

The New Digital Age: Reshaping People, Nation and Business through Flipped Arena (Final Empirical Findings)

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Abstract—Flipped Arena can be seen as communication technique that consists of two parts: interactive learning activities, and direct computer-based individual instruction outside the four walls. The aim of this study to look into the flip arena where people can learn, in many area, where the old or physically challenge people can be able gain knowledge and speak freely. On the other hand introducing the rural area into the future. This research will provides an inclusive survey of response by students and people at different areas, data Analysis and empirical findings. Moreover, the final conceptual solution model will be established based on business model canvas (BMC) and VPD.

Index Terms— BMC, VPD, Flipped Arena, New Digital Age.

I. INTRODUCTION

The digital age is about the encroachment in technology in the world of today, and the way it affect people's daily life is a greater thing, as well as businesses, not to forget the nations at wide. Digital age reshaping people, business and nation is a topic that cannot be ended in one paper because of the wide moving rate of technology. With glaring examples and brilliant analysis, it shows how the internet and other communications technologies will empower individuals and transform the way nations and businesses operate. How will different societies make trade-offs involving privacy, freedom, control, security, and the relationship between the physical and virtual worlds? This realistic but deeply optimistic book provides the guideposts. It's both profoundly wise and wondrously readable.

In corollary to this many of us in the world where technology is advance rely heavily on it to the extent that it dictates the routines in general which are helped by the internet and our mobile/smart devices indeed, taking for example what many do with the laptops, it more of an addition than the ordinary, as they can go by their own thinking anymore it. And we are not the only ones who are plugging in. We are also increasingly hooking up our various man-made systems (such as our infrastructural systems and financial systems) to the internet as well. Given how radically digital technology has transformed our lives, it is incredible to think how recently all of this change has occurred; for, indeed, all of this technology has come upon us entirely in the past 15 to 20 years. This is significant because it reminds us that the age of connectivity is but in its beginning, and that most of the changes are yet to come.

This is true for us here in the developed world, but is even more so the case for those living in the developing world,

where almost 5 billion people are expected to go from no connectivity to full connectivity within the next 20 years. While it may well be the case that the overall impact of the connectivity revolution will be enormously beneficial, we would be fool to think that the impact will be none but positive. With forces such as criminals, rebel groups, terrorists and rogue states prepared to take advantage of the new technology, the connectivity revolution poses some very serious challenges as well. Google executive Eric Schmidt and U.S. policy and media expert Jared Cohen are particularly well-placed to assess how all of the upcoming changes will play out, and in their book "The New Digital Age: Reshaping the Future of People, Nations, and Business" the two let us in on their ruminations and prognostications.

In spite of the talk around the innovative idea of flipped Arena as a rousing new subject matter an advancement in the educational research, there is a lack of agreement on what precisely flipped Arena can be called, as there is little research about the topic as it is a new idea. That is why to make a clear distinction of the subject matter, it of necessity to look at the definition of flipped Arena. Flipped Arena is regarded as "Overturning the Arena means the traditional way of disseminating knowledge will be revised to bringing the Arena to you instead of you going to the location. While this explanation captures the rationale for using the terminology inverted or flipped, it does not adequately represent the practice of what researchers are calling the flipped classroom. This definition would imply that the flipped Arena merely represents a re-ordering of Arena and at-home activities. Most research on the flipped Arena employs group-based interactive learning activities inside the classroom, citing student-centered learning theories based on the works. The exact nature of these activities varies widely between studies. Similarly, there is wide variation in what is being assigned as "homework". The flipped Arena label is most often assigned to courses that use activities made up of asynchronous web-based video lectures and closed-ended problems or quizzes. In many traditional communication or learning, this represents all the instruction people ever get. Thus, the flipped Arena actually represents an expansion of the curriculum, rather than a mere re-arrangement of activities. This chapter discusses the flipped classroom, its importance and challenges teachers or people may face in the flipped classroom.

Flipped Arena can also been seen as communication technique that consists of two parts: interactive learning \;\;\;\;\;\;outside the four walls. We restrict this definition to

exclude designs that do not employ videos as an outside of the Arena activity. While a broad conception of the flipped Arena may be useful, definitions that become too broad suggest that assigning reading outside of class and having discussions in class constitutes the flipped classroom. The chapter also sheds light on research objective and purpose and research questions. The chapter lastly presents the scope that will be covered in this study.

A. Background of the Study

Communication, knowledge and learning have rapidly shifted from traditional environment to making people’ active partners in interaction. People have found a novel approach to move knowledge from one person or rather one way centeredness to cross- directional centeredness. Flipped Arena called blended learning is a new method introduced. Through flipped classroom, people are relieved of four walls anxiety or shyness in participation. Flipped Arena is defined variously in realm. To Tucker (2012), flipped Arena is the use of modern technology to invert traditional communication or teaching environment through online lecture delivery to people as homework for example and opening up interactive learning. In flipped Arena, lectures will be record his/her lesson using video, mp3 or any available recording devices and post the lecture to the people online for them to respond to it. This method is very interesting and fruitful. One of its advantages is that, it enhances individual participation to suggest series of opinions. Another benefit of it, is that, it is a constructive method of knowledge sharing, where people will be given chance to express and structure their learning. It also improve individual’s creativity.

These Flipped Learning leaders also distinguish between a Flipped Arena and Flipped Learning. These terms are not interchangeable. Flipping a class can, but does not necessarily, lead to Flipped Learning. Many people may already flip their lectures by having people read text outside of the four walls, watch supplemental videos, or solve additional problems, but to engage in Flipped Learning, speakers that educate must incorporate the following four pillars into their practice. The pillars are flexible environment, learning culture, intentional content and professionalism.

B. Statement Problem

There is a major advancement in the level of technology and it is not only affecting one part of life it is affecting the globe in general and information dissemination is not an exemption. Therefore flipping and inverting is a technology to introduce in the Arena even though some people have been using it before by introducing YouTube video to buttress their explanation in when presenting. Still it is not enough according to the advancement in the technology as at now, because many rural area want to be knowledgeable in different aspect but they don’t have the opportunity. In most instances where the Arena flip is used, the speakers, or professors explicitly state that they chose to use this format in order to give people a chance to actively engage, in the discussion in order not to lose focus. Instead of looking at the help it will give to them, flip Arena helps the people to be practical enough, it may present theoretical problems for Arena learning. So it is not known the readiness of the lecturer about implement full flip Arena as medium of

community in the classroom. It seems this situation could pose a significant problem for professors and people alike.

II. METHODOLOGY

The study conducted with the initiative of understanding the customer perception towards Flipped Arena in Malaysia’. Primary data required for the study was collected from the Malaysia, specifically student. The questionnaires have been distributed to Student and people at different location. Initially, 100 questionnaires were given out as the sample size of this study was 100 (n=100),but for the purpose of the study 7 questionnaires have been discarded as they were not fully completed by the respondents as a result of which 93 questionnaires were used for statistical analysis.

A. Questionnaire

The purpose of this survey is to find out what factors that will influence Customer perception towards flipped arena. Flipped arena refers to the less privileged, old people and the resident of the rural area participate in world intellectual changing environment.

Section: A

1. Gender	<input type="radio"/> Male <input type="radio"/> Female
2. Age	<input type="radio"/> 18-20 <input type="radio"/> 21-23 <input type="radio"/> 24-26 <input type="radio"/> 27-29 <input type="radio"/> 30 or older
3. Please state your nationality?	<input type="radio"/> Malaysian <input type="radio"/> Chinese <input type="radio"/> Others
4. Please specify your marital Status	<input type="radio"/> Single <input type="radio"/> Married <input type="radio"/> Divorced
5. What is your occupation?	<input type="radio"/> Student <input type="radio"/> Work <input type="radio"/> Unemployed <input type="radio"/> Business
6. Please specify your Salary	<input type="radio"/> MYR 0 to MYR 2000 <input type="radio"/> MYR 2000 to MYR 4000 <input type="radio"/> MYR 4000 to MYR 6000 <input type="radio"/> MYR 6000 to MYR 9000 <input type="radio"/> MYR 9000 to MYR 10,000
7. How well do you use the internet for communication	<input type="radio"/> Never <input type="radio"/> 2 to 4 times <input type="radio"/> 5 to 7 times

?	<ul style="list-style-type: none"> o More.....
8. Your primary purpose to visit the web?	<ul style="list-style-type: none"> o Pleasure o Study o Business/Job o Communication
9. Please specify Type of activity that you engage in online?	<ul style="list-style-type: none"> o Chat o Information o Learning o News o Reading
10. Do you use Mobile App and which medium of payment will you prefer?	<ul style="list-style-type: none"> o Cash o Online Bank Service
11. Are the information received online useful and what way?	<ul style="list-style-type: none"> o Directly impact o Partially effective o Not useful

Section: B

12. Flipped Videos are interactive and educative enough.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

13. Flipped Video materials build confident after watching them.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

14. Flipped make it easy for communication with others people outside the four walls.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

15. The amount of effort that flipped arena gives to communication is satisfactory.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

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16. Overall services that flipped arena wishes to rendered are complementary.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

17. It is an opportunity to combine flipped arena with learning.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

18. Reasonable activities that relate to learning process are easily achieved.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

19. Opportunity for person who has no or limited knowledge.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

20. The process for setting up the flipped arena procedure is simple and easy.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

III. DEMOGRAPHIC PROFILE OF THE SURVEY RESPONDENTS

The demographic section of the questionnaire consists of questions about the respondents' gender, age, marital status, nationality, education level, religion, occupation, and monthly income, period of trips for medical and purpose of visit among others.

The demographic profiles of the respondents are illustrated in table 1.

Table 1: Demographic Profile of the Survey Respondents

Income	Frequency	Percent	Cumulative Percent
Gender			
Male	28	30.1	30.1
Female	65	69.9	100

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Total	93	100		\$10,000-\$20,000	12	12.9	90.3
Age				\$20,000-\$40,000	7	7.5	97.8
Under 18	0	0	0	Above \$40,000	2	2.2	100
18-24	2	2.2	2.2	Total	93	100	
25-35	53	57	59.2	How well do you use the internet for communication			
36-55	29	31.2	90.4	First time	23	24.7	24.7
Above 55	9	9.6	100	Second time	12	12.9	37.6
Total	93	100		Third time	48	51.6	89.2
Marital Status				Fourth time or more	10	10.8	96.1
Single	23	24.7	24.7	Total	93	100	100
Married	54	58.1	82.8	Your primary purpose to visit the web			
Divorced	7	7.5	90.3	Pleasure/Vacations	3	3.2	3.2
Widowed	9	9.7	100	Health/Tourism	87	93.5	96.7
Total	93	100		Study	2	2.2	98.9
Nationality/Race				Business/Job	1	1.1	100
Malaysia	0	0	0	Total	93	100	
Chinese	0	0	0	Please specify Type of activity that you engage in online			
Others	93	100	100	Chat	29	31.2	31.2
Total	93	100		Information	13	14	45.2
Educational Level				Learning	31	33.3	78.5
No formal education	1	1.1	1.1	News	15	16.1	94.6
Primary education	5	5.4	6.5	Reading	5	5.4	100
Secondary education	11	11.8	18.3	Total	93	100	
Tertiary and post-secondary education	76	81.7	100	Do you use Mobile App and which medium of payment will you prefer			
Total	93	100		Cash	67	72	24.8
Religion				Online Bank Service	3	3.2	28
Islam	92	98.9	98.9	Total	93	100	
Christianity	0	0	98.9	Are the information received online useful and what way			
Others	1	1.1	100	Directly impact	67	72	24.8
None	0	0	100	Partially effective	3	3.2	28
Total	93	100		Not useful	23	24.8	100
Occupational status				Total	93		
Student	0	0	0	<p>In reference to the table it can be seen that 30.1% of the respondents are male and on the other hand, 69.9% are female. In terms of age, majority of the respondents fall under the age group of 25-35 years which make up a total of 57.0%, followed by the age group of 36-55 which is 31.2%, 9.6% of the respondents were in the age group of above 55 years, 2.2% of the respondents were in the age group of 18 – 24 years and 0.0% of the respondents are below the age of 18 years.</p> <p>As for religion, it can be seen that majority of the respondents are Muslim (98.9%) followed by others (1.1%), and Christianity and none were 0.0% and 0.0 % respectively. Statistics revealed that most of the respondents had an</p>			
Business/Trader	81	87.1	87.1				
Civil servant	9	9.7	96.8				
Others	3	3.2	100				
Total	93	100					
Monthly Income							
Below \$2,000	1	1.1	1.1				
\$2,000-\$6,000	51	54.8	55.9				
\$6,000-\$10,000	20	21.5	77.4				

income between \$2,000 and \$6,000 (54.8%), 21.5% had an income of \$6,000-10,000, 12.9 % made an income of \$10,000-20,000 whereas 7.5% made \$20,000-40,000, 2.2% of the respondents had an income of above \$40,000, and finally 1.1% had an income of below \$2,000. In reference to the respondents demographic profile it can be seen that majority of the respondents were at tertiary and post-secondary education level (81.7%) followed by secondary education (11.8%), primary education (5.4%), and lastly no formal education (1.1%). For occupation, majority of the respondents 87.1% were either business or trader, followed by civil servant (9.7%), 3.2% indicated that their profession is others, and lastly 0.0% indicated student. The table also revealed information on marital status, about 58.1% of the respondents were married, 24.7%, 9.7% and 7.5% of the respondents were single, widowed and divorced respectively. On the nationality, 100.0% of the respondents were others nationality i.e. no record for Malaysia and Chinese. While information on occupational status, it revealed that 87.1% of the respondents were doing either business or trading, 9.7% were civil servant, 3.2% and 0.0% were others and student respectively.

At the same time, the table revealed information of respondents said third time, 24.7% said first time, 12.9% said second time and 10.8% said fourth time or more. On the primary purpose of the study, the majority of the respondents 93.5% were Student and people from the rural area, follow by 3.2% for the reasons at which they visit the website, 2.2% and 1.1% were for study and Business/Job respectively.

It also revealed the type of activities the students and people of the rural area are seeking for, 33.3% of the respondents were for comprehensive information, 31.2% were for either communication or fun, 16.1% learning purpose, 14.0% entertainment, and 5.4% were for jobs. And lastly on the arrangement for the internet usage, majority of the respondents 72.0% arranged directly with good information received, 24.8% were through online while minority 3.2% were through televisions.

Table 2: The summarize of the Survey Respondents

S/N	Variable	Scale			
		Disagree (Strongly Disagree, Disagree and Somewhat Disagree)		Agree (Somewhat Disagree, Agree and Strongly Agree)	
		Freq.	%	Freq.	%
1	Flipped Videos are interactive and educative enough	52	55.9	41	44.1
2	Flipped Video materials build confident after watching them.	93	100.0	0	0.0
3	Flipped make it easy for communication with others people	0	0.0	93	100.0

	outside the four walls.				
4	The amount of effort that flipped arena gives to communication is satisfactory.	81	87.1	12	12.9
5	Overall services that flipped arena wishes to rendered are complementary.	0	0.0	93	100.0
6	It is an opportunity to combine flipped arena with learning.	14	15.1	79	84.9
7	Reasonable activities that relate to learning process are easily achieved.	27	29.0	66	71.0
8	Opportunity for person who has no or limited knowledge	0	0.0	93	100.0
9	The process for setting up the flipped arena procedure is simple and easy.	0	0.0	93	100.0
Average Mean Score		24.3	26.1	68.7	73.9

IV. FINAL CONCEPTUAL SOLUTION MODEL

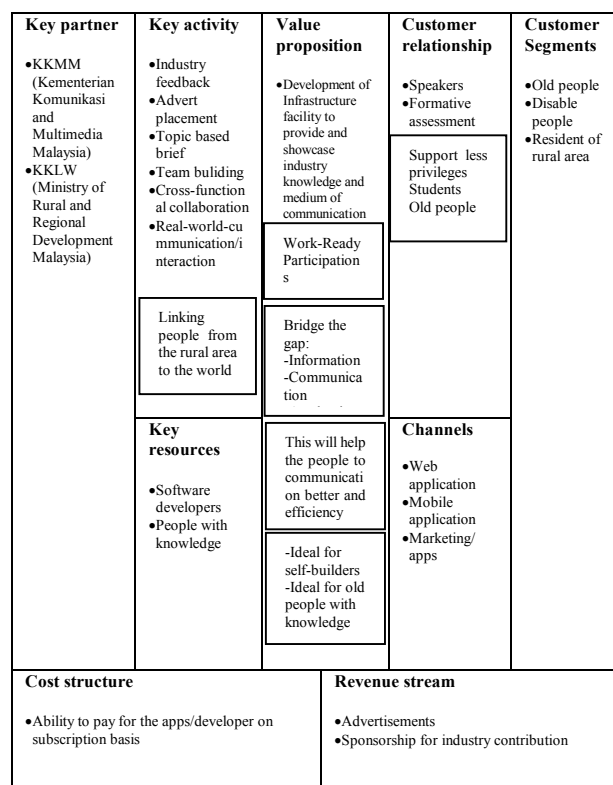
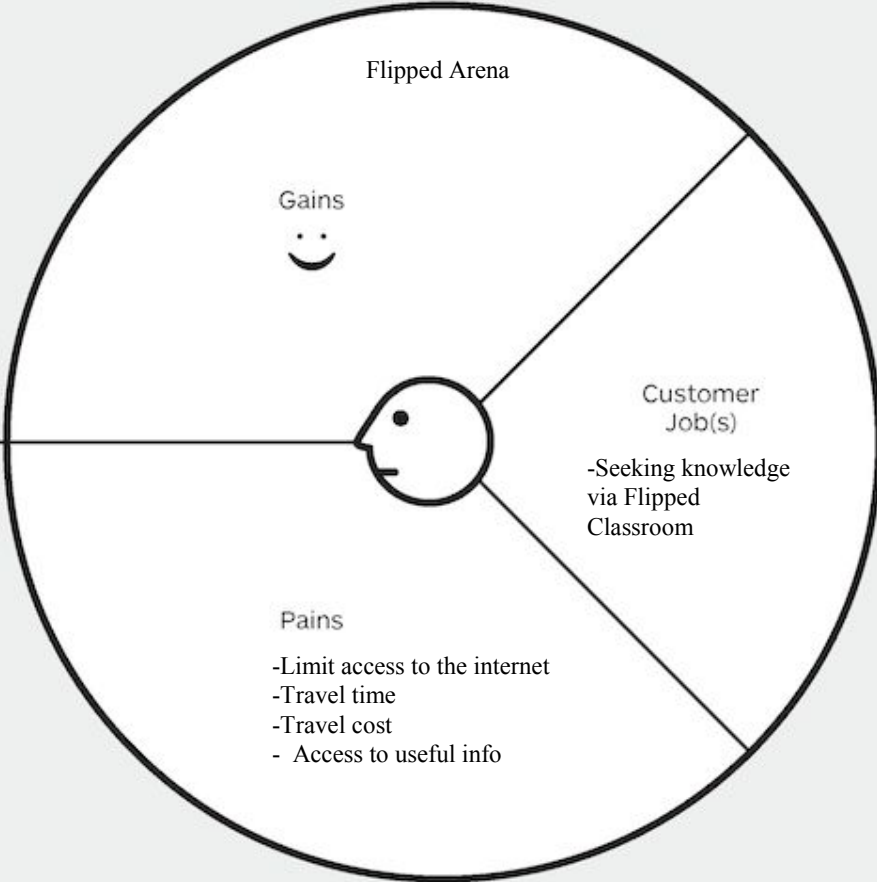
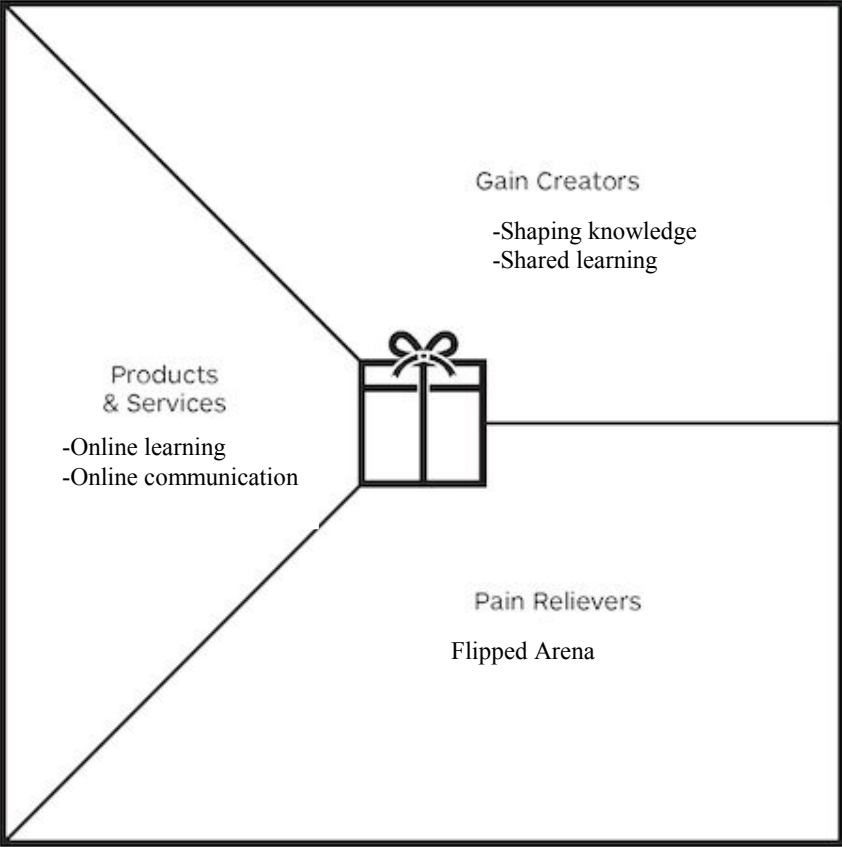


Figure 1: BMC (Business Model Canvas)

The Value Proposition Canvas

Value Proposition Customer Segment Old people



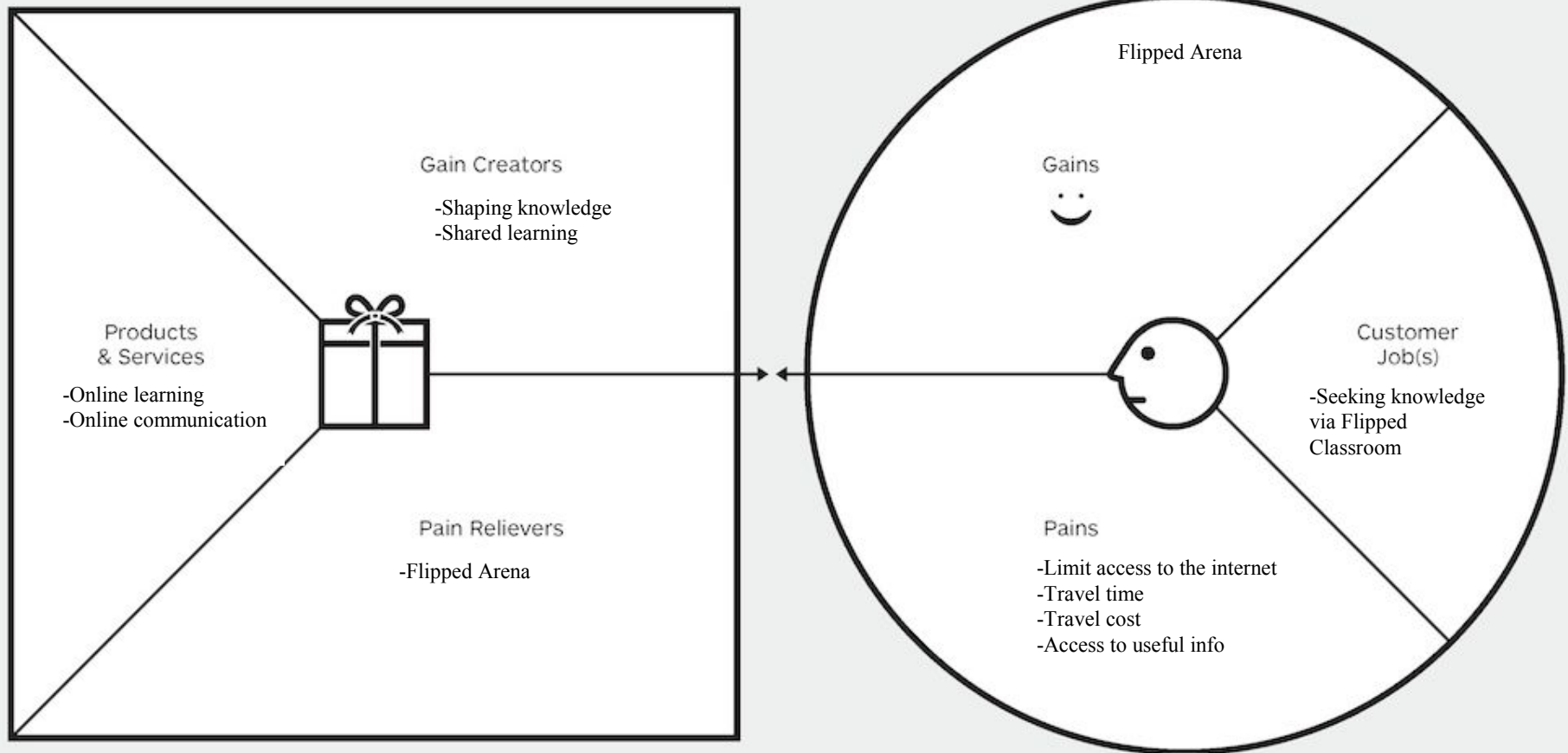
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The Value Proposition Canvas

Value Proposition

Customer Segment

Resident of rural area



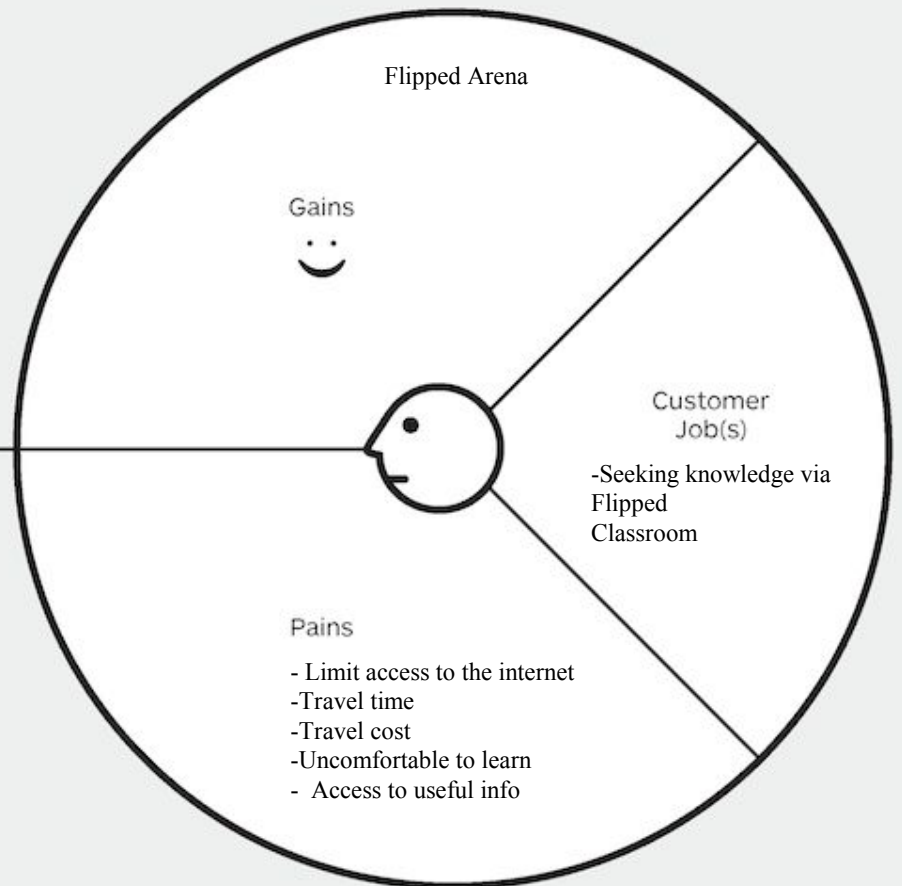
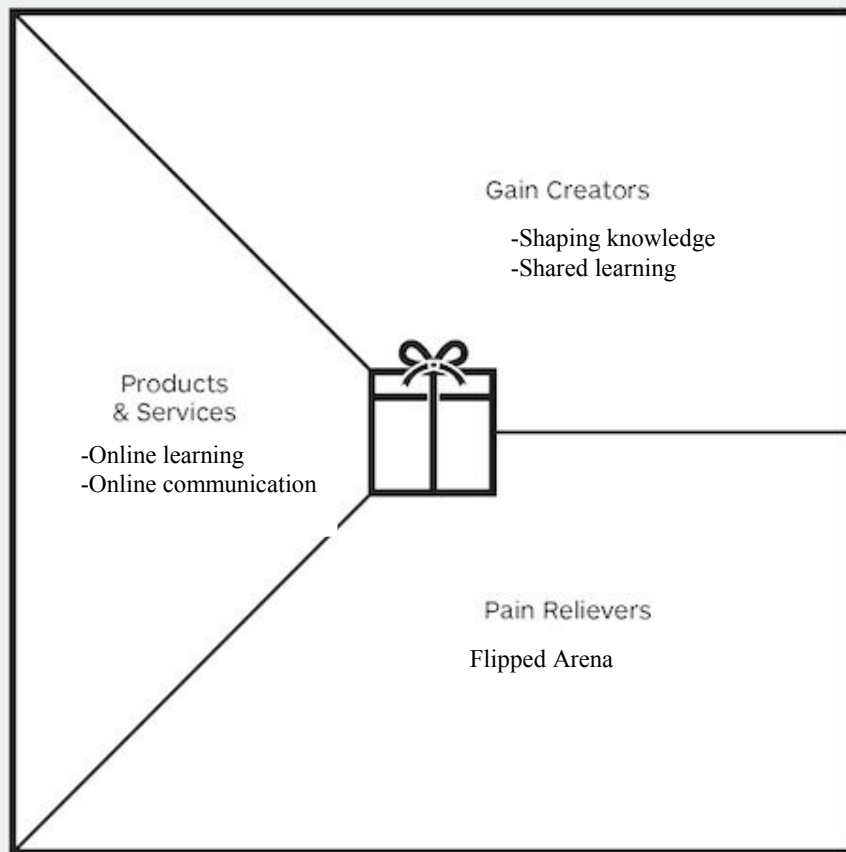
The Value Proposition Canvas



Value Proposition

Customer Segment

Disable people



I. CONCLUSION

This study introduce the flipped arena, which will be a communication and knowledge receiving medium for the rural area, physically challenged, and the old people. By conducting survey on different areas, the results showed that flipped learning directly impact on student and resident in rural areas. Flipped learning expand the culture of "IQRA" by conducting lifelong learning and distance learning and providing more opportunity for people. This study can be improved in the future to bring better performance.

REFERENCES

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