

Transforming Teacher Competencies in the Digital Era: Integrating AI-Generated Content, Entrepreneurship Education, and Learning Innovation through an International Community Service Program

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ABSTRACT

The novelty of this Community Service Program (PKM) lies in the integration of entrepreneurship education, learning innovation, international marketing, and the utilization of Artificial Intelligence Generated Content (AIGC) to develop the competencies of future educators in addressing digital transformation in education. This program aimed to enhance the readiness of pre-service teachers in developing an innovative mindset, the ability to create educational value, and digital technology skills to design adaptive and inclusive learning experiences. The activity was conducted in the form of an international seminar for pre-service teacher students at Universiti Tun Hussein Onn Malaysia (UTHM) through an active learning approach integrating case-based learning, video-based learning, interactive lectures, group discussions, and reflective learning. The materials covered educational marketing strategies, digital transformation, business ecosystems, the development of schools as young entrepreneurship incubators, and the implementation of HeyGen AI for scalable storytelling to support learning for students with special educational needs. The results indicated an improvement in participants' understanding of the role of teachers as innovators, learning designers, and agents of change through the utilization of technology, creativity, and global collaboration. This program contributes to strengthening the competencies of future educators to design more creative, inclusive, and sustainable learning experiences aligned with the demands of future education.

Keywords: Artificial Intelligence Generated Content, entrepreneurship education, educational innovation, future educators, digital storytelling, community empowerment.

INTRODUCTION

Background

It is well-known that the change in education changed a lot with globalization and digitalization. Future teachers will no longer be just content sharers, but innovators, learning facilitators and change agents for social good. The changing global educational landscape calls for future educators who can demonstrate 21st century skills: creativity, cross-cultural communication, digital literacy, and value creation via educational innovation.

Besides pedagogical competency, the understanding of marketing has become more important for future teachers. However, marketing in the current educational scenario is not merely commercialism but also about

how educational organizations generate value for their stakeholders including students appreciably producing value propositions and rivaling reputations with other (Kotler, Kartajaya, and Setiawan 2017). Since teachers are in listening mode, it is important they appreciate how educational theories and learning programs or innovations can be communicated to the larger community effectively.

It also plays a significant role in fostering an innovative mindset among students of education with entrepreneurship education. Entrepreneurship education goes beyond the mere goal of generating entrepreneurs, but aims to teach creativity, problem-solving skills, opportunity recognition and succumbing to discovering novel solutions in sectors as diverse as education (Lackéus 2020).

These workshops were aimed at understanding the relevance of entrepreneurship in relation to international marketing and innovation; it was implemented with the help of a community service program (PKM) where pre-service teachers gain perspectives on developing marketing skills and their capability for educational innovation to empower communities. One idea that bubbled to the surface was of Business Ecosystems, which could involve schools working as collaborative spaces for teachers, students, universities and communities with industry partners to improve youth entrepreneurship.

Implementation Method

The Community Service Program (PKM) provides international seminar entitled “Transforming Teacher Competencies in the Digital Era: Integrating AI-Generated Content, Entrepreneurship Education, and Learning Innovation through an International Community Service Program” to pre-service teacher students of Universiti Tun Hussein Onn Malaysia (UTHM). This activity was a joint activity from UNJ, UTHM and Indonesian Multidisciplinary Lecturer Community (KDMI) involving disciplinary member of lecturers from each university. The program is an international cross-border community service to improve the education network and quality of UTHM students as future educators in responding to global educational challenges.

The activity utilized an active learning model that combined theoretical concepts with emulate practice, reflection activities, and discussions. Learning strategies involved case-based learning, video-based learning, interactive lectures, group discussions and reflective learning to engage participants with deeper order thinking around entrepreneurship, educational innovation and digital transformation in education.

Implementation Stages

Preparation Stage

The following activities were done during the preparation stage.

- a. Identifying these needs, especially those of Universiti Tun Hussein Onn Malaysia UTHM students that have a background in teacher education related to competencies in educational marketing and innovation
- b. Creating seminar documents reflecting global educational challenges as well as developing trends in education.
- c. Developing assessment tools to assess participants knowledge and learning results.
- d. Coordinating between the implementation team, speakers and partner institutions: Universiti Tun Hussein Onn Malaysia (UTHM), Universitas Negeri Jakarta (UNJ) and *Komunitas Dosen Multidisipliner Indonesia* / KDMI with lecturers from various universities involved.

The seminar materials were developed from a synthesis of core elements:

- a. Future educator competencies.
- b. International marketing.
- c. Educational innovation.
- d. Business ecosystem in education.
- e. Entrepreneurship mindset.

Seminar Implementation Stage

The main activity was a seminar in an interactive way which concentrated on developing of further three areas of competence (self-regulated learning to promote pupils self-efficacy, detachment from stereotypes) as fundamental competencies for future teachers.

The following speakers led the delivery of his seminar materials:

Speaker 1: Tri Melliyantri, S.E., M.M., Prof. Usep Suhud, M.Si., Ph.D

Topic: Marketing and Innovation for Future Educators

The topic “The Future of Educational Marketing” marketing as knowledge and skill that prospective educators need to develop to address challenges brought by global educational changes (international marketing concepts, how they relate with principles of creating value in education through different stages of the digital transformation) for future educators. Through the lens of modern-day education, marketing is seen as a value-creating process that leads to communication and sustainable relationships among educational institutions, students, communities, and worldwide partners not just a promotional tactic.

An education marketing perspective is something that future teachers need to develop so they understand the needs of students, can design teaching programs around them and communicate new educational approaches effectively. This is consistent with the notion of creation of value in education, where teachers work as innovators to gain and provide meaningful experiences through creativity, collaboration and technology (Adner 2017; Kotler et al. 2017).

Moreover, this subject highlighted the role of digital marketing, technology-based learning innovation, and personal branding in future teachers. The integration of digital technologies, like social media, LMS and AI can help teachers accommodate the right learning experience that is adaptive, interactive and aligned to the needs of a digital-generation learner.

Importantly, future teachers must also learn to define their professional identity through personal branding in order to further academic networks and bolster credibility in practice as innovative educators. Consequently, marketing and innovation competencies are integral in preparing future teachers for adapting to global challenges and creating a sustainable educational ecosystem (Dwivedi et al. 2021; Falloon 2020; Gorbato, Khapova, and Lysova 2018).



Picture 1 Presentation by Speaker 1

Speakers 2: Mohammad Wartaka, M.M., Dr. Mohd Yussni Hashim.**Topic: HeyGen AI for Scalable Storytelling in Gifted Students**

Its session "Implementing HeyGen AI for Storytelling at Scale with Gifted Students" explored the use of Artificial Intelligence Generated Content (AIGC) technology to provide students with special educational needs more adaptable, innovative, and inclusive learning experience. For other future teachers, they should also considerate that each and every learner has distinct traits, learning requisites and ways in which he or she cognitively processes information. Special educational needs students need enhanced flexible, visual, contextual and multisensory learning support techniques to provide the relevant learning methods that they can engage with given their individual capabilities and characteristics.

One way to implement this is via storytelling (digital storytelling) videos, which create a synthesis-based learning experience that incorporates audio-visual components, visuals and audio with graphics, characters and narratives. This form of delivery allows teachers to present learning materials in a more contextual, engaging and accessible manner for students with different learning characteristics. Digital storytelling serves a dual function: (i) as a medium to communicate information and also (ii) as an innovative pedagogical tool that enables students to weave together stories, visuals and meaningful learning experiences in the process of constructing understanding (Rahiem 2021). Moreover, the use of video in learning may also increase student engagement and assist with conceptual understanding via structured visual and auditory information (Noetel et al. 2021).

Recently, AIGC technology has advanced rapidly and opened up new possibilities for educators to rapidly, flexibly and personalized learn content. Generative AI technology helps teachers create a digital learning product, which may take the form of avatar-based instructional videos that don't require expertise in multimedia production. While the impact of AI in education is immense, it can support personalized learning, enhance material development efficiency, and create more interactive learning experiences when implemented effectively through established pedagogical principles (Wang et al. 2024).

By use of digital avatars, Future teachers can reuse instructional videos of the digital avatars across multiple learning topics through platforms like HeyGen AI. Using a single avatar model, teachers are able to create everything from social stories, character development activities and literacy & numeracy resources to academic introduction materials for students with special educational needs as well as daily-life simulations related to their needs. Learning Effectivisation, Narration as a Service. This enables the teachers to produce scalable storytelling which means multiple story based learning contents can be produced efficiently, consistently and sustainably at scale as per students learning need.

In this Community Service Program (PKM), participants were not only provided with the theory of how AI applied to education but also received a presentation on the application of HeyGen AI in writing stories. In the activity, one of its examples is how to create a digital promotion through Instagram of Terasering Purwabakti, West Java, Indonesia as a local tourism destination. By being exposed to multiple digital avatars and types of narrative characters, along with various storytelling methods participants were demonstrated how AI technology can be employed in the preparation of delivery content that is more convincing, creative and suits audience characteristics.

The proof of concept proved that generative AI can serve not just as a vehicle for content creation, but also as an opportunity to strategize story-driven communication that could create audiences interested in sticking around and interacting with. Bringing together visual elements, storytelling power and AI technology can enhance delivery of digital messages (Dwivedi et al. 2021) in a personal and emotional communication experience. AI-based storytelling offers an alternative communication strategy in local tourism promotion, allowing for more efficient content generation and wider information dissemination to potential visitors.

From the results of implementing PKM activities, the application of HeyGen AI to make Instagram content for Terasering Purwabakti proved to increase audience engagement with tourism content developed. This suggests that the only pair of AI, creative writing and media format can enhance digital content. The outcome is in Copy

with the studies of digital storytelling are indicating that combination of narrative, visual, audio and multimedia elements can combine to create a more engaging experience for users and lead to better message delivery (Rahiem 2021). Moreover, video-based media facilitates information process through the integration of visual and auditory modalities, thus enhancing users' attention and engagement (Noetel et al. 2021).

In order to strengthen the competencies of future teachers, participants were then challenged to create storybased learning artefacts for students with special educational needs using HeyGen AI. This exercise helped participants realise that AI technology is relevant not only in producing creative works but can also be integrated into pedagogy to create more inclusive learning environments. Participants were encouraged to create learning stories using digital avatars, basic narratives with engaging abstracts and methods of dissemination which appeal in line with the characteristics of the learners.

This reinforced the notion of future teachers as more than simply conduits of learning materials that they are learning designers who have the capacity to combine pedagogy, creativity, and technology in ways that yield meaningful experiences around what students learn. Because teachers need to choose, create and use technologies in accordance with students needs (Falloon 2020), proficiency in digital technology forms a key part of the teacher's professional competence. So, using HeyGen AI is kind of learning innovations to create the future teachers who are more agile, creative and global ready so that they can provide more inclusive educational services.



Picture 2 Presentation by Speaker 2

Speaker 3: Dr. Nani Hernawati, S.E., M.M., Dr. Windy Feriyawati, S.E., M.M., and Wildan Hamdani, S.E., M.M.

Topic: Business Ecosystem: Schools as Business Incubators for Young Entrepreneurs

The title of the topic, Business Ecosystem: Schools as Business Incubators for Young Entrepreneurs & other related sub-topics clarify that schools act like some kind of ecosystem / call it, an incubator where children start to grow and are provided with a similar level of direction from their teachers hence shaping them up in such a way that they become not only creative but also innovative and entrepreneurially competent individuals. In the business ecosystem approach, schools are no longer isolated, but hubs where all actors in the business ecosystem are connected (schools & universities, students, teachers or mentors, partners of a school-to-business partner and communities, generating shared value (value co-creation) with on the whole improved outcomes for schools.)

The combination of all these stakeholders drive the environment for idea development, resilience in enterprise skills make innovations relevant to society and workforce of tomorrow (Adner 2017).



Picture 3 Presentation by Speaker 3

They argue that this notion of schools as business incubators give students the business experience they need to cultivate an entrepreneurial mindset with real-world situations, problem-solving exercises, and innovative project creation.

Teachers in this ecosystem play a very different role, they are not only instructors but they also facilitate and mentor students to find opportunities, formulate business ideas, and build their management and collaboration skills. We hope that the added support of communities and external partners across educational ecosystems will increase the sustainability of innovation within such ecosystems and produce real-world outcomes where graduates who are creative, adaptive, and employable can maximise their potential to make meaningful contributions to society (Lackéus 2020; Ratten and Jones 2021).

Discussion and Reflection Stage

Participants completed multiple activities around learning, including:

Video-Based Learning

During the video-based learning period, participants received different videos depicting innovative projects designed for education and how technology is used in education or entrepreneurship practice in schools. The videos were used to illustrate real world examples of the educator being in an innovator and entrepreneur role, as well as engaging the participants to think creatively about potential directions for future learning.

Case Discussion

More specifically in the case discussion stage, participants examined real life cases to discuss educational innovation, teachers strategies in implementing and promoting learning ideas, as well as schools role in forming collaboration with communities. The purposes of this activity were to help participants improve their ability to grasp the implementation of marketing concepts and innovation strategies in educational settings.

Group Discussion

Participants shared thoughts on the development of strategies for learning innovations, opportunities for international collaboration in teacher preparation and practices as entrepreneur educators who can develop creative solutions to advance educational practice and create positive impacts in educational settings.

Reflective Learning

The final stage of reflective learning focused on areas such as creativity, innovation, and digital literacy that will have to be developed in the future for creating relevant and adaptive learning experiences aligned with global educational needs.



Picture 4 Presentation by Participants

Evaluation Stage

This programme employed a qualitative evaluation approach that integrated participant assessment, observation and reflection activities for evaluating the effectiveness of the Community Service Programme. The evaluation sought to uncover shifts in the participants' knowledge, skill and preparedness around reconceptualizing digital technology, educational innovation, entrepreneurship ideas and global collaborative practice to prepare them as future educators.

The participants was 8 pre-service teacher students from Universiti Tun Hussein Onn Malaysia (UTHM) as participant of the international community service programme. The participants comprised future educators with a teacher education background that necessitated skills in digital literacy, learning innovation, personal branding and entrepreneurship to meet challenges.

For the evaluation, three approaches have been used. The first part was a pre-programme assessment of the initial competencies participants possessed in relation to AI literacy, LMS utilization, content creation for teaching/learning purposes, personal branding and educational business ecosystems. Assessment suggested that participants were already somewhat familiar with using digital technologies like ChatGPT, NotebookLM and Google Classroom. They were, however, still limited in the extent to which they could be used for generative learning purposes such as: creating educational content using LLMs, designing interactive instruction and learning materials or building a professional digital identity (PDIs) with peers and experts from global higher education ecosystems.

Second, an assessment and reflective evaluation was conducted post-programme to assess understanding, practical application, and preparedness of participants post-participation in the programme. Evaluation highlights: The evaluation indicated that participants acquired a more nuanced understanding of the role of technology in education. They generated concepts of AI-assisted learning material: story-telling-based learning resources, visualization in science demos, comprehended how LMS platforms are conducive to framing interactions that support the design of their learning tasks, identified personal branding for educators sage and became aware of schools as complex ecological systems made up by teachers-students-universities-communities-external partners.

In the third part were to assess whether participants engaged in the discussions, during discussion sessions, case-based learning activities and reflective discussions were video-recorded. The observation seemed to center around how participants could ideate, problem-solve for education needs, innovate learning solutions and bridge the gap between digital technology and future teaching paradigms. Participants reflections were also examined for their change in perspective about teacher as innovator, learning designer, and agent of social progress.

The comparisons of competencies pre- and post-programme provide qualitative evidence to suggest that learning was transformed. Instead of providing statistics or percentage increases to convey improvement, the evaluation demonstrates changes in all three constructs: participants' knowledge, readiness and ability to apply digital and entrepreneurial concepts related to education.

Competency Area	Pre-Programme	Post-Programme
AI Literacy	Participants had basic knowledge of AI tools such as ChatGPT and NotebookLM, mainly for information assistance. They had limited experience using AI to generate educational photo, video, or storytelling content.	Participants understood AI as a creative tool for developing educational content and generated ideas for AI-supported learning materials, including storytelling and visual learning resources.
LMS Utilization	Participants used Google Classroom mainly for assignment submission and had limited experience designing digital learning activities.	Participants demonstrated their understanding by designing examples of learning activities and assignments using LMS platforms as interactive learning environments for future teaching practices.
Educational Content Creation	Participants had limited experience developing technology-based learning materials combining visual, audio, and storytelling elements.	Participants developed ideas for innovative learning content, such as storytelling-based materials and visualization of mathematical concepts, including addition and subtraction learning activities.
Personal Branding and Networking	Participants had not developed professional digital profiles or personal branding strategies for educator networking.	Participants demonstrated their understanding of educator personal branding by identifying strategies for developing professional digital identities and utilizing online networking platforms for future academic and professional collaboration.
Business Ecosystem Understanding	Participants had limited understanding of collaboration between schools, universities, communities, industries, and other stakeholders.	Participants understood schools as collaborative ecosystems where multiple stakeholders contribute to sustainable educational innovation.

Table 1 Evaluation Stage



Picture 5 Discussion and Evaluation Stage with Participants

Learning Methods

In order to maximize the impact of the activity, a variety of complementary learning techniques were used in the seminar. These included:

Case-Based Learning

The participants were trained using the Case-Based Learning method to analyze and find solutions for real problems in education marketing, IT-Learning innovation and entrepreneurial ecosystem development on school. Participants were challenged to think of problem scenarios, come up with innovative solutions, and bridge theory with practice through case studies.

Video-Based Learning

In this research, the Video-Based Learning method was applied so that students would get contextual learning by watching video presentations covering all aspects such as extensive examples of educational innovations, technology implementation in learning and entrepreneurial practice within an educational environment. Video-based media made participants see future applications of what they are learning and inspire them to act on this information with creative ideas for prospective educators.

Group Discussion

Group discussion applied for to improve communication, collaboration and critical thinking areas in discuss the issues of educational innovation and international marketing. As a group, the participants shared their views on innovative learning approaches, global entrepreneurship and educator as entrepreneurs.

Reflective Learning

The Reflective Learning approach was intended to support participants in appraising whether they were ready and equipped as prospective innovative teachers. Reflection activities yielded competencies that can be

developed, such as creativity, innovation skills, digital literacy and the adaptability of response to global education changes.

Interactive Lecture

Conceptual foundations about the educational marketing, entrepreneurship education and innovation management were delivered via interaction lecture method. Interactive delivery of materials through theoretical explanations, Q&A sessions and brief discussions helped the participants not only understand basic concepts but also try to relate them with their future teaching practices.

Success Indicators

Your success on this program was quantified using 5 indicators that the participant programs in your seminar have increased their knowledge.

Understanding of Educational Marketing Concepts

Participants were assessed on their knowledge and application of basic marketing concepts in an educational setting (educational value) with a target outcome of at least 80% of participants demonstrating appropriate understanding.

Understanding of Entrepreneurship Education

The participants also showed their capacity when explaining how entrepreneurship relates to education, in other words, teachers as innovators, ones who can create possibilities and find creative solutions within the learning process.

Learning Innovation in Education Knowledge

Participants examine their explanations of learning innovation by trying to understand the principles and practices as inventive educational approaches including IT, its creative techniques, directions for creating meaningful, flexible, future-oriented learning experiences that meet futuring needs. The focus was on new opportunities for innovation in learning, and how the teacher should be viewed as developer and a change agent to bring about equitable learning conditions through sustainable school environments.

Case Analysis Ability

While participating in the seminar, participants were able to identify problems of education and then solution them using marketing concepts and learning innovation strategies.

Participant Participation in Discussions

Participant involvement was assessed through active participation in group discussions, sharing ideas and cooperating to develop innovative concepts.

Awareness as Future Educators

Because of this most importantly, participants expressed a greater understanding and positive reflection on the future teacher role as more than just an instructor, and rather as innovator, collaborator, and change agent within educational ecosystems.

RESULTS AND DISCUSSION

Activity Implementation Results and Evidence of Learning Transformation: From Technology Users to Educational Innovators

The PKM activity explained participants in educational innovation, and future educators' responsibility of how to utilize digital technology and the concepts of entrepreneurship. They learn more holistically that educational marketing is not just about promotion, it is about value creation, values communication and relation building with students, community and other stakeholders.

Through interactive learning activities, discussions around a few cases, grouping and peer feedback through reflective activities, they started to develop an understanding of becoming teachers who are innovators as well as learning designers and agents of change. Participants went on to highlight the importance of business ecosystems in education, how schools partner with universities, communities, industries, and other important partners for continued sustainable innovation in education.

The program also showcased an unprecedented shift in the types of users, from technology adopters to educational innovator. Participants had some basic knowledge, but before the programme, they had primarily interacted with digital tools (ChatGPT, NotebookLM and Google Classroom) to carry out simple information searching or assignment management. Participants had limited experience in technically generating AI-assisted educational material, designing customizable teaching and learning materials for interactivity, and building a professional online presence.

Post-programme, they exhibited larger scope of thinking and application with regards to using technology for education purposes. These included recognizing the scopes for using AI in creating storytelling-based learning & visuals-based learning, leveraging LMS platforms to design activities, understanding the criticalness of educator personal branding and professional networking, and understanding how educational ecosystems could aid innovation. These results provide qualitative data regarding the promise of distribution modeling in preparing participants to develop both innovative and adaptable dispositions as future educators connected globally.

Discussion

The evidence suggests that interweaving the components of entrepreneurial mindsets, pedagogical innovation, and digital technology can better prepare future teachers to meet a variety of global educational challenges. In addition to pedagogical and teaching skills, 21st-century teachers need to be entrepreneurial: they should have an understanding of how to recognize new paths, create innovative approaches, embrace adaptations and design effective learning experiences.

This programme demonstrates a shift in the way we think about education beyond learning through knowledge transfer but as a collaborative ecosystem of schools, teachers, students, universities communities and outside partnerships to deliver value. In addition, knowledge of educational marketing helps aspiring educators create partnerships, network effectively, and establish professional identities with key constituents to communicate innovative ideas.

While the programme provided some qualitative evidence of participants' preparation to be more innovative and adaptive educators, sub-evaluation is still needed to determine whether such competencies demonstrated and sustained in the long term. Future research should examine the feasibility of employing AI-based learning materials in classroom environments, study the caliber of digital learning products created by participants, measure continued implementation of professional networking methods, and analyze how future educators form external collaborations in education ecosystems.



Picture 6 Group Photo Session with Participants and Award Presentation Ceremony

CONCLUSION

This paper presents a Community Service Program (PKM) entitled: Transforming Teacher Competencies in the Digital Era: Integrating AI-Generated Content, Entrepreneurship Education, and Learning Innovation through an International Community Service Program that successfully improved the knowledge and comprehension of pre-service teacher students at Universiti Tun Hussein Onn Malaysia (UTHM), on marketing, innovation and entrepreneurship competency to face the global development of education.

The program offered insights that we need to learn value generation, collaboration and innovative solutions in learning. Case-based learning, video-based learning, interactive lectures, group discussions and reflective learning provided more contextual and interactive opportunities for participants.

It empowered the participants to be aware that the role of an educator is not just as a knowledge transmitter but can also be innovators, entrepreneur educators and change makers in their educational ecosystems. A promising approach to generate creative, adaptable teachers who are able to design sustainable learning experiences aligned with the needs of society and global educational challenges is through strengthening competencies in entrepreneurship and innovation among future educators.

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