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Strengthening Digital Literacy and Green Entrepreneurship For Vocational Students In The Industrial Revolution 5.0 Era: A Community Service Study at SMK Setia Negara Depok

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ABSTRACT

The community service initiative at SMK Setia Negara Depok sought to enhance students' preparedness for entrepreneurship in the context of Industrial Revolution 5.0. The curriculum emphasized the enhancement of creativity, digital literacy, and strategic business planning competencies. The team assessed learning outcomes through seminars, facilitated discussions, and practical tutorials, supplemented by pre- and post-assessments. Thirty-six kids engaged in the exercise. The findings indicate quantifiable enhancements. The comprehension of creative entrepreneurship among students improved by 21.3 percent. Their capacity to discern market demands and formulate pertinent business solutions has increased by 18.6 percent. Participants demonstrated improved competence in leveraging digital technologies for promotion, content creation, and online marketing. These improvements suggest that students enhanced their ability to manage commercial possibilities and foster innovation in accordance with contemporary digital requirements. The program determines that organized entrepreneurship training, coupled with practical digital skills, enhances students' competitiveness. This activity significantly improves creativity, digital preparedness, and adaptive behavior essential for Generation Z to confront future economic issues.

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INTRODUCTION

The Industrial Revolution 5.0 introduces a paradigm that integrates human creativity with advanced digital technologies to enhance innovation and societal productivity (Ghobakhloo, 2023). This shift reshapes workplace expectations, where competence is no longer defined solely by technical skills but also by the ability to collaborate with technology, think critically, and adapt to rapid change. In Indonesia, the accelerated development of digital systems has not been matched by adequate readiness among prospective workers. Current national data consistently show that vocational high school graduates experience the highest unemployment rates, revealing a structural skills mismatch and low digital preparedness (GoodStats, 2023). This condition suggests that many students have not yet acquired the entrepreneurial literacy, problem-solving ability, and digital fluency required in a technology-driven labor market (Setiyawan & Ulfatun, 2023; Soni et al., 2024).

Given these challenges, efforts to strengthen vocational student competencies must be prioritized. Previous studies emphasize that Generation Z learners benefit from learning models that are contextual, collaborative, and aligned with digital learning characteristics (Alruthaya et al., 2021; Ahmad et al., 2023). Without targeted interventions, vocational students risk falling further behind in meeting the competency standards demanded by Industry 5.0. Therefore, additional educational support is required not only to enhance cognitive understanding but also to develop the creativity and adaptability necessary for innovation.

A community service program (PKM) was instituted at SMK Setia Negara Depok to address this deficiency. The program aimed to enhance students' understanding of Industry 5.0 requirements, strengthen digital-age entrepreneurial mindsets, and develop soft skills, including communication and critical thinking. This PKM program aims to reconcile the disparity between vocational education and labor market demands through organized learning activities. The program enhances students' preparedness to formulate viable company concepts, comprehend digital prospects, and compete more adeptly in the evolving digital economy (Herlianti et al., 2024; Azizah, 2025; Dewantara et al., 2025).

PROBLEMS AND SOLUTIONS

The emergence of the Industrial Revolution 5.0 has reshaped the global landscape of work, technology, and education. For today’s students, particularly those belonging to Generation Z, this transformation presents both significant challenges and promising opportunities. Unlike previous generations, Generation Z has grown up in a period marked by rapid technological advancement and deep digital immersion. They are digital natives who are accustomed to mobile devices, social media, artificial intelligence, and online platforms (Alruthaya, Nguyen, & Lokuge, 2021; Fu, 2024). However, familiarity with technology alone does not guarantee competence (D. Pongrač et al., 2025). Industrial Revolution 5.0 demands not only digital literacy but also a combination of technical proficiency, creativity, adaptability, and human-centered innovation (Hartanto, 2018; Sultani, 2019).

Within the context of vocational education, especially in Sekolah Menengah Kejuruan (SMK), this technological shift introduces new expectations for graduates. SMKs are designed to prepare students with practical skills and applied knowledge to enter the workforce. However, the nature of work in the Industrial Revolution 5.0 era is evolving rapidly. Automation, artificial intelligence, and digitalization are redefining job roles across sectors. As a result, graduates must not only master technical operations but also develop higher-order thinking skills such as critical analysis, problem-solving, and creativity—competencies that cannot be replaced by machines (GoodStats, 2023).

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The vocational education system must therefore adopt a more holistic approach to prepare students effectively. Technical skills alone are insufficient; emotional intelligence, adaptability, leadership, and interdisciplinary collaboration have become essential components of workforce readiness. Generation Z students, with their curiosity and natural exposure to technology, have the potential to become key contributors to national industrial development when guided and empowered appropriately. Through real-world exposure, industry-academia mentorship, and experiential learning opportunities, these students can transform theoretical knowledge into innovative, practical, and market-relevant solutions (Kementerian Pendidikan dan Kebudayaan, 2024; Kementerian PPN/Bappenas, 2021; Stillman & Stillman, 2018; Sujatmiko, 2018).

FIGURE 1. Awards And Souvenirs from the Pancasila University Community Service Team, SMK Setia Negara Depok
Source: Personal Documentation

The transformation of the labor market in the Industrial Revolution 5.0 era demands not only readiness but also agility. Rapid technological changes mean that knowledge and tools considered relevant today may become obsolete within a few years. For vocational students, this creates a significant challenge, as they must continuously update their competencies while embracing lifelong learning. This shift calls for a new paradigm in which education is not viewed as a temporary phase but as an ongoing process. Consequently, vocational schools must evolve from being centers of technical training to becoming incubators of innovation and creativity, capable of producing young professionals who are independent, ethical, and globally competitive (Kementerian Pendidikan dan Kebudayaan, 2024).

Entrepreneurship education has thus emerged as a critical strategy in addressing these challenges. Entrepreneurial programs implemented from early education through secondary levels aim to cultivate creativity, independence, and the courage to take calculated risks. However, many existing programs remain traditional and have not fully integrated digital tools. In the current era of digital acceleration, such limitations must be addressed. Digital platforms can serve as powerful enablers of entrepreneurship by providing access to online markets, financial technologies, and digital marketing tools, enabling young entrepreneurs to compete effectively even at the global level (Stillman & Stillman, 2018).

For Generation Z, digital innovation is not merely an option but a necessity. Their ability to conceptualize and commercialize ideas using technology significantly influences their competitiveness in the job market (Soni, Solihat, Adiansyah, Dahlena, Maulani, & Hamdani, 2025). The digital

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environment offers numerous opportunities ranging from establishing online stores and developing applications to creating digital content or offering services in the creative economy (Sari, Nabilah, Ni'Matul, Alifah, Ratih, & Arimbawa, 2025; Setiyawan & Ulfatun, 2023). Nevertheless, to take advantage of these possibilities, students must first develop a strategic understanding of how digital ecosystems operate. They must learn to analyze market trends, interpret data, and use digital analytics tools to make informed business decisions. Beyond this, they need to understand customer needs, deliver digital-based solutions, and design business models aligned with sustainability principles (Sujatmiko, 2018).

Several critical questions are raised within this context regarding the capacity of young individuals to leverage digital growth in accessing emerging opportunities (Sari et al., 2025; Herlianti et al., 2024). The extent to which students are able to obtain meaningful insights into the challenges and prospects of conducting business in the era of Industrial Revolution 5.0 also requires examination (Ghobakhloo, 2023). Furthermore, the ability to make informed decisions based on information and technology to meet customer needs needs to be strengthened (Ismail et al., 2024). The design and development of business ideas that align with real market demands must likewise be supported (Dewantara et al., 2025). These issues collectively indicate that knowledge gaps and skill limitations are still experienced by many Generation Z students (Herlianti et al., 2024). In the absence of structured guidance and comprehensive learning programs, student creativity is at risk of remaining unutilized, and their potential may continue to be underdeveloped (Sari et al., 2025).

FIGURE 2. Discussion, Question, and Answer Session: Community Service Participants
Source: Personal Documentation

To address these challenges, innovative solutions are essential. The creativity and innovation of SMK students must be nurtured and guided through structured learning experiences. Schools should maximize students' potential by providing opportunities to explore business case studies, digital simulations, and project-based learning that reflect real industry practices. Furthermore, collaboration with universities and industry partners can create a more dynamic learning ecosystem where students can apply theoretical knowledge to practical situations. Such collaboration ensures that students' competencies remain aligned with market needs and ongoing technological developments (Kementerian PPN/Bappenas, 2021; Hartanto, 2018).

Teachers and lecturers play a crucial role as facilitators of change. By adopting mentoring approaches that emphasize digital literacy, problem-solving, and entrepreneurial mindsets, educators can inspire students to develop innovative solutions. Initiatives such as workshops, hackathons, and digital business incubators can function as platforms for students to test, refine, and scale their ideas. These programs not only strengthen technical competence but also foster resilience, adaptability, and

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leadership skills—attributes essential for future professionals in the Industrial Revolution 5.0 era (Sujatmiko, 2018).

Ultimately, Generation Z students possess strong potential to become key drivers of Indonesia's economic and industrial transformation. Their capacity to combine creativity with technology represents one of the nation's most valuable assets in addressing the complexities of the 5.0 era. However, this potential can only be fully realized through proactive educational reforms, continuous mentorship, and the integration of digital entrepreneurship within the vocational curriculum. When properly guided, SMK graduates will not only seek employment but also create new opportunities, transforming themselves from job seekers into job creators. Through comprehensive preparation, digital empowerment, and entrepreneurship-oriented training, SMK students can become central contributors to Indonesia's industrial development. Their innovative capacity will support economic competitiveness while contributing to a sustainable, inclusive, and human-centered digital society, fully aligned with the vision of Golden Indonesia 2045 (Hartanto, 2018; Kementerian PPN/Bappenas, 2021; Sujatmiko, 2018).

METHOD

The quantitative component employed pre- and post-test instruments consisting of 15 multiple-choice questions and 5 short-answer items. The evaluations assessed students' understanding of digital transformation, green entrepreneurship, and Industry 5.0 concepts. Content validity was established by an expert evaluation performed by two lecturers specializing in entrepreneurship and digital learning. A dichotomous scoring system was utilized, awarding one point for each accurate response, with scores then transformed into percentages to ascertain knowledge improvements. The reliability assessment yielded an internal consistency coefficient of 0.78, signifying an adequate level of reliability for concise educational tools.

The qualitative component included structured reflection sheets and open-ended feedback forms. These instruments assessed students' impressions of the relevance and intelligibility of the contents, along with their confidence in implementing digital entrepreneurial concepts. Ethical clearance and administrative approval were secured from the Faculty of Economics and Business at Universitas Pancasila, and authorization was gained from the partner school for student involvement.

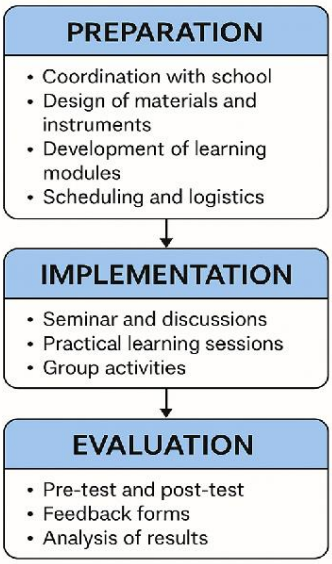

FIGURE 3. Methodology Flowchart

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The execution of the program occurred in three consecutive periods, as seen in Figure 3. The flowchart delineates the procedural sequence encompassing preparation, instruction, and assessment to ensure a systematic implementation pathway.

Preparation Phase

In this phase, the university team collaborated with SMK Setia Negara to conclude activity planning, authenticate the assessment instruments, and develop the learning materials. The program's modules presented principles about Industry 5.0, digital literacy, and sustainable business. Administrative authorization, scheduling, and logistical preparations were finalized beforehand to facilitate seamless execution.

Execution Phase

The program occurred on 14 August 2025, spanning three hours from 09:00 to 12:00 WIB. Although brief, the event integrated lecture-based seminars with organized group discussions to promote active engagement. Two primary subjects were introduced: (a) Cultivating Awareness of Green Entrepreneurship, and (b) Human Resource Competencies within the context of Industry 5.0 and VUCA. Students engaged in collaborative small groups to formulate digital business concepts and discern sustainable practices, thereby enhancing their analytical and collaboration abilities.

Assessment Phase

The validated pre- and post-test tools were utilized to evaluate student learning outcomes. Supplementary qualitative assessment was derived using reflection sheets and satisfaction surveys. Quantitative investigation indicated a 21.3 percent enhancement in students' comprehension of green entrepreneurship and an 18.6 percent advancement in knowledge pertaining to human resource qualifications in the Industry 5.0 context. Qualitative responses demonstrated significant involvement and increased interest in digital entrepreneurial techniques. Collectively, these findings indicate that the instructional method significantly improved students' cognitive readiness and understanding of vital skills for the digital age (Stillman & Stillman, 2018; Sujatmiko, 2018).

RESULTS AND DISCUSSION

The program's outcomes indicate that the 36 participating students demonstrated quantifiable enhancements in their comprehension of green entrepreneurship and human resource preparedness for Industry 5.0 and the VUCA age. The examination of pre-test and post-test results demonstrates that interactive lectures and group discussions substantially aided students in elucidating essential concepts and relating them to real-world circumstances. The Green Entrepreneurship program significantly enhanced students' comprehension of the factors influencing sustainable firms and the 3R concept. The observed enhancements indicate that the specific examples and collaborative reflection activities enabled students to more effectively differentiate between conventional and sustainable business strategies. Before the session, some students struggled to identify characteristics of sustainability-oriented organizations; however, the facilitated conversations allowed them to reinterpret these notions in a more practical and applicable way.

The most significant enhancement in the Human Resource Qualification module was observed in the comprehension of the "U" component within the VUCA framework. The increase from 36.1 percent to

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82.9 percent demonstrates that students successfully connected the concept of uncertainty to relatable school or professional scenarios addressed throughout the interactive session. The rise in recognizing future skills also indicates an increasing knowledge of the competencies anticipated in emerging digital work contexts. These patterns show that learning activities emphasizing real examples and group interpretation contributed to the positive shift in understanding. However, two indicators showed a decline. Students' ability to recognize characteristics of Industry 4.0 decreased, suggesting continued difficulty distinguishing the boundary between Industry 4.0 and Industry 5.0. The decrease in identifying green business ideas also indicates that some students may need more exposure to varied case examples. These declines likely stem from the conceptual complexity of topics with overlapping characteristics, combined with the limited duration of the session. This implies the need for stronger visual comparisons, clearer conceptual mapping, or brief simulation activities in future programs. Qualitative findings reinforce the quantitative results. Students engaged actively, posed inquiries, and collaborated during small-group activities. A multitude exhibited the capacity to formulate pertinent digital business concepts, signifying that the program effectively fostered creative and analytical thinking. Observations indicated heightened confidence, motivation, and eagerness to utilize digital tools in pursuit of entrepreneurial goals. The observed behavioral modifications indicate that the learning environment promoted engagement and facilitated a more profound comprehension.

TABLE 1. Pre-Test Dan Post-Test
Module I: Building Awareness of Green Entrepreneurship

No.	Question	Pre-Test (%)	Post-Test (%)	Description
1	Entrepreneurship that combines business activities with efforts to improve community welfare is called...	44,4	65,7	Increased
2	The following issue can encourage the emergence of Green Entrepreneurs, except...	27,8	68,6	Increased
3	The 3R concept in Green Entrepreneurship refers to...	80,6	97,1	Increased
4	Which of the following is an example of a Green Entrepreneurship business idea?	91,7	88,6	Decreased

Source: Data is processed 2025

Table 1 reveals that students exhibited substantial improvements in three of the four criteria in Module I. The most notable enhancement is evident in their understanding of the variables that stimulate the emergence of green entrepreneurship, which increased from 27.8 percent to 68.6 percent. The data suggest that the examples analyzed during group activities facilitated students in more effectively contextualizing sustainability-related issues. A similar pattern is evident in the 3R concept, with scores rising from 80.6 percent to 97.1 percent, indicating that the concrete demonstrations utilized during the session effectively reinforced students' existing knowledge. The comprehension of the definition of green entrepreneurship has evolved, however, at a more measured rate. The only decline noted is in the identification of green company ideas, which decreased from 91.7 percent to 88.6 percent. This decline suggests that while students grasped the conceptual framework, some still struggled to apply their knowledge to various real-world situations. Future sessions may require more visual cases, scenario-based activities, or comparative examples to enhance conceptual transfer and guarantee consistency across all measurements.

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TABLE 2. Pre-Test Dan Post-Test
Module II: Human Resource Qualification in The Era of Industrial Revolution 4.0 & Vuca

No.	Question	Pre-Test (%)	Post-Test (%)	Description
1	The 4th Industrial Revolution is characterized by...	86,1	71,4	Decreased
2	In the term VUCA, the letter 'U' stands for...	36,1	82,9	Increased
3	One of the important future skills, according to the World Economic Forum, is...	86,1	88,6	Increased
4	A positive impact of digitalization on the environment is...	97,2	100	Increased

Source: Data is processed 2025

Table 2 illustrates that the most significant enhancement in Module II was observed in students' comprehension of the "U" component within the VUCA framework, which rose from 36.1 percent to 82.9 percent. This enhancement suggests that the elucidation of uncertainty, bolstered by pertinent examples, facilitated students' connection of the concept to actual academic and professional contexts. Table 2 shows an increase in students' recognition of essential future skills, rising from 86.1 percent to 88.6 percent, and an improvement in their understanding of the positive environmental impacts of digitalization, increasing from 97.2 percent to 100 percent. The data suggest that students responded favorably to content featuring specific examples and clear explanations. Table 2 demonstrates a reduction in students' understanding of the characteristics of the Fourth Industrial Revolution, which fell from 86.1 percent to 71.4 percent. This reduction likely stems from the conceptual uncertainty between Industry 4.0 and Industry 5.0, which may be difficult to distinguish within a limited three-hour session. These findings indicate that instructors must provide clearer, comparable visuals, structured conceptual mapping, or concise simulation activities in future sessions to improve students' long-term understanding.

FIGURE 4. Community Service Team and SMK Setia Negara Depok
Source: Personal Documentation

As shown in Figure 4, qualitative observations strongly reinforce the quantitative results obtained from the pre-test and post-test. Students were visibly active during the discussions, asking questions, responding to facilitators, and presenting their viewpoints with confidence. Several students engaged

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directly with the speakers, as illustrated by the image of a participant delivering his response during the Q&A session. The second picture shows students working with teachers and lecturers during the program's interactive part. These visual cues confirm that learners were not only attentive but also deeply involved in the learning process, indicating heightened motivation, curiosity, and readiness to explore digital entrepreneurship concepts. This active participation reflects the supportive learning atmosphere created through the combination of interactive lectures and collaborative group activities. The implications of these findings extend to curriculum development and future community engagement initiatives. Vocational schools should incorporate green entrepreneurship and VUCA-related competencies into structured classroom modules to sustain long-term skill growth. Additionally, conceptually complex topics such as distinguishing Industry 4.0 from Industry 5.0 require multimodal instructional tools, including infographics, comparative diagrams, and short simulations. Increasing the length of training or splitting it up into several meetings may also help people understand better and not feel so overwhelmed. Strengthened collaboration between universities and vocational schools—through mentoring, project-based learning, and digital literacy workshops—will further support students' preparedness for the demands of Industry 5.0.

CONCLUSION

This community service program at SMK Setia Negara Depok was designed to strengthen vocational students' readiness for Industry 5.0 by improving their understanding of green entrepreneurship and human resource qualifications in a VUCA context. The pre- and post-test results show that students' comprehension of green entrepreneurship increased by 21.3 percent, and their understanding of human resource qualifications rose by 18.6 percent. Qualitative findings also indicate higher motivation, confidence, and willingness to explore digital entrepreneurial opportunities. These outcomes suggest that interactive seminars and group discussions can help reduce the skills gap between vocational education and labor market demands, although some concepts, such as the distinction between Industry 4.0 and Industry 5.0 and the application of green business ideas, still need reinforcement. Future programs should include more practice-based sessions, such as simulations, case studies, and project assignments, and be delivered in several meetings to deepen learning. Collaboration with industry partners and sustained mentoring from universities is recommended so that students can test business ideas in real settings and continue to build digital, entrepreneurial, and sustainability-oriented competencies.

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