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Exploring Students' Needs in Digipreneurship: A Preliminary Study for Developing A Content-Based Business Worksheet

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ABSTRACT

The rapid growth of the digital economy has amplified the potential of Generation Z to engage in content-based entrepreneurship. However, the lack of instructional materials that specifically address their learning needs creates a gap that hinders the development of their digital entrepreneurial competencies. This study aims to analyze students' target and learning needs as a preliminary stage in developing a Content-Based Business Worksheet using a Project-Based Learning approach. The research involved 92 students from the Economic Education program as participants. The data were collected through an online questionnaire consisting of 20 items, covering two dimensions: target needs and learning needs. The instrument was validated by experts and tested for reliability, yielding a Cronbach's Alpha coefficient of 0.87, indicating high internal consistency. The data were analyzed descriptively using mean scores supported by a deeper examination of response patterns, priority rankings, and thematic interpretation of students' target and learning needs. The results show that students have a very high need for understanding digipreneurship concepts, content creation strategies, and monetization techniques in digital business. They also express strong preferences for flexible learning, structured guidance, collaborative project work, and continuous feedback in the learning process. These findings highlight the importance of developing a structured and innovative learning worksheet that integrates digital tools and project-based activities to foster creativity, collaboration, and entrepreneurial intention among students. This study suggests the worksheet developed can enhance students' digital entrepreneurial competence and motivation to become a content creator.

Keywords: Digipreneurship, content-based business, project-based learning, needs analysis, digital entrepreneurship

ABSTRAK

Pesatnya perkembangan ekonomi digital telah mendorong Gen Z untuk semakin menekuni bisnis berbasis konten. Namun, masih terbatasnya sumber belajar yang benar-benar sesuai dengan kebutuhan belajar mereka menciptakan kesenjangan yang menghambat pengembangan kompetensi digital yang mereka miliki. Penelitian ini bertujuan untuk menganalisis target needs dan learning needs mahasiswa sebagai tahap awal dalam mengembangkan Lembar Kerja Mahasiswa Berbasis Digipreneurship Tipe Content-Based Business

dengan pendekatan Project-Based Learning. Subjek penelitian terdiri dari 92 mahasiswa program studi Pendidikan Ekonomi. Data dikumpulkan melalui kuesioner daring berisi 20 pernyataan yang mencakup dua aspek, yaitu target needs dan learning needs. Instrumen divalidasi oleh para ahli dan diuji reliabilitasnya dengan koefisien Cronbach's Alpha sebesar 0,87. Analisis data dilakukan secara deskriptif melalui rata-rata yang dilengkapi penjelasan lebih dalam terkait pola jawaban, prioritas kebutuhan, dan interpretasi tematik terkait target needs dan learning needs. Hasil analisis data menunjukkan bahwa mahasiswa sangat membutuhkan pemahaman terkait konsep digipreneurship, strategi pembuatan konten, dan teknik monetisasi dalam bisnis digital. Mahasiswa juga menunjukkan preferensi kuat terhadap pembelajaran yang fleksibel, panduan terstruktur, proyek kolaboratif, serta umpan balik yang berkelanjutan. Temuan ini menegaskan pentingnya pengembangan lembar kerja yang terstruktur dan inovatif dengan integrasi teknologi digital dan aktivitas berbasis proyek untuk menumbuhkan kreativitas, kolaborasi, serta minat berwirausaha mahasiswa. Penelitian ini merekomendasikan pengembangan lembar kerja yang dapat meningkatkan kompetensi dan motivasi mahasiswa untuk menjadi content creator.

Kata kunci: *Digipreneurship, bisnis berbasis konten, pembelajaran berbasis proyek, analisis kebutuhan, kewirausahaan digital*

A. INTRODUCTION

The rapid evolution of the digital economy has significantly reshaped the role of higher education in preparing students for the challenges of the 21st century. Today, students are not only expected to be competent technology users but also innovators and digital entrepreneurs (digipreneurs) (Ajismanto et al., 2024; Aurange, 2019; Gupta, 2024; Kuzovkova et al., 2021; Nawarini & Shaferi, 2022; Sitaridis & Kitsios, 2024). One of the types of digital entrepreneurship (digipreneurship) is content-based business which involves creating and monetizing digital content across various platforms such as YouTube, Instagram, TikTok, and blogs (Budiman et al., 2024; Haryo Wicaksono et al., 2025; Secundo et al., 2021). For Generation Z, content creation is no longer merely a form of self-expression but a strategic avenue for entrepreneurial engagement and income generation (Stillman & Stillman, 2017). However, despite their high level of digital literacy, many students still face difficulties in translating creative ideas into structured and sustainable digital business projects (Kreiterling, 2023; Podgórska, 2022). This gap underscores the urgency of developing entrepreneurship education that is relevant, practice-oriented, and aligned with students' actual learning needs and aspirations.

Recent literature highlights that digital entrepreneurship education should emphasize experiential and practical learning components to enhance students' entrepreneurial competencies (Repenning & Oechslen, 2023; Trongtorsak et al., 2021). (Maulida et al., 2024; Wibowo et al., 2023) found that digital entrepreneurship education integrated with entrepreneurial practice learning significantly fosters students' entrepreneurial intentions and digital business capabilities. Furthermore, (Alenezi, 2023; Baltador et al., 2024; Nano et al., 2024) emphasized that flexible, feedback-oriented, and

design-thinking-based pedagogies improve student engagement, innovation, and self-efficacy in entrepreneurship learning. Such approaches allow students to actively construct knowledge through creation, reflection, and iteration which are key processes for building entrepreneurial mindset in the digital era (Abd Rahim et al., 2025; Rahman et al., 2025; Soltanifar & Smailhodžić, 2021)

In addition to flexibility, the adoption of *Project-Based Learning (PjBL)* has been widely recognized as an effective pedagogical strategy for entrepreneurship education which bridge the gap between theoretical knowledge and real-world entrepreneurial experience (Fini et al., 2018; Fitri et al., 2024; Rondonuwu, 2024; Santoso et al., 2023; Suteja & Cirebon, 2017; Yu, 2024). demonstrated that PjBL implementation enhances learning outcomes and creative problem-solving skills by engaging students in authentic projects. Similarly, (Guo et al., 2020; Paľová et al., 2020; Pancawati, 2023) found that project-based entrepreneurial learning strengthens collaboration, communication, and innovation among university students. These pedagogical frameworks provide students with opportunities to design, implement, and reflect on digital business projects, thereby cultivating both technical and entrepreneurial skills (DeCoito & Briona, 2023; Zhang et al., 2024; Zulfikar, 2024).

However, one key challenge lies in ensuring that instructional materials, such as student worksheets, are designed according to learners' target needs (expected competencies) and learning needs (preferred learning processes) (Morrison et al., 2019; Nunan, 1988). Only a few studies have systematically explored students' specific requirements in learning digital entrepreneurship, especially in the context of content-based business. Without a comprehensive needs analysis, instructional materials risk being generic and detached from the realities of digital entrepreneurship education.

Therefore, this study aims to conduct a detailed needs analysis as a preliminary stage in developing a Content-Based Business Worksheet using a Project-Based Learning approach, offering an initial empirical basis for designing instructional materials specifically adapted to content-based business. The analysis focuses on identifying students' target and learning needs to ensure that the instructional design aligns with their aspirations, technological competencies, and preferred learning styles. More specifically, this study explores: (1) Students' target needs in learning digipreneurship, particularly in developing competencies for content-based business; (2) Students' learning needs in applying project-based learning to support the development of digital entrepreneurial skills; and (3) How the identified target and learning needs can be utilized as the foundation for designing a Content-Based Business Worksheet that promotes creativity, collaboration, and entrepreneurial intention.

B. RESEARCH METHOD

Research Design

This study employed a quantitative descriptive research design to analyze the needs of students regarding the development of a Content-Based Business Worksheet using a Project-Based Learning (PjBL) approach. The quantitative descriptive method was chosen

because it allows for systematic data collection and numerical representation of students' perceptions to identify patterns, trends, and levels of need (Bhandari, 2020; Shona McCombes, 2019). The research focused on two dimensions of needs analysis: target needs (what students expect to achieve) and learning needs (how students prefer to learn).

Population and Sample

The population of this study consisted of undergraduate students enrolled in the Economic Education Study Program at Universitas Sriwijaya. The participants were chosen based on their relevance to the digipreneurship learning context, as they were taking entrepreneurship-related courses and had exposure to digital business activities.

The sample comprised 92 students, selected using purposive sampling. This sampling technique was used because it ensures that respondents possess characteristics aligned with the research focus, namely students who has enrolled entrepreneurship courses. The sample size was considered sufficient for descriptive quantitative analysis, providing a representative overview of students' needs (Creswell, 2009).

Research Procedures

This study was carried out through four main stages, namely preparation, data collection, data analysis, and recommendation formulation, as described below:

1. Preparation Stage

At this stage, a questionnaire instrument was developed to identify students' needs related to digipreneurship learning especially content-based business**.** The questionnaire consisted of 20 items divided into two sections: (1) Target Needs (10 items), measuring students' desired competencies, knowledge, and goals in learning digipreneurship, particularly content-based business; and (2) Learning Needs (10 items), assessing students' preferred learning strategies, media, and instructional methods to support digital entrepreneurial development. Each item was rated on a 5-point Likert scale ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). The instrument was reviewed by two experts in entrepreneurship education and educational technology to ensure content validity. The reliability test, conducted using Cronbach's Alpha, yielded a coefficient above 0.80, indicating a high level of internal consistency (Fraenkel & Wallen, 1990).

2. Data Collection Stage

The research was conducted on July-August 2025, at the Faculty of Teacher Training and Education (FKIP), Universitas Sriwijaya, Palembang, Indonesia. Data collection was carried out through online, ensuring accessibility and flexibility for respondents.

3. Data Analysis Stage

The data were analyzed using descriptive statistics by examining mean and categorical interpretation of the Likert-scale responses and providing deeper analysis of response patterns, prioritized ordering of students' needs, and thematic interpretation. The criteria for interpretation were established as displayed in Table 1.

Table 1. The criteria for interpretation

MEAN (N)	INTERPRETATION
$4.20 < N \leq 5.00$	Very High
$3.40 < N \leq 4.20$	High
$2.60 < N \leq 3.40$	Moderate
$1.80 < N \leq 2.60$	Low
$1.00 < N \leq 1.80$	Very Low

In addition to the numerical classification, the analysis explored how students distributed their responses across each item, allowing the identification of dominant patterns, areas of consensus, and items with greater variability. A priority ranking was also conducted by ordering the indicators from the highest to the lowest mean score to reveal which competencies and learning features students considered most essential.

Furthermore, a thematic interpretation was performed to synthesize recurring themes emerging from both target needs and learning needs. These themes were compared with existing literature to highlight how students' perceived needs align (or diverge) from current digipreneurship education frameworks. This multi-layered analytical approach provides a more comprehensive and nuanced understanding of students' expectations, preferences, and readiness for content-based digital entrepreneurship learning.

4. Recommendation Stage

The final stage involved compiling the findings into a structured report and formulating practical recommendations for developing a Content-Based Business Worksheet (LKM)**.** The proposed worksheet integrates the Project-Based Learning approach, emphasizing authentic tasks, digital media utilization, and reflective feedback. It is expected to serve as a foundation for designing innovative learning materials that foster creativity, collaboration, and entrepreneurial intention among students.

C. RESULTS AND DISCUSSION

Results

This section presents the findings of the needs analysis regarding students' digital entrepreneurial competencies and their learning preferences in developing content-based business skills. The analysis is divided into two main aspects: target needs and learning needs, which collectively provide a comprehensive understanding of students' expectations and priorities in the context of digipreneurship learning.

Target Needs Analysis

The analysis of target needs indicates that students show a very high level of necessity toward acquiring knowledge, skills, and attitudes relevant to digital entrepreneurship, particularly in the area of content-based business. The overall mean score for the ten indicators was 4.38, falling into the *very high* category. This result can be seen in Figure 1.

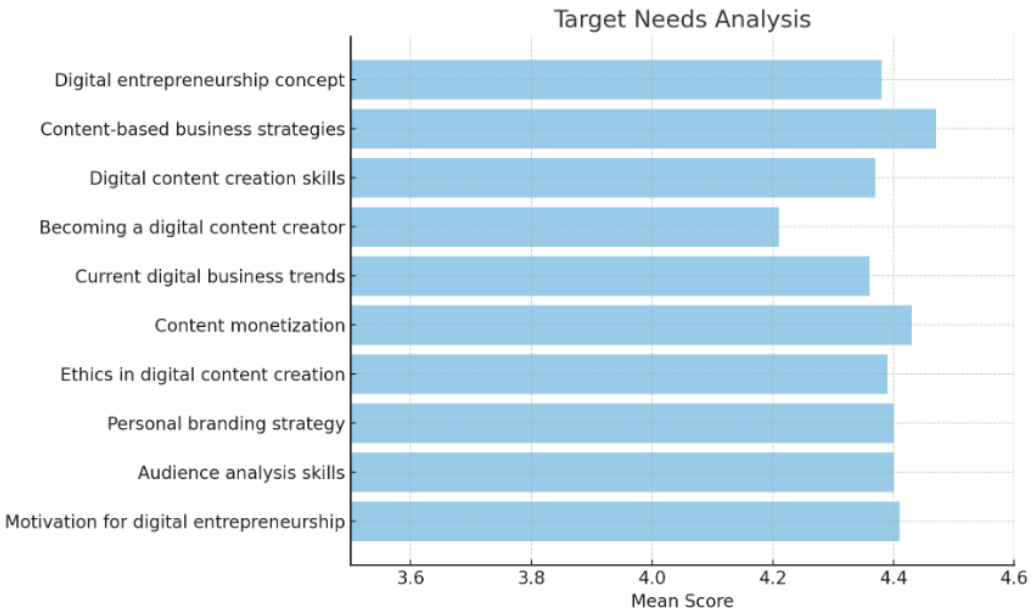

Figure 1. Result of target needs analysis

According to Figure 1, most indicators fell within the high category, suggesting strong interest and readiness among students to engage with content-based digipreneurship learning. While the mean values offer a general picture of the tendencies in students' perceptions, further analysis was conducted to obtain a more detailed understanding of how these needs were distributed across items.

An examination of the response patterns for the target-needs indicators shows that students consistently positioned themselves in the "agree" and "strongly agree" categories for most items, indicating a strong collective recognition of the competencies required for digital entrepreneurship. Items such as content-based business strategies (M = 4.45), motivation for digital entrepreneurship (M = 4.42), and content monetization (M = 4.41) exhibited tightly clustered responses, suggesting a high degree of consensus that these areas represent core needs in preparing for content-based business activities.

However, several indicators revealed wider variability in response distributions. For example, digital content creation skills (M = 4.28) and audience analysis skills (M = 4.40) showed more dispersed patterns across the Likert scale. This dispersion indicates differing levels of familiarity and confidence among students in the more technical aspects of content production and audience management. Such variability suggests that while students value these competencies, their actual readiness is uneven, highlighting the need for instructional materials that offer clearer scaffolding and opportunities for gradual skill development. Overall, the response patterns indicate strong shared expectations regarding foundational business and strategic competencies, while technical and production-related skills emerged as areas where students require more structured support.

Futhermore, priority ranking based on the mean scores reveals that students place the highest emphasis on competencies directly linked to strategic and motivational aspects of digital entrepreneurship. Content-based business strategies (M = 4.45) emerged as the

top priority, indicating students' strong interest in understanding how digital content can be transformed into viable business models. This is followed closely by motivation for digital entrepreneurship (M = 4.42) and content monetization (M = 4.41), suggesting that students prioritize knowledge related to building entrepreneurial drive and generating income from digital platforms. Mid-ranked items such as digital entrepreneurship concepts (M = 4.32) and current digital business trends (M = 4.36) indicate the importance students place on understanding the broader context of the digital economy. Meanwhile, technical competencies such as digital content creation skills (M = 4.28) and becoming a digital content creator (M = 4.26) ranked slightly lower, implying that although students recognize the relevance of these skills, they may feel less confident or experienced in these domains, thereby reinforcing the need for targeted instructional scaffolding.

The analysis of the target needs data revealed three dominant themes that characterize students' expectations regarding digital entrepreneurship competencies:

First, Foundational Understanding of Digital Entrepreneurship; Several indicators clustered around the theme of foundational knowledge, including *digital entrepreneurship concepts* (M = 4.37) and *current digital business trends* (M = 4.32). Students consistently demonstrated strong agreement on the importance of understanding core principles and the evolving dynamics of the digital economy. This indicates that their readiness for content-based entrepreneurship is grounded in a desire for conceptual clarity and contextual insight.

Second, Strategic and Market-Oriented Competencies; Indicators with the highest mean scores: *content-based business strategies* (M = 4.47), *content monetization* (M = 4.43), and *personal branding strategy* (M = 4.40) formed a clear thematic cluster around strategic digital business skills. Students prioritized the ability to design business models, understand monetization pathways, and build a sustainable online identity. This theme reflects their awareness of the competitive nature of content-based entrepreneurship and their need for practical, market-responsive skill sets.

Last, Ethical and Audience-Centered Content Creation; A third theme emerged from indicators related to *ethics in digital content creation* (M = 4.39) and *audience analysis skills* (M = 4.40). Students' responses showed consistent recognition of the social, ethical, and communicative responsibilities required in digital entrepreneurship. The emphasis on understanding audiences and maintaining professional integrity demonstrates that students value not only creativity but also responsible and credible digital engagement.

Collectively, these themes suggest that students' target needs encompass a balance of conceptual understanding, strategic capability, and ethical awareness, forming a holistic foundation for designing content-based digipreneurship learning materials.

Learning Needs Analysis

The analysis of learning needs reveals that students require a learning design that is project-oriented, collaborative, and technology-integrated. The overall mean score for this aspect was 4.29, categorized as *very high*. This finding is presented bay Figure 2.

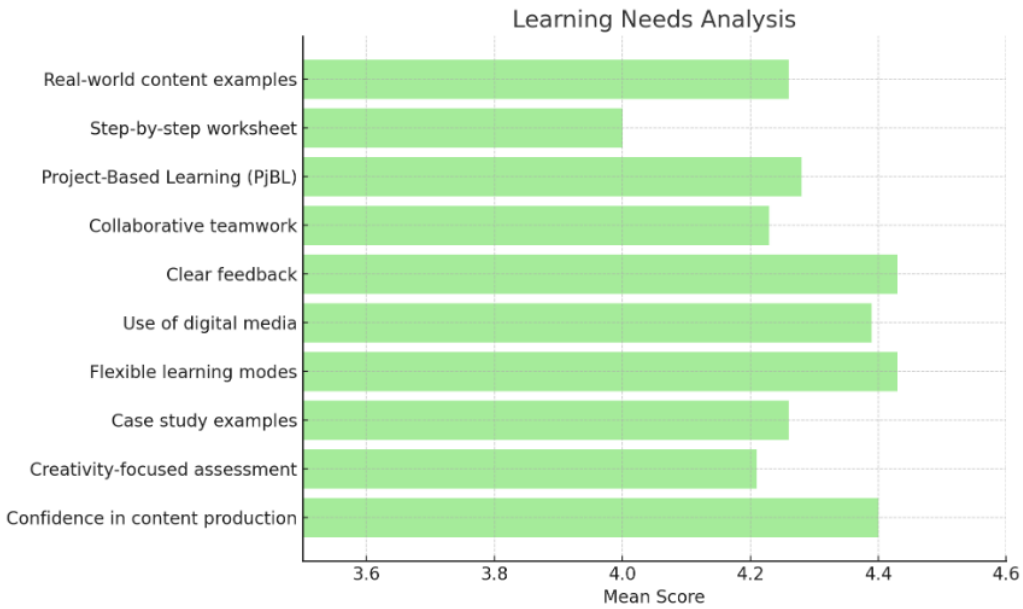

Figure 2. Result of learning needs analysis

The response patterns for learning needs based on Figure 2 similarly reveal a strong preference for flexible, guided, and practice-oriented learning experiences. Indicators such as flexible learning modes (M = 4.43), clear feedback (M = 4.41), and use of digital media (M = 4.40) received highly concentrated positive responses. This consistency suggests that students widely value learning environments that offer adaptability, ongoing feedback loops, and meaningful integration of digital tools which are elements that align with the demands of contemporary digital entrepreneurship education.

In contrast, indicators such as case study examples (M = 4.25) and creativity-focused assessment (M = 4.20) displayed slightly broader response distributions, reflecting different levels of comfort and need regarding real-world analysis and creative expression. The indicator step-by-step worksheet (M = 4.00) showed even greater spread, implying that some students desire explicit procedural guidance, while others may feel more confident navigating learning tasks independently.

A particularly noteworthy pattern appeared in confidence in content production (M = 4.40). Although the mean score is high, the responses reveal noticeable variation, indicating that students' self-confidence in producing digital content is not evenly developed. This reinforces the need for learning activities that provide hands-on experience and gradual skill-building opportunities.

Taken together, the response patterns demonstrate that while students strongly prefer flexible, feedback-rich, and media-supported learning formats, they also require structured scaffolding in areas where skill levels vary, particularly in practical content production tasks.

The priority ranking are examined for learning needs which shows that students highly value flexible, supportive, and media-integrated learning environments. Flexible learning modes (M = 4.43) ranked the highest, reflecting students' preference for adaptable learning structures that align with their digital habits and diverse learning paces. This is

followed by clear feedback (M = 4.41) and confidence in content production (M = 4.40), indicating that timely guidance and opportunities to build production-related self-efficacy are central to their learning expectations. Indicators such as use of digital media (M = 4.40) and collaborative teamwork (M = 4.30) further highlight students' desire for technology-enriched and interactive learning experiences. Mid-level priorities such as Project-Based Learning (M = 4.28) and case study examples (M = 4.25) emphasize students' interest in authentic, real-world applications of digipreneurship concepts. The lowest-ranked indicator, step-by-step worksheet (M = 4.00), although still within the "high" category, suggests varying preferences regarding structured procedural guidance: while some students require explicit step-by-step directions, others may prefer greater autonomy. This pattern indicates the importance of designing worksheets that balance structure with flexibility.

Based on these findings, The thematic interpretation of learning needs data highlights three major themes that characterize students' preferred learning approaches for developing digital entrepreneurship competencies.

First, Flexible, Media-Rich, and Technology-Integrated Learning Environments; Indicators such as *flexible learning modes* (M = 4.43), *use of digital media* (M = 4.39), and access to *real-world content examples* (M = 4.28) collectively point to students' preference for learning environments that integrate authentic digital tools and allow self-paced engagement. This theme shows that students expect learning experiences that reflect real digital marketplace conditions and support multimodal access typical of Generation Z learning habits.

Second, Supportive and Feedback-Oriented Learning Processes; The strongest indicator, *clear feedback* (M = 4.44), alongside the need for a *step-by-step worksheet* (M = 4.00), formed a theme centered on structured guidance and responsive feedback. Although students value autonomy, they also express a need for scaffolding that helps them navigate the complexities of content creation. This theme emphasizes the importance of iterative learning, reflection, and supportive instructional intervention.

Last, Collaborative and Project-Based Engagement; Indicators related to *Project-Based Learning (PjBL)* (M = 4.27), *collaborative teamwork* (M = 4.23), and *case study examples* (M = 4.26) clustered into a theme emphasizing active, authentic, and socially interactive learning. Students showed a strong inclination toward learning through real projects, peer collaboration, and exposure to practical cases from successful content creators. This theme suggests that experiential and cooperative approaches are seen as essential for mastering digital entrepreneurship.

Taken together, these themes illustrate that students prefer learning environments that are authentic, collaborative, and technologically aligned, while still offering structured support and meaningful feedback for skill development.

Implications for Worksheet Design

The results of both the target and learning needs analyses provide a comprehensive foundation for the design of the *Content-Based Business Worksheet*. The findings reveal

that students not only require conceptual understanding of digital entrepreneurship but also demand learning activities that are practical, flexible, and authentic. Based on these insights, several pedagogical and design implications can be formulated. First, students demonstrated a strong preference for learning activities that involve hands-on digital content creation, highlighting the need for project-oriented tasks. Second, the findings show that students expect the integration of authentic digital tools, platforms, and media commonly used in real content-based business practices. Third, students expressed high expectations for structured feedback and reflective opportunities, suggesting that the worksheet should provide clear mechanisms for guidance and self-evaluation. Fourth, flexibility emerged as an important requirement, with students indicating the need for learning materials that can be accessed in both online and offline formats. Finally, the results reveal that students value assessment components that emphasize creativity, originality, and problem-solving rather than solely theoretical understanding.

Discussion

The analysis of both target and learning needs provides a comprehensive understanding of students' expectations and preferences regarding digital entrepreneurship education, with direct implications for the design of the Content-Based Business Worksheet. The results show that students perceive digital entrepreneurship as a highly relevant competence in today's economic landscape. They prioritize understanding challenges, opportunities, and market dynamics, reflecting awareness of the competitive and fast-changing nature of digital business ecosystems. This aligns with the characteristics of Generation Z, who are driven by self-expression, autonomy, and digital engagement, factors that must be addressed through innovative learning design (Stillman & Stillman, 2017). Moreover, students' focus on staying updated with technological and market trends indicates readiness for continuous learning in authentic, flexible, and practice-oriented environments.

The learning needs analysis highlights the importance of customer management, including loyalty building and satisfaction, emphasizing students' recognition that success in digital entrepreneurship depends on consumer behavior and relationship management. Additionally, the need to identify new opportunities and minimize risks reflects an entrepreneurial mindset oriented toward innovation and strategic planning. These findings are consistent with previous research indicating that students' entrepreneurial mindset in the digital age is shaped by experiential learning and digital entrepreneurship education (Wibowo et al., 2023). Furthermore, sustainable digital entrepreneurship education must balance creative production with ethical responsibility and market adaptability (Sitaridis & Kitsios, 2024). Students' preferences for engaging, interactive, and feedback-rich learning environments also highlight the role of flexible, self-paced instructional design in enhancing entrepreneurial self-efficacy and creativity (Alenezi, 2023).

The implications for instructional design are significant. First, aligning students' preferences with hands-on, authentic experiences supports the use of Project-Based Learning (PjBL) as the primary framework. PjBL allows students to apply entrepreneurial

concepts directly in realistic settings while fostering collaboration, creativity, and critical thinking, thereby enhancing innovation and entrepreneurial orientation (Zulfikar, 2024). This approach is consistent with experiential learning theory, which posits that meaningful knowledge construction occurs through direct engagement and reflection on practice (Wibowo et al., 2023). Second, integrating authentic digital tools (such as editing software, analytics platforms, and social media simulations) enhances engagement and supports skill transfer from theory to practice, preparing students for content-based entrepreneurship (Zhang et al., 2024). Third, structured feedback and reflection mechanisms, including peer evaluation and iterative improvement cycles, strengthen learner autonomy, motivation, and self-efficacy (Alenezi, 2023). Fourth, flexible, multimodal learning, with worksheets accessible in printed and digital formats and enhanced with optional multimedia resources, addresses the self-directed and technologically proficient learning styles of Gen Z. Finally, assessment should prioritize creativity and problem-solving, reflecting authentic learning principles that value innovation and real-world relevance (Wibowo et al., 2023).

In summary, the target and learning needs analysis indicates that students not only seek theoretical understanding but also demand learning materials that facilitate strategic thinking, practical application, and experiential engagement. The Content-Based Business Worksheet, therefore, must be immersive, adaptive, and aligned with the cognitive and generational characteristics of today's learners, ensuring pedagogically robust and meaningful preparation for navigating dynamic digital business environments.

D. CONCLUSION

The results of this study provide a comprehensive understanding of students' target and learning needs in the context of digipreneurship education. The findings reveal that students possess strong motivation to deepen their understanding of digital entrepreneurship and develop competencies in managing content-based business. They aspire to master content creation strategies, monetization techniques, and personal branding as essential skills for success in the digital business landscape. In terms of learning needs, students expect a learning environment that integrates authentic, project-based experiences supported by structured guidance. They value opportunities for collaboration, hands-on content creation practice, and continuous feedback to refine their entrepreneurial abilities. Furthermore, flexibility in learning (through online and offline modalities) is considered essential to accommodate diverse preferences and technological accessibility. The identified target and learning needs thus provide a solid foundation for designing a *Content-Based Business Worksheet* that incorporates project-based tasks, digital media integration, and reflective feedback mechanisms. Such a worksheet is expected to foster creativity, collaboration, and entrepreneurial intention among students, ultimately bridging the gap between theoretical understanding and practical application in digital entrepreneurship learning.

Based on the findings, it is recommended that digipreneurship learning be designed through a project-based approach that links theoretical knowledge with real digital

business practices. The *Content-Based Business Worksheet* should provide structured guidance, collaborative tasks, and reflective feedback to help students develop creativity and entrepreneurial skills. Educators are encouraged to integrate digital platforms and flexible learning modes to enhance accessibility and engagement. Future research should implement and evaluate the developed worksheet to measure its effectiveness in fostering students' digital entrepreneurial competence and motivation.

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