



## Development of a Digital Reseller Platform for Entrepreneurship Learning to Improve Students' Entrepreneurial Motivation

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**Abstract:** This study aims to develop a learning media based on a Digital Reseller Platform to enhance entrepreneurial motivation among senior high school students. The media is designed to facilitate students' practical understanding of entrepreneurship concepts through digital simulations while addressing time management challenges in practice-based learning. The study was conducted at SMA Negeri 1 Ungaran, Semarang Regency, using a Research and Development (R&D) method based on the 4-D model, which includes the Define, Design, Develop, and Disseminate stages. The participants included 35 students from one class, a subject teacher, and material and media experts. Data were collected through interviews, observations, and questionnaires to analyze learning needs, evaluate media feasibility, and measure its effectiveness in improving students' entrepreneurial motivation. The results indicate that the Digital Reseller Platform media is both feasible and effective for entrepreneurship learning. Expert validation demonstrated high feasibility, with scores of 82.5% from media experts and 85.7% from material experts. Furthermore, its implementation resulted in a statistically significant increase in students' entrepreneurial motivation ( $F = 4.17, p < .05$ ), as reflected in higher levels of interest, active participation, and confidence in engaging in entrepreneurial activities. In addition, the media supports more efficient time management without compromising students' understanding of entrepreneurial concepts. In conclusion, the Digital Reseller Platform represents a valid and effective instructional medium for enhancing entrepreneurial motivation in senior high school settings.

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## Introduction

Entrepreneurship education plays an important role in bridging the gap between theory and real business practice. Effective entrepreneurship learning needs to integrate experiential learning, the use of digital technology, and contextual activities connected to the business world so that students not only understand entrepreneurial concepts theoretically but are also able to apply them in real situations (Sitaridis & Kitsios, 2023). In practice, these principles have been implemented through various models such as business plan-based learning, startup simulations, product creation projects, and teaching factory approaches. However, these models often require students to manage production processes and provide initial capital, which can be relatively complex for high school students with limited experience and resources. This condition indicates the need for an approach that still provides authentic business experience but with a level of complexity that is more appropriate for students (Zainal et al., 2025). One relevant approach is reseller activities, which focus on marketing and selling products without direct involvement in production. This approach



enables students to gain experience in market interaction, build relationships with customers and suppliers, and understand distribution and marketing processes directly. Studies show that reseller and dropshipping models are considered relatively low-risk e-commerce strategies because they do not require inventory or production management, resulting in lower initial capital requirements and more controllable financial risks compared to self-production models, while still providing real business experience for beginners (Muhammad et al., 2025). With simpler operational complexity, the reseller approach is considered more realistic and pedagogically suitable for students around 17 years old, while still supporting the goals of entrepreneurship education in developing innovative and independent individuals (Nuraeni, 2022).

As an implementation of entrepreneurship education in schools, entrepreneurship learning plays a strategic role in instilling entrepreneurial values, attitudes, and character in students. Entrepreneurship education should ideally be designed in a systematic and contextual manner to provide meaningful learning experiences. However, to achieve this goal, creative, innovative, and easy-to-understand learning media are needed so that the learning process can take place effectively and increase student engagement. Digital learning media are a relevant alternative because they suit the characteristics of students in the modern era, who are closely connected to technology (Nurfadillah et al., 2021). In practice, however, entrepreneurship education in schools often remains conventional. Learning generally focuses on the delivery of theoretical material and is dominated by the use of printed teaching materials, so the use of learning media has not yet been optimal. This condition indicates that entrepreneurship education has been unable to create an active and contextual learning environment that aligns with the characteristics of students in the digital era. Conventional entrepreneurship education limits students' learning experiences. Entrepreneurship education should not only emphasize the mastery of concepts but also provide practical learning experiences through activities, practice, and business simulations. Therefore, entrepreneurship education needs to be designed to train students in managing business ideas, understanding production and marketing processes, and making real business decisions (Roemintoyo et al., 2022).

Although entrepreneurship education has been implemented in schools, in practice it still faces various obstacles, particularly in optimally fostering students' motivation to become entrepreneurs. Learning that is still dominated by conventional approaches tends to focus on the delivery of theoretical material, so it is not yet fully able to provide contextual and applicable learning experiences that align with students' needs. This condition leads to low entrepreneurial motivation and a lack of sustained motivation among students after participating in entrepreneurship learning (Emestine & Setyaningrum, 2019). Entrepreneurial motivation is an important factor in shaping students' readiness to enter the business world. It does not arise instantly but can be developed through a well-designed entrepreneurship learning process (Barba-Sánchez & Atienza-Sahuquillo, 2018). Students' entrepreneurial motivation can be strengthened through entrepreneurship education that has a strong entrepreneurial character and is oriented toward the development of entrepreneurial attitudes and values. Entrepreneurship education should not only focus on mastery of content but also play a role in shaping positive attitudes toward the entrepreneurial profession. Conversely, low entrepreneurial motivation is often influenced by negative perceptions of the business world, which results in the suboptimal achievement of entrepreneurship education goals (Prawiranegara et al., 2019).



The success of entrepreneurship learning is determined not only by learning design but also by various other factors, one of which is technological development. Entrepreneurship is a field that emphasizes creativity, the courage to take risks, and the ability to recognize business opportunities (Fahmi, 2014, as cited in Pramesti et al., 2022). Along with technological advances, entrepreneurial activities have shifted toward digitalization, including the use of online platforms and social media for product promotion and sales. Several studies indicate that the use of digital media, particularly Instagram, can increase students' motivation and creativity in entrepreneurship learning, especially in product marketing topics (Rahma & Satyaedhi, 2023). Therefore, entrepreneurship education needs to utilize digital media to remain relevant to current technological developments and the business world. The integration of Information and Communication Technology (ICT) in entrepreneurship education enables students not only to understand concepts theoretically but also to gain more contextual and applicable learning experiences through digital platforms and media. Moreover, the use of digital media in entrepreneurship education can enhance student engagement and learning motivation, as well as foster an early interest in entrepreneurship (Montes-Martínez & Ramírez-Montoya, 2023).

Based on observations and interviews with teachers and students at SMA Negeri 1 Ungaran, entrepreneurship education has been implemented through the production and sale of traditional foods. However, this implementation still faces several challenges, including the relatively long time required and sales results that do not always generate profits in line with students' expectations. These conditions create problems in managing learning time and contribute to a decline in entrepreneurial motivation among some students. These conditions indicate the need for more effective, flexible, and relevant entrepreneurial learning practices. This study therefore developed a learning medium in the form of a Digital Reseller Platform, which functions as a real market based learning platform rather than a simulation environment. Through this platform, students carry out actual reselling activities by marketing and selling real products to real consumers within a structured and supervised learning framework. This medium enables students to engage directly in digital entrepreneurship practices, such as promotion, customer communication, and sales transactions, without being constrained by production processes and high production costs.

The development of the Digital Reseller Platform media in this study is grounded in Montessori's learning theory, which emphasizes freedom of learning and learning by doing as core principles of the educational process. According to Montessori, learners are active individuals who learn most effectively when they are given opportunities to choose, explore, and make decisions in their learning activities. This perspective aligns with Experiential Learning Theory, which views learning as a process of knowledge construction through direct experience and reflection (Kolb, 1984). In addition, the use of a digital platform in learning is relevant to the Technology Acceptance Model, which explains that perceived usefulness and ease of use influence students' willingness to adopt educational technology. Learning becomes more meaningful when students are directly involved in real-life and relevant activities rather than passively receiving information (Montessori, 1964). Based on these perspectives, this study seeks to develop Digital Platform Reseller learning media for entrepreneurship subjects to enhance students' entrepreneurial motivation.



**Research Method**

The research was conducted in entrepreneurship learning activities at SMA Negeri 1 Ungaran. The research subjects consisted of 35 students who took the entrepreneurship subject and one entrepreneurship teacher, selected using purposive sampling because they were directly involved in the learning process. The development procedure used the 4D model, which consists of the Define, Design, Develop, and Disseminate stages (Thiagarajan et al., 1976, as cited in Tafani & Widajajanti, 2025). In the Define stage, a needs analysis was conducted through interviews and classroom observations involving one entrepreneurship teacher and three students to identify problems in entrepreneurship learning and students’ motivation. The Design stage involved planning learning scenarios, determining platform features, and designing the system architecture. The learning media was developed using the Laravel framework as the main tool for building the platform. In the Develop stage, the product was validated and tested through a limited trial involving three students to obtain feedback for revisions and improvement. The Disseminate stage involved implementing the final version of the learning media in one full class during entrepreneurship learning activities.

**Table 1. Likert Scale**

Score	Description
5	Excellent
4	Good
3	Fair
2	Poor
1	Very poor

Source : Sugiyono, 2017

The instruments used in this study were validation questionnaires based on a five-point Likert scale, ranging from 1 (very poor) to 5 (Excellent). The media expert instrument assessed aspects of interface design, system functionality, usability, and visual appearance. The material expert instrument evaluated the relevance, accuracy, and clarity of the learning content. Meanwhile, the limited trial instrument for students measured ease of use, attractiveness, and perceived usefulness of the learning media. The results of the validity assessments conducted by subject matter experts and media experts and through limited trials were combined. The total score obtained was then converted into a percentage, and the resulting percentage was interpreted qualitatively.

Based on the obtained percentages, a qualitative explanation is provided to determine whether revisions are needed for the developed product, namely the Digital Platform Reseller media. Therefore, media feasibility criteria are established as presented in the following table.

**Table 2. Criteria for Media and Material Suitability Levels**

Category	Percentage	Qualification	Description
A	90%-100%	Very acceptable	No revision needed
B	75%-89%	Acceptable	No revision needed
C	65%-74%	Fairly acceptable	Revised
D	55%-64%	Less acceptable	Revised
E	0%-54%	Unacceptable	Revised

(Source: Arikunto, 2019)



## Results and Discussion

### Define

At this stage, the researchers conducted an analysis of entrepreneurship learning needs at Ungaran 1 Public High School through observations and interviews with subject teachers and students. Previously, entrepreneurship learning was focused on traditional food production and direct selling practices. Although this approach provided students with real-world experience, the interviews revealed a major problem, namely limitations in learning time management. The production process through to the marketing stage took a relatively long time, making it difficult for students to balance entrepreneurial activities with their other academic subjects.

This situation caused entrepreneurship education to be less than optimal, both in terms of its effectiveness and the achievement of learning objectives. In addition, time constraints also reduced students' motivation to participate in entrepreneurship activities, as they felt burdened by having to meet academic demands simultaneously. Based on these problems, there is a need to develop entrepreneurship learning media that are more time-efficient, flexible in implementation, and still able to provide practical and contextual learning experiences. The developed learning media are expected to be a solution for improving learning effectiveness while fostering students' motivation entrepreneurs.

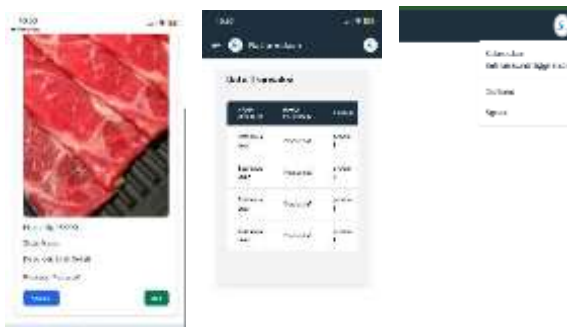
### Design

At this stage, the researchers designed a learning medium in the form of a Digital Reseller Platform as an innovative alternative for entrepreneurship education. This medium was developed based on the concept of students acting as resellers who market products through a digital platform so that learning is not only theoretical but also practical. The design of this medium aims to introduce reseller business strategies, including product selection, pricing, promotion, and online transaction processes, while fostering and enhancing students' motivation to become entrepreneurs through real and contextual learning experiences. The developed entrepreneurship learning media is equipped with various features designed to support the learning process, transaction simulations, and the management of students' entrepreneurial activities in a systematic and user-friendly manner.

**Table 3. Features of Reseller and Producer Media Accounts**

<b>Features</b>	<b>Function</b>
Landing Page	Displays general information about the platform.
Register & Login	Functions as a user authentication system so that students can access the platform according to their respective accounts.
About	Provides information about the background of the platform's development.
Product Catalog	Displays a list of products owned by manufacturers that are provided as reseller products for students, complete with brief descriptions, base prices, and product images as learning and marketing materials.
Product Ordering	Functions to simulate product ordering by consumers, so that students can understand the transaction flow in reseller business activities.
Transaction History	Displays the history of orders placed as material for evaluation and reflection on entrepreneurship learning.

Product Input (Manufacturer)	The product input feature functions to add products for manufacturers and can only be used by manufacturers.
Logout	Used to securely end the platform usage session after learning activities are complete.



**Figure 1. Digital Reseller Platform Media Display**

*Digital Platform Reseller* begins with a *Landing Page* that displays general information and the purpose of using the platform. Students then access the system through the *Register* and *Login* features, which function as a user authentication mechanism. The *About* menu provides an explanation of the background of the media development and the role of students as resellers in entrepreneurship learning. The platform includes a *Product Catalog* that presents products provided by manufacturers for student resellers, complete with brief descriptions, base prices, and product images. On the manufacturer side, a *Product Input* feature is available to add, modify, and manage product data offered to resellers, including the product name, description, price, stock, and images. This feature represents the main distinction between manufacturer and reseller accounts, as only manufacturers are authorized to manage product data, while resellers can only select, market, and order the available products. Through the *Product Order* feature, students can simulate placing orders with manufacturers. Once an order is submitted, the system automatically sends an email notification to the manufacturer for approval. All ordering and sales activities are recorded in the *Transaction History* for learning evaluation purposes. Finally, the *Logout* feature allows users to securely end their session after completing the learning activities.



**Figure 2. Product Input Features**

### Develop

The development stage is a continuation of the design stage and aims to produce a Digital Reseller Platform that is suitable for use in entrepreneurship education. At this stage, the designed media is tested and refined through material expert validation and media expert validation. The material expert validation is conducted by one expert in the field of entrepreneurship to assess the suitability of the content, the accuracy of concepts, the depth of the material, the clarity of presentation, and its relevance to reseller business practices. The



results show a score of 30 out of 35 with a feasibility percentage of 85.7%, indicating that the material is suitable for use as learning media. The media expert validation is conducted by one learning media expert to evaluate the visual appearance, navigation, ease of use, interactivity, and overall functionality of the media. The results show a score of 33 out of 40 with a feasibility percentage of 82.5%, indicating that the Digital Platform Reseller media is feasible and supports interactive and flexible entrepreneurship learning, as well as encouraging student independence in learning (Siswanto, 2008, cited in Gultom & Amdayani, 2023).

A limited trial was conducted with three students to identify the initial user responses to the Digital Reseller Platform media. The trial resulted in a score of 103 out of a maximum score of 150, with a feasibility percentage of 85.9%, placing students' responses in the feasible category. These results indicate that the media is easy to use, engaging, and helpful in supporting students' understanding of entrepreneurship materials and reseller business practices through direct and meaningful learning experiences. In addition to providing positive responses, the students suggested that the product ordering process should not be directed through email but through *WhatsApp*, as it is considered more practical, faster, and more aligned with their daily communication habits in entrepreneurial activities. This feedback was taken into account in refining the media in the next stage.

### **Disseminate**

The dissemination stage is the final phase of the 4-D development model and aims to distribute and implement the Digital Reseller Platform media that has been declared fit for use. Before dissemination, product refinement was carried out by incorporating the feedback and revisions obtained during the development stage to ensure that the media can be used optimally in entrepreneurship learning activities. One of the revisions based on the results of limited trials with students involved changing the product ordering mechanism. In the initial design, orders were directed through the manufacturer's email; however, based on student feedback, this mechanism was revised to direct orders through the manufacturer's *WhatsApp*, as it was considered more practical, faster, and easier to use in both learning contexts and daily entrepreneurial activities. This refinement is expected to improve the usability of the media, support the smooth implementation of the learning process, and encourage active student participation in their roles as resellers before the Digital Reseller Platform media is disseminated and implemented on a wider scale.



**Figure 3. WhatsApp Ordering Features**

Digital Reseller Platform was distributed on a limited basis to one class in the Entrepreneurship subject at SMA Negeri 1 Ungaran after undergoing expert validation, limited trials, and a revision process based on the feedback received. At this stage, the media was directly implemented in learning activities, with teachers acting as facilitators who guided and directed the learning process, while students were given the freedom to explore the media and perform their roles as resellers according to their respective interests and abilities. Through the use of this media, students gained direct learning experiences in



conducting digital-based entrepreneurial activities, ranging from product introduction to marketing and transaction processes. This learning approach is consistent with Montessori's theory, which emphasizes freedom in learning, independence, and direct experience.

**Student Entrepreneurship Motivation Questionnaire**

**Table 4. Validity Test Results**

Variables	Counting r	Table r	Description
<i>Digital Reseller Platform Media (X)</i>			
X1	0,454	0,349	Valid
X2	0,719	0,349	Valid
X3	0,508	0,349	Valid
X4	0,643	0,349	Valid
X5	0,641	0,349	Valid
X6	0,677	0,349	Valid
X7	0,572	0,349	Valid
X8	0,647	0,349	Valid
X9	0,737	0,349	Valid
X10	0,640	0,349	Valid
<i>Student Entrepreneurship Motivation (Y)</i>			
Y1	0,577	0,349	Valid
Y2	0,748	0,349	Valid
Y3	0,807	0,349	Valid
Y4	0,398	0,349	Valid
Y5	0,559	0,349	Valid
Y6	0,416	0,349	Valid
Y7	0,438	0,349	Valid

Validity testing was conducted by comparing the calculated *r* value with the *r* table value, where an item was considered valid if the calculated *r* value was greater than the *r* table value and positive (Ghozali, 2011, in Benardi et al., 2021). In this study, the *r* table value used was 0.349, and the results of the validity test showed that all calculated *r* values were greater than 0.349; therefore, all statement items were declared valid.

**Table 5. Reliability Test**

Reliability Statistics	
Cronbach's Alpha	N of Items
.888	17

After the questionnaire was declared valid, a reliability test was conducted to determine the consistency of the instrument. The questionnaire was considered reliable if the Cronbach's Alpha value was greater than 0.6 (Sujarweni, 2016, in Benardi et al., 2021). The analysis results showed a Cronbach's Alpha value of 0.888; thus, the instrument was declared reliable and suitable for use.

**Table 6. F Test**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	188,405	1	188,405	49,757	<.001 <sup>b</sup>
	Residual	113,595	30	3,787		
	Total	302,000	31			

a. Dependent Variable: Motivasi Berwirausaha Siswa

b. Predictors: (Constant), Media Digital Platform Reseller



The F-test was used to determine the simultaneous effect of the independent variable on the dependent variable by comparing the calculated F value with the F table value. Based on the degrees of freedom (df1; df2) of (1; 30) at a significance level of 0.05, the F table value was 4.17. Data processing using SPSS showed a calculated F value of 49.757 with a significance value of 0.001. Because the calculated F value was greater than the F table value ( $49.757 > 4.17$ ) and the significance value was less than 0.05 ( $0.001 < 0.05$ ), it can be concluded that the Digital Reseller Platform media has a significant effect on students' entrepreneurial motivation.

### **Discussion**

Entrepreneurship is an important competency that needs to be instilled from the high school level so that students are not only focused on academic achievement but are also prepared to create business opportunities independently. Effective entrepreneurship education can shape the identity of the younger generation as productive and competitive entrepreneurs (Suripto et al., 2019, in Inana et al., 2023). The Digital Reseller Platform media was developed to address conventional entrepreneurship learning methods that are inefficient and unable to foster sustainable entrepreneurial motivation. This medium applies the principles of technopreneurship, namely the use of technology in business activities, including digital marketing and online transactions (Hartatik et al., 2023 in Lamato et al., 2024). In line with Montessori principles, this platform provides opportunities for students to learn independently through real activities such as product management and transaction processing, making learning more meaningful. This approach is also consistent with Experiential Learning Theory, which emphasizes learning as a process of knowledge construction through direct experience, reflection, and active experimentation (Kolb, 1984). The refinement of the ordering feature via WhatsApp makes the platform more practical and aligned with students' daily habits, thereby supporting an easy-to-use and efficient learning environment, which is consistent with Montessori learning principles. Through these direct experiences, students not only learn theory but also actively engage in entrepreneurial practices (Vero & Puka, 2017). In addition, this medium enhances students' motivation and activity levels because learning can be conducted flexibly without limitations of time and space (Maisarah et al., 2022).

The findings of this study indicate that the effectiveness of the media is not only influenced by the integration of digital technology but also by the pedagogical characteristics of the reseller model itself. Compared to production-based learning models, such as cooking or crafting activities previously implemented in entrepreneurship classes, the reseller model does not require students to be directly involved in production processes that carry the risk of product failure, time constraints, and potential financial loss. In production-oriented learning, students often experience pressure related to product quality, production time, and uncertainty of sales outcomes, which can reduce confidence and entrepreneurial motivation. In contrast, the reseller approach allows students to focus on marketing activities, customer communication, and digital transaction processes, while still providing authentic business experiences. This reduction in production burden and fear of failure enables students to participate more confidently in entrepreneurial activities and sustain their motivation. Therefore, this study provides a pedagogical contribution by suggesting that reseller-based entrepreneurship learning can be more suitable for high school students than production-based models.

Students' ability to use digital technology through this medium also contributes to increased entrepreneurial motivation, as digital skills are an important factor in technology-based entrepreneurship (Udekwe & Iwu, 2024). Through the use of the Digital Reseller



Platform, students are directly trained to manage business activities in a digital environment. In the context of developing entrepreneurial intention, real learning experiences provided through this medium encourage students to view entrepreneurship as a realistic and sustainable activity. Entrepreneurial intention is a key factor influencing the emergence of entrepreneurial behavior; therefore, learning should be designed based on authentic experiences, as facilitated by the Digital Reseller Platform (Tsou et al., 2023). Based on the measurement results, the instrument demonstrates excellent reliability with a Cronbach's Alpha value of 0.888, and the F-test results indicate that the use of this media has a significant effect on students' entrepreneurial motivation, with a significance value of less than 0.05.

Despite its various advantages, the Digital Reseller Platform still has technical limitations, mainly due to the use of free hosting and a personal domain, which restrict feature development and system stability. Therefore, further development using paid hosting and an official school domain is recommended so that this media can be implemented more optimally and sustainably. Overall, the Digital Platform Reseller is an effective, efficient, and relevant entrepreneurship learning medium for high school students, as it enhances entrepreneurial motivation while providing contextual and technology-based learning experiences.

## **Conclusion**

This study produced a Digital Reseller Platform learning medium that is deemed suitable for use in entrepreneurship education in the subject of Crafts and Entrepreneurship. The implementation of this media increases students' motivation to become entrepreneurs, as reflected in their higher levels of interest, engagement, and confidence in carrying out digital-based entrepreneurial activities. In addition, the Digital Platform Reseller media makes practical learning time more efficient because it can be accessed flexibly without requiring a direct production process. In line with the Montessori principle, this media provides opportunities for students to learn independently through direct experience in a structured and user-friendly learning environment, enabling them to develop independence, responsibility, and motivation naturally. Therefore, this media serves as an innovative and relevant alternative for entrepreneurship learning to enhance students' entrepreneurial motivation at the high school level. These findings suggest that school principals and education policymakers can consider integrating reseller-based digital entrepreneurship models into school curricula as a practical strategy to modernize entrepreneurship education and strengthen students' motivation and readiness for the digital business environment.

## **Recommendation**

The Digital Reseller Platform based learning media needs to be further developed by incorporating an e-learning concept with an interactive interface. Further development is recommended so that this media is not only accessible to students but also provides special features for teachers to monitor, evaluate, and give feedback on students' activities while they perform their roles as resellers. With the active involvement of teachers, the entrepreneurship learning process is expected to become more focused, effective, and well controlled. Teachers are encouraged to integrate this platform into project-based entrepreneurship learning, guide students during reseller activities, and use the platform data as a basis for reflection and evaluation of students' entrepreneurial skills. School leaders are advised to support the implementation of this media by providing adequate digital infrastructure, facilitating teacher



training, and incorporating digital entrepreneurship programs into the school curriculum to ensure sustainable use.

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