



Inclusive Resilience School: Empowering Students Through Digital Health-Based Social Entrepreneurship

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ABSTRACT

This community service program aims to empower students at Palembang State High School 2 through digital social entrepreneurship based on health, with an inclusive and resilient approach. Improving students' productive digital literacy and developing social entrepreneurship skills oriented towards health values are the main focus. The school, located in a hilly area with a majority of students coming from lower-middle-class families, faces challenges in accessing entrepreneurship and technology training. Through project-based digital training, social entrepreneurship workshops, and ongoing mentoring, this program aims to improve students' ability to manage health-based social enterprises, such as digital campaigns on sanitation and nutrition. This digital-based approach supports the development of students' resilience, caring, and collaborative character, as well as creating a harmonious and inclusive school ecosystem. This program is in line with the Sustainable Development Goals (SDGs), particularly in improving the quality of education (SDG 4) and decent work and economic growth (SDG 8). The results of these activities are expected to reduce the digital divide, increase social entrepreneurship, and strengthen students' psychosocial resilience, thereby creating a young generation that is ready to face global challenges with relevant skills.

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Introduction

21st century education requires schools to not only be places for the transfer of knowledge, but also centers for the development of students' character, skills, and adaptability to existing global challenges. This is in line with the Sustainable Development Goals (SDGs) framework designed by the United Nations (UN) to achieve a better and more sustainable quality of life for all humanity on earth (Supriyanto et al., 2025). Educational transformation requires not only improving the quality of classroom learning, but also empowering students to face global challenges in a resilient and inclusive manner (Sugandi, 2023) (Fattah, Wagimin, & Hasan, 2024). In this context, strengthening character, social entrepreneurship skills, and the use of digital technology are crucial, especially in areas with limited resources but great potential for development (Juhro & Ridwan, 2021). One relevant area for



intervention is SMA Negeri 2 Palembang. Geographically, SMA Negeri 2 Palembang is located in a hilly area with relatively adequate infrastructure (AGAM BPSK, 2024). However, the challenges faced by the school and the surrounding community are quite complex, especially in terms of access to resources for developing students' entrepreneurial capacity, the lack of an inclusive educational approach, and the suboptimal use of digital technology to develop students' potential (Lestari, Windarwati, & Hidayah, 2023). On the other hand, this school has fairly good internet access, which is an important potential to support the implementation of technology-based programs.

Based on initial observations and interviews with school officials, it was found that the majority of students come from families with lower-middle economic status. Many of them are enthusiastic about entrepreneurship but do not have access to training, mentors, or other resources. On the other hand, there are still vulnerabilities in terms of students' psychosocial resilience, especially after the COVID-19 pandemic, which has had a significant impact on the mental health of adolescents (Arianto, Handayani, & Marwati, 2024) (Prabawanti & Herman, 2019). Schools also do not yet have a structured coaching system for the development of social entrepreneurship oriented towards the values of inclusiveness, health, and sustainability.

Another issue of concern is the low level of students' digital literacy in a productive context. Students use the internet more often for entertainment than for exploring digital economic potential (Sarman, 2023) (Vitasari & Somanedo, 2025). This indicates a digital divide in terms of the use of technology to improve quality of life and economic empowerment (Insana, Suseno, & Yolanda, 2022). Meanwhile, from an institutional perspective, schools show high enthusiasm for digital-based and inclusive empowerment programs, but are constrained by the lack of human resources with the competence to facilitate technology-based social entrepreneurship activities (Lestari et al., 2023). From a socio-economic perspective, most students come from families of farmers, farm workers, or micro-businesses in the informal sector. According to data from the Agam Regency Central Statistics Agency, the Palembang area has a poverty rate of 9.32%, with the majority of the community's livelihoods in the agriculture and small trade sectors. This affects families' purchasing power and limits their access to non-formal training or capacity building services.

From an educational perspective, although high school enrollment rates are quite good, schools do not yet have systematic programs for improving digital and social entrepreneurship competencies (Ramadhana et al., 2025). Extracurricular activities tend to be conventional and are not yet directed towards economic empowerment or the development of 21st-century skills. Students also do not yet have access to mentors or facilitators who are experienced in the field of digital social entrepreneurship. The main objective of this community service activity is to empower students of SMA Negeri 2 Palembang by strengthening their capacity for health-based digital social entrepreneurship, using an inclusive and resilient approach, in order to create a school ecosystem that is resilient, harmonious, and adaptive to the challenges of the times. The specific objectives of this activity include improving students' productive digital literacy, particularly in the context of



developing health-based social enterprises. Developing students' social entrepreneurship skills through a project-based learning approach. Encouraging the formation of resilient and collaborative character through the strengthening of soft skills and inclusive leadership. And realizing an inclusive and resilient school model that can serve as an example in the application of value-based education and empowerment.

Methods

The community service activity “Resilient Inclusive School: Empowering Students Through Health-Based Digital Social Entrepreneurship” was conducted using a workshop method with five stages, namely initial preparation and coordination, material and module development, program implementation, evaluation and feedback, and follow-up and dissemination.

The first stage was initial preparation and coordination, which included socializing the program to SMA Negeri 2 Palembang, technical discussions, developing an activity timeline, and forming an implementation team at the school level (assistant teachers, student representatives, and the school committee). This stage also involved an initial assessment and measurement of the specific needs of students (Nuraini Asriati et al., 2023). The second stage is Material and Module Development. The proposing team designs inclusive digital literacy training modules and health-based social entrepreneurship workshop content. The material will be tailored to the characteristics of the students and packaged in an interactive form (e-books, infographics, and video tutorials) that supports active and participatory learning. The third stage is Program Implementation, which includes productive digital literacy training, social entrepreneurship workshops, and intensive mentoring. Students will be trained to create digital projects (educational content, social design) and design simple social enterprises that target health issues in their environment. Activities are conducted in a hybrid format (face-to-face and online) according to the readiness of the school and the available infrastructure. The fourth stage is Evaluation and Feedback. After implementation, formative and summative evaluations are conducted to assess the effectiveness of the activities (Rahmi, Cerya, & Friyatmi, 2020). The instruments used include pre-post tests, participant reflections, and in-depth interviews. The final stage, Follow-up and Program Dissemination, concluded with a showcase of student work, dissemination of activity results to local stakeholders, and continued assistance through a digital learning community formed in collaboration with the school. Documentation of the activities will be archived and shared openly as a replicable best practice.

The workshop “Resilient Inclusive Schools: Empowering Students through Health-Based Digital Social Entrepreneurship” targeted 32 students from SMA Negeri 2 Palembang and 15 digital works. The material presented in this community service activity covered the following:

1. Building Resilient and Harmonious Schools through Social Entrepreneurship
2. Introduction to the Concept of Resilient and Inclusive Schools
3. Business Management

4. Entrepreneurship Based on Physical and Mental Health
5. Online Marketing
6. Digital-Based Entrepreneurship

The implementation of community service through the workshop “Resilient Inclusive Schools: Empowering Students Through Digital Health-Based Social Entrepreneurship” was supported by a team of lecturers from the Pancasila and Citizenship Education Study Program. This community service program includes knowledge transfer, socialization, and mentoring conducted through question and answer sessions and discussions, making the competence of the community service team a major concern. Based on the above descriptions, the implementation method for the community service activity entitled “Inclusive Resilient School: Empowering Students through Health-Based Digital Social Entrepreneurship” is presented in the following community service roadmap:



Figure 1. Community Service Roadmap

Results

Preparation for Community Service

The community service activity, in the form of a workshop entitled “Resilient Inclusive School: Empowering Students through Digital Health-Based Social Entrepreneurship,” began with a coordination phase. At this stage, the community service team from the Pancasila Education Study Program was directly prepared to visit Palembang 2 Public High School.



Figure 2. Initial Coordination of Community Service Activities at SMA Negeri 2 Palembang

Based on the results of observations and intensive communication with SMA Negeri 2 Palembang, an agreement was reached on two main issues that would become the focus of the community service activities. These issues are closely related to social aspects, particularly in the fields of inclusive education and the development of digital social entrepreneurship based on health. These two aspects are expected to enable the school to become an agent of social change amid the economic limitations of the surrounding community. Preparation of Materials and Modules. After the coordination, observation, and identification of the main issues agreed upon with SMA Negeri 2 Palembang, the next step was to prepare the modules and community service materials. These modules and materials are designed as practical guides and teaching materials that can be used by teachers and students in implementing the concepts of inclusive education and digital social entrepreneurship based on health. With these modules, community service activities do not only stop at workshops, but also continue as a source of continuous learning that can be applied independently by the school.



Figure 3. Process of Developing Teaching Modules and Teaching Materials at UNP

Based on the existing problems, the community service team developed the following teaching materials and modules:

- a. Building Resilient and Harmonious Schools Through Social Entrepreneurship
- b. Introduction to the Concept of Resilient and Inclusive Schools
- c. Business Management
- d. Entrepreneurship Based on Physical and Mental Health
- e. Online Marketing
- f. Digital-Based Entrepreneurship

The teaching modules and materials developed in this community service activity are designed to support active and participatory learning, so that students are not only recipients of information, but also directly involved in the learning process (Wulandari, Indarti, Puar, Nugroho, & Soeratin, 2024). The materials developed cover various topics relevant to the needs of schools and the surrounding community. First, Building Resilient and Harmonious Schools through Social Entrepreneurship, which emphasizes the role of schools as agents of social change. Second, Introduction to the Concept of Resilient and Inclusive Schools, which provides an understanding of the importance of an educational environment that is open to all groups. Third, Business Management, which equips students with basic skills in planning, managing,



and developing a simple business. Fourth, Physical and Mental Health-Based Entrepreneurship, which encourages students to create business ideas oriented towards improving quality of life. Fifth, Online Marketing, which introduces marketing strategies through digital platforms so that businesses can be more adaptive to technological developments. Finally, Digital-Based Entrepreneurship, which equips students with the ability to utilize digital technology as the main means of creating entrepreneurial innovation. With this diverse material, it is hoped that the learning process can be interactive while fostering a spirit of effective entrepreneurship among students.

1. Program Implementation

This program carries an innovative approach based on digital technology to support the social entrepreneurship of students at SMA Negeri 2 Palembang. The main innovation offered is the use of digital platforms as a medium for learning, social campaigns, and marketing of social products/services that are relevant to local needs and health values. This technology will be implemented through interactive modules, project-based learning, and the use of social media and the internet for idea exploration, publication, and collaboration (Bungai, Perdana, Supriyadi, & Pancawati, 2024). The benefits include increasing students' capacity to use technology productively and sustainably. It provides a space for the actualization of entrepreneurial interests and talents based on social and health values (Andayani, Hariani, & Jauhari, 2021). It also fosters schools as centers of inclusive and resilient social change in rural environments. Thus, social media is used not only for entertainment but also as a tool for campaigns, promotion, and social communication. Previous research results show community empowerment through the Eskaming program, which aims for social welfare. And implementing the Dendeng Rinuak business at KUB Dapur 21 Kenagarian Lubuk Basung through training in production cost calculation using the job order costing method and food product innovation, which became the basis for entrepreneurial experience. Furthermore, the team has also developed a social inclusion-based digital literacy module that has been implemented on a limited basis and has shown positive results in increasing student participation in meaningful digital activities

. In implementing this community service, the activities were carried out through several structured meetings so that the material could be delivered properly and provide a meaningful learning experience. Each meeting focused on a specific topic in accordance with the modules and materials that had been prepared, so that students could follow the learning process gradually and continuously. This activity was attended by 32 students from SMA Negeri 2 Palembang who were actively involved in discussions, practices, and simulations of digital social entrepreneurship based on health. The presence of this number of students enabled a participatory learning atmosphere, where each participant had the opportunity to contribute, express ideas, and develop skills in accordance with the material being studied. With this method, the community service was not only theoretical, but also provided space for students to hone practical skills that can be applied in real life.

The method of implementing this community service activity was designed in five main stages that are interrelated and oriented towards the active participation of the target partners, in this case SMA Negeri 2 Palembang and the community of educators and students. The approaches used were participatory development and learning by doing, which enabled the transfer of knowledge and technology to take place in an adaptive and contextual manner. The following are the stages that will be carried out:

Socialization

The initial stage includes socializing the program to all stakeholders at SMA Negeri 2 Palembang, including the principal, teachers, students, school committee, and local community leaders. The socialization aims to build a common understanding of the urgency of the program, its objectives, implementation methods, and the active roles of each party. At this stage, needs mapping and validation of the initial data collected in the planning stage are also carried out.



Figure 4. Socialization Activities for the Community Service Program for Teachers and Students Training

After the socialization, thematic workshops were held according to the needs of the partners. The training was divided into two main parts, namely: (1) Inclusive and Productive Digital Literacy, which focused on mastering basic digital technology to creating project-based content; and (2) Health-Based Social Entrepreneurship, which encouraged students to come up with solutions based on local issues using an entrepreneurial approach. The training methods included interactive lectures, case studies, hands-on practice, and simulations.



Figure 5. Delivery of Community Service Material



Figure 6. Product Creation Process by Workshop Participants
Technology Application

The results of the training were then immediately applied through project-based activities, in which students were assisted in designing and implementing digital social entrepreneurship ideas. The projects developed included various initiatives, such as digital health campaigns, social media-based health information services, and the creation of simple products that meet the needs of the surrounding community. At this stage, technology is not only used as a learning support tool, but also as a medium for advocacy and empowerment that can have a real impact.

In order to improve students' ability to market products digitally, this community service activity also included the provision and installation of tools to support the creation of promotional videos. The equipment provided includes a green background, tripod, and lighting installed at the school so that it can be used by students on a rotating basis. The presence of these facilities is expected to help students produce more attractive, creative, and professional promotional content, thereby supporting the development of digital entrepreneurship in the school environment.



Figure 7. Process of Installing Supporting Equipment for Promotional Videos

In this community service activity, students were also taught practical skills in creating online stores as a form of technology utilization in the digital era. Through direct mentoring, students were introduced to the steps of opening a sales account on e-commerce platforms, such as Shopee, starting from the registration process, store profile settings, to product uploading. This learning aims to ensure that students not only understand the concept of entrepreneurship in theory but are also able to apply it in the form of real digital-based businesses. Thus,

technology is utilized not only as a learning tool but also as an empowerment tool that opens up broader opportunities for students to develop their creativity and economic independence.



Gambar 8. Penjelasan Mengenai Cara Membuat Akun Marketplace

- a. Mentoring and Evaluation
- b. Mentoring is carried out during the project implementation process until the final report and presentation stage. Evaluation is conducted periodically using pre-test and post-test instruments, participatory observation, and in-depth interviews with participants and accompanying teachers. The evaluation results will form the basis for improving strategies and implementing future programs.
- c. Program Sustainability

To ensure the sustainability of the program, a community of students and teachers was formed as champions who will continue to develop similar initiatives in the future, particularly at SMA Negeri 2 Palembang. The community service team also formed the Smandapal Entrepreneurship Ambassadors, consisting of 32 students, with the hope that they will be able to explain and disseminate the knowledge they have acquired to their peers and the surrounding community. Each Smandapal Entrepreneurship Ambassador is equipped with a physical module as a guide, while the digital module is stored on an online platform so that it can be used by other schools. In addition, a long-term partnership development plan has been designed with various parties, such as local MSMEs and health agencies, to strengthen the impact of the program in the future.



Figure 9. Process of Installing the Duta Entrepreneur Ship Smandapal Pin

1. Evaluation and Feedback

After implementation, formative and summative evaluations were conducted to assess the effectiveness of the activities. The instruments used included pre-post tests, participant reflections, and in-depth interviews.

2. Follow-up and Dissemination

The program closed with a showcase of student work, dissemination of activity results to local stakeholders, and continued mentoring through a digital learning community formed in collaboration with the school. Documentation of the activities will be archived and shared openly as a best practice that can be replicated.



Gambar II. Beberapa Produk Yang Telah Dibuat Oleh Duta Entrepreneur Ship Smandapal



Figure II. Documentation between the Community Service Team, Teachers, and Entrepreneurship Ambassadors of Smandapal.

Discussion

In an effort to strengthen digital literacy and health-based social entrepreneurship, this program involves all school stakeholders, from students and teachers to the principal, to actively participate in every stage of implementation.

1. Inclusive and Resilient Educational Approach

One important aspect of this program is the application of the concept of a resilient and inclusive school, which is demonstrated through various material sessions presented by expert speakers. Cici Nur Azizah, S.Pd., M.Pd., as the chief executive, introduced the concept of a resilient school that prioritizes the values of togetherness and collaboration. Schools must be safe, healthy, and inclusive spaces for all learners, supporting not only academic development but also the psychosocial well-being of students (Barton & Kistner, 2019). This approach is especially important in the aftermath of the COVID-19 pandemic, which has added to the mental health challenges faced by many students, requiring schools to transform into agents of change that not only provide academic education but also character education (Smith et al., 2021).

This program creates an atmosphere that supports the involvement of all parties in building students' character to be resilient, competitive, and caring towards others. Student involvement in designing and implementing health-based social entrepreneurship projects, such as digital health campaigns, is essential for fostering a sense of social responsibility (Janssen & Mulder, 2020). This is in line with the principle of inclusive education that prioritizes diversity and active participation from all individuals (UNESCO, 2020).

2. Health-Based Digital Social Entrepreneurship

As part of strengthening social entrepreneurship, this program adopts a digital-based approach that involves students in productive digital literacy training. Halmawati, S.E., M.Si. provides insight into the importance of utilizing digital media not only for entertainment, but also to promote social enterprises that have a positive impact on society. In this context, the ability of students to utilize social media as a tool to raise health awareness



and market health products is very important (Hernandez et al., 2019). Digital marketing provides opportunities for students to learn about marketing strategies, digital content production, and social campaign management, all of which are relevant to current global market needs.

Through health-based social entrepreneurship workshops, students are taught to design products and services that can address health issues in their environment, such as nutrition, sanitation, and mental health issues. Rahmi Melfa Widodo, S.ST, M.Kes. encourages students to design health products that are not only profitable but also have a sustainable social impact. This approach is in line with the principles of social entrepreneurship, which aims to empower communities while providing solutions to existing social problems (Sahlman, 2018). Health-based social entrepreneurship also aims to facilitate students in creating products that are relevant to local needs and raise awareness of important health issues.

3. Social and Economic Impact of the Program

The SERIUS program has a significant positive impact on both social and economic aspects. Socially, this program has succeeded in creating an inclusive, healthy, and caring school culture. Students are not only trained to develop entrepreneurial skills, but also shaped into collaborative individuals with high empathy for social issues around them (Ismail et al., 2021).

Economically, this program plays an important role in improving students' digital literacy, which will open up opportunities for them to participate in the digital economy. Improved digital literacy provides a strong foundation for students to become independent and innovative local economic actors. As suggested by West et al. (2020), economic empowerment through digital-based social entrepreneurship can help reduce economic disparities and increase students' entrepreneurial capacity in underdeveloped areas. This program also contributes to the development of a creative economy, where students can identify business opportunities based on relevant local needs.

4. Program Sustainability and Replication

The sustainability of this program is a very important aspect in creating long-term impact. In order to ensure sustainability, the community service team designed a model that can be easily replicated by other schools in 3T (underdeveloped, frontier, and outermost) areas. The project-based approach used in this program not only provides contextual learning experiences but also has a sustainable impact through collaboration between schools, local MSMEs, and health agencies (Lundin et al., 2021). Students who have participated in this program are expected to continue their social enterprises after the program ends and share the knowledge and skills they have acquired with their peers in the future. In addition, the results of this program are also expected to serve as a model for other schools that have the potential to develop digital-based social entrepreneurship, which can improve the quality of life of students and the surrounding community. Collaboration with external partners such as local MSMEs and digital platforms is essential to ensure the long-term sustainability of this program.

Conclusion

As a follow-up to the successful SERIUS program at SMA Negeri 2 Palembang, it is important to develop a more sustainable program that can expand its impact. One direction for development is to integrate the concept of health-based social entrepreneurship more deeply, for example by introducing more complex and sustainable business models.

This will provide opportunities for students to not only start a business, but also manage and develop their business in the long term. The follow-up program can also focus on utilizing the latest technology to support social entrepreneurship, such as the use of e-commerce platforms and business management applications that can help students access a wider market and increase the effectiveness of their business.

In addition, network expansion and collaboration are important aspects of the next program. By involving more schools and communities, as well as building partnerships with health institutions and social organizations, students can expand their opportunities to develop more impactful social entrepreneurship ideas. Post-program mentoring also needs to be introduced to support students who have started their businesses, by providing guidance and solutions to the challenges they face in running their businesses. Finally, research and evaluation of the long-term impact of this program can be conducted to measure its success and provide useful data for future program development. With these steps, the program will further strengthen the role of education in creating a young generation that is independent, socially conscious, and ready to innovate in the digital age.



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