Volume 5 Number 3 (2023)
September-December 2023
Page: 794-812

E-ISSN: 2656-4491
P-ISSN: 2656-4548
DOI: 10.37680/scaffolding.v5i3.3950

SCAFFOLDING
Jurnal Pendidikan Islam dan Multikulturalisme

IMPLEMENTATION OF DIGITAL ENTREPRENEURSHIP FOR GENERATION Z AT VOCATIONAL SCHOOL

Renita Setiyawan[1], Titik Ulfatun[2]
[12]Universitas Muhammadiyah Surakarta; Indonesia
Correspondence email; a210200009@student.ums.ac.id

Submitted:24/04/2023 Revised: 28/06/2023 Accepted: 20/08/2023 Published: 25/10/2023

Abstract

This study aims to describe the implementation of digital entrepreneurship as well as supporting and inhibiting factors for Generation Z at SMK Negeri 1 Purwodadi. This research uses a qualitative approach with a case study design. Data collection techniques through observation, interviews, and documentation. Data was obtained from 10 11th-grade students in Accounting and Financial Institutions, Marketing, Culinary, and two entrepreneurship teachers. The data analysis techniques used are data collection, data reduction, data presentation, drawing conclusions, and verification. The implementation of digital entrepreneurship at SMK Negeri 1 Purwodadi is structured through entrepreneurial learning and practice. There are several supporting and inhibiting factors that exist in the implementation of digital entrepreneurship at SMK Negeri 1 Purwodadi. Supporting factors include the implementation team, parental support, and awareness of the importance of digital technology. Meanwhile, inhibiting factors include students' lack of interest in digital entrepreneurship, limited internet access, and fear of failure.

Keywords Entrepreneurship; Digital Entrepreneurship; Generation Z; Social Media, SMK Negeri 1 Purwodadi

© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (https://creativecommons.org/licenses/by-nc/4.0/).

INTRODUCTION

In the era of revolution 4.0, technology is very important for human life, from the world of business to education. The new chapter in the current era provides encouragement and forces the world globally to always follow rapid and dynamic changes. With current technological developments, the internet has become an important part of this modern era, especially Generation Z, both as a means of communication and as a means of searching for information (Singh & Dangmei, 2016). There are significant differences in characteristics between generations Z and other generations. One of the main factors that distinguishes is the mastery of information and technology (Putra, 2017). For the Z generation, information and technology are things that have become part of their lives because they are born where access to information, especially the Internet, has become a global culture, so it affects their values, views, and life goals. The rise of the Z generation will also pose new challenges to management practices within organizations, especially for human resource management practices. Generation Z, or Gen Z, is a generation that really needs technology, the internet, and social media. Generation Z needs social media to interact, communicate, and send messages without the limitations of time and space (Dolot, 2018). The characteristics of Gen Z are that they tend to update everything that already exists and adapt more easily to technological developments (Seemiller & Grace, 2015). Currently, the young generation in Indonesia who is expected to provide inspiration to create new jobs through the businesses they have founded is Generation Z, namely the generation born after 1995, and this generation is the future of the global economy (Hinduan et al., 2020).

One way to utilize the internet is by utilizing social media to create existing business opportunities. Using the Internet as a learning medium makes it easier for students to access information (Ridho & Firdausiyah, 2021). The current use of social media can open up business fields with great potential for prospective entrepreneurs and entrepreneurs who are already running their businesses to increase sales value business performance and provide many benefits (Cania & Heryani, 2020). High unemployment is caused by the low interest and motivation of Indonesian youth to create jobs (Harsono & Budiyanto, 2015).

The results of previous research (Kusmulyono, 2017) stated that the cause of students becoming entrepreneurs was unemployment among vocational school graduates who did not have other skills. This shows the importance of entrepreneurship education, which has a positive impact on Gen Z. With entrepreneurship education, Gen Z can learn entrepreneurship so that they are able

to adapt to various failures and learn from failure experiences. This can inspire Gen Z to become entrepreneurs. Entrepreneurship education at the upper secondary level is a way to produce productive, innovative,e and creative people who are able to create their own jobs.

Great entrepreneurs cannot be created in an instant but must go through a long and systematic educational process. In this era of revolution 4.0, schools can utilize technology by developing entrepreneurship. School entrepreneurial activities using digital technology are one example of the use of digital entrepreneurship. Digital Entrepreneurship is a form of entrepreneurship carried out online by utilizing technology and digital platforms to create added value through innovation, marketing, and selling products online. Digital Entrepreneurship occurs because of the era of globalization, which is developing rapidly in the world. The rapid development of science and technology can improve Indonesia's economic life in a better direction, but the era of globalization also becomes a challenge for Indonesian people in the economic sector. Especially for the millennial generation, who must prepare themselves for today's global competition, developments in technology and communication in the current digital era have made businesses in Indonesia progress in global market competition (Ambarwati & Sobari, 2020).

In Indonesia, digital entrepreneurship has become a significant trend in recent years. Many individuals and companies have turned to the digital world to start their businesses, whether in the form of e-commerce, apps, or other online platforms. The government's policy to accelerate digital economic growth provides great opportunities for business industry players, including micro, small, and medium enterprises (MSMEs), to develop their businesses and expand their market reach. This policy is in line with the Indonesian state's vision to become the largest digital economy in the Southeast Asia region by 2020, one of whose policies focuses on strengthening MSMEs and local start-ups (Ismansyah, 2019).

As stated by (Nafsi & Kusuma, 2023) (Chaffey & Ellis-Chadwick, 2019), digital entrepreneurship has great potential in the future and must be of concern to all of us. One way to implement digital entrepreneurship in Generation Z is through entrepreneurship education in schools. Students can learn entrepreneurship online, develop entrepreneurial ideas, seize existing opportunities, design and produce products in accordance with market developments, and understand marketing strategies according to market demand by implementing digital entrepreneurship in schools to create entrepreneurs who are competitive. Article 11 (3) of Law Number 20 of 2003 states, "Vocational education is education that prepares students to be able to

work in a certain field." In accordance with the vision of SMK Negeri 1 Purwodadi, namely to become a vocational school with graduates who are competent, have character, care about the environment, and are responsive to technological developments and with the motto "Working to Continue Entrepreneurship," this is the main goal of SMK Negeri 1 Purwodadi so that students after graduating from school are able to be independent and start a business with the skills they have learned. Digital entrepreneurship is implemented in entrepreneurial practice, where students use digital technology so they can understand how to use the internet and social media as an opportunity to sell products online. This phenomenon has the potential to increase MSMEs in the school environment. Even though there has been significant progress in supporting technology, the implementation at SMKN 1 Purwodadi has not been fully optimal in its implementation.

One of the emphases of the Ministry of Education and Culture is to establish learning that is focused on developing student competencies in the industrial era 4.0. This is one of the main goals of the ministry. Students at Vocational High Schools (SMK) should be encouraged to develop an interest in entrepreneurship because this is considered a strategic move for training future generations who are productive and have character. Graduates of vocational schools are encouraged to become creative entrepreneurs in addition to working in industry or continuing their studies at a higher level. Other options include completing their education at a university (Mendikbud, 2019). When it comes to education, the mature perspective of students in vocational high schools needs to be properly equipped to take on the challenges of the industrial era 4.0. Unfortunately, not everyone is aware of the numerous creative endeavors that can be undertaken, and this is especially true among the students of SMK Negeri 1 Purwodadi. There are many creative efforts that can be carried out. The vast majority of them participate in social media only for their own amusement and a sense of fulfillment. The potential uses of social media and the support provided by the internet, which is always ready to assist in the search for many things, are overlooked by the vast majority of people. Because of this, researchers look into the issue, and they work as hard as they can to find solutions to the problems that are plaguing modern Generation Z. In addition, in 2019, the minister of education, Muhajir Efendi, made the following statement: "One good alternative is to encourage children to become entrepreneurs." Children, in particular those with vivid imaginations and expansive goals for the future, should be encouraged to consider careers in business." Because the current environment is highly different and more competitive, broadening one's understanding of digital entrepreneurship is absolutely required. This is because the context of the times is so

different. Students can be provided with cognitive stimulation as a means of achieving this goal. This will enable the students to acquire all the knowledge necessary to understand the significance of expanding their knowledge of the reach of the world of digital entrepreneurship.

Relevance study that researchers consider almost the same as their research. The first research, entitled "Introduction to Business Insights in the Digital Era for Students Yadika Vocational School, Bandar Lampung," was compiled by (Putri et al., 2022). Universitas Teknokrat Indonesia. The results showed students have experienced increased insight into digital entrepreneurship, and this is shown by a pre-test score of 27% and a post-test of 36%. The difference in this research lies in the further introduction of digital entrepreneurship in the form of service to students who, on average, do not know much about it, so researchers in this research have succeeded significantly from the pre-test average. The similarity lies in knowledge about digital entrepreneurship.

Second, the research entitled "Financial Literacy Training for Gen Z in Vocational Schools" was compiled by (Sumardi & Habibi, 2023). Muhammadiyah University Prof. Dr. HAMKA. The results of this service show that with this training, Bina Informatics Vocational School students are more enthusiastic about building a business through careful financial planning. This is demonstrated by their request for further training on the same topic. The difference in this research is that researchers emphasize the introduction of financial literacy in the context of planning to build a digital business in the millennial era. The similarities are in the objects of service carried out by Gen Z students at vocational schools.

Third, the research entitled "Generation Z Financial Behaviour Education in the Cashless Society at Bhinneka Tunggal Ika Vocational School" was compiled by (Wiyanto et al., 2022). Tarumanegara University, Jakarta. The results of this service show that implementation of PKM provides a response from students to the given topic of 4.4; counseling topics opening insight of 4.4; I can learn a lot from this counseling 4.37; topic counseling motivates me to do my best by 4.33; frequent counseling topics held at the vocational school where I studied at 3.97; extension speaker mastered the material well at 4.37; Extension speakers provide discussion time of 4.27; with a score scale from 1 to 5.

Fourth, the research entitled "Application of the Gamification Method Using the Hasthalaku Approach to Creative Product and Entrepreneurship Lessons" was compiled by (Pujihastuti et al., 2022). Youth Economics College, Surabaya. The results of this research show that Generation Z in

the city of Surabaya has implemented mental accounting in the management of personal finances, but the application of mental accounting can be said to be inappropriate or subject to mental accounting bias. Educational background factors greatly influence the quality of the application of mental accounting in personal financial management.

Fifth, the research entitled "Socialization of Entrepreneurial Character and Digitalization at SMA Negeri I Kaway XVI West Aceh" was compiled by (Chairiyaton et al., 2022). This research shows that students are able to have self-confidence, optimism, creativity, and innovation in taking digital business opportunities. Apart from that, students are also motivated to open digital businesses after graduating from school.

From the research and service above, it can be concluded that digital business is very important for Generation Z, especially in vocational schools today, which incidentally are not yet able to read potential business opportunities, so training, socialization, education, and implementation must be provided. So, the researchers took the research title "Implementation of Digital Entrepreneurship for Generation Z at Vocational School."

METHOD

This research uses a qualitative approach with a case study design. Data obtained from 4 students in class 11 of the Accounting and Finance Institute, namely student 1 with the initials E A, student 2 with the initials R Y, student 3 with the initials PS, student 4 with the initials E P, three students in class 11 Marketing namely student 5 with the initials N A, student 6 with the initials S O, students with seven initials A P, and three students of class 11 Culinary Arts, namely students with eight initials C A, students with nine initials M S, students with ten initials E D, so ten students who were resource persons and two entrepreneurship teachers, namely teacher 1 with initials N Y and teacher 2 with initials A who be a key resource. The data collection techniques used were interviews, observation, and documentation. Students from the institution are chosen for participation in the study due to the fact that these students have the ability to supply information that is in line with the goals of the research. The reason why SMK Negeri 1 Purwodadi chose to implement digital entrepreneurship with these three study programs is that these three study programs play a direct role in the implementation of digital entrepreneurship.

FINDINGS AND DISCUSSION

Findings

In this section, the researcher explains the results of research on the Implementation of Digital Entrepreneurship for Generation Z at SMK Negeri 1 Purwodadi, along with supporting and inhibiting factors obtained through interviews, observation, and documentation.

When it comes to determining how successful each stage of the implementation of digital entrepreneurship has been, there are a few different actions that need to be followed. These are the following: 1) A breakdown of the meaning behind the term "digital entrepreneurship." At this point in the process, the instructor will present an in-depth and accountable explanation of the idea of Kewirausahaan digital dalam konteks bagaimana memulai membangun bisnis secara efektif. 2) Penjelasan tentang platform. Instruktur telah memberikan contoh bagaimana teknologi digital dapat dimanfaatkan untuk mempromosikan pasar digital dan media sosial dengan cara demonstrasi langsung. 3) Tindakan menjelajah. Siswa akan memiliki kesempatan untuk menyelidiki peluang bisnis di lingkungan terdekat mereka selama tahap ini, yang akan mendorong pemikiran kreatif ketika datang ke pengembangan perusahaan digital. 4) Pembentukan ide. Sepanjang proses, jika siswa mengalami masalah dalam fase 1, 2, atau 3, instruktur akan segera menawarkan mereka dengan instruksi teknis dan bantuan sehingga mereka akan dapat secara mandiri mengatasi masalah apa pun yang mungkin timbul di lain waktu. 5) Praktik Komersial dan Market Place. Selama tahap ini, siswa didorong untuk terlibat dalam persaingan yang sehat di perusahaan digital yang memanfaatkan platform media sosial seperti Instagram dan WhatsApp.

It is possible to draw the following conclusion from each of the stages described above: students are encouraged to become aware of how crucial it is to establish digital business prospects by leveraging a variety of social media platforms that are already in existence. In light of this, with the expectation that once they have completed their education, they will be able to independently and creatively establish their own company. The following table provides a more in-depth look at each level, which may be found below:

Table 1. Implementation of Digital Entrepreneurship at SMK Negeri 1 Purwodadi

No.	Implementation of Digital Entrepreneurship	Description
1.	Basic concept explanation stage	The teacher introduces students to how to build a good business.
2.	Platform introduction stage	The teacher provides real examples of the use of digital technology to support e-commerce and social media such as WhatsApp and Instagram, where students are already familiar with these media because they already use them every day.
3.	Exploration stage	Students observe business opportunities around them, and students have the opportunity to respond to market needs and look for opportunities to create creativity in entrepreneurship. Students are invited to see and observe business opportunities that exist around them and observe developing trends, market needs, and developing tastes in society.
4.	Idea development stage	Students get problems and solutions that they have encountered.
5.	Practice stage and business competition	Students practice what they have learned. Both from students' awareness of the Industrial Revolution 4.0 making efforts towards digital businesses in any sector explanations about optimizing the use of digital platforms as a means of digital entrepreneurship. The students apply digital entrepreneurship by using the social media platforms closest to their lives, namely WhatsApp and Instagram. WhatsApp and Instagram are media used by almost all levels of society.

Existing concepts, ideas, and platforms are not sufficient to support the sustainable execution of entrepreneurship; it is necessary to have additional supporting capacities in addition to these elements. On the other hand, in order to successfully implement each stage of the solution, it is necessary to have a group of people who are reliable and consistent. Teachers are responsible for a variety of duties, including but not limited to providing students with technical help, preparing materials that center on entrepreneurship, and providing inspiration for companies to be successful in their business. It is very important for parents to assist their children in all of the extracurricular activities that they participate in at school. This is because each activity requires both material and moral support to be successful. Some examples of this type of support include acquiring Android cell phones, business financing, providing internet quotas, and motivating their children to be successful in the business world. Students' understanding of the significance of digital entrepreneurship in today's world is another factor that should not be discounted in terms of its significance. In addition to being simple to manage, it also has the potential to bring in a considerable

amount of money. The operation of a digital firm will typically result in the emergence of new creative ideas, which will then urge someone to compete. Beginning with the different models of product packaging, the various components, and the range of prices. As can be seen in the table that follows:

Table 2. Supporting Factors for Implementing Digital Entrepreneurship at SMK Negeri 1 Purwodadi

No.	Supporting Factors	Description
1.	Digital entrepreneurship implementation team	Teachers have a major role in guiding, providing understanding, and motivating students to achieve achievements.
2.	Support of parents in school activities	Parents can also provide support by involving their children in trying entrepreneurship.
3.	Students' awareness of the importance of digital technology in entrepreneurship today	Students' awareness of the importance of digital technology in entrepreneurship is still relatively low. Most of them do not yet realize the great potential that exists in the field of digital entrepreneurship and pay little attention to technological advances as a business opportunity.

Supporting capacity, both on an individual and collective level, is absolutely necessary for the successful operation of digital entrepreneurship, which is why it is important to execute it. However, at the same time, there are variables that function as barriers, such as the fact that some students are not very interested in digital business, that they do not have access to the internet, and that they are even scared that they will not be able to compete when their firm is doing well. These three aspects should not be discounted as unimportant because it is clear that a person's mental preparedness for the challenges presented by the business world is lacking if they have lost the desire or interest to engage in commercial activity. The following table provides evidence of this:

Table 3. Factors Inhibiting the Implementation of Digital Entrepreneurship at SMK Negeri 1 Purwodadi

No.	Factors Inhibiting	Description
1.	Students who are less interested in digital entrepreneurship	There are students who are less interested in entrepreneurship.
2.	Limited internet access	When some students have access to the internet, a digital divide can emerge, and it will be difficult for students who are disadvantaged in terms of internet access to take part in or participate in digital entrepreneurship activities at school.
3.	Fear of failure is not being able to compete in the digital entrepreneurship sphere	Students who want to start a digital business have fear and worry about various things, such as failure, financial risks, or the inability to compete with other competitors.

Discussion

SMK Negeri 1 Purwodadi is an entrepreneurship-based educational institution. Research findings show that digital entrepreneurship at SMK Negeri 1 Purwodadi is implemented through entrepreneurial learning and practice. The use of digital in entrepreneurship learning can provide many benefits for students. With the use of digital, students can practice entrepreneurial skills in a virtual environment. From here, students can make business decisions, design businesses, manage finances, and understand the impact of digital use. From the use of digital technology, students can also learn about marketing strategies through social media or e-commerce. Additionally, by integrating digital technology into entrepreneurship learning, students can develop a deeper understanding of entrepreneurship, hone business skills, and prepare to face challenges in a technology-driven business world.

From the research results, it is known that the implementation of digital entrepreneurship at SMK Negeri 1 Purwodadi is carried out in a planned and structured manner, namely through several stages as follows: 1) basic concept explanation stage. 2) platform introduction stage 3) exploration stage. 4) idea development stage. 5) digital entrepreneurship practice stage. It is very important to introduce students to the world of business in the digital era from an early age to increase interest in learning about entrepreneurship and provide practical knowledge about the use of technology in business. At the stage of explaining the basic concepts of digital entrepreneurship, the teacher introduces students to how to build a good business.

The transition from traditional entrepreneurship to digital entrepreneurship, which contains collaboration between entrepreneurial economics and technology, is often called the new economic era. The new economic era is marked by the application of information technology to carry out economic activities (Rining & Kriswibowo, 2020). This takes the form of utilizing social media as a means of marketing products to a wider scope. With the Internet, business people can sell their products or services throughout the world without geographical restrictions. Online businesses are able to reduce overhead costs because they don't need to rent a shop or warehouse to store goods. Therefore, teachers teach students how to use platforms today that are suitable for the students themselves. Social media has become a platform that is often used by the public, so business actors must market their products using social media so that it can make it easier to market products with a wider reach (Febriyantoro & Arisandi, 2018).

The students implemented digital entrepreneurship using the social media platforms closest to their lives, namely WhatsApp and Instagram. The use of social media has many positive impacts on the development of entrepreneurial students, namely being a strong driver to continue developing business, increasing product sales, communicating with consumers, and developing a wider market network (Cahya Saputri & Suranto, 2020).

In this digital era, business is filled with online businesses in various forms of the business world. Online shopping has become commonplace among the public, so provision is needed for vocational school graduates who want to do business online. The key to business is proper marketing. Today's marketing is E-marketing. E-marketing relies on electronic media and internet networks that market goods or services with promotional strategies, distribution, concepts, and pricing of goods. E-marketing or Electronic Marketing is carried out by many people because almost all people in the world can access the internet easily, and as time goes by, the development of internet technology is very rapid. Many people consider e-marketing to be a very good opportunity in terms of marketing (Suhardi et al., 2022).

The digital world offers vast new resources for entrepreneurs to tap into, from open data collections, content, code, and services that are growing exponentially to the online contributions of users and communities around the world. The digital world also provides new ways to combine these resources. For example, small businesses can take advantage of large advertising networks, Artificial Intelligence-based catboats, global freelancers, or language translation with just a few clicks or a few lines of code.

The research findings that have been conducted show that there are several supporting and inhibiting factors for the implementation of digital entrepreneurship at SMK Negeri 1 Purwodadi. Supporting factors in implementing digital entrepreneurship at SMK Negeri 1, Purwodadi, include the digital entrepreneurship implementation team, support from students' parents in school activities, and students' awareness of the importance of digital technology in entrepreneurship today.

In the Industry 4.0 era, the use of technology is crucial for the success and success of a business. Therefore, increasing students' awareness of the importance of digital technology in entrepreneurship needs to be done from an early age through formal and informal education. Formal education can provide basic teaching related to entrepreneurship and business management concepts online to students at the Vocational High School (SMK) level. Apart from that, schools can

collaborate with industry players to gain direct insight into the world of online business. Apart from the formal methods described above, social media marketing or e-commerce materials can also be provided in a bold or attractive way. With the help of the material, students will get basic information and may be interested in starting an independent business on social media.

With support from parents, students can increase awareness. Parents play an important role in helping students understand and appreciate the role of digital technology in the world of entrepreneurship. Parents play a role as facilitators in ensuring students have access to necessary digital technology such as smartphones and stable internet connections. They play a role in encouraging and motivating students to develop digital skills through entrepreneurship. Parents also share successful experiences in using digital technology in entrepreneurship, which encourages students to see the opportunities and potential in today's digital era.

Thanks to strong parental support, students' awareness of the importance of digital technology in entrepreneurship is increasing. Students are able to recognize and exploit the opportunities presented by digital technology and develop the skills necessary to thrive in an ever-changing business world. Parental support inspires students to utilize technology for entrepreneurship in this digital era. Most millennials will become entrepreneurs according to their passion. They share ideas and things they like about their business. Sometimes, what is prioritized is the store display concept rather than the commodities being sold. Millennials don't only think about money but also look for something to be proud of (Perspectives, 2019). There is a certain satisfaction that is achieved when they undertake digital entrepreneurship, which is not only in the form of profit income. They get satisfaction when they realize their ideas, which are applied to their business and shared in cyberspace. Apart from that, they feel prestigious when they succeed in sharing their business activities on social media, and consciously or unconsciously, they are trying to gain prestige in the eyes of the wider community.

Meanwhile, the inhibiting factors in implementing digital entrepreneurship at SMK Negeri 1 Purwodadi are Students who lack interest in digital entrepreneurship, limited internet access, fear of failure, and not being able to compete in the digital entrepreneurship sphere. Students' lack of interest in digital entrepreneurship can affect their motivation and participation in these activities. If students are not interested or motivated to learn and develop digital entrepreneurship skills, there will be obstacles in implementing these activities. It is important for schools and teachers to identify the factors that influence student interest and find ways to arouse student interest through relevant,

interesting, and creative approaches, as well as ways to explore the potential of digital entrepreneurship.

What millennials see on social media influences their views and then stimulates their actions. Millennials, as digital natives in this era of digitalization, are in a productive period (Budiati et al., 2018). There are sign values that are received when they explore social media. The large number of people selling on digital platforms, especially Instagram, TikTok, YouTube, and other media, has encouraged them to do the same thing as a sign of competition for prestige or simply to fulfill satisfaction with the image they have built. Quoting Adam Smith's statement, humans have a universal desire to uphold self-esteem and gain respect from others. Being part of the millennial entrepreneurs who are involved in the digital world gives the image that they are able to compete and have capabilities that can be demonstrated. This sign is a reflection of individual self-actualization (Mardani, 2013).

The World Economic Forum (WEF) in 2018 stated that limited internet access was an obstacle to advancing digital entrepreneurship among students. This emphasizes the importance of having fair and equitable access to the Internet to ensure equal accessibility in developing digital entrepreneurship skills. When some students have access to the internet, a digital divide can emerge, and it will be difficult for students who are disadvantaged in terms of internet access to join or participate in digital entrepreneurship activities at school.

Furthermore, (Fadhlillah & Sakti, 2015) stated that there is a negative and significant relationship between fear of failure and entrepreneurial intentions. The lower the fear of failure, the higher the entrepreneurial intentions. Fear of failure can limit students' willingness to try new things or take risks in developing digital businesses. Often, students who want to start a digital business have fears and worries about various things, such as failure, financial risks, or the inability to compete with other competitors. The competitive environment in the world of digital entrepreneurship can increase student pressure and fear. Intense competition and pressure to achieve success in a digital entrepreneurship environment can give rise to fear of not being able to compete and feeling inadequate compared to other competitors. This fear can influence students' skills and ideas in digital entrepreneurship. This is normal because the business world has quite high risks. One way to overcome this fear is to prepare yourself thoroughly before starting a business. There is a need for entrepreneurship education for students so that they have the provisions and knowledge to give students courage as initial capital to enter the world of

entrepreneurship.

As stated by (Saptono et al., 2020), entrepreneurship education plays an important role in determining entrepreneurial knowledge and mindset, which leads to students' entrepreneurial preparation. Students can conduct market research and learn from the experiences of successful business people in order to gain basic knowledge about how to start a business. Apart from that, it is also important for students to prepare a detailed budget plan so that they can avoid financial problems in the future. They need to consider all aspects, from production costs to marketing costs, and make revenue projections so they can calculate the potential profits to be gained. In running a digital business, competition is something that cannot be avoided. Therefore, it is important for students to always improve the quality of their products and services so they can compete with other competitors.

Smart technologies have a significant influence on Generation Z consumers' experiences. Moreover, this particular group of consumers expects various new devices and electronic processes to be widely available, thus offering consumers more autonomy and faster transactions. In addition, they expect the technology to enable them to make more informed shopping decisions. Interviewees also stressed the importance of training consumers on how to use new smart retailing applications. In addition, some of the participants were skeptical about the effects of further advancing smart retailing on part of the job market. Relevant theoretical and practical implications are also provided (Priporas et al., 2017). New generations are changing their mindsets from lifestyle entrepreneurs to growth-oriented entrepreneurs. Generation Z (or Gen Z for short) (born between 1996 and 2010) has recently started to work and become a part of the workforce. The characteristics of Gen Z are different from those of other generations before them. Gen Z entrepreneurs are not locked into a traditional corporate mindset. This generation has technological knowledge. They are risk-takers with strong leadership abilities. Many Gen Z may choose to follow the entrepreneurship path compared to Generation Y (Yazici & Arslan Ayazlar, 2021). Generation Z was the first to take electronic devices as a matter of course and social media such as Facebook, Twitter, or MySpace (Richter et al., 2017). Much has changed in this generation. These young people no longer only study at home at their desks but use apps through which they can query and memorize vocabulary or exchange ideas with their classmates on Facebook to learn for exams (Syamsuar & Reflianto, 2019).

CONCLUSION

Based on the results of research and discussions, the implementation of digital entrepreneurship at SMK Negeri 1 Purwodadi has gone well and is being conceptualized. There are several supporting and inhibiting factors in the implementation of digital entrepreneurship. Factors that support the running of digital entrepreneurship include the implementation team at SMK Negeri 1 Purwodadi, which supports and accompanies students in digital entrepreneurship learning activities, in addition to parental support, which encourages students to be active and have an awareness of learning digital entrepreneurship in today's ever-growing digital era. Even though the implementation of digital entrepreneurship has been running and is well conceptualized, it is still not optimal because there are several factors that hinder the progress of digital entrepreneurship learning in schools. This is related to the lack of interest in developing entrepreneurial knowledge among students and also limited facilities and infrastructure, as well as the budget used to optimize the process of implementing digital entrepreneurship at SMK Negeri 1 Purwodadi. So there is still a need for improvisation in learning so that students are interested in entrepreneurship, especially digital entrepreneurship, such as learning methods that are more varied and fun so that students are interested, socializing students that entrepreneurship is a soft skill that is useful in the future and has a great opportunity. In entrepreneurship in the future, from year to year, the limited job opportunities increase when someone has limited soft skills. With this, it is hoped that student enthusiasm and interest can increase.

There needs to be a collaboration between schools and entrepreneurs or agencies that implement digital entrepreneurship to increase quality entrepreneurial output. This is useful so that students gain more appropriate knowledge and strategies. Based on the research process carried out by researchers, there are several limitations that future researchers need to pay attention to in order to perfect their research because this research certainly has shortcomings that must be corrected. This research only covers the application of digital entrepreneurship at SMK Negeri 1 Purwodadi, not at the level of learning development to provide learning innovation in schools. In the process of collecting research data, we may not have received in-depth information, so the research data does not yet describe the actual situation at SMK Negeri 1 Purwodadi.

REFERENCES

Ambarwati, A., & Sobari, I. S. (2020). Membangun Jiwa Kewirausahaan di Era Milenial Bagi Mahasiswa Institut Stiami Kampus Tangerang Selatan. Jurnal Komunitas: Jurnal Pengabdian Kepada Masyarakat, 2(2), 140–144.

Aisya, N. (2017). Disusun sebagai salah satu syarat menyelesaikan Program Studi Strata 1 pada Jurusan Pendidikan Akuntansi Fakultas Keguruan dan Ilmu Pendidikan.

Asmawan, M. C. (2017). Dampak Mata Kuliah Praktek Kewirausahaan terhadap Motivasi Mahasiswa Pendidikan Akuntansi untuk Berwirausaha. http://publikasiilmiah.ums.ac.id/handle/11617/8884

Budiati, I., Susianto, Y., Adi, W. P., Ayuni, S., Reagan, H. A., Larasaty, P., Setiyawati, N., Pratiwi, A. I., & Saputri, V. G. (2018). Profil generasi milenial Indonesia. Jakarta: Kementerian Pemberdayaan Perempuan Dan Perlindungan Anak.

Cahya Saputri, S., & Suranto, S. P. (2020). Potret Kewirausahaan Dengan Pemanfaatan Media Sosial Sebagai Penunjang Wirausaha Pada Mahasiswa Universitas Muhammadiyah Surakarta. Universitas Muhammadiyah Surakarta.

Cania, N., & Heryani, R. D. (2020). Peran media sosial instagram dalam meningkatkan minat berwirausaha peserta didik di SMK Plus Pelita Nusantara. Research and Development Journal of Education, 1(1), 91–101.

Chaffey, D., & Ellis-Chadwick, F. (2019). Digital marketing. Pearson uk.

Chairiyaton, C., Ansari, L. P., Is, J. M., Maulidasari, C. D., & Zhafira, N. H. (2022). Sosialisasi Karakter Kewirausahaan dan Digitalisasi pada SMA Negeri I Kaway XVI Aceh Barat. Jurnal Pengabdian Agro and Marine Industry, 2(1), 31–37.

Dolot, A. (2018). The characteristics of Generation Z. E-Mentor, 74(2), 44–50.

Fadhlillah, H., & Sakti, H. (2015). Hubungan antara ketakutan akan kegagalan dengan intensi berwirausaha pada mahasiswa UKM Research and Business (R'nB) Universitas Diponegoro. Jurnal Empati, 4(2), 182–186.

Febriyantoro, M. T., & Arisandi, D. (2018). Pemanfaatan digital marketing bagi usaha mikro, kecil dan menengah pada era masyarakat ekonomi ASEAN. JMD: Jurnal Riset Manajemen & Bisnis Dewantara, 1(2), 61–76.

Fernandes, C., Ferreira, J. J., Veiga, P. M., Kraus, S., & Dabić, M. (2022). Digital entrepreneurship

platforms: Mapping the field and looking towards a holistic approach. Technology in Society, 70, 101979.

Harsono, H., & Budiyanto, S. M. (2015). Membidik Mahasiswa Sebagai Calon Wirausahawan. Jurnal Pendidikan Ilmu Sosial, 25(2), 34–45.

Hinduan, Z. R., Anggraeni, A., & Agia, M. I. (2020). Generation Z in Indonesia: The self-driven digital. In The New Generation Z in Asia: Dynamics, Differences, Digitalisation (pp. 121–134). Emerald Publishing Limited.

Ismansyah, A. (2019). Technopreneurship Workshop menggunakan E-commerce. Universitas Mercu Buana Bekasi.

Kusmulyono, M. S. (2017). Peran Pendidikan Kewirausahaan dan Dukungan Orangtua pada Siswa SMA. Asian Journal of Entrepreneurship and Family Business, 1(1), 25–38.

Mardani, A. (2013). Konsekuensi-Konsekuensi Modernitas: Perubahan Perilaku Konsumsi dan Kontestasi Tanda di Dunia Maya. Jurnal Sosiologi.

Mendikbud Dorong Siswa SMK Jadi Wirausaha di Era Industri 4.0. (2019, March 22). Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. https://www.kemdikbud.go.id/main/blog/2019/03/mendikbud-dorong-siswa-smk-jadi-wirausaha-di-era-industri-40

Mustofa, R. H., & Riyanti, H. (2019). Perkembangan E-Learning Sebagai Inovasi Pembelajaran di Era Digital. Wahana Didaktika: Jurnal Ilmu Kependidikan, 17(3), Article 3. https://doi.org/10.31851/wahanadidaktika.v17i3.4343

Nafsi, F. S., & Kusuma, Y. B. (2023). Penerapan Digital Marketing pada E-commerce dan Media Sosial dalam Upaya Peningkatan Penjualan Produk PT Behaestex. Muqaddimah: Jurnal Ekonomi, Manajemen, Akuntansi Dan Bisnis, 1(3), 156–166.

Perspectives, D. I. (2019). Generasi milenial dalam industri 4.0: Berkah bagi sumber daya manusia indonesia atau ancaman. Edisi Pertama, 24–36.

Priporas, C.-V., Stylos, N., & Fotiadis, A. K. (2017). Generation Z consumers' expectations of interactions in smart retailing: A future agenda. Computers in Human Behavior, 77, 374–381. https://doi.org/10.1016/j.chb.2017.01.058

Pujihastuti, A., Waluyo, T., & Murtiyasa, B. (2022). Penerapan Metode Gamifikasi Dengan Pendekatan Hasthalaku Pada Pelajaran Produk Kreatif dan Kewirausahaan. Munaddhomah: Jurnal Manajemen Pendidikan Islam, 3(4), 415–424.

Putra, Y. S. (2017). Theoritical Review: Teori Perbedaan Generasi. Among Makarti, 9(2). https://doi.org/10.52353/ama.v9i2.142

Putri, A. D., Novita, D., & Maskar, S. (2022). Pengenalan Wawasan Bisnis Di Era Digital Bagi Siswa/I Smk Yadika Bandarlampung. Journal of Social Sciences and Technology for Community Service (JSSTCS), 3(2), 213–217.

Richter, C., Kraus, S., Brem, A., Durst, S., & Giselbrecht, C. (2017). Digital entrepreneurship: Innovative business models for the sharing economy. Creativity and Innovation Management, 26(3), 300–310.

Ridho, Z., & Firdausiyah, S. R. (2021). Strategi Pemasaran Produk Umroh di PT. Nur Haramain. Haramain: Jurnal Manajemen Bisnis, 1(2), 95–101.

Rining, E. N., & Kriswibowo, A. (2020). Potret Masyarakat dan Kebijakan Pemerintah dalam Menghadapi Tantangan Pandemi Covid-19. Surabaya: Program Studi Ilmu Administrasi Negara, UPN 'Veteran'Jawa Timur.

Rohmah, W., Nurjanah, A. M., & Hayat, D. N. (2017). Kepemimpinan Kewirausahaan Kepala Sekolah Dalam Meningkatkan Teacherpreneurship di Era MEA. http://publikasiilmiah.ums.ac.id/handle/11617/9145

Saptono, A., Wibowo, A., Narmaditya, B. S., Karyaningsih, R. P. D., & Yanto, H. (2020). Does entrepreneurial education matter for Indonesian students' entrepreneurial preparation: The mediating role of entrepreneurial mindset and knowledge. Cogent Education, 7(1), 1836728.

Seemiller, C., & Grace, M. (2015). Generation Z goes to college. John Wiley & Sons.

Singh, A. P., & Dangmei, J. (2016). Understanding the generation Z: the future workforce. South-Asian Journal of Multidisciplinary Studies, 3(3), 1–5.

Suhardi, Y., Darmawan, A., Zulkarnaini, Z., Azhar, E., & Pragiwani, M. (2022). Penyuluhan Untuk Peningkatan Kemampuan Wirausahaan Digital Siswa SMK. PROGRESIF: Jurnal Pengabdian Komunitas Pendidikan, 2(1), 44–49.

Sumardi, S., & Habibi, P. (2023). Pelatihan Literasi Keuangan untuk Gen Z di SMK. El-Mujtama: Jurnal Pengabdian Masyarakat, 3(1), 83–92.

Syamsuar, S., & Reflianto, R. (2019). Pendidikan dan tantangan pembelajaran berbasis teknologi informasi di era revolusi industri 4.0. E-Tech: Jurnal Ilmiah Teknologi Pendidikan, 6(2).

Wiyanto, H., Aurellia, A., & Patricia, J. C. (2022). Edukasi Perilaku Keuangan Generasi Z pada Cashless Society di SMK Bhinneka Tunggal Ika. Prosiding Serina, 2(1), 1319–1326.

Yazici, S., & Arslan Ayazlar, R. (2021). Generation Z and Tourism Entrepreneurship: Generation Z's Career Path in the Tourism Industry. In N. Stylos, R. Rahimi, B. Okumus, & S. Williams (Eds.), Generation Z Marketing and Management in Tourism and Hospitality: The Future of the Industry (pp. 53–99). Springer International Publishing. https://doi.org/10.1007/978-3-030-70695-1_3