

Empowering Writing Skills Through Blog for Entrepreneurship among Community College Students

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Abstract

This article discusses the issue of writing skills among Malaysian community college students, which hinder their potential success as future entrepreneurs through blog writing and product marketing. The research is designed to create and evaluate blog writing materials, examining their efficacy within the course curriculum while also analysing student perceptions of these materials. Employing a quantitative research approach through online questionnaires, the study employs descriptive analysis techniques to extract significant insights, including positive feedback and suggestions for future research in this field. The findings reflected the success instructional objectives, as evidenced by elevated student ratings and their valuable contributions. Ultimately, by equipping students with these essential skills, this research contributes to their development as proficient entrepreneurs in the dynamic digital landscape, poised to create influential blog content and effectively promote products.

Keywords: Blog Writing, Entrepreneurial, Instructional Intervention, Product Marketing, Teaching Techniques, Writing

Introduction

In an increasingly interconnected and digital world, entrepreneurial skills have become indispensable for success in various aspects of life, from business ventures to personal endeavors (Che Embi et al., 2019). These skills encompass a wide range of competencies, including critical thinking, creativity, communication, adaptability, and problem-solving. As the landscape of employment and economic opportunities evolves, the ability to think like an entrepreneur and seize opportunities has grown in importance (Hassan et al., 2021). One

segment of the population where entrepreneurial skills are of particular significance is among community college students in Malaysia. Community colleges play a vital role in providing accessible and affordable higher education to a diverse group of learners (Hassan et al., 2021). These institutions serve as gateways to further education and the workforce, making it important for students to acquire skills that not only help them succeed academically but also in the entrepreneurial landscape.

One innovative approach to fostering entrepreneurial skills in this context is through blog writing. Blogging is a dynamic form of communication that allows individuals to express their ideas, share their insights, and connect with a global audience (Salamzadeh et al., 2022). This medium encourages the development of various skills, including critical thinking as bloggers engage with diverse viewpoints, creativity in crafting engaging content, and communication skills in conveying ideas effectively. The process of maintaining a blog also necessitates problem-solving abilities as bloggers adapt to changing trends and audience feedback (Hassan et al., 2020). The potential of blog writing to nurture entrepreneurial skills has not been extensively explored within the Malaysian community college setting. This study seeks to bridge this gap by investigating the impact of integrating blog writing into the curriculum. The researchers aim to provide valuable insights into how blog writing can empower Malaysian community college students to think critically, communicate effectively, and solve real-world problems—skills that are not only beneficial for academic success but also for entrepreneurship and career development (Che Embi et al., 2019). Entrepreneurial skills go beyond starting a business; they are a valuable asset in various professional settings, from marketing and sales to leadership and innovation (Hassan et al., 2021). As such, understanding how blog writing can act as a catalyst for skill development in the context of Malaysian community colleges is not only timely but also holds the potential to transform the educational landscape in this region (Hassan et al., 2020).

Language acquisition and proficiency in writing are integral to entrepreneurship. Proficient writing skills enable entrepreneurs to communicate effectively with various stakeholders, create compelling pitches, produce engaging content, and develop comprehensive business plans. It is also crucial for handling legal documents, problem-solving, and expanding into international markets. Strong writing skills contribute to brand building, networking, relationship building, and effective market research. In essence, language proficiency in writing empowers entrepreneurs to articulate their ideas, attract funding, engage customers, and navigate the complexities of business development and growth. Fundamentally, language learners engage in four main skills comprising of speaking, listening, reading, and writing. By utilizing all four language components, a comprehensive communication tool is formed, facilitating effective interaction and communication in society (Ahmad & Khan, 2023). Without one of these skills, language consumption and production become challenging (Nguyen et al., 2021). Developing and honing all four components in language skills empowers individuals to become more capable in navigating various domains of life, promoting personal growth and success, as well as the ability to form deep connections with others (Tsao, 2021). Writing enables individuals to express and communicate their thoughts and ideas coherently, fostering effective communication (Ahmad & Khan, 2023). It is a vital component for effective communication, encompassing the ability to express thoughts in an organized manner, allowing individuals to convey their messages with clarity, whether for personal or professional reasons (Ahmad & Khan, 2023). When individuals write, they are essentially telling a story on a topic they want readers to understand, a story they know and wish to share through words. According to Galbraith (2009), writing is commonly described as a

process of discovery, and there is a general consensus within the field that writers develop a deeper understanding of what they are writing about during the writing process. Writers share their knowledge with readers, reflecting the structure of knowledge in their own minds, modified only as much as necessary to conform to the genre's conventions in which they are writing (Galbraith, 2009). This study embarks on a journey to explore how the integration of blog writing can enrich the educational experience for community college students in Malaysia (Hong et al., 2020). Through this exploration, we aspire to contribute to the broader discussion on innovative teaching methods, the development of entrepreneurial skills, and the ever-evolving field of education (Salamzadeh et al., 2022).

According to Lata and Somvir (2019), a blog can be defined as a web-based publication consisting of periodic articles or information in reverse chronological order. A blog serves as a place for individuals to gather and acquire information. Meanwhile, according to Merriam Webster, a blog is a website that contains online personal reflections, comments, and often hyperlinks, videos, and photographs provided by the writer. In other words, a blog serves as a medium for expressing ideas, sharing knowledge, and engaging with a specific audience or the online community at large. It covers a wide range of topics, including personal experiences, hobbies, professional expertise, news, opinions, reviews, tutorials, and more. The format of a blog typically consists of individual articles or posts, often written in a conversational style. These posts are organized in reverse chronological order, with the latest entry appearing at the top, while older entries are archived and accessible through categories, tags, or an archive section. Over time, blogging has evolved, and various platforms and tools have emerged to facilitate the creation and management of blogs. Some popular blogging platforms include WordPress, Blogger, Medium, and Tumblr, offering user-friendly interfaces and customizable designs to suit individual preferences.

Blogging and writing are closely related, as blogging is essentially a form of writing tailored for online platforms. Firstly, both blogging and writing are expressions of ideas. They allow individuals to express their thoughts, ideas, and opinions, whether through personal anecdotes, informative articles, or persuasive arguments. Writing involves a creative process, and blogging is also considered a creative process, as writers have the freedom to choose their topics, explore different writing styles, experiment with language, and incorporate various storytelling techniques to engage readers. Blogging enables writers to showcase their creativity by presenting content through multimedia elements, formatting, and design choices. Writing can take various forms, including fiction, non-fiction, journalism, poetry, and more. Similarly, blogging covers a wide range of topics and genres, providing a versatile platform for writers to explore their interests and expertise.

When individuals write, they may encounter challenges. Developing content can be challenging, as several common problems are often encountered by writers. One prevalent issue is the struggle to organize thoughts and ideas coherently within a written piece. According to the research conducted by Graham and Harris (2019), many writers find it difficult to structure their writing effectively, leading to disjointed or confusing passages. Therefore, in response to the current issues the researchers aim to develop materials to facilitate blog writing and explore the effectiveness of the materials by analysing students' perception in using the materials.

Methodology

In this study, the researchers employed for a quantitative research approach, by focusing on data provided by students to assess their perceptions and of the intervention used. The approach employed the use of online questionnaires, facilitating statistical analysis to uncover patterns and trends. For the course activity, the researchers designed a lesson instructing students on effective blog writing to ensure their content relates well to the audience. This development process followed the ADDIE model, involving analysis of the target audience's needs and problems, identification of the topic of interest, an assessment of the students' expertise, and their knowledge about blogging. Subsequently, learning objectives and a course outline were formulated. Once the objectives and course outline met the requirements, the course activity was developed to cater to the students' needs. It was implemented during a learning session, and feedback collected through the questionnaire was used to evaluate the course.

In this study, a questionnaire was used as the primary research instrument, designed to collect data from participants related to the research objectives. The questionnaire utilized a 5-point Likert-style scale to gauge participants' responses. This scale allowed participants to express their agreement or disagreement with statements, with options ranging from 1 ("strongly disagree") to 5 ("strongly agree"). It aimed to capture participants' attitudes, opinions, or perceptions regarding specific items in the questionnaire, allowing for nuanced responses.

An online data collection method was used to gather post-lesson responses from students. The questionnaires were distributed via an online platform, making use of QR codes for accessibility. Students scanned the QR code using their smartphones or devices, granting direct access to the online questionnaires. This approach enhanced the efficiency, convenience, and precision of data collection. The study employed descriptive analysis techniques to interpret and summarize the collected data. These techniques were used to uncover key features and patterns within the dataset.

Findings and Discussion

In this study, most of the students are female (71.45%) and only 28.6% are male. This indicates that the students are female-dominated and changes in the lesson should be considered in the planning process so that the understanding of the students can be improved, and higher learning outcomes can be achieved. The future implication that can be made in the future is to recruit more male participants so that more male students can be involved, this would further change the dynamics of the classroom and open possibilities and bring up different perspectives in discussions held in the classroom.

English as a Second Language (ESL) learners face unique challenges as they strive to master a new language. The effectiveness of ESL programs hinges on creating a conducive learning environment that prioritizes student comprehension, satisfaction, and comfort (Selvaraj & Aziz, 2019). In this study, we delve into an extensive analysis of feedback provided by 28 ESL students to gain valuable insights into their learning experiences. The investigation encompasses various aspects of the learning journey and aims to uncover areas where improvements can be made.

Table 1

Students' Overall Learning Experience

Item	Excellent (%)	Good (%)	Average (%)
Understanding of the lesson	64.3	25	10.7
Understanding of instructions	64.3	25	10.7
Satisfaction with the lesson	53.6	39.3	7.1
Student focus during the lesson	67.9	21.4	10.7
Venue comfortability	71.5	21.4	7.1

The Significance of Student Comprehension and Understanding

One of the fundamental aspects of effective ESL instruction is ensuring that students comprehend the lessons and instructions provided. To gauge this, the study focuses on Question 1, which assesses students' understanding of the lessons. The results reveal that 64.3% of students rated their understanding of the lessons as excellent, indicating a strong grasp of the content. However, 25% rated their understanding as good, suggesting room for enhancement. A smaller group, 10.7%, rated their understanding as average, highlighting areas that warrant closer attention.

Understanding the instructions provided is equally vital, as it directly impacts students' ability to complete assignments accurately (Veramuthu & Shah, 2020). The survey findings mirror those of the lesson comprehension question, with 64.3% of students rating instructions as excellent, 25% as good, and 10.7% as average. These results imply that while the majority of students find instructions clear and understandable, a segment struggles with the provided guidance (Shen & Chong, 2023). This suggests that instructors may need to adjust their approach to ensure all students can effectively follow instructions. A more detailed and elaborative instructional approach may be beneficial to those who face challenges.

Student Satisfaction and Lesson Recommendation

Student satisfaction is a key component of the overall learning experience. In this study, Question 5 assesses how satisfied students are with the lessons. The survey data reveals that 53.6% of students rated their satisfaction as excellent. This indicates that a significant portion of the students found the lessons highly satisfactory. However, 39.3% rated their satisfaction as good, signifying that there may be room for improvement. A smaller group, 7.1%, evaluated the lesson as average, suggesting that enhancements are needed to achieve a higher level of satisfaction among participants.

Notably, some students provided feedback related to time management in their comments. This points to a potential issue with pacing within the lessons, which could impact student satisfaction (Hassan et al., 2021). Ensuring a balanced and well-structured delivery of the curriculum is crucial to maintaining high levels of satisfaction among students (Vasu et al., 2022; Rusli et al., 2019).

Table 2

Feedback on the Relevance and Usefulness of the Lesson Material

Item	Excellent (%)	Good (%)	Average (%)
Increase knowledge of writing text	71	22	7
Relevance to students' needs	68	21	11
Usefulness of the material provided in the lesson	75	18	7

Student Focus and Comfort: A Critical Learning Environment

A conducive learning environment is one where students can focus without distractions and feel comfortable in their surroundings (Alobaid, 2021). To evaluate this aspect, the survey addresses student focus and comfort in Questions 6 and 9.

Question 6 assesses the organization of the lessons. The data demonstrates that the majority of students perceive the lessons as well-organized. Specifically, 64.3% of participants rated the lessons as a 5 out of 5, indicating a high level of organization. A slightly smaller portion, 28.6%, rated the lessons as a 4 out of 5, suggesting a higher level of organization. A smaller group, 7.1%, rated the lessons as a 3 out of 5, indicating a moderate level of organization. These results suggest that most students believe the lessons are well-organized, which positively impacts their learning experience (Akhtar et al., 2020)

Question 9 delves into the maintenance of time management within the classroom. The findings indicate that students generally had positive perceptions of time management. Specifically, 64.3% of students rated time management as a 5 out of 5, indicating effective and well-maintained time management. A slightly smaller group, 21.4%, rated time management as a 4 out of 5, suggesting relatively higher time management quality. A minority, 14.3%, rated time management as a 3 out of 5, indicating a moderate level of time management. These findings imply that the majority of students believed that time management in the classroom was well-maintained, further contributing to their overall positive learning experience.

Students' Perception on Learning Material

In the realm of education, the significance of learning materials is undeniable. They form the backbone of effective learning experiences, profoundly impacting how students comprehend and apply knowledge. For community college students, the quality, relevance, and utility of these materials hold paramount importance. This section delves into students' perspectives on educational materials, analyzing their assessments concerning the materials' effectiveness, alignment with their needs, and practicality. A comprehensive understanding of these viewpoints can inform educational content improvements, ensuring that they are better tailored to meet the diverse learning requirements of students.

Knowledge Enhancement

Knowledge enhancement is a multifaceted concept encompassing the acquisition of new information, the refinement of existing skills, and the broadening of intellectual horizons. An affirmative response to this question indicates that the lesson has been successful in

imparting new insights, improving writing skills, or deepening the understanding of textual composition.

Understanding the impact of lessons on knowledge enhancement is pivotal for educators and institutions. It allows for evidence-based decisions related to curriculum development, teaching methodologies, and resource allocation. Moreover, it provides students with a platform to voice their views and helps create a learning environment that is focused on continuous improvement and the pursuit of academic excellence.

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Does the lesson help you increase your knowledge of writing text?		-	2 7%	6 22%	20 71%

This query represents a fundamental inquiry within the realm of pedagogical assessment. It seeks to ascertain the extent to which educational interventions substantively augment the cognitive landscape of participants. The robust consensus among the respondents, with 71% affirming that the lesson markedly enhanced their knowledge of writing text, is indicative of an exemplary pedagogical endeavor. It underscores a harmonious alignment between the pedagogical delivery and the intended learning outcomes, thus portraying an exceptionally effective educational experience.

In contrast, the 22% of respondents who acknowledged the lesson's benefits but identified areas for improvement provide valuable feedback. Their perspectives emphasize the need for continued pedagogical refinement. The areas for improvement may pertain to pedagogical methodology, instructional materials, or content coverage. As such, this feedback serves as an essential resource for the ongoing evolution of educational practices.

Conversely, the 7% of participants who reported a moderate impact on their knowledge enhancement warrant in-depth scrutiny. Their response represents a critical subset of learners who have not fully realized the expected benefits of the lesson. Delving into the underlying factors that have led to this moderate assessment is essential. It may reveal specific instructional deficiencies or learner-specific concerns that warrant consideration for targeted improvements.

Relevance to Needs

In the realm of education, the concept of relevance stands as a vital aspect of effective teaching and learning. Therefore, it is crucial to examine how well the lessons provided align with these unique requirements. A highly relevant lesson closely corresponds to students' expectations, making it more engaging, motivating, and ultimately, effective. By examining students' perspectives on the relevance of lessons to their needs, educators and institutions can gather insights that drive instructional improvement. This knowledge guides the development of curricula that better meet the demands of the learner, ultimately enhancing the quality of education and supporting students in their educational journey.

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
How relevant is the lesson to your needs?		-	3 11%	6 21%	19 68%

The pertinence of an educational lesson to the unique needs and expectations of participants is paramount for its effectiveness. A significant 68% of respondents asserting that the lesson was highly relevant to their requirements indicates a finely tuned pedagogical design. This majority signifies that the lesson's objectives and content were closely attuned to participants' explicit expectations and goals, thereby demonstrating a remarkable alignment between educational intent and learner anticipation.

However, the 21% of participants who found the lesson relevant but noted areas for improvement constitute an important subset. Their feedback emphasizes that while the lesson aligned with their needs, further customization or fine-tuning is warranted. This feedback is instrumental in guiding curriculum developers toward continuous enhancement, ensuring that educational experiences remain attuned to evolving learner expectations.

Conversely, the 11% of participants who regarded the lesson as moderately relevant shed light on potential heterogeneity in learner requirements. Their feedback suggests that educational designers should craft content and objectives that can cater to a broader spectrum of participants. Identifying common threads among this group offers the opportunity for greater adaptability and personalization of educational content.

Usefulness of Materials

The effectiveness of educational materials is a central element in shaping the learning experiences of students across various educational settings. Educational materials encompass a wide array of resources, including textbooks, handouts, digital media, and interactive tools, that educators use to convey knowledge and support the learning process. These materials serve as indispensable aids to help students comprehend complex subject matter, reinforce key concepts, and enhance their overall learning.

Exploring the perception of material usefulness is instrumental in understanding how students view the alignment between the provided materials and their educational objectives. It is essential for educators and institutions to continually assess the effectiveness of these resources, ensuring they meet the evolving needs of learners in their pursuit of knowledge and skill development.

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
How useful is the material provided in this lesson?		-	2 7%	5 18%	21 75%

The material utilized in a lesson significantly influences the quality and pertinence of the educational experience. An overwhelming 75% of respondents endorsing the materials as extremely useful highlights the potency of high-quality instructional materials. Such materials underpin reliability and trustworthiness, reinforcing the fidelity of the educational experience. This substantial consensus underscores the pivotal role of well-crafted materials in amplifying the learning journey.

The 18% of participants who considered the materials incredibly useful but identified minor areas for improvement provide critical input. Their discerning assessment is instrumental in pinpointing specific aspects requiring enhancement. This feedback is invaluable for instructional designers and materials developers, signifying a commitment to ongoing quality refinement.

The 7% of participants who found the materials moderately useful underscore the need for a flexible approach that accommodates diverse learning preferences. Their response implies a potential disparity between pedagogical materials and distinct learner preferences, emphasizing the importance of adaptability in material design to meet the varying needs of participants.

Lesson Organization

Effective organization within an educational setting is a linchpin for optimal learning outcomes. Students' experiences in a classroom are profoundly shaped by the degree of structure and order that a lesson maintains. For community college students, the manner in which lessons are organized and the management of time within a classroom are pivotal factors influencing the quality of their educational experiences. This segment explores the insights gained from students' feedback regarding lesson organization and the maintenance of time in their classrooms. By delving into these perspectives, we can glean valuable insights into areas for improvement and ensure that lessons are thoughtfully structured to create an engaging and fruitful learning environment.

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
How well-organized is this lesson?		-	2 7.1%	8 28.6%	18 64.3%

The degree of organization within a lesson is intrinsically tied to effective instructional design. A majority of 64.3% of participants affirming the lesson's high degree of organization underscores the significance of structured pedagogical delivery. A well-organized lesson significantly enhances the accessibility of content, thereby ensuring a comprehensible learning trajectory.

However, the substantial 28.6% of participants who deemed the lesson organized but suggested areas for improvement underscore specific facets requiring attention. Their discerning feedback serves as a guiding light, highlighting the particular areas that may benefit from pedagogical enhancements. This group essentially acts as a vanguard in advancing the structure of the lesson for the benefit of future learners.

Conversely, the 7.1% of participants who regarded the lesson's organization as moderately organized signal a need for a granular assessment of specific concerns. Their responses imply that certain aspects may not align seamlessly with the overall organization of the lesson. Thus, it underscores the importance of catering to these specific needs to enhance inclusivity and diversity within the educational context.

Time Management

The issue of time management within a classroom setting is pivotal for the efficacy of an educational intervention. The substantial 64.3% of participants who perceived time management as effectively maintained convey a sense of pedagogical success. Effective time management ensures a seamless progression of the lesson, allowing participants sufficient time for content assimilation.

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
How is time management in the classroom maintained?		-	4 14.3%	6 21.4%	18 64.3%

The 21.4% of participants who considered time management relatively higher but identified room for improvement offer insights into specific dimensions that may warrant refinement. Their discerning feedback points to areas where subtle adjustments in time management can optimize the educational experience. Hence, they offer a roadmap for pedagogical enhancement.

The 14.3% of participants who rated time management as merely moderate may signify divergent expectations or learning predilections. Their feedback underscores the importance of accommodating varied learner requirements and ensuring adaptability in the management of lesson time to bolster inclusivity and effectiveness.

Conclusion

Blogging has significantly transformed the publishing landscape, democratizing access for writers to showcase their work independently. This empowerment enables individuals to

seize control of their writing journey, cultivate an audience, and potentially unlock doors to additional writing opportunities. The presented findings shed light on the feedback garnered from the blogging course activity, which primarily focuses on one of the four language components; which is writing.

In summary, the presented findings furnish valuable insights into the course activity. Feedback from participants at a rural college suggests that the program, which centers on enhancing writing skills, particularly in the context of blogging, was perceived as highly beneficial and aligned with their requirements. The majority of participants reported a substantial increase in their knowledge of text composition and found the course materials to be practical. This positive outcome can be attributed to the effectiveness of teaching strategies and materials that aptly catered to the diverse needs and expectations of the participants. The course activity also fostered a supportive and engaging learning environment, encouraging active participation and collaboration among learners.

Nonetheless, feedback from participants who provided lower ratings indicates the need for further refinement and program enhancement to accommodate the diverse needs and expectations of all participants. Individual variations in learning styles, language proficiency, and cultural backgrounds might have contributed to this divergence in ratings. The program may not have entirely addressed the needs and expectations of these participants, leading to less favorable ratings. Therefore, it is essential to consider these individual differences and adapt teaching strategies to cater to a diverse audience. Additionally, some participants expressed concerns regarding time management, though it is a relatively minor issue. While the primary objectives of the lesson were achieved, further improvements could be made by allocating more time to ensure a comprehensive and understandable delivery of the lesson.

For future researchers, there are several suggestions to enhance the course activity. Incorporating interactive and engaging activities, such as real-life scenarios where students create their blog pages, select their preferred topics, and work in smaller groups (2-3 members), can be highly beneficial. Given that the course activity assigns random topics, this approach can assist lower proficiency learners, especially those for whom English is a second language, in better grasping the content. Future researchers may also consider providing additional support and resources in the classroom setting for struggling learners. This support could encompass one-on-one tutoring sessions, personalized feedback, or online resources. Even though our course activity had one tutor per group and provided access to online resources, it might not have been sufficient, particularly in large groups. These suggestions aim to improve the course activity, allowing educators to enhance the effectiveness and relevance of their teaching methods and promote positive learning outcomes for all participants. In conclusion, the lesson has largely achieved its objectives, as most students have expressed improvements and positive feedback throughout the course.

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