

# Training and Motivation in Improving Students' Entrepreneurial Competence in the Digital Era

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**Abstract** - The advancement of digital technology has brought changes in the world of entrepreneurship. For high school students, entrepreneurial competence is a crucial skill to develop from an early age. This community service project's goal is to train and motivate students in improving their entrepreneurial competence in the digital era, emphasizing the importance of adapting to technology, creativity, and a proactive attitude. The methods used were lectures, mentoring, monitoring, and evaluation involving five lecturers and 171 students of Senior High School (SMAN 5) Cimahi City. The results show that there is an increase in student entrepreneurial competence in the digital era. Things that still need to be improved include opportunity analysis, flexible business plans in accordance with changing market conditions, and determining customer segments. Training and motivation are two crucial pillars in shaping students' entrepreneurial competencies, particularly in the digital era, which demands high flexibility and innovation. The application of digital technology, in the form of digital platform integration and an effective customer engagement strategy, can increase efficiency so that it can reduce operating costs. Schools need to integrate training programs that are relevant to technological developments, as well as encourage a learning environment that motivates students to become adaptive and creative young entrepreneurs. The use of trainers from young entrepreneurs who are successful by utilizing digital technology also supports increasing student motivation through efforts to share experiences in running a business.

**Keywords:** Training; Motivation; Entrepreneurial Competence; Digital Era; Students

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## I. INTRODUCTION

In the era of globalization and the rapid development of digital technology, it creates new opportunities in the field of entrepreneurship. The business world is undergoing significant changes that not only demand academic competence but also practical skills. Entrepreneurial Education (EE) is needed as a means to gain knowledge and skills, as well as to start a business. Schools need to understand EE holistically, taking into account the conditions, actions, and resources available. Pedagogical methods, technological advances in teaching, and students' backgrounds will make a better contribution; therefore, the design of the EE program needs to consider more effective methods for different situations (Nájera-Sánchez et al., 2023). The increasing number of entrepreneurs can support the government in improving the nation's economy and society (Astiana et al., 2022).

Labor market conditions affect students' motivation to be entrepreneurs, as a high unemployment rate can be an inspiring factor and a strong motivation for EE (Thomassen et al., 2020). This relationship between digital technology and expertise shapes economic opportunities, drives innovation, and influences global business markets (Dirgatama, 2024). Digital technologies have the potential to boost the efficiency of value chain operations related to online sales, both upstream (like production) and downstream (like distribution and after-sales service) (Elia et al., 2021). E-commerce, social media, and digital marketing platforms are the main tools in modern business activities. Entrepreneurship training and motivation are important factors to

prepare students as future aspiring entrepreneurs. High school students, as a digital native generation, have great potential to become adaptive entrepreneurs. This potential requires intervention through relevant training and strong motivation so that their entrepreneurial competencies can develop optimally.

## II. THEORETICAL FRAMEWORKS

Entrepreneurship is the ability to mobilize people and various resources to create, develop, and implement solutions to various problems in order to create meaning and meet human needs (Syariati, 2022). Entrepreneurship is a science that teaches students how to run a business profitably in the long term, so it is necessary to combine innovation, opportunity, and better ways to have more value (Paringsih et al., 2023). Entrepreneurship is also a scientific field that provides many opportunities for students to develop through business activities, building an entrepreneurial spirit, motivation, confidence, strategies for choosing a business field, entrepreneurial attitudes and behaviors, entrepreneurial ideas, creativity, and innovations, entrepreneurial opportunities, and challenges, managing finance, human resources, marketing, and production in business (Muhammad et al., 2023).

In addition, entrepreneurship also equips students with the ability to compete in the future. Drafting a business plan is a crucial step in the business process before making a decision to run a successful business. EE is a person's deliberate attempt to learn more about entrepreneurship (Purbawijaya & Hidayah, 2021) and change the way students view entrepreneurship (Ratten & Jones, 2021). The instruments that can be used to evaluate EE are: (1) the existence of the curriculum is measured by indicators, participation in interesting subjects, and subjects, (2) extracurricular activities are measured by indicators of community, enthusiasm, seminars, projects, and entrepreneurial spirit (Liu et al., 2020). A basic understanding of entrepreneurship helps students make wise decisions.

Research results by Listyaningsih et al. (2023) show that entrepreneurial material, similar to other subjects, results in students not being interested, so EE does not affect entrepreneurial motivation. Similarly, entrepreneurial motivation does not affect entrepreneurial interests. Instead, research by Iwu et al. (2021b) shows that EE contributes to economic development because the competence of the teaching team is positively correlated with students' entrepreneurial interests. This shows that schools that have an entrepreneurship curriculum need to ensure that subject teachers are not only competent but can also foster students' entrepreneurial interests.

EE can influence entrepreneurial interest through motivational mediation (Astiana et al., 2022; Fauzi, 2022; Handayati et al., 2020; Ndofirepi, 2020; Samiono et al., 2020; Saputra, 2022; Wardana et al., 2020). The design of the EE program by utilizing digital technology can arouse students' interest in entrepreneurship (Secundo et al., 2021). Students were given examples of finding ideas and taking advantage of opportunities by utilizing social media. EE significantly increases entrepreneurial inspiration, further influencing the formation of students' Entrepreneurship Mindset (EM). In addition, it is also necessary to consider the function of educational characteristics, such as training, extracurricular activities, and the kind of learning experience (Cui et al., 2021).

EE is the key to fostering entrepreneurial attitudes, intentions, and competencies. The competencies gained through education enhance a student's perception of their ability to perform specific tasks. Students' perceptions and attitudes toward entrepreneurial competencies (opportunity detection, evaluation, exploitation, and resource procurement) and entrepreneurial aspirations can be enhanced with the Entrepreneurship Challenge/ECH (Silveyra-León et al., 2023).

There are two sorts of motivation, which can be either internal or external and impact an individual's behavior: (1) intrinsic motivation, a desire from within the self to learn and grow, such as curiosity and personal satisfaction, and (2) extrinsic motivation, an external impulse, such as rewards or other forms of reward. Engaging students in activities that actively build and apply their emotional intelligence, such as including relevant training in emotional use and management, experience, quality growth, and social practices, can enhance students' capabilities (Chien-Chi et al., 2020). Educational technology has a positive impact on entrepreneurial competencies, especially motivation & perseverance, and initiative-taking (Hammoda, 2024).

EE in high school has a positive impact on collaborative learning and the development of students'

entrepreneurial competencies. The proficiency of school principals, entrepreneurship training, and the involvement of industry and business players all have an impact on EE (Yohana, 2020). Entrepreneurial teaching methods have the potential to moderate the relationship between environmental mindset-entrepreneurial action; students' mastery-learning motivation only increases the moderation effect of competency teaching methods (Ripollés & Blesa, 2024).

Research results by Galvão et al. (2020) showed that respondents' motivation had a positive impact on participation in EE programs and company creation. Participation in entrepreneurship programs affects entrepreneurial orientation and skills. EE strengthens students' capacities and competencies, making them better understood and enabling the creation of new businesses. Through creative thought and action, pedagogical approaches can enhance students' ability to create new value for society (Davila et al., 2024).

Competency has a positive correlation with students' entrepreneurial intentions. Schools must make sure that their instructors are not only extremely skilled but also capable of inspiring pupils' entrepreneurial aspirations (Iwu et al., 2021b). Research results by Okey (2024) showed that EE was positively and significantly related to performance. Based on successful business role models, EE can have a favorable impact on students' entrepreneurial attitudes and inclinations. It can also cause students to view the social benefits of entrepreneurship—such as new jobs—more favorably than the financial ones—such as high income. Teachers can improve EE efficiency by focusing on developing entrepreneurial skills (Boldureanu et al., 2020).

The EE program component (learning, inspiration, and resources) influences students' interest and perception of becoming entrepreneurs (perceived control). Training and incubation programs have the most significant impact on entrepreneurial intentions. Students' enthusiasm for launching a business is positively impacted by the pleasant experiences they have with the many elements of the entrepreneurship curriculum (Ahmed et al., 2020). The school is committed to continuing to develop this program to produce a generation that not only seeks employment but also creates jobs. While collaborative networks, effective infrastructure, and abilities are necessary for success, perseverance, resilience, and inventiveness are significant personal traits. Strong management, communication, and leadership abilities are essential for successful entrepreneurs (Farrell et al., 2024).

Students should have access to entrepreneurship training programs so they can gain the knowledge and abilities necessary to manage their present and future businesses (Rumawas, 2021). Students will also develop a culture of social entrepreneurship and learn how to use their emotional intelligence, which will boost their self-esteem and independence while also fostering positive interpersonal interactions, enabling them to handle stress healthily, and facilitating the integration of resources in the workplace (Chien-Chi et al., 2020). The value of hands-on training and experience learning in EE as compared to only theoretical education. It also highlights how important it is for prospective business owners to look for mentorship, networking opportunities, and practical experience in order to build the abilities and mindset required for success (Agarwal, 2013). Although entrepreneurship education can offer a basis of fundamental information and abilities, an individual's success as an entrepreneur will ultimately depend on their own motivation, perseverance, and distinctive characteristics (Sodha et al., 2024). By using technology more effectively and efficiently, such as online marketing, digital payments, smart logistics, and e-commerce laws, schools may foster digital abilities (Elia et al., 2021). Training practices can be carried out in a variety of ways, for example, combining entrepreneurship education with environmental analysis and practical teaching (Yang et al., 2024).

The application of digital technology in the success of modern entrepreneurs. The integration of digital platforms and effective customer engagement strategies contributes significantly to improving operational efficiency and reducing operating costs. This understanding is essential for students who want to thrive by utilizing digital technology to achieve business success (Dikshit et al., 2023; Tarmizi et al., 2023). Innovation increases the competitiveness of new businesses and provides the opportunity to attract investment. New companies are more likely to sustain a competitive edge and long-term viability if they successfully lower risk and adapt to change (Sheibut et al., 2024).

Students' managerial skills, ideas, and independence can all be developed through EE. To boost entrepreneurship intention (EI) and motivation (EM) for the technological revolution and economic

development, digital technologies and innovations must be incorporated into EE (Udekwe & Iwu, 2024). The growth of e-commerce, driven by the increasing penetration of the internet and the use of mobile devices, is a testament to digital advancement. Initiatives from the public and commercial sectors have been crucial in advancing internet companies. Along with education in cutting-edge technology, the growing importance of cybersecurity, and international collaboration, this fosters a climate that is conducive to innovation and entrepreneurship (Goderdzishvili et al., 2024).

By using technology more effectively and efficiently, such as online marketing, digital payments, smart logistics, and e-commerce laws, schools may foster digital abilities (Elia et al., 2021). Training practices can be carried out in a variety of ways, for example, combining entrepreneurship education with environmental analysis and practical teaching (Yang et al., 2024). The integration of digital platforms and effective customer engagement strategies contributes significantly to improving operational efficiency and reducing operating costs. For students who wish to succeed in business by using digital technology, this knowledge is crucial (Dikshit et al., 2023; Tarmizi et al., 2023). Innovation increases the competitiveness of new businesses and provides the opportunity to attract investment. New companies are more likely to sustain a competitive edge and long-term viability if they successfully lower risk and adapt to change (Sheibut et al., 2024).

For high school students majoring in Social Studies, entrepreneurial knowledge is increasingly relevant to start preparing to choose a study program according to their interests or enter the world of work. Entrepreneurship is one of the subjects that must be mastered. Problems that often occur as a result of academic factors in the EE field, namely learning the basics of entrepreneurship theoretically, make the learning results less optimal for the soft skills they have. Basic entrepreneurship materials are the necessary foundation and are expected to improve entrepreneurial competence.

The benefits to be achieved from this activity are: (1) improving students' basic understanding and motivation about entrepreneurship in the digital era, (2) developing students' practical abilities in entrepreneurship regarding improving competencies to take advantage of opportunities, (3) improving data analytical skills critically, as well as how the information is used for better decision-making. The priority problems are (1) increasing the understanding of high school/vocational school students majoring in social studies about the concept of entrepreneurship in the digital era, and (2) increasing students' interest in choosing entrepreneurship as a career.

### **III. MATERIAL AND METHODOLOGY**

The materials needed for this activity are determined based on field observation, determining problems and solutions, preparation and socialization, implementation, monitoring, and evaluation. Field observations, carried out to find out the obstacles faced by partners, profiles, locations, and characteristics of partners who have 2 campuses, namely, Campus 1, which is located on Jl. Pacinan No. 23 and Campus 2 on Jl. Gatot Subroto no. 39, with A accreditation. Determination of problems and solutions aims to find the right solution to be used, namely, entrepreneurial competencies that still have opportunities to be improved, so that students are interested in increasing their entrepreneurial interest in the future.

The preparation and socialization of community services (PKM) activities are needed to support the implementation with partners, including the facilities and infrastructure needed, the number of students participating, and the materials provided according to needs. The implementation is carried out within two days, with the time provided by the partner, starting with filling out the pre-test. The material provided includes entrepreneurial characteristics in the digital era, steps to excel in the digital era, opportunity analysis, opportunity identification steps, sources of opportunities, and preparation to seize opportunities. The delivery of material is carried out by paying attention to pedagogical and professional abilities so that it affects students' knowledge and entrepreneurial motivation. Group discussions are held to solve problems in case studies, so that students can understand the application of entrepreneurial concepts that aim to train analytical and problem-solving skills, as well as motivate students.

The problem-based learning method is used to provide an understanding of the material given. The evaluation was carried out at the end of the implementation by filling out a questionnaire (post-test) aimed at determining the level of competence of the participants in understanding entrepreneurship after the

implementation of PKM activities. PKM activities are said to be successful if there is an increase in the entrepreneurial competence of the participants. Success is also measured by the active participation of students in PKM activities and the number of questions asked.

The evaluation design of this program is carried out in a unified, integrated, and comprehensive manner within one unit of time. According to the training, the participants will be asked to fill out the training evaluation questionnaire. The components asked are closely related to the indicators of achieving the training objectives, namely understanding related to the material of basic accounting concepts and cost management. Indicators of achievement include: clarity of the presenter in presenting the training material, the speaker's insight, the speaker's reasoning power, the ability to answer questions, the clarity of the presentation material (handout), and others.

#### **IV. RESULT AND DISCUSSION**

The partner profile, namely SMAN 5 Cimahi City, is included in the 5 best high schools in Cimahi City, with a total of 417 grade XII students, consisting of 246 science majors and 171 social studies students. The implementation of PPM is focused on students of Senior High School (SMAN) 5 Cimahi City class XII Social Studies, covering 171 students, carried out with technical training in the form of lectures and discussions about superior entrepreneurship by utilizing digital technology. To increase the absorption of participants' knowledge, the implementation involves the participation of all participants (using the active participation model), interactive discussions, questions and answers, and mentoring to spark a greater interest in entrepreneurship among students. In addition, a direct visit was made to SMAN 5 Cimahi City, and an introduction to superior entrepreneurship was also given by the PPM team in each class, which was carried out on January 23-24, 2025.

The training activities include an introduction to the characteristics of superior entrepreneurs by utilizing digital technology, steps to become a superior entrepreneur, opportunity analysis, preparation to seize opportunities, the usefulness and survival of the business, the importance of accounting in supporting business success, the skills needed for accountants, accountant career opportunities, and ethics and integrity. In this activity, pretest and post-test tests were also given through Google Forms before and after the implementation, which were submitted by BK teachers and homeroom teachers of each class, so that they could find out the changes.

Training on Community Service activities at SMAN 5 Cimahi has been carried out professionally and proportionately by lecturers/academic community of the Faculty of Economics and Business, University of Pasundan, who act as resource persons. PPM activities are carried out for 4 (four) months, namely from November 2024 to February 2025. The training was held at the SMAN 5 Cimahi campus on Jl. Pacinan on January 23-24, 2025. The success rate of training activities was assessed using both pre- and post-tests regarding superior entrepreneurship in the digital era, with 10 statements. A pre-test is given to students before the implementation of the activity is carried out, and a post-test is given after the activity ends, plus two statements to find out the students' interest in continuing to Higher Education.

The results of the pre-test analysis of superior entrepreneurs at SMAN 5 Cimahi City show that an average score of 2.92 means that they have a very good understanding. The understanding that needs to be improved is in the statement: (1) problems around us can be a source of interesting business opportunities, (2) having an entrepreneurial spirit and being willing to manage a business is one of the preparations to capture business opportunities, (3) conducting a survey of market needs that can be seen from the hobbies, uses, and needs of the majority of consumers as a way to take advantage of business opportunities.

The results of the analysis of the superior entrepreneurial post-test at SMAN 5 Cimahi City showed that the average score was 2.97. This situation shows that students' understanding has improved. The understanding that needs to be improved is in the statement: (1) the problems around us can be a source of interesting business opportunities, (2) the business plan must be flexible so that it can be adjusted to changing market situations/conditions, and (3) determining customer segments is the main step in preparing a business plan.

The increase in the number of entrepreneurs will have an impact on improving people's welfare

(Syariati, 2022). Entrepreneurship subjects in high school are required, with an emphasis on creativity and innovation, as well as business creation (Tung et al., 2020). Teachers of entrepreneurship subjects are not only competent but also need to foster Students' interest in entrepreneurship (Iwu et al., 2021a). Innovation and technology (Oyelakin & Kandi, 2017), skills, and the ability to take risks increase students' interest in entrepreneurship (Martins et al., 2023).

Basically, superior entrepreneurial training activities have run adequately by their initial goals so that the benefits are felt by SMAN 5 Cimahi City students. To increase the absorption of knowledge about superior entrepreneurship, in the implementation of this training, resource persons and facilitators asked all participants to actively participate and involve themselves in interactive discussions. Likewise, in the question and answer forum, the trainees submitted various opinions and information about entrepreneurial practices in the digital era, sharing experiences between fellow participants about successful entrepreneurship in the digital era (Figure 1).



**Figure 1.** Activity Photos

Training is also accompanied by extrinsic and intrinsic motivation, carried out in the hope of increasing students' entrepreneurial interest (Astiana et al., 2022; Fauzi, 2022; Handayati et al., 2020; Ndofirepi, 2020; Samiono et al., 2020; Wardana et al., 2020). Case examples in the use of digital technology are also carried out so that they are more attractive according to their age (Secundo et al., 2021). Students are given examples of finding ideas, taking advantage of opportunities by utilizing social media, including extracurricular activities (Cui et al., 2021). Training and motivation can improve entrepreneurial competence. The competencies gained through training and motivation increase students' perception of their ability to carry out business activities. Challenges are also given to improve students' perceptions and attitudes towards entrepreneurial competencies, which include identifying opportunities, evaluating, exploiting, and resource procurement (Silveyra-León et al., 2023).

Motivation is an internal or external impulse that affects student behavior. By actively carrying out activities to grow and apply emotional abilities. Student competency can be increased by incorporating relevant instruction in social behaviors, quality development, experience, training, and the use and regulation of emotions (Chien-Chi et al., 2020). Educational technology has a favorable effect on entrepreneurial competencies, especially motivation & perseverance, and initiative-taking (Hammoda, 2024). In secondary education, EE promotes collaborative learning and the growth of students' entrepreneurial competencies, which are impacted by the involvement of business and industry actors, entrepreneurship training, and the competencies of principals (Yohana, 2020). Motivation plays a role as EE's moderator of competency improvement (Ripollés & Blesa, 2024).

The application of digital technology, in the form of digital platform integration and effective customer engagement strategies, can increase efficiency and thereby reduce operating costs. This understanding is essential for students who want to thrive by utilizing digital technology to attain corporate success (Dikshit et al., 2023; Tarmizi et al., 2023). Innovation can draw investment and make new companies more competitive. New companies are more likely to sustain a competitive edge and long-term viability if they successfully lower risk and adapt to change (Sheibut et al., 2024). Increasing high school students' entrepreneurial proficiency majoring in social studies at SMAN 5 Cimahi allows them to have a deeper understanding and

practical skills in the business field. This will be an important provision in preparing students to choose a higher level of education and the world of work, as well as opening up opportunities to contribute optimally in various fields that require relevant entrepreneurial skills and to become independent, creative, and innovative young entrepreneurs (Jena, 2020).

## V. CONCLUSION

Considering the outcomes of the implementation assessment of student competency improvement training at SMAN 5 Cimahi City, it can be concluded that the activity was declared successful. This is supported by the achievement of the success indicators that have been set, namely: (1) the target participants were met, because they were attended by 171 students of SMAN 5 Cimahi City majoring in social studies, as well as the response to fill out the pre-test and post-test, (2) there is an increase in understanding of superior entrepreneurship, things that still need to be improved, including opportunity analysis, flexible business plans by changes in market conditions, and determination of customer segments, (3) It is anticipated that better entrepreneurs would emerge in the future as a result of participants' active participation in conversations and ability to voice their thoughts and opinions.

Training and motivation are two important pillars in shaping students' entrepreneurial competencies, especially in the digital era that demands high flexibility and innovation. Schools need to integrate training programs that are relevant to technological developments, as well as encourage a learning environment that motivates students to become adaptive and creative young entrepreneurs. Training that is oriented towards technology and the modern business world, coupled with motivation built from a supportive learning environment, will encourage the birth of young entrepreneurs who are creative, independent, and ready to compete in the digital era.

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