Designing the Teenpreneur Interactive Digital Module to Support Entrepreneurial Interests and Soft Skills Development in High Schools Gresik City

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Abstract

In fact, entrepreneurial learning is not solely to produce a product and to seek business benefits as much as possible. In learning entrepreneurship learners are not only required to create a product and market it. However, learners are given a positive understanding of an entrepreneurial activity that is an entrepreneur who has many creative ideas, and is innovative, not afraid of a new challenge and able to face risks. In conducting this research, researchers used descriptive qualitative research methods. In the process of collecting data researchers use observation methods, interviews and documentation. In conducting observations in the field, researchers act as observers. For the analysis, the author uses qualitative descriptive analysis techniques, namely written or oral data from the source and observed behavior so that in this case the author describes the whole thing about the actual situation. The products produced from this research are expected not only to develop entrepreneurial abilities, but also to develop basic skills of negotiating, communicating, and creativity or often called soft skills.

I. Introduction

A country's need for entrepreneurship should be able to reach a minimum of 2%. This will be able to improve the regional economy because it is sourced from the income of small and medium enterprises as well as reduced unemployment in an area. But unfortunately, not in line with the above, the percentage of the number of entrepreneurs in Indonesia itself is still very minimal. The interest of university graduates in finding work is still focused on large companies. The paradigm that working in a large company will be more "safe" is still in the minds of many people in Indonesia.

Feeling "safe" when working in a large company is influenced by the salary that is given regularly and periodically. In addition, the existence of allowances also makes university graduates still look for big companies as their career goals. Many things that ultimately did not become a career choice as an entrepreneur appeared among students (Suharti and Sirine, 2012). In fact, since 2015, the Ministry of Education has launched an Entrepreneurship program that must be embraced by all universities (Wijayanti and Nugraha, 2022).

Studying entrepreneurship is not just studying theory and literature. In entrepreneurship material, case studies, practicum, and soft skills are needed (Wijaya and Hariani, 2015). The soft skills in question include: the ability to speak in public, the ability to negotiate, the ability to express opinions, and the ability to solve problems (Aly, 2017). Some practical nuanced activities need to be applied so that students are not trapped in

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theory without practice which results in a lack of knowledge related to the many spontaneous activities that occur in the entrepreneurial world.

Many people think that entrepreneurship schools are business schools (Alfianto et al., 2012). Entrepreneurship school means a school that teaches the science of production and distribution. Learn business science to produce as many goods or services as possible and learn trade knowledge to seek business profits. Whereas in essence, entrepreneurship is simply not like that, the essence is a school that builds an entrepreneurial atmosphere so that students like challenges, are creative, innovative, and have the courage to take or manage risks (character) (Liliyanti, 2019). Students really need positive stimulation to develop the principles of entrepreneurship that are needed in the future. Since kindergarten, students should be taught creativity and independence (Patika, 2016). Children need to be given the opportunity to express their imagination through a variety of simple activities to more complex ones. Children also need to learn to direct and manage themselves so that they can support themselves. Starting from there the child will think to provide benefits by supporting other people. A child must be able to think that he can also have an impact on other people and the environment.

Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education that has an entrepreneurial atmosphere will create better life opportunities for its graduates (Indriyani and Margunani, 2018). School graduates will have independent characters so that they are able to manage themselves to face a very competitive environment (Safitri and Rustiana, 2016). They have competitiveness and are able to read opportunities to produce life works for themselves and for others (Marthala, 2016).

Judging from Gresikkab.go.id, Gresik is one of the cities that became the development area of the Kertasusila Gate (Gresik, Bangkalan, Surabaya, Sidoarjo, Lamongan) and is also one of the 9 sub-regions of East Java development whose activities are directed at the agricultural sector, industry, trade, maritime, education and tourism industry, then of course the growth of the city of Gresik is going very fast (Nirmalasari, 2020).

The district which consists of 18 sub-districts is one of the economically potential cities. In Gresik, both industry and trade are experiencing growth and development. At least, over the last ten years, more and more home industries have sprung up. According to Gresik Regency BPS data, in 2006 there were 119 thousand businesses in Gresik which are predicted to continue to grow from year to year. Likewise with trade as a supporting sector.

One of the nicknames given to Gresik Regency is an industrial city. Both small, medium, and large industries are all in Gresik Regency (Adjie, 2020). From year to year, each trading industry in Gresik has increased although at different rates. Especially after the economic crisis, these industries began to show their growth (Faizin, 2016). The products produced from these industries are not only used to meet local consumer demand but are also used to meet national and international needs (Hakimi et al., 2017).

The home industry is one of the driving wheels of the economy in Gresik Regency. The position of Gresik Regency as a tourist destination in East Java Province and also a student city is a factor in the rapid growth of the home industry sector. This industry produces a lot of souvenirs or special objects that are suitable as mementos for tourists who vacation in Gresik. In addition, as a city of santri, in Gresik there are many producers of objects that are identical to Islamic culture, such as woven sarongs and songkok (caps). For other industries, such as onyx stone (marble) is also developing in Gresik because it gets supplies from Bawean Island which is located in the north of Gresik.

In addition to home industries, Gresik has also grown as a city with large-class industries. The trading industry in Gresik dominates national and even international markets such as the fertilizer and chemical industry, cement, household appliances, food, and others. This is of course a major contribution to the economy of East Java Province (Wibowo, 2018).

The goods-producing industry is the main sector in the economy in Gresik. Meanwhile, other sectors such as trade and other services such as hotels and restaurants are supporting sectors for the economy in the district. Trading activities in Gresik Regency are mostly filled by small shops which were established in the market area and along the protocol road area.

The trade sector is also increasingly supported by the presence of a port on the coast of Gresik which is trying to become one of the entrances to the industrial area. The Java Integrated Industrial and Port Estate (JIIPE) in Gresik will certainly have an impact on the trade industry sector in Gresik because it can grow exports and imports. The existence of a port like JIIPE can reduce costs so that there is efficiency in production and distribution costs. This is because the port is integrated with several needs required by service users.

There are three main sectors that support the East Java economy, namely, the industrial sector, trade, as well as agriculture, forestry, and fisheries. Gresik is one of the biggest centers of these sectors. The trade industry sector in Gresik, both small and large, have indeed become two contributory sectors in the East Java economy in particular and at the national scale in general (Hakim, 2018).

After the researchers know the potential of Gresik City from various sectors, then of course the role of the education unit to produce superior human resources so that they are good at managing the potential of the city of Gresik is very important. Because based on data from jatimtribunnews.com, although the economic growth of Gresik City is growing very fast, the number of unemployed in productive age still reaches 30 thousand.

One way to overcome these problems apart from inviting foreign investors to create more job opportunities in Gresik City is to create more and more entrepreneurs in Gresik. For this reason, instilling the nature and spirit of entrepreneurship is very necessary as early as possible and must be done intensely.

In Gresik itself, there is no model specifically designed for teenagers at the high school level to increase their interest in entrepreneurship from an early age, because the researchers will collaborate with several public and private high schools in Gresik as the most effective means to introduce and foster an entrepreneurial spirit through interactive digital modules since students still at high school level

II. Review of Literature

2.1 Entrepreneurial Intention

According to Basrowi (2016) entrepreneurs are people who have creativity and innovation so that they are able to explore and find opportunities and turn them into businesses that generate value or profit. While Sumarsono (2013) entrepreneur is someone who dares to take risks, exemplified by farmers, traders, craftsmen, and other business owners who "dare to buy raw products at a certain price and sell them at a price that has not been determined previously, therefore these people work in risky situations and conditions.

2.2 Entrepreneurship Education

Entrepreneurship education as a process of providing individuals with the concepts and skills to recognize opportunities overlooked by others and have the insight and self-respect to act when others hesitate. The purpose of entrepreneurship education is stated in the content standards for primary and secondary units, namely so that students can actualize themselves in entrepreneurial behavior. In addition, entrepreneurship education is an effective way to promote and develop interest in entrepreneurship among students (Denanyoh, Adjei, & Nyemekye, 2015).

2.3 Soft Skill Development

In essence, development is an educational effort both formal and non-formal which is carried out consciously, planned, directed, regularly, and responsibly in order to introduce, grow, guide, develop a personality basis that is balanced, intact, in harmony, knowledge, skills according to talent. , desires and abilities as provisions on their own initiatives to add, improve, develop themselves towards achieving optimal human dignity, quality and abilities and independent individuals (Afrilianasari, 2014).

According to Darmawan (2014) development is the process of translating design specifications into physical form. In learning, the development area includes many variations of the technology used. Development consists of learning hardware, including software, visual and audio materials, as well as programs or packages that are a blend of various parts.

Development is a learning system that aims to assist the learning process of students, which contains a series of events designed to influence and support the occurrence of an internal learning process or any attempt to create conditions intentionally so that learning objectives can be achieved (Warsita, 2003).

According to Mulyono (2011) soft skills are a complement to hard skills. This type of skill is part of a person's intellectual intelligence, and is often used as a condition for obtaining certain positions or jobs. Soft skills learning is very important to be given to students as a provision for them to enter the world of work and industry, especially for vocational schools that produce graduates who are ready to be used in the world of work because the demands of the world of work place more emphasis on soft skills. Meanwhile, according to Elfindri et al., (2011) soft skills are skills and life skills, both for themselves, in groups, or in society, as well as with the creator. Having soft skills makes one's presence more felt in the community. Communication skills, emotional skills, language skills, group skills, have ethics and morals, polite and spiritual skills. The strategy for implementing soft skills is not only integrated into the learning process, but can also be applied through extracurricular activities and activities in school dormitories, of course, if the school has a dormitory.

Learning strategies that are considered effective in providing soft skills in addition to direct learning so that students can go directly and deal with situations, other strategies that are considered effective are of course examples or models. In this case, who is the model, of course the teachers, by looking at the examples of teachers who have good soft skills, students will imitate them because by imitating the learning process it will be faster than just giving theory. By using the right learning strategy, it is hoped that soft skills can be integrated in every teaching and learning activity so that it will produce human resources who are not only proficient in hard skills, but also in soft skills (Hontong et al., 2020).

2.4 Digital Learning

In the digital era or the information age, science and technology is developing rapidly. This development has the impact of increasing openness and the spread of information and knowledge from and to all over the world across the boundaries of distance, place, space and time. In fact, in human life in this digital era, it will always be related to technology (Jamun, 2018). Technology is essentially a process to get added value from the products it produces to be useful. Technology has influenced and changed people in their daily lives, so if you are currently 'technological stutter', it will be too late to master information, and you will also be left behind to get various advanced opportunities. Information has an important and real role,

Information and communication as part of technology is also developing very rapidly, affecting various lives and providing changes to the way of life and daily human activities, including in the world of education. Education is also developing very rapidly, including with digital learning (Wahono et al., 2020). By utilizing the development of information and communication technology, education can reach all levels of society. Education is not antipathy or allergic to the development of science and technology, but instead becomes the subject or pioneer in its development. People with an interest in education are required to have the ability to understand technology according to their needs or technological literacy which is also called technological literacy, because it will play a role in present and future life (Andini, 2019). As a result, in the world of education at present and in the future there are several trends, including a learning system that is increasingly developing with the ease of organizing education (Heryana and Nurmila, 2021).

Information and communication technology applications which are technological development, including computer media (Tekege, 2017). A computer is a tool and application of information and communication-based technology that is used as the main device to process data into useful information by processing, presenting, and managing information. Data processing with a computer is called Electronic Data Processing (EDP) (Salsabilla et al., 2022). Electronic Data Processing is the process of manipulating data into more useful information. Data is an object that has not been processed and will be processed which is still raw. While information is data that has been processed and its nature becomes other useful data (Nana and Surahman, 2019).

2.5 Interactive Digital Module

According to Setyabudhi & Sanusi (2019) a module is a teaching package that contains the smallest and gradual unit of a particular subject. Modules are structured so that students can master the competencies taught in training or learning activities as well as possible. For lecturers, the module can be used as a reference in presenting and providing material during training or learning activities. According to Setyowati et al., (2013) modules are teaching materials that are arranged in a systematic and interesting manner which includes material content, methods, and evaluations that can be used independently. Modules are important teaching materials in learning activities. In the midst of the corona virus pandemic, students are required to concentrate on studying from home. Learning activities are carried out at home and in this case students are directed by student handbooks and display materials commonly studied called modules (Ismail et al., 2021). A module is a collection of learning that is structured and used to assist students in learning, so that they can achieve learning goals (Ferenčíková, 2017).

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Basically, teaching materials can be used to help the learning cycle and are relied on in accordance with the targets to be achieved (Annisa, and Fitria, 2021). The benefits of the module can be seen from its attributes, particularly (1) educative; (2) independent; (3) remain aloof; (4) versatile; and (5) easy to use (Satriawati, 2015). The advantage of this module is to help students master and realize their competencies and achieve the expected normal learning goals (Frivaldsk, 2014). Today's students also generally prefer to find learning materials through electronic media and are considered easy to understand. It also requires educators to be creative and innovative.

An educator must follow today's innovative technological developments, in the end educators need to have the choice to provide a foundation that can support learning interactions (Anissi and Fitria, 2021). Learning interactions are not only sourced from printed teaching materials known as modules, but there are still many media that can be used. Modules can be made using computers such as digital modules or the like which are called e-modules. E-module is a collection of non-printed computerized learning media that is efficiently designed and used for learning exercises, so that students can expect students to know how to solve problems in their own specific way (Mishra, 2017). E-modules can help and facilitate educators in delivering ongoing learning materials. In addition, e-modules can also answer educators' problems regarding the learning process that is still centered on educators (teacher center) (Efriyenef, & Fitria, 2021).

2.6 Teenpreneur

According to Basrowi (2016) entrepreneurs are people who have creativity and innovation so that they are able to explore and find opportunities and turn them into businesses that generate value or profit. While Sumarsono (2013) entrepreneur is someone who dares to take risks, exemplified by farmers, traders, craftsmen, and other business owners who "dare to buy raw products at a certain price and sell them at a price that has not been determined previously, therefore these people work in risky situations and conditions.

According to data on the open unemployment rate (TPT) it shows a decline in the number of unemployed. This condition is expected to continue to increase so that the unemployment rate can be further suppressed. One of the causes of the decline in the unemployment rate was due to the significant increase in economic growth in the category of providing accommodation and food and drink. The presence of new entrepreneurs in this category can be used as clear evidence that micro, small and medium enterprises (MSMEs) are able to reduce the existing unemployment rate.

In addition, the presence of new entrepreneurs who are dominated by young entrepreneurs with an age range of 15-39 years is also expected to be long-term so that it can create job opportunities for the unemployed, especially from high school/vocational high school graduates (Ardiyanti and Mora, 2019). The importance of entrepreneurs as a driver of the community's economy. Their role is very significant in urban growth (Glaser et al., 2013). In 2017 and the year after that, Indonesia will experience a demographic bonus, namely a spike in the growth of productive age. A sensitive issue regarding the demographic bonus is the adjustment of the surge in productive age to Indonesia's economic growth, especially the availability of employment opportunities (Syaiful and Bahar, 2016). Lorenzini (2015) states that young people who do not work will have low life satisfaction and make it easier to engage in protests. At this point, entrepreneurial behavior can solve one of the important issues faced by Indonesian people.

III. Research Method

The method used is a mix method using qualitative and quantitative methods, namely in the form of a preliminary study survey to understand the indicators needed in designing digital modules that refer to related theories. Then after the indicators are found, this method will be tested using experiments based on existing theoretical references as well as previous research. The data collection techniques used in this study consisted of (1) collecting related theories, documentation, and existing data (2) interviews with relevant informants (3) designing research instruments (4) distributing questionnaires. The data analysis technique uses data analysis consisting of: data collection, data reduction, data presentation, testing, data mapping, and drawing conclusions. The test method that will be carried out in this research is to try to find out the effectiveness of the implementation of the entrepreneurship curriculum among senior high schools in the city of Gresik. After the results are obtained, a digital module will be designed that can be accessed with certain steps.

IV. Results and Discussion

4.1 Results

a. Teenpreneur Interactive Module Effectiveness

In this study, researchers conducted preliminary research related to the material needs of entrepreneurship among high school students. The survey was conducted on 100 high school students in Surabaya and Gresik. From the initial research, the researcher found a need to develop entrepreneurship material as another form of learning that focuses more on developing the entrepreneurial spirit. In addition, the majority of respondents also choose to study entrepreneurship using online methods, especially using social media. Various social media such as: Youtube and Instagram become something that is closer and easier to apply.

This is also in line with the initial analysis regarding the effectiveness of the Teenpreneur interactive module. As the development of entrepreneurship materials that will be developed in high school circles, the learning tools that will be made are interactive learning modules. Interactive is meant here when the module can become a medium that is accessed via the internet and can interact with its users. Before discussing further regarding the Teenpreneur Module, it is necessary to analyze the effectiveness of the online method that will be used as the basis for developing interactive modules.

b. Online Effectiveness Based on Student Experience

Researchers conducted interviews with research subjects regarding their experiences about the effectiveness of online learning. As a result, 2 out of 5 respondents felt that online learning was more effective and 3 respondents stated that face-to-face learning was more effective. They feel that the application of online learning that they get is only centered on giving assignments, the ratio of giving materials is very small. In addition, access to ask questions is also not as wide as during face to face learning, both asking teachers and friends. However, 4 of the respondents who said that face-to-face learning is more effective, said that online learning can increase imagination, self-confidence, and independence.

In relation to the development of the Teenpreneur interactive module, the authors need to focus on the creative use of media, so that later the target (high school students) will be able to digest learning more effectively.

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c. Advantages and Disadvantages of Online Based on Student Experience

Researchers conducted interviews with research subjects regarding their experiences about the advantages and disadvantages of online-based learning. The experiences felt by students regarding the advantages include (1) students feel more relaxed and happy (2) students feel they have more time at home with their families (3) students feel they have more time to rest and relax (4) students feel more relaxed and not tense , and the shortage of online is very varied, including (1) students feel wasteful because the quota runs out quickly (2) students find it more difficult to understand the material presented by the teacher (3) students feel sad because the pocket money they get is reduced (4) students feel the activities socially with their friends is hampered.

d. Advantages and Disadvantages of Online Based on Student Experience

Researchers conducted interviews with research subjects regarding their experiences about the atmosphere they felt during online-based learning. As a result, 2 respondents stated that online learning was not fun, they felt some obstacles such as signal interference during learning. While the other 3 respondents stated that online learning was more fun, they felt that online learning was more efficient to implement.

e. Students' Expectations about Things that Should Be Improved in Online Applications

Researchers conducted interviews with research subjects regarding their experiences regarding improvements that should be made when implementing online so that online-based learning can be better. The suggestions that respondents gave were varied, such as:

1. Explanation of learning materials: Students expect teachers to continue to provide explanations about learning materials. Students recommend an explanation of the material through videos, they feel the material is easy to accept and understand.
2. Following the trend of technological advances: Students hope that teachers are able to follow the trend of technological advances, namely by utilizing applications/social media that are being liked by students, so students feel more enthusiastic, enthusiastic, and not easily bored. Students recommended that occasionally learning can be done with IG Live, they feel happy and when conducting a question and answer session feel easier.

4.2 Discussion

a. Analysis of Entrepreneurship Curriculum in High Schools

By examining the curriculum of the partner who became the research case study, namely SMA Semen Gresik, we found opportunities in the existing curriculum that could be developed into a Teenpreneur Module. Meanwhile, we tried to analyze the need for the development of the teenpreneur module by comparing the existing curriculum with the curriculum that will be applied in the Teenpreneur module.

Table 1. Analysis of Entrepreneurship Curriculum at SMA Semen Gresik and Development of Teenpreneur Module

No	Entrepreneurship Curriculum Reference at Semen Gresik High School (taken from the High School Entrepreneurship Guidelines)	Curriculum Development in Teenpreneur Module
1	Processing ideas through the design thinking method.	Formation of empathy and sharpening soft skills as the basis of leadership.
2	Business plan.	Understanding of business strategy based on Segmentation, Target, and Position. And understand the Business Model Canvas.

3	Production/action plan.	Understanding of production and quality control to improve product quality.
4	Marketing and Promotion	Understand the current marketing with social media and digital-based.
5	Financial	Understanding of capital and access to capital as business development.

From the analysis above, it can be seen that the plot of the entrepreneurship curriculum at SMA Semen Gresik is still very simple and has not been implemented thoroughly. In addition, the practical application has not been carried out optimally so that the development of entrepreneurship is only limited to theory. On the other hand, the Teenpreneur Module is prepared to be more practical in directing, so that learning becomes sharper and more effective. In addition, based on the results of in-depth discussions through Focus Group Discussions conducted online, it was decided that the learning time span will be carried out within 6 months or 1 semester. This program will be applied to grade 12 in order to provide more value for graduates of SMA Semen Gresik who are preparing to face the world of college or even the world of work.

b. Teenpreneur Curriculum Development

From the analysis above, the research team developed the Teenpreneur curriculum as the basis for making modules. The modules are planned in 1 semester or equivalent to 16 meetings. Teenpreneur curriculum development plan can be seen in table 2 below.

Table 2. Teenpreneur Curriculum Design

Ke . meeting	Purpose of Submission of Material	Sub Material	Assessment Criteria and Indicators
1	Students are able to understand the concept of entrepreneurship and identify entrepreneurial characters.	1. Introduction to entrepreneurship 2. Entrepreneurial characteristics 3. Development of entrepreneurial ideas	Students are able to give examples related to the character of entrepreneurship.
2	Understand the concept of SWOT yourself for entrepreneurship	1. SWOT Analysis 2. Maslow's Theory of Motivation 3. Leadership theory	Students are able to give examples related to the character of entrepreneurship.
3	Understanding entrepreneurial thinking design	Entrepreneurial thinking design	Students are able to give examples related to the character of entrepreneurship.
4	Using entrepreneurial thinking design	Principles and steps of entrepreneurial thinking	Students are able to give examples related to the character of entrepreneurship.
6	Students are able to use business skills on entrepreneurship	1.Business Financial Report 2. Business financial ratios	Students are skilled in business planning and develop creativity in business.
7	Students are able to use the internet to find industry information around	1.Industry in entrepreneurship 2. various industrial examples	Students are skilled in business planning and develop creativity in business.
8	Students are able to develop Innovation and Create Superior Products and Services	Creative and applicable Thinking Skills	Students are skilled in business planning and develop creativity in business.
9	Students are able to develop Innovation and Create Superior Products and Services	Creative and applicable Thinking Skills	Students are skilled in business planning and develop creativity in business.

Ke . meeting	Purpose of Submission of Material	Sub Material	Assessment Criteria and Indicators
10-11	Students are able to understand the process of selling products and services	Determine the strategy to sell retail products/services	Students are able to create business opportunities
12-13	Analyzing the sources of funds for entrepreneurship	1. Fundraising skills 2. The importance of skills in obtaining funds	Students are able to create business opportunities
14-16	Able to draw up a business plan	1.The importance of a business plan 2. Elements of a business plan	Students are able to create business opportunities

The above curriculum is then outlined in more detail in an interactive module that is delivered by the author on the appendix page (2).

c. Design and Activation

Based on the curriculum design above, the Teenpreneur module is mapped into 3 major points as can be seen in Figure 1 below.
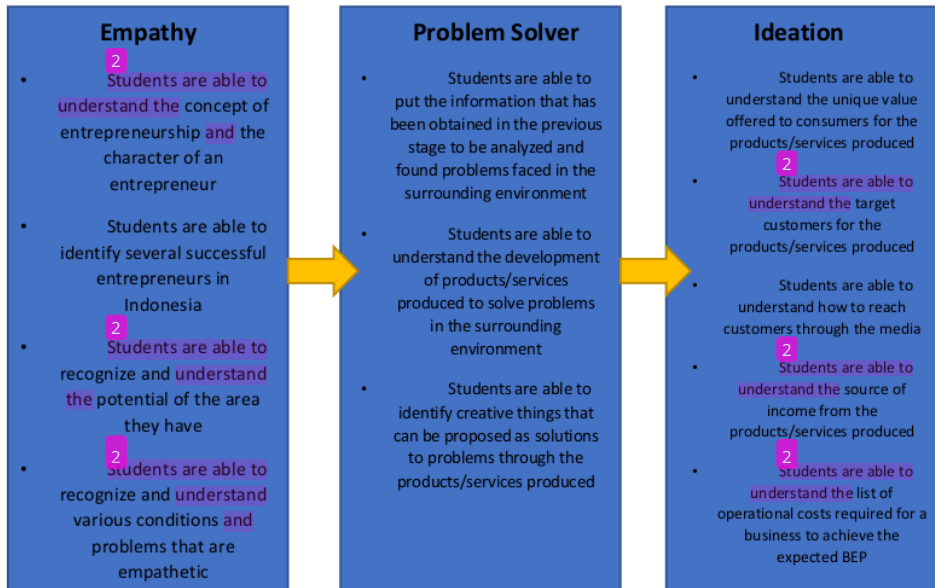

Empathy

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- Students are able to understand the concept of entrepreneurship and the character of an entrepreneur
- Students are able to identify several successful entrepreneurs in Indonesia
- 2 Students are able to recognize and understand the potential of the area they have
- 2 Students are able to recognize and understand various conditions and problems that are empathetic

Problem Solver

- Students are able to put the information that has been obtained in the previous stage to be analyzed and found problems faced in the surrounding environment
- Students are able to understand the development of products/services produced to solve problems in the surrounding environment
- Students are able to identify creative things that can be proposed as solutions to problems through the products/services produced

Ideation

- Students are able to understand the unique value offered to consumers for the products/services produced
- 2 Students are able to understand the target customers for the products/services produced
- Students are able to understand how to reach customers through the media
- 2 Students are able to understand the source of income from the products/services produced
- 2 Students are able to understand the list of operational costs required for a business to achieve the expected BEP

Figure 1. Mapping the Teenpreneur Module to be implemented

The Teenpreneur module development plan will be further developed into a business development, which is summarized in Figure 2 below.
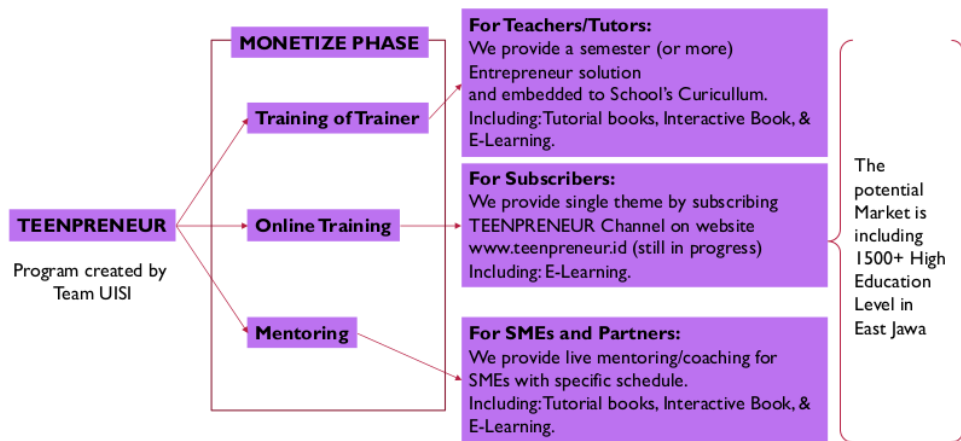
Figure 2. *The Teenpreneur Module Activation Process as Business Development*

The business development will be carried out in at least 1-3 years. As an initial development, the research team collaborated with an initial partner, namely SMA Semen Gresik. The first development program will be developed starting in early February 2021. This program will be carried out for 1 semester using an online system and utilizing material development using various interactive media.

V. Conclusion

The conclusions that can be drawn from this research (1) youth need a platform to develop soft skills and entrepreneurial skills, especially at the high school level (2) youth (14-18 years old) find it easier to learn from digital platforms and social media because of the habits of Generation Z that is close to the digital world (3) digital learning platforms have effectiveness such as: learning outputs, learning media, learning environments, learning partners, and attractive visuals (4) teenpreneurs must be developed as a digital learning platform to increase entrepreneurship in Indonesia (especially at the Level SENIOR HIGH SCHOOL).

In addition, the research team also provided suggestions, including (1) further funding is needed to be able to produce website-based modules so that they are more accessible and accessible from anywhere (2) further research is needed regarding the effectiveness of the program and curriculum that will be implemented (especially in schools outside East Java). (3) the need for curriculum development using social media based on Instagram or Tiktok to be closer to the lifestyle of young people (Generation Z).

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