contents (Trainer, tutors, website, Facebook etc)	<ul style="list-style-type: none"> <li>• The trainer provided written digital contents and videos on the subject. A website and two Facebook groups were available.</li> <li>• The trainer provided an online discussion on the quiz every day.</li> <li>• The trainer was available every day and posted message or answered questions.</li> <li>• The trainer showed himself in a Facebook Live every weekend</li> </ul>
Connect to the Co-learners	<ul style="list-style-type: none"> <li>• The trainer provided an online forum (Facebook group) for students to express their understanding and to receive feedback from others.</li> </ul> <p>There was a meet-up session every Sunday at a park for discussion, question and answer, presentation or doing group assignments together.</p>

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Connect to the Community of Practitioners (the place & people)	<ul style="list-style-type: none"> <li>• The trainer provided an opportunity for students to interact with tutors who had experiences in starting a business or other practitioners for students to check or enrich their understanding.</li> </ul>
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The inquiry process of the “Documenting and Disseminating” element was facilitated in the development of specific social media – a Facebook group. The trainer created and moderated two closed Facebook groups for students to document and disseminate their knowledge. The first Facebook group is only for BPU students and the second one is open for those who are interested in entrepreneurship learning. Some students posted their learning experiences on their personal Facebook.

The Social Presence in BOC happened in two ways. First, there was a direct F2F meetings with the trainer. The meeting occurred on the “promotional day” of the program as well as at the end of the program when an assistant of the trainer from Jakarta flew to Hong Kong to meet with students. Second, there was the utilization of social media in promoting Social Presence especially in the using of emoticons and Facebook Live. Table 6 shows the activities of “Social Presence” in the context of the Network Presence applied in BOC.

Table 6. Social Presence and Network Presence

	Face to face	Online
Connect to the Contents (Trainer, tutors, website, Facebook etc)	<ul style="list-style-type: none"> <li>• The trainer met with students during the first meeting.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Students met the tutors directly in the Sunday meet-up session.</li> <li>• A senior trainer from Jakarta flew to Hong Kong to resume the program and administer the post-test. Facebook provided emoticons for users to express their emotions.</li> <li>• The trainer lead and encouraged informal discussion.</li> <li>• The weekly Facebook Live with students.</li> </ul>	
Connect to the Co-learners	<ul style="list-style-type: none"> <li>• Students met each other directly in the Sunday meet-up session.</li> </ul>	<ul style="list-style-type: none"> <li>• Students communicated with tutors, their co-learners and community of learners at large through a Facebook Group.</li> <li>Students and tutors had a Whatsapp group without the presence of the trainer.</li> </ul>
Connect to the Community of	<ul style="list-style-type: none"> <li>• Students met the tutors who had business experience and also</li> </ul>	<ul style="list-style-type: none"> <li>• The trainer invited an alumnus who had started a</li> </ul>



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Practitioners (the place & people)	<p>those who were invited to the meet-up session to share the experience.</p> <ul style="list-style-type: none"> <li>• Students and tutors observed market places together.</li> </ul>	<p>business in Indonesia to share her testimony in the Facebook group and answer questions of students.</p>
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### Facilitation

Anderson, Rourke, Garrison, and Archer (2001) noted that Teaching Presence included the act of facilitation, and the authors stated “Teaching presence begins before the course commences as the teacher, acting as instructional designer, plans and prepares the course of studies, and it continues during the course, as the instructor facilitates the discourse and provides direct instruction when required.” Before the program, the trainer already prepared certain “places” in social media for students to read or watch the content, to publish their content, to receive comments, to ask questions about or discuss the content. Table 7 shows the specific online resources for BPU students.

Table 7. Online Resources

<p>1. Specific website of UCEO (University Ciputra Entrepreneurship Online) at <a href="https://ciputrauceo.com">https://ciputrauceo.com</a>.</p>	<ul style="list-style-type: none"> <li>• This MOOC was developed to promote entrepreneurship for Indonesians specifically.</li> <li>• This social venture was funded by the Ciputra company in Indonesia.</li> <li>• BPU content was included as one of the subjects in this MOOC. The researcher was the creator and the trainer in the BPU.</li> <li>• The whole written and video content of BPU were stored on the website. Students could</li> </ul>
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	<p>check the content from the beginning until the end of the program on the website.</p>
<p>2. Closed Facebook Group for students: BPU HK August 2016 (<a href="https://www.facebook.com/search/top/?q=bpu%20hk%20agustus%202016">https://www.facebook.com/search/top/?q=bpu%20hk%20agustus%202016</a>).</p>	<ul style="list-style-type: none"> <li>• This was a closed Facebook group only for students of BPU and the tutors who enrolled in the BPU for the research project.</li> <li>• The trainer communicated with the members every day during the BPU course.</li> </ul>
<p>3. Closed Facebook Group for tutors: TUTOR BPU UCEO (<a href="https://www.facebook.com/search/top/?q=tutor%20bpu%20uceo">https://www.facebook.com/search/top/?q=tutor%20bpu%20uceo</a>).</p>	<ul style="list-style-type: none"> <li>• This was a closed Facebook group only for tutors of BPU for the research project.</li> <li>• The trainer communicated with the members at least once a week during the BPU course.</li> </ul>
<p>4. Closed Facebook Group of UCEC Sekolah Kehidupan (<a href="https://www.facebook.com/groups/ucecsekolahkehidupan/">https://www.facebook.com/groups/ucecsekolahkehidupan/</a>)</p>	<ul style="list-style-type: none"> <li>• It was a closed Facebook group created and moderated by the trainer and this Facebook group focused on promoting and sharing entrepreneurship.</li> <li>• Any Indonesians who were interested in entrepreneurship could ask for permission to join the group. Most of the members were Indonesian migrant workers.</li> <li>• It was created in the year 2014 and at the end of 2016 the number of members was almost 3,000.</li> </ul>

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	<ul style="list-style-type: none"> <li>• It was a virtual space for students to disseminate and discuss their ideas or experiences in a larger community.</li> </ul>
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The trainer also created some Facebook accounts that represented the trainer and his assistants in communication with students or the public on Facebook. Table 8 shows the various Facebook accounts.

Table 8. Facebook Accounts

<p>Ucec Tki (<a href="https://www.facebook.com/ucec.tki">https://www.facebook.com/ucec.tki</a>)</p>	<p>This was the Facebook account owned by the trainer to communicate with the students.</p>
<p>Pustaka UCEO (<a href="https://www.facebook.com/search/top/?q=pustaka%20uceo">https://www.facebook.com/search/top/?q=pustaka%20uceo</a>)</p>	<p>This was the Facebook account for the assistant of the trainer for quiz discussion in the BPU program. The assistant posted a quiz in the morning and let students discuss it; in the afternoon. The assistant would share the questions and explain the answers.</p>
<p>Ucec Gudang Ilmu (<a href="https://www.facebook.com/search/top/?q=ucec%20gudang%20ilmu">https://www.facebook.com/search/top/?q=ucec%20gudang%20ilmu</a>)</p>	<p>This was the Facebook account for the assistant of the trainer. She helped the trainer in sharing entrepreneurship information in the Facebook group that has a large number of members.</p>

There are three conclusions to consider from this chapter. First, both theories of CoI and Connectivism can be elaborated into practical facilitation and instructional strategies for entrepreneurship learning. Second, there is an opportunity to combine these two theories to create a different conceptual model that can be a guide for the planning of entrepreneurship learning in a blended-learning environment. Third, the conceptual model of combining CoI

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and Connectivism might not be suitable for other learning programs that are not similar to entrepreneurship learning. The model was designed in the context of entrepreneurship learning purposes.

## **Chapter 4 Methodology**

This chapter explains how a pragmatism paradigm was applied to improve the entrepreneurship training program for the IFMWs in Hong Kong. The researcher selected DBR to be the research methodology to produce one or more design principles. Also, in this chapter, the researcher discusses the process of the DBR intervention, the validity of the research and some ethical considerations. A mixed methodology was used for the data collection in the research project. The mixed method was designed as an explanatory sequential approach. The intervention started with a quantitative data collection followed by qualitative data collection to explain the findings. In addition, the limitations and delimitations of this research project are discussed in this chapter.

### **Pragmatism Paradigm**

The goal of the research project was to design an intervention to solve a real problem in a real learning environment; the purpose was to create a practical solution while at the same time attempting to create a design principle as a contribution to new knowledge. As the research project was concerned with “what works,” a pragmatism paradigm was chosen. Cohen, Manion and Morrison (2011, p.23) stated, "Pragmatism is essentially practical rather than idealistic." In the pragmatic approach, it is possible or even, some argue, preferable to combine qualitative and quantitative methodologies. The pragmatic purpose of the research project defined the selection and the use of the methods. Cohen et al. (2011, p.23) took the idea of Johnson and Onwuegbuzie (2004) and wrote "Pragmatism adopts a methodologically eclectic, pluralist approach to research, drawing on positivism and interpretive epistemologies based on the criteria of fitness for purpose and applicability, and regarding “reality” as both objective and socially constructed."

The decision to be “a pragmatic researcher” opened the possibility to use mixed methods. Onwuegbuzie and Leech (2005, p.9) stated, “By having a positive attitude towards

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both techniques, pragmatic researchers are in a better position to use qualitative research to inform the quantitative portion of research studies, and vice versa.” This paradigm provides flexibility to pursue the practical and pragmatic objective of the research project and also can offer a certain precision to the result of the project. As Onwuegbuzie and Leech (2005, p.9) stated, "Pragmatic researchers also are more able to combine empirical precision with descriptive precision."

### **Design-based Research (DBR)**

Barab and Squire (2004) argued that DBR is grounded in a pragmatic philosophy. Akker (2013) also noted that pragmatism is one of the key characteristics of DBR. Barab and Squire (2004) also argued that design researchers propose a radical shift in not only producing or verifying a theory but also demanding a demonstrable change in a local level. The evidence in the local context can be considered as a proof of the viability and practicality of a theory. The authors also pointed out that Ann Brown (1992) was the scholar who conceived DBR and in her conception the researchers would "systemically adjust various aspects of the designed context so that each adjustment served as a type of experimentation that allowed the researchers to test and generate theory in naturalistic contexts" (Barab and Squire, 2004, p.3). Anderson and Shattuck (2012) offered a definition that covers both aspects of DBR, namely improvement and theory building.

DBR is a methodology designed by and for educators that seeks to increase the impact, transfer, and translation of education research into improved practice. In addition, it stresses the need for theory building and development of design principles that guide, inform, and improve both practice and research in educational contexts.

(Anderson & Shattuck, 2012, p.2)

DBR is developed to create practical solutions at the operational level and at the same time can produce one or more design principles; it shows that practicality is the core

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characteristic of DBR and pragmatism is the suitable paradigm of the research method.

In the literature, DBR has many labels, Herrington, McKenney, Reeves and Oliver (2007) wrote that the labels include:

- “design-based research” (Kelly, 2003),
- “development research” (van den Akker, 1999)
- “design research” (Reeves, Herrington, & Oliver, 2005)
- “developmental research” (McKenney & van den Akker, 2005),
- “design experiments” (Brown, 1992; Collins, 1992),
- “formative research” (Newman, 1990).

There are several different names, but most have essentially the same purpose - to solve practical problems in the field and to create a design principle. Collins et al. (2004) proposed five different but intertwined aspects to assess educational interventions. They are cognitive level, interpersonal level, group or classroom level, resource level and institutional level. This research project assessed these five aspects for the purpose of data collection because they were closely related to the elements of CoI. Table 9 shows the elements of CoI, the aspect of assessment, and the objective of the elements of CoI.

Table 9. Elements of CoI and the Integration with Assessment for Educational Interventions

Elements of CoI	Aspect for assessment	Objective
Cognitive Presence	Cognitive level	To assess how students understand change over time according to the outcomes that have been planned.

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Social Presence	Interpersonal level Group level	To assess how well tutors and students have developed a productive relationship.
Teaching Presence	Resource level Institutional level	To assess how the facilitators and the operational office have served students to experience an effective learning experience.

Gravemeijer and Cobb (2013) mentioned that phase one of a design research experiment is preparing the experiment by formulating a local instruction theory, a local theory for instructions that can be elaborated and refined during the experiment. The authors proposed that the conjectured local instruction theory should consist of a possible learning process and possible means of supporting that learning process. It shows that a possible model or guidance of instructional strategy development must be created and also facilitated to support the instructions. The possible model and guidance of instructional strategy for this research project can be seen in Figure 4 of 6D and Connectivity (The Learning Design Framework) and Table 2 of The Matrix for the Development of Instructional Strategies.

Akker (2013) on his writing on “Curricular Development Research (CDR) as a Specimen of Educational Design Research” proposed four steps of CDR as follows:

1. Preliminary investigation
2. Theoretical embedding
3. Empirical testing
4. Documentation, analysis, and reflection on process and outcomes



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Table 10 shows that this research project accommodated the idea of Akker (2013) on “Curricular Development Research as a Specimen of Educational Design Research.”

Table 10. Activities in Curricular Development Research

Activities (Akker, 2013, p.64)	Actual research activities and events.
<p><b>1. Preliminary investigation</b></p> <p>Some typical activities in preliminary investigation include a literature review; consultation with educational experts; analysis of available promising curriculum examples for related purposes; and case studies of current practices to specify and better understand needs and problems in intended user contexts.</p>	<ul style="list-style-type: none"> <li>• Recent evaluations of the present program and discussion with the alumnae who failed to start a business showed that a major improvement of curriculum was needed.</li> <li>• There was a need to spread the training across a dispersed geographical area worldwide.</li> <li>• The literature review showed an availability of educational and entrepreneurship theory to be the foundations of the new curriculum design.</li> </ul>
<p><b>2. Theoretical embedding</b></p> <p>Developing a theoretical articulation that can increase the ‘transparency’ and ‘plausibility’ of the rationale. Since it has a specific focus, the theoretical notions can be referred to as “mini” or “local” theories.</p>	<ul style="list-style-type: none"> <li>• CoI and Connectivism Theory were applied to curriculum design.</li> <li>• Theory of opportunity identification and development was applied to content development.</li> <li>• The 6D Instructional Design Model (Desiring, Discovering, Developing,</li> </ul>

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	<p>Demonstrating, Documenting and Disseminating) for BOC was developed.</p>
<p><b>3. Empirical testing</b></p> <p>Conducting the experiment and collecting clear empirical evidence on the practicality and effectiveness of the curriculum for the intended target group in real user settings. A broad range of (direct/indirect; intermediate/ultimate) indicators for “success” should be considered because of the wide variation of possible interventions.</p>	<ul style="list-style-type: none"> <li>• Pre-test and post-test were designed as an indicator of “success.”</li> <li>• Formative test in most of the sessions.</li> <li>• Summative test at the end of the program.</li> <li>• Qualitative data collection from questionnaires and focus group discussion.</li> </ul>
<p><b>4. Documentation, analysis and reflection on process and outcomes</b></p> <p>A systematic and careful documentation, analysis and reflection on the entire design, development, evaluation and implementation process and its outcomes. The insight from testing is valuable for further expansion and specification of the methodology for curriculum design and development.</p>	<ul style="list-style-type: none"> <li>• Analysis of the result of pre-test and post-test.</li> <li>• Analysis from the qualitative data collections from tutors and students.</li> <li>• Reflection of the outcomes and refinement of the design principle.</li> </ul>

Reeves (2000, p.9) proposed a diagram of design principles that started with problem analysis. Then, a theoretical based solution should be developed. With the theoretical framework in place, it is possible to begin testing and evaluation of solutions in a practical

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educational setting. Finally, the documentation and reflection of the result lead to the development of design principles. Figure 6 shows the diagram based on Reeves (2000, p.9).

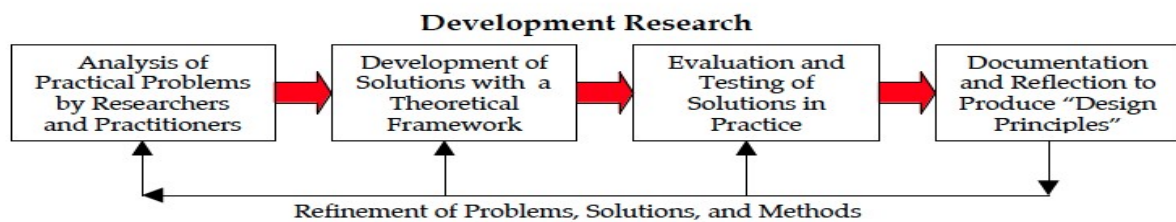


Figure 6. The Process to Develop Design Principles

In this research project, a design principle was developed for the setting of entrepreneurship learning that might be applied in other settings that have a similarity with entrepreneurship learning. The generalization of the design framework as a design principle for other similar learning programs was possible because of the following reasons.

1. The design principle was developed from a *general learning theory* of CoI and Connectivism.
2. It produced an instructional strategy as a *general instrument* for teachers in delivering the content.
3. The design principle included all *general resources* of knowledge for entrepreneurship learning. They are the content (written or digital and also the tutors), the co-learners and the community of practitioners.
4. It integrated *general theories* of learning to produce a practical guide for instructional strategy development.

### Validity

Cohen et al. (2011) argued that much qualitative research abide by principles of validity that are very different from those of positivism and quantitative methods.

Golafshani (2003) concluded that engaging multiple methods, such as observation, interviews, and recordings would lead to more valid, reliable, and diverse construction of

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realities. In the case of the validity of the DBR, Anderson and Shattuck (2012, p.1) stated that, "Being situated in a real educational context provides a sense of validity to the research and ensures that the results can be effectively used to assess, inform, and improve practice in at least this one (and likely other) contexts." Herrington, McKenney, Reeves, and Oliver (2007, p.7) proposed several strategies for meeting the triangulation criteria such as:

- Data sources: varying time, location and participants
- Methods: varying formats (interviews, observations, etc.)
- Investigators: varying researchers (or assistants)

### **Some Ethical Considerations**

The researcher worked as the President of UCEC (Universitas Ciputra Entrepreneurship Center - [www.ciputra.org](http://www.ciputra.org)). The researcher was also the senior trainer and the program designer. UCEC has a mission to provide entrepreneurship empowerment for Indonesian migrant workers especially for IFMWs. The researcher did the F2F training for the IFMWs for six years (2010-2016). The researcher was also the Project Director of UCEO (Universitas Ciputra Entrepreneurship Online - [www.ciputrauceo.com](http://www.ciputrauceo.com)). UCEO offers free online learning about entrepreneurship in Bahasa Indonesia (Indonesian language). The position of the researcher in UCEC and UCEO provided a unique opportunity to develop a blended learning program for IFMWs.

Participants of the research were students and local tutors. Students received at least two benefits. One, since the idea of improvements would be applied in the future modules, students would have opportunities to experience the improvements when they enrolled in the future modules. Two, by being students in the research project, students have the opportunity to learn to be tutors. Students with good grades were encouraged to be local tutors, and this experience would help them to open the same program in their villages.

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They could invite young people in their villages to learn entrepreneurship together, and it could be a way of preparing young people to be productive and to move away from the danger of unemployment and poverty. They may charge their students as well if they are willing to do it. The result of this research project may impact a larger community as well. There are at least five benefits for the community at large:

1. IFMWs can learn to start a business in Indonesia and build a healthy family life. They can be together with the family as a wife and/or a mother.
2. IFMWs can learn to be a job creator in Indonesia.
3. IFMWs can inspire and introduce the younger generation in their family or their villages on the importance of entrepreneurship skill.
4. The design principle of this research project is new knowledge for the society.
5. The design principle can be developed and expanded to be a design principle for other specific group of people who need entrepreneurship training.

Informed consent was received from the participants, and the participants were given an explanation of the process and the objective of the research. Participation was voluntary, and students had the right to refuse to participate or withdraw from the participation at any time. In addition, this research project adopted six conditions for a school-based research as written by Cohen et al. (2011, p.83) who adapted Bell (1991), they are as follows:

1. All participants must be given the chance to remain anonymous.
2. All data must be given strict confidentiality.
3. Interviewees should have the chance to verify statements at the stage of drafting the report (respondent validation).
4. Participants should be given a copy of the final report.
5. Permission for publication must be gained from the participants.
6. If possible, the research report should be of benefit to the school and participants.

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All participants were informed that the report would be in English and there would be no translation into their national language (Bahasa Indonesia). However, they had the right to access the report and ask an explanation or translation related to any issue of interest.

The program designer of this research project was the master trainer and the researcher and participants recognized it through the videos showing him giving trainings. In addition, the researcher was also the President of UCEC (Universitas Ciputra Entrepreneurship Center) who signed the certificate of all participants. The research project had to anticipate the problem of undue influence. Panel of Research Ethics (2015) mentioned that this undue influence problem “may arise when prospective participants are recruited by individuals in a position of authority” and to avoid undue influence all the data collection in Hong Kong was not done by the researcher. The researcher recruited a research assistant to handle the data collection.

### **Participants**

There were two groups of participant in the research project in Hong Kong. The first group was the students. Ninety-nine students registered for the course and 34 students completed both pre-test and post-test and 40 students attended the date of the FGD. The second group was the tutors; they were selected from the alumnae of the previous training programs, eight tutors and two leaders of BMC came and completed questionnaires and attended the focus group discussion (FGD). There was a non-monetary incentive for the tutors; all tutors received a book for their contributions at the end of the research project.

### **Data Collection and Data Analysis**

Herrington et al. (2007) mentioned that the data collection for DBR could involve quantitative and/or qualitative approach. Creswell (2014) mentioned that mixed method

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research is an approach to research in which the researcher collects both quantitative and qualitative data and interprets the phenomenon using the combination of both data. Creswell (2014) also mentioned the need for an explanation of the sequential design of mixed method research. In this study, the data collection was started by a quantitative approach and continued by a qualitative approach with the purpose to explain the quantitative result.

Creswell (2014, p.38) proposed the following procedures:

1. Collect and analyze quantitative data in the first phase.
2. Examine the results of the quantitative analysis to determine (a) what results will need further exploration in the second qualitative phase and (b) what questions to ask participants in this qualitative phase.
3. Conduct qualitative data collection and analysis in a second phase to help explain the quantitative results.
4. Draw inferences about how the qualitative results help to explain the quantitative results.

In the research project, the data collection was started by a quantitative data collection of pre-test, and after the learning program, the data collection was continued by a post-test. A week after the post-test students and tutors answered questionnaires for quantitative and qualitative data collection and after that the FGD for both students and tutors. The participants of the pre-test and post-test were students. The trainer developed a multiple-choice test consisting of 35 quizzes for the pre-test and post-test. The quizzes represented the whole understanding of the subjects from week one until the end of program. The participants of quantitative data collection using a Likert scale were students and tutors. The participants of the qualitative data were the students (questionnaire and FGD) and the tutors (FGD only).

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### **Sample Size**

Cohen et al. (2011, p.144) mentioned that a sample size of 30 is the minimum number for statistical analysis. Herrington, McKenney, Reeves and Oliver (2007) wrote that DBR has several labels, one of them is “design experiments” (Brown, 1992; Collins, 1992) and as an experimental research (Onwuegbuzie et al., 2004) proposed it will need at the minimum 21 participants. This research project collected a quantitative data of pre-test and post-test from 34 students and the next activity of data collection was to collect qualitative data of FGD, 40 students and eight tutors attended the day for FGD. From 40 students who attended the FGD, 27 of them finalized the pre-test and post-test. Onwuegbuzie and Collins (2007, p.8-9) proposed sample sizes of mixed methods research for detecting moderate effect sizes with .80 statistical power at the 5% level of significance. The authors cite scholars who defined three participants to 12 participants for FGD, but most scholars propose between six to 12 participants. Appendix A, B, C, D and E show the materials used for FGD and interview and also questionnaires for students and tutors.

### **Following Up The Data Collection**

The following up of the quantitative data of pre-test and post-test included the following activities:

- Data tabulation: constructing frequency and percent distributions from the quantitative data of the participants.
- Descriptive analysis: calculating and analyzing the maximum, minimum, mode, mean of the scores from the Likert Scale questionnaires.
- Analysis of variance: it is to determine whether the difference in means (averages) of the result of post-test and pre-test is statistically significant.

Following Up the Qualitative Data included transcribing, coding or identification of concept, grouping the response, and analysis. Patton (2002) proposed to group responses to



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questions as an option of analytical framework approach for organizing and reporting qualitative data. In this research project, the researcher grouped the coding into four groups of benefits of the program, elements of CoI, elements of Connectivism, and challenges and difficulties of students. The finding of qualitative data collection provided explanations to the quantitative findings. Having both approaches of quantitative and qualitative in a sequential design provided well defined, separated but interconnected steps of data collection. Creswell (2014, p.38) emphasized that the strength of the explanatory sequential design of mixed method research “lies in the fact that the two phases build upon each other so that there are distinct, easily recognized stages of conducting the design.”

As a conclusion, Table 11 shows that the answer for research questions was supported by the data collection and analysis of data.

Table 11. The Research Questions and the Data Collection

Research Question (RQ)	Connecting Data Collection to Research Questions
RQ1: What impact does this intervention have on student learning as evidenced by pre and post-tests of student achievement	<ul style="list-style-type: none"> <li>• The comparison of the pre-test and post-test informed the progress of student comprehension before and after the course.</li> </ul>
RQ2: What effect will the CoI and Connectivism have on student satisfaction in learning experience?	<ul style="list-style-type: none"> <li>• Likert Scale questionnaires on the elements of CoI and Connectivism were used to measure student satisfaction.</li> <li>• Data from the FGD students and tutors provided explanation for the analysis.</li> </ul>

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<p>RQ3: What “connections” do students need to be facilitated to learn business opportunity identification?</p>	<ul style="list-style-type: none"> <li>• The qualitative approach collected data from students and tutors on student learning experience by connecting to the “nodes” or source of knowledge.</li> </ul>
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Table 12 shows how research problem, result purposes, research questions and the mixed methods research link consistently from one step to another step to guide the data collection that answers the research questions.

Table 12. The Consistency of the Research Process

Step	Description
Research Problem	<p>There was an unsatisfactory result of the present F2F entrepreneurship training in Hong Kong, and the internal evaluation found out the following facts:</p> <ul style="list-style-type: none"> <li>• The number of students in one meeting was over 500 students.</li> <li>• Theoretical based learning strategy was not applied.</li> <li>• There was no assessment for each student in the present program.</li> <li>• The number of IFMWs in Hong Kong was about 150.000 and the traditional F2F training with trainers from Indonesia would not be able to serve the need for trainings.</li> </ul>
Research Purpose	<p>1. To improve the present training program by doing interventions in the design process.</p>

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	<ol style="list-style-type: none"> <li>2. To develop an instructional development framework for the implementation of CoI and Connectivism for this entrepreneurship training program.</li> <li>3. To contribute to the body of scientific knowledge by validating educational theories of CoI and Connectivism in a contextual setting.</li> <li>4. To generate one or more learning design principles.</li> </ol>
Research Questions	<ol style="list-style-type: none"> <li>1. What impact does this intervention have on student learning as evidenced by pre and post-tests of student achievement?</li> <li>2. What effect will the CoI and Connectivism have on student satisfaction in learning experience?</li> <li>3. What “connections” do students need to be facilitated to learn business opportunity discovery?</li> </ol>
Variable to be Measured in Quantitative Research	<ol style="list-style-type: none"> <li>1. Students’ learning impact as shown by the post-test and the gap between pre-test and post-test.</li> <li>2. Students’ satisfaction on learning as expressed by students and tutors in the questionnaires using Likert Scale.</li> </ol>
Qualitative Research	The data was collected for the purposes to explain and to get more insight for the research.

### Delimitations

This research project had the following delimitations:

1. The presence of tutors was required in this research project. Without the presence and participation of tutors in meet up sessions the effectiveness of the course was very difficult to be achieved especially for learners who needed learning assistance.

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2. The target audience was specific; all students were IFMWs who worked as domestic helpers in Hong Kong.
3. This research project investigated a specific learning program where learners and tutors met regularly face-to-face every Sunday.
4. It was non-formal learning on the subject of opportunity identification. It was the first course in a series of learning programs on entrepreneurship.
5. The place of the research was in Hong Kong; however, the Indonesian migrant workers of Indonesia are in over 100 countries. The application of the learning method in other locations may need some adjustments.

### **Limitations**

There were five limitations of this research, they are:

1. Some learners and also tutors were not able to attend all meet-up sessions.
2. There was no specific selection for students to enroll; therefore, the researcher needed to anticipate the differences in the students' readiness and commitment to do the instructions.
3. It was a new learning method, and students might have different expectations and assumptions about the learning experience. A meeting before the training to explain the process was conducted.
4. There was no minimum educational standard to enroll in the program. It was open enrollment. The natural selection happened in the process, and the researcher had anticipated that some students who could not comprehend the content left the program silently.
5. The students were of different ages and had different knowledge, experience, and skill sets. A group culture of "family feeling" promoted the cohesiveness of this community of learning.

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In conclusion, the application of a pragmatism paradigm, the DBR methodology and the mixed method data collection in this research project was consistent with the purpose of the research project. The explanatory sequential design of mixed method was applied in the research project and it assisted the researcher to explain the quantitative findings and to get new insights that serve the purpose of the training.

## Chapter 5 Findings

This chapter explains the actual research project in Hong Kong, the iterations that were conducted, the process and schedule of learning, the data collection process and how the research questions linked to the data collection. The results of the pre-test and post-test of 34 students are presented and analyzed. The Wilcoxon test was applied in the quantitative analysis after the researcher found out that the Kolmogorov-Smirnov test (KS test) for the post-test did not result in a normal distribution. Another analysis for quantitative data collection was the analysis of questionnaires of students and tutors using a Likert scale. The qualitative data was collected from students and tutors as well in the form of a FGD. There were five groups of students, one group of tutors and a specific interview with the assistant of the trainers who led the BMC community in Hong Kong. Data collection in Hong Kong was conducted by the assistants of the researcher.

### The Research Project

BPU (Berburu Peluang Usaha) or Business Opportunity was the name of the course that was taught by the trainer. This specific course was stored in the website of UCEO ([www.ciputrauceo.com](http://www.ciputrauceo.com)). The BPU was the first subject of entrepreneurship learning for IFMWs. The material of the program is shown in Appendix E. In this research project, the researcher was also the program designer and the trainer of the program.

### Iterations

The trainer tested the BOC in Hong Kong three times. In the first iteration, the researcher did not do any data collection because the approval from the REB (Research Ethics Board) was not obtained. The trainer only did observation and listened to the feedback of students and tutors after the training was finished. It was a typical feedback collection after training was concluded. From the first iteration, the researcher learned that

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students had difficulties in connecting to the website and structured meet-up sessions were difficult to implement. In the second iteration, the approval from REB had been obtained, and the data collection was conducted. In this second iteration, the trainer created a specific closed Facebook group for students and tutors and made the structure of the meet-up sessions more flexible. However, at the end of the second iteration, the trainer found out that the number of students who took pre-test and post-test was less than the minimum number for the quantitative data collection. The trainer decided to do the third iteration. In the third iteration, the trainer added a new approach: a weekly Facebook Live lecturing.

Table 13 shows the resume of the iterations.

*Table 13. Resume of the Iterations*

1st Iteration (January to March 2016)	2nd Iteration (May to July 2016)	3 <sup>rd</sup> Iteration (August to October 2016)
<ul style="list-style-type: none"> <li>• Hong Kong</li> <li>• All content on the website.</li> <li>• REB was not finalized</li> <li>• A very structured schedule and guidance for meet up sessions.</li> <li>• 44 students were registered</li> </ul>	<ul style="list-style-type: none"> <li>• Hong Kong</li> <li>• All content on the website and closed Facebook group.</li> <li>• A closed Facebook group for tutors</li> <li>• Students and a specific assistant trainer discussed a quiz every day</li> <li>• Guidance that allows a more loosed structured meet-up session</li> </ul>	<ul style="list-style-type: none"> <li>• Hong Kong</li> <li>• Same with the second iteration but the trainer created a Facebook Live lecture every weekend.</li> <li>• 99 students were registered, and 34 students finished the pre-test and post-test</li> </ul>

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	<ul style="list-style-type: none"><li>• 56 students were registered, but those who took pre-test and post-test was less than 30</li></ul>	
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The information on the schedule of the meet-up sessions, the place of meet-up sessions, the data collection and the person in charge of each meet-up is described in Appendix F.

### **Some examples of weekly assignments and discussion**

The trainer guided and communicated daily with the students during the research project through a closed Facebook group. The trainer posted new articles, shared personal stories related to the learning subject, motivated the students with comments or quotes and also distributed the assignments to students. The followings are some examples:

August 18, 2016

- Students called family members or friends in their villages and sought information on the successes and failures of businesses in their villages.
- Students shared their findings in the Facebook group.

August 22 and 23, 2016

- The trainer posted an imaginative story about Sukib, a migrant worker who was passionate to change her future by learning something new.
- The trainer created questions on the Sukib story and discussed them with students in the Facebook group.

August 29, 2016

- The trainer encouraged students to share their experience on seeking businesses that are based on the passion of the owners.



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September 5, 2016

- The trainer asked students to observe the market of 150.000 IFMWs who lived in Hong Kong.
- Students were asked to identify what are their problems as well as some possible business opportunities that could solve their problems.

September 6, 2016

- The trainer asked students to call friends or family members in their villages again and explored any problems in their villages that could be transformed into opportunities.
- After their investigations, students were asked to share their findings in the Facebook group.

September 13, 2016.

- The trainer asked two alumni of the program, Kania Putri and DelRio, that had already left Hong Kong and started a business in their villages to share their experiences in the Facebook group.
- The trainer asked students to interact with these alumnae and encouraged discussions.

### **The Data Collection Process**

Table 14 shows the data collection process. The process began with a quantitative data collection of pre-test, quantitative data collection of post-test, and finally a qualitative data collection of questionnaires and FGD (Focus Group Discussion).

Table 14. Schedule of the data collection and training

Process	Date	Activity
Quantitative data collection	August 7, 2016	Pre-test

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The learning period: BOC Learning on Opportunity Identification	August 14, 2016 up to September 25, 2016	
Quantitative Data Collection	October 2, 2016	Post-test
Quantitative Data Collection	October 9, 2016	Questionnaires using Likert Scale
Qualitative Data Collection	October 9, 2016	Questionnaires and FGD (Focus Group Discussion)

The participants of the quantitative data collection were IFMWs who joined the BOC of BPU. The participants of the qualitative data were the students, the tutors and the head of this IFMWs community of learning.

### **Pre-test and Post-test**

The trainer prepared 35 quizzes for the pre-test that covered all the content areas in the program. There was one question in each quiz and the quizzes of pre-test was the same with the post-test. The trainer intentionally designed the test to be easy enough for students who had learned and understood the subject, but it would be difficult enough for students who had not learned and did not understand the content of the subject. After the pre-test, students entered the learning program for a six-week program and students could access the content from the website ([www.ciputrauceo.com](http://www.ciputrauceo.com)) and through a Facebook group, students could access the content gradually. The entire content of the program was stored on the website, and every Monday a specific assistant of the trainer posted the content of the week on the Facebook group. By joining the Facebook group, students could experience a systematic, guided and collaborative learning experience each day of the program. In other words, the Facebook group serves as the management learning system within which

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students have the virtual class (closed group).

Every Sunday, students met in a park for a meet-up session with local tutors to discuss the content and also to do the assignments. During the program, every morning the assistant posted a quiz (one a day for a total of 35 quizzes) in the Facebook group and asked students to answer the quiz. In the afternoon, the assistant provided the right answer and explained it. Since the videos and articles related to the quiz were already posted most (or all) students who were active in the Facebook group could answer the daily quiz correctly. The assistant discussed all the 35 quizzes one by one every day until all 35 quizzes were posted and discussed. However, the discussion of 35 quizzes was not the focus of either the learning or the research intervention; the learning was executed through videos, articles, student-student discussions, collaborative learning, experiential learning, and coaching by tutors (face-to-face and online) for students to understand the subject of opportunity identification. The trainer posted new articles, created daily assignments, posted questions and answered questions of students and also did Facebook live. The process of understanding was built day-to-day with various learning activities.

A week before the post-test, the assistant trainer in Hong Kong conducted a try-out. The assistant asked students to do quizzes which consisted of 35 questions in 25 minutes, and there was no discussion about the right answer on that day. The try-out moment was important for students who could not connect to the Internet in the house of the employers; these students did not experience a daily discussion of the quizzes. The opportunity to experience the quizzes at the end of the program could help them in understanding the subject. On the day of the post-test, the trainer created post-test A and post-test B. Both A and B were the same test, but the order of the questions in test A was different from test B. The trainer also created various type of questions in the quizzes. Twenty-eight of the questions requested one answer, while seven requested more than one answer. One quiz had

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two choices of answers, 16 quizzes had three choices of answers, and 18 quizzes had more than three choices of answers. In conclusion, it was difficult for students to cheat in the post-test and to do the test by only remembering the alphabetical answer of the quizzes. The purpose of this strategy was to make students learn and understand from the 35 quizzes and at the same time to make the post-test become a real test for students. Table 14 shows the results of the pre-test and post-test.

Table 15. The result of pre-test and post-test

<b>Student</b>	<b>PRE-TEST Right Answer</b>	<b>Student Value Score (max 100)</b>	<b>POST-TEST Right Answer</b>	<b>Student Value Score (max 100)</b>
S1	6	17	34	97
S2	8	23	34	97
S3	11	31	34	97
S4	13	37	35	100
S5	13	37	31	89
S6	5	14	33	94
S7	12	34	35	100
S8	14	40	17	49
S9	7	20	35	100
S10	16	46	32	91
S11	12	34	35	100
S12	10	29	21	60
S13	13	37	33	94
S14	10	29	35	100
S15	12	34	27	77

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<b>Student</b>	<b>PRE-TEST Right Answer</b>	<b>Student Value Score (max 100)</b>	<b>POST-TEST Right Answer</b>	<b>Student Value Score (max 100)</b>
S16	9	26	34	97
S17	10	29	22	63
S18	13	37	34	97
S19	9	26	34	97
S20	14	40	33	94
S21	16	46	32	91
S22	17	49	34	97
S23	7	20	33	94
S24	19	54	35	100
S25	21	60	35	100
S26	9	26	30	86
S27	7	20	18	51
S28	11	31	30	86
S29	7	20	12	34
S30	13	37	34	97
S31	8	23	15	43
S32	9	26	35	100
S33	14	40	35	100
S34	11	31	34	97

Table 16 shows the calculation of mean, mode, maximum and minimum score of students.

Table 16. Mean, Mode, Maximum and Minimum

Student	PRE-TEST Right Answer	Student Value Score (max 100)	POST-TEST Right Answer	Student Value Score (max 100)
MEAN	11.35	32	30.59	87
MODE	13	37	34	97
MAX	21	60	35	100
MIN	5	14	12	34

A statistical procedure was implemented to test for a significant difference, and the hypothesis statements of answering the research question number one are as follows:

- Ho: There is no significant difference between the result of pre-test and post-test.
- H1: There is a significant difference between the result of pre-test and post-test.

The first step was to do the normality test because the result of the normality test defined which test could be used to test the Ho. The normality test for the score of pre-test and post-test using SPSS is shown in Table 17.

Table 17. Result of Normality Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
score_pretest	.091	34	.200*	.972	34	.512
score_posttest	.291	34	.000	.687	34	.000

\*. This is a lower bound of the true significance.

#### a. Lilliefors Significance Correction

The test of normality showed that the significance value of pre-test  $> 0.05$  (normal) and the significance value of post-test  $< 0.05$  (non-normal). As the scores of post-test did not show

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a normal distribution curve, a non-parametric test of Wilcoxon test was applied (Table 18).

The purpose of the test is to test the Ho.

Table 18. The Non-Parametric Test of Wilcoxon (Wilcoxon Signed Ranks Test)

	score_post-test - score_pre-test
Z	-5.090 <sup>a</sup>
Asymp. Sig. (2-tailed)	.000

a. Based on negative rank

The result of the Wilcoxon test showed a significance value of  $< 0.05$  which meant that Ho was rejected. It demonstrates there was a significant difference between the result of pre-test and post-test, or there was a significant progress with the students. It showed that the learning intervention was successfully created.

### Likert Scale Type Questionnaires

The researcher developed a 12-question questionnaire to be answered by students with a Likert scale type answer of strongly agree, agree, neutral, disagree and strongly disagree. For tutors, there were only ten questions because the last two questions for students were questions of student satisfaction in their learning experience. The number of student participants was 40, and the number of tutor participants was eight. The researcher designed the questionnaires to explore the opinions of the students and tutors about the effectiveness of the program, the Social Presence, the Cognitive Presence, the Teaching Presence, and connectivity to the “nodes” or sources of knowledge. Table 19 shows the questions and the theme of the questions.

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Table 19. The questions and the theme of Questions

The Questions	Theme of the Question
<p>1. The main purpose of the entrepreneurship training of business opportunity identification is to assist students to understand what to know and what to do in order to identify business opportunities suitable with the passion of students. After you finish this training, do you think you have achieved the purpose of the training?</p>	<p>Effectiveness of the training program</p>
<p>2. All the contents have been structured well, and they have helped me in learning the subject gradually.</p>	<p>Teaching Presence</p>
<p>3. The facility for learning and learning materials for weekly learning have been prepared well, and all of them have supported students in acquiring a quality learning experiences.</p>	<p>Teaching Presence</p>
<p>4. The presence of local tutors is helpful, and it has made the students understand the content easier.</p>	<p>Teacher Presence and Social Presence</p>
<p>5. The presence and support of local tutors have created a pleasant and qualified learning environment.</p>	<p>Social Presence</p>
<p>6. Reading materials and videos and other sources in the website (Internet) have helped students to understand the learning content.</p>	<p>Connectivity to the contents</p>



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7. The opportunity to learn in a small groups during the program has helped students to extend the knowledge and understand the learning content well.	Social Presence
8. Field assignments of observing malls or commercial areas have helped students to understand the business opportunities in real life.	Connectivity to the place of practitioners
9. Field assignments of meeting, knowing and discussing with entrepreneurs have helped students to understand business opportunity more clearly and deeply.	Connectivity to the practitioners
10. I received many benefits from the program, and I want to continue my learning program by attending the next modules.	Effectiveness of learning program
11. I received many benefits from the program, and I will tell my friends and family so they can learn too as I have experienced before.	Effectiveness of learning program
12. After I finish the learning program, I have confidence that I can be a tutor and I can help my friends, family members and also my neighbourhood to learn entrepreneurship together with me.	Effectiveness of the learning program

The followings are the explanation for the result of the Likert scale questionnaires.

Table 20 that shows the result in a pie chart diagram.

The Likert scale

1. Strongly disagree

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- 2. Disagree
- 3. Neutral
- 4. Agree
- 5. Strongly agree

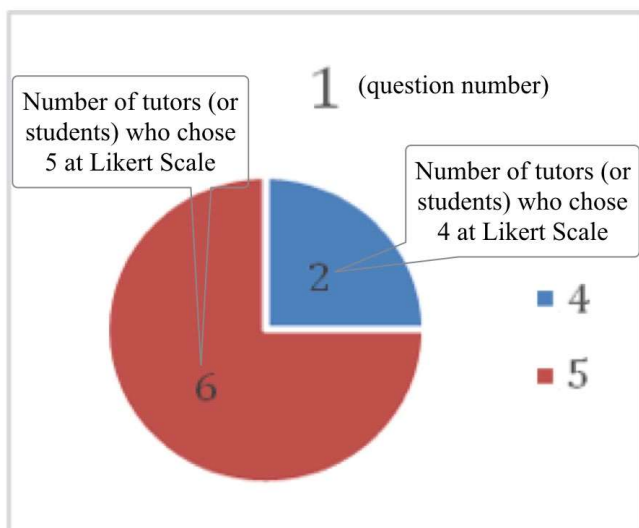


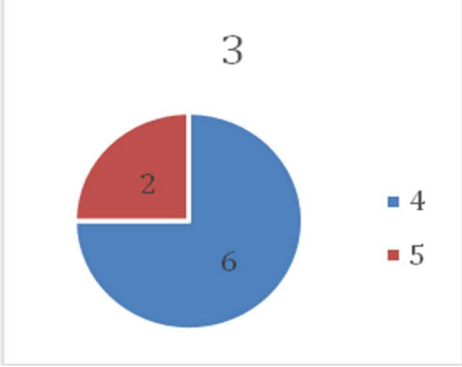
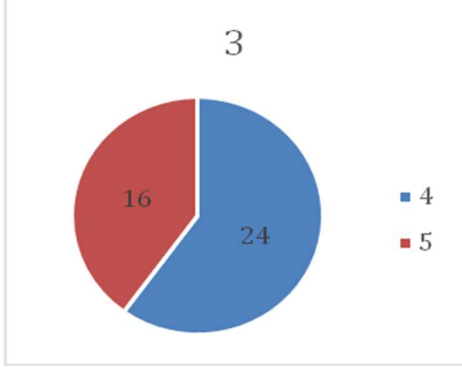
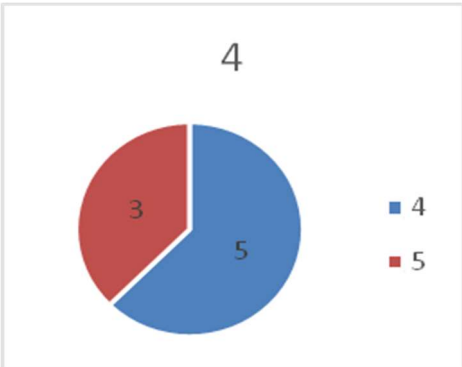
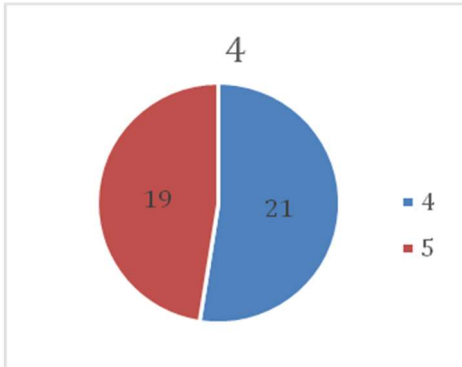
Table 20. The result of the Likert scale type of questionnaires

Likert Scale Questionnaires for Tutors	Likert Scale Questionnaires for Students
<p>1 The main purpose of the entrepreneurship training of business opportunity identification is to assist students to understand what to know and what to do in order to identify business opportunities suitable with the passion of students. After you finish this training, do you think you have achieved the purpose of the training?</p>	<p>1 The main purpose of the entrepreneurship training of business opportunity identification is to assist students to understand what to know and what to do in order to identify business opportunities suitable with the passion of students. After you finish this training, do you think you have achieved the purpose of the training?</p>

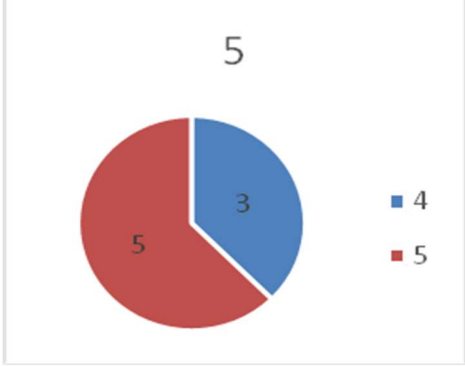
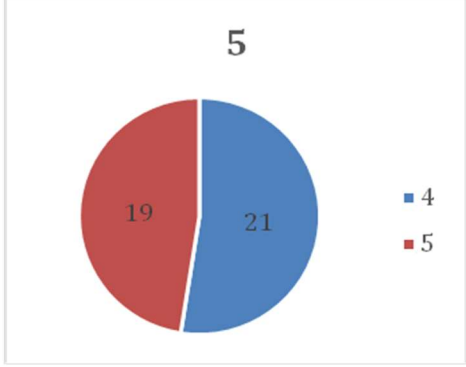
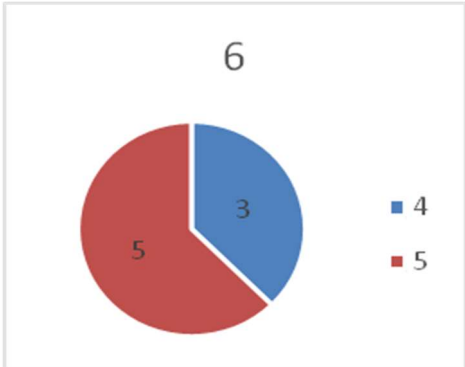
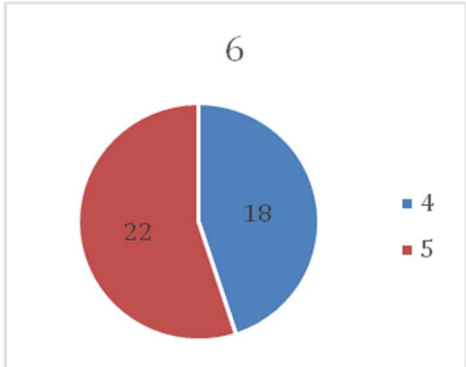
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<p>2 All the contents have been structured well, and they have helped me in learning the subject gradually.</p>	<p>2 All the contents have been structured well, and they have helped me in learning the subject gradually.</p>
	
<p>3 The facility for learning and learning materials for weekly learning have been prepared well, and all of them have supported students in acquiring a quality learning experiences.</p>	<p>3 The facility for learning and learning materials for weekly learning have been prepared well, and all of them have supported students in acquiring a quality learning experiences.</p>

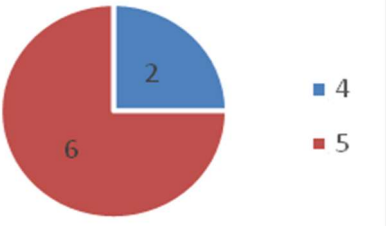
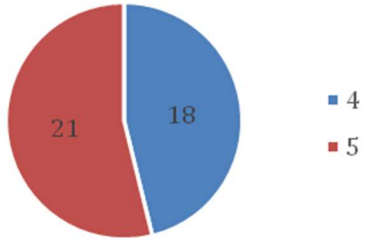
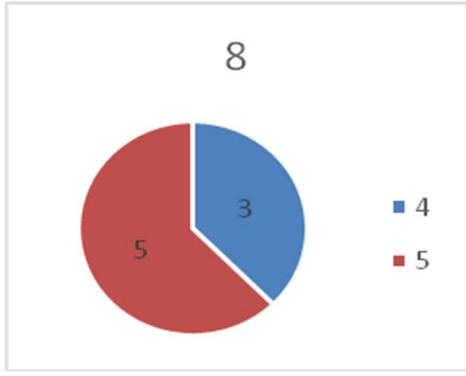
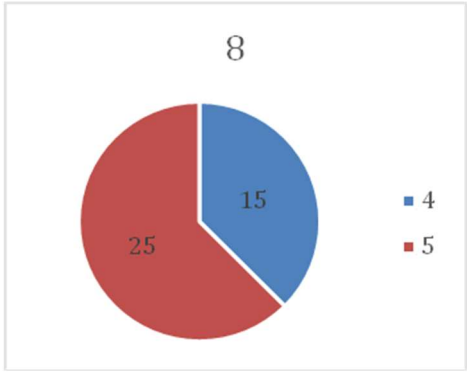
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 <p>A pie chart with a total value of 3. The blue segment (category 4) represents 6, and the red segment (category 5) represents 2. The number 3 is written above the chart. A legend to the right shows a blue square for '4' and a red square for '5'.</p>	 <p>A pie chart with a total value of 3. The blue segment (category 4) represents 24, and the red segment (category 5) represents 16. The number 3 is written above the chart. A legend to the right shows a blue square for '4' and a red square for '5'.</p>
<p>4 The presence of local tutors is helpful, and it has made the students understand the content easier.</p>	<p>4 The presence of local tutors is helpful, and it has made the students understand the content easier.</p>
 <p>A pie chart with a total value of 4. The blue segment (category 4) represents 5, and the red segment (category 5) represents 3. The number 4 is written above the chart. A legend to the right shows a blue square for '4' and a red square for '5'.</p>	 <p>A pie chart with a total value of 4. The blue segment (category 4) represents 21, and the red segment (category 5) represents 19. The number 4 is written above the chart. A legend to the right shows a blue square for '4' and a red square for '5'.</p>
<p>5 One of the important function of the presence of tutors is to create a social environment that encourages students' motivation, collaborative spirit and the spirit of sharing among students that will create pleasant and qualified learning environment</p>	<p>5 The presence and support of local tutors have created a pleasant and qualified learning environment.</p>

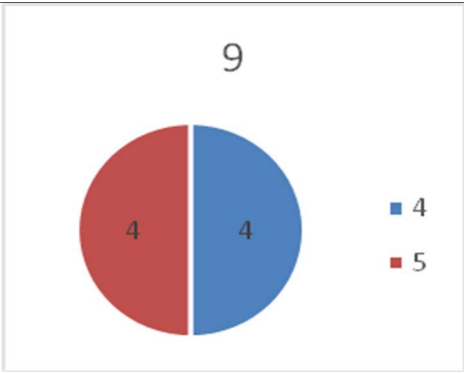
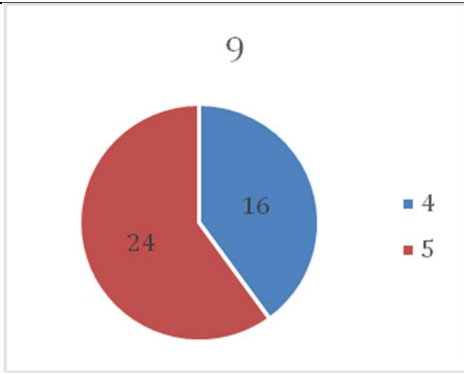
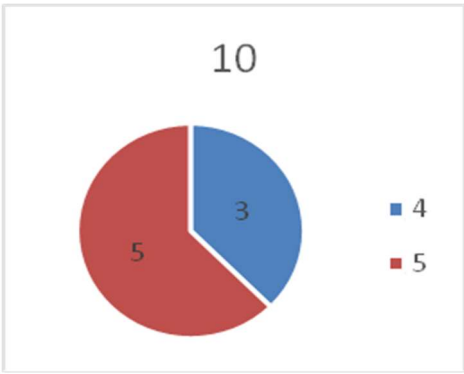
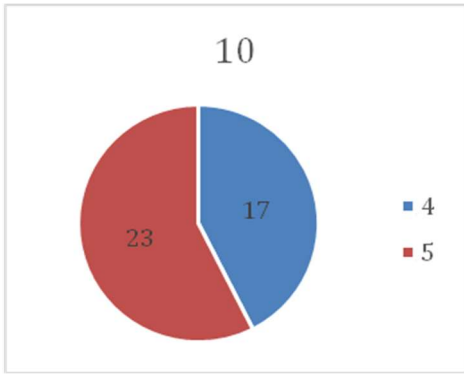
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 <p>A pie chart with a total value of 6. The blue slice (category 4) represents 3, and the red slice (category 5) represents 3. A legend on the right shows a blue square for 4 and a red square for 5.</p>	 <p>A pie chart with a total value of 40. The blue slice (category 4) represents 21, and the red slice (category 5) represents 19. A legend on the right shows a blue square for 4 and a red square for 5.</p>
<p>6 The provision of reading materials and videos on the Internet has helped students greatly in understanding the subject of learning.</p>	<p>6 Reading materials and videos and other sources on the website (Internet) have helped students to understand the learning content.</p>
 <p>A pie chart with a total value of 8. The blue slice (category 4) represents 3, and the red slice (category 5) represents 5. A legend on the right shows a blue square for 4 and a red square for 5.</p>	 <p>A pie chart with a total value of 40. The blue slice (category 4) represents 18, and the red slice (category 5) represents 22. A legend on the right shows a blue square for 4 and a red square for 5.</p>
<p>7 The opportunity to learn in small groups during the program has helped students to extend the knowledge and understand the learning content well.</p>	<p>7 The opportunity to learn in small groups during the program has helped students to extend the knowledge and understand the learning content well.</p>

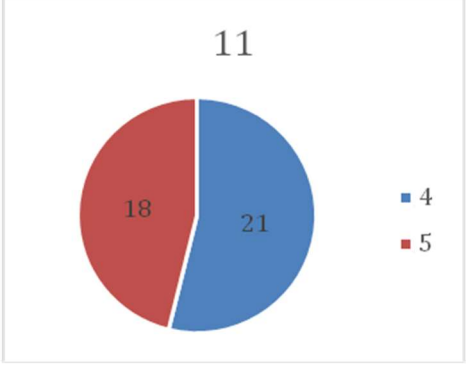
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 <p>A pie chart with a total of 7. The blue slice represents 2 (4) and the red slice represents 5 (5). A legend on the right shows a blue square for 4 and a red square for 5.</p>	 <p>A pie chart with a total of 7. The blue slice represents 18 (4) and the red slice represents 21 (5). A legend on the right shows a blue square for 4 and a red square for 5.</p>
<p>8 Field assignments of observing malls or commercial areas have helped students to understand the business opportunities in real life.</p>	<p>8 Field assignments of observing malls or commercial areas have helped students to understand the business opportunities in real life.</p>
 <p>A pie chart with a total of 8. The blue slice represents 3 (4) and the red slice represents 5 (5). A legend on the right shows a blue square for 4 and a red square for 5.</p>	 <p>A pie chart with a total of 8. The blue slice represents 15 (4) and the red slice represents 25 (5). A legend on the right shows a blue square for 4 and a red square for 5.</p>
<p>9 Field assignments of meeting, knowing and discussing with entrepreneurs have helped students to understand business opportunity more clearly and deeply.</p>	<p>9 Field assignments of meeting, knowing and discussing with entrepreneurs have helped students to understand business opportunity more clearly and deeply.</p>

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 <p>A pie chart showing two segments: a blue segment representing 4 and a red segment representing 5. The total value is 9. A legend on the right shows a blue square for 4 and a red square for 5.</p>	 <p>A pie chart showing two segments: a blue segment representing 16 and a red segment representing 24. The total value is 40. A legend on the right shows a blue square for 4 and a red square for 5.</p>
<p><b>10</b> Students have finished the learning program well and they can be a tutor to help others to learn entrepreneurship through online program combine with a routine meet up sessions.</p>	<p><b>10</b> I received many benefits from the program, and I want to continue my learning program by attending the next modules.</p>
 <p>A pie chart showing two segments: a blue segment representing 3 and a red segment representing 5. The total value is 8. A legend on the right shows a blue square for 4 and a red square for 5.</p>	 <p>A pie chart showing two segments: a blue segment representing 17 and a red segment representing 23. The total value is 40. A legend on the right shows a blue square for 4 and a red square for 5.</p>
<p>The question no 11 was not applied for tutors.</p>	<p><b>11.</b> I received many benefits from the program and I will tell my friends and family so they can learn too as I have experienced before</p>

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	 <p>A pie chart with a total of 11 responses. The blue segment represents 4 responses and the red segment represents 5 responses. A legend on the right shows a blue square for '4' and a red square for '5'.</p>
<p>The question no 12 was not applied for tutors.</p>	<p>12. After I finish the learning program well, I have confidence that I can be a tutor and I can help my friends, family members and also my neighbourhood to learn entrepreneurship together with me</p>
	 <p>A pie chart with a total of 12 responses. The blue segment represents 4 responses and the red segment represents 5 responses. A legend on the right shows a blue square for '4' and a red square for '5'.</p>

All the above questions represent students' perception and tutors' perceptions on the effectiveness of the program, Teaching Presence, Cognitive Presence, Social Presence, connectivity to the contents, connectivity to the practitioners and connectivity to the place of the practitioners. The results show that both students and tutors chose either agree or strongly agree for all of the questions. It meant there was a high level of satisfaction of students and also tutors when they experienced the learning process.

### The Qualitative Research

After the qualitative data collection in Hong Kong, the researcher did the transcribing,



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coding (identification of concept), grouping the responses, and the analysis. There were two strategies of coding in this research project, the first was to code the response that connects to the research questions, and the second was to code the response that provides new insights that can explain the quantitative findings. The researcher also grouped the responses into students and tutors. The following were the codes that were established by the researcher, and the researcher used NVivo software for this qualitative research.

- Student perception of the benefits of the training;
- Student satisfaction with social learning environment;
- Student satisfaction with Teaching Presence;
- Connecting students to the website;
- Connecting students to the closed Facebook group;
- Connecting student to the recorded video of the trainer in the Facebook group;
- Connecting students to the trainer through Facebook Live;
- Connecting students to the trainers in a F2F meeting;
- Connecting students to the local tutors;
- Connecting students to the co-learners;
- Connecting students to the place of practitioners;
- Connecting students to the practitioners; and
- Challenges and difficulties.

The followings were the statements of students and tutors on their experiences with the program as grouped by the researcher.

### **Student perception on the benefits of the training**

Students expressed at the end of the BOC that they could understand the process of opportunity identification, they could identify opportunity and even practice the knowledge

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in Indonesia by cooperating with their family members. In addition, students shared that they experienced a mindset and behavior change, were motivated, and they planned to share the experiences with their family members. Furthermore, they gained more knowledge of business and increased self-confidence. They also had better knowledge of financial literacy. They believed that their experience with BOC was a valuable life experience; it was useful, fun, and should to be continued.

**Students knew how to identify opportunities.** The followings are examples of students' statements on the benefits of the training especially on opportunity identification and their understanding of the process to identify it.

“The benefit is a lot. Previously I could not see the opportunity, now slowly I can see the opportunity.”

(Student R13 of Group 1)

“We didn't know before, but we do now. We were not alert become alert.”

(Student R16 of Group 1)

**Student creates a business immediately in Indonesia.** The following student shared her learning experience with her father in Indonesia and a new business was created after that.

“Actually there are many benefits for me. From the knowledge of MKP, the knowledge of opportunity, from the pitching. I even have put them into practice. I asked my dad to look for information in our village. He said just so-so. But when he started to talk with friends he told me now that he want to open a store that sell fishing equipment. Insha Allah (If God is willing) it will be opened next month in front of our house.”

(Student R13 of Group 3)

(\*) MKP stands for Masalah, Kebutuhan, Peluang, which means Problem, Need and

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Opportunity in English. It is a simple formula for students to learn to identify an opportunity from a problem.

**A mindset and behaviour change.** The program resulted in mindset changes among students. It was an important finding because transforming from employee status to employer status needs a mindset change. Mindset change is essential in entrepreneurship empowerment.

“From BPU a lot of things I have learned. The main capital is not money to start a business. Firstly we must have willingness and then look for the opportunity somewhere.”

(Student R1 of Group 1)

“It changes my habit too, maam. Before. I attended this, I may say that I was the laziest person. I used to spend my free time either just sightseeing or sleeping.”

(Student R3 of Group 2)

**Motivated.** One of the results of the Social Presence was student motivation.

The group culture as a strategy of Social Presence was designed to raise the motivation of students.

“Yes I become motivated. I have a stronger will.”

(Student R3 Group 1)

“I can plan my idea. What are my problems? After learning entrepreneurship with Mr. Anton and the tutors, all the nice tutors, who are very tireless I have this spirit. I used to say: “What is the advantage of joining; it is hot. I have ever joined but I seldom came. But now I am active [LAUGH] Yes, I was stubborn.”

(Student R1 of Group 4)

“Comfortable. So here, it’s like finding a family. Finding mother, sister, auntie [LAUGH] finding my twin.”

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(Student III-R1G4)

**Impact on the family in Indonesia.** The satisfaction was expressed by sharing the experience with family members, which encouraged them as well to start a business.

“Finally, I thought why not I seriously attended the BMC and got the knowledge and after that I could transfer my knowledge to my husband in Indonesia and then I can work together and communicate with my husband to own a business in Indonesia.”

(Student R4 of Group 1)

“I immediately talked to my husband, how to, where to look...about starting a business. What is needed in our village?”

(Student R8 of Group 1)

**Students felt more knowledgeable in business.** Most of the students were not from a family that runs a business, and therefore, the experience with BPU training had enriched their knowledge.

“Yes. it enlarged my understanding on entrepreneurship, I want to deepen the knowledge with the purpose not to fail again in doing a business.”

(Student R9 of Group 2)

“Learning BPU is very valuable. In fact, we do not realize that we can do a lot of things in our vilage, a lot of opportunities. If we do not understand the knowledge we will not know (the opportunity).”

(Student R1 of Group 3)

**Raising students' self-confidence.** As domestic helpers and also women who came from poor family backgrounds in the villages of Indonesia, usually, they have low self-esteem. The experience with the BOC had improved their self-confidence.

“I dare to talk. Usually I was not confident to talk. I was afraid to say wrong. Even with my husband and family. Even though I was right. It is ok just to give in. Because

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when I was blamed, I just gave in. But not now. I dare to explain.”

(Student R11 of Group 1)

“We have more confidence and raise my self confidence. yes self confidence to start a business in my house. I have more self confidence.”

(Student R12 of Group 1)

“There are many (benefits). I did not have self-confidence at all. When I met people, I would not want to be asked. That’s it. But not now. I keep approaching them, those friends. There are many changes (after) attending the BMC and the trainings from Mr. Anton.”

(Student R13 of Group 1)

**Financial Literacy.** The training on opportunity identification did not have content on financial literacy, but the informal communication with tutors had taught them an important lesson for their life.

“Money management”

(Student R13 of Group 2)

“And understand financial management. know how to separate money for business with personal use.”

(Student R13 of Group 2)

**Valuable life experience.** The learning experience was a meaningful experience for students that impacted their lives deeply.

“So I am grateful that I have joined BMC. I regret I didn’t know it earlier. Had I known it before, I might have returned home to start my business.”

(Student R2 of Group 3)

“Learning BPU is very valuable. In fact, we do not realize that we can do a lot of things in our vilage, a lot of opportunities. If we do not understand the knowledge

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we will not know (the opportunity).”

(Student R1 of Group 3)

**Positive and need to be continued.** The students experienced meaningful learning and wanted this kind of learning to be continued and spread.

“Yes. Yes. Very positive.”

(Student R3G4)

“I got the knowledge. I am happy.”

(Student R5G4)

“Very useful”

(Student R6G5)

“Extraordinary”

(Student R8G5)

“The lessons, the knowledge, the tutors, the friends. All were happy. Broadening the view”.

(Student R9G5)

“Don’t stop here.”

Student R11G5

“Very impressive for me, who is old, conventional, and a villager.”

(Student R19G5)

“I hope in the future; it is growing. Not only here but also in the village in Indonesia. In my village, there is none like this. Probably it can be spread to the small villages.”

(Student R23G5)

“Well, it has to be continued.”

(Tutor I-R3WZ)

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### **Student satisfaction with social learning environment.**

The social learning environment was very supportive for learning and one of the main reasons was the policy of the founders and leaders of BMC. They created a family-feeling environment intentionally in the community of learning.

“We welcomed them like one family. So there was no discrimination, whether for those who had been a long time in HK or those who were new in HK. We welcomed them.”

“From the start, I was determined in my heart. No discrimination. Some of them had rice, some had vegetable, still some had other food. Put them together, and we ate together.”

“If we had one problem, we solve it together. We encouraged (one another) and found the best solution.”

“They considered us as their parents. They felt more like it toward us”

(Tutor III-R4&5WZ)

Students also expressed their satisfaction with the social learning environment. They enjoyed the friendship, helping and protecting one another.

“Very good (social atmosphere), previously we did not know each other now we know. We can understand the characters, we can ask and get answer. More friendly and family feeling.”

(Student III-R1G1)

“In all aspects, we supported each other. Even it was a personal thing, we supported each other.. Also we ate together, like our own family.”

(Student III-R6G2)

“Sometimes we kept our problem, who were we going to tell it to, we kept it ourselves. Here, we could tell our friends.”

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(Student III-R3G3)

“Like family. We protected each other.”

(Student III-R1G3)

### **Student satisfaction with Teaching Presence.**

The researcher asked students to express their satisfaction with Teaching Presence; it was about student perception on “the design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes” (Anderson, Rourke, Garrison & Archer, 2001). The Likert scale questionnaires showed that all student chose “agree” or “strongly agree” to the statements that reflected an effective provision of Teaching Presence and the FGD provided an explanation of the evidence. Students expressed verbally that the organization of the program was good, it was well-structured, and students could freely ask if they did not understand.

“The organization was good. The training was good, the explanation was also good. It was easy to understand. So if we didn’t understand we could directly ask to have additional explanation.”

(Student IV-R1G1)

“Very effective, the organization was quite good and we could ask questions to the lecturer. We were serious and focused and the lessons were in the board and all the lessons were explained through the computer, so we were really focused. We couldn’t look around and do selfie. We were quiet and we listened and jotted down important things. We never got it from school or any place, so we really got the knowledge. Very effective.”

(Student IV-R1G2)

“All lessons were well-organized; all lessons could be absorbed well. All questions



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from BMC friends could be explained from the beginning. Very clear.”

(Student IV-R2G2)

The leaders of BMC as the main tutor also provided positive opinion on the design and facilitation of learning.

“I feel the learning was more in order because it was in stages.”

(Tutor IV-R1WZ)

### **Connecting students to the website.**

The website of UCEO included a complete source of knowledge for students. However, not all students could connect to the Internet or were even familiar with the Internet. Those who were familiar with the website found that the website was beneficial because there were other courses in the website and they thought it was more resourceful. For those students who were not familiar with the Internet, they found the website was difficult to be accessed, and for them, it was simpler to connect to Facebook than to the website.

“Yes. It was clearer because all that is in the FB, the video pak Anton gave was already there. It seemed more complete. Maybe not many friends could access the UCEO.”

(Student V-R2G1)

“I am fortunate that I got the access directly (to the website). I could learn from the first video to the last stories and explanation from Mr.Anton.”

(Student V-R4G1)

“Yes. I cannot access.”

(Student V-R3G5)

“About the website, please make it easier, like "Sekolah Kehidupan" (the name of the Facebook group operated by CEC) we could join. Make it easier to access. Not

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everybody could access.”

(Student V-R10G1)

The tutors also showed that the website was resourceful, but at the same time, they shared their concern about the difficulty of connecting to the website. They also mentioned Facebook as a better solution. In the Facebook group, they could interact informally with each other.

“Yes but it was difficult, seldom (connect to the website) very difficult. Unlike Facebook. We had to wait.”

(Tutor V-R9)

“In my opinion UCEO website was more convenient.”

(Tutor V-R5)

“Yes, but the web was difficult to open.”

(Tutor WZ V-R6)

“Actually learning from the web is like a real school. In the Facebook we are with our friends we make jokes.. it is not ideal But for them it is better using the Facebook”.

(Tutor V-R5WZ)

### **Connecting students to the closed Facebook group**

Indonesia has about 111,000,000 Facebook users in April 2017 (Statista, 2017); it is popular among Indonesians. It was why most of the students, tutors, and the leaders of BMC preferred to connect to the content through Facebook. However, there were some students who were not so familiar with Facebook. They had limited time to connect to Facebook, or they could not connect to the Internet during workdays. There was a student who was always monitored by the employer using an Internet camera. The following are the students' observations on Facebook; they preferred to use Facebook over the website.

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“Because it was the easiest one for me. Easy to search, and every day I used Facebook.”

(Student VI-R12G5)

“The most important one was from FB, then from Website”.

(Student VI-R18G5)

“I seldom got a day-off. Only in the Facebook”.

(Student VI-R17G5)

“I always followed the Facebook, and I always did the assignment, except for the field survey ones.”

(Student VI-R7G5)

“I think the most beneficial here was the Facebook because there was always the notification.”

(Student VI-R2G3)

Tutors also expressed that they preferred Facebook more than the website.

“For me it is Facebook because here we have a boss. We didn’t have time to meet in person. In the Facebook we could learn any time and could share with friends, anytime, anywhere we could, we could share immediately with friends.”

(Tutor VI-Tutor R3)

“I also like Facebook because Facebook was easier. Anytime you could access it. If today you could not, you could do it the day after or two days after when you had the chance, you could access and replay the lesson.”

(Tutor VI-R10)

“Facebook was easy. As for the website, when we had opened and signed in, and suddenly the boss called us, so we left it, and we had to enter it again.. Well, it was troublesome. Actually, it was nice. But we were tired at nights. Sleepy. In Facebook,

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it was convenient. Faster.” (Tutor VI- R3WZ)

However there were still students who had difficulty in using Facebook.

“So I follow the Facebook only. For video in the Facebook, I also could not watch because there was the camera (CCTV) that could be received in my employer’s cellphone. So I just read the Facebook and filled in if asked. If asked to do the market survey, I could only come out once a week, so on Sundays I would search the material, and do it, and submit it.”

(Student VI-R4G5)

“The weakness of FB was that you had to search.”

(Student VI-R6G1)

### **Connecting students to the recorded video of the trainer in the Facebook**

The provision of recorded video on the website and Facebook group in BOC provided important benefits for students. It provided storage of educational material that could be played again and again at any time. Students who could not connect to the website or Facebook during their work days could watch it while they walk, in a bus or on a train. Students who could connect to the Internet in their working time could use a headset to listen while working. Students who did not like reading or had difficulty learning from reading could learn from watching the video. In addition, they could use a headset to listen silently in the darkness of their room at night. Some employers forced the IFMWs to turn off the light of their room at a certain time and asked them to sleep. These are the expressions of students and tutors.

“And when I watched the video from Mr. Anton it could be repeated. If we had free time we could watch it again, repeat it.”

(Student XII-R1G2)

“We lived with others, so if we are in our room or in the bathroom, we could see.

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See while doing things, we could understand the topic being discussed. We could replay, we could see it repeatedly. At the time we wanted to sleep, or what.. or while waiting on for the old lady/grand ma.. we could watch again until we really understood what it meant.”

(Student XII-R4G2)

“Because on weekdays I worked fulltime. I took care of one child and one baby and my employer did not work. I only rested when it was late at night, even sometimes at midnight. Frankly, I did not have time. The WA (Whatsapp) I often could not read. So with video, when I went to the market, or on the bus, I could watch it. If I didn’t understand I could replay and replay. Like the trip to here from [HER PLACE] took almost 1.5 hours, so I could watch again and again, because the duration was 20 minutes, 15 minutes. I could watch several times. Maybe because my time, the video was better.”

(Student XII-R2G3)

“And also at nights, I often listened.. [LAUGH] I didn’t like to read. [Laugh Out Loud] I didn’t like to read. If only listening I wouldn’t feel it and my eyes were not tired. Only listening. So I could repeat it again and again”.

(Student XII-R8G3)

“Sometimes, we could fall asleep with headset on, when our body was tired. If we didn’t want to watch the video, we just put it down.. If books and web that we had to read, then we had to have the right focus. And sometimes, my employer knocked at the door when the light was still on. For video, we only inserted the headset and listened to it. For books, we had to turn on the light. If only a mobile phone, frankly my eyes were sore. So videos were very good. Very supportive”.

(Student XII-R15G3)

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“In my opinion it was interesting because not everybody likes to read. To divert our attention from books, we used the website and videos. A way to raise our motivation is to use video.. it is good.”

(Student XII-R13G3)

“In my opinion, because we were from different ages. There were young and old, there were fast and slow. With the video it was like face to face to explain directly like when Mr. Anton explained it with the body language. Probably those who had slower reception would understand better than when only reading, what is it? So it was very good (the video).”

(Tutor XII-R1)

“In the Facebook when we read we saw it. If the video, we could listen to it without watching. The HP (handphone) could be in the pocket, used handsfree. But if the writing, we had to read it when we had time.”

(Tutor XII-R4)

### **Connecting students to the trainer through Facebook Live**

Facebook Live is a feature of Facebook and it enabled the users to have a live video with the members of the Facebook group. The trainer did Facebook Live weekly with students at the end of the week. Students and tutors valued it, and they perceived the teaching through Facebook Live as fresh (compared to the content that already stored on the website), motivating, and they felt like they met with the trainer directly F2F. Facebook automatically notified students when Facebook Live videos became available. This made students curious about wanting to see the “fresh” video. They watched the videos secretly (some employers did not like the IFMWs connecting to Facebook in working hours), and some of them even had to go to the toilet to watch privately.

However, there were students and tutors that could not watch directly because they

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were in the middle of their duty as domestic helpers, they could not experience Facebook Live. These are the statements of students and tutor.

“Because it was really like studying face to face in front of our teacher. And it was easily digested. As if he were in front of us”.

(Student X1-R18G4)

“Because it was new and had advantages, additional knowledge”.

(Student XI-R1G1)

“Yes. Direct. I would like to say. ‘Wow this is online, there is Mr. Anton.’ I was more curious, what was it that Mr. Anton wanted to deliver. What else?”

(Student XI-R2G1)

“If while working. I gave reason wanting to go to the toilet. hahaha. Luckily the video was not long”.

(Student XI-R11G1)

“When there was an opportunity, I stole the time to go to the bathroom ha ha ha.”

(Student X1-R12G1)

“For the live one, we were working, so we did not see the live broadcast or the monthly videos. I think both were the same because we could not see it live at that time. We could not do it like in the Youtube. The live broadcast was at 7 pm and we still worked. At nights, 9 pm in Indo is 8 pm. It was the busiest time. We took a rest at 11 pm, and we were very tired.”

(Tutor XI-R1)

“It was influential, but not directly, because we were still working, so it was just in the spare time.”

(Tutor XI-R2)

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### **Connecting students to the trainers in a F2F meeting**

Direct meeting with the trainer provided a Social Presence for students and also tutors. Students and tutors valued the personal meetings. They felt peaceful and happy when a trainer from Indonesia visited them. The meetings provided an opportunity for direct communications and answers to questions posed. Moreover, students could promote the meeting and this motivated others to join the meeting and the course.

“Please just bring Mr. Anton here.”

(Student X-R3G1)

“It was very impressive because it was face to face with the lecturer. We really made use of this opportunity, because for several months we might not have the chance to see the lecturer. So I have to really take advantage of it”.

(Student X-R1G1)

“Good, yes good, because we could interact directly with the lecturer. Well, it could motivate others to see, ... this activity was very positive. So others who didn't have yet an open mindset would be interested when they saw this kind of activity”.

(Tutor X-R1)

“Yes, If we met face to face, the lecturer could know us directly. It was more peaceful and we could understand quickly because when we didn't understand we could ask directly right”.

(Tutor X-R2)

### **Connecting students to the local tutors**

Local tutors were the alumnae of the previous program. They had experienced the entire curriculum content and were willing to share their time and knowledge with new students. The function of the local tutors was effective in promoting Social Presence, Teaching Presence and also Cognitive Presence. Thee tutors were essential in raising student



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motivation; students felt like they were in a real school, and students could discuss the content and assignment as well.

“All actually impressive. For example after watching, if we didn’t quite understand, we could ask the tutor, ‘What does it mean?’ We could not ask Mr. Anton in the video. It was impossible.”

(Student XIV-R1G1)

“The tutors of BMC were good.”

(Student XIV-R2G1)

“Because without them we could not, We needed them all the times. That’s why we never forgot to say thank you very much for the presence and the time given by our tutors. They never got tired of listening to our complaints or our questions.”

(Student XIV-R12G2)

“Very big benefits (the presence of tutors), usually in managing the students. They were more managed. For example, if we did a mistake we can ask. Another thing it raised our motivation.”

(Student XIV-R2G3)

“For me, I gave them encouragement when during their study, they seemed not so diligent. I told them my story what I was before, then after this I could do it. So they would know that if you wanted to succeed, we had to study diligently, so you would get the knowledge. If we wanted to succeed, we had to study more diligently.”

(Tutor XIV-R6)

“I created a hot discussion so the learning was livelier. So they would not feel weak. I encouraged them with a lively discussion.”

(Tutor XIV-R9)

“Because we taught them, ‘If you have anything, whatever the problem, please ask

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us.’ We told them at the beginning of the training, so they were not reluctant. Even family problem, and also work problem and also the lessons. Because, they considered us like their parents.”

(Tutor XIV WZ-R5)

### **Connecting students to the co-learners**

When the trainer connected students with co-learners, the meeting had two functions; one was educational, and the other was social. Students found that F2F meetings with friends could provide direct answers when they had questions. For those students who had difficulty in connecting to the Internet during weekdays, the meetings in the park were the only opportunities to understand the content of the week. The meetings in the park were also social experiences that provided enjoyment. They could speak in their local language, tell jokes, and eat Indonesian food together. The group culture of this BMC supported the learning environment; the leaders of BMC intentionally created a family-feeling environment in the learning community.

To sum up, students valued the meet-up sessions; they were educational and also social. Educational because they could learn from friends; social because they could meet people who spoke the same national or even the same local language.

“I prefer studying together with friends in the park. Because if studying together with friends in the park, we could share and pose questions and get answers. I could know many things that I did not know. If video. . . because at home I could not watch video..[LAUGH] It was not allowed. Even to access the mobile phone I had to do it in secretly (like stealing). So I never watched videos”.

(Student VII-R1G4)

“All of them were impressive, but I actually . . . If FB, I seldom held the mobile phone, it was not permitted, so I studied with the mentors, with friends. There I

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knew the sharing about how to do business”.

(Student VII-R1G5)

“It was more attractive because I could directly ask. If from FB I watched but I could not understand it very well.”

Student VII-R4G3)

“So I prefer to choose number 3 (learning with and from friends). Beside studying we could eat together, one full day of studying together with friends.”

(Student VII-R8G3)

“In my opinion it was nicer to be with friends. Because for a week we worked under our boss, I felt unhappy, so with friends I felt happy.”

(Tutor VII-R2)

“It was very family like. Everyone was equally treated, and it was like that we studied together. We didn’t feel that we were higher because we were tutors. We all studied and from there we felt closer and more comfortable. We shared with each other.”

(Tutor VII-R3)

### **Connecting students to the place of the practitioners**

Both students and tutors found out that learning from the market place was valuable. They could see more details and learned various things; they could learn from the display of the goods in the store and the quality of customer service of the sellers.

“Because we directly surveyed and we had this knowledge "Why does that shop have many customers?" Why does this shop have no customers? They had many or no customers. Then the layout. In FB we had been given the knowledge from Mr. Anton, how to display and the reason, so I liked to do a direct survey, seeking the information on the spot”.

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(Student IX-R2G1)

“Because we could know how people did business, like how to place things and how the price tags were attached so that they can be clearly seen. The same with the bread. The model was like this, the price was this. Then there were different tastes. From these we could learn that when we start a business, we can arrange the goods and decide how much to charge. In Indonesia, sellers are used to arranging the goods randomly, no price tag attached, so people have to ask when they want to buy. . . how much is this?, how much is that? From the field we know, if we start a business, we can place a price tag there and arrange it well, so that the buyers can easily find what they are looking for. That’s how we could understand how to start a business in Indonesia.”

(Student IX-R2G2)

“The same. The field visit. I didn’t just follow the crowd, but it was really more impressive. We could know in more in detail how to sell, and know about the customer. I learned more about many things. So the field visit was much better.”

(Tutor IX-R6)

“Learning from Mr. Anton. He told us to learn from our daily lives. So we look around when we go to the market. We can observe. This market is very quiet, while others are crowded. The fish monger is crowded there but not this one. By and by we will know. Why this seller does not have customers, while the other one is crowded even though the fish is more expensive.”

(Tutor IX-WZ)

### **Connecting students to the practitioners F2F**

Students showed the benefits of learning from the practitioners directly. They perceived that the direct meetings with practitioners provided them with real business experiences, success

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and failure stories, and also inspiration and motivation for them to pursue their business dreams. These are the statements of students.

“Discussion with those who had business (most impressive) and then was sharing with the mentors. From these I could get many inspirations.”

(Student VIII-R5G2)

“Yes because I can absorb their experience, how they overcome, how they own businesses. Their sharing were valuable. I took all good things from them. Asking their failures. From that we could learn how to overcome.”

(Student VIII-R2G1)

“Because in my opinion, they definitely knew more about how to do business. They ever failed, how the business failed and how the business succeeded, so we know more.”

(Student VIII-R4G5)

“At that time there was Maam Kurnia Lisdawati, the one from Kalimantan. She shared here about her business. I learnt a lot from her. She had even failed, fell down to the bottom but she could rise up again. So I am motivated. I like it.”

(Student VIII-R7G3)

### **Challenges and difficulties**

Students faced various situations that might or might not support their learning experience. There were employers who supported their domestic helpers to learn and prepare their future. They let the IFMWs connect to the Internet during work days and have a day-off to go to the meet-up sessions. However, there were employers that watched the IFMWs closely using the CCTV and demanded that they work until night. The following are the expressions of students.

“At 10, 11 pm because we are free of work at that time.”

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(Student XIII-R4G1)

“For me, I can only access Facebook at 11 pm and can concentrate.”

(Student XIII-R1G1)

“Boss wants to have holidays.. We have to stay. . . Sometimes boss wants to go abroad, so I am asked not to have holidays..

(Student XIII-R5G2)

“The problem there are cameras, I watch the kid. I can be reprimanded.”

(Student XIII-R1G3)

“Yes helpful (the video), I go to the toilet (to watch the video) because cameras are everywhere.”

(Student XIII-R7G3)

### **Qualitative data collection from questionnaire**

The researcher also used a questionnaire with multiple-choice answers to collect students' perception of their learning experience in BOC. The findings from this data collection supported the findings in the FGD. The UCEO experience also showed that students had a positive experience with the learning program. Table 21 shows the results of the questionnaire.

Table 21. The result of the questionnaire with multiple-choice answer

Question Number	Result	%
1. The purpose of the training program is to help students to be able to identify business opportunity intentionally. How do you conclude your learning experience at the end of the program (choose one answer)?		

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a. Now I fully understand, and I can identify a business opportunity	13 of 40	32,5 %
b. I quite understand, but I still need additional assistances and additional learning experiences	26 of 40	65 %
c. I have difficulties in understanding the knowledge.	1 of 40	2,5 %
2. How do you evaluate the operational management of the training program?		
a. The management office prepared the learning content systematically, well-structured and helped students to learn effectively.	31 of 39	79,48 %
b. The management office prepared the learning program quite well but it needed some improvement	8 of 39	20,5 %
c. The management office did not prepare and manage the program well and it needed a lot of improvements.	-	-
3. How do you evaluate the social environment in your learning experiences, did you find the tutors and your friends welcoming you, sharing together and supporting each other and it made you learn well?		
a. I agree, there was a pleasant social environment that supporting the motivation of learning	40 of 40	100%
b. There was a fair social environment in learning.	-	-

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c. The social environment did not support the learning motivation.	-	-
4. How do you evaluate the curriculum of the program that has been structured gradually for a six-week learning for students to understand what is business opportunity identification?		
a. The curriculum has been structured well and I can easily and gradually understand what is business opportunity identification	38 of 40	95 %
b. I still doubt if I have understood it or not	2 of 40	5 %
c. I could not follow the curriculum of the program.		
5. How do you evaluate the explanation in the videos of the learning program?		
a. Easy to understand.	28 of 40	70 %
b. Sometimes it was easy to understand and sometimes was difficult to understand.	11 of 40	27,5 %
c. It was difficult to understand and the trainer is too fast in explaining the subject.	1 of 40	2,5 %
6. How did you evaluate the presence of tutors?		
a. Their presence were very important and supporting my learning experience.	40 of 40	100%
b. Their presences were satisfactory.	-	-



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c. Their presence were not maximum, they did not interact and explain enough.	-	-
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### Validity

The following research strategies were applied to reach the validity of the research, they were:

- The qualitative research had a function to explain the finding of the quantitative one by explaining the quantitative result (Creswell, 2014, p.38).
- The researcher triangulated results from multiple data sources; they were from participants in different roles (tutors, students).
- The researcher varied the methods of data collection (observation, questionnaires, and FGD).
- The researcher also employed an assistant to do data collection in Hong Kong (varying investigators).

The validity of the DBR was argued by Anderson and Shattuck (2012, p.1), they stated "Being situated in a real educational context provides a sense of validity to the research and ensures that the results can be effectively used to assess, inform and improve practice in at least this one (and likely other) contexts".

In conclusion, the quantitative research showed there was a significant difference between the result of the pre-test and post-test. The evidence showed that the intervention had impacted the students' learning, and the same approach can be applied for other blended learning courses with a similar characteristic of learners and tutors with IFMWs. The quantitative research also showed students' satisfaction with the learning process as expressed by students in the questionnaires using a Likert Scale. In the Likert scale questionnaires, students showed their satisfaction on the operational implementation of combining of CoI and Connectivism. Both students and tutors showed that they were

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satisfied in responding to questions related to the effectiveness of the training program, Teaching Presence, and Social Presence, connectivity to the Contents, connectivity to the Place of Practitioners and connectivity to the Practitioners. The questionnaires with multiple choices also provided a confirmation of the result of the quantitative one. The questionnaires showed that 97.5% of students fully understood or quite understood how to identify business opportunities, 95% agreed that the social environment was pleasant and motivating and 95% agreed that the curriculum was structured well. In brief, the qualitative research provided explanations that supported the finding in the quantitative research. In brief, the effectiveness of learning in the BOC was supported by various findings in the qualitative research.

## Chapter 6 Discussion

In this chapter, the findings will be discussed in a wider context; the researcher will link the findings with the research questions, the conceptual framework and also themes drawn out from the findings that are closely related to the research purpose. The data collection and the analysis of the data provided information to answer the research questions. The data and the analysis of the data also showed that the conceptual framework of this research project was relevant to the purpose of the program. In addition, the finding from the research project provided new insight to the BOC that will help the trainer to prepare future improvements.

### Research Question Number One

Research question number one is, “What impact does this intervention have on student learning as evidenced by pre and post-tests of student achievement?” To answer this question, the researcher did a pre-test and post-test as a quantitative data collection. Ninety-nine students did pre-test, but only 34 students participated in the both pre-test and post-test. A week after the post-test, 40 participants completed questionnaires which was followed by FGDs in five groups of eight participants in each group. The result of the Wilcoxon test comparing the pre-test and post-test showed a significance value of  $< 0.05$  and it meant that  $H_0$  was rejected. In brief, there was a significant difference between the result of pre-test and post-test. The learning intervention resulted in a significant improvement of the post-test score compared to the pre-test score of the students.

The qualitative data provided explanations about the significant progress of students shown in the quantitative research. There are two explanations from the qualitative research. Firstly, the data of the FGD showed that students could explain the process of opportunity identification and it raised their confidence in pursuing opportunities in Indonesia. In addition, students shared the experience with the family members in

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Indonesia, and there was a testimony of a student who assisted her father to start a new business following the process that she learned in the program. Secondly, students completed the questionnaires with multiple choices and this data also provided explanation. The analysis of the questionnaires showed that 97.5% of students believed that they fully understood or quite understood how to identify business opportunities. In fact, 88.24% of students could answer rightly at least 60% of the pre-test and 70.59% of students could answer rightly at least 90% of the pre-test. These are statements of students.

“The benefits are many. I did not know, now I know. What is MKP. So I am not doubtful anymore when I return to Indonesia I will start a business. I already have the capital; I only have not had the knowledge. But after I attended BPU, even though I am slow, I came to know. I understand what BPU is, What MKP is, how to start a business, what the basics are. Insha Allah (if God is willing), I have known them. I just need to practice it”.

(Student XV-R1G3)

“First more confident, secondly I know about the opportunity. The MKP. The needs, problems and opportunity. I now know. I am happy to survey the markets. I have never done that. Now I know, and how can I say? I can talk now. I used to be shy but now I am not ashamed anymore. I got the knowledge. I am happy”.

(Student XV-R5G4)

“Actually there are many benefits for me. From the knowledge of MKP, the knowledge of opportunity, and the pitching.. I even have practiced them. The first time I told my father, ‘Dad, please try to look for the info, what is there in our village.’ My father said, ‘just so so’. ‘No! You have to trace.’ Then I taught him like I had here, learn to look for the opportunity. So I told my dad like the MKP. problems and opportunities. Also the complaints. What do the people complain

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about. Then my father got it.”

(Student R13 of Group 3)

In conclusion, there is quantitative evidence of the progress of students who joined the BOC in Hong Kong, which is supported by qualitative data. It showed that the CoI and Connectivism could provide guidance for the improvement of entrepreneurship training for IFMWs

### **Research Question Number Two**

Research question number two is “What effect does the new training of BOC have on student satisfaction in learning experience?” Through this question, the researcher wanted to measure the level of student satisfaction with the effectiveness of the program, and at the same time measure, the student satisfaction on their learning experience as described by the elements of CoI and Connectivism. The data was collected from both students and tutors. The first set of data was from a questionnaire using a Likert scale with 40 students and eight tutors. With this questionnaire, the researcher asked the students and tutors to evaluate their level of satisfaction with the effectiveness of the program, the practice of Social Presence, Teaching Presence and Cognitive Presence in BOC and also on their learning satisfaction by connecting to the content, co-learner and community of practitioners. These practices were elaborated from the elements of CoI and Connectivism. The second set of data was the qualitative data. The first part was the data from a questionnaire with multiple choices and the other was from the FGD. The analysis of the above data collection used in answering the research question number 2 resulted in these three conclusions.

One, the evidence from the Likert scale questionnaire showed that both students and tutors chose either “agree” or “strongly agree” to all the statements. The responses provide evidence of the satisfaction of the students about the effectiveness of the program. Similar to the first finding, both students and tutors also expressed their satisfaction in their learning

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experiences with the application of the elements of CoI and Connectivism in the BOC in Hong Kong. When students were asked to complete a Likert scale question on the statement of “I received many benefits from the program, and I will tell my friends and family so they can learn too as I have experienced before.” Twenty-one out of forty students stated “agree” and the other eighteen students stated, “strongly agree.” These results suggested that the new training of BOC had resulted in student satisfaction in both the student outcome and also in the process of learning as experienced by students and tutors.

Two, the result of the questionnaire with multiple choices showed that 32.5% of participants (of 40 participants) chose the statement of “Now I fully understand, and I can identify a business opportunity,” and 65% chose “I quite understand, but I still need additional assistances and additional learning experiences.” Altogether, 97.5% of the students could state that they got the knowledge. Only one student chose “I had difficulties in understanding the knowledge.” Furthermore, 79.48% of students expressed that “The management office has prepared the learning content systematically, well-structured and has helped students to learn effectively” and the rest 20.5% chose “It was quite well but it needs some improvement.” All of the students agreed that there was a pleasant social environment that supported the motivation of learning, and 95% agreed that the curriculum had been structured well and students could easily and gradually understand what business opportunity identification was. Only one student (5%) were doubtful if they had understood the content. The overall responses showed students’ positive responses to the process of learning (structured, systematic, friendly) and students felt that the positive process had resulted in effective learning to understand opportunity identification.

Three, the analysis of the data from the FGD and the observation of the trainer during the program especially in the Facebook group discussions all together showed the enthusiasm of the students. Chapter 5, on the findings of the research project, presented a

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common view among the participants on the result of the training and how their experience was positive and productive with the application of Teaching Presence, Social Presence, Cognitive Presence and connectivity to the “nodes or sources of knowledge.” Students reported a few minor complaints, and it was mostly because of personality and style of communication differences. Evidence from both quantitative and qualitative data revealed that the application of CoI and Connectivism for the IFMWs in the format of a blended learning had improved student satisfaction.

### **Research Question Number 3**

Research question number three is “What “connections” do students need to be facilitated to learn business opportunity discovery?” The purpose of this question is to investigate what are the “nodes” or sources of knowledge for entrepreneurship learning on the subject of opportunity identification. The quantitative data collection revealed that both tutors and students felt that all available “nodes” were helpful for students, but the qualitative data provided a further explanation to understand a better qualification of the “nodes” and the characteristic of each node. In the proposal of the research project, the researcher classified the Network Presence into three categories of Content, Co-learners and Community of Practitioners. The Content included the written document, uploaded and recorded content on the website or Facebook group and also the meeting with the trainer, assistant trainer and tutors. The Co-learners included the group discussions among learners in meet-up sessions and also in the Facebook group. The Community of Practitioners included the meetings with Practitioners and visit to the Place of Practitioners (market place). Data from the FGD suggested to the researcher to add Connecting to local tutors as a separate node creating four categories of Network Presence. There are two reasons for this addition. The observation and analysis of the researcher in this research project noted that the local tutors had a crucial role in assisting students to understand the content and also to

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maintain and raise the motivation of students in completing the whole program. These are some statements of students on tutors.

“Because without them we could not.. We needed them all the times.. That’s why we never forgot to say thank you very much for the presence and the time given by our tutors.. They never got tired of listening to our complaints or our questions”.

Student XIV-R12G2

“Very useful.. They were also helpful in motivating”.

(Student XIV-R14G2)

Secondly, allocating a distinct and separate function to local tutors might open a new possibility to extend the impact of this blended learning. This research suggested that the presence of tutors in meet-up sessions was not only a facilitation of Social Presence but also the opportunity to share their knowledge. In addition, local tutors could answer the questions of students, guide and assist them. It showed that the role of local tutors was important in supporting Cognitive Presence and Teaching Presence when they were well-prepared and coordinated. Local tutors could assist a primary online teacher to provide a quality learning experience in the places that were never visited by the primary teacher.

The research project also confirmed that students valued the online live activities. The finding of the FGD as reported in Chapter 5 presented that students considered the weekly Facebook live of the trainer as a “fresh” content, an opportunity for the trainer to answer questions, to clarify the content, and to motivate students. The researcher suggested that online chat needed to be considered as a separate activity between online and offline because of its specific function to create a sense of “direct human interaction” between the primary teacher and the students. Homberg (2003, p. 41) noted the importance of this interaction, “Distance education does not simply mean producing learning materials and possible facilities for interaction with a computer program, but also necessarily includes



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communication between human beings.” Table 22 shows the new Network Presence for OOC Blended.

Table 22. The Network Presence for the BOC

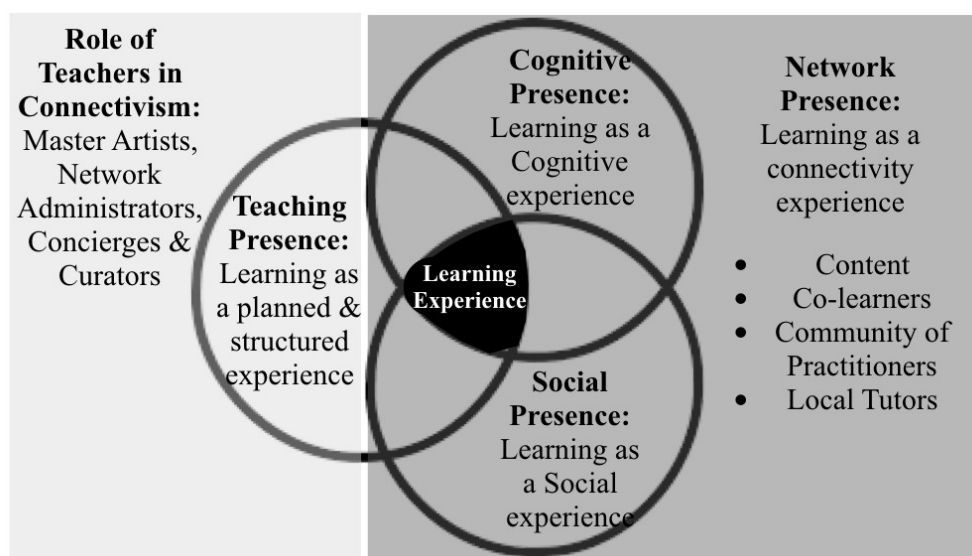
	Online (asynchronous)	Online Live (synchronous)	Offline (face-to- face)
Connecting students to the Content	Uploading all contents in the online site.	Online live teaching using technology.	Traditional F2F learning environment.
Connecting students to the Co-learners	Online group discussion using specific technology or social media.	Online live group discussion or online synchronous collaborative work among students.	Classroom group discussion.
Connecting students to the community of practitioners	Uploading the written story or recorded interview.	Live chat with practitioners	Visiting the market place and interviewing the practitioners.
Connecting students to the local tutors.	Online communication with local tutors through specific technology or social media.	Live chat with local tutor for consultation or group discussion.	Discussion with local tutors in meet up sessions.

### New Conceptual Framework

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The analysis and the evidence of this research project suggest a new combination of CoI and Connectivism for BOC. Figure 7 shows the new conceptual framework for the BOC. In this new conceptual framework, there is one additional factor for the Network Presence; it is the factor of local tutor.

### A Conceptual Framework for “a deep & wide” Learning Experience (Combining the CoI with Connectivism)



**Figure 7. The Revision of the Conceptual Framework**

The conceptual framework for the practical application in the BOC consists of these five elements; they are Network Presence, Cognitive Presence, Social Presence, Teaching Presence and Role of Teacher. The concept of the Teaching Presence, Social Presence and Cognitive Presence were adopted fully from the original concept of Garrison (2011) and Garrison, Anderson and Archer (2001) who introduced CoI as a learning theory for a deep and meaningful learning experience. The Role of Teachers who enriched the concept of Teaching Presence was adopted from the theory of Connectivism (Siemens, 2008). The Network Presence was inspired by the idea of connectivity to the “nodes” or information sources of Connectivism (Siemens, 2014) and was developed as an application of the theory

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for the BOC. This Network Presence enriched the element of Cognitive Presence and Social Presence in this conceptual framework for BOC.

The concept of Role of Teacher enriched the element of Teaching Presence by providing four roles for the teacher that could be accommodated in the Teaching Presence. As the Master Artist, the trainer in the BOC provided an online platform for students to interact with other students, local tutors and also with practitioners and the primary teacher/trainer. As the Network Administrator, the teacher planned and coordinated the learning activities within a network developed by the teacher. As the Concierge, the teacher provided advice and directions to the local tutors and also students. As the Curator, the teacher searched, collected, selected and disseminated all relevant content to the students and tutors.

The Network Presence of connecting students to the Content, Co-learners, Community of Practitioners and local tutor are the “nodes” or information sources that students could experience social learning. The trainer of the BOC could enrich the Social Presence and Cognitive Presence by integrating the Network Presence in the design process of the program. The Network Presence directed the teacher to extend the students’ learning experience beyond the experience of the conventional brick and mortar classroom, beyond the formal community of learners (teacher and students), and beyond the standard content of the teacher. The Network Presence encouraged the teacher to direct students to learn from each other. All students could be creators of content and students were directed to learn from the market place and the practitioners. It was the reason why the researcher promoted the conceptual framework as a “deep and wide” learning experience. The CoI contributed mostly to a “deep” learning, and the Connectivism contributes mostly to “wide” learning and both of them could assist students to attain meaningful learning.

### **Further research**

## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

BOC research project suggests that an educational intervention based on the combination of CoI and Connectivism helped IFMWs in Hong Kong to learn opportunity identification as a subject in entrepreneurship learning. However, further research is needed to enable BOC to impact more people. There are at least six further investigations that need to be considered; they are as follows:

1. BOC implemented for a more practical skill such as selling or negotiation.

The subject of opportunity identification is only one subject in entrepreneurship learning. There are some subjects that demand more practical learning activities rather than learning from listening, watching, reading or observing. For example, selling and negotiation skills may need a different approach to instructional design.

2. The application of the BOC for communities out of IFMWs in Hong Kong.

There are some other groups of people who have similarities with IFMWs. There are other analogous groups who have difficulties accessing a quality education, but that do have Internet connections. Examples include IFMWs in Malaysia who work in factories as factory workers and Indonesian migrant workers who work in Korea who are mostly dominated by male workers.

3. The application of the BOC in higher education.

There are many higher education students in Indonesia that are located far away from key cities. There is a serious lack of quality lecturers in these remote regions. The BOC might be a solution for a better quality education when a senior lecturer from key cities collaborates with junior lecturers in the small cities who can act as local tutors. However, in this case, the program might not be an “open” educational facility anymore.

4. The BOC for a more diverse community.

IFMWs are a homogenous group of students; a certain level of cohesiveness is already present as the students are all IFMWs in Hong Kong. A group culture that supports Social

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Presence is relatively easier to be introduced and maintained. However, for the case of diverse learners, another research approach might be necessary. Some additional activities or instructions might be needed to support cohesiveness among students.

### 5. The BOC and maintaining student motivation

The trainer in the BOC research project provided various motivational communications to the students. Encouraging and motivating students were regular teaching activities of the trainer. The trainer shared motivational speeches, stories and even personal stories, quotes, motivational pictures, wrote a poem for students, gave books to the group, etc. Since student motivation is important for online learners to complete the program, specific research on student motivation in the BOC can be conducted to possibly elicit valuable information.

### 6. The data in the FB group.

The communication and discussion in the FB group of the BOC provided rich information. It provides an opportunity to create a transcript from the FB group. The data can be analyzed for various purposes.

## **Conclusions**

This research project has provided evidence suggesting that the application of CoI model and Connectivism theory improved the entrepreneurship training for the IFMWs in Hong Kong. The quantitative and qualitative data collection and the analysis of the data provided answers to the research questions. The analysis of the quantitative and qualitative data showed that students were satisfied with the outcome and the process of learning. The finding also provided insights for the development of the new conceptual framework of BOC that adopted the CoI and Connectivism. The researcher experienced a rich and meaningful academic experience and the following are additional insights of the research project that have deepened the understanding of the researcher on the IFMWs as a

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community of learners.

First, the IFMWs are adult learners who still need motivation to learn. Knowles, Holton and Swanson (2005, p.3) mentioned the six principles of andragogy: the learner's need to know, self-concept of the learner, prior experience of the learner, readiness to learn, orientation to learning, and motivation to learn. However, in the case of IFMWs who attended the BOC, two things depressed the internal motivations of students. Firstly, almost all students worked inside the house of the employers; they were busy and had limited time and energy to learn independently. As domestic helpers they do not have a standard working hour, they might wake up very early and sleep late, they work 6 days in a week and not all IFMWs can go out every Sunday. It is a tough and tiring job and in some cases very stressful. Secondly, many of them had already left the formal education for some years and some of them many years. In brief, there were difficulties and challenges in keeping the IFMWs in the learning program, and as a result, it is very important to motivate them continually.

Second, the iteration process revealed that Facebook was a better platform for learning than the program website. By putting all content and interactions in a specific Facebook group, the learning provider brought the content to the students, and so did not force students to connect to the provider's content. The provision of a Facebook Group for interaction and discussion promoted collaborative learning in an informal environment in the BOC; it raised the motivation of students to learn. Lam (2012, p.378) did a study to develop a model of student's motivation in learning with Facebook; the participants were the students of the School of Continuing and Professional Studies (SCS) in the Chinese University of Hong Kong (CUHK). The author mentioned the four benefits of Facebook: interaction, communication, social relationship, and participation. Similar to the results of this study, Lan's results showed that "Inter-relationship, Communication, Social

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relationship, and Participation can influence students' learning motivation significantly.”

Third, the meet-up sessions were also entertainment moments for IFMWs. They had fun and ate together. It was important for them because the IFMWs needed relief after working for six “24 hour” days in the house of employers. It showed that students can benefit when the designer of the program creates a learning atmosphere that allows students to experience fun learning and a group culture that promotes family feeling. In addition, the structure of the meet-up sessions cannot be very rigid as room for informal socializing can be beneficial.

Fourth, the qualitative research also informed that the IFMWs in Hong Kong faced different kinds of work challenges. Some of them could connect to the Internet anytime, while some of them only at certain times, and some of them had to hide when they wanted to connect to the Internet. Furthermore, some went outside the house every day, while some of them went out several times in a week, and some of them stayed fully inside the house during weekdays. In addition, there were some students who could attend meet up sessions every Sunday, while some of them only two times in a week, and for some, a weekly day off was not guaranteed. The provision of the content in multiple ways allowed students to learn every day at any time at their convenience. The trainer and designer must provide various technological channels and also non-technological channels such as meet-up sessions for students to learn. This principle will allow students to learn while they work as domestic helpers with all limitations that they have to accept.

Fifth, the qualitative findings also showed that the IFMWs used the videos not only for learning by watching but also for learning by listening. They wore a headset to learn the content while they were working in the kitchen. In conclusion, the production of the videos must consider that some students might use the video as a listening tool.

## **Chapter 7 Conclusion**

This research project had four main purposes. The first purpose was to design and develop an intervention to improve the current entrepreneurship training for IFMWs who work in Hong Kong as domestic workers. Second, it was to create a conceptual framework for the implementation of CoI and Connectivism for this entrepreneurship training program. Third, this research was done to contribute to the body of scientific knowledge by validating the educational theories of CoI and Connectivism in a contextual setting. The fourth purpose was to generate one or more learning design principles.

In Chapters five and six, the researcher provided quantitative research which showed evidence of improvements in the IFMWs learning and the qualitative research provided explanations for the evidence. In Chapter seven, the researcher will describe the conclusions and the design principles.

The evidence of improvement in BOC and the findings from the quantitative and qualitative data collection have assisted the researcher to describe the BOC in a more conceptual explanation. These are the conclusions of BOC.

First, BOC is a blended learning that provides multiple communication formats for delivering knowledge. The content and communications are delivered through multiple communication formats namely the F2F meetings, website, Facebook and Whatsapp. Multiple formats are important in anticipating students' different challenges in their work. Multiple formats can accommodate students who can or cannot connect to the Internet, have difficulty in reading the content, or even just only have one day in a week to learn.

Second, the BOC is blended learning that follows the communication channel of students. The BOC does not force students to learn and communicate in its specific communication channel, but it follows the favorable channel of distance communication that most students use for their communication. It can be a social media app or any other



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future communication technology that will help people to communicate at a distance.

Third, the BOC is blended learning that promotes informality of learning. Social media is a micro blogging facility for more informal communications. People post their daily life, family life and personal stories in social media such as Facebook. Facebook enables teachers to easily communicate asynchronously or synchronously with students at any time. The presence of teachers in social media of students shows to students that the teachers are willing to communicate informally with students. By so doing, teachers can raise informality of learning and, at the same time, raise the Social Presence.

Fourth, the BOC is a blended learning that provides frequent and regular opportunities for learning. In this research project, every morning the trainer posted something related to the topic of the week, and an assistant trainer posted a quiz. In the afternoon, the assistant discussed the right answer with the students. At the end of training, all 35 quizzes had been discussed with the students. It is an example of frequent learning. If teachers want to have students to learn once a week, they can create an interaction once a week. However, if teachers want to have students to learn every day, they are advised to create daily interactions with students. It is not enough to have only a regular interaction, it should be frequent enough for students to continually engage with the knowledge. This is important for the case of BOC because frequency and regularity of learning and interaction with the trainer or assistant trainer can maintain the commitment of students to stay in the course and be successful.

Fifth, the BOC is blended learning that provides a sense of the presence and immediacy. Dron and Anderson (2014) mentioned that an effective group process requires trust, immediacy, and sense of the presence. The authors cited Albert Mehrabian who defined immediacy as behaviors in communication that “enhance closeness to and non-verbal interaction” (Mehrabian, 1969). In the research project, the trainer provided a sense

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of the presence and immediacy by creating a Facebook live moment with students every weekend. Students could see the trainer verbally and non-verbally communicated with them and shared knowledge and encouraged them as well in real-time. In addition, students of the BOC in the research project perceived the Facebook live event as “fresh” knowledge or newness. Newness is important for the students of the BOC because they know that all the content of the subject is already stored on the website. Facebook Live is not the only way of promoting newness in the BOC. The trainer delivers newness as well by contextualizing the learning to the need of particular students in each topic of the week. The trainer expresses it in two ways. First, the trainer was actively involved in communicating and answering students in the closed Facebook group, and second, the trainer shared a conclusion or clarification or further explanation on the issue discussed by students during weekday discussion in the closed Facebook group.

Sixth, the BOC is blended learning that intentionally creates a motivation system for students with the purpose of helping students to keep learning. In the research project, the trainer purposefully motivated students through various ways of motivational communication (statement of encouragement, stories, personal stories, poem and also testimony). The trainer motivated students by using the Facebook group as a tool for micro-blogging. The trainer provided short-frequent-informal interactions with students. In addition, the trainer and the assistant trainers communicated with students daily in the specific closed Facebook group and also discussed the quiz. The students appreciated and valued it.

Seventh, the BOC is blended learning that provides senior peer-to-peer tutorship. The tutors are the alumnae of the previous program, they are IFMWs and some of them had already started a business. These tutors have the same background, have the same job and they can mingle and mix with students to build a family feeling environment. The tutors

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have three functions, as assistant trainers, as practitioners and as group culture builders.

Eighth, the BOC is blended learning for students who learn in a group. The BOC is designed for collaborative group learning. Collaborative group learning can promote student commitment to keep learning and at the same time, can reduce the problem of student drop out as often happens in an online education setting (Reed, 2015). Spaid and Duff (2009, p. 104), who studied working adults in accelerated cohorts mentioned, “Working with the same small group of individuals throughout the program and taking one course after another provides learning communities that bind adult students together in collaborative relationships that last through graduation and even beyond.” This showed that the function of collaborative learning is not merely for learning, it can raise student commitment to finish the program.

### **Design Principles**

The DBR practiced in this research project has provided practical solutions at the operational level and at the same time produced design principles. The following are the design principles of the development of BOC that include the aspect of design guidance, teaching team, and technological aspect.

### **Design Guidance**

- a. Define the objective of the student outcomes
- b. Define outcomes at every stage of learning (see Table 23)

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Table 23. Process of inquiry and student outcome

Process of Inquiry	Student outcome in every stage of learning process
DESIRING: Students have a desire to acquire the knowledge.	
DISCOVERING: Students understand the intended knowledge.	
DEVELOPING: Students know how to apply the knowledge in their context.	
DEMONSTRATING: Students can demonstrate the application of the knowledge in their context.	

- c. Do a pre-test before students start the learning program.
- d. Create a formative test for students to learn every day. Students will learn from the discussion on the test.
- e. Develop learning activities for the process of inquiry of Desiring, Discovering, Developing and Demonstrating.
- f. Create instructions and encourage students to document their learning experience and disseminate their thoughts in a specific social media or blog. The table below shows the guidance to develop learning activities within the context of connecting students

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to the Contents, Co-learners and Community of Practitioners. Table 24 show the process for step e and f.

Table 24. Process of inquiry and connectivity

Process of Inquiry		Connectivity		
		Connect to the Contents (Trainer, tutors, website, Facebook etc)	Connect to the Co-learners	Connect to the Community of Practitioners (the place people)
DOCUMENTING & DISSEMINATING	DESIRING			
	DISCOVERING			
	DEVELOPING			
	DEMONSTRATING			

- g. Post all contents into agreed social media and use the social media as the media for communication, interaction, and coordination.
- h. Create teacher-students discussions and promote students-students discussions in the social media.
- i. Develop practical weekdays assignment that supports student understanding
- j. Trainers continually motivate students to learn. Motivating students in various ways must be implemented as often as possible.
- k. Do a try out before the post-test to help students to reinforce their comprehension of the content.

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### Teaching Team

- a. Develop a team of local tutors who can help students in meet-up sessions.
- b. Brief local tutors on the intended group norm and provide them with direction and guidance for assisting the students.
- c. Motivate the local tutors continually.

### Technological

- a. Ask students to decide the social media that will be used during the course for communication, interaction, and discussion. Do not put the website as the only source for students to connect with the content
- b. Create a separate chat group for communication with local tutors.
- c. Refresh the contents with new video (for an example using Facebook Live).

In conclusion, the results of the BOC research project have answered the purpose of the research project by showing the evidence of student improvement (Chapter 5 Finding), presenting an instructional development framework for the implementation of CoI and Connectivism (Chapter 3 Theoretical Framework), contributing to the body of scientific knowledge by validating educational theories of CoI and Connectivism in a contextual setting (Chapter 5 Finding, Chapter 6 Discussion and Chapter 7 Conclusion) and generating learning design principles (Chapter 7 Conclusion). However, for the IFMWs, this BOC might impact their lives beyond the program. It is expected that the program can assist them in preparing a new future as an entrepreneur in Indonesia, and also a new beginning for their learning journey to be life long learners. For most of the IFMWs, the BOC was their first experience with “online learning.” The researcher hopes that the IFMWs will continue to learn independently as a mature adult learner. It is expected that this BOC is not only an educational innovation but also a life changing experience for the students of IFMWs. In summary, the BOC hopes to show that innovating and contextualizing the education process

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can impact the life, the family and the future generation of these women with limitations.

**Appendix A: Pre-test**

English Version

1. Mr. Ciputra mentioned that to be an entrepreneur three characteristics of entrepreneurship talent are needed.

- a. Work hard
- b. Skill
- c. Willingness
- d. Motivation
- e. Knowledge
- f. Persistence
- g. Confidence
- h. Optimism

The three characteristics of entrepreneur's talents are (choose 3).....

2. To become an entrepreneur, someone has to have "three times" of willingness. It means:

- a. to have threefold of similar willingness about the thing in order to overcome various kinds of difficulties.
- b. to have the willingness of 3 times bigger compared to the same age friends to win the competition.
- c. to have 3 different types of willingness in order to have various kinds of businesses

Please choose one most suitable answer..

3. The first step needed by someone to be an entrepreneur is by having (choose one answer)

- a. goods/service to sell
- b. entrepreneur mindset



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c. big capital

4. The book titled “The Entrepreneurial Mindset” by Prof. Rita McGrath and Ian McMillan wrote about 5 main characteristics of a successful entrepreneur. One WRONG characteristic is:

- a. Great discipline
- b. Focus on execution
- c. Has a big capital when starting the business
- d. Give encouragement to people around
- e. Hunting for the best opportunity

5. Mr. Ciputra define entrepreneur as someone who is able to change useless thing to be valuable. The best description for Mr. Ciputra definition is:

- a. Changing the challenge into opportunity
- b. Changing the capital into profit
- c. Changing dirt and thrash into gold
- d. Changing idea into opportunity
- e. Changing opportunity into business

6. According to Mr. Ciputra, someone could be an entrepreneur because of 3L. The 3L mentioned are (Choose 3 answers):

- a. Lahir (Birth)
- b. Latihan (Training)
- c. Lokasi (Location)
- d. Lancar Berbicara (Fluency in speech)

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e. Lingkungan (Environment)

f. Lincah (Lively)

7. There are many challenges in doing business. The followings are challenges faced by many entrepreneurs.

a. Successful in learning entrepreneurship values

b. Successful in chasing the dream

c. Successful in starting a business

d. Successful in creating a healthy competition

e. Successful in earning high profit

f. Successful in overcoming the competition

g. Successful in changing creative idea

h. Successful in growing the business

Three main obstacles to start a business are ..... (Choose 3)

8. Entrepreneur is a process from ignorance to understanding, from unalert to be alert, from “blind” to sighted. Therefore entrepreneur is a process that is

a. dynamic

b. static

c. static and dynamic

9. Mr. Ciputra mentions that someone with entrepreneurial spirit and skill could contribute in various life professions. The life professions are

a. GAB: Government (Pemerintah), Academician (Pendidik), Business (Bisnis)

b. GABS: Government (Pemerintah), Academician (Pendidik), Business (Bisnis) and Social

## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

c. GABA: Government (Pemerintah), Academician (Pendidik), Business (Bisnis), Agriculture (Pertanian)

10. The greatest cause of failure in business is:

- a. no right team
- b. lose the competition
- c. no customers
- d. price setting
- e. lost of cash

11. Bell, a telephone inventor, defined the meaning of preparation. A preparation according to Bell is

- a. A knowledge to be understood
- b. A key to success
- c. A process prior to execution
- d. A problem to solve

12. The followings are the key words in the poem of “Sang Entrepreneur” from Mr. Ciputra that are not in the right order.

- a. Thinking
- b. Impress
- c. To be entrepreneur
- d. Action
- e. Seeing
- f. Understanding

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The order of the poem is (made the order using the alphabet) ...

Note: The poem describes the process of entrepreneurship

13. "Theory of entrepreneurial opportunity identification and development" written by Ardichvilia, Cardozob and Rayc describes about how to be more alert to the opportunity.

What is NOT the aspect of being alert to the opportunity is

- a. Social network
- b. University knowledge
- c. Creativity
- d. Prior knowledge
- e. Behaviour
- f. Optimism

14. According to Ardichvilia, Cardozob and Rayc prior knowledge is

- a. the knowledge related to interest/passion and industry
- b. the knowledge that has been collected during school period or from courses
- c. the knowledge obtained from observation

15. Behaviour is one of the alert aspect in opportunity according to Ardichvilia, Cardozob and Rayc, what parts of the aspect of "behavior" are:

- a. passion and motivation
- b. creativity and motivation
- c. hard work and optimism
- d. passion and self confidence
- e. creativity and optimism

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16. A business opportunity that is worth working is

- a. a business opportunity that has a number of customers who are willing and can afford to do the transaction
- b. a business opportunity that has been conducted in other city and is proven to be successful
- c. a business opportunity with available ready to sell goods

17. There are 3 strategies to expand the social network. What is NOT the strategy is

- a. Just chit-chatting
- b. Talking about politic
- c. Talking about light facts
- d. Talk with light opinion

18. The followings are a poem by Mahatma Gandhi (1869-1948)

A customer is the most important visitor on our premises.

He is not dependent on us.

.....

He is not an interruption of our work.

He is the purpose of it.

He is not an outsider of our business.

He is part of it.

We are not doing him a favor by serving him.

He is doing us a favor by giving us the opportunity to do so.”

The missing line in this poem shows that (choose 1 answer)

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- a. the customer depends on us
- b. the customer does not depend on us
- c. we work for the customer
- d. we do not work for the customer
- e. we are dependent on the customer
- f. we do not depend on the customer

19. Passion is an activity that (choose 1 answer)

- a. activities that consume most of our time in our work
- b. activities that we like most and often feel not enough
- c. activities for leisure and fun

20. The right statement below is (choose 1 answer)

- a. A business opportunity will encourage business
- b. A business opportunity will drive a business permit
- c. A business opportunity will make employees join it

21. The knowledge about customers' problem will help entrepreneur to... (choose 1 answer)

- a. make customers feel being taken care of
- b. understand the customers' needs
- c. find competitors in overtaking the customers

22. The followings are the different kinds of knowledge. The knowledge related to opportunity alertness is .....

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- a. the knowledge about the market
- b. the knowledge about permit
- c. the knowledge about the market
- d. the knowledge about the supplier
- e. the knowledge about customer problems
- f. the knowledge about the customers served

From the knowledge above, which knowledge related to passion? (choose 2 answers).....

23. In a seminar, what you can do to add knowledge related to interest is
- a. socializing with those with the same passion
  - b. socializing with those with different passion

Choose 1 answer.....

24. A person with broad knowledge about passion will
- a. take longer to find about the passion
  - b. be easier to identify the opportunity
  - c. be easier to socialize with other people

25. Robert Federans, a researcher from Canada stated about 5 characteristics of someone with passion. The following that is NOT the characteristic of someone with passion is
- a. The love of a specific activity
  - b. The appreciation of a specific activity
  - c. Always trying new activities
  - d. The activity is part of the identity

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e. Using time in order

26. The definition of passion is

- a. a specific activity that is pleasing to do
- b. a specific activity with money benefit
- c. a specific activity that will be kept doing even when in suffering or need to sacrifice

27. In broadening the knowledge about passion, the right thing to do is

- a. Reading books about that passion repeatedly and in a long period of time
- b. The knowledge about passion will come as time goes by
- c. Reading, observing, doing, learning, and asking the expert

28. Someone who is alert to the business opportunity should have two main behaviors. a.

optimist

b. obedience

c. creative

d. hard working

e. perserverance

f. has integrity

The right answers are ..... and .....

29. Check the different kinds of people below

- a. people with many idea
- b. people with good idea
- c. people imitating other's idea



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d. people with useful idea

e. people with idea that has never been before

2 characteristics of creative people are those ..... and .....

30. The right statement about the business opportunity and business idea is

a. business idea not necessarily becomes business opportunity

b. business idea will definitely be a business opportunity

c. business opportunity is easily found than business idea

31. To know the customer, we have to understand the market size, and market share. The size of the market is

a. the number of potential customers successfully obtained

b. the number of existing customers

c. the number of people using your product

d. the number of people unreached by you

e. the number of customers who is loyal to you

32. Pay attention to the following sentences. The definition of market share is

a. the number of potential customers successfully obtained

b. the number of existing customers

c. the number of people who could use your product

d. the number of customers who is loyal to you

e. the number of potential customers you could obtained

33. The relation between the market size and market share is

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- a. Market share is bigger than market size
- b. Market share is smaller than market size
- c. Market share is the same as market size

34. Pitching is a way to attract the investors' attention to invest in our business. A good pitching is...

- a. a long, creative and interesting presentation
- b. a short, creative and interesting presentation
- c. a good, creative and interesting presentation

35. To know the market size, we have to measure in number unit. The reason to measure in numbers is

- a. numbers can not lie
- b. numbers are the basic mathematical element
- c. numbers are used in financial report
- d. numbers are the reference to judge

### Bahasa Indonesia Version

1. Pak Ciputra mengatakan bahwa untuk menjadi seorang entrepreneur diperlukan 3 bakat.

- a. kerja keras
- b. keterampilan
- c. keinginan
- d. motivasi
- e. pengetahuan
- f. ketekunan

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g. percaya diri

h. optimisme

3 Bakat entrepreneur tersebut adalah (pilih 3).....

2. Untuk menjadi entrepreneur, seseorang harus mempunyai “3 kali” ingin. Artinya adalah

a. mempunyai 3 kali lipat keinginan yang sama tentang hal tersebut sehingga dapat mengatasi berbagai macam kesulitan

b. mempunyai keinginan yang 3 kali lebih besar dibandingkan rekan rekan sebaya sehingga bisa memenangkan persaingan

c. mempunyai 3 jenis keinginan yang berbeda-beda sehingga dapat memiliki bisnis yang bervariasi

Pilihlah 1 jawaban yang paling tepat ya...

3. Langkah pertama yang dibutuhkan seseorang untuk menjadi entrepreneur adalah dengan mempunyai

a. barang/jasa untuk dijual

b. pola pikir entrepreneur

c. modal yang besar

4. Buku dengan judul “The Entrepreneurial Mindset” karangan Prof. Rita McGrath dan Ian McMillan menuliskan 5 ciri utama seorang entrepreneur sukses. Salah satu ciri yang SALAH adalah

a. kedisiplinan yang besar

b. fokus pada eksekusi

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c. mempunyai banyak modal saat memulai bisnis

d. memberi semangat pada orang sekitar

e. memburu peluang terbaik

5. Pak Ciputra mendefinisikan entrepreneur sebagai seseorang yang mampu mengubah barang yang tidak berharga menjadi berharga. Kiasan yang paling tepat berdasarkan definisi Pak Ciputra adalah

a. Mengubah tantangan jadi peluang

b. Mengubah modal jadi laba

c. Mengubah kotoran dan rongsokan jadi emas

d. Mengubah ide menjadi peluang

e. Mengubah peluang menjadi bisnis

6. Menurut Pak Ciputra seseorang dapat menjadi entrepreneur karena 3L. 3L yang dimaksud adalah (Pilih 3 jawaban):

a. Lahir

b. Latihan

c. Lokasi

d. Lancar Berbicara

e. Lingkungan

f. Lincah

7. Ada berbagai macam tantangan dalam melakukan bisnis. Berikut ini adalah tantangan yang dihadapi oleh banyak entrepreneur.

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- a. sukses belajar nilai-nilai entrepreneurship
- b. sukses mengejar impian
- c. sukses membuka usaha
- d. sukses menciptakan persaingan yang sehat
- e. sukses mendapatkan keuntungan yang besar
- f. sukses mengatasi persaingan
- g. sukses mengubah ide-ide kreatif
- h. sukses menumbuhkan usaha

3 Tantangan utama dari membuka bisnis adalah..... (Pilih 3)

8. Entrepreneur adalah sebuah proses dari yang tidak mengerti menjadi mengerti, dari yang belum waspada menjadi waspada, dari yang buta menjadi melihat. Maka dari itu entrepreneur adalah sebuah proses yang

- a. dinamis
- b. statis
- c. statis dan dinamis

9. Pak Ciputra mengatakan bahwa seseorang dengan semangat dan keterampilan entrepreneurship dapat berkarya di berbagai ruang kehidupan. Ruang-ruang kehidupan tersebut adalah

- a. GAB: Government (Pemerintah), Academician (Pendidik), Business (Bisnis)
- b. GABS: Government (Pemerintah), Academician (Pendidik), Business (Bisnis) dan Social
- c. GABA: Government (Pemerintah), Academician (Pendidik), Business (Bisnis), Agriculture (Pertanian)

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10. Penyebab kegagalan terbesar dalam usaha

- a. tidak ada tim yang tepat
- b. kalah berkompetisi
- c. tidak ada pelanggan
- d. penetapan harga
- e. kehabisan uang kas

11. Bell, seorang penemu telepon mendefinisikan arti kata dari persiapan. Persiapan menurut

Bell adalah sebuah

- a. Sebuah pengetahuan yang harus dipahami
- b. Sebuah kunci untuk keberhasilan
- c. Sebuah proses sebelum pelaksanaan
- d. Sebuah masalah yang harus diselesaikan

12. Dibawah ini adalah kata-kata kunci dalam puisi Sang Entrepreneur dari Pak Ciputra yang tidak diurut dengan benar.

- a. berpikir
- b. berkesan
- c. berentrepreneur
- d. beraksi
- e. melihat
- f. mengerti

Urutan dari puisi sang entrepreneur adalah (buat urutan abjadnya)..

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13. "Theory of entrepreneurial opportunity identification and development" yang ditulis oleh Ardichvilia, Cardozob dan Rayc menuliskan tentang bagaimana caranya menjadi lebih siaga atau waspada terhadap peluang. Yang bukan merupakan unsur dari waspada terhadap peluang adalah

- a. jejaring sosial
- b. pengetahuan perguruan tinggi
- c. kreatif
- d. pengetahuan terdahulu
- e. perilaku
- f. optimism

14. Menurut Ardichvilia, Cardozob dan Rayc pengetahuan terdahulu (prior knowledge) adalah

- a. pengetahuan yang berkenaan dengan hasrat (interest/passion) dan industri
- b. pengetahuan yang telah dikumpulkan di masa sekolah atau dari kursus
- c. pengetahuan yang diperoleh karena mengamati

15. Perilaku adalah salah satu unsur waspada dalam peluang menurut Ardichvilia, Cardozob dan Rayc, yang merupakan bagian dari unsur "perilaku" adalah

- a. passion dan motivasi
- b. kreativitas dan motivasi
- c. kerja keras dan optimisme
- d. passion dan percaya diri
- e. kreativitas dan optimisme

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16. Sebuah peluang bisnis yang layak dikerjakan adalah

- a. peluang bisnis yang memiliki sejumlah pelanggan yang mau dan mampu bertransaksi
- b. peluang bisnis yang pernah dilakukan dikota lain dan terbukti sukses
- c. peluang bisnis yang sudah tersedia barang-barang untuk dijual

17. Strategi dalam memperluas jejaring sosial ada 3. Yang bukan merupakan strategi tersebut adalah

- a. berbicara basa-basi
- b. berbicara tentang isu politik
- c. berbicara fakta ringan
- d. berbicara opini ringan

18. Berikut adalah sebuah puisi dari Mahatma Gandhi (1869-1948)

Pelanggan Terpenting

Pelanggan adalah seseorang yang paling penting di sisi kita.

Ia tidak bergantung pada kita.

.....

Ia tidak mengganggu kita.

Untuknyalah yang kita bekerja.

Ia bukan orang asing pada bisnis kita.

Ia adalah bagian dari kita.

Kita tidak melayaninya karena kemurahan kita.

Ialah yang memberikan kemurahan bagi kita untuk melayaninya.



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Bait yang kosong dalam puisi tersebut menunjukkan bahwa (pilih 1 jawaban)

- a. pelanggan bergantung pada kita
- b. pelanggan tidak bergantung pada kita
- c. kita kerja untuk pelanggan
- d. kita tidak kerja untuk pelanggan
- e. kita bergantung kepada pelanggan
- f. kita tidak tergantung pada pelanggan

19. Passion atau hasrat adalah kegiatan yang (pilih 1 jawaban)

- a. paling menyita waktu bekerja
- b. sangat suka kita lakukan dan kerap merasa kekurangan
- c. iseng dan menggembirakan

20. Pernyataan yang benar dibawah ini adalah (pilih 1 jawaban)

- a. Adanya peluang bisnis akan memunculkan bisnis
- b. Adanya peluang bisnis akan menerbitkan ijin usaha
- c. Adanya peluang bisnis akan membuat karyawan bergabung

21. Pengetahuan tentang masalah pelanggan akan menolong entrepreneur untuk (pilih 1 jawaban)

- a. membuat pelanggan merasa diperhatikan
- b. memahami kebutuhan pelanggan
- c. menemukan pesaing untuk berebut pelanggan

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22. Berikut adalah jenis-jenis pengetahuan. Pengetahuan yang berkaitan dengan kewaspadaan peluang.....

- a. pengetahuan tentang pasar
- b. pengetahuan tentang perijinan
- c. pengetahuan tentang pasar
- d. pengetahuan tentang pemasok
- e. pengetahuan tentang masalah pelanggan
- f. pengetahuan tentang pelanggan dilayani

Dari pengetahuan-pengetahuan diatas, yang perlu diketahui berhubungan dengan passion adalah (pilih 2 jawaban).....

23. Dalam sebuah seminar, hal yang dapat Anda lakukan untuk menambah pengetahuan terkait dengan minat adalah

- a. bergaul dengan orang yang mempunyai passion yang sama
- b. bergaul dengan orang yang mempunyai passion berbeda.

Pilihlah 1 jawaban.....

24. Orang yang mempunyai pengetahuan yang luas tentang passionnya akan

- a. lebih lama menemukan peluang tentang passion tersebut
- b. lebih mudah mengidentifikasi peluang
- c. lebih mudah bergaul dengan orang lain

25. Robert Federans, seorang peneliti dari Kanada mengemukakan 5 ciri seseorang yang memiliki passion. Berikut yang bukan merupakan ciri dari orang yang memiliki passion adalah

## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

- a. kecintaan terhadap aktivitas tertentu
- b. penghargaan terhadap aktivitas tertentu
- c. selalu mencoba aktivitas-aktivitas baru
- d. aktivitas merupakan bagian dari identitas
- e. Menggunakan waktu secara teratur

26. Definisi passion (hasrat) adalah

- a. aktivitas tertentu yang menyenangkan untuk dilakukan
- b. aktivitas tertentu yang ada keuntungan dalam bentuk uang
- c. aktivitas tertentu yang tetap dikerjakan walau harus berkorban/menderita

27. Dalam memperluas pengetahuan mengenai passion, hal yang tepat untuk dilakukan adalah

- a. membaca buku tentang passion tersebut berulang-ulang dan dalam jangka waktu yang lama
- b. pengetahuan tentang passion akan datang seiring berjalannya waktu
- c. membaca, mengamati, melakukan, belajar, dan bertanya pada ahli

28. Seseorang yang waspada terhadap peluang bisnis harus mempunyai 2 perilaku utama. 2

Perilaku tersebut adalah

- a. optimis
- b. taat
- c. kreatif
- d. kerja keras
- e. tekun
- f. berintegritas

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Jawaban yang benar adalah ..... dan .....

29. Perhatikan berbagai jenis orang dibawah ini.

- a. orang yang idenya banyak
- b. orang yang idenya bagus
- c. orang yang meniru ide orang lain
- d. orang yang idenya berguna
- e. orang yang idenya tidak pernah ada sebelumnya.

2 ciri orang yang kreatif dapat ditunjukkan pada jenis orang ..... dan .....

30. Pernyataan yang benar mengenai peluang dan ide bisnis adalah

- a. ide bisnis tidak selalu menjadi peluang bisnis
- b. ide bisnis pasti menjadi peluang usaha
- c. peluang usaha gampang sekali ditemukan daripada ide bisnis

31. Untuk mengetahui pelanggan, kita harus memahami besar pasar dan pangsa pasar. Besar pasar adalah

- a. banyaknya calon pelanggan yang berhasil didapatkan
- b. banyaknya pelanggan yang sudah ada
- c. banyaknya orang yang dapat menggunakan produk Anda
- d. banyaknya orang yang belum terjangkau oleh Anda
- e. banyaknya pelanggan yang tetap setia kepada Anda

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32. Perhatikan kalimat-kalimat berikut ini. Yang merupakan definisi pangsa pasar adalah

- a. banyaknya calon pelanggan yang berhasil didapatkan
- b. banyaknya pelanggan yang sudah ada
- c. banyaknya orang yang dapat menggunakan produk Anda
- d. banyaknya pelanggan yang tetap setia kepada Anda
- e. banyaknya calon pelanggan yang berhasil didapatkan

33. Hubungan besar pasar dan pangsa pasar adalah

- a. pangsa pasar lebih besar dari besar pasar
- b. pangsa pasar lebih kecil dari besar pasar
- c. pangsa pasar sama besar dengan besar pasar

34. Pitching adalah sebuah cara untuk menarik perhatian investor agar mau berinvestasi pada bisnis kita. Pitching yang baik berupa

- a. presentasi panjang, kreatif dan menarik
- b. presentasi pendek, kreatif dan menarik
- c. presentasi yang bagus, kreatif dan menarik

35. Untuk mengetahui besarnya pasar, kita harus mengukur dalam satuan angka. Alasannya mengukur dalam bentuk angka adalah

- a. angka tidak pernah berbohong
- b. angka adalah unsur matematika paling dasar
- c. angka digunakan dalam laporan keuangan
- d. angka merupakan tolak ukur dalam menilai

**Appendix B: Student Evaluation**

English Version

Question

1. What are the biggest benefits of the training program for you (choose three answers)?
  - a. Extending entrepreneurship knowledge
  - b. Raising communication skill
  - c. Enhancing self confidence in starting a business
  - d. Expanding the personal network
  - e. Enlarging the personal horizon and raising the confidence to build the future
  - f. Improving the selling skill
  
2. What is your motivation in joining the training (choose only one answer)?
  - a. Want to own a business
  - b. Want to learn and get a certificate.
  - c. Want to utilize the spare time
  - d. Want to extend the knowledge
  - e. Want to seek idea for the future
  
3. Which part of the learning experiences that impressed you most (choose 3 answers)?
  - a. Learning from videos including the FB Live
  - b. Learning from the local tutors directly
  - c. Learning from the discussions with friends in the program
  - d. Learning from the knowledge of those who have experiences on starting a business
  - e. Learning from field surveys
  - f. Learning from doing the assignments

## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

- g. Learning from reading the article or sharing from friends

4. The purpose of the training program is to help students to be able to identify business opportunity intentionally. How do you conclude your learning experience at the end of the program (choose one answer).

- d. Now I fully understand and I can identify a business opportunity
- e. I quite understand but I still need additional assistances and additional learning experiences
- f. I had difficulties in understanding the knowledge. (1)

5. How do you evaluate the operational management of the training program?

- d. The management office has prepared the learning content systematically, well structured and has helped students to learn effectively.
- e. The management office has prepared the learning program quite well but it needs some improvement
- f. The management office has not prepared and managed the program well and it needs a lot of improvements.

6. How do you evaluate the social environment in your learning experiences, did you find the tutors and your friends welcoming you, sharing together and supporting each others and it made you learn well?

- d. I agree, there was a pleasant social environment that supporting the motivation of learning
- e. There was a fair social environment in learning.
- f. The social environment did not support the learning motivation.

## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

7. How do you evaluate the curriculum of the program that has been structured gradually for a 6 weeks learning for students to understand what is business opportunity identification?

- d. The curriculum has been structured well and I can easily and gradually understand what is business opportunity identification
- e. I still doubt if I have understood it or not
- f. I could not follow the curriculum of the program.

8. How did you find the duration of the video?

- a. Too short.
- b. Too long
- c. It was right

9. How did you find with explanation in the videos of the learning program?

- d. Easy to understand.
- e. Sometimes it was easy to understand and sometimes was difficult to understand.
- f. It was difficult to understand and the trainer is too fast in explaining the subject.

10. How did you find the presence of tutors?

- d. Their presence were very important and supporting my learning experience.
- e. Their presence were satisfactory.
- f. Their presence were not maximum, the did not interact and explain enough.

11. What are your biggest difficulties in joining the training program (choose 3 answers)?



## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

- a. I have a difficulty in understanding the content
- b. I have a difficulty in learning together with my friends
- c. I feel I do not have enough self confidence in doing field assignments
- d. I do not have a support from my employer (13).
- e. I have a difficulty in managing my time
- f. I do not get use with a learning program that involve technology and internet
- g. I fell I am lack of discipline
- h. Others

12. What is your evaluation regarding the venue of the meeting (the park)?

- a. It is suitable for me
- b. I can accept it
- c. It is difficult to be reached by public transportation.

13. Does your family support your plan to start a new business?

- a. They are very supportive
- b. They accept the idea
- c. They are not supportive

14. What are your biggest obstacles that you have experienced in preparing the new business (maximum 3 answers)?

- a. No support from the family
- b. No equipments
- c. No access to the suppliers
- d. I do not know to whom I can sell my product

## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

- e. Lack of self confidence.
- f. Lack of fund
- g. Lack of entrepreneurship skill
- h. Other reasons

15. To support your effort to start a business in the homeland what kind of support that you need most (1 answer)?

- a. Funding support
- b. An opportunity to have additional training
- c. Mentorship during the start up period

### Bahasa Indonesia Version

1. Apakah manfaat terbesar pelatihan ini untuk Anda (pilih 3 manfaat terbesar)?

- a. Memperluas pengetahuan untuk berwirausaha.
- b. Meningkatkan kecakapan berkomunikasi.
- c. Meningkatkan percaya diri untuk membuka usaha
- d. Memperluas pergaulan.
- e. Membuka wawasan dan harapan untuk membangun masa depan.
- f. Meningkatkan ketrampilan menjual.
- g. Lainnya.....

2. Apa motivasi utama Anda untuk ikut serta dalam pelatihan ini (pilih hanya satu jawaban)?

## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

- a. Ingin memiliki usaha sendiri
- b. Ingin belajar dan memiliki ijazah
- c. Ingin mengisi waktu luang
- d. Ingin memperluas wawasan pengetahuan
- e. Ingin mencari ide untuk masa depan

3. Bagian pelatihan yang mana yang paling berkesan menurut Anda (pilih hanya 3 jawaban)?

- a. Pelajaran dari video-video pembelajaran (termasuk FBLive).
- b. Pelajaran langsung dari para tutor di kelas.
- c. Pelajaran dan pengetahuan yang didapat ketika berdiskusi dengan teman.
- d. Pelajaran dan pengetahuan dari mereka yang sudah buka usaha.
- e. Pelajaran yang didapat dari survey lapangan.
- f. Pelajaran yang didapat dari mengerjakan tugas
- g. Pelajaran yang didapat dari membaca laporan atau sharing teman2 di Facebook

4. Tujuan dari pembelajaran yang Anda baru saja lalui adalah lalui adalah untuk dapat Mengidentifikasi (menemukan dengan sengaja) Peluang Bisnis. Setelah Anda ikut pembelajaran ini apakah Anda (pilih hanya 1 jawaban)

- a. Saya paham dan sekarang dapat mengidentifikasi peluang.
- b. Saya cukup paham namun masih perlu tambahan bimbingan atau tambahan pembelajaran.
- c. Saya kesulitan dalam memahami isi pelajaran.

## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

5. Apakah penilaian Anda tentang penyelenggaraan pembelajaran di Development dalam kelas tentang Peluang Bisnis ini?

- a. Penyelenggara telah menyediakan bahan belajar secara sistimatis, tertata baik sehingga memudahkan untuk para siswa belajar dengan baik.
- b. Penyelenggaraan pembelajaran cukup baik dan tertata namun perlu ada perbaikan-perbaikan.
- c. Pembelajaran kurang dikelola dengan baik sehingga banyak pembenahan.

6. Bagaimana penilaian Anda terhadap suasana sosial dalam belajar yang telah Anda alami, apakah Anda mendapatkan para tutor dan teman-teman belajar yang menyambut, saling berbagi dan saling mendukung sehingga dapat belajar bersama dengan baik.

- a. Setuju bahwa terdapat suasana sosial yang menyenangkan sehingga mendukung semangat belajar.
- b. Suasana sosial dalam belajar biasa-biasa saja.
- c. Suasana sosial kurang mendukung semangat belajar.

7. Bagaimana penilaian Anda tentang kurikulum pembelajaran yang telah disusun secara bertahap mulai dari minggu 1 sampai dengan minggu ke 6 untuk Anda belajar dan memahami apakah itu identifikasi peluang bisnis?

- a. Kurikulum pembelajaran telah tersusun dengan baik dan membuat saya gampang memahami apakah itu identifikasi peluang bisnis secara bertahap.
- b. Saya masih ragu apakah saya sudah paham atau belum.
- c. Saya tidak dapat mengikuti kurikulum pembelajaran yang ada.

## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

8. Bagaimana pendapat Anda tentang durasi video pembelajaran?

- a. Terlalu pendek waktunya
- b. Terlalu lama waktunya
- c. Sudah pas durasinya

9. Bagaimana pendapat Anda tentang penjelasan yang ada di video pembelajaran?

- a. Mudah dipahami
- b. Kadang mudah dipahami dan kadang susah dipahami.
- c. Sukar dipahami dan terlalu cepat menjelaskannya.

10. Bagaimana pendapat Anda tentang kehadiran para tutor?

- a. Kehadiran mereka sangat penting dan mendukung pembelajaran saya.
- b. Kehadiran mereka biasa-biasa saja.
- c. Kehadiran mereka terasa kurang maksimal. Para tutor kurang berinteraksi dan kurang menjelaskan.

11. Apa kesulitan Anda yang terbesar dalam mengikuti kelas entrepreneurship tentang Identifikasi Peluang (bisa pilih 3 jawaban)?

- a. Saya kesulitan memahami apa yang jadi bahan belajar.
- b. Saya merasa sukar bekerja sama dengan rekan-rekan belajar.
- c. Saya merasa kurang percaya diri ketika melakukan tugas lapangan.
- d. Saya kurang mendapat dukungan dari majikan.
- e. Saya kesulitan mengatur waktu.
- f. Saya kurang terbiasa dengan belajar yang melibatkan teknologi seperti Internet.

## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

- g. Saya merasa diri saya sendiri kurang berdisplin.
  - h. Lainnya...
12. Bagaimana pendapat Anda tentang lokasi pelatihan saat ini?
- a. Sudah cocok.
  - b. Cukup cocok.
  - c. Sukar dijangkau kendaraan umum.
13. Apakah keluarga Anda mendukung rencana Anda untuk buka usaha sendiri?
- a. Sangat mendukung
  - b. Biasa saja.
  - c. Kurang Mendukung.
14. Apa halangan terbesar yang Anda alami dalam merintis usaha bisnis (pilih maksimal 3 jawaban)?
- a. Dukungan keluarga tidak ada.
  - b. Tidak punya peralatan.
  - c. Tidak punya banyak kenalan pemasok.
  - d. Tidak tahu kepada siapa menjual barang hasil produksi.
  - e. Kurang percaya diri.
  - f. Kurang modal.
  - g. Ketrampilan berwirausaha masih dirasa kurang.
  - h. Alasan lain.....

BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

15. Untuk mendukung upaya Anda membuka usaha sendiri di tanah air maka dukungan seperti apa yang Anda paling butuhkan pada saat ini (pilih 1 jawaban)?

- a. Dukungan bantuan modal.
- b. Kesempatan untuk mendapat pelatihan lagi.
- c. Pendampingan selama merintis usaha.

Sampaikan hal-hal lain yang ada dalam diri Anda tentang pelatihan ini, komentar, usulan atau harapan Anda terhadap pelatihan ini.

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## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

### Appendix C: Student Evaluation Likert Scale

#### English Version

1. The main purpose of the entrepreneurship training of business opportunity identification is to assist students to understand what to know and what to do for identifying business opportunities that suitable with the passion of students. After you finish this training do you think you have achieved the purpose of the training?

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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2. All the contents have been structured well and it have helped me in learning the subject gradually.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
----------------------	-------------	------------	----------	-------------------

3. The facility for learning and learning materials for weekly learning have been prepared well and all of them have supported students in acquiring quality learning experiences.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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4. The presence of local tutors is very helpful and it has made the students understand the content easier.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

5. The presence and support of local tutors have created a pleasant and qualified learning environment.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
----------------------	-------------	------------	----------	-------------------

6. Reading materials and videos and other sources in the website (Internet) have helped students to understand the learning content.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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7. The opportunity to learn in a small group during the program has helped students to extend the knowledge and understand the learning content well.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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8. Fields assignment of observing malls or commercial area in the public area have helped students to understand deeper the business opportunities in the real life.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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9. Field assignments of meeting, knowing and discussing with entrepreneurs have helped students to understand business opportunity clearer and deeper.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

10. I get a lot of benefits from the program and I want to continue my learning program by attending the next modules.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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11. I get a lot of benefits from the program and I will tell my friends and family so they can learn too as I have experienced before.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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12. After I finish the learning program well, I have a confidence that I can be a tutor and I can help my friends, family members and also my neighbourhood to learn entrepreneurship together with me.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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### Bahasa Indonesia Version

1. Tujuan utama pelatihan entrepreneurship dengan tema identifikasi peluang adalah untuk dapat memahami apa saja yang patut kita ketahui dan lakukan sehingga dapat mengidentifikasi peluang bisnis sesuai passion kita secara lebih akurat. Apakah setelah menyelesaikan pelatihan ini Anda berhasil mencapai tujuan dari pelatihan seperti dijelaskan diatas?

## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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2. Bahan pembelajaran telah disusun dengan baik sehingga saya dapat belajar dan memahami secara bertahap.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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3. Fasilitas belajar dan bahan-bahan belajar di setiap minggu telah dipersiapkan dengan baik sehingga mendukung peserta belajar untuk mendapatkan pengalaman belajar yang bermutu.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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4. Kehadiran para tutor sangat membantu sehingga peserta belajar dapat lebih mudah untuk memahami bahan pelajaran.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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5. Kehadiran dan dukungan para tutor telah menciptakan suasana belajar yang menyenangkan dan bermutu.

## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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6. Bahan bacaan yang disediakan serta adanya materi video dan bacaan di Internet sangat menolong peserta belajar dalam memahami bahan pembelajaran.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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7. Adanya kesempatan untuk belajar bersama dalam kelompok kecil selama kelas berjalan sangat membantu peserta belajar untuk memperluas pengetahuan dan memahami bahan pelajaran lebih baik.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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8. Tugas lapangan untuk pergi ke mall atau tempat umum untuk mengamati kondisi bisnis yang sesungguhnya telah membantu peserta belajar untuk mengerti lebih dalam tentang peluang bisnis secara nyata.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

9. Tugas lapangan untuk bertemu, berkenalan dan berdiskusi dengan para pelaku bisnis elah membantu peserta belajar untuk mengerti lebih dalam tentang peluang bisnis secara nyata.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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10. Saya mendapatkan manfaat besar dari pelatihan ini dan akan melanjutkan pembelajaran saya untuk ikut di modul-modul berikutnya.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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11. Saya mendapatkan manfaat besar dari pelatihan ini dan akan menceritakan pelatihan ini kepada teman dan keluarga agar mereka juga dapat belajar seperti yang telah saya alami.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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12. Setelah saya selesai mengikuti pelatihan ini dengan baik maka saya memiliki keyakinan saya dapat menjadi tutor dan membantu teman, tetangga atau keluarga di rumah untuk belajar entrepreneurship bersama saya.

BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

### Appendix D: Tutor Evaluation Likert Scale

English Version

1. The main purpose of the entrepreneurship training of business opportunity identification is to assist students to understand what to know and what to do for identifying business opportunities that suitable with the passion of students. After you finish this training do you think you have achieved the purpose of the training?

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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2. All the contents have been structured well and it have helped me in learning the subject gradually.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
----------------------	-------------	------------	----------	-------------------

3. The facility for learning and learning materials for weekly learning have been prepared well and all of them have supported students in acquiring quality learning experiences..

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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4. The presence of local tutors is very helpful and it has made the students understand the content easier.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

5. One of the important function of the presence of tutors is to create a social environment that encourage student motivation, collaborative spirit and the spirit of sharing among students that will create pleasant and qualified learning environment.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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6. The provision of reading materials and videos in the Internet has helped students greatly in understanding the subject of learning.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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7. The opportunity to learn in a small group during the program has helped students to extend the knowledge and understand the learning content well.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
----------------------	-------------	------------	----------	-------------------

8. Field assignment of observing malls or commercial area in the public area have helped students to understand deeper the business opportunities in the real life.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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9. Field assignments of meeting, knowing and discussing with entrepreneurs have helped students to understand business opportunity clearer and deeper.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

10. Students have finished the learning program well and they can be a tutor to help others to learn entrepreneurship through online program combine with a routine meet up sessions.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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### Bahasa Indonesia Version

1. Tujuan utama pelatihan entrepreneurship dengan tema identifikasi peluang adalah untuk dapat memahami apa saja yang patut kita ketahui dan lakukan sehingga dapat mengidentifikasi peluang bisnis sesuai passion kita secara lebih akurat. Apakah menurut Anda para peserta belajar berhasil mencapai tujuan dari pelatihan seperti dijelaskan diatas?

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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2. Bahan pembelajaran telah disusun dengan baik sehingga peserta belajar dapat belajar dan memahami secara bertahap.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

3. Fasilitas belajar dan bahan-bahan belajar di setiap minggu telah dipersiapkan dengan baik sehingga mendukung peserta belajar untuk mendapatkan pengalaman belajar yang bermutu.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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4. Kehadiran para tutor sangat dibutuhkan untuk pembelajaran ini karena kan membantu peserta belajar untuk lebih mudah memahami bahan pelajaran.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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5. Salah satu fungsi penting para tutor adalah menciptakan lingkungan sosial yang mendorong semangat belajar, semangat kolaborasi dan saling berbagi antar peserta belajar sehingga tercipta suasana belajar yang menyenangkan dan bermutu.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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6. Bahan bacaan yang disediakan serta adanya materi video dan bacaan di Internet sangat menolong peserta belajar dalam memahami bahan pembelajaran.

## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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7. Adanya kesempatan untuk belajar bersama dalam kelompok kecil selama kelas berjalan sangat membantu peserta belajar untuk memperluas pengetahuan dan memahami bahan pelajaran lebih baik.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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8. Tugas lapangan untuk pergi ke mall atau tempat umum untuk mengamati kondisi bisnis yang sesungguhnya telah membantu peserta belajar untuk mengerti lebih dalam tentang peluang bisnis secara nyata.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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9. Tugas lapangan untuk bertemu, berkenalan dan berdiskusi dengan para pelaku bisnis telah membantu peserta belajar untuk mengerti lebih dalam tentang peluang bisnis secara nyata.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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## BOC: A CONTEXTUALIZATION OF A BLENDED LEARNING

10. Peserta belajar yang telah menyelesaikan modul ini dengan baik akan dapat menjadi tutor untuk membantu teman, tetangga atau keluarga mereka untuk belajar bersama entrepreneurship secara online yang didukung oleh pertemuan rutin di lokasi tertentu.

1. Tidak Setuju	2. Kurang Setuju	3. Ragu-ragu	4. Setuju	5. Setuju sekali
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**Appendix E: FGD Guide for Students & Tutors**

Research Project: BOC

Date \_\_\_\_\_ Time \_\_\_\_\_ Location \_\_\_\_\_

Interviewer \_\_\_\_\_ Interviewee \_\_\_\_\_

Informed Consent signed? \_\_\_\_\_

**Interview Preamble**

Thank you for your participation. I believe your input will be valuable to this research and will help the improvement of entrepreneurship training program for IFMWs (Indonesian Female Migrant Workers).

My name is Lilik and I am the Research Assistant of Mr. Antonius Tanan a doctoral student of Athabasca University who does a research project on entrepreneurship learning for IFMWs (Indonesian Female Migrant Workers).

I will conduct Focus Group Discussion/Interview and I will be taking notes and record this FGD/Interview.

If you not comfortable you can withdraw from this FGD/Interview now, there is no consequence for you if you withdraw from this research project. Your participation is purely voluntarily however when you finish the interview/FGD we will provide you with small gift from Indonesia. If at any stage you feel you would like a break please let me know, we can make a short break.

The interview should take approximately [15 minutes for interview and 30 minutes for FGD], however this may change. You can have more time if you are willing to inform us more things. Confidentiality of responses is guaranteed

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### The FGD (Focus Group Discussion) Guide for Students

The purpose of this FGD is to improve the quality of entrepreneurship training. The honesty of participants in answering the questions will help UCEC in preparing a better program and it will benefit more Indonesian migrant workers who want to become entrepreneurs.

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1. What are the biggest benefits of this training for you?
2. Which part of the training do you think was the most memorable and impactful in your learning to understand business opportunity identification. (for example: learning via the Internet, classroom learning, learning by watching videos, discussions with friends, discussions with tutors, field trips, discussions with business people)? Why?
3. The purpose of learning is to help students to be able to identify business opportunities. Now that you have finished the course do you have the confidence to put it into practice in your homeland?
4. What is your opinion on the social atmosphere in learning? Do you enjoy learning and sharing with others?
5. How do you feel about the presence of tutors? Do you get a big benefit from the presence of tutors? What role of the tutors do you think will really help students in their learning journey (e.g. as an assistant trainer, somebody to ask, of encouragement, creating an exciting discussion, accompany learning etc.)
6. To what extent have the reading materials; video and explanation of tutors benefited your learning?
7. To what extent have you benefitted from participating in a community learning study group?

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8. To what extent did you benefit from observing the market place and talking with business practitioners directly as part of the training program?
9. If you were the organizer of the program what other sources of knowledge other than the Content, the Co-learners and the Community of Practitioners would you want to be connected?
10. Was there any part of the program that you did not like?
11. Let us know other things in your mind about this training, comment, suggestions or your expectations for this training.

Note:

The process will be recorded and a transcript will be made

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### The FGD Guide for Tutors

The purpose of this FGD is to improve the quality of entrepreneurship learning. The honesty of participants in answering the questions will help UCEC in preparing a better program and it will benefit more Indonesian migrant workers who want to become entrepreneurs.

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1. What are the biggest benefits of this training for students?
2. Which part of the training program do you think are the most memorable and impactful for students in their learning to understand business opportunity identification. (for example: learning via the Internet, classroom learning, learning by watching videos, discussions with friends, discussions with tutors, field trips, discussions with business people)? Why?
3. The purpose of the program is to help students to be able to identify business opportunities . After students finish the course do you have confidence that students will be able to put their knowledge into practice in in their homeland?
4. What would be the opinion of students on the social atmosphere of learning? Do you think students enjoy learning and sharing with each other?
5. What would students feel about the presence of tutors? Do you think they get a big benefit from the presence of tutors? What role of tutors do you think really helps students in their learning journey (e.g. as an assistant trainer, somebody to ask, of encouragement, creating an exciting discussion, accompany learning etc.)
6. To what extent have the reading materials; video and explanation of tutors benefited your learning?



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7. To what extent have you benefitted from participating in a community learning study group?
8. To what extent did you benefit from observing the market place and talking with business practitioners directly as part of the training program?
9. If you were the organizer of the program what other sources of knowledge other than the Content, the Co-learners and the Community of Practitioners do you feel should be connected to the training program?
10. Which part of the program do you think students do not like?
11. Let us know other things on your mind about this training, comment, suggestion or your expectations for this training.

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### Appendix F: Contents of the whole entrepreneurship program

Subjects	Time Frame
1. Business Opportunity Identification or BPU (Berburu Peluang Usaha) in Indonesian language	6 weeks
2. “Pasar Kaget” or “Temporary Market”	6 weeks
3. Skill Courses	6 weeks
4. Creativity and Innovation	6 weeks
5. Selling Projects	6 weeks
6. Business Knowledge: SWOT, Business Model Canvas, Financial Literacy, and Business Plan.	8 weeks
7. Start Up Project	8 weeks
Total	46 weeks

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The schedule of meet up sessions and data collection in BOC in Hong Kong.

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Date	Event	Place	Person In Charge
August 7, 2016	<p>BOC on Opportunity</p> <p>Identification was promoted in the BMC Meeting. About 150 IFMWs attended.</p> <ul style="list-style-type: none"> <li>• 99 IFMWs did pretest</li> </ul>	1/F Olympic House no 1 Stadium Path, So Kon Po, Causeway Bay	Antonius Tanan
August 14, 2016	<p>Meet Up Session 1</p> <p>Assignment for Meet Up session 1 (posting at August 13, 2016)</p> <ul style="list-style-type: none"> <li>• Practicing public speaking: students were asked to deliver a five-minute speech in the small group on the subject of their life plan for the next five years.</li> <li>• Students and tutors went to the mall and sought three successful stores and three unsuccessful stores.</li> </ul>	Cornwall Street Park, Festival Walk Kowloon Tong, Hong Kong	Ms. WS and Ms. So

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<p>August 21, 2016</p>	<p>Meet Up Session 2</p> <p>Assignment for Meet Up session 2 (posting on August 20, 2016)</p> <ul style="list-style-type: none"> <li>• Group discussion on the success and failure of businesses that students saw in the in their villages.</li> <li>• Every student had an opportunity to speak and share her experience.</li> <li>• All students went to the Independence Day celebration and at the same time learned how to get new friends.</li> </ul>	<p>Cornwall Street Park, Festival Walk Kowloon Tong, Hong Kong</p>	<p>Ms. WS and Ms. So</p>
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<p>August 28, 2016</p>	<p>Meet Up Session 3</p> <p>Assignment for Meet Up Session 3 (posting on August 27, 2016)</p> <ul style="list-style-type: none"> <li>• All students shared in their experiences of getting new friends in their groups.</li> <li>• Every student had the opportunity to share her business passion.</li> <li>• Students went to the mall with tutors to seek shops that represent certain business passions.</li> </ul>	<p>Cornwall Street Park, Festival Walk Kowloon Tong, Hong Kong</p>	<p>Ms. WS and Ms. So</p>
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<p>September 4, 2016</p>	<p>Meet Up Session 4</p> <p>Assignment for Meet Up Session 4 (posting on September 3, 2016)</p> <ul style="list-style-type: none"> <li>• Students discussed in their groups on the businesses suitable with their passions.</li> <li>• Students learned how to identify business opportunities using “MKP game”. MKP game or Problem-Need-Opportunity game was developed by the trainer to help students to understand that business opportunities come from customer problems.</li> </ul>	<p>Cornwall Street Park, Festival Walk Kowloon Tong, Hong Kong</p>	<p>Ms. WS and Ms. So</p>
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<p>September 11, 2016</p>	<p>Meet Up Session 5</p> <p>Assignment for Meet Up Session 5 (posting at September 10, 2016)</p> <ul style="list-style-type: none"> <li>• During weekdays all students had an assignment to call a friend or family member in their villages and discussed possible business opportunities that come from customer problems and in the meet up session students had to share their experience.</li> <li>• Students discussed with tutors who had businesses on their experiences as they started their businesses.</li> </ul>	<p>Cornwall Street Park, Festival Walk Kowloon Tong, Hong Kong</p>	<p>Ms. WS and Ms. So</p>
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September 18, 2016	<p>Meet Up Session 6.</p> <ul style="list-style-type: none"> <li>• Reviewed the past subjects.</li> <li>• Questions and Answer</li> <li>• Pitched</li> </ul>	<p>Cornwall Street Park, Festival Walk Kowloon Tong, Hong Kong</p>	<p>Ms. WS and Ms. So</p>
September 25, 2016	<p>Meet Up Session 6</p> <ul style="list-style-type: none"> <li>• Try Out Meeting</li> <li>• Discussion about all contents</li> </ul>	<p>Cornwall Street Park, Festival Walk Kowloon Tong, Hong Kong</p>	<p>Ms. WS and Ms. So</p>
October 2, 2016	<p>Closing of the program: Conclusion, question and answer session with a senior trainer (Mr Dharma Kusuma) and post-test</p>	<p>HKMA, 1-6/F, First Commercial Building, 33-35 Leighton Road, HK</p>	<p>Dharma Kusuma (a senior trainer) from Jakarta</p>
October 9, 2016	<p>40 students and 8 tutors filled up questionnaires and attended the FGD (Focus Group Discussion)</p>	<p>Cornwall Street Park, Festival Walk Kowloon Tong, Hong Kong</p>	<p>Ms. Lilik</p>

**Appendix G: The Selected Transcript from the Qualitative Data Collection**

Theme	Code	English	Bahasa Indonesia
<b>Students knew how to identify opportunities</b>	(Student R13 of Group 1)	“The benefit is a lot. Previously I could not see the opportunity, now slowly I can see the opportunity.”	“Manfaatnya banyak sekali. Yang dulunya saya tidak bisa melihat peluang, sekarang pelan-pelan saya bisa melihat peluang di lingkungan.”
	(Student R16 of Group 1)	“We didn’t know before, but we do now. We were not alert become alert.”	“Dulunya ga ngerti jadi ngerti. Dulunya gak waspada jadi waspada.”
<b>Student create a business immediately at the homeland</b>	(Student R13 of Group 3)	“Actually there are many benefits for me. From the knowledge of MKP, the knowledge of opportunity, from the pitching. I even have put them into practice. I asked my dad to look for information in our village. He said just so-so. But when he started to talk with friends he told me now that he want to open a store that sell fishing equipment. Insha Allah (If God is	“Manfaatnya sebenarnya banyak banget. Dari ilmu MKP, peluang, pitchingnya. Bahkan saya udah praktekkkin. Saya nyuruh Bapak untuk mencari info di desa kita ada apa aja, katanya ya biasa aja Ketika ngobrol sama lingkungan, bapak sering woro-woro bahwa akan buka alat nelayan. Inshaa Allah akan dibuka bulan depan di depan

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		willing) it will be opened next month in front of our house.”	rumah.”
<b>A mindset and behaviour change</b>	(Student R1 of Group 1)	“From BPU a lot of things I have learned. The main capital is not money to start a business. Firstly we must have willingness and then look for the opportunity somewhere.”	“Dari pelajaran dari BPU banyak sekali yang saya dapatkan. Jadi untuk membuka usaha ternyata bukan uang modal utamanya. Pertama kita harus punya kemauan dan mencari peluang itu dari mana.”
	(Student R3 of Group 2)	“It changes my habit too, maam. Before. I attended this, I may say that I was the laziest person. I used to spend my free time either just sightseeing or sleeping.”	“Merubah kebiasaan saya juga bu. Kalau dulu sebelum masuk sini saya bisa dikatakan orang yang paling males. Kalau menghabiskan hari libur itu kalau ga jalan jalan ya tidur bu.”
<b>Motivated</b>	(Student R3 Group 1)	“Yes I become motivated. I have a stronger will.”	“Iya termotivasi dan keinginannya lebih kuat”

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	<p>(Student R1 of Group 4)</p>	<p>“I can plan my idea. What are my problems? After learning entrepreneurship with Mr. Anton and the tutors, all the nice tutors, who are very tireless I have this spirit. I used to say: “What is the advantage of joining; it is hot. I have ever joined but I seldom came. But now I am active [LAUGH] Yes, I was stubborn.”</p>	<p>Saya dapat merancang ide saya. Apa masalah saya. Setelah belajar tentang entrepreneurship dengan Pak Anton dan tutor semua tutor yang baik dan tidak capek-capeknya saya jadi punya semangat. Dulunya saya suka berfikir“apa sih untungnya ikutan acara ini, sudah itu panas. Saya dulu pernah ikutan tapi jarang-jarang datangnya. Tapi sekarang saya aktif (tertawa) Ya saya dulunya keras kepala.”</p>
	<p>(Student III-R1G4)</p>	<p>“Comfortable. So here, it’s like finding a family. Finding mother, sister, auntie [LAUGH] finding my twin.”</p>	<p>“Disini nyaman. Disini seperti menemukan keluarga. Ketemu ibu, kakak, tante (tertawa) menemukan kembaran saya.”</p>

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<p><b>Impact the family in the homeland</b></p>	<p>(Student R4 of Group 1)</p>	<p>“Finally, I thought why not I seriously attended the BMC and got the knowledge and after that I could transfer my knowledge to my husband in Indonesia and then I can work together and communicate with my husband to own a business in Indonesia.”</p>	<p>“Akhirnya saya pikir, kenapa tidak saya serius masuk dalam BMC ini dan memperdalam ilmunya setelah itu saya tularkan ke suami dan kita bisa kerjasama dan komunikasi untuk bisa punya usaha di Indonesi.”</p>
	<p>(Student R8 of Group 1)</p>	<p>“I immediately talked to my husband, how to, where to look...about starting a business. What is needed in our village?”</p>	<p>“Langsung saya ngomong sama suami, gimana, cari apa, maunya gimana soal buka usaha yang bener-bener dibutuhkan di desa sendiri tuh apa.”</p>
<p><b>Students felt more knowledgeable in business.</b></p>	<p>(Student R9 of Group 2)</p>	<p>“Yes. It enlarged my understanding on entrepreneurship, I want to deepen the knowledge with the purpose not to fail again in doing a business.”</p>	<p>Ya... menambah wawasan tentang wirausaha itu, saya ingin mendalami supaya saya tidak gagal lagi dalam usaha.”</p>
<p><b>Raising students’ self-confidence</b></p>	<p>(Student R11 of Group 1)</p>	<p>“Then... I dare to talk. Usually I was not confident to talk. I was afraid to say</p>	<p>“Terus bisa berani ngomong. Biasanya saya minder kalo ngomong,</p>

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		wrong. Even with my husband and family.. Even though I was right.. It is ok just to give in. Because when I was blamed, I just gave in. But not now. I dare to explain.”	takutnya salah, sama suami sama keluarga, Meskipun saya benar yaudah ngalah. Pasti kalo disalahkan saya ngalah. Kalo sekarang enggak, saya udah berani menjelaskan.”
	(Student R12 of Group 1)	“We have more confidence and raise my self confidence. yes self confidence to start a business in my house. I have more self confidence.”	“Jadi kita lebih yakin dan menambah percaya diri. ya percaya diri untuk bikin usaha dirumah nanti jadi semakin yakin.”
	Student R13 of Group 1)	“There are many (benefits). I did not have self-confidence at all. When I met people, I would not want to be asked. That’s it. But not now. I keep approaching them, those friends. There are many changes (after) attending the BMC and the trainings from Mr. Anton.”	Banyak sekali. Dan dulunya saya nggak pede sekali kalo ketemu teman. Kalo teman udah gak mau ditanya yaudah. Sekarang enggak. Terus saya dekati. Teman-teman yang kayak gitu saya dekati. Banyak sekali perubahan dari

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			BMC dan pelajaran dari Pak Anton.”
<b>Financial Literacy</b>	(Student R13 of Group 2)	“Money management”	“Manajemen keuangan”
	(Student R13 of Group 2)	“And understand financial management. know how to separate money for business with personal use.”	“Dan jadi tahu manajemen keuangan harus bisa misahkan antara uang usaha dan uang pribadi.”
<b>Valuable life experience</b>	(Student R2 of Group 3)	“So I am grateful that I have joined BMC. I regret I didn’t know it earlier. Had I known it before, I might have returned home to start my business.”	“Saya bersyukur sekali bisa masuk BMC, menyesal kenapa gak dari dulu. Kalo dari dulu, saya sudah bisa pulang sekarang dan buka usaha sendiri.”
	(Student R1 of Group 3)	“Learning BPU is very valuable. In fact, we do not realize that we can do a lot of things in our vilage, a lot of opportunities. If we do not understand the knowledge we will not know (the opportunity).”	“Belajar di BPU ini memang sangat berharga. Ternyata kita gak nyadar kalo di desa tuh banyak bisa lakukan, banyak peluang. Kalo kita gak ngerti ilmunya, kita ga bakalan paham.”

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<b>Positive and need to be continued</b>	(Student R3G4)	“Yes. Yes. Very positive.”	Ya. Ya. Sangat Positif
	(Student R5G4)	“I got the knowledge. I am happy.”	“Saya dapat pengetahuannya. Saya senang.”
	(Student R6G5)	“Very useful”	“Sangat Berguna”
	(Student R8G5)	“Extraordinary”	“Luar Biasa”
	(Student R9G5)	“The lessons, the knowledge, the tutors, the friends. All were happy. Broadening the view.”	“Pelajarannya, pengetahuannya, tutornya, teman-temannya. Kami semua sangat senang. Meluaskan cara pandang juga.”
	Student R11G5	“Don’t stop here.”	“Jangan berhenti sampai disini.”



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	(Student R19G5)	“Very impressive for me, who is old, conventional, and a villager.”	“Sangat mengesankan untuk saya yang sudah tua, kolot dan dari kampung ini.”
	(Student R23G5)	“I hope in the future, it is growing. Not only here but also in the village in Indonesia. In my village, there is none like this. Probably it can be spread to the small villages.”	“Saya berharap kedepannya, kegiatan ini bisa terus berkembang. Tidak hanya disini, tapi juga di kampung di Indonesia. Di Kampung saya tidak ada yang seperti ini. Mungkin kegiatan ini dapat di sebarakan ke kota-kota kecil.”
	(Tutor I-R3WZ)	“Well, it has to be continued.”	“Ya ini harus di lanjutkan.”
<b>Student satisfaction with social learning environment</b>	(Tutor III-R4&5WZ)	“We welcomed them like one family. So there was no discrimination, whether for those who had been a long time in HK or those who were new in HK. We	“Kita merangkul mereka seperti keluarga, jadi ga ada perbedaan. Baik yang sudah lama di Hongkong maupun dengan yang baru

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		<p>welcomed them.”</p> <p>“From the start, I was determined in my heart. No discrimination. Some of them had rice, some had vegetable, still some had other food. Put them together, and we ate together.”</p> <p>“If we had one problem, we solve it together. We encouraged (one another) and found the best solution.”</p> <p>“They considered us as their parents. They felt more like it toward us.”</p>	<p>di Hongkong sama kita renggut.”</p> <p>“Dari awal sudah saya tanamkan, tidak ada perbedaan. Jadi kamu punya nasi kamu punya sayur. Kamu punya lauk jadikan dimakan bersama.”</p> <p>“Punya masalah kita saling grudug. Kita kasih semangat solusi apa yang terbaik.”</p> <p>“Mereka menganggap kita adalah orang tuanya lebih banyak mereka seperti itu terhadap kita.”</p>
	(Student III-G1)	<p>“Very good (social atmosphere), previously we did not know each other now we know. We can understand the characters, we can ask and get answer. More friendly and family feeling.”</p>	<p>“Baik banget, kita yang tadinya gak kenal jadi kenal. Bisa memahami masing-masing karakter. Bisa saling tanya, saling sharing, sampe saya puas dapet jawabannya. Lebih</p>

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			akrab, lebih kekeluargaan.”
	(Student III-R1G3)	“Like family. We protected each other.”	“Seperti keluarga aja, kita menjaga satu sama lain.”
<b>Student satisfaction with Teaching Presence</b>	(Student IV-R1G1)	“The organization was good. The training was good, the explanation was also good. It was easy to understand. So if we didn’t understand we could directly ask to have additional explanation.”	“Pengelolaanya baik, pembelajarannya baik, penjelasannya juga mudah dipahami. Kalo tidak mengerti bisa langsung tanya mana yang ga paham dan minta penjelasan lagi.”
	(Tutor IV-R1WZ)	“I feel the learning was more in order because it was in stages.”	“Saya merasakan menjadi lebih teratur belajarnya karena bertahap.”
<b>Connecting students to the website.</b>	(Student V-R4G1)	“I am fortunate that I got the access directly (to the website). I could learn from the first video to the last stories and explanation from Mr.Anton.”	“Makanya kebetulan saya beruntung saya bisa sekali coba langsung masuk. Akhirnya saya pelajari dari video pertama sampe terakhir, sampe cerita dan

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			penjelasan dari Pak Anton.”
	(Student V-R3G5)	“Yes. I cannot access.”	“Iya saya tidak bisa masuk.”
	(Student V-R10G1)	“About the website, please make it easier, like "Sekolah Kehidupan" (the name of the Facebook group operated by CEC) we could join. Make it easier to access. Not everybody could access.”	“Untuk websitenya, tolong dibuat yang lebih mudah seperti “Sekolah Kehidupan” (Facebook group yang di pegang CEC). Tolong di buat lebih gampang untuk masuknya, karna tidak semua orang bisa masuk.”
	(Tutor V-R9)	“Yes but it was difficult, seldom (connect to the website) very difficult. Unlike Facebook. We had to wait.”	“Ia tapi susah, jarang susah banget enggak aya Facebook masalahnya harus menunggu.”
	(Tutor V-R5)	“In my opinion UCEO website was more convenient.”	“Kalau menurut aku iya lebih enak dari website UCEO itu.”

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	(Tutor WZ V- R6)	“Yes, but the web was difficult to open.”	“Susah, susah loadingnya itu cuma muter-muter.”
	(Tutor V- R5WZ)	“Actually learning from the web is like a real school. In the Facebook we are with our friends we make jokes.. it is not ideal But for them it is better using the Facebook.”	“Sebenarnya kalau di web itu kaya sekolah tenan. Kalau di Facebook kan kecampur sama teman teman jadi seperti guyon kurang sreg sih sebenarnya tapi kalau untuk pembelajaran ke mereka lebih baik menggunakan Facebook.”
<b>Connecting students to the closed Facebook group</b>	(Student VI- R12G5)	“Because it was the easiest one for me. Easy to search, and every day I used Facebook.”	“Karena lebih gampang buat saya. Gampang di cari dan saya menggunakan Facebook setiap har.”
	(Student VI- R18G5)	“The most important one was from Facebook, then from website.”	“Lebih penting yang dari Facebook daripada dari website.”

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	(Student VI-R17G5)	“I seldom got a day-off. Only in the Facebook.”	“Saya jarang-jarang dapat libur dari majikan. Jadi hanya dari Facebook.”
	(Student VI-R7G5)	“I always followed the Facebook, and I always did the assignment, except for the field survey ones.”	“Saya selalu mengikuti dari Facebook dan saya juga selalu mengerjakan tugas kecuali yang survey lapangan.”
	(Student VI-R2G3)	“I think the most beneficial here was the Facebook because there was always the notification.”	“Dan sebenarnya yang paling bermanfaat itu disini ya Facebook karena langsung ada pemberitahuan langsung.”
	(Tutor VI-Tutor R3)	“For me it is Facebook because here we have a boss. We didn’t have time to meet in person. In the Facebook we could learn any time and could share with friends, anytime, anywhere we could, we could share immediately with friends.”	“Kalau saya dari Facebook olehnya karena disini ikut orang waktu ya kalo kita belajar ketemu langsung kita kan ga ada waktu jadi kalau di Facebook itu kita sewaktu-waktu bisa belajar bisa sharing dengan temen-temen. Jadi suatu saat dikapanpun kita bisa

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			langsung bisa sharing dengan temen gitu.”
	(Tutor VI-R10)	“I also like Facebook because Facebook was easier. Anytime you could access it. If today you could not, you could do it the day after or two days after when you had the chance, you could access and replay the lesson.”	“Kalau saya juga Facebook karena facebook lebih mudah sewaktu-waktu bisa dibuka kalau hari ini kita tidak bisa mengikuti besok ato lusa ada kesempatan bisa dibuka untuk mengulang pelajaran.”
	(Tutor VI-R3WZ)	“Facebook was easy. As for the website, when we had opened and signed in, and suddenly the boss called us, so we left it, and we had to enter it again.. Well, it was troublesome. Actually, it was nice. But we were tired at nights. Sleepy. In Facebook, it was convenient. Faster.”	“Ya kalau Facebook kan gampang dan kalau Website ya itu sudah buka dan sudah isi begitu ditengah jalan dipanggil majikan dan ditinggal dan harus masukin lagi. ya itu repot lagi sebenarnya enak. Tapi kalau sudah malam kan cape bu, ngantuk bu

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			kalau di Facebook enaknya lebih cepat.”
	(Student VI-R4G5)	“So I follow the Facebook only. For video in the Facebook, I also could not watch because there was the camera (CCTV) that could be received in my employer’s cellphone. So I just read the Facebook and filled in if asked. If asked to do the market survey, I could only come out once a week, so on Sundays I would search the material, and do it, and submit it.”	“Saya hanya mengikuti dari Facebook. Untuk video yang ada di FB, Saya juga tidak dapat menontonnya, karena ada CCTV yang mengawasi dan langsung diterima HP Majikan. Jadi saya hanya baca dan mengisi apabila ada pertanyaan. Apabila ditugaskan untuk melakukan survey market, saya hanya dapat keluar sekali seminggu, jadi pada hari Minggu saya mencari bahan-bahannya, saya kerjakan lalu saya kumpulkan.”
<b>Connecting student to the recorded video of the trainer</b>	(Student XII-R1G2)	“And when I watched the video from Mr. Anton it could be repeated. If we had free time we could watch it again, repeat it.”	“Dan kalo nonton video dari pak Anton itu bisa diputar kembali kalo lagi banyak kerjaan bisa diulang lagi.”



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in the Facebook			
	(Student XII-R4G2)	<p>“We lived with others, so if we are in our room or in the bathroom, we could see. See while doing things, we could understand the topic being discussed. We could replay, we could see it repeatedly. At the time we wanted to sleep, or what.. or while waiting on for the old lady/grand ma.. we could watch again until we really understood what it meant.”</p>	<p>“Kita kan ikut orang ya kadang ada majikan jadi kalau kita atau dikamar atau kamar mandi kita bisa lihat makanya kita bisa paham apa yang dibicarakan bisa kita pahami bisa melihat berulang ulang saat mau tidur atau sedang apa atau sedang nunggu nenek kita puter lagi sampai kita tahu apa yang dimaksud dalam video tersebut.”</p>
	(Student XII-G3)	<p>“Frankly, I assist a grandma, when she watch TV, she does not care of me, the TV very loudly so I use handset to watch the video, when I want to sleep as well because I do not like to read.”</p>	<p>“Saya terus terang kan jaga nenek kalau sudah nonton TV ga peduli saya, TV nya keras, makanya saya pasang handset lihat video ini kalau mau tidur juga, karena saya ga suka mbaca si.”</p>

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	(Student XII-R13G3)	<p>“In my opinion it was interesting because not everybody likes to read. To divert our attention from books, we used the website and videos. A way to raise our motivation is to use video. It is good.”</p>	<p>Menurut saya itu menarik karena ga semua orang suka membaca. Jadi untuk mengalihkan perhatian kita dari buku, kita melalui website dan video itu. Cara menarik semangat kita ya video. Itu bagus.”</p>
	(Tutor XII-R1)	<p>“In my opinion, because we were from different ages. There were young and old, there were fast and slow. With the video it was like face to face to explain directly like when Mr. Anton explained it with the body language. Probably those who had slower reception would understand better than when only reading, what is it? So it was very good (the video).”</p>	<p>“Menurut saya karena kita dari usia yang berbeda-beda. Ya ada yang muda dan ada yang tua ada yang cepet dan ada yang lambat dengan video itu seperti bertatap muka dengan langsung untuk menjelaskans ecara langsung kaya seperti pa Anton menjelaskan seperti itu dengan bahasa tubuh seperti itu, mungkin orang yang penangkapannya lambat akan lebih paham</p>

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			dengan dia membaca saja “apa ini?” gitu jadi dari itu sangat bagus sekali.”
	(Tutor XII-R4)	“In the Facebook when we read we saw it. If the video, we could listen to it without watching. The HP (handphone) could be in the pocket, used handsfree. But if the writing, we had to read it when we had time.”	“Kalau di Facebook kan kalu baca kan dilihat kalu cuman video kan kita sambil dengar enggak harus dilihatin hp masuk kantong pakai handsfree juga kan bisa, tapi kalau tulisan kan harus baca harus ada waktu.”
<b>Connecting students to the trainer through Facebook Live</b>	(Student X!- R18G4)	“Because it was really like studying face to face in front of our teacher. And it was easily digested. As if he were in front of us.”	“Karena seperti belajar tatap muka dengan guru kita. Dan sangat mudah di cerna seperti dia ada bareng sama kita.”
	(Student XI-R1G1)	“Because it was new and had advantages, additional knowledge.”	“Iya. Soalnya kan materi baru, jadi tambahan terus, pengetahuan. Untuk memupuk pengetahuan kita.”
	(Student XI-R2G1)	“Yes. Direct. I would like to say, ‘Wow this is online,	“Mungkin karena langsung itu. Jadi saya maunya, wah

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		there is Mr. Anton.' I was more curious, what was it that Mr. Anton wanted to deliver. What else?"	ini ada online nih Pak Anton, jadi lebih penasaran. Ada apa nih Pak Anton, pelajaran apa lagi ini?"
	(Student XI-R11G1)	"If while working, I gave reason wanting to go to the toilet..Usually the video was not long, compact just several minutes."	"Kalau lagi bekerja. Saya alasannya ke kamar mandi untuk nyuri waktu. Biasanya videonya simple hanya beberapa menit, padat."
	(Student X1-R12G1)	"When there was an opportunity, I stole the time to go to the bathroom ha ha ha."	"Kalau lagi ada kesempatan saya curi-curi waktu ke toilet ha ha ha."
	(Tutor XI-R1)	"For the live one, we were working, so we did not see the live broadcast or the monthly videos. I think both were the same because we could not see it live at that time. We could not do it like in the Youtube. The live broadcast was at 7 pm and we still worked. At nights, 9	"Kalau siaran langsung kan kita waktu itu kita kan lagi bekerja, jadi kita enggak melihat video siaran langsung atau video yang bulanan itu menurut saya sama saja karena kita bisa melihatnya tidak langsung hari itu juga tetep aja ga bisa kita kaya yang

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		pm in Indo is 8 pm. It was the busiest time. We took a rest at 11 pm, and we were very tired.”	di Youtube, enggak kan pas ngasih siaran langsung itu kan masih jam tujuh belum beres, kalo malam itu kan kalo jam di Indo jam 9 disini kan baru kam 8 malam, lagi sibuk-sibuknya jam 11 itu kita baru istirahat, tapi itu aja juga kita udah lelah kan kita.”
	(Tutor XI-R2)	“It was influential, but not directly, because we were still working, so it was just in spare time.”	“Pengaruh tapi ya enggak tapi ga secara langsung olehnya kan diwaktu itu kita masih kerja jadi nanti kita saat senggang.”
<b>Connecting students to the trainers in a face-to-face meeting</b>	(Student X-R3G1)	“Please just bring Mr. Anton here.”	“Pak Anton tolong ke sini ya.”
	(Student X-R1G1)	“It was very impressive because it was face to face with the lecturer. We really made use of this	“Berkesan sekali soalnya itu kan langsung dengan dosen, kita dapat benar-benar memanfaatkan

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		<p>opportunity, because for several months we might not have the chance to see the lecturer.”</p>	<p>waktu itu soalnya belum tentu berapa bulan bisa berhadapan langsung dengan dosen.”</p>
	<p>(Tutor X-R1)</p>	<p>“Good, yes good, because we could interact directly with the lecturer. Well, it could motivate others to see, o.. this activity was very positive. So others who didn’t have yet an open mindset would be interested when they saw this kind of activity.”</p>	<p>“Bagus, iya bagus karena kita langsung berinteraksi sama pak dosenya langsung, seperti itu bisa apa ya? Memotifasi yang lainnya juga melihat ohh ternyata kegiatan ini sangat positif, jadi yang lainnya yang mungkin belum terbuka mindsetnya dengan melihat kegiatan kita seperti itu mereka jadi tertarik.”</p>
<p><b>Connecting students to the local tutors</b></p>	<p>(Student XIV-R1G1)</p>	<p>“All actually impressive. For example after watching, if we didn’t quite understand, we could ask the tutor, ‘What does it mean?’ We could not ask Mr. Anton in</p>	<p>“Semuanya berkesan sebenarnya. Seperti habis melihat video kok kita kurang mengerti. Baru kita tanya tutor maksudnya gimana. Kalo kita tanya</p>

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		the video. It was impossible.”	sama Pak Anton kan ga mungkin.”
	(Student XIV-R2G1)	“The tutors of BMC were good.”	“Tutor di BMC baik-baik.”
	(Student XIV-R12G2)	“Because without them we could not, We needed them all the times. That’s why we never forgot to say thank you very much for the presence and the time given by our tutors. They never got tired of listening to our complaints or our questions.”	“Tanpa kehadiran mereka kita tidak akan bisa maka setiap waktu membutuhkannya. Maka tidak lupa kita ucapkan terima kasih banyak atas kehadiran mereka. Karena sudah meluang waktu yang tidak pernah bosan mendengar keluhan keluhan kita.”
	(Student XIV-R2G3)	“Very big benefits (the presence of tutors), usually in managing the students. They were more managed. For example, if we did a mistake we can ask. Another thing it raised our motivation.”	“Sangat besar manfaatnya, biasanya dalam pengaturan anak-anak, jadi lebih bisa diatur. Misalnya kita ada kesalahan, kita bisa bertanya. Selain itu juga bisa menyemangati.”

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	(Tutor XIV-R6)	<p>“For me, I gave them encouragement when during their study, they seemed not so diligent. I told them my story what I was before, then after this I could do it. So they would know that if you wanted to succeed, we had to study diligently, so you would get the knowledge. If we wanted to succeed, we had to study more diligently.”</p>	<p>“Kalau saya dengan memberikan semangat olehnya apa diwaktu mereka belajar itu kayaknya ares-aresan ya terus aku cerita aku dulu belajarnya gini-gini aku dulu ga tau ga bisa tapi akau setelah ini jadi bisa jadi tahu kalau kamu mau sukses kita harus belajar yang giat jadi kita lebih tahu ambil ilmunya gimana jadi kita lebih giat kalau kita mau sukses ya belajar yang rajin.”</p>
	(Tutor XIV-R9)	<p>“I created a hot discussion so the learning was livelier. So they would not feel weak. I encouraged them with a lively discussion.”</p>	<p>“Kalau saya menciptakan diskusi yang seru jadi pembelajaranya itu lebih semangat gitu, jadi mereka enggak loyo gitu kalau kita memberikan semangat kalau memberikan diskusi yang seru gitu.”</p>



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<p><b>Connecting students to the co-learners</b></p>	<p>(Student VII-R1G4)</p>	<p>“I prefer studying together with friends in the park. Because if studying together with friends in the park, we could do sharing and question and answer. I could know many things that I did not know. With the video, because at home I could not watch video [LAUGH], It was not allowed. Even to access the mobile phone I had to do it in secretly (like stealing). So I never watched videos.”</p>	<p>“Saya lebih memilih belajar bersama teman di taman. Karena kalau belajar bersama teman di taman, kita dapat melakukan sharing dan tanya jawab. Saya dapat mengetahui berbagai hal yang saya tidak tau sebelumnya. Untuk video, saya tidak dapat menonton videonya (tertawa) saya tidak diizinkan. Bahkan untuk membuka HP (handphone) saja saya harus diam-diam. Jadi saya tidak pernah menonton videonya.”</p>
	<p>(Student VII-R1G5)</p>	<p>“All of them were impressive, but actually I rarely opened Facebook, I seldom held the mobile phone, it was not permitted, so I studied with the mentors, with friends. There</p>	<p>“Semuanya mengesankan, akan tetapi untuk Facebook, saya jarang dapat memegang handphone, tidak diizinkan, jadi saya belajar dengan mentor dan teman.</p>

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		I knew the sharing about how to do business.”	Dari sana saya tau cerita tentang bagaimana membuat usaha.”
	Student VII-R4G3)	“It was more relax because I could directly ask. If from Facebook I watched but I could not understand it very well, here I meet directly, I can ask and there is an answer so I do not need to think longer.”	“Bisa nyantai, langsung bisa tanya. Kalo di Facebook kan melihat tapi kurang mengerti, kalo disini kan ketemu langsung, ngasih pertanyaan dan ada jawaban jadi ga usah mikir terlalu lama.”
	(Student VII-R8G3)	“So I prefer to choose number 3 (learning with and from friends). Beside studying we could eat together, one full day of studying together with friends.”	“Tapi utama milih no 3 selain belajar kita juga bisa makan bareng juga, jadi satu hari ful bisa belajar bareng temen temen.”
	(Tutor VII-R2)	“In my opinion it was nicer to be with friends. Because for a week we worked under our boss, I felt unhappy, so with friends I felt happy.”	“Kalau menurut saya lebih enak sama teman-teman kan satu minggu itukan kerja sama najikan kan sebel jadi ada hiburan

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			sama teman-teman hiburan.”
	(Tutor VII-R3)	“It was very family like. Everyone was equally treated, and it was like that we studied together. We didn’t feel that we were higher because we were tutors. We all studied and from there we felt closer and more comfortable. We shared with each other.”	“Ya sangat kekeluargaan, kita engga membeda-bedakan sih, sama kita disini sama, seperti apa ya? Kita sama-sama belajar, kita enggak merasa kita ini tutor atau lebih tinggi gitu, kita semua sama sama-sama belajar dari situ kita merasa lebih akrab dan nyaman aja gitu kita saling berbagi.”
<b>Connecting students to the place of the practitioners</b>	(Student IX-R2G1)	“Because we directly surveyed and we had this knowledge "Oh why does that shop have many customers?" Why does this shop have no customers? They had many or no customers. How about the lay out?" In the Facebook we had been given the knowledge from Mr. Anton,	Karena kan kita survei langsung, terus kita banyak ilmu, “Oh kenapa toko itu kok rame? kenapa sepi, kenapa banyak pelanggan, kenapa tidak, terus penataannya bagaimana”. Di facebook kan sudah diberikan ilmu sama Pak Anton bagaimana cara menatanya. Alasannya

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		how to display and the reason, so I liked to do direct survey, seeking the information on the spot.”	kenapa. Jadi saya suka itu. Jadi saya bisa cari tahu informasinya langsung.”
	(Student IX-R2G2)	“Because we could know how people display the products and how the price tags were attached so that they be clearly seen, for example with the bread, the model was like this, the price was this and when we start a business we have to neatly display the products with price tags to attract customers, it is the same if we want to open a small restaurant. It should be easy to understand.”	“Kan kita jadi lebih tahu cara penataan barangnya seperti apa dan harganya juga terpampang jelas, kaya roti roti kan seperti itu ini modelnya seperti ini harganya segini dan kalau kita buka usaha nata barangnya harus rapi dan diberikan label harga jadi menarik pembeli, kalau kita mau buka warung juga begitu harus jelas.”
	(Tutor IX-R6)	“The same. The field visit. I didn’t just follow the crowd, but it was really more impressive. We could know more in detail how to sell,	Sama bu kunjungan lapangan, yahh bukanya ikut-ikutan yah tapi emang itu yang lebih berkesan kita lebih tahu lebih

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		and know about the customer. I learned more about many things. So the field visit was much better.”	mendetail gimana caranya cara menjual lebih tahu pelanggan itu kan lebih tahu semua jadi lebih enak yang kunjungan lapangan.”
	(Tutor IX-WZ)	“Learning from Mr. Anton. He told us to learn from our daily lives. So we look around when we go to the market. We can observe. This market is very quiet, while others are crowded. The fish monger is crowded there but not this one. By and by we will know. Why this seller does not have customers, while the other one is crowded even though the fish is more expensive.”	“Belajar dari pak Anton katanya supaya belajar dari hari hari kita jadi sambil kita ke pasar sambil melihat kita bisa mengamati bu ini pasar ada yang sepi ada yang rame. Bakul ikan yang sana kok rame yangsini kok sepi dan lama lama kita tahu bakul itu kok laku bakul yang satu nya kok ga laku ternyata yang rame walaupun ikannya mahal.”
<b>Connecting students to the practitioners face to face</b>	(Student VIII-R5G2)	“Discussion with those who had business (most impressive) and then was sharing with the mentors.	Diskusi dengan mereka yang berbisnis disitu bisa shering juga dengan kakak mentor dari situ saya jadi

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		From these I could get many inspirations.”	banyak mendapatkan inspirasi.”
	(Student VIII-R2G1)	<p>“Yes.. because I can absorb their experience, how they overcome, how they own businesses. Their sharing were valuable. I took all good things from them. Asking their failures. From that we could learn how to overcome.”</p>	<p>‘Iya, karena pengalamannya dia bisa kita serap, bagaimana cara dia bisa mengatasi, bagaimana dia punya bisnis. Sharingnya bermanfaat. Yang baik bisa ambil buat contoh Bertanya tentang kegagalan yang dialami. Dari situ kita bisa ambil manfaatnya.”</p>
	(Student VIII-R4G5)	<p>“Because in my opinion, they definitely knew more about how to do business. They ever failed, how the business failed and how the business succeeded, so we know more”.</p>	<p>“Karena menurut saya, mereka pasti tau lebih banyak tentang membuka bisnis. Mereka sudah pernah gagal sebelumnya, mereka tau bagaimana sebuah bisnis itu gagal dan bagaimana bisnis itu sukses, jadi kita tau lebih banyak”.</p>

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<b>Challenges &amp; difficulties</b>	(Student XIII-G1)	“At 10, 11 pm because we are free of work at that time”	“Jam 10, 11 malam karena kita udah bebas kerja jam segitu”
	(Student XIII-R1G1)	“For me, I can only access Facebook at 11 pm and can concentrate.”	“Kalau saya baru bisa buka Facebook jam 11 dan bisa konsentrasi.”
	(Student XIII-G1)	“Sometimes the employer booked us not to go (on Sunday), we want to travel, sometimes we have this kind of employers so we can not go out.”	“Kadang ada yang boking jangan pergi ya saya mau jalan jalan, kadang ada majikan yg pesen seperti itu jadi kita ga bisa keluar.”
	(Student XIII-G3)	“The problem there are cameras, I watch the kid. I can be reprimanded.”	“Soalnya ada kamera, kan jaga anak juga. Nanti saya yang kena tegur.”
	(Student XIII-R7G3)	“Yes helpful (the video), I go to the toilet (to watch the video) because cameras are everywhere.”	“Ya menolong kalau ngg saya ke kamar mandi karena semua ada kamera.”

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## Appendix F: Research Ethic Board Approval

From: [gleich@athabascau.ca](mailto:gleich@athabascau.ca)  
Subject: Project Completion (Final) Report Received  
Date: December 23, 2016 at 10:57 PM  
To: Mr. Antonius Tanan (Principal Investigator) [antonius@ciputra.com](mailto:antonius@ciputra.com)  
Cc: Dr. Rory McGreal (Supervisor) [rory@athabascau.ca](mailto:rory@athabascau.ca), [gleich@athabascau.ca](mailto:gleich@athabascau.ca)



December 23, 2016

Mr. Antonius Tanan  
Centre for Distance Education  
Athabasca University

File No: 22015

Certification of Ethical Approval Date: January 13, 2016

Dear Antonius Tanan,

Thank you for submitting the Project Completion (Final) Report for your research entitled 'OOC-Blended: A blended learning project to train Indonesian female migrant workers who work in Hong Kong'.

Congratulations on completion of your research! Your ethics file is now closed.

Sincerely,

Gail Leicht  
Research Ethics Officer  
Office of Research Ethics



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