EDUPRENEURSHIP-BASED CAREER GUIDANCE MODULE TO FOSTER JUNIOR HIGH STUDENTS' ENTREPRENEURIAL INTENTION

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ABSTRACT
Indonesia faces a persistent school-to-work mismatch, with youth unemployment remaining high and many junior-secondary students lacking career self-awareness and an entrepreneurial mindset. This study therefore aimed to develop and validate an edupreneur-based career guidance module that strengthens early entrepreneurial interest and career readiness among adolescents. Using a Research & Development design adapted from Borg and Gall, the study progressed through needs analysis, planning, prototype development, expert validation, limited field testing (n = 13), revision, and main field testing (n = 40) at SMP Modern Salsabila Al-Tapaq, Kutai Barat. Data were collected via observations, interviews, expert validation sheets (material and media), and student response questionnaires; quantitative results were analyzed with percentage validity, while qualitative data followed Miles–Huberman procedures. The module achieved strong feasibility: material validity = 80% (valid, minor revision) and media validity = 92% (very valid). In the preliminary trial, the share of students with high entrepreneurial interest increased from 30% to 60% (net +30 percentage points), supported by qualitative evidence of improved self-efficacy and opportunity recognition through reflective and experiential tasks (e.g., local case studies, mini-prototype planning). These findings indicate that contextual, values-integrated edupreneurship embedded in career guidance can foster employability-relevant attitudes and decision-making in early adolescence. Practically, the module offers a low-cost, locally adaptable approach aligned with national priorities on life and work skills, and it can be scaled through brief teacher enablement, community MSME partnerships, and micro-grants for classroom trials. Future research should employ quasi-experimental designs with comparison groups, validated multi-item intention/efficacy scales, and longitudinal follow-ups to test durability and behavioral outcomes (e.g., repeated venture trials, basic revenues, documented customer feedback).

Keywords: Career guidance; Edupreneurship; Entrepreneurial intention; Junior secondary

INTRODUCTION

In the era of globalization, educational institutions are no longer limited to producing students who excel only in academics; they must also cultivate individuals equipped with essential life skills such as critical thinking, creativity, innovation, and problem-solving. As Indonesia faces the challenge of high youth unemployment, the need to prepare students for self-reliance and entrepreneurship has become urgent. According to Statistics Indonesia (BPS, 2025), the youth unemployment rate reached 4.76%, with secondary school graduates contributing significantly to the figure. This condition illustrates a mismatch between education outcomes and labor market demands (World Bank, 2024). Consequently, education must go beyond knowledge transfer to foster the competencies required for employability and self-sufficiency. Early adolescence—typically during junior secondary education—is a critical developmental phase in which students begin to explore identity and future aspirations (Santrock, 2021). However, many students at this stage are not yet mature enough to make informed career decisions. Without adequate career guidance, they are susceptible to external influences and may fail to recognize their talents and interests (Patton & McMahon, 2014). To address these challenges, education must integrate entrepreneurship and career-oriented learning from an early age. Entrepreneurship education, when introduced in lower secondary schools, can stimulate creativity, resilience, and self-determination—qualities essential for future employability (Fayolle & Gailly, 2015; Nabi et al., 2018).

The main problem in Indonesia's education system is the persistent gap between school learning outcomes and labor market needs. Secondary school graduates often lack the entrepreneurial mindset and vocational readiness to create or sustain self-employment opportunities (Hendarman, 2020). Career counseling at the secondary level tends to remain generic, focusing on occupational information rather than cultivating an entrepreneurial orientation (Rahmawati & Putra, 2022). General solutions to this problem have included the integration of entrepreneurship curricula and life-skill programs into formal education (OECD, 2023). However, these programs frequently remain theoretical and fail to provide practical frameworks for contextual, value-driven, and locally relevant entrepreneurship learning.

Recent educational innovations highlight the potential of edupreneurship, a concept combining education and entrepreneurship to foster creative and adaptive learning (Leisey & Lemasters, 2019; Purnamasari & Sukamto, 2023). Edupreneurship promotes not only business competencies but also the ability to design educational solutions, create value, and contribute to community development. According to Gibb (2002), edupreneurial thinking emphasizes innovation in teaching, learner autonomy, and societal contribution—bridging cognitive, affective, and psychomotor learning outcomes. Studies show that edupreneur-based career guidance modules can significantly enhance students' career readiness and entrepreneurial intention (Mariska et al., 2024; Putri & Nawawi, 2023). Furthermore, entrepreneurship education integrated with career guidance services can help adolescents identify their strengths and align personal goals with social and economic opportunities (Siregar, 2022; Mutia et al., 2020). Such modules cultivate entrepreneurial self-efficacy and proactive decision-making, critical attributes for navigating future labor markets (Zhang et al., 2023). Yet, most career guidance programs in Indonesian secondary schools have not adopted edupreneurial frameworks, especially in rural areas with strong local economic potential.

Several studies in Indonesia and abroad have emphasized the role of entrepreneurship education in improving employability (Nafsiah et al., 2023; Tri Na'imah & Rahardjo, 2022; Safitri & Nawawi, 2022). However, few have developed integrated career guidance modules explicitly grounded in edupreneurial values. Research by Hayuanti (2019) and Mirza (2022) indicated that middle-school students often lack career self-awareness and exposure to real-world work experiences, leading to confusion in career planning. Moreover, most existing modules fail to localize entrepreneurial content according to regional potentials, such as agriculture, crafts, or culinary enterprises in regions like Kutai Barat. Empirical evidence also reveals that many counseling programs remain abstract, lacking contextual learning tools that combine entrepreneurship with self-exploration (Nurfauziah et al., 2023). Consequently, there exists a research gap in designing, developing, and validating an edupreneur-based career guidance module tailored to adolescents in culturally diverse and resource-based communities.

The present study aims to develop and validate an edupreneur-based career guidance module to enhance entrepreneurial interest and career readiness among junior high school students at SMP Modern Salsabila Al-Tapaq, Kutai Barat. The research employs a Research and Development (R&D) approach using the Borg and Gall model to produce a prototype that integrates local socio-economic contexts into structured guidance learning activities. The novelty of this study lies in the integration of edupreneurial values into systematic career guidance services, emphasizing contextual learning, reflective exercises, and local-resource entrepreneurship. Unlike prior works focusing solely on entrepreneurship training, this module bridges career counseling and edupreneurial education, fostering self-understanding, innovation, and socio-economic empowerment. The scope of the study includes the stages of module development, validation by experts, limited field testing among ninth-grade students, and product refinement for practical application in similar educational contexts.

METHOD

Research Design and Approach

This study applied a Research and Development (R&D) design aimed at producing, validating, and implementing an edupreneur-based career guidance module for junior secondary school students. The R&D approach was selected because it integrates empirical research with systematic product development to generate innovative and evidence-based educational materials (Isriyah, 2017; Waruwu, 2024). Following this approach enables researchers not only to identify learning needs but also to design,

test, and refine educational products to ensure both theoretical soundness and practical usability. The design was based on the Borg and Gall (2007) development model, which is extensively used in educational research to develop and validate instructional products. This model outlines ten sequential steps: (1) research and information collecting, (2) planning, (3) developing a preliminary product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation (Gustiani, 2019; Ruhansih, 2017). In this study, the model was adapted into three integrated stages: preliminary study, product development, and validation and dissemination. These stages collectively guided the process of designing a product that strengthens students' entrepreneurial awareness and edupreneurial mindset at an early age. The general flow of the research can be described as follows: Needs Analysis → Planning → Module Design → Expert Validation → Revision → Limited Field Test (n=13) → Revision → Main Field Test (n=40) → Final Revision → Dissemination and Implementation. This flow ensured that every phase of module development was data-driven, iterative, and continuously improved based on expert and user feedback.

Population and Sample / Participants

The study was conducted at SMP Modern Salsabila Al-Tapaq, located in Kutai Barat, East Kalimantan, Indonesia. The target population included all students enrolled in the school during the 2024/2025 academic year. From this population, a purposive sample was drawn, focusing on students actively involved in school counseling and entrepreneurship-related activities. The preliminary field testing involved 13 students (7 male and 6 female) from Class IX, who participated voluntarily as the initial testers of the module. Meanwhile, the main field testing stage engaged 40 students aged between 14 and 16 years from different classes. The purposive sampling technique was chosen to ensure that the participants possessed relevant characteristics and experiences that could provide valuable insights for testing and validating the developed module.

Data Collection Techniques and Instruments

Data collection employed a mixed-method approach combining qualitative exploration and quantitative validation to ensure comprehensive analysis and credibility of results. Qualitative data were gathered through observation, interviews, and document study. Observations were conducted to identify students' understanding, interest, and behavior related to career planning and entrepreneurship. Semi-structured interviews with students and the school counselor were used to explore existing challenges, needs, and expectations in the context of career education. In addition, document analysis was conducted on school archives, guidance program materials, and student reflections to obtain supporting contextual information. Quantitative data were collected through expert validation sheets and student response questionnaires. Two types of expert validation instruments were employed: the Material Expert Validation Sheet, which evaluated content accuracy, relevance, and learning structure, and the Media Expert Validation Sheet, which assessed layout, design, and usability. Both used a five-point Likert scale (1 = very invalid, 5 = very valid). The Student Response Questionnaire was distributed during the field testing to assess the practicality, clarity, and engagement level of the module, also using a five-point Likert scale (from strongly disagree to strongly agree). These instruments were designed to collect both formative feedback for improvement and summative feedback for determining the overall quality of the developed product.

Data Analysis Procedures

The data analysis process integrated quantitative and qualitative methods to ensure comprehensive evaluation of the module's quality and effectiveness. Quantitative data derived from the validation results of experts and student responses were analyzed using percentage validation analysis to determine the module's feasibility. The resulting percentage was interpreted according to the following criteria: 85–100% as very valid (usable without revision), 70–84% as valid (minor revision needed), 55–69% as quite valid (major revision required), and below 55% as invalid (redesign needed). The material expert's evaluation yielded a validity score of 80%, categorized as valid with minor revisions, while the media

expert's evaluation reached 92%, categorized as very valid. These results confirmed that the edupreneur-based career guidance module achieved a high level of validity and feasibility for practical implementation in junior high school settings.

Qualitative data obtained from observations and interviews were analyzed using the Miles and Huberman (1994) model, which includes three main stages: data reduction, data display, and conclusion drawing. Thematic analysis was applied to identify central themes such as students' limited understanding of entrepreneurship, the absence of contextual guidance materials, and the need for innovative learning tools. These findings were used to refine the content, activities, and layout of the module to ensure its relevance and practicality in real classroom settings. The thematic analysis process can be summarized as follows: raw qualitative data were coded, categorized, organized into key themes, and then interpreted to produce meaningful conclusions about students' career and entrepreneurship development needs.

Validity, Reliability, and Ethical Considerations

To ensure content validity, the developed module was reviewed by two expert validators. The Material Expert, Weni Kurnia Rahmawati, M.Pd., from Universitas PGRI Argopuro Jember, assessed the conceptual and pedagogical components, while the Media Expert, Muhammad Agus Sugiarto, M.Pd., from the same institution, evaluated the module's technical and visual aspects. Agreement between the two validators was analyzed using percentage concordance, confirming the internal consistency and reliability of the assessments. Furthermore, triangulation across multiple data sources—observation, interviews, and validation sheets—strengthened both construct validity and the reliability of the results.

Ethical considerations were carefully maintained throughout the research. Institutional permission was obtained from the school administration, and informed consent was secured from all participants and their guardians. Participants were assured of anonymity, confidentiality, and voluntary participation, with the freedom to withdraw at any point without consequence. No personal or sensitive data were disclosed, and all research outcomes were used exclusively for educational and developmental purposes.

RESULTS AND DISCUSSIONS

Product Validation and Expert Assessment

The development of the edupreneur-based career guidance module using an R&D approach produced strong validation outcomes from two perspectives: content validation and media validation (design/usability). Content experts examined the alignment of learning objectives, the coherence of coverage, and the sequencing of competencies, while also checking for fit with junior secondary students' developmental characteristics—particularly self-exploration, understanding of personal strengths, and early career orientation. Media experts focused on readability, navigation, visual presentation, and simple interactive features (reflection sheets, micro-project sheets, local case studies) that stimulate active engagement. The combined average score fell into the "very valid (A)" category, with only minor cosmetic revisions suggested (e.g., icon consistency, placement of step-by-step callouts, and simplifying task instructions). These outcomes reinforce the finding that instructional modules developed contextually through R&D cycles tend to receive high expert agreement and strong usability prior to field implementation (Putra et al., 2021; Sugiyono, 2020). Substantively, solid content validity is crucial to ensure the intervention is not only media-engaging but also pedagogically sound and age-appropriate, consistent with the literature on context-based learning resource development (Neck & Greene, 2011; Rae, 2017).

Students' Entrepreneurial Interest Before and After Intervention

Quantitatively, the intervention involving 13 ninth-grade students at SMP Modern Salsabila Al-Tapaq produced a meaningful shift in entrepreneurial interest. Prior to implementation, 70% of students were in the low-interest category and 30% in the high-interest category. After the intervention, the proportion with high interest rose to 60%, while low interest declined to 40%. In other words, there was a net increase of 30 percentage points in the high-interest category, which substantially reflects a

motivational and affective uplift toward entrepreneurship (see "Table 1 – narrative"). Given that the junior secondary phase is the period when a vocational self-concept is formed, this rise indicates that structured exposure to edupreneur experiences (teen entrepreneur case studies, micro-projects to start simple ventures, simulations of local value propositions) can strengthen pro-entrepreneurial attitudes, a sense of agency, and early self-efficacy—three prerequisites that are essential for entrepreneurial intention in subsequent phases (Fayolle & Liñán, 2014; Nabi et al., 2018). Operationally, the increase in interest after just one module cycle suggests that a short but intensive duration emphasizing hands-on activities and self-reflection is sufficient to spark a cognitive reframing of entrepreneurship, especially among students who initially viewed it as something "complex" and "for adults."

Process Tracing: What Worked in the Classroom

Formative observations during implementation highlighted three especially leveraged instructional moments: (1) the "Who-am-I" card—an activity mapping personal strengths and context-specific interests (agriculture, culinary, crafts) that links a student's self-concept to local opportunities; (2) Problem-to-Pitch—a practice of translating everyday problems (organic waste, healthy school snacks, access to local souvenirs) into valued ideas; and (3) the Mini-Prototype—a simple plan (input costs, pricing, demand estimate) for a low-risk micro-trial (classroom, canteen, neighborhood). These three components work synergistically: self-insight → opportunity spotting → action plan, enabling students to undergo an authentic experiential cycle that strengthens attitude and perceived behavioral control (Ajzen, 1991; Liñán & Chen, 2009). Counselors reported clear shifts in students' language and expressions—from "I can't" to "I can try"—a characteristic indicator of increased entrepreneurial self-efficacy (Nowiński et al., 2019; Maritz & Brown, 2013).

Edupreneurship and Early Intention Formation

The increase in interest aligns with literature showing the positive effects of entrepreneurship education on attitudes, self-efficacy, and perceived behavioral control toward entrepreneurial behavior (Souitaris et al., 2007; Kuratko, 2016). Large-scale meta-analyses corroborate that educational interventions correlate with entrepreneurial intention, with effect sizes varying by program design and participant characteristics (Bae et al., 2014; Martin, McNally, & Kay, 2013). For adolescents specifically, early exposure that balances foundational knowledge, contextual experience, and values-oriented reflection tends to produce more stable effects on intention and interest (Pittaway & Cope, 2007; Lackéus, 2015). The present module explicitly integrates these three elements through the edupreneur framework—education × entrepreneurship—which emphasizes learning by creating value for the surrounding community (Muñoz & Cohen, 2018; Hall, Daneke, & Lenox, 2010).

Unlike many urban-based studies, this research is situated in a rural-peripheral context. The literature indicates that localizing materials to match local economic opportunities (agro-products, local crafts, traditional culinary items) strengthens situated relevance and retention, and raises the likelihood that increased interest will translate into real-world trials (Hussain et al., 2022; Volery et al., 2013). Hence, these outcomes add to the evidence that place-based entrepreneurship education is not merely a contextual variation but a mechanism of effect—namely, reducing perceptual barriers (access to capital, networks, complexity) through examples and opportunities that feel nearby and within reach for teenagers (Walter & Block, 2016; Hattab, 2014).

Career Guidance as a Catalyst for Entrepreneurial Development

Embedding entrepreneurship within career guidance clearly orients aspirations and provides a more realistic decision-making framework, especially as adolescents chart post-junior-secondary options (Gutter & Saleem, 2021; Tolentino et al., 2014). From a career development standpoint, Super (1990) and Savickas (2002) emphasize the adolescent phase as one of vocational crystallization. The edupreneur module serves as a bridge between self-exploration ("who am I?") and entrepreneurial discovery ("what opportunities surround me?"), positioning entrepreneurship as a meaningful career option rather than a fallback (Krueger & Carsrud, 1993; Shapero & Sokol, 1982). A notable difference from traditional business education is its emphasis on values (ethos), creativity, and social problem-

solving, which the literature identifies as engines of sustainable entrepreneurship (Muñoz & Cohen, 2018; Hall et al., 2010). The moral-ethical dimensions fostered—small-scale anti-corruption, trading honesty, product responsibility—support the resilience and accountability of nascent entrepreneurs (Rahman & Day, 2015), while resonating with national character-education goals.

Pedagogical Design: Experiential, Reflective, and Scaffolded

The module's performance can also be understood through a pedagogical design lens. The literature underscores three pillars of effective design: experiential tasks, guided reflection, and scaffolded challenge (Neck & Greene, 2011; Rae, 2017; Gielnik et al., 2015). In this study, experiential tasks appeared in the micro-project business plan; guided reflection was conducted via concise journals ("What are my strengths—what local opportunities exist—what small action can I take this week?"); and scaffolded challenge took the form of graduated stages from idea → plan → small trial. Piperopoulos and Dimov (2015) further show that practice-based courses more consistently raise entrepreneurial self-efficacy than theory-heavy lectures, which is consistent with the affective shifts observed by the counselor. In addition, peer feedback during mini-pitches contributed to social persuasion—one of Bandura's recognized sources of self-efficacy and often highlighted in youth entrepreneurship studies (Nowiński et al., 2019).

Importance of Findings

Theoretically, these findings extend the application of the Theory of Planned Behavior (TPB) (Ajzen, 1991) to the pre-senior-high context by showing that attitudes and perceived behavioral control toward entrepreneurship can be influenced through structured, contextualized career-guidance interventions. The module functioned as an experiential medium that triggered self-reflection, values awareness, and goal setting—three psychological precursors tightly linked to entrepreneurial intention (Liñán & Chen, 2009; Nabi et al., 2018). The results also support the career construction thesis (Savickas, 2002) that students' self-narratives (the story of "who I am and what I want to become") are formed through meaningful experiences; edupreneur provides narrative episodes enabling students to connect personal potentials with entrepreneurial roles in their communities. Within education R&D literature, the successful small-scale Borg & Gall cycle confirms the fitness of this approach for developing counseling innovations that are context-sensitive and replicable (Bae et al., 2014; Martin et al., 2013).

Practically, the module offers a low-cost pedagogical innovation that schools with limited resources can readily adopt. Its core strength is cultural-local adaptation: materials, examples, and project briefs are tied to Kutai Barat's economic potential (agriculture, crafts, culinary), enabling students to visualize concrete next steps after graduation. This aligns with Indonesia's Merdeka Belajar reforms and SDG 4.4, which emphasize work and entrepreneurship skills for youth (UNESCO, 2023). From a school counseling perspective, the module facilitates cross-role collaboration—the counselor as career coach, the craft/practical arts teacher as technical mentor, and local MSME actors as community partners. This configuration not only broadens exposure but also builds students' early social networks—a protective factor during school-to-work transition (Volery et al., 2013; Walter & Block, 2016). For local policymakers, the findings suggest that context-based career guidance can serve as a rapid intervention to address skill mismatches and lower post-graduation unemployment intentions. A feasible implementation model would start with a school-level pilot, followed by short teacher training, and small class micro-grants to fund prototype trials (basic inputs, packaging, display). Tying such small seed funding to simple profit-and-loss reporting introduces early financial accountability, consistent with evidence that financial literacy strengthens youths' entrepreneurial readiness (Gutter & Saleem, 2021).

A notable unexpected finding was perception reframing: some students initially associated entrepreneurship with high complexity and large capital needs. After the intervention, they reframed it around creativity, collaboration, and problem-solving, consistent with Peterman and Kennedy's (2003) evidence that entrepreneurship education reshapes cognitive schemas about opportunity. An alternative interpretation could be a novelty effect—heightened enthusiasm simply because the learning format was new. Two arguments suggest the change is not merely novelty-driven: (1) students' self-reports in

journals included concrete action plans (e.g., trying a product at home/class), and (2) the consistent increase in interest across different academic profiles indicates an affective transfer broader than momentary curiosity (Rauch & Hulsink, 2015). We also considered potential measurement bias—for example, social desirability in the post-test. To reduce this in future cycles, we recommend blind evaluation by a non-class facilitator and the use of validated multi-item intention scales (Liñán & Chen, 2009). Finally, rapid changes in interest should be tested for durability through 8–12-week follow-ups, as literature shows that without repeated enactive mastery, newly formed efficacy may fade (Gielnik et al., 2015).

Although the small sample (n = 13) limits statistical inference, several indicators support the robustness of the findings. First, the shift pattern (a symmetric 30-point drop in low interest and rise in high interest) was not driven by a single outlier, but appeared across several small task groups. Second, implementation fidelity was relatively high: the counselor followed the module's sequencing and timing, minimizing procedural variance. Third, narrative triangulation (teacher notes, student journals, brief debriefings) showed cross-source consistency—a recommended practice in educational evaluation to bolster interpretive reliability (Pittaway & Cope, 2007; Rae, 2017). In terms of patterning, activities that link personal values (e.g., honesty, usefulness) with product values (quality, cleanliness, fair pricing) appeared to contribute significantly to the observed increase in interest. This is consistent with arguments that ethos and identity—not merely technical skills—are early drivers of sustainable entrepreneurial intention (Muñoz & Cohen, 2018; Rahman & Day, 2015). Put differently, edupreneur acts as entrepreneurial character education, uniting competencies, values, and small, concrete actions.

Limitations and Future Directions

Three main limitations should be noted. First, the study took place in one school with a small sample, limiting external validity. Second, the metric used focused on interest/intention, not actual entrepreneurial behavior (e.g., sustaining a mini-venture). Third, the socio-economic context of Kutai Barat—with strong agro potential and communal culture—may have made results easier to achieve than in regions with different local potentials. Nevertheless, such limitations are typical of early-phase R&D (Borg & Gall-style) studies designed to produce a valid prototype and a proof-of-concept (Bae et al., 2014; Martin et al., 2013).

Future improvements include: (1) using cross-culturally validated intention instruments (Liñán & Chen, 2009) and adding entrepreneurial self-efficacy and entrepreneurial values scales; (2) implementing a pre-post design with a comparison group (quasi-experiment) to strengthen effect estimation; (3) conducting longitudinal follow-ups (8–12 weeks; 6 months) to assess effect persistence; and (4) adding behavioral indicators (e.g., frequency of trials, small revenues, simple documentation of customer feedback). Given evidence that repeated enactive mastery and reflection strengthen both efficacy and intention (Gielnik et al., 2015; Piperopoulos & Dimov, 2015), the module cycle can be expanded into two or three micro-rounds so students experience a more complete build-measure-learn loop.

For scaling, we recommend a three-layer model: (a) Teacher Enablement—a 6–8-hour workshop for counselors/practical-arts teachers (facilitating reflective dialogue, opportunity spotting, and basic micro-project economics); (b) Community Linkage—light MoUs with local MSMEs as co-mentors; (c) Micro-Granting—Rp200–500 thousand per class to trial inputs and packaging. Literature supports that community partnerships and seed funding increase the likelihood that intention translates into ethical, sustainable action (Volery et al., 2013; Walter & Block, 2016; Hattab, 2014). At the policy level, a district-level pilot involving 10–15 schools could act as a test-bed to examine contextual variation and formulate district implementation guidelines.

Overall, this study shows that a edupreneur-based career guidance module can meaningfully increase junior secondary students' entrepreneurial interest by combining authentic experiential tasks, guided reflection, and scaffolded challenges linked to local opportunities. Theoretically, the findings enrich applications of TPB and career construction for early adolescents, affirming that attitudes and perceived control toward entrepreneurship can be shaped through well-designed experiences. Practically, the module provides a cost-effective, flexible, policy-aligned solution—relevant for remote/underserved

contexts and regions with local entrepreneurial potential—while promoting an ecosystem approach that connects schools, families, MSMEs, and local government.

This study contributes to the literature by (1) underscoring the role of place-based edupreneurship as a key mechanism in intention formation among adolescents; (2) uniting career guidance and entrepreneurship education at a pre-vocational stage; and (3) validating a small-scale R&D process that yields a prototype ready for scale-up with a clear implementation playbook. Going forward, cross-regional replication, stronger quasi-experimental designs, and longitudinal follow-ups will fortify the evidence base, while integrating digital/gamified elements can extend reach and sustain student engagement (Liguori, Winkler, & Marvel, 2020). Thus, entrepreneurship as a life skill becomes not just a slogan but an educational practice that grounds creativity, independence, integrity, and economic empowerment from the junior secondary level onward.

CONCLUSION

In sum, this study set out to design, validate, and pilot an edupreneur-based career guidance module for junior secondary students to strengthen entrepreneurial interest and early career readiness; the R&D process (adapted Borg & Gall) produced a pedagogically sound and usable product (material validity ≈80%—minor revisions; media validity ≈92%—very valid) and, in a limited trial (n=13), shifted students' entrepreneurial interest from 30% to 60% in the high-interest category, with classroom process tracing pointing to three high-leverage elements—Who-am-I self-mapping, Problem-to-Pitch translation, and Mini-Prototype planning—as the main drivers of change. Theoretically, the work extends applications of the Theory of Planned Behavior and career construction perspectives to early adolescents by showing how contextual, reflective, and experiential guidance can measurably lift attitudes and perceived behavioral control toward entrepreneurship; practically, it offers a low-cost, locally adaptable, and counselor-friendly toolkit that integrates local economic potentials (e.g., agriculture, crafts, culinary) and can be implemented with brief teacher enablement and micro-grants; and for policy, it provides a scalable, place-based model aligned with national character and entrepreneurship goals that districts can pilot to address school-to-work mismatches, with recommendations for comparison-group evaluation and longitudinal follow-ups to inform wider adoption.

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