



The Urgency of Developing a Digipreneurship Handbook in This Digital Era: A Need Analysis

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Abstract

The use of digital tools to increase business efficiency is increasingly important amidst the rapid development of digital technology. Therefore, the concept of digipreneurship is increasingly important and relevant to study. The aim of this research is to analyze the needs of digipreneurship-based handbook. The method used in this research is quantitative descriptive. Data was obtained from data collection activities in the form of filling out a questionnaire regarding the desired teaching materials. The questionnaire used consists of 20 statements that are valid and reliable, of which 10 statements relate to target needs and 10 other statements about learning needs. The results of this research are that students need 1) knowledge related to digipreneurship, such as basic types, income models, examples, challenges, opportunities and businesses that are relevant to the digital era; 2) various skills such as using tools, digital business analysis, managing and retaining customers, and expanding online visibility; and 3) teaching materials that are complete and easy to carry anywhere and contain tips, practical guides and case studies.

Keywords: *Digipreneurship; Digital Era; Handbook; Target Needs; Learning Needs*

Introduction

The rapid and dynamic development of digital technology makes the concept of digipreneurship increasingly important and relevant to study, especially in economic education (Fauzi et al., 2024). Digipreneurship, which is a combination of digital and entrepreneurship, covers various basic types of entrepreneurship that utilize digital technology to create and develop businesses (Gunawan et al., 2023). This concept not only includes the use of digital tools to increase business efficiency and scope, but also includes innovation in business models and products driven by technological developments (Alamsyah & Budiman, 2024; Fachrurazi et al., 2023; Riatmaja & Wibawanto, 2024).

The basic types of digipreneurship include content-based business, community-based business, online store, matchmaking business and promotion business (Allen, 2019). Each of these types has specific characteristics and needs that influence the way they are run and developed. For example, online stores require a deep understanding of logistics and digital inventory management (Safina et al., 2024), while content-based requires expertise in data analysis and algorithm-based marketing strategies (Utami

et al., 2024). In the context of matchmaking, the development of online platforms and powerful technology-based tools is the main focus (Rochim, 2024). Understanding the various basic types of digipreneurship is very important so there is a need for relevant teaching materials (Awa et al., 2024).

The urgency to develop teaching materials that are suitable for the digital era cannot be ignored. With the rapid development of technology, education must adapt to ensure that students not only understand economic theory, but are also able to apply this knowledge in a digital context (FH et al., 2023). Relevant and up-to-date teaching materials are very important to prepare students to face the challenges and opportunities in an increasingly digitalized world of work (Suprihartini et al., 2024). Without appropriate teaching materials, students may not be ready to compete in an increasingly competitive job market (Budiman, 2021).

One example of teaching material that can be developed is a handbook that covers the theory and application of digipreneurship. Handbooks are an effective form of guidance in providing practical guidance that is comprehensive but easy to understand (Rolle et al., 2020). However, until now, it is not known for certain about the appropriate content for this handbook, especially those aimed at higher education levels. The contents of the handbook must include basic knowledge about digipreneurship, case studies, and practical skills that students can apply in real projects. This handbook will be a very useful tool for students to understand and apply the concept of digipreneurship (Musbar et al., 2023).

An in-depth needs analysis is needed to determine the right content for digipreneurship teaching materials. This analysis should include an understanding of current trends in technology and entrepreneurship, labor market needs, as well as feedback from students and practitioners in economics and business (Hasmidyani et al., 2023). By conducting a comprehensive needs analysis, the teaching materials developed will be more relevant and effective in preparing students to become successful digipreneurs (Dalimunthe, 2023). This analysis will also ensure that the teaching materials can answer real needs in the field, so that students can immediately apply the knowledge and skills they have acquired. Based on this, the aim of this research is to analyze the needs of digipreneurship-based handbook.

Method

This research analyzes the needs of digipreneurship-based handbook. Therefore, the method used in this research is quantitative descriptive. The subjects in this research were 72 students in the 5th semester of the Sriwijaya University Economic Education Study Program who would take the Entrepreneurship course. The sampling technique used is a saturated sampling technique. Research data was obtained from data collection activities in the form of filling out a questionnaire regarding the desired teaching materials. The questionnaire is used to find out information on students' needs for teaching materials which are prepared based on the concept of digipreneurship which is viewed from two aspects, namely *target needs* and *learning needs*. The data was analyzed by determining percentages and making in-depth descriptions to obtain results in the form of conclusions regarding what kind of entrepreneurship teaching materials should be developed.

Result and Discussion

The data in this study were collected through a questionnaire consisting of 20 valid and reliable statements, of which 10 statements relate to *target needs* and 10 others contain *learning needs*. For each statement, students are asked to write down the student's reasons or opinions.

Target Needs

Target needs relates to what the student needs to achieve the target situation. The target situation in this context is success in entrepreneurship in the digital era, so the target needs intended in this research are what knowledge students need in order to be successful in starting a business using the digipreneurship context. There are some knowledges and skills that students need, including the following.

• Knowledge Regarding Basic Types, Income Models and Examples of Digipreneurship

The first and main thing in starting a digital business is knowing the basic types of digipreneurship. Furthermore, various examples of each type and their income models are also important to know in order to run a digital business of interest. Figure 1 presents the results of the analysis of the importance of this matter.

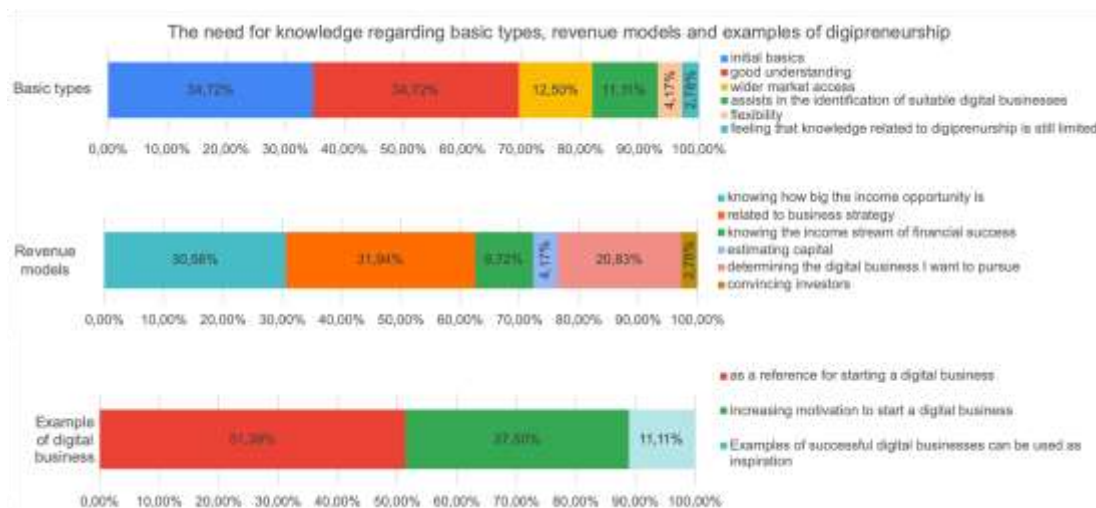


Figure 1. The need for knowledge regarding basic types, revenue models, and examples of digipreneurship

As many as 34.72% of students stated that this knowledge was an important initial basis for understanding the world of digital business. The same percentage, namely 34.72%, consider that a good understanding of the basic types of digipreneurship can be a basis for developing further skills and knowledge in this field. In addition, 12.50% of students stated that this knowledge has the potential to provide wider market access, allowing them to reach greater digital business opportunities. As many as 11.11% of students thought that understanding the basic types of digipreneurship would help them identify the type of digital business that is most suitable to run. There were also 4.17% of students who emphasized flexibility in running a digital business as an important reason, while another 2.78% felt that knowledge related to digipreneurship was still limited and needed to be improved. These results indicate that the need for a digipreneurship handbook that contains basic types is quite significant among students, because it is considered capable of providing the basic understanding needed to start and develop a digital business effectively (Nasir et al., 2024).

Apart from that, students see the importance of concrete examples in understanding and applying the concept of digipreneurship. As many as 51.39% of students said that these examples could be used as a reference in starting their own digital business, providing a real picture of how to implement business ideas in practice. In addition, 34.50% of students stated that having examples of successful digital businesses could increase their motivation to start a similar business. Through concrete examples, they feel more motivated and confident in developing their own digital business. Meanwhile, another 11.11%

of students wanted to use examples of successful digital businesses as inspiration, in the hope of learning from the successes and strategies used by these digital businesses. Overall, these findings indicate that providing concrete examples in the digipreneurship handbook will be very beneficial for students. Not only as a practical reference, but also as a source of motivation and inspiration in exploring the world of digital business (Indrawati et al., 2021).

Students also need knowledge regarding income models from the basic types of digipreneurship. The results of data analysis show that this information is very important for them in understanding the potential of digital business. As many as 30.56% of students wanted to know how much income opportunities could be generated from the digital business they were running, so they could predict the potential profitability and feasibility of the business. Additionally, 31.94% of students linked an understanding of revenue models to business strategy, meaning they wanted to plan and run a business with a more structured approach based on that understanding. Another 9.72% felt that knowing their income stream was very important to achieving financial success, as this could help them manage their business finances better. There were also 4.17% of students who needed information about revenue models to estimate the initial capital needed to start a digital business. Meanwhile, 20.83% of students see this knowledge as an important factor in determining the type of digital business they want to pursue, ensuring their business choice is based on clear financial considerations. Finally, 2.78% of students thought that this understanding could be used to convince investors to support their digital business. Overall, these findings show that knowledge about the digipreneurship income model is really needed by students to support various aspects of business, from planning to strategic decision making (Senjaya et al., 2024).

• Skills in Using Tools and Business Analysis in Digipreneurship

Digitalization of various aspects of life, including in the field of entrepreneurship, requires the use of various tools that can facilitate business operational processes. Skills in using various tools are important to have in order to achieve efficiency in business. Apart from that, business efficiency can also be achieved through digital business analysis skills where various decisions are obtained from the results of the analysis. The results of this analysis are presented in Figure 2.

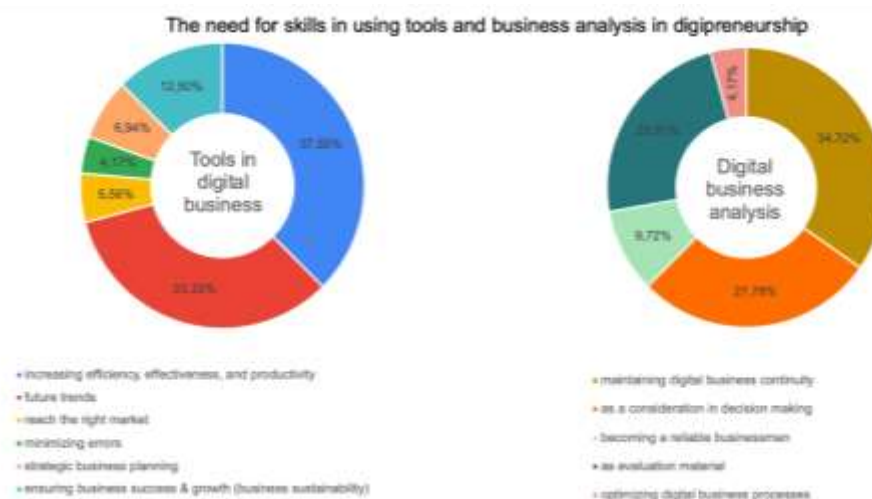


Figure 2. The need for skills in using tools and business analysis in digipreneurship

Skills in using tools are very important in various aspects of business operations. As many as 37.50% of students thought that mastering digital tools could increase the efficiency, effectiveness and productivity of their business, so that business processes became faster and more orderly. In addition, 33.33% of students consider the use of tools as a future trend that must be adopted so that their business

remains relevant and competitive. As many as 5.56% of students saw the importance of digital tools in helping them reach the right market, ensuring that marketing and promotional efforts were more targeted and effective. Another small percentage, 4.17%, consider that the use of digital tools can minimize errors in business operations, while 6.94% feel that this skill is needed to carry out strategic business planning, so they can make decisions based on accurate data. Finally, 12.50% of students stated that mastering these tools was important to ensure the success and growth of their business, so that the business could run sustainably in the long term. Overall, these findings show that students need skills in using tools in digital business to improve business performance, plan effective strategies, and ensure the continuity and growth of their digital businesses (Novanty et al., 2024).

Students also need digital business analysis skills, where these skills are considered essential for various strategic goals in running a business. As many as 34.72% of students stated that digital business analysis capabilities were important for maintaining business continuity, ensuring that their business remained stable and could face market challenges. In addition, 27.78% of students revealed that the results of business analysis were used as consideration in decision making, enabling them to make better, data-based decisions. As many as 9.72% of students emphasized that this skill is necessary so that they can become reliable business people and be able to ensure their business continues in the long term. Furthermore, 23.61% of students view the results of business analysis as evaluation material that helps them assess the strengths and weaknesses of their business, as well as determine areas that need improvement. Meanwhile, another 4.17% of students see business analysis skills as a way to optimize their digital business processes, so they can be more efficient and effective. Overall, these findings show that skills in analyzing digital business are needed by students, not only to maintain business continuity, but also to support strategic decision making, performance evaluation, and continuous business process improvement (Maulana & Suyono, 2023).

● Knowledge Regarding Challenges, Opportunities and Relevance of Business in the Digital Era

It is very possible to face various challenges in digital business. Therefore, knowledge regarding this matter is very crucial to have. This concerns long-term business sustainability where the director can anticipate several challenges that may be faced. Apart from that, various opportunities that will arise as trends develop need to be studied and the business being run must remain relevant to the times, especially in the digital era. The results of the analysis related to this matter are presented in Figure 3.

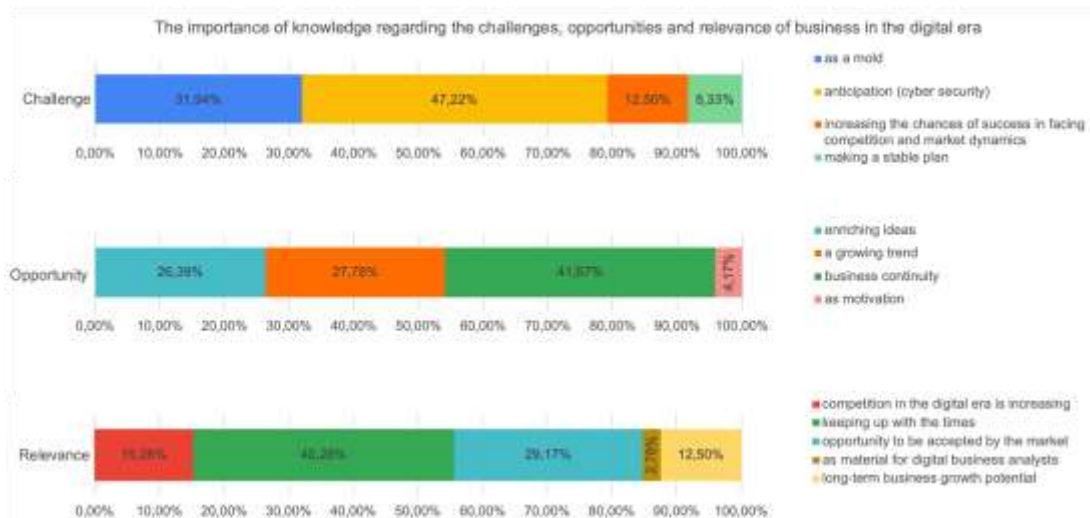


Figure 3. The importance of knowledge regarding the challenges, opportunity, and relevance

The results of the analysis show that students have various needs and motivations in understanding digital business challenges, which shows various directions for use. The majority, namely 47.22%, placed this knowledge as an anticipatory step to deal with potential cyber security risks. On the other hand, 31.94% of students use this insight as a general reference or guide in digital business. Around 12.50% of students believe that this knowledge can increase their chances of success amidst competition and dynamic market changes, while another 8.33% consider it as a basis for preparing a stable and sustainable business plan. These findings show that knowledge regarding challenges in digital business is needed as enrichment material in dealing with crucial aspects of digital business, so that it can help students prepare themselves both in terms of anticipation, competitive strategy and long-term planning.

Apart from knowledge related to challenges, students also need knowledge about opportunities in digital business. As many as 41.67% of students view this knowledge as the key to ensuring the sustainability of the business they start or manage. Others, namely 27.78%, see the importance of following trends that continue to develop in the digital era in order to adapt and remain relevant. Meanwhile, 26.39% of students want to enrich their business ideas through this insight, while another 4.17% use it as a source of motivation in developing their potential in the digital business world. From these findings, it appears that knowledge related to opportunities in digital business can meet students' needs to remain competitive and innovative and motivated to seize opportunities that continue to emerge in the digital era.

Apart from that, students also need information about business that is relevant in the digital era. The majority, namely 40.28%, feel it is important to keep up with current developments in order to remain adaptive in a dynamic digital environment. Then, 29.17% of students considered the relevance of this information to the opportunity to be accepted in the market, indicating their orientation to the competitiveness aspect. As many as 15.28% of students noted the high level of competition in the digital era as the main reason, while another 12.50% saw the potential for this knowledge to support long-term business growth. The remaining 2.78% use this information as material in conducting digital business analysis. These results indicate that the teaching materials developed need to include aspects of market trends, adaptation strategies, competitive analysis, and long-term planning to support students' needs in facing digital business challenges more strategically (Situmorang, 2024).

• Skills in Managing and Retaining Customers and Expanding the Reach of Online Visibility

Tight market competition in the digital era means that digital entrepreneurs must master the skills of managing and retaining customers. This is because it is easy for consumers to turn away because of the many choices and easy access to these various choices. Apart from that, to survive in the midst of intense competition, a business owner must be able to expand the range of online visibility of his business so that it continues to exist and reach a wider market. Figure.4 shows the analysis results of the importance of skills in managing and retaining customers and expanding the reach of online visibility.



Figure 4. The need for skills to manage and retain customers and expand online visibility

Students realize the importance of skills in managing and retaining customers as a supporting factor for digital business success. As many as 42.25% of students prioritize customer loyalty because they are considered capable of increasing sales in a sustainable manner. In addition, 19.72% of students hope that these skills can encourage customers to recommend products to others, expanding market reach organically. Meanwhile, 29.58% of students made customer satisfaction their main priority in running a business, showing a focus on service quality. A small portion of students, namely 2.82%, see this skill as a means of identifying new opportunities, while another 5.63% intend to use this skill to minimize the risk of bankruptcy so that the business remains viable in the long term. The results of this analysis show that customer management skills, techniques for increasing loyalty, and strategies for maintaining customer satisfaction can help students achieve business stability (Nalurita et al., 2024).

Students also need skills in expanding online visibility. As many as 84.72% of students stated that the ability to expand online visibility is very necessary so that they can reach a wider market, so that their sales potential and business success increases. In addition, 12.50% of students stated that this skill is important because today's consumers tend to access products via social media. This shows that understanding how to increase online visibility is highly relevant to attracting consumer attention and increasing engagement on digital platforms. Another small portion, 2.78%, took the skill of expanding online visibility as an evaluation material, allowing them to assess how effective the digital marketing strategies they implemented were in reaching their target audience. Overall, these findings confirm that skills in expanding online visibility are needed by students to expand market reach, increase interaction with consumers, and ensure the effectiveness of their digital marketing strategies (Septiana et al., 2024).

Learning Needs

Learning needs relate to what students need to be able to learn. In this research, learning needs are what kind of teaching materials are needed to support students in learning digipreneurship. Based on the results of the analysis that has been carried out, the majority of students need teaching materials that contain several things, namely:

- **Complete Reference and Easy to Carry Anywhere**

Flexibility and practicality are what is needed for a digipreneur. Therefore, we need a reference related to digipreneurship that completely discusses the basic types and income models and is easy to carry anywhere so that it can be used at any time. even and wherever. The results of this analysis can be seen in Figure 5.



Figure 5. The need of complete reference and easy to carry anywhere

The results of the analysis reflect students' need for material that is flexible and easy to access at any time. As many as 48.61% of students stated that flexibility was the main reason, allowing them to study the material without being limited by place or time. In addition, 19.44% of students want quality references, indicating that they are looking for in-depth and trusted content as a guide in understanding the world of digital business. The same percentage, 19.44%, thought that this reference could broaden their horizons, providing a broader understanding of various aspects of digipreneurship. As many as 9.72% of students felt that comprehensive references could contribute to increasing the success of their digital business, while another 2.78% wanted to make these references a guide they could rely on in running their business. Overall, these findings indicate that students need a digipreneurship handbook that not only presents complete information, but is also easy to access, practical, and supports their learning and skills development in digital business.

Students also expressed their need for details of the differences in the basic types of digipreneurship. As many as 70.83% of students thought that detailing these differences could help them carry out a SWOT analysis, making it easier to identify the strengths, weaknesses, opportunities and threats associated with each type of digital business. Additionally, 25.00% of students felt that a deep understanding of the differences between types of digipreneurship helped them determine which digital venture to develop, allowing them to make more informed decisions based on the unique characteristics of each type of venture. As many as 1.36% of students used these details to determine the target market, so they could develop a more effective marketing strategy. Finally, 2.78% of students considered that understanding the different types of digipreneurship could minimize mistakes in running a business, because they could anticipate the different needs and challenges in each type of business. Overall, these findings show that detailing the differences between types of digipreneurship not only helps students in analyzing the potential of digital business, but also in determining more planned and directed strategies and steps (Allen, 2019).

Students also need to present income models from various types of digipreneurship in table format to be more effective and easier to understand. As many as 33.33% of students stated that information in tabular form was easier to understand because it allowed them to see the data as a whole more quickly. In addition, 15.28% of students think that the income model for each type of digipreneurship is easier than if presented in a table, because they can see the comparison more clearly. As many as 45.83% of students thought that presenting information in tabular form looked neater and more structured, making it easier for them to understand patterns and relationships between data. Finally, 5.56% of students stated that they have difficulty understanding long text, so the table format is an effective solution for conveying dense information in a more concise and visual way. Overall, these findings indicate that presenting income models in tabular format is preferred by students because it improves understanding, provides clear comparisons, and presents data in a more organized and easy to digest way (Ramadlan et al., 2024).

• Tips

In finding relevant business ideas and expanding online visibility, a digipreneur certainly needs several tips that can be implemented. These tips can be used to streamline digital business operations. This is shown by Figure 6.

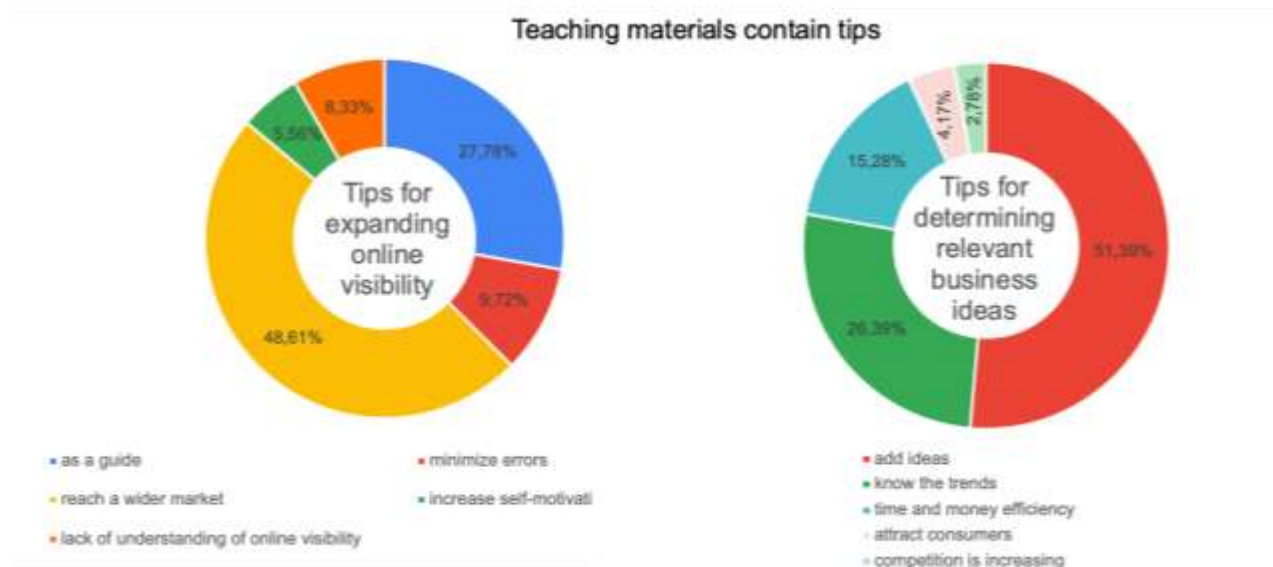


Figure 6. The need of tips

Students need tips to help expand the online visibility of their businesses. As many as 27.78% of students thought that these tips could be used as a guide in implementing a digital strategy, ensuring that the steps taken were in line with their business goals. Additionally, 9.72% of students stated that these tips are important to minimize mistakes in expanding online visibility, so they can avoid less effective practices. The majority, namely 48.61%, want these tips to reach a wider market, strengthen their presence on various digital platforms, and increase access to potential consumers. As many as 5.56% of students felt that these tips could increase their self-motivation in efforts to expand online visibility, while another 8.33% needed this guidance because they felt they did not understand the concept and strategy of online visibility as a whole. Overall, these findings suggest that students need practical tips that not only provide clear direction, but also help increase their confidence in developing effective digital strategies to expand market reach.

Students also need tips on finding relevant business ideas as part of their digital business development efforts. As many as 51.39% of students thought that this tip could help them increase the number of ideas that could be used as inspiration for starting or developing a business. Apart from that, 26.39% of students want to know current trends, so they can create businesses that are relevant and in demand by the current market. As many as 15.28% of students attributed these tips to time and money efficiency, because this guide can help them minimize mistakes in planning business ideas, thereby saving resources. As many as 4.17% of students felt that these tips would help them attract consumers, because the right and interesting business idea can be a determining factor in business success. Finally, 2.78% of students stated that they need this guidance because business competition is getting tougher, and relevant new ideas can provide a competitive advantage. Overall, these findings indicate that students want practical tips that can help them find, develop and execute innovative and relevant business ideas, so they can adapt to market dynamics and take better advantage of business opportunities (Hasmidyani et al., 2023).

• Case Study

Presentation of material related The basic types of digipreneurship are not only given theoretically, but must be linked to case studies that provide a real picture of the digital business being discussed. Figure 8 presents the results of the analysis regarding this matter.

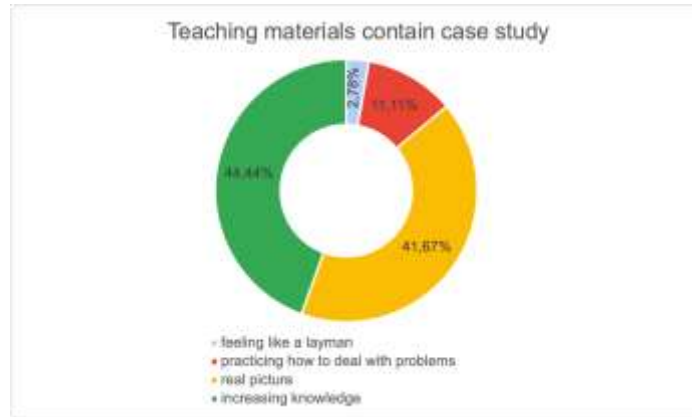


Figure 8. The need of case study

As many as 2.78% of students felt that they were still unfamiliar with this topic, so case studies would help them understand basic concepts through real examples. In addition, 11.11% of students think that case studies can train their abilities in facing and solving problems, providing practical insight into how to handle various challenges that may be faced in digital business. As many as 41.67% of students stated that they needed a real picture of how digital business is run, so case studies can be a more concrete and easy to understand guide. The majority, namely 44.44%, thought that case studies would increase their understanding by providing examples of real applications of the theory studied, so that they could relate these concepts to actual business situations. Overall, these findings emphasize the importance of using case studies in digipreneurship learning, because they can provide a deeper and more realistic understanding, as well as train students' practical skills in dealing with real problems in the digital business world (Iswara et al., 2024).

● **Practical Guide**

In order to run digital business, a digipreneur needs a guide that can be used as a guide. Practical matters related to business analysis, business development and launch, customer management and digital marketing need to be included in the teaching materials developed. The results of this analysis are presented in Figure 7.

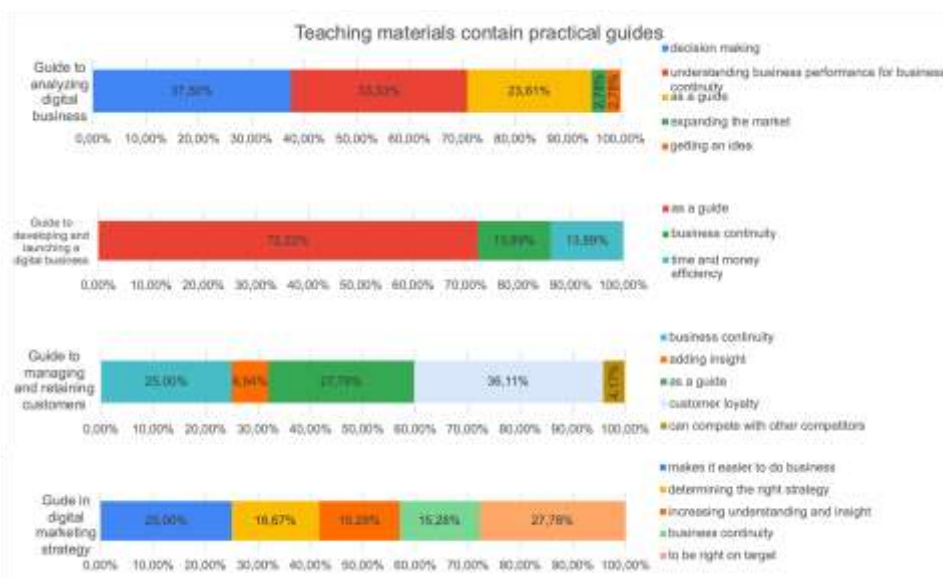


Figure 7. The need of practical guides

As many as 37.50% of students stated that practical guidance on how to analyze digital business was important to help them in a better and more informed decision-making process, especially in a dynamic digital business context. As many as 33.33% of students thought the guide could help them understand business performance so they could maintain the continuity of the business they were running. In addition, 23.61% of students stated that this practical guide would be a reliable reference when they face challenges in analyzing various aspects of business. As many as 2.78% of students hope that this guide can help them expand the digital business market that they are currently or will be running. Meanwhile, another 2.78% thought that the guide could be used to get new, relevant and creative ideas in digital business development.

Students also need practical guidance regarding developing and launching a digital business. As many as 72.22% of students wanted to use this guide as the main guideline in starting their digital business. This guide is considered to provide clear and structured steps that they can follow to build a business with a strong foundation. As many as 13.89% of students relate this guide to business continuity, which means they hope that this guide can provide long-term strategies to ensure that their business continues to run stably and is able to grow in the future. Apart from that, another 13.89% of students stated that this guide would help in terms of time and money efficiency. By following proper guidelines, they can avoid common mistakes, minimize risks, and use resources more effectively during the business development and launch process.

Students also feel the need for practical guidance in managing and retaining customers in digital business. As many as 25.00% of students linked this need to business continuity, meaning they believe that the ability to retain customers is key to keeping a business running in the long term. As many as 6.94% of students felt that this guide would increase their insight into effective ways to maintain relationships with customers, while another 27.78% expressed a desire to make this guide the main reference in customer management strategies. Additionally, 36.11% of students emphasized the importance of gaining customer loyalty, meaning they want to understand ways to keep customers coming back and becoming loyal supporters of their business. Meanwhile, 4.17% of students hope that this guide can help them compete with competitors, by offering better customer service and stronger retention strategies.

Apart from that, students also expressed that they felt they needed practical guidance on digital marketing strategies. As many as 25.00% of students thought that this guide would make it easier for them to run their business, because it provides clear instructions and steps that can be followed to achieve effective marketing results. As many as 16.67% of students stated that this guide was needed to help them determine the right strategy, so that they could adjust their marketing approach according to product characteristics and target market. Meanwhile, 15.28% of students saw this guide as a way to increase their understanding and insight into digital marketing, so they can make better decisions. As many as 15.26% of students relate this guide to business continuity, which means they believe that the right marketing strategy can ensure the continuity of their business in a competitive market. In addition, 27.78% of students think that this guide is important to ensure that their marketing strategy is on target, so that they can reach the desired audience effectively and efficiently.

Overall, these findings indicate that students want guidance that is not only theoretical, but also applicable, which can be used as a tool in running, analyzing and developing digital businesses better (Setyawan et al., 2023).

Conclusion

The results of the target needs and learning needs analysis show that students have various needs related to knowledge and skills in digital business. Students consider that basic knowledge about the types of digipreneurship is very necessary as a basis for understanding and starting a digital business, as well as

for developing further skills. They also show the need for a more detailed understanding of the differences in digital business types, revenue models and examples of digital businesses. They need skills in the use of digital business tools and analysis. They also need an understanding of challenges, opportunities, and finding relevant business ideas in the digital era. They consider that managing and retaining customers and expanding online visibility are crucial skills to have in order to maintain a long-term business.

The handbook that students expect must be easy to carry, flexible, and present information in a structured format such as a table that makes understanding easier. Apart from that, students need tips for finding business ideas, managing customers, and digital marketing strategies in order to compete, maintain customer loyalty, and achieve business sustainability. Students also expressed a need for practical and informative guidance on revenue models, online visibility skills, and effective digital marketing techniques. They also emphasized the importance of case studies to enrich insight and hone analytical skills in real situations. These findings indicate that the development of a digipreneurship-based handbook must pay attention to educational and practical aspects, including trend analysis, adaptive strategy development, and a comprehensive digital business management guide to prepare students face challenges and opportunities in the digital era.

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