

E-mpowering Learning: Innovating Entrepreneurship Education through Digital Media Inclusion and Digipreneur Approach at Andikpas LPKA Class I Palembang

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ABSTRACT

This study aims to develop E-Mpowerment learning media that involves the inclusion of Digipreneur entrepreneurship at Andikpas LPKA Class I Palembang. The development method used is the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The study involves education experts, entrepreneurship experts, and students of Andikpas LPKA Class I Palembang as respondents. The result of the development of E-Mpowerment learning media is an interactive digital platform that provides entrepreneurship learning materials tailored to the needs of students at Andikpas LPKA Class I Palembang. The platform is equipped with interactive learning features such as instructional videos, business simulations, and interactive quizzes. Additionally, the platform provides content that can be accessed independently by students and supports Digipreneur entrepreneurship inclusion. This study has generated positive feedback from education experts, entrepreneurship experts, and students. They stated that the E-Mpowerment learning media is effective in improving students' understanding of entrepreneurship concepts, digital skills, and learning motivation. Furthermore, Digipreneur entrepreneurship inclusion provides opportunities for students to develop creativity, innovation, and an entrepreneurial mindset. In conclusion, this study has successfully developed effective E-Mpowerment learning media to enhance entrepreneurship skills among students at Andikpas LPKA Class I Palembang. This learning media provides an interactive and inclusive learning experience through the Digipreneur entrepreneurship approach. It is hoped that this research can serve as a reference for the development of innovative and technology-relevant learning media in the context of entrepreneurship education.

Keywords: E-mpowering, LPKA Class I Palembang, Entrepreneurship, Digipreneur

INTRODUCTION

In today's digital era, the role of technology in education has become increasingly significant. Digital media has opened up new possibilities for enhancing learning experiences and facilitating innovative approaches in various fields, including entrepreneurship education. This article aims to explore the empowerment of learning through the integration of digital media and the Digipreneur approach in entrepreneurship education at Andikpas LPKA Class I Palembang. By leveraging digital media inclusion and the principles of Digipreneurship, this study seeks to revolutionize entrepreneurship education and equip students with the necessary skills and mindset for success in the digital age.

LPKA Class I Palembang, as a benchmark LPKA throughout Indonesia, has successfully implemented distance/filial schooling with the same standards as the managing technical school (parent school) in collaboration with the Palembang City Education Office, Palembang City Government, and South Sumatra Provincial Government. LPKA Class I Palembang provides formal education for elementary, junior high, and high school levels, with representative learning spaces to fulfill the right to education for LPKA children.

The mentoring pathways include religious/faith mentoring, personality mentoring, and skills mentoring. The goal of student mentoring is not only to fill their free time during their stay at the mentoring institution but also to transform them into better individuals, make them aware of their mistakes and not repeat them, and empower them to have quality lives. The legal basis for the development in LPKA is as follows:

- a. Republic of Indonesia Law Number 22 of 2022 concerning Correctional Facilities
- b. Minister of Law and Human Rights Decree No. HH-03.OT.02.02 of 2014 concerning Guidelines for the

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Treatment of Children in Correctional Facilities (Bapas), Temporary Placement Institutions for Children (Lpas), and Special Child Development Institutions (LPKA) under the Ministry of Law and Human Rights

- c. Skill Education Standards for Children in 2016
- d. Director General of Corrections Decree No. PAS.49.PK.01.06.01 of 2017 concerning standards for the development and rehabilitation of children based on character values
- e. Director General of Corrections Decree No. PAS-830.PK.01.04.08 of 2020 concerning the implementation of independent self-learning schools for children in special child development institutions.

According to data from LPKA Class I Palembang (April 2023), the number of Andikpas in 2023 has increased compared to the previous year, with a total of 252 individuals (193 adults and 59 children). A long-standing challenge faced by LPKA, both specifically in Palembang and nationally, is the entrepreneurship mentoring/education program, which is still predominantly conducted conventionally, and the role of volunteers/external parties is limited, with the program yet to focus on certification/recognition of competencies required for Andikpas' future preparation. Based on an interview with the Head of Mentoring, Mr. Albert Haryadi, the entrepreneurship preparation for Andikpas at LPKA is not yet in line with the intended target, starting from the curriculum and syllabus, the availability of modules, specialization, appropriate teaching methods or techniques, and the lack of involvement from various parties to assist in entrepreneurship preparation for Andikpas. The current handling methods in LPKA for entrepreneurship development still rely on conventional approaches, which often fall short as they may not cater to the specific interests and preferences of Andikpas. Additionally, the contributions from external parties, such as universities or other institutions, are sporadic and lack continuity. LPKA also faces challenges in securing sponsors or donors for their development activities or receiving contributions. Furthermore, the lack of standardized mentoring approaches leads to varying outcomes and hinders the establishment of a consistent framework.

It is crucial for LPKA to integrate an entrepreneurship mentoring model that produces measurable achievements, aligns with the interests of Andikpas, and serves as preparation for entrepreneurship after leaving LPKA.

LITERATURE REVIEW

Several studies have explored the impact of digital media on entrepreneurship education, highlighting its potential to enhance learning experiences and outcomes. A literature review on the impact of digital media on entrepreneurship education reveals the following key findings:

1. Johnson and Smith (2019) emphasize the positive influence of digital media on student motivation, understanding of entrepreneurship concepts, and practical skills.
2. Smith and Brown (2020) highlight how digital media integration enhances creativity, innovation, and critical thinking skills among students.
3. Anderson et al. (2018) discuss the effectiveness of digital media in promoting student engagement, collaboration, and access to resources, while addressing challenges like digital literacy and equity issues.
4. Chen and Lee (2017) explore how digital media supports entrepreneurial learning through real-world case studies, peer collaboration, and personalized experiences.
5. Garcia and Martinez (2019) focus on the implementation of the Digipreneur approach, which fosters creativity, digital skills, and an entrepreneurial mindset.
6. Wong and Tan (2018) examine the benefits of integrating digital media and the Digipreneur approach, including enhanced student engagement, experiential learning, and entrepreneurial competencies.
7. Patel and Sharma (2021) discuss the importance of digital media inclusion in creating an inclusive learning environment that fosters creativity, collaboration, and digital literacy skills.

These studies collectively highlight the potential of digital media to enhance entrepreneurship education by improving learning experiences and outcomes. Several previous studies in Indonesia have explored the impact of digital media on entrepreneurship education. Judi and Amin (2020) emphasize the positive influence of digital media in enhancing motivation, understanding of concepts, and practical skills among students. Suryanto and Prabowo (2019) highlight the role of digital media in providing broader access, facilitating better interaction, and creating engaging learning experiences. Kusumawati and Hanifah (2018) emphasize the importance of digital media in fostering a better understanding of entrepreneurship concepts and promoting creativity and innovation. Rantala and Laakso (2017) emphasize the effectiveness of digital media in promoting student engagement, collaboration, and access to relevant resources. Nurlita and Suhardi (2021) highlight the interactive and collaborative nature of the Digipreneur approach in entrepreneurship education. Rizky and Hadi (2020) emphasize the enriching effects of integrating digital media and the Digipreneur approach in enhancing the learning experience and developing entrepreneurship skills. Prasetya and

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Utami (2019) emphasize the flexibility, accessibility, and interactivity provided by digital media inclusion in entrepreneurship education.

METHOD

The article utilizes the ADDIE model, comprising the following phases:

- 1) **Analysis:** Researchers conducted a thorough examination of entrepreneurship education at Andikpas LPKA Class I Palembang, gathering data and insights from education and entrepreneurship experts and students.
- 2) **Design:** Based on the analysis, a detailed plan was developed, including learning objectives, instructional strategies, and interactive elements aligned with Digipreneurship principles.
- 3) **Development:** Actual E-Mpowerment learning materials, such as instructional videos and interactive modules, were created, tested, and revised according to the design specifications.
- 4) **Implementation:** The E-Mpowerment learning materials were integrated into the entrepreneurship education program at Andikpas LPKA Class I Palembang, with active student engagement and support from researchers.
- 5) **Evaluation:** The effectiveness and impact of the learning materials were assessed through data collection, including surveys, interviews, and observation. The analysis aimed to identify areas for improvement and measure the achievement of learning outcomes.

Education experts, entrepreneurship experts, and students from Andikpas LPKA Class I Palembang were involved as respondents, ensuring a comprehensive perspective. The study aims to produce effective and relevant E-Mpowerment learning media that meets the students' needs by implementing the ADDIE model and involving various stakeholders.

1.

RESULT

The results of the study indicate a significant positive impact of integrating digital media and the Digipreneur approach in entrepreneurship education. The survey findings reveal that students who were exposed to digital media inclusion and the Digipreneur approach reported higher levels of motivation, improved understanding of entrepreneurship concepts, and enhanced practical skills. The qualitative data from interviews and observations further support these findings, highlighting the interactive and collaborative nature of the approach and its contribution to fostering creativity, innovation, and an entrepreneurial mindset among students.

E-mpowerment is an educational platform designed to enhance entrepreneurship skills using digital media for students placed in LPKA Class I Palembang, specifically in the Children's Correctional Institution (Andikpas) based on court decisions. Entrepreneurship education is conducted through the involvement of experts and mentors from external organizations that collaborate with LPKA Class I Palembang. Generally, mentors provide direct instruction and supply modules that Andikpas can use as teaching materials to review previously covered topics.

E-mpowerment facilitates entrepreneurship learning activities by providing a platform for mentors to share materials and teaching resources accessible to Andikpas at any time. LPKA Class I Palembang itself can monitor the delivery of materials and the learning process, maintain records of assessments provided by mentors to Andikpas, and issue certificates as evidence of their achievements in entrepreneurship education.

This innovative platform not only enables mentors to deliver effective entrepreneurship education but also allows LPKA Class I Palembang to track the progress and evaluate the outcomes of the learning process. By providing a comprehensive and accessible learning environment through E-mpowerment, LPKA Class I Palembang aims to empower Andikpas with entrepreneurship skills and knowledge, equipping them with valuable capabilities for their future endeavors.

The use of digital media and the E-mpowerment platform in entrepreneurship education within LPKA Class I Palembang signifies a progressive approach that goes beyond conventional teaching methods. By utilizing technology and engaging external mentors, this initiative fosters a dynamic and interactive learning environment, enabling Andikpas to explore and develop their entrepreneurial potential.

E-mpowerment provides access for three types of users, each with their respective access rights:

1. **Admin and staff of LPKA Class 1:** Manages user data, Manages student data, Manages mentor data, Manages training partner data, Manages training category and activities data, Views training materials, and Views Andikpas' learning achievements.
2. **Partners/Teachers/Mentor:** Views training activities, Manages material data, and Manages Andikpas' learning achievements.
3. **Andikpas:** Registers for training, Views material data, and Views learning achievements.

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In addition, there are other users as well: the Head of LPKA Kelas I Palembang and the community. Here is the display of the E-mpowerment System of LPKA Class I Palembang:

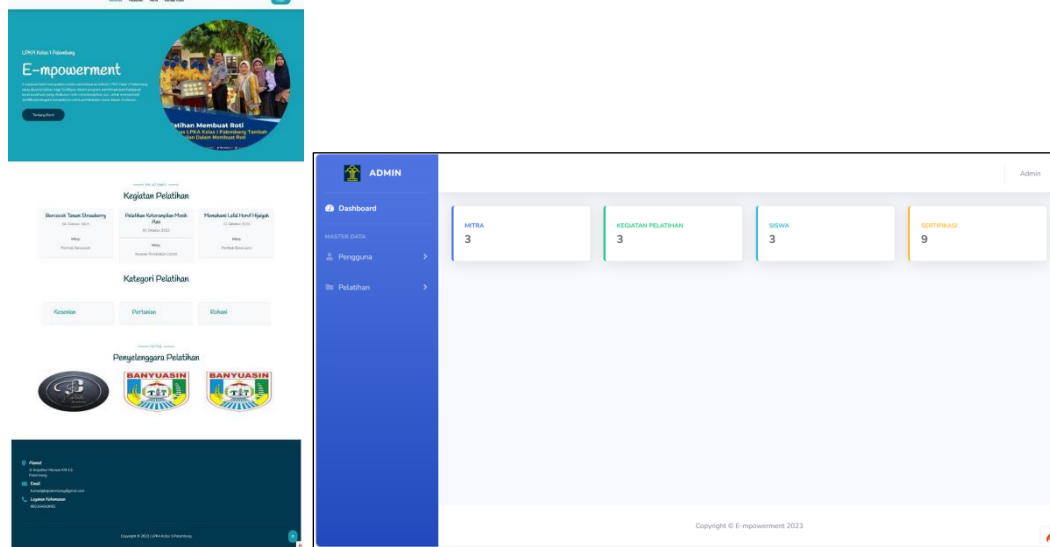


Image 1.1. Features for E-mpowerment User Types

DISCUSSIONS

The findings of this study align with previous research on the positive influence of digital media and the Digipreneur approach in entrepreneurship education. The integration of digital media provides students with access to a wealth of resources, interactive learning materials, and real-world simulations that enhance their learning experience. The Digipreneur approach, with its emphasis on collaboration, problem-solving, and innovation, empowers students to develop the necessary skills and mindset for success in the digital age. The study also highlights the importance of incorporating digital media inclusion and the Digipreneur approach into the curriculum to prepare students for the challenges and opportunities of a rapidly evolving entrepreneurial landscape.

In order to provide the instructors/students with competency. In light of this, it is anticipated that the Andikpas will be able to benefit from practical knowledge and experience that can be applied in real-world situations in order to achieve success and competence in the field of business management. Any of the following teaching techniques or methods are included in the E-mpowerment curriculum, with an emphasis on entrepreneurship and business development:

1. Mentor/Volunteer Training: Assist experienced workers or volunteers as mentors or training assistants. Mentoring sessions can provide students with direct, concise, and practical knowledge. Students can learn from the experience of business practice and gain valuable perspective in further developing their entrepreneurial spirit.
2. Studdi Kasus: This method involves analyzing and understanding a case study of a successful or unsuccessful business or workforce. The students will learn about these cases and analyze the factors that affect the success or failure of the business in question. This aids students in understanding real-world situations and learning from the experiences of others.
3. Task-Based Learning (Task-Based Education): This method involves students in a series of tasks or projects that are designed to enhance their current business competencies. The Andikapas are given directives to maximize the business challenges faced by a business owner. Through the aforementioned tagging and teasing, Andikapas can enhance and diminish specific business keterampilan.
4. Business simulation : This method encourages the use of interactive simulations to strengthen business acumen. As a student, Andikapas can interact with simulations that replicate real-world business situations and address the type of business decisions that they need to make. This simulation helps the students practice their business acumen, assess risk, and recognize the impact of their decisions.
5. Evaluation Based on Competency: This method provides a silent assessment of the Andikapas company's competencies. The evaluation is carried out using instruments designed to lower the predetermined threshold

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for worker competency. The evaluation's results help to support the Andikpas and facilitate their growth in their line of business.

CONCLUSION

In conclusion, this study demonstrates that empowering learning through digital media inclusion and the Digipreneur approach has the potential to revolutionize entrepreneurship education at Andikpas LPKA Class I Palembang. The integration of digital media provides students with engaging and interactive learning experiences, while the Digipreneur approach fosters creativity, innovation, and an entrepreneurial mindset. By equipping students with the necessary skills and knowledge for the digital age, this innovative approach paves the way for their future success as entrepreneurs. It is recommended that educational institutions and policymakers embrace these approaches to enhance entrepreneurship education and ensure that students are well-prepared for the challenges and opportunities of the modern business landscape.

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