Managing Virtual Entrepreneurship Education In Times of Covid-19 Pandemic: A Reflective Single Case Study At Balitar Islamic University

by Soebiantoro .

Submission date: 20-Dec-2021 10:22AM (UTC+0700)
Submission ID: 1733958185
File name: Jurnal_Soebiantoro_1.pdf (713.54K)
Word count: 7513
Character count: 43537

Managing Virtual Entrepreneurship Education In Times of Covid-19 Pandemic: A Reflective Single Case Study At Balitar Islamic University

Soebiantoro
Public Administration Department
Balitar Islamic University, Indonesia
soebiantoro9@gmail.com

[1]Supriyono
Teacher Training and Education Faculty
Balitar Islamic University, Indonesia
Correspondence author : yonsupriyono@gmail.com

Rudy Handoko
Public Administration Department
17 Agustus 1945 University
rudyhandoko@yahoo.com

Joko Widodo
Public Administration Department
17 Agustus 1945 University
papawiedya@gmail.com

Abstract

Universities have faced challenging times since March 24th, 2020 due to the attack of covid-19 pandemic. Eversince, academian have been challenged of insearch of propper method for learning delivery. To ensure that students remained having access for Entrepreneurship Education Balitar Islamic University provided virtual learning design in terms of Virtual Entrepreneurial Mentoring, Virtual Professional Occupational Mentoring, and Virtual Sociopreneurial Mentoring. This paper was aimed at describing how these virtual mentorings were managed and how were the participants responses. This study applied a descriptive qualitative approach using reflective embeded single case study design where the researchers were also actively participated in the mentorings. The multiple unit of analysis were planning, organizing, implementation, and evaluation resulting degree of the participants response. Data were collected using reflective field notes and Kirkpatrick four levels Evaluation. The multiple analysis were done using descriptive analysis. This study resutled paterrn of planning, patern of organizing including roles and working proceedures, patern of implementation, and evaluation results which showed learners' satisfaction.

Keywords: Management, Virtual education, Entrepreneurship, Covid-19 Pandemic, and case study

1. Introduction

Higher education in Indonesia has faced challenges in the world turbulance of Covid-19 pandemy since March 2020. The public policy on work from home and study from home made all universities and colleges to provide alternatives of learning services. The choice was building learning management system. Eversince, online or virtual learning has been widely used across Indonesia. Even the ministry of education and culture provided public access to virtual learning with the so-called *SPADA* program (https://spada.kemdikbud.go.id/pages/lms-pt, 2020). Balitar Islamic University located in the small town named Blitar in East Java experienced complexities to make policies on the virtual education. This was partly because prior to the covid pandemy this university employed fully face to face learning mode. Individually some lecturers had used virtual learning program; however, the university had not formal policy of using virtual learning program. The complexities concerned with the development of system, students; readiness to use virtual learning tools, lecturer capabilities, infrastructure, cost, and the nature of field of studies which need field practices. Considering that face to face learning could not be done, this university quickly adapted to this situation and began to run virtual learning program.

One of the challenging matters for such virtual learnning program was the Entrepreneurship Education. This university has developed entrepreneurship education within the Entrepreneurial University Framewok. These consisted of four credit semester of entrepreneurship education and continuous non-credit entrepreneurial mentoring programs across the rest of semesters. These were managed by requiring direct mentoring and field practices. Then, these became big concerns to students and lecturers. Such concerns were partly reasonable as Audet, Tremblay, Chartier, and Cotreras (2018) said that *"...on line education is less effective than classroom teaching in helping students acquire entrepreneurial competence*." Having limited choices to face to face entrepreneurial learning program, the university ran 8 (eight) virtual entrepreneurial sessions which were organized by involving team of entrepreneurship and partnership department of the university, 5 (five) entrepreneurship education lecturers, 9 (Eleven) external mentors, and students acroos faculties. These entrepreneurial sessions were conducted by using Zoom conference devise and You Tube. These were organized into Virtual Entrepreneurship Mentoring (VEM), Virtual Professional Occupation Mentoring (VPOM), and Virtual Sociopreneurship Mentoring (VSM), Dialog Ekonomi Muhammadiyah-Nahdlatul Ulama (DEMN), Professional Webinar (PRW), International Webinar Business (IWB), and Technopreneurship Online Session (TOS). Erwin (2019) suggested that "*Virtual learing takes a variety of forms, including full-time virtual schools, supplemental course offerings and blended learning program*". Based on the principles of public policies in education considering the problem faced by the lecturers and students, implemention and effectiveness as well as efficiency access (Jann and Wegrich, 2007), blended virtual learning form with individual practical service was chosen . It was highly important to seek the propper management of the virtual entrepreneurial courses for making public educational policies.There were

This research attempted to find out the management patterns of the afforementioned virtual entrepreneurship education. The research questions were formulated into the following focuses:(1) How was the virtual entrepreneurship education planned, (2) How was the virtual entrepreneurship education organized, (3) How was the virtual entrepreneurship education implemented, and (4) How was the virtual entrepreneurship education evaluated. It was expected that this research would contribute to being reference for the development of educational manageent theory and for the eductional public policy.

2. Theoretical review

1.1 **Entrepreneurial University**

Nowdays universities deal with not only tradition of teaching learning, research,and social services, but also deal with transformation into global, competitive, and innovativemarkets of employabilities. Such universities shall also focused on the collaboration withindustry and external stakehoders as *"...parts of training of university students"; the so-called entrepre-neurial university* (Fernández-Nogueira, Arruti, Markuerkiaga, and Sáenz, 2018). Universities in Indonesia have mostly had the tradition of linkage into industry with internship programs;however, this may not have been called as *entrepreneurial universities*. Entrepreneurial program shall have been managed beyod the internship program. Several universities in Indonesia have developed entrepreneurial programs such as School of Business and Management of Bandung Technological Institute popularly called (SBM-ITB) with Integrative Business Experience (IBE) Program, Ciputra University with Universitas Ciputra Entrepreneurship Online (UCEO) program as well as Entrepreneurship Education, and Telecomonication Management Institute with entrepreneurship event program (Ghina, 2013).

Balitar Islamic University declared it self to move on being *the entrepreneurial university* in 2014 with simple objectives which were making the graduates ready for employability as intrapreneurs or entrepreneurs. Formally this university ran 4 credit semester of entrepreneurship education and non credit programs of entrepreneurial cosching and mentoring. Students have been immerged to simulate busines in the so-called students enterprises

and to practice businesses in the Start-up business programs. To ensure that the entrereneurial programs are sustainable, the university has adopted the dimensions of entrepreneurial university published by Higher Education Innovate (HE Innovate). HE Innovate determined 8 (eight) criteria of entrepreneurial university. These are leadership and governance, organizational capacity including funding, people, and incentives, entrepreneurial teaching and learning, preparing and supporting enttrepreneurs, digital transformation and capability, knowledegde exchange and collaboration, interntionalized institution, and measuring impact (heinnovate.eu, 2020).

The university planned to completely fulfilled all dimensions in 2035. To start with the university has conducted entrepreneurship education, entrepreneurial mentoring programs, cooperation with small andd medium businesses, and formulation for students enterprises and students start up business. So far digitalization orvirtual program has not been focused yet considering for instrutructures and costs. Nowaday such dimension has been required as the covid-19 pandemy has forced lecturers and students to work and study at home. Wise educational policies, on the other hand, shall be made. The virtual mentoring programs have been the choices.

1.2 **Educational public policies in Covid-19 Pandemy**

Corona virus attack widely became challenges to education sectors. Indonesia became seriously worked on developing policies for managing education in the Covid-19 pandemic situation. Ministry of Education and Culture mandated that all schools, colleges, and universities to avoid face to face learning. The higher education shall follow the following prinicples, (1) safety and health of the students, lecturers, and educational staffs were the main concerns and priority, (2) avoid to have campus to be new clusters of Covid-19 pandemy, (3) learning shall be continued, (4) learning shall be managed to mainly using on line mode, (5) theoretical courses shall be on line. Meanwhile, labortories practices can only be done with health protocol (Nizam, 2020a). These turned out to enforce digital transformation in education. However, radical transformation has faced obstacles including the unreadiness of the universites for learning management system, unreadiness of lecturers for on line learning, and lacks of internet connection (Nizam, 2020b). In fact, the initiatives for building learning management system took times and costs and opportunities to learn in the field with business owners in the case of entrepreneurship education was very limited. Therefore, propper policies on running the virtual entrepreneurship education shall be made.

Formulating policies involves using policy processes to resolve issues and problems (Howlett, 2011). The formulation also concerns the consideration of legitimate requirements for action, capabilities of politics, techniques, and finance (Jordan and Turnpenny, 2015). This was aslso true for Balitar Islamic University. The policy to run virtual entrepreneurship education was made by considering the public requirement for virtual learning, cost and infrructures of virtual education, avalability of internet connection, and students capacity in enrolling the virtual courses.

1.3 **Virtual Education**

Virtual education has many forms, one of which is E-Learning. Buzzetto-More (2007) defines that: E-Learning includes all applications of technological solutions to the problem of finding the best match between the needs of a given set of learners with their individual learning demands to learn a given content, using a given set of learning tools. Finding the best math of learners need is esential for educational policy making. In case of the entrepreneurship education at Balitar Islamic University content of learning has not been an issue. The technology and learning tools has become concerns, since have adequate tools and internet connections. The also faced problems in buying internet data scheme. Therefore, consideration on what they are used to having devices and programs is important. In terms on learing tools, various progams have been now popular ranging from google classroom, moodle, to comference based tools like google meet, zoom, and youtube channle.

Based on the students' need analysis, zoom and youtube channle have been practically possible. In terms of learning mode, Erwin (2019) identified fully virtual, supplemental, and blended learning programs. Blended learning program has been possible choice for those that have no available sustainable learning management system. In terms of the learning circumstances there are two kinds of virtual strategies, which are syncronous and asyncronous. The first is happening collaboratively at the same time in a group of students and lecturer. The latter is happening anytime with not nnecessary in a group, but have lecturer's feedback (International Baccalaureate Organization, 2020).

1.4 **Educational Management**

Making successful virtual education need propper educational management. Ali and Abdala (2017) states that authors mostly agreed that management consisted of five functions including planning, organization, directing, coordination, controlling, and evaluation. Meanwhile, Supriyono (2019) summarized into planning, organization, implementation, and evaluation. Virtual educational planning is very important and shall "...*provide opportunities*

for learners to work more independently, expand their agency, and learn to use tools and strategies that they otherwise might not have." (International Baccalaureate Organization, 2020). Such planning include (1) selecting on line tools, if possible on line providers, (2) establishing clear roles and responsibiities, (3) educating lecturers and students for on line operation, (4) providing university support, (5) and virtual schedulling (Hanover Research, 2014).

Successful learning shall be well organized in terms of leacturers' roles, students' roles, learning environement, scope, and skills (Craig, Goold, Coldwell, and Mustard, 2008). In the case of using conference tools, organization of the host, presenter or lecturers, and moderators are also to be well organized. For the implementation of virtual education Hanover Research (2014) suggested that successful virtual learning program is implemented by having blended learing model that results best students outcome, setting clear goals and making sufficient training for lecturers and students, sufficient times for preparation and implementation, setting outcome based quality assurance, and sufficient times of socialization. Three important things which make virtual learning plan work best are content delivery, digital resource, and instructtional support (ACSD, 2020)

Out of the learning assessment, Hadullo (2017) identified four kinds of E-learning quality evaluation consisting of (1) user satisfaction, (2) teaching effectiveness, (3) academic achievement, and (4) cost effectiveness. According to result of his research, evaluating these four factors is suitble for developing countries *"...to prepare corrective measures and strategies to avoid future system failures"* (Hadullo, 2017:202). Evaluating virtual learning program is similar to evaluating training program. Another alternative of such evaluation is the Kirkpatrick 4 level evaluation. There are three main reasons of doing evaluation, which are, for program improvement, maximization of behavior resulting from learning and its subsequence results, and demonstrating values of learning to organization (Kirkpatrick nd Kirkpatrick, 2019). The Kirkpatrick 4-level evaluation model comprises (1) level 1 which is react to measure the degree participants find the training or learning, (2) level 2 which is learning to measure how participants acquire the intended knowledge, skills, attitude, confidence and commitment as results of their participation in learning or training, (3) level 3 which is behavior to measure the degree participants apply theacquired knowledge and skills, and (4) level 4 which is result to measure the degree to which targetted outcomes occur (Kirkpatrick nd Kirkpatrick, 2019: 4).

3. Methodology

This research employed descriptive qualitative approach using reflective embeded case study design (Yin, 1984). The context of this study was the virtual mentoring programs organized by Balitar Islamic University in March to July 2020. The subjects of this study were entrepreneurship education lecturers and students. The researchers made phenomenological reflection on the virtual mentoring programs combined with embeded single case study on the programs by defining units of analysis into planning, organizing, implementation and evaluation. Interms of reflective process, evidence based notes and data were used. These were collected at the same times with participative observation. Further, key informen to collect descriptive data were determined. The key informen were chosen by using purposive sampling method with snow balling technique. The key informen were leaders of Entrepreneurship and Partnership Affairs of the university, Entrepreneurship education lecturers, and Virtual entrepreneurship education mentors.

Data were collected by using participative observation, interview, and documents. Evaluation of the programs were conducted by using the Kirkpatrick model. Instruments of the data collection consisted of filed notes, interview record, and documents. Data were analysed using interactive model of analysis (Miles, Hubberman, and Saldana, 2014). Contact summaries, checklist matrix, and role order matrix were used to analize the data. The Credibility and confirmability of the data were obtained by using sources and method triangulation and check recheck techniques. Evaluation of the virtual entrepreneurship education was conducted with reference to Kirkpatrick 4 level training evaluation model. Level 1 was to measure students' reaction, Level 2 was to measure learning, Level 3 was to measure behavuor, and Level 4 was to measure results. This research had a limitation on the virtual sessions which the researcher focused only on the process and results of the sessions. The researcher covered no measures of behavior and results in the filed after the sessions. Therefore, the level 3 and 4 evaluations were adapted by measuring students' perception towards their commitment to apply the virtual session materials and change behavior as well as perceptions towards cost and benefit as alternatives of level 3 and 4 Evaluations. Respondets taken for these evaluation were those who were consistently joined all sessions.

The following was the research design framework.

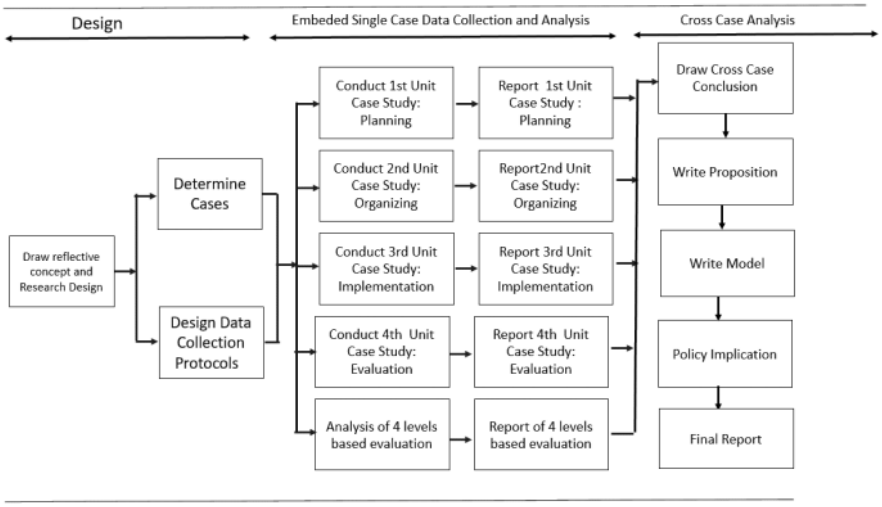


Figure 1: Research design

4. Findings and Discussion

4.1 Patterns of planning

On the basis of reflective notes on the official meetings among the vice chancellor of entrepreneurship and partnership affairs department, head of the partnership section, and head of entrepreneurship section in March 2020, it was found out that the consideration for the policy making of virtual entrepreneurship education was based on the fact that the university did not have official learning management systems, availability of mentoring resources, availability of online devises and network system, familiarity of virtual conference and communication devises which were mostly available for learning organizers, mentors and lecturers, and students, and virtual learning mode. Interview with chancellor of the university in March 2020 indicated that the programs shall have been available in effective cost and ease of access by lecturers and students. The program shall have to prioritize all participants health. It was highly recomended that the mentors were real entrepreneurs and entreprises professionals. This team had good connection to regional and national entrepreneurs and professionals. They decided to invite 10 (tens) entrepreneurs and professionals included Mr AP, RC, DP, HR, AZ, AF, PST, and AB as well as Mrs RD (Names were initialized). One of those mentors was the Indonesia Republic Ambasador for Ethiopia and African Union. Based on the identification of online devises, Zoom Conference Devise and You Tube broadcasting device were used. Whats upp also considered to be used for communication. These were available for and familiar to all organizers, lecturers, and mentors. Considering the health and safety issues, it was decided to run virtual entrepreneurial sessions blended with students individual practical assignments with no face to face sessions.

Sources-based triangulized interview to 5 (five) Entrepreneurship education lecturers in March revealed similar data to the abve aforementioned. The lecturers suggested to choose most familiar device of on line learning, to provide professional business practitioners, and to maximize virtual learning and on line practical coaching. The Virtual sesssions were advised to be mentored by the invitng professional business practitioners and the on line practical coaching could be managed by the entrepreneurship lecturers. These lecturers confirmed that Zoom, You Tube, and Whatsup could be used. Actively to participate in this decision, the correspondent researcher invited all external mentors and asked for professional advises on the device, planning, organization, implementation, and evaluation, All mentors confirmed that to provide ease of access Zoom, You Tube, and Whatsup were used for the sessions. Results of interview to 10 (ten) students revealed similar identification of on line devices, which were Zoom, You Tube, and Whatsup. Concerns were raised on running Zoom due to requiring cost for data. Eventhough they agreed on the use of Zoom, they said most students would prefer joining through You Tube. These decitions were then proposed to and approved by the chancellor of the university.

These findings were in line with the concepts of policy making in pandemic covid-19 situation (Nizam, 2020 a, Nizam 2020b) with problem identification and consideration of 5(five) principles as stated in the theoretical

review. These were also compatible with the concept of policy process (Hawlette, 2011) and policy formulation (Jordan and Turnpenny, 2015).

Interview to all lecturers and expertnal mentors in preparing the topics,syllabus, and materials revealed that the syllabus was situation. Topics were agreed to determine by the external mentors by considering the most relevant and needed in the pandemic covid-19 situations, Materials were provided by the mentors. It was found out that the topics were (1) Technical ability of entrepreneurs (VEM#1), (2) Strategies of entrepreneurs to face the new normal (VEM#2), (3) Professional competencies to be intrapreneurs (VPOM#1), (4) Strategies to enroll corporate talent recruitment (VPOM2), (5) Ummah Economic Dialogue (DEMN), (6) Building Professional Relation (PRW), (7) International Business Opportunities between Indonesia and Africa (IWB), and Videopreneur Initiative (TOS). These topics were offered to students prior to the virtual sessions. There was no rejection by the students. Documents on minutes of meeting and presentation materials showed consistency with these evidences. It was agreed that the head of entrepreneurship section became host and moderators. The professional mentors provided mentoring sessions. Lecturers became online coaches of the students' individual practical assignment after the virtual sessions. Allowing students to work independently through individual practical assignment was in line with International Baccalaureate Organization (2020) on the concept of independent learning.

These results could be formulized into the planning patterns as the following: (1) Policy making of virtual entrepreneurship education involves all stake holders, (2) All stake holders involved in need analysis, (3) The need analysis was focused on the availability reources and suitbale devices which were familiar to all stake holders , (4) Mentors were authorized to decide mentoring materials, (5) Students were offered to approve the materials, and (6) Syllabuses were designed on the basis of situasional approach. These generated satisfaction of all stakeholders and made the virtual entrepreneurial programs available for students. In terms of content delivery, resources, and direct visual material,this preparation wasin line with concepts suggested by ACSD (2020).

4.2 Patterns of Organization

This section focused on the report on rthe second unit of analysis concerning the virtual entrepreneurship education. This included roles and working procedures. Results of the reflective notes during the planning and organization process showed that the chancellor was the primary decision makers. The vice chancellor and head of the entrepreneurship affairs Department facilitated all lecturers, mentors, and students to work on the need analysis. The chancellor advised for consideration and reviewed the analysis for policy making.The head of the entrepreneurship section communicate to stake holders, coordinate mentors, schedule programs, announce the schedule, host the virtual mentoring sessions, and manage the sessions. The Entrepreneurship lecturers join the mentoring sessions and coach the individual practical assignment. The mentors designed syllabuses and materials as well as delivered virtual entrepreneurial mentoring sessions and conducted evaluation.

Based on the interview with the entrepreneurship lecturers it was found out that suitability of materials with pandemic situation was much understood by the mentors; therefore, mentors were decided to develop syllabus and materials. Results of interview with mentors revealed similar answers. They stated that the content must be flexible, the syllabus must be situational, and all aspects must be organized purposefuly. The scope and skills of virtual entreprenurial sessions were chosen by the mentors on the basis of market needs. This is in line with what Craig, Goold, Coldwell, and Mustard (2008) stated. Such elements must be well organized. Coordination among mentors and lecturers were done through Zoom meeting. On the other hand, communication to students was done through Whatsup.. Head of the entreprenerurship section became the key person to coordinate these arrangements so that the virtual entreoreneurial programs were available for students.

4.3 Patterns of Implementation

The reflective notes on joining the programs and contact summary of the researchers participative observation revealed that three key players to run the 8 virtual entrepreneurial session series. The were head of the entrepreneurship section, mentors, and students. The first hosted and opened zoom rooms and You Tube canal for all participants to participate, moderate the sessions by managing times, flow of communication, and questions as well as answers, record attendance, and distribute evaluation form electronically. The second, who were mentors, provided mentoring sessions, served for inquiries and questions, and conducted process evaluation. The third, who were students, participated the sessions in Zoom and/or You Tube as active learners. It turned out that the 5 entrepreneurship lecturers joint the virtual sessions and made notes for individual practical assignment coaching. The vice chancellor also always joint the sessions as active participants. Mentors were given access for screen sharing to deliver their materials. One mentor consistently resquested as co-host and managed the virtual sessions in his part.

Result of interview to the entrepreneurship section head revealed that she was comfortable to work for all session management due to her reasons that she was accustomed to do multitasking assignments. However, she

said that for organizing the presentations she preferred to screen share to mentors. Evidenly, she did such action. Results of triangulized data of interview to mentors revealed that the mentors felt much more comfortable to handle their own presentations and to have access to direct dialoque to participants by voice. Questions on the chat rooms of both devises were preferred to manage by the host according to mentors. Mentors controlled all evaluation. Prior to the sessions all mentors asked students to fill out level 1 evaluation in the colum of before the class. Host distributed the form through Whatsup. Students were asked to fill out the rests of evaluation colum after the sessions. Interviews to entrepreneurship lecturers revealed findings that the individual practical assignments coaching varies among lecturers in terms of time and mode of meeting. Mostly they still did this virtually. One of the lecturers consistently did the coach by face to face meeting with limitation of not more that 5 students with healt protocol. Results of the document analysis showed that host preapred announcement flyers and made facilitation plan and the mentors wrote syllabuses and power point based materials. Interviews to students revealed interesting similar results which were they were satisfied with all mentoring sessions, but wanted face to face mentoring and coaching process for real action in the field. Mentors and Entrepreneurship lecturers expected the same. However, having the covid-19 pandemy, they understood why such mentoring and coaching were not available.

Numbers of participation coud be reported as follow: (1) VEM1 (59 Zoom, 57 You Tube, 5 joint both), (2) VEM 2 (87 Zoom, 15 You Tube, 2 Joint both), (3) VPOM1 (Zoom 89, You Tube 12), (4) VPOM2 (Zoom 79, You Tube 12), (5) DEMN (Zoom 57, You tube 84), (6) PRW (Zoom 58, You Tube 61), (7) IWB (Zoom 98, You Tube 40, 4 Joint both, and (8) TOS (Zoom 40, You Tube 79, 19 joint both). Average time of each session was 90 minutes. Sessions were ran from April to June 2020. All participants joining via Zoom and You Tube were adminitted only by the host. Host turned out to cancel participation for those who made troubles. The host provided course rules.

These findings showed pattern of implementation as follow: (1) The host completed herself with preparation documents, announce the schedule to students, reminded the mentors for the schedule and host the sessions, (2) Mentors fully controlled the virtual sessions by delivering materials, communicating to participants diretly, making evaluation, and answering questions as well as giving feedback to students, (3) Students actively participated the session and were subject to be quitted when they were making trouble. and (4) Entrepreneurship lecturers actively participated in the sessions and doing individual practical assignments after the sessions. They were scheduled to work with different groups of students participating the virtual entrepreneurial sessions. Such implementation process met the concept of successful virtual learning stated by Hanover Research (2014). However, the virtual entrepreneurial sessions employed a type of blended learning, yet absent of face to face activities. The full blended learning model were highly suggested by Szadziewska and Kujawski (2017).

4.4 Patterns of Evaluation

The researchers' participative observation and reflective notes showed that mentors made direct evaluation process by giving direct quizes and questions to students.This only covered not more than 5 students answered in average. The Kirkpatrick 4 level based evaluation was employed. Interviews to mentors revealed similar concerns on evaluaion level 3 and 4. These were only validly done by evaluating in the field after the students practices the knowledge they gained in their works as intrapreneurs and entrepeneurs.Current two levels of evaluation could help understand the students commitment and perception in the employability of the materials and the cost and benefit of the sessions. Interview to Entrepreneurship lecturers confirmed this concern; however, due to having this pandemic situation where students were oblighted to study at home, such condition was understandable. Eventough there was an absent of field evaluation, the evaluation pattern complied concepts of successful virtual class by Hadullo (2017).

4.5 Kirkpatrick 4 level Based Evaluation

Level 1 evaluation was ro measure the reaction of students towards the virtual entrepreneurial sessions. There were 7 points of evaluation which were consisted of (1) students' satisfaction towards overall mentoring sessions, (2) enhancement of the intrapreneurial knowledge, (3) ehancement of entrepreneurial knowledge, (4) relevances of the materials towards the students' works, (5) recomendation to join the programs, (6) the tedency for motivating students, and (7) satisfaction towards the individual practical assignments. Results of the evaluation were as the following.

NO	STATEMENT	Strongly Disagree (1)	Somewhat disagree (2)	Neither disagree nor agree (3)	Somewhat agree (4)	Strongly agree (5)
1	I was satisfied with overall mentoring sessions I participated	N=0	N=0	N=0	N=25 (35.72%)	N=45 (64.28%)
2	These mentoring sessons enhanced my knowledge to be intrapreneurs (Professionals)	N=6 (8.57%)	N=5 (7.14%)	N=8 (11.43%)	N=35 (50%)	N=16 (22.86%)
3	These mentoring sessions enhanced my knowledge to be Entrepreneurs	N=0	N=0	N=9 (12.56%)	N=44 (62.86%)	N=17 (24.26)
4	These sessions were relevant to my needs for learning to be intrapreneurs and entrepreneurs	0	0	N=8 (11.43%)	N=50 (71.43%)	N=18 (25.71%)
5	I would recommend students joint all of these mentoring sessons	N=0	N=0	N=8 (11.43%)	N=25 (35.73%)	N=37 (52.86%)
6	These mentoring sessions motivated me to be intrapreneurs and /or entrepreneurs	N=0	N=0	N=8 (11.43%)	N=25 (35.73%)	N=37 (52.86%)
7	I was satisfied of The individual practical assignments with online guidance only	N=6 (8.57%)	N=10 (14.29%)	N=41 (58.57%)	N=13 (18.57%)	N=0
Suggestions:		57 students suggested to have health protocol face to face practice mentoring. 10 Students suggested that having health protocol face to face mentoring was much better. 3 Students were suggesting intensive virtual coaching.				

Table 1: Results of Level 1 Evaluation: Reaction towards the virtual entrepreneurial sessions.

Results of this evaluation could be described as follow.

(1) the overall satisfaction
   a) 70 = 100 % of the respondents who reported "somewhat agree" and "strongly agree" (numerator)
   b) 70 = total 100% of respondents (denominator)

(2) knowledge enhancement to be intrapreneurs
   a) 51 = 72.86% of the repondents who reported "somewhat agree" and "strongly agree" (numerator)
   b) 70 = total 100% of respondents (denominator)

(3) knowledge enhancement to be entrepreneurs
   a) 61 = 87.14% of the repondents who reported "somewhat agree" and "strongly agree" (numerator)
   b) 70 = total 100% of respondents (denominator)

(4) relevancy of the materials to be intrapreneurs and entrepreneurs
   a) 68 = 97% of the repondents who reported "somewhat agree" and "strongly agree" (numerator)
   b) 70 = total 100% of respondents (denominator)

(5) recommendation to join the programs
   a) 62 = 88.57% of the repondents who reported "somewhat agree" and "strongly agree" (numerator)
   b) 70 = total 100% of respondents (denominator)

(6) motivating to be intrapreneurs and/or entrepreneurs
   a) 68 = 97% of the repondents who reported "somewhat agree" and "strongly agree" (numerator)
   b) 70 = total 100% of respondents (denominator)

7) satisfaction towards the individual practical assignments
   a) 57 = 81.43% of the repondents who reported "somewhat agree" and "strongly agree" (numerator)
   b) 70 = total 100% of respondents (denominator)

8) Suggestions

a) 57 = 81.43% of the respondents suggested to have health protocol face to face practice mentoring.
b)10 = 14.29% of the repondents suggested that having health protocol face to face mentoring was much better.
c) 3 = 4.29% of the respondents suggested intensive virtual coaching.

These results indicated that eventhough in overall 100% of the respondents were satisfied of having the virtual entrepreneurship education program through 8 virtual entrepreneurial sessions, 81.43% of the respondents were not satisfied to have individual practical assignements assignments. From the students' suggestions, it was found out that they were not satisfied with the practical assignments with only on linne guidance. Face to face mentoring was expected to be done. This means that the virtual sessions were expected to be blended with face to face mentoring. These virtual entrepreneurial sessions were bilieved to enhancing the students' knowledge of being intrapreneurs and entrepreneurs, to be relevant with the students' work as intrapreneurs and/or entrepreneurs, to be recommended to join, and to motivate students to be intrapreneurs and/or entrepreneurs.

These results also provided evidence that there was the need of blending the virtual sessions with face to face sessions for satisfying the students learning experience. Such expectation confirmed what Erwin (2019) who identified that bended learning became the choice of those who did not have credible lerning management system. Szadziewska and Kujawski (2017) found out that blended learning had advantages of being easy to access, more efficient and quicker communication to the lecturers, having better ability to pay attention, and possibility to prepare exam. The concerns which must be carefully taken care were the sufficient amount of materials, method of delivery, and solution to the exercises (Szadziewska and Kujawski, 2017:3938).

Level 2 evaluation measured weather students were learning and therefore, pre and post assessments were done. The followings are results of the assessments.

NO	Virtual Entrepreneurial Programs	Average Score		Persitent Participant (N)	Remarks (Gains)
		Pre Assessment	Post Assessment		
1	VEM1 BY AP	4,536232	7,594203	70	3,057971
2	VEM2 BY RC	5,202899	7,84058	70	2,637681
3	VPOM1 BY DP	5,15942	7,811594	70	2,652174
4	VPOM2 BY DP	4,971014	7,913043	70	2,942029
5	DEMN BY HR/AZ/AF	5,26087	7,710145	70	2,449275
6	PRW BY PST	5,246377	7,956522	70	2,710145
7	IBW BY AB	5,42029	7,84058	70	2,42029
8	TOSBY RD	5,695652	8,014493	70	2,318841
	Overall Average	5,186594	7,835145		2,648551

Table 2: Learning (Knowledge Acquisition

Notes:

1. Codes of Virtual programs : VEM1 and VEM2 (Virtual Entrepreneurship Mentoring), VPOM1 and VPOM2 Virtual Professional Occupational Mentoring, DEU (Dialoque of Economic Muhammadiyah-NU), WPR (Profesional Webinar), IWB (International Business Webinar), Technopreneur Online Sessions.
2. Persitent Participants being assess 70 Students

These results showed that students acquired knowledge from these sessions and enhanced their knowledge with the gain score of 2.6 resulting from the average score of post test, which was 7.84 and that of pre test, which was 5.19. Level 3 evaluation shall have measured behavior at the workplace after the virtual sesssions. Due to thi reearch having limitation of covering no field practice, this level 3 evaluation was geared to measuring the students' perception on their comitment to apply the materials and change their behavior. Results of this evaluation were as the following.

Table 3 Behavior

These results could be described as follow.

NO	STATEMENT	Strongly Disagree (1)	Somewhat disagree (2)	Neither disagree nor agree (3)	Somewhat agree (4)	Strongly agree (5)
1	I can apply these mentoring materials in my works	N=0	N=0	N=0	N=31 (44.29)	N=39 (55.71%)
2	I am committed to apply these mentoring materials in my works	N=0	N=8 (11.43%)	N=5 (7.14%)	N=35 (50%)	N=22 (31.43%)
3	I believe that by applying these materials I have better working performance	N=0	N=0	N=5 (7.14%)	N=44 (62.86%)	N=21 (30%)
4	Having my better performance, my enterprise will perform better	N=0	N=0	N=5 (7.14%)	N=44 (62.86%)	N=21 (30%)
5	I can teach these mentoring materials to other people for better works	N=0	N=0	N=5 (7.14%)	N=44 (62.86%)	N=21 (30%)
Suggestions:		67 students suggested direct face to face coaching and mentoring				

Table 3: level 3 Evaluation: Behavior
This result was reported as follow.
(1) Applicability of the mentoring msaterias
   a) 70= 100% of the respondents who reported “somewhat agree” and “strongly agree” (numerator)
   b) 70 = total 100% of respondents (denominator)
(2) Commitment to apply the mentoring materials
   a) 57 = 87.43 % of the respondents who reported “somewhat agree” and “strongly agree” (numerator)
   b) 70 = total 100% of respondents (denominator)
(3) Students peformance at work
   a) 65= 92.86 % of the respondents who reported “somewhat agree” and “strongly agree” (numerator)
   b) 70 = total 100% of respondents (denominator)
(4) Senterprise performance
   a) 63= 90 % of the respondents who reported “somewhat agree” and “strongly agree” (numerator)
   b) 70 = total 100% of respondents (denominator)
(5) Teachability of the materials
   a) 63 = 90% of the repondents who reported “somewhat agree” and “strogly agree” (numerator)
   b) 70 = total 100% of the respondents (denominator)

These results indicated that the virtual mentoring materials were applicable at works. Students were committed to apply for theeir behavior change. They also believed that their performance and their enterprise performance could be better. They confirmed that they could teach the materials to others. 67 (95.71% of) respondents (students) suggested direct face to face mentoring.

Results of level 4 evauation could be displayed as follow.

NO	STATEMENT	Strongly Disagree (1)	Somewhat disagree (2)	Neither disagree nor agree (3)	Somewhat agree (4)	Strongly agree (5)
1	The benefit of these virtual sessions has less value of the cost I spend for joining these sessons.	N=25 (35.72%)	N=40 (57.14)	N=5 (7.14)	N=0	N=0
2	The benefit of these virtual sessions has the same value of the cot I spend for joining these sessions	N=16 (22.86%)	N=20 (28.57%)	N=40 (57.14%)	N=6 (50%)	N=0
3	The benefit of these virtual sessions has greater value of the cost I spend for joining these sesssions	N=0	N=0	N=5 (12.56%)	N=33 (47.14%)	N=31 (44.29)
Suggestions:		67 students consistently suggest direct face to face coaching and mentoring				

Table 4 Resuts

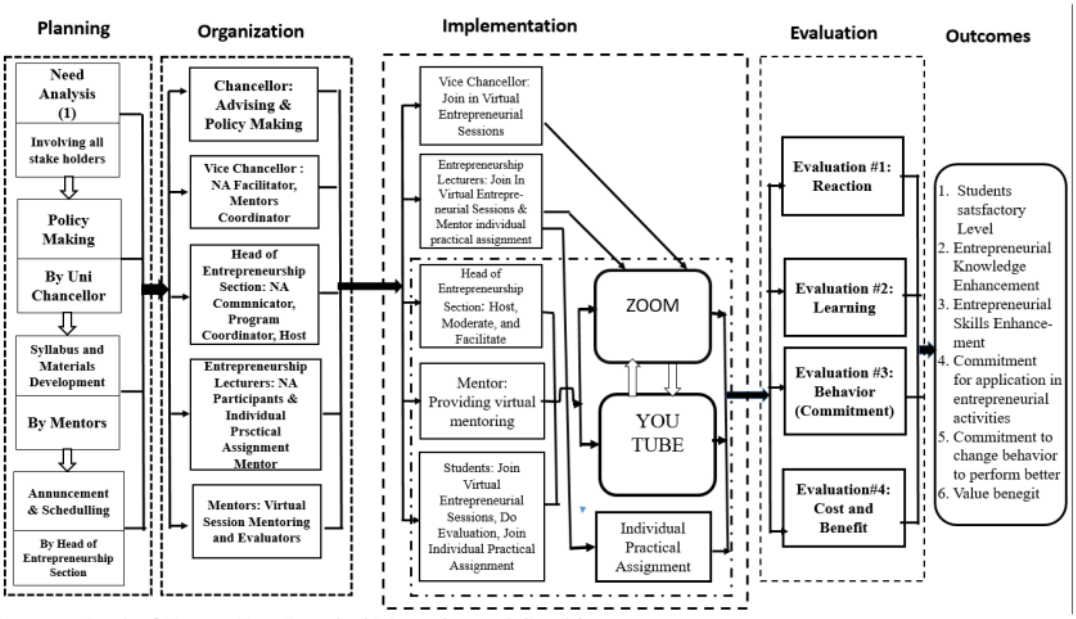
These results could be described as follow.
(1) less benefit value than the cost spent to join the program
   a) 65 = 92.86 of respondents who reported “strongly disagree” and somewhat disagree
   b) 70 = total 100% of respondents (denominator)
(2) similar beneft value as the cost spent to join the program
   a) 36 = 51.43 % of the respondents who reported “strongly disagree” and somewhat disagree
   b) 40 =57.14 % of the respondents who reported “either disagree nor agree”
   c) 70 = total 100% of respondents (denominator)
(3) greater benefit value than the cost spent to join the program
   a) 64 = 91.43 % of the respondents who reported “strongly disagree” and somewhat disagree
   b) 70_ total 100% of resondents (denominator)

These results showed that the students believed these virtual entrepreneurial sessions generated greater value than the value of their cost spent tojoin the program. This research did only measure the cost and benefit impact on the basis of the respondents’ (students) opinions.

In overall, results of this research could be formulized in the following propositions of managing virtual entrepreneurship education in times of covid-19 pandemy:

Proposition #1 : Educational policy considering the analysis of all stake holders situation revealed suitability
Proposition #2 : Virtual entrepreneurship education planning involving all stake holders revealed acceptanility.
Proposition #3 : Virtual entrepeneurship blended learning sessions using Zoom and You Tube enhanced entrepreneurial knowledge of the participants.
Proposision #4: Virtual Individual practical assignment coaching was less expected than the face-to-face field mentoring and coaching
Proposition #5: Perceptive level 3 and 4 evaluation did not captured real behavioral change and financial results.

Based on these findings subtantive model was presented as follow.



Concerns: Lack of Face to Face Practical Mentoring and Coaching

Figure 2 Model of Managing Virtual Entrepreneurship Education In time of Covid-19 Pandemy at Balitar Islamic university

5. Conclusions and Suggestion

This research concluded that the entrepreneurship education model in times of covid-19 at Balitar Islamic University involved policy makers, official administrators, mentors, entrepreneurship lecuters, and students in terms of planning. Need analysis was well done by considering the real condition and final decisition to make the policy was given to the highest authority, who was the chancellor. This provided high commitment from the university. The key players were organized based on clear roles and procedural process turned out to provide ease of mind in implementing the program. Virtual entrepeneurial mentoring sessions were conducted using Zoom and You Tube with individual practical assignments. Eventhough this was stated as blended learning, this turned out to be lack of face-to-face practical mentoring and coaching in the field. The perceptive level 3 and 4 evaluation did not provide valid information on the real behavior change and results in terms of financial benefit or impact. This model revealed satisfaction of the students towards the virtual entrepreneurial mentoring sessions, enahnced students' entrepreneurial knowledge and skills, confirmed comitment of the students to perform better in the field, and gain perception of the student that the benefit value of the program was much greater than the value of the cost their spent to join this program. It was suggested that this research would be further replicated or studied using Research and Development Design. This model was suggested to be applied by including fully blended learning mode.

Acknowlegement

Special appreciation goes to all professional mentors who were highly dedicated their times to delivered virtual entrepfreneurial mentoring sessions to students of Balitar Islamic University and The Chancellor for the University who permitted the researchers to conduct reflective embeded single case study. Witouth them, this research was not made possible.

References

Ali, I.A., and Abdala, I.S, Educational Management, Educational Administration and Educational Leadership: Definitions and General concepts, *SAS Journal of Medicine*, 3(12):326-329, 2017

SD, *Virtual Learning Instructional Plan*, Albany Country School District, Albany, 2020

Audet, J., Trembley, M., Chartier, S., and Contreras, C, Effective Online Entrepreneurial Education: Is it Possible?, *Journal of Entrereneurship Education*, Vol 18, Issue 1S, 2018

Buzzetto-More, N (Ed), *Principles of Online Effective Online Teaching. Informing Science Press*, California, 2007

Craig, A., Goold, A., Coldwell, J., and Mustard, J, Perceptions of Roles and Responsibilities in Online Learning: A Case Study, *Interdisciplinary Journal of E-Learning and Learning Objects Volume 4, 2008*

Erwin, B, *Virtual School Policies, Policy Snapshot*, Education Commission of The State. https://www.ecs.org/wp-content/uploads/Virtual-School-Policies.pdf, Dec. 2019, Retrieved on July 29, 2020

Fernández-Nogueira, D., Arruti, A., Markuerkiaga, L, and Sáenz, N., The Entrepreneurial University: A Selection of Good Practices, *Journal of Entrepreneurship Education*, Volume 21, Issue 3, pp 2, 2018

Ghina, A., Effectiveness of Entrepreneurship Education in Higher Education Institutions, The 5th Indonesia International Conference on Innovation, Entrepreneurship, and Small Business (IICIES 2013*), Procedia - Social and Behavioral Sciences 00 (2013) 000–000 1877-0428,* Retrieved from www.sciencedirect.com on July 29, 2020

Hadullo,K, A model for evaluating e-learning systems quality in higher education in developing countries, *International Journal of Education and Development using Information and Communication Technology* (IJEDICT), Vol. 13, Issue 2, pp. 185-204, 2017

Heinnovate.eu, *Training Package, The Eight Dimensions*, https://heinnovate.eu/en/training-materials, 2020, retrieved on July 29, 2020

Howlett, M., *Designing Public Policies: Principles and Instruments*, Abingdon: Routledge, pp 29, 2011

International Baccalaureate Organization, *Online learning, teaching and education continuity planning for schools*, International Baccalaureate Organization (UK) Ltd, Cardif, Wales, 2020

Jann, W., and Wegrich, K., *4 Theories of The Policy Cycle*. In Handbook of Policy Analysis: Theories, Politics, and Methods. Edited by Frank Ficher, Gerald J. Miller, and Mara S. Sidney.CRC Press Taylor and Frances Group, Boca Raton, pp 43-62, 2007

Jordan, Andrew J. (Ed.); Turnpenny, John R. (Ed.) *The Tools of Policy Formulation: Actors, Capacities, Venues and Effects, New Horizons in Public Policy Series*, ISBN 978-1-78347-704-3, Edward Elgar Publishing, Cheltenham, http://dx.doi.org/10.4337/9781783477043, 2015

Kirkpatrick, J., and Kirkpatrick, W., *An Introduction to The New World Kirckpatrick® Model*, Kirkpatrick Partners, LLC, pp4, 2019

Miles, M., Hubberman, M.A., and Saldana, J, *Qualitative Data Analysis*, California, Sage 2014

Nizam, *Paparan Kebijakan Pendidikan Tinggi Masa Pandemi Covid-19*, https://um.ac.id/info-akademik/paparan-kebijakan-pendidikan-tinggi-masa-pandemi-covid-19/, *Retrieved on July 29, pp 7, 2020a*

Nizam, *Strategi Membangun Sistem Pendidikan Online,* https://dikti.kemdikbud.go.id/highlight/strategi membangun-sistem-pendidikan-online/, *Retrieved on July 29, 2020b*

Supriyono, Supervisi Pembelajaran Di Sekolah Menengah Pertama (Studi Multi Situs Pada SMPN 1, SMPN 2, dan SMPN 4 Kota Blitar), *Disertasi*,Universitas Negeri Malang, 2019

Szadziewska, A. and Kujawski, J., Advantages and Disadvantages of The Blended-Learning Method Used in The Educational Process At The Faculty of Management At The University of GDANSK, In The Opinion of Undergraduate Students.*Proceedings of ICERI2017 Conference* ,16th-18th November 2017, Seville, Spain, 2017

Biography / Biographies

Soebiantoro is a candidate of doctor in Public Administration specializing the educational policy and administration at he University of 17 Agustus 1945 Surabaya. He experienced to be the Vice Chancellor of Balitar Islamic University from 2002 to 2015. From 2015 up todate He has been assigned as the Chancellor of Balitar Islamic University. He is the main writer in this research.

Supriyono is holding doctor of Educational Management from Malang University and is now a lecturer at the Faculty of Education and Training as well as the Vice Chancelor of Entrepreneurship and Partnership Affairs at Balitar Islamic University.He experienced to be Vice Chancellor of Academic and Information Sysrem Affairs in 2015 to 2019 and Head of the planning and development in 2013 to 2015. He is the corresponding writer in this research.

Rudy Handoko is a Professor of Social Science in Public Administration at the University of 17 Agustus 1945. He is the promotor of Soebiantoro. He experienced to be the Dean of Social and Political Faculty in 2001 to 2002, Vice Chancellor of Academic Affairs in 2002 to 2003, and Post Graduate Program Director in 2009 to 2001. He is the co writer in this research.

Joko Widodo is holding doctor in Public Administration. He is the lecturer at the Social and Political Faculty, The University of 17 Agustus 1945. He is the co-promotor of Soebiantoro. He has written many books in public administration. He is the co writer of this research.

Managing Virtual Entrepreneurship Education In Times of Covid-19 Pandemic: A Reflective Single Case Study At Balitar Islamic University

ORIGINALITY REPORT

9%	8%	5%	7%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	www.ijsrm.in Internet Source	1%
2	biopen.bi.no Internet Source	1%
3	Submitted to Indiana University Student Paper	1%
4	mafiadoc.com Internet Source	1%
5	jardcs.org Internet Source	<1%
6	www.hindawi.com Internet Source	<1%
7	ejournal.unisbablitar.ac.id Internet Source	<1%
8	scholar.najah.edu Internet Source	<1%
	Www.Oecd.Org	

9	Internet Source	<1%
10	journal.unnes.ac.id Internet Source	<1%
11	Submitted to University of Dundee Student Paper	<1%
12	Submitted to University of Bristol Student Paper	<1%
13	Submitted to University of Kent at Canterbury Student Paper	<1%
14	Submitted to University of Wollongong Student Paper	<1%
15	Submitted to iGroup Student Paper	<1%
16	Submitted to Liberty University Student Paper	<1%
17	um.ac.id Internet Source	<1%
18	Alex Carpenter, Rachel Wilson. "A systematic review of experimental design studies looking at the effect of entrepreneurship education on higher education students?", The International Journal of Management Education, 2021 Publication	<1%

19	Eddy Sutadji, Herawati Susilo, Aji Prasetya Wibawa, Nidal A. M. Jabari, Syaiful Nur Rohmad. "Authentic Assessment Implementation in Natural and Social Science", Education Sciences, 2021 Publication	<1 %
20	www.flsenate.gov Internet Source	<1 %
21	"The International Encyclopedia of Higher Education Systems and Institutions", Springer Science and Business Media LLC, 2020 Publication	<1 %
22	Submitted to Edge Hill University Student Paper	<1 %
23	Submitted to Glyndwr University Student Paper	<1 %
24	Submitted to Stadio Holdings Student Paper	<1 %
25	Submitted to University of Cumbria Student Paper	<1 %
26	www.abacademies.org Internet Source	<1 %
27	ircelt.ibsu.edu.ge Internet Source	<1 %
28	www.dikti.kemdikbud.go.id Internet Source	

		<1%
29	www.econstor.eu Internet Source	<1%

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	Off		