

## DIGITAL EDUPRENEURSHIP TRAINING FOR TEACHERS: FOSTERING INNOVATION AND SUSTAINABILITY IN EDUCATION

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**ABSTRACT** This study examines the impact of a digital edupreneurship training program conducted for teachers, aimed at enhancing their digital literacy and entrepreneurial skills. The training, held on December 14th 2024, was delivered in collaboration with Indonesian Academic Community Thailand and involved 170 teachers from diverse educational backgrounds. The program focused on equipping teachers with the necessary tools and knowledge to integrate digital technologies into their teaching practices while fostering an entrepreneurial mindset. Through a series of workshops, hands-on exercises, and case studies, participants learned to develop and implement innovative digital teaching strategies and create online educational content. Preliminary results show a significant improvement in participants' digital competency, confidence in using technology in the classroom, and their ability to develop digital learning resources. Additionally, the training has fostered an entrepreneurial approach to education, encouraging teachers to explore new opportunities for innovation in the teaching-learning process.

**KEYWORDS:** *Empowering Teachers, Digital Literacy, Edupreneurship, Digital Teaching, Entrepreneurial Skills, Teacher Training, Innovation in Education.*

## 1. INTRODUCTION

In the rapidly evolving educational landscape, teachers are increasingly expected to adapt to new technologies to enhance their teaching and learning processes (Musa et al. 2022; Musa, Nurhayati, et al. 2024; Musa and Nurhayati 2024). However, many educators struggle with digital integration due to various barriers such as limited digital literacy (Winarti et al. 2022), lack of access to resources (Susanti and Nurhayati 2024), and insufficient professional development

opportunities (Nurhayati, Fitri, et al. 2024; Nuryanti et al. 2024). As a result, these challenges often contribute to feelings of disempowerment among teachers, preventing them from fully realizing the potential of digital tools in the classroom (Marsegi et al. 2023; Nurhayati et al. 2023). In many developing countries, where access to digital infrastructure is still growing, these challenges are even more pronounced. Teachers are often left feeling ill-prepared to meet the demands of the digital age, which can hinder both their professional growth and the learning outcomes of their students (Iskandar et al. 2023; Nurhayati, Wibowo, et al. 2024; Nurhayati and Novianti 2024).

Recognizing these issues, this community service project was designed to empower teachers through Digital Edupreneurship Training. The aim of the project was to equip educators with the essential skills, knowledge, and strategies needed to embrace digital entrepreneurship and create high-quality online educational content. By focusing on the concept of edupreneurship—a term that merges education with entrepreneurship—this initiative sought to foster a new mindset in teachers, encouraging them to think creatively about how they could use digital platforms to innovate their teaching and improve student engagement (Nurhayati and Kristiyanti 2024).

The core objective of this community service initiative was to help teachers integrate digital tools into their pedagogical practices effectively, guiding them in developing skills related to online content creation, digital marketing for educational products, and strategies for engaging students through digital media. In particular, this project emphasized the importance of teachers becoming edupreneurs, who are not only proficient in using digital tools but also capable of creating and sharing their own educational resources in online platforms. Research has demonstrated that educators who are trained in the use of digital tools and entrepreneurial practices are better equipped to innovate within their classrooms, improving both teaching quality and student outcomes (Ghofur and Nurhayati 2023a, 2023b; Tiarawati et al. 2023). Digital education empowers teachers to move beyond traditional methods, offering flexible, dynamic, and accessible learning environments for students.

Moreover, studies by Musa et.al. (2024) and Winarti et.al. (2022) suggest that continuous professional development in digital competencies is crucial for fostering innovative and adaptable teaching practices. Teachers who are regularly trained in digital tools and approaches are more likely to integrate these resources meaningfully into their lesson plans and foster a classroom environment that is engaging and responsive to students' diverse needs. This idea is supported by the work of Nurhayati and Novianti (2024), who found that teachers who receive targeted digital education training report increased confidence in their ability to manage online classrooms and use technology effectively for student engagement.

The digital transformation of education is not simply about learning to use new technologies; it is also about empowering teachers to take ownership of the learning experience and to innovate in ways that make education more accessible, engaging, and relevant. This project aligns with the growing body of research that underscores the importance of educator empowerment in the digital age. By providing teachers with the tools to become digital edupreneurs, this initiative sought to foster a more inclusive, flexible, and innovative learning environment that could positively impact both teachers and their students (Nurhayati 2024). Additionally, fostering an entrepreneurial mindset allows teachers to see themselves not only as educators but as creators of valuable educational content that can be shared with a global audience, thus opening new opportunities for professional growth and collaboration.

Digital edupreneurship is an important step towards creating more resilient and adaptable education systems, particularly in response to the challenges posed by global disruptions such as the COVID-19 pandemic. In the wake of the pandemic, many educators were thrust into online teaching with little preparation, which highlighted the urgent need for robust teacher training programs in digital tools and strategies. Empowering teachers with the skills to navigate digital platforms is essential for building long-term resilience in the education sector (Nurhayati and Falah 2020). In line with this, the project aimed to provide teachers with not only the technical skills required for digital teaching but also the entrepreneurial mindset to create sustainable online educational resources that could be adapted and scaled according to their students' needs.

Furthermore, this initiative addressed the disparity in access to professional development opportunities for teachers, particularly in underserved regions. By offering free and accessible training in digital edupreneurship, this project aimed to bridge the digital divide and provide teachers in these areas with the resources and support needed to thrive in an increasingly digital world. It was also designed to encourage collaboration and knowledge-sharing among educators, fostering a community of teachers who could support each other in their digital journeys. Through this training, the project sought to accomplish not only the immediate goal of enhancing teachers' digital skills but also the long-term objective of creating a sustainable model of professional development that could be replicated in other regions. The ultimate goal was to empower teachers to confidently navigate the digital landscape, embrace innovative teaching methods, and contribute to the ongoing transformation of education in the digital era.

## **2. METHOD**

The community service activity titled Empowering Teachers through Digital Edupreneurship Training was conducted as a one-day training session on December 13<sup>th</sup>, 2024, in collaboration with

Indonesian Academic Community Thailand, a community-based educational center in Yatkai Thailand. This training engaged 175 teachers from the local schools, with a focus on enhancing their teaching methods and entrepreneurial skills in the digital era. The training was structured into four key segments to ensure a comprehensive learning experience:

1. **Introduction to Digital Edupreneurship** – Participants were introduced to the concept of digital edupreneurship, exploring how educators can use digital tools to improve both teaching practices and develop entrepreneurial strategies in education.
2. **Hands-on Training on Digital Tools** – Teachers were provided with hands-on training on various digital platforms and tools designed to aid in online teaching, resource creation, and content management. This session emphasized practical use cases and real-world applications.
3. **Creating Digital Learning Resources** – The participants were guided on how to create and customize digital learning materials suited to their teaching needs and student demographics, incorporating multimedia elements such as videos and interactive quizzes.
4. **Group Discussions and Peer Feedback** – In the final segment, participants engaged in group discussions, sharing their experiences and challenges. The session also included peer feedback, allowing teachers to refine their digital resources and improve their overall teaching strategies.

Each participant received a digital resource kit, containing instructional guides, templates for digital content, and access to online learning platforms for ongoing professional development. To assess the training's effectiveness, qualitative data was collected through facilitator observations, group discussions, and informal post-session interviews with the teachers. The feedback offered valuable insights into the teachers' perceptions of digital edupreneurship and its potential to improve teaching practices, as well as foster a more entrepreneurial approach to education.

### **3. RESULT AND DISCUSSION**

The Empowering Teachers through Digital Edupreneurship Training program aimed to enhance teachers' digital skills and entrepreneurial mindset, enabling them to create and share educational content in innovative ways. This section presents the results from the training and discusses its implications for teacher empowerment, digital education, and the future of educational practices.

#### **Teacher Empowerment and Digital Competence**

Qualitative feedback from participants revealed both challenges and significant growth throughout the training process. Many teachers initially expressed uncertainty and apprehension regarding the digital tools presented in the program. For some, this was their first exposure to the concept of "edupreneurship," which blends educational practices with entrepreneurial strategies.

One participant shared, "At first, I was intimidated by all the technology. But as the training progressed, I realized that these tools could really enhance my teaching and open new possibilities for my students." While the technological elements were initially challenging, many teachers noted that the training provided them with the support they needed to overcome these hurdles.

The step-by-step approach to using digital platforms, such as creating online courses, setting up websites, and using social media for educational purposes, helped demystify these tools. As one teacher commented, "I never knew how easy it could be to set up an online class. The training made it feel accessible, and now I feel more confident in using these platforms with my students." This feedback suggests that the training was successful in building teachers' confidence and competence in digital tools, which is essential for modern education.

The success of these training methods aligns with the previous studies which argue that structured professional development programs focusing on digital competencies enable teachers to adopt technology more readily (Iskandar et al. 2023; Milyane et al. 2023; Nuraeni and Nurhayati 2023; Nurhayati and Novianti 2024; Nuryanti et al. 2024).



**Figure 1.** Teacher Digital Edupreneurship Presentation and Practice



**Figure 2.** Some Participants of The International Community Service

### **A Shift Toward Edupreneurship**

The most notable shift observed in the feedback was the teachers' growing awareness of the connection between education and entrepreneurship. Many participants acknowledged that they had not considered teaching as a form of entrepreneurship before. One participant reflected, "This is eye-opening. I always thought of teaching as just a profession. Now, I realize that I can take charge of my content, brand myself, and even earn income from my work." This indicates a shift in mindset, where teachers began to view their roles not only as educators but also as entrepreneurs who can innovate and generate value through digital platforms. Research by Nurhayati and Falah (2020) supports this shift, noting that fostering entrepreneurial thinking in teachers allows them to explore new revenue streams, engage in digital content creation, and enhance their educational impact.

### **The Entrepreneurial Mindset: Expanding Career Horizons**

Beyond digital skills, the training aimed to foster an entrepreneurial mindset among educators. Teachers were introduced to the concept of edupreneurship, which involves applying entrepreneurial thinking to the education sector. This includes not only creating educational content but also developing strategies for monetizing that content, reaching new audiences, and building personal brands.

The entrepreneurial focus was well-received by many participants, who expressed excitement about the potential to diversify their careers and generate income through digital means. One teacher shared, "Before this training, I thought teaching was just about preparing lesson plans and grading papers. Now, I see so many opportunities to expand my reach through online courses and digital products. I'm excited to try creating an eBook or an online course."

This sentiment reflects the growing awareness among teachers of the potential for digital entrepreneurship to create new streams of income and professional development opportunities.

Research by Nurhayati and Falah (2020) supports this shift in mindset, highlighting how teachers who adopt an entrepreneurial approach are able to innovate and diversify their professional roles, potentially opening up new avenues for income generation.

#### **4. CONCLUSION**

The Empowering Teachers through Digital Edupreneurship Training program effectively enhanced teachers' digital skills and fostered an entrepreneurial mindset, allowing them to innovate in their teaching practices. Participants gained confidence in using digital tools for content creation and recognized teaching as an opportunity for entrepreneurship. This shift aligns with research highlighting the importance of continuous professional development in adapting to digital education. The program successfully balanced technology with educational values, ensuring that digital tools complemented traditional teaching methods. Moving forward, future programs should build on these successes by offering ongoing support to help educators implement and sustain digital and entrepreneurial practices in the classroom. This will empower teachers and contribute to the broader evolution of education.

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