

## *Digital-Based Edupreneurship among Senior High School Students*

### *Edupreneurship Berbasis Digital di Kalangan Siswa Sekolah Menengah Atas*

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#### ABSTRACT

*The problems experienced by partners are as follows: (1) Students do not have good knowledge of the basic concepts of digital marketing, (2) Students do not have the knowledge and technical skills to identify digital-based marketing elements well, (3) Students do not yet have the knowledge and skills to create attractive copywriting, and (4) Students do not yet have the knowledge and skills to use Google My Business in promoting/advertising products. This community service program will be implemented from February 2024 to October 2024, starting from the preparation stage, namely observing and collaborating with partners, preparing PKM proposals, implementing training, monitoring and evaluation, and reporting. The number of training participants includes student representatives or student organization administrators at SMA Negeri 11 Sidenreng Rappang. The methods used are lectures, discussions, questions and answers, practice and mentoring. Procedures for carrying out activities are pre-test and post-test, presentation of material, practice and mentoring. To measure the level of success of this activity program, it is carried out by measuring: (1) the level of Partner participation, (2) the level of activity of the training participants, and (2) the level of knowledge and skills of the training participants. The data analysis technique uses descriptive statistical analysis. The results of the service implementation are (1) Students have good knowledge of the basic concepts of digital marketing, (2) Students have knowledge and technical skills to identify digital-based marketing elements well, (3) Students have knowledge and skills in making copywriting, interesting, and (4) Students have the knowledge and skills to use Google My Business in promoting/advertising products.*

**Keywords:** Edupreneurship, Digital, Copywriting, Google My Business

#### ABSTRAK

Permasalahan yang di alami oleh mitra adalah sebagai berikut: (1) Siswa belum memiliki pengetahuan tentang konsep dasar digital marketing dengan baik, (2) Siswa belum memiliki pengetahuan dan keterampilan teknik mengidentifikasi elemen-elemen pemasaran berbasis digital dengan baik, (3) Siswa belum memiliki pengetahuan dan keterampilan membuat copywriting yang menarik, dan (4) Siswa belum memiliki pengetahuan dan keterampilan menggunakan google bisnisku dalam mempromosikan/mengiklankan produk. Program pengabdian kepada masyarakat ini dilaksanakan sejak bulan Pebruari 2024 sampai dengan Oktober 2024, mulai dari tahap persiapan yaitu observasi dan menjalin kerjasama dengan mitra, penyusunan proposal PKM, pelaksanaan pelatihan, monitoring dan evaluasi, dan pelaporan. Jumlah siswa sebanyak 27 orang terdiri atas 12 laki-laki dan 15 perempuan. Metode yang digunakan adalah ceramah, diskusi, tanya jawab, praktik, dan pendampingan. Prosedur pelaksanaan kegiatan yaitu pre test dan post test, penyajian materi, praktik, dan pendampingan. Untuk mengukur tingkat keberhasilan program kegiatan ini dilakukan dengan mengukur; (1) tingkat partisipasi Mitra, (2) tingkat keaktifan siswa, dan (2) tingkat pengetahuan dan keterampilan siswa. Teknik analisis data menggunakan analisis statistik deskriptif. Hasil pelaksanaan pengabdian yaitu: (1) Siswa telah memiliki pengetahuan tentang konsep dasar digital marketing dengan baik, (2) Siswa telah memiliki pengetahuan dan keterampilan teknik mengidentifikasi elemen-elemen pemasaran berbasis digital dengan baik, (3) Siswa telah memiliki pengetahuan dan keterampilan membuat copywriting yang menarik, dan (4) Siswa telah memiliki pengetahuan dan keterampilan menggunakan Google Bisnisku dalam mempromosikan/ mengiklankan produk.

**Kata Kunci:** Edupreneurship, Digital, Copywriting, Google My Business

## 1. INTRODUCTION

The low ability and competitiveness of high school graduates result in a low absorption rate of graduates in this field. Consequently, many educated unemployed individuals in various regions face difficulties in finding jobs. Therefore, it is important for education to internalize edupreneurship to foster an entrepreneurial spirit among students (Rakib et al., 2022). Edupreneurship is a combination of the words education and entrepreneurship. It aims to embed entrepreneurial concepts and attitudes within the education sector (Rakib, 2018). This is because graduates of educational institutions tend to seek jobs rather than create jobs. The commonality between education and entrepreneurship here is transforming students' mindset and paradigm, so that entrepreneurial traits such as creativity, independence, and perseverance emerge.

There are several performance levels to inspire and develop entrepreneurship among students. The first step is to change their mindset to a positive direction and improve their attitudes and motivation. This is the most important capital for improving their lives. Second, there is a shift from purely logical thinking to creative, innovative, and sometimes unconventional thinking. Third is action: after their mindset changes and improves, the next step is to take action, demonstrating skills in identifying opportunities to express creativity and innovation. The goal of implementing edupreneurship is to cultivate students' entrepreneurial spirit and a success-oriented attitude in the field of education.

Edupreneurship is an integral part of the high school curriculum structure, focusing on developing students' entrepreneurial spirit, as it can serve as the center for other entrepreneurial activities. Schools should equip students with an overview of business types suited to the characteristics and potential of their region, including regional advantages. Through entrepreneurship programs and subjects like craft and entrepreneurship, students are expected to develop creativity, independence, and courage to start their own businesses. Edupreneurship is a planned effort to increase students' knowledge, interest, and competence to develop their potential through creative and innovative behaviors, with the aim of nurturing and developing their entrepreneurial potential (Rakib et al., 2020).

In this digital era, digital literacy is crucial for maintaining business viability (Rakib, 2024). Furthermore, digitalization has changed educational paradigms, providing unlimited access to information and technology, which influence how students learn, interact, and create. Technological advancements present unique challenges and endless opportunities for students in the digital age. Therefore, we cannot avoid the rapid development of technology. Instead, the key is how to utilize technology effectively in all activities to achieve goals such as fostering students' entrepreneurial spirit and success in education by leveraging technology appropriately (Vedrian et al., 2022). Additionally, sustainable entrepreneurship is heavily influenced by the role of information technology, especially in the context of fierce competition in the digital era (Rakib et al., 2024).

One of the programs utilizing digital technology is in marketing, commonly known as digital marketing (Rakib, 2023). The current need in the business world is for workforce with skills in digital marketing. Therefore, students need to be equipped with digital marketing skills as a basic competency in entrepreneurship. It is undeniable that the main issue for startups or micro and small enterprises is in marketing, which needs to be designed online (Rakib et al., 2020). An essential element for micro and small businesses is marketing strategy to compete effectively with competitors, including good marketing media (Ratna Gumilang, 2019). Digital marketing is currently one of the most widely used marketing media. The use of digital marketing can replace traditional transaction processes, where buyers and sellers must meet in person to complete transactions (Ayuni et al., 2019).

Therefore, high school students need to be educated about digital-based entrepreneurship to develop a digital entrepreneurial spirit in accordance with societal demands in today's digital era. Digital skills are fundamental for students so that in the future they have the foundation to start their own businesses if they do not continue their studies, thereby fostering independent entrepreneurs and reducing unemployment. Considering the high rate of open unemployment among educated populations, including students, providing entrepreneurship training is very important to encourage a spirit of entrepreneurship among students. Research has proven that entrepreneurship education significantly influences students' interest and willingness to engage in entrepreneurship (Arifin et al., 2024).

The conditions at SMA Negeri 11 Sidenreng Rappang, since its establishment in 2013 until now, have seen very few graduates pursuing higher education, mainly due to their families' limited economic conditions. Most seek employment or apply for jobs, and if their skills are not absorbed into the workforce, they are forced to remain unemployed. The high school curriculum differs from vocational high schools. SMK (vocational high schools) focus more on practical and professional education, project-based learning, internships, and industry collaborations, whereas SMA (general high schools) focus more on academic and theoretical education. Moreover, entrepreneurial learning at SMA tends to increase students' knowledge about entrepreneurship rather than developing practical skills like in vocational education.

The material in craft and entrepreneurship subjects only teaches concepts and the production of products, but none of the learning outcomes involve digital marketing skills or strategies using digital platforms. The

problems faced by partners are as follows: 1) Students do not yet have a good understanding of basic digital marketing concepts, 2) Students lack knowledge and skills in identifying digital marketing elements effectively, 3) Students do not yet have the ability to create attractive copywriting, and 4) Students are not familiar with using Google My Business to promote or advertise products.

## 2. METHOD

Partners in this Community Service Program (PKM) activity are SMA Negeri 11 Sidenreng Rappang, located at Jalan Gunung Bawakaraeng, Lekessi, Maritengngae District, Sidenreng Rappang Regency, South Sulawesi 91611. This school is led by Syarifuddin, S.Pd., M.Pd. In this training activity, the partner received digital-based Edupreneurship training on digital marketing fundamentals, identifying digital marketing elements, creating Copywriting, and using GOOGLE MY BUSINESS. This community service program was implemented from February 2024 to October 2024, starting from the preparation stage—observing and establishing cooperation with the partner, drafting the PKM proposal, conducting training, monitoring and evaluation, and reporting.

The number of students includes student representatives or student organization officers at SMA Negeri 11 Sidenreng Rappang. The methods used are lectures, discussions, Q&A, practice, and mentoring. The procedure for implementing the activity involves pre-test and post-test, presentation of material, practice, and mentoring. To measure the success level of this program, the following aspects are assessed: (1) the participation level of the partner, (2) the activity level of students, and (3) students' knowledge and skills. Data analysis techniques used are descriptive statistical analysis.

## 3. RESULTS AND DISCUSSION

### 3.1. Research Results

#### a) Partner Participation and Student Activity

##### 1) Partner Participation

The This community partnership program shows excellent partner participation, where the partner has: (1) provided a location for training, consisting of one theoretical room and one practical room, (2) prepared necessary learning tools or media such as computers, LCD projectors, etc., and (3) assigned 27 students as participants, consisting of 12 males and 15 females.



**Figure 1. Students**

##### 2) Student Activity

Student activity is measured based on attendance, active discussion, and participation in practice. All 27 students had a 100% attendance rate throughout the activity, from the presentation of training materials to practicing Copywriting, content creation, and using Google My Business. Students were also active and cooperative, both with the students and with the Training Team as speakers. During the practice of creating Copywriting and content as well as using Google My Business, students enthusiastically participated in the activities. This indicates that students were truly engaged and enthusiastic about the learning activities.

## b) Students' Knowledge and Skills Level



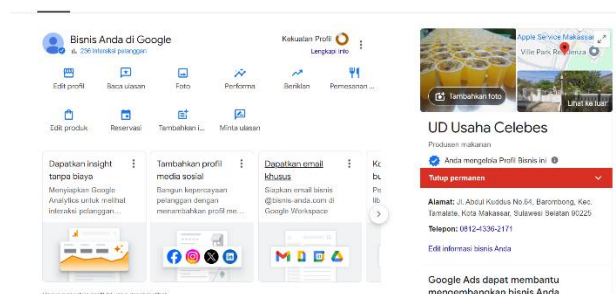
**Figure 2.** Students Practicing

To assess students' understanding and proficiency, pre-test and post-test were conducted to measure students' knowledge at the beginning and end of the course by asking common questions about digital marketing, copywriting, and Google My Business. Most people still do not understand copywriting and Google My Business. This is a challenge because students have not studied how to create copywriting and have no prior experience using Google My Business. During the training process, involving teaching students who already understand digital marketing, they actively discussed with other students. Whenever questions were asked during the presentation, students were able to provide good explanations.



**Figure 3.** Example of Copywriting Practice Results

Students' skills can be seen from the results of practicing Copywriting and using Google My Business, as shown in Figure 3. Similarly, in content creation and using Google My Business, as shown in Figure 4.



**Figure 4.** Example of Google My Business Content Creation Practice Results

## 3.2. Discussion

Factors that contributed to the success of this community service include: 1) The policy of the Rector of Makassar State University, which has always provided operational funds through UNM's DIPA; 2) Strong

teamwork among the service team, demonstrated by effective communication and coordination that support each other in carrying out their respective duties; 3) Strong cooperation and coordination with the partner, who always facilitates the activities with space and good coordination with students; and 4) Active participation of students in the implementation of the activity.

During the implementation of this community service, no obstacles were encountered; all processes and stages ran smoothly. This was due to thorough planning, a solid and competent team, effective coordination between the team and the partner, and adherence to previously designed procedures.

#### 4. CONCLUSION AND RECOMMENDATIONS

The community partnership program was successfully implemented, as evidenced by the very high level of partner participation, demonstrated by the availability of training facilities such as well-equipped computer laboratories, as well as learning tools and media like computers, LCD projectors, and others. The students were highly enthusiastic about participating in the training until the end, as shown by their attendance, active participation in discussions, and engagement in practice. Additionally, (2) students gained an understanding of digital marketing, copywriting, and Google My Business; and (3) students became skilled in creating copywriting and producing creative, high-quality content for Google My Business.

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