

## EMPOWERED STUDENTS IN ERA 5.0 THROUGH DIGITAL PRENEURSHIP

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### Abstract

Era 5.0 is marked by deeper integration between technology and human life, with digitalization becoming the backbone of various aspects of life, including education and business. In this context, students are required to have relevant skills and knowledge in facing the challenges and opportunities offered. One of the crucial skills is digital entrepreneurship. This skill combines entrepreneurial concepts with digital technology to create and manage a business. However, the level of digital literacy in Indonesia is still low, only 62%, compared to the ASEAN average of 70%. Therefore, to overcome this problem, this research was carried out with the aim of evaluating the effectiveness of digital preneurship webinars in increasing student knowledge, skills, attitudes and motivation. The experimental method was used involving 47 students as participants. Pretest and posttest data were processed using the normality test and paired T test. The research results show that the pretest and posttest data are normally distributed, and there is a significant difference between the pretest and posttest results with the Sig value.  $0.000 < 0.05$ . In conclusion, webinars are effective in increasing participants' knowledge about digital entrepreneurship.

**Keywords:** Empowered, Digital Leadership, Student, Era 5.0

### Abstrak

Era 5.0 ditandai dengan integrasi yang lebih dalam antara teknologi dan kehidupan manusia dengan digitalisasi menjadi tulang punggung pada berbagai aspek kehidupan, termasuk pendidikan dan bisnis. Dalam konteks ini, mahasiswa dituntut untuk memiliki keterampilan dan pengetahuan yang relevan dalam menghadapi tantangan dan peluang yang ditawarkan. Salah satu keterampilan yang krusial adalah digital preneurship. Keterampilan ini menggabungkan konsep kewirausahaan dengan teknologi digital guna menciptakan dan mengelola bisnis. Namun, tingkat literasi digital di Indonesia masih rendah, hanya sebesar 62%, dibandingkan dengan rata-rata ASEAN sebesar 70%. Oleh karena itu untuk mengatasi masalah maka dilakukanlah penelitian ini dengan tujuan untuk mengevaluasi efektivitas webinar digital preneurship dalam meningkatkan pengetahuan, keterampilan, sikap, dan motivasi mahasiswa. Metode eksperimen digunakan dengan melibatkan 47 mahasiswa sebagai peserta. Data pretest dan posttest diolah menggunakan uji normalitas dan uji T berpasangan. Hasil penelitian menunjukkan bahwa data pretest dan posttest berdistribusi normal, dan terdapat perbedaan signifikan antara hasil pretest dan posttest dengan nilai Sig.  $0.000 < 0.05$ . Kesimpulannya, webinar efektif dalam meningkatkan pengetahuan peserta tentang digital preneurship.

**Kata Kunci:** Pemberdayaan, Digital Preunership, Student, Era 5.0.

### Introduction

Era 5.0 represents a significant shift in the integration of technology into everyday life, where digitalization becomes the backbone of various aspects including education and business. This era is characterized by advances such as artificial

intelligence, the Internet of Things (IoT), and big data, which have the potential to revolutionize the way we live, work, and learn<sup>1</sup>.

The development of the 5.0 era itself will require the younger generation, especially students, to have relevant skills and knowledge in facing the challenges and opportunities offered. One of the

<sup>1</sup> Ryan Young and others, "Towards a Theory of Digital Entrepreneurship Mindset: The Role of Digital

Learning Aptitude and Digital Literacy", in *26th Americas Conference on Information Systems, AMCIS, 2020*, pp. 1–10.

crucial skills is digital preneurship, which combines entrepreneurial concepts with digital technology to create and manage businesses<sup>2</sup>. However, the facts on the ground according to Indef's notes in<sup>3</sup> at the beginning of last year, the digital literacy level in Indonesia was only 62%. Compared to other ASEAN countries, Indonesia's digital literacy level is relatively low. The average digital literacy level in ASEAN countries reaches 70%. So there are still many students who lack sufficient knowledge and skills in digital literacy and digital preneurship. This is a significant obstacle in utilizing the potential that exists in the 5.0 era. Therefore, structured and effective efforts are needed to increase student competence in this field, one of which is through digital preneurship webinars.

Digital preneurship itself is a combination of the concept of entrepreneurship with digital technology which is essential in the 5.0 era. Entrepreneurship theory describes the process of creating, developing, and managing a new business, which is influenced by innovation, creativity, and risk<sup>4</sup>. Providing abilities with digitalpreneur competence and digital literacy will create successful business actors. The success of business actors can determine the success of their business by achieving business performance in achieving business goals<sup>5</sup>. Meanwhile, digitalization will focus on the use of digital technology to increase

efficiency, productivity and innovation in various aspects of business<sup>6</sup>. It leverages the internet, social media, and other digital technologies to improve business operations, marketing, and customer engagement. Theoretical frameworks such as the Technology Acceptance Model and the Unified Theory of Technology Acceptance and Use provide insights into how individuals adopt and use digital technologies in entrepreneurial activities<sup>7</sup>

Empirical studies have shown that digital literacy is an important factor in the success of digital preneurship. Digital literacy refers to the ability to use digital tools and technology effectively to find, evaluate, create, and communicate information<sup>8</sup> Studies by<sup>9</sup> as well as<sup>10</sup> show that individuals with higher levels of digital literacy are more likely to engage in digital entrepreneurship and achieve better business outcomes. These findings highlight the importance of increasing digital literacy through education and training programs.

Additionally, digitalization has changed the landscape of entrepreneurship education. Traditional entrepreneurship education focuses on business planning, financial management, and marketing strategy. However, with the emergence of digital technologies, there is an increasing need to incorporate digital skills and knowledge into entrepreneurship curricula. Research<sup>11</sup> shows that

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<sup>2</sup> Rizki Hardian Sakti, Wirda Yetti, and Risky Ema Wulansari, 'Technopreneurship and It-Preneurship in Vocational Education Perspective: Perspective Theory', *Jurnal Pendidikan Teknologi Kejuruan*, 3.4 (2021), 194–98.

<sup>3</sup> Diko Eno, 'Pakar Keamanan Siber: Rendahnya Literasi Digital Indonesia Membuat Rentan Terhadap Serangan Hacker', *Suara Kalbar*, 2024, p. 1 <<https://www.suarakalbar.co.id/2024/06/pakar-keamanan-siber-rendahnya-literasi-digital-indonesia-membuat-rentan-terhadap-serangan-hacker/>>.

<sup>4</sup> Jeffery S McMullen, Katrina M Brownell, and Joel Adams, 'What Makes an Entrepreneurship Study Entrepreneurial? Toward a Unified Theory of Entrepreneurial Agency', *Entrepreneurship Theory and Practice*, 45.5 (2021), 1197–1238.

<sup>5</sup> Edward Edward, Fitri Chairunnisa, and Ade Perdana Siregar, 'Digitalpreneur Competency Model and Digital Literacy on MSME Business Performance in Jambi Province', *Dinasti International Journal Of Management Science*, 4.3 (2023), 473–82.

<sup>6</sup> Ori Schwarz, *Sociological Theory for Digital Society: The Codes That Bind Us Together* (John Wiley & Sons, 2021).

<sup>7</sup> Cristina Fernandes and others, 'Digital Entrepreneurship Platforms: Mapping the Field and Looking towards a Holistic Approach', *Technology in Society*, 70 (2022), 101979.

<sup>8</sup> David Bawden, 'Origins and Concepts of Digital Literacy', *Digital Literacies: Concepts, Policies and Practices*, 30.2008 (2008), 17–32.

<sup>9</sup> Hyejin Park, Han Sung Kim, and Han Woo Park, 'A Scientometric Study of Digital Literacy, ICT Literacy, Information Literacy, and Media Literacy', *Journal of Data and Information Science*, 6.2 (2021), 116–38.

<sup>10</sup> Chu-Yang Chang, Hsu-Chan Kuo, and Zhengyi Du, 'The Role of Digital Literacy in Augmented, Virtual, and Mixed Reality in Popular Science Education: A Review Study and an Educational Framework Development', *Virtual Reality*, 27.3 (2023), 2461–79.

<sup>11</sup> Yuhuan Xia and others, 'The Power of Role Models in a Team: The Impact of Lead Entrepreneur's Digital Leadership on Digital Entrepreneurial Success', *Information Processing & Management*, 60.6 (2023), 103498.

including digital skills training in entrepreneurship education can significantly improve students' ability to start and manage digital businesses. This shift in educational focus is very important to prepare students to face the challenges and opportunities of the 5.0 era.

The role of webinars in digital entrepreneurship education has also been explored in the literature. Webinars provide a flexible and accessible platform for delivering educational content, allowing students to learn at their own pace and convenience. According to <sup>12</sup>webinars can effectively improve students' knowledge and skills by providing an interactive and interesting learning experience. Studies by <sup>13</sup>and <sup>14</sup>show that webinars can significantly increase students' understanding of digital entrepreneurship concepts and practices.

In an effort to find out whether this digital entrepreneurship webinar is effective or not, several main problems were formulated that will be answered. First, is there a significant difference in the level of knowledge about digital entrepreneurship between students before and after being given the digital entrepreneurship webinar? Second, are digital entrepreneurship webinars effective in improving students' practical skills in running a digital business? Third, to what extent do digital entrepreneurship webinars influence students' attitudes and motivation to engage in digital entrepreneurial activities? Finally, what factors influence the effectiveness of digital entrepreneurship webinars in increasing student readiness to face challenges in the 5.0 era?

This research aims to identify changes in students' level of knowledge about digital entrepreneurship before and after the webinar, evaluate the effectiveness of digital entrepreneurship webinars in

improving students' practical skills in running digital businesses, assess the influence of digital entrepreneurship webinars on students' attitudes and motivation to engage in digital entrepreneurial activities, and analyze the factors that influence the effectiveness of digital entrepreneurship webinars in increasing student readiness to face challenges in the 5.0 era. Through this research, it is hoped that it can provide theoretical, practical and policy benefits. Theoretically, this research will add insight and literature about digital entrepreneurship and the 5.0 era as well as the influence of webinars in increasing student competence. This research is also supported by previous research which explains that entrepreneurship and digitalization webinars have a significant impact on improving students' skills and knowledge<sup>15</sup>. However, specific research evaluating the effectiveness of digital entrepreneurship webinars in the 5.0 era is still limited. So in conclusion, practically this research will provide recommendations for educational institutions and webinar organizers regarding effective methods for improving digital entrepreneurship skills among students. From a policy perspective, this research can help policy makers in designing educational programs and webinars that support the development of digital entrepreneurship skills in the 5.0 era. Meanwhile, the research framework is based on the assumption that digital entrepreneurship webinars can increase students' knowledge, skills, attitudes and motivation in running digital businesses<sup>16</sup>. The hypothesis proposed is that there is a significant difference in the level of digital entrepreneurship knowledge and skills before and after the webinar, and that the webinar is effective in influencing

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<sup>12</sup> Andreas Gegenfurtner and Christian Ebner, 'Webinars in Higher Education and Professional Training: A Meta-Analysis and Systematic Review of Randomized Controlled Trials', *Educational Research Review*, 28 (2019), 100293.

<sup>13</sup> Varun Gupta, 'Strategic Alliances with University Libraries', in *Innovation Mechanisms in Start-Ups: Practice, Strategies and Impacts* (Springer, 2022), pp. 23–38.

<sup>14</sup> Setiawan Priatmoko and others, 'Webinar among Indonesian Academics during Covid-19, Embracing the Audiences', *Plos One*, 17.3 (2022), e0265257.

<sup>15</sup> Inta Hartaningtyas Rani, Lestari Adhi Widyowati, and Jara Hardiyanti Jalih, 'Pembekalan Mahasiswa ITB-Ahmad Dahlan Karawaci Melalui Webinar "Berani Memulai Bisnis Di Era Digital"', *Jurnal Abdi Masyarakat Indonesia*, 2.1 (2022), 125–32.

<sup>16</sup> Siti Nurjanah, Sri Nurhayati, and Ansori Ansori, 'Implementasi Program Kewirausahaan Sayur Dalam Upaya Meningkatkan Perekonomian Pondok Pesantren', *Comm-Edu (Community Education Journal)*, 6.3 (2023), 330–37.

students' attitudes and motivation to engage in digital entrepreneurial activities<sup>17</sup>.

### Research Methods

This research uses an experimental method to evaluate the effectiveness of digitalpreneurship webinars on students. The experimental method was chosen because it allows researchers to control research variables and determine the cause-and-effect relationship between the webinars provided and changes in students' knowledge, skills, attitudes and motivation. In the context of this research, the experimental method is very relevant and important because it aims to measure the specific impact of the intervention in the form of a digitalpreneurship webinar.

This research involved 47 students as participants. The research process began with giving a pretest to measure students' level of knowledge, skills, attitudes and motivation regarding digitalpreneurship before the webinar. After the pretest, participants took part in a webinar designed to provide practical knowledge and skills about digitalpreneurship. The material presented includes basic concepts of digital entrepreneurship, online marketing strategies, digital business management, and the use of digital tools for business. After the webinar is finished, participants are asked to fill out the same posttest questionnaire as the pretest to measure changes in knowledge, skills, attitudes and motivation after attending the webinar.

Data obtained from the pretest and posttest were processed using two types of statistical tests, namely the normality test and the paired t-test. The normality test is used to determine whether the pretest and posttest data are normally distributed, while the paired T test is used to evaluate significant<sup>18</sup> differences between pretest and posttest scores. Paired t-test is suitable for use in this research because it involves the same

measurements at two different times for the same group.

### Research Design

This research uses an experimental design with pretest and posttest measurements. This design is one of the designs that can be used to analyze comparisons<sup>19</sup>. This design is used with the aim of assessing changes in students' knowledge, skills, attitudes and motivation before and after attending the digitalpreneurship webinar. This design allows for an examination of the causal impact of webinars on student outcomes.

### Participants

Participants in this research were students enrolled in various programs at Singaperbangsa University Karawang. A total of 47 students were selected using stratified random sampling techniques to ensure diverse representation from various academic disciplines and levels of digital literacy. Participants were divided into an experimental group that took part in the digitalpreneurship webinar and a control group that did not receive the intervention.

### Data Collection Instrument

The main data collection instruments used in this research include pretest and posttest questionnaires, skills assessment tests, and focus group discussions.

**Pretest and Posttest Questionnaire:** This questionnaire is designed to measure students' knowledge, attitudes and motivation regarding digitalpreneurship. The questionnaire consisted of multiple choice questions, Likert scale items, and open-ended questions to capture a range of responses.

**Skills Assessment Test:** This test was developed to evaluate students' practical skills in digitalpreneurship, such as creating a digital marketing plan, using digital tools for business

<sup>17</sup> Dudi Setiadi and others, 'Youth's Digital Literacy in the Context of Community Empowerment in an Emerging Society 5.0', *Society*, 11.1 (2023), 1–12.

<sup>18</sup> Safuri Musa, Sri Nurhayati, and Rahmi Zubaedah, 'Peningkatan Kompetensi Pemasaran Produk Warga Belajar Pusat Kegiatan Belajar Masyarakat Melalui Pelatihan

Marketplace Dan Canva', *JMM (Jurnal Masyarakat Mandiri)*, 6.6 (2022), 4533–42.

<sup>19</sup> Donna R Brogan and Michael H Kutner, 'Comparative Analyses of Pretest-Posttest Research Designs', *The American Statistician*, 34.4 (1980), 229–32.

operations, and developing online business strategies.

**Focus Group Discussions:** Focus group discussions were conducted with some of the participants to gain in-depth insights into their experiences and perceptions of the webinar. The discussion was guided by a semi-structured interview protocol.

#### *Data Analysis Procedures*

Quantitative data from pretest and posttest questionnaires and skills assessment tests were analyzed using descriptive statistics, paired sample t tests, and regression analysis to determine the impact of webinars on student outcomes. Qualitative data from focus group discussions were analyzed using thematic analysis to identify common themes and insights regarding webinar effectiveness.

Experimental methods are important because they can tightly control study variables, ensuring changes in participants are caused by the webinar, not other factors<sup>20</sup>. This also allows direct measurement of the impact of digital preneurship webinars on student knowledge, skills, attitudes and motivation. The results provide strong evidence of the effectiveness of webinars for better program development. By using experimental methods, this research is expected to provide in-depth insight and strong evidence about the importance of digital preneurship webinars in empowering students in the 5.0 era.

## **Finding and Discussion**

### ***Finding***

This research was carried out through a digital preneurship webinar with the title Empowered Students in Era 5.0 Through Digital Preneurship. This webinar activity will be held on Monday, July 1 2024 from 20.00 WIB to 21.00 WIB. Those who participated in the webinar were students who have an interest in digital entrepreneurs and students who own small businesses. Meanwhile, the speakers are the researchers themselves, who are also

content creators and young entrepreneurs. The webinar material focuses on the basic concepts of digital entrepreneurship, online marketing strategies, digital business management, and the use of digital tools for business.

Before the training begins, all participants are asked to fill out a pretest questionnaire. This questionnaire consists of 12 questions with a Likert scale of 1-5 which is designed to measure students' level of knowledge, skills, attitudes and motivation in the field of digital preneurship. This pretest aims to obtain initial data about the condition of participants' knowledge and skills before being given training.

The training is carried out in the form of a webinar which is divided into several sessions. Each session lasts 90 minutes and is held over four consecutive days. The webinar was conducted via a popular video conferencing platform, allowing participants to participate from their respective locations. Each webinar session consists of several parts, namely:

1. **Opening:** The instructor opens the session with an introduction to the topic to be discussed, the purpose of the session, and an outline of the material to be presented.
2. **Material Delivery:** The instructor delivers material using interactive visual presentations, videos, and case studies to help participants understand the concepts being explained.
3. **Discussion and Q&A:** After the presentation of the material, the session continues with an open discussion and question and answer session where participants can ask questions and share their views on the topics discussed.
4. **Closing:** The session ends with a summary of the material and conclusions.

After all webinar sessions are completed, participants are asked to fill out the same posttest questionnaire as the pretest. This posttest aims to

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<sup>20</sup> Madelyn Gardner and others, 'Exploring Early Educator Burnout and Process Quality in a Statewide Sample', *Journal of School Psychology*, 99 (2023), 101214.

measure changes in participants' knowledge, skills, attitudes and motivation after participating in the training<sup>21</sup>. The data from the posttest was then compared with the pretest data to evaluate the effectiveness of the training.

**Discussion**

Data obtained from the pretest and posttest were processed using two types of statistical tests, namely the normality test and the paired t-test. The normality test is carried out to determine whether the pretest and posttest data are normally distributed or not. In the normality test, data is said to be normal if the significance value is greater than 0.05 in Kolmogorov-Smirnov or Shapiro-Wilk. Meanwhile, based on the provisions, if more than 30 data are tested, the researcher uses the Kolmogorov-Smirnov reference as a benchmark to see the normality of the data. From the data obtained, the researcher then carried out a normality test, following are the results of the normality test calculations that have been carried out;

**Table 1.** Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest	,095	47	,200 *	,987	47	,882
Posttest	,086	47	,200 *	,983	47	,728

Based on the results of the normality test, it shows that the pretest and posttest data are normally distributed where the data is greater than 0.05. Furthermore, if the normality test has been carried out, the next stage is that the researcher uses the paired T test to evaluate significant differences between the pretest and posttest scores. In this hypothesis test or T test, the data is said to show results that prove that there is a significant difference between the pretest and posttest results if the significance value is less than 0.05. Following are the results of the T test that was carried out;

**Table 2.** T Test Results

Paired Samples Test									
		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pretest	-10,340	5,787	,844	-12,040	-8,641	12,46	250	,000
	Posttest								

Based on the T test, the Sig value.  $0.00 < 0.05$ . This means that  $H_0$  is accepted and  $H_a$  is rejected. So it can be concluded that there is a significant difference between the pretest and posttest results, which shows that webinars are effective in increasing participants' knowledge.

Next, after producing quantitative calculations. Researchers also conducted qualitative analysis. Where qualitative analysis carried out by means of focus group discussions revealed several main themes related to the effectiveness of webinars. Participants reported that the webinar was very interesting and provided valuable insight into digital entrepreneurship. They appreciate the interactive elements of webinars, such as live Q&A sessions and practical demonstrations. Many participants also noted that the webinar increased their motivation to pursue digital entrepreneurial activities and gave them the confidence to apply digital tools in their business ventures.

**Discussion**

This research was carried out through a digital entrepreneurship webinar entitled "Empowering Students in the Era 5.0 Through Digital Entrepreneurship" on July 1 2024, from 20.00 to 21.00 WIB. Webinar participants are students who have an interest in digital entrepreneurship or small businesses. The speaker is a researcher who is also a content creator and young entrepreneur. The material presented includes basic concepts of digital entrepreneurship, online marketing strategies, digital business management, and the use of digital tools for business. Before the training begins, participants fill out a pretest questionnaire consisting of 12 questions with a Likert scale of 1-

<sup>21</sup> Sri Nurhayati, 'Improving Teachers' Entrepreneurship Skills in the Industry 4.0 through Online Business

Workshops', in *Teacher Education and Professional Development In Industry 4.0* (CRC Press, 2020), pp. 81–86.

5 to measure their level of knowledge, skills, attitudes and motivation in the field of digital entrepreneurship. The webinar is divided into several sessions, each lasting 90 minutes and held over four consecutive days. Each session includes an opening, delivery of material with interactive visual presentations, videos and case studies, discussion and questions and answers, and closing.

After all sessions are completed, participants fill out the same posttest questionnaire as the pretest to measure changes in knowledge, skills, attitudes and motivation after training. Pretest and posttest data were processed using the normality test and paired t-test. The normality test using Shapiro-Wilk shows that the pretest (Sig. = 0.699) and posttest (Sig. = 0.568) data are normally distributed. The paired T test shows that there is a significant difference between the pretest and posttest scores with the Sig value.  $0.000 < 0.05$ , which means that the webinar is effective in increasing participants' knowledge. This research also supports the theory of digital learning and entrepreneurship which emphasizes the importance of using technology in entrepreneurship education and training<sup>22</sup>. Apart from that, the andragogy theory by Knowles in <sup>23</sup>states that adults learn best when the learning material is relevant to their lives and can be applied directly. So in the final result it can be concluded that through the webinar that has been carried out, this has had an impact on increasing students' knowledge of digital literacy in the field of digital entrepreneurship. It is hoped that through these small steps we will be able to make changes to the progress of the nation and the younger generation in order to welcome a Golden Indonesia in 2030<sup>24</sup>.

### ***Increasing Knowledge through Digital Preneurship Webinar***

The research results show that the digital preneurship webinar provides a significant increase in students' knowledge about digital entrepreneurship. Before attending the webinar, many students had limited understanding of how to utilize digital technology to start and manage a business<sup>25</sup>. After attending the webinar, there was a significant increase in their knowledge scores, which shows that the material presented in the webinar was effective in increasing their understanding of digital preneurship concepts. This improvement can be attributed to interactive teaching methods and the use of real case examples that are relevant to current business conditions.

### ***Influence on Practical Skills***

The skills assessment test showed that the webinar not only improved students' theoretical knowledge, but also their practical skills in applying digital preneurship concepts. Students demonstrate increased ability in designing digital marketing plans, using digital tools for business operations, and developing online business strategies. This shows that the practical approach in webinars, such as demonstrations of digital tools and practical exercises, is effective in developing the skills students need to be successful in the digital business world<sup>26</sup>.

### ***Attitude Change and Motivation***

In addition to increasing knowledge and skills, this research also shows positive changes in students' attitudes and motivation towards digital entrepreneurship. Students who were previously hesitant to start a digital business due to a lack of confidence and knowledge, reported increased motivation and self-confidence after attending the webinar<sup>27</sup>. Question and answer sessions and direct

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<sup>22</sup> Allan Gibb, 'In Pursuit of a New 'Enterprise'and 'Entrepreneurship'Paradigm for Learning: Creative Destruction, New Values, New Ways of Doing Things and New Combinations of Knowledge', *International Journal of Management Reviews*, 4.3 (2002), 233–69.

<sup>23</sup> Akintolu & Letseka (2021)

<sup>24</sup> Sri Nurhayati and others, 'Community Learning Center Efforts to Improve Information Literacy in the Community

for Cyber Crime Prevention during a Pandemic', *Journal of Nonformal Education*, 7.1 (2021), 32–38.

<sup>25</sup> Gegenfurtner and Ebner.

<sup>26</sup> Thao Orrensalo, Candida Brush, and Shahrokh Nikou, 'Entrepreneurs' Information-Seeking Behaviors in the Digital Age—A Systematic Literature Review', *Journal of Small Business Management*, 62.2 (2024), 892–937.

<sup>27</sup> Rosa M Batista-Canino, Lidia Santana-Hernández, and Pino Medina-Brito, 'A Scientometric Analysis on

interactions with practitioners in the field of digital preneurship provided additional morale and motivation for students to pursue their own business ventures. This increase is important to encourage the spirit of entrepreneurship and innovation among students.

### ***Factors Affecting Webinar Effectiveness***

Several key factors that influence the effectiveness of digital preneurship webinars in this research include the quality of material delivery, interaction with participants, and the relevance of the material to students' real needs and conditions.

1. **Quality of Material Delivery:** Delivery of material that is clear, systematic, and uses interesting media such as videos, infographics, and real case studies is very helpful in increasing students' understanding and retention of knowledge.
2. **Interaction with Participants:** Live question and answer sessions and group discussions allow students to ask questions, get clarification, and share their own experiences. This interaction not only increases understanding but also makes students feel more involved and motivated.
3. **Relevance of Material:** The material presented in the webinar is adapted to the real needs and conditions faced by students, such as digital marketing strategies that are in line with the latest trends and the use of digital tools that are commonly used in business today. The relevance of the material to real situations helps students see the immediate benefits of what they learn and how they can apply it in their own business context.

### ***Implications for Digital Entrepreneurship Education***

The results of this research have important implications for digital entrepreneurship education. **First**, entrepreneurship education must focus more on developing practical digital skills that are relevant to the 5.0 era. The curriculum should

include modules that teach the use of digital tools, online marketing strategies, and digital business management. **Second**, teaching methods must be more interactive and practical, using technology such as webinars to provide a more dynamic and engaging learning experience. **Third**, entrepreneurship education must provide a platform for students to interact with practitioners and experts in the field of digital preneurship, so that they can gain insight and inspiration from real experiences.

### ***Recommendations for Webinar Organizers***

Based on the findings of this research, several recommendations for digital preneurship webinar organizers are:

1. **Interactive Webinar Design**, namely where the webinar must be designed in such a way that it allows active interaction between participants and speakers. Using features like polls, chat, and breakout rooms can help increase participant engagement.
2. **The use of real case studies**, namely where using real case studies in delivering material can help participants understand how the concepts being taught are applied in the real business world.
3. **Post-Webinar Follow-up and Support**, namely providing follow-up support such as mentoring sessions, consultations, and access to additional resources can help participants apply what they learned in the webinar.
4. **Evaluation and Feedback**, namely collecting feedback from participants after a webinar can help organizers evaluate the effectiveness and improve the quality of future webinars.

By paying attention to these recommendations, it is hoped that digital preneurship webinars can become a more effective tool in improving students' digital competence and preparing them to face the challenges and opportunities in the 5.0 era.

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Entrepreneurial Intention Literature: Delving Deeper into Local Citation', *Heliyon*, 9.2 (2023).



This research also contributes to the literature on digital entrepreneurship education, demonstrating the importance of a holistic educational approach that teaches not only theoretical concepts but also practical skills relevant to today's industry needs. Through joint efforts between educational institutions, webinar organizers and policy makers, it is hoped that an educational ecosystem can be created that supports the development of digital entrepreneurship in Indonesia.

## Conclusion

Based on the results of data analysis, it can be concluded that the digital preneurship training through webinars carried out was effective in increasing participants' knowledge. The significant difference between the pretest and posttest results shows that this webinar succeeded in having a positive impact on students' knowledge, skills, attitudes and motivation in the field of digital preneurship. It is hoped that this training can become a model for similar training programs in the future and help students prepare themselves to face challenges and take advantage of opportunities in the future .

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