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Counseling Entrepreneurship Based on Technology for Beginners at SMAN 7 Kepulauan Selayar

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Abstract

This study aims to explore the implementation and effectiveness of technology-based entrepreneurship counseling for beginner-level students at SMAN 7 Kepulauan Selayar. The counseling program was designed using an interactive and participatory approach to improve students' understanding, interest, and readiness in initiating digital-based business ventures. The research employed a descriptive qualitative method involving 50 students, with data collected through observation, open interviews, documentation, and pre-post tests. The counseling activities included modules on formulating business ideas, simple business planning, digital marketing strategies, technology risk management, and ethical aspects of digital entrepreneurship. Findings indicate that 85% of participants improved their conceptual understanding, and 70% successfully developed simple business plans, while most showed significant enthusiasm in digital marketing practices. SWOT analysis revealed that while the content was accessible and well-received, challenges such as unequal access to digital devices persisted. Evaluation results further showed that 92% of participants were satisfied with the program, and 80% expressed interest in continuing to more advanced stages. This study underscores the importance of integrating technology in entrepreneurship education to build digital business competencies among youth. It recommends extending the training duration, involving local business practitioners, and forming school-based digital entrepreneur communities. Overall, the program proved effective in enhancing entrepreneurial knowledge, skills, and confidence, while fostering innovation and contributing to the local entrepreneurial ecosystem. The findings highlight the need for continuous support and structured follow-up to ensure sustainable impact.

1. Introduction

The rapid advancement of digital technology has reshaped various aspects of human life, including communication, education, and business. In today's digital era, the integration of technology into everyday life has become inevitable, making digital literacy a fundamental requirement for all segments of society. In particular, the business sector has undergone significant transformations, where traditional models are increasingly replaced by digital platforms. This development demands individuals to be not only consumers of technology but also active creators and innovators in utilizing digital tools to generate economic value.

For the younger generation, especially high school students, this transformation presents both challenges and opportunities. On one hand, they must adapt to the technological shift and acquire relevant competencies to remain competitive. On the other hand, the digital economy opens up a vast landscape for innovation and entrepreneurship. Students, as digital natives, have the potential to become pioneers in creating tech-driven businesses that are adaptive, responsive, and scalable. However, this potential often remains untapped due to a lack of structured educational support and guidance.

The current curriculum in most educational institutions is often insufficient to equip students with practical entrepreneurial skills, particularly those related to digital business. While academic knowledge is essential, there is a growing need for experiential learning models that focus on the application of technology in real-world business contexts. Entrepreneurship counseling based on

technology can serve as an effective intervention to bridge this gap. Through such programs, students can gain hands-on experience in developing business ideas, applying digital marketing strategies, and understanding the dynamics of tech-based enterprises.

Moreover, technological entrepreneurship education fosters creativity, innovation, and problem-solving abilities—skills that are crucial in the 21st-century workforce. It encourages students to identify local problems and develop solutions using digital tools, thereby promoting a mindset of social entrepreneurship. The fusion of technology and entrepreneurship education enables learners to create value not only for themselves but also for their communities.

SMAN 7 Kepulauan Selayar, as an educational institution located in a remote island region, faces unique challenges and opportunities. Students in such areas often have limited access to technological infrastructure and entrepreneurial role models. Implementing a structured technology-based entrepreneurship counseling program in this context serves a dual purpose: it bridges the digital divide and nurtures local entrepreneurial talent. By introducing students to the basics of digital business, the school contributes to regional development and youth empowerment.

The program at SMAN 7 Kepulauan Selayar is designed to be inclusive, participatory, and practical. It emphasizes the use of digital tools that are accessible and applicable to the students' socio-economic environment. The initiative also integrates mentorship from practitioners and collaborations with local businesses, thereby enhancing the relevance and impact of the learning experience. Students are not only taught business theory but also guided through simulations and case studies that reflect real market scenarios.

This initiative aligns with the broader goal of national education policies that emphasize vocational training and entrepreneurship development. It also supports the government's vision of fostering digital transformation and innovation among youth. By embedding entrepreneurship counseling into the school system, the program ensures sustainability and scalability, enabling other schools in similar regions to replicate the model.

In the global context, the emergence of digital entrepreneurs has significantly influenced economic structures. Digital entrepreneurship offers flexible and low-cost entry into the business world, allowing young individuals to start ventures with minimal capital. It also fosters inclusivity by enabling participation from diverse social and geographic backgrounds. Hence, the integration of digital entrepreneurship education at the high school level is not only a local necessity but also a strategic response to global economic trends.

In conclusion, the implementation of technology-based entrepreneurship counseling at SMAN 7 Kepulauan Selayar is a timely and strategic initiative. It addresses critical gaps in student competencies, promotes inclusive economic development, and prepares the younger generation for future challenges. Through this program, students are empowered to become innovators, leaders, and agents of change in their communities, contributing to the growth of a sustainable digital economy.

2. Research Methodology

This study employed a qualitative descriptive research design aimed at exploring the effectiveness and implementation process of technology-based entrepreneurship counseling among high school students at SMAN 7 Kepulauan Selayar. The qualitative approach was chosen due to its ability to provide rich, in-depth insights into participant experiences, learning outcomes, and program impacts, especially in the context of educational interventions in rural and remote settings.

2.1. Research Setting and Participants

The study was conducted at SMAN 7 Kepulauan Selayar, a senior high school located in a geographically remote region of Indonesia. The participants consisted of 50 students from various academic backgrounds who voluntarily enrolled in the entrepreneurship counseling program. The program was facilitated by a team of trainers and mentors with backgrounds in digital business, education, and technology.

2.2 Data Collection Techniques

To ensure comprehensive data collection, multiple qualitative data gathering techniques were utilized:

a. **Observation**: Researchers conducted direct observations during all counseling sessions. Observational data focused on student engagement, interaction, and response to instructional strategies.
b. **In-depth Interviews**: Semi-structured interviews were conducted with selected participants, facilitators, and school staff to capture individual perceptions, experiences, and suggestions for program improvement.
c. **Questionnaires**: Pre- and post-program questionnaires were distributed to all participants to measure changes in knowledge, interest, and perceived entrepreneurial readiness.
d. **Documentation**: Program-related materials, including activity plans, teaching aids, student work (business plans, digital marketing designs), and facilitator reports, were collected as supporting documentation.

2.3. Data Analysis Procedure

The collected data were analyzed using content analysis and thematic analysis techniques. The process included the following steps:

a. **Data Reduction**: Raw data from observations, interviews, and questionnaires were categorized based on key indicators such as understanding of digital entrepreneurship, level of engagement, and skill acquisition.
b. **Coding and Categorization**: Recurring patterns, themes, and categories were identified, such as digital literacy, innovation capacity, collaboration, and business plan development.
c. **Interpretation**: Data were interpreted in relation to the objectives of the counseling program, the theoretical framework of digital entrepreneurship, and existing literature.
d. **Validation**: Triangulation was applied by cross-verifying information from various sources (observations, interviews, and questionnaires) to enhance the credibility and reliability of the findings.

2.4. Research Instruments

To support the data collection process, the following instruments were used:

a. **Observation checklist** to record classroom interaction and behavioral indicators of learning.
b. **Interview guide** with open-ended questions aligned to the study's objectives.
c. **Likert-scale questionnaires** to assess students' self-evaluation regarding entrepreneurial knowledge, digital skills, and business interest before and after the counseling.
d. **Rubrics** for evaluating student performance in business simulation tasks.

2.5. Ethical Considerations

Ethical clearance was obtained from the school administration. All participants provided informed consent and were assured of the confidentiality and anonymity of their responses. Participation in the study was voluntary, and students had the right to withdraw at any point without consequences.

2.6. Limitations of the Study

This research was limited to a single high school in a specific regional context. As such,

generalizations should be made cautiously. The short duration of the intervention also limits the ability to assess long-term impacts. However, the insights generated provide a valuable foundation for further research and program development in similar settings.

3. Results and Discussion

3.1. Results

The implementation of technology-based entrepreneurship counseling at SMAN 7 Kepulauan Selayar involved 50 students from various class levels and academic interests. Data were obtained through pre-post questionnaires, observations, and interviews. The results are categorized into three main indicators: changes in entrepreneurial knowledge, digital skills acquisition, and entrepreneurial motivation.

3.1.1 Improvement in Entrepreneurial Knowledge

Post-program evaluation revealed a significant increase in students' understanding of entrepreneurship concepts. Before the counseling, only 38% of participants could accurately define entrepreneurship and its relevance to digital business. After the program, this number increased to 85%, as shown in the pre- and post-questionnaire scores. Students were able to articulate core concepts such as business models, digital platforms, and value proposition design.

3.1.2 Acquisition of Digital and Business Planning Skills

During simulation and workshop sessions, 70% of participants were able to independently design simple digital business plans. Most students selected product ideas rooted in local contexts—such as processed seafood products and regional souvenirs—and combined them with digital marketing strategies via Instagram and TikTok. Additionally, students demonstrated basic proficiency in creating simple promotional media and understanding online customer engagement.

3.1.3 Increased Entrepreneurial Motivation

Observation and interview data indicated that 80% of participants expressed increased interest in pursuing entrepreneurial activities after completing the counseling. Many students reported that they had never previously considered business as a viable future path, especially using technology. The program's interactive, hands-on nature was frequently cited as a key motivational factor. Students expressed excitement and confidence in presenting their business ideas publicly.

3.1.4 SWOT Analysis of Program Implementation

a. **Strengths**: Interactive delivery, culturally relevant content, student enthusiasm.
b. **Weaknesses**: Limited availability of digital devices among students.
c. **Opportunities**: Strong school support and potential integration into curriculum.
d. **Threats**: Lack of internet stability in certain areas of the school.

3.2. Discussion

The results underscore the effectiveness of technology-based entrepreneurship counseling in enhancing student competencies in digital business, even within a geographically limited environment such as Kepulauan Selayar. These findings align with the views of Hull et al. (2007) and Le Dinh et al. (2018), who argue that digital entrepreneurship thrives when foundational skills and ecosystem support are present.

3.2.1 Bridging the Digital and Entrepreneurial Gap

The counseling program successfully bridged the knowledge gap by offering hands-on learning experiences that linked theoretical content with practical application. The integration of local contexts with global digital

tools mirrors the pedagogical approach suggested by Farani et al. (2017), who emphasized that entrepreneurship education should be localized yet globally minded. The students' ability to create context-aware business plans confirms the program's relevance and adaptability.

3.2.2. Strengthening Soft and Technical Skills

The students not only acquired technical skills in using digital platforms but also demonstrated growth in soft skills such as teamwork, public speaking, and creative problem-solving. These competencies are critical in 21st-century entrepreneurship, as highlighted by Suryana and Bayu (2015). The role of simulation-based learning was particularly important in enhancing communication and leadership abilities among participants.

3.2.3. Challenges and Future Considerations

Despite the program's success, several challenges were identified, particularly regarding access to devices and consistent internet connectivity. These barriers align with findings from Spiegel et al. (2016), who noted that infrastructural limitations can inhibit digital business development in rural areas. To mitigate this, future programs should consider blended learning strategies and integrate community-based support systems, including partnerships with local entrepreneurs or ICT centers.

3.2.4. Policy and Educational Implications

The program's outcomes suggest a strong case for scaling up technology-based entrepreneurship education at the high school level. Aligning with the national education roadmap for digital transformation, such programs can serve as models for other remote schools in Indonesia. Furthermore, embedding digital entrepreneurship in school curricula would institutionalize this learning and ensure sustainability beyond pilot projects.

4. Conclusion and Recommendations

4.1. Conclusion

This study concludes that technology-based entrepreneurship counseling effectively enhances students' entrepreneurial knowledge, digital competencies, and motivation at SMAN 7 Kepulauan Selayar. The program successfully bridged the gap between theoretical learning and real-world business applications by integrating interactive modules such as digital marketing, business planning, and online branding. Students demonstrated significant improvement in conceptual understanding, digital literacy, and confidence to initiate small-scale digital ventures.

Beyond technical learning, the counseling fostered essential soft skills—teamwork, creativity, leadership, and problem-solving—that align with 21st-century entrepreneurial requirements. The initiative also provided a model for integrating digital entrepreneurship into school-based programs, particularly for institutions located in remote or underserved regions. Overall, the results affirm that contextualized and participatory counseling can serve as an effective strategy to build entrepreneurial mindsets among youth and support the broader national vision for digital transformation.

4.2. Theoretical and Practical Implications

Theoretically, the findings enrich the body of literature on entrepreneurship education by demonstrating how digital-based interventions can improve students' entrepreneurial competencies at an early stage. The study validates the relevance of experiential and project-based learning frameworks in developing digital entrepreneurs, supporting the models proposed by Sussan and Acs (2017) and Guthrie (2014).

Practically, the results provide actionable insights for educators, policymakers, and practitioners. Schools can adapt similar counseling programs by incorporating accessible

technologies, locally relevant business contexts, and mentorship opportunities. Educational policymakers may also integrate digital entrepreneurship modules into national curricula to strengthen students' employability and innovation capacity. The study further recommends partnerships with local businesses to ensure sustainability and real-world exposure for participants.

4.3. Limitations

Although the program demonstrated positive outcomes, several limitations should be acknowledged. First, the study was conducted at a single school with a limited sample size, which may affect the generalizability of the findings. Second, the program's short duration constrained the measurement of long-term behavioral and entrepreneurial impacts. Third, infrastructural constraints—such as unequal access to digital devices and unstable internet connectivity—posed challenges during implementation.

These limitations highlight the need for extended, longitudinal studies and more diverse research settings to fully understand the long-term effects of technology-based entrepreneurship counseling.

4.4. Future Research Directions

Future studies should explore the longitudinal impact of digital entrepreneurship counseling on students' actual business initiation and sustainability. Comparative studies across different regions and school types would provide broader insights into the adaptability of the program. Researchers are also encouraged to investigate how gender, socio-economic background, and digital literacy levels influence learning outcomes in entrepreneurship education.

Additionally, integrating quantitative measurements—such as entrepreneurial self-efficacy scales or digital competency assessments—would strengthen the analytical rigor of future research. Exploring the role of artificial intelligence tools, e-learning platforms, and gamification techniques may further enhance the effectiveness of technology-based entrepreneurship education in developing countries.

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