

The Impact of Entrepreneurship Training on the Entrepreneurial Skills of Junior High School Students

Nuryunita Dewantari^{a)}, Muhammad Daniel Fahmi Rizal, Yanti Sariyah, Zuida Ratih Hendrastuti, Nurul Rahmawati, and Nur Afifi Pramestyia Alifianti

Universitas Tidar, Magelang, Indonesia

^{a)}Corresponding author: nuryunitadewantari@untidar.ac.id

ABSTRACT

Entrepreneurship is the process of creating something new by using time and activities accompanied by capital and risk and receiving rewards and satisfaction as well as personal freedom (Mintardjo et al., 2020). In Indonesia, interest in entrepreneurship is still relatively low. This is evidenced by the still large number of unemployed, which is caused by a lack of public awareness of the availability of jobs that can absorb all graduates or job applicants. Based on the situation analysis that has been carried out through initial observation activities and interviews with the two partners, it was found that entrepreneurship learning or training in schools is not optimal, so it still needs to be taught to students. Based on these problems, the purpose of this community service activity is for students to understand the concept of entrepreneurship, and students get ideas to start running business activities, as well as apply the knowledge gained in the business they run. The method used in this activity is training (lectures and practices) that involve students directly. This activity was carried out in two meetings at each partner school. Based on the results of the response questionnaire filled out by the training participants, it was found that the students felt happy and became motivated to entrepreneurship by participating in the training activities, so it can be concluded that the activities were carried out well.

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INTRODUCTION

Entrepreneurship is the process of creating something new by using time and activities accompanied by capital and risk, receiving rewards, satisfaction, and personal freedom (Mintardjo et al., 2020). In Indonesia, interest in entrepreneurship is still relatively low. This is evidenced by the high unemployment rate, which is caused by a lack of public awareness of the availability of jobs that can absorb all graduates or job applicants. Various measures have been taken by the government to increase public interest in entrepreneurship, one of which is the implementation of the National Entrepreneurship Movement Program held by the Ministry of Cooperatives and SMEs. In addition, educational institutions also insert entrepreneurship into learning conducted in schools, starting from elementary education, secondary education, to higher education. The hope is that by inserting entrepreneurship into learning, is to produce successful entrepreneurs from a young age, so that they can inspire other students. Through entrepreneurship training, it is hoped that students' mindsets can be changed and, in addition, can later be applied in entrepreneurship.

Entrepreneurship education provides students with an understanding of how to shape attitudes, behaviors, and mindsets, which can foster entrepreneurial activity (Putri, 2017). Entrepreneurship in students is a character-building process, fostering the ability and desire to create jobs for both individuals and the community. Character development from an early age will help individuals compete in a global environment, understand the meaning of caring, and act in accordance with prevailing values and norms. Entrepreneurship education in junior high schools still receives insufficient attention from both the community and the educational sector (Syaifuddin and Kalim, 2016). Some educators still pay insufficient attention to the development of students' entrepreneurial character and behavior, which causes students to have less understanding of entrepreneurship. In fact, entrepreneurship is important to teach students, so that they can increase creativity, independence, and self-confidence, as well as develop problem-solving skills, dare to take risks, and be future-oriented. This is in line with what Ni Komang, M.T. U et al. (2023) stated, that instilling an entrepreneurial spirit in students from an early age is crucial, as it provides students with the opportunity to learn and develop their understanding of entrepreneurship. Based on observation results at SMP N 11 Magelang and SMP N 13 Magelang, indicated that entrepreneurship training in schools is not yet optimal, and therefore needs to be further developed. The aim of this activity is for students to understand the concept of entrepreneurship and to get ideas for starting to run business activities, as well as to apply the knowledge gained in the business they run.

METHOD

The method used in this community service activity is training (lectures and practicals) with direct student involvement. This activity is implemented over two sessions for each partner school. The procedures for this activity are shown in Figure 1.

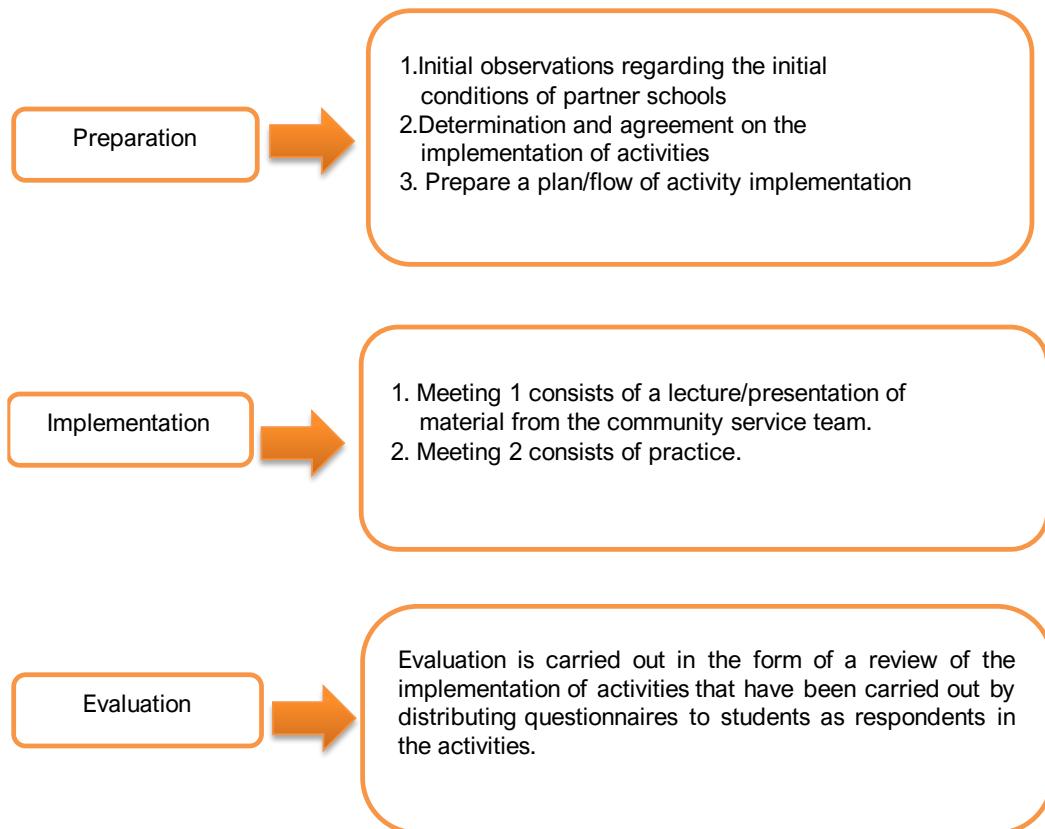


FIGURE 1. Activity Implementation Procedure

The subjects of this study were students from junior high schools in Magelang City, Central Java, as the location for the limited trial. The sample used was students from SMP Negeri 11 Magelang and SMP Negeri 13 Magelang.

The data collection technique for this activity was a questionnaire of student responses to the entrepreneurship training conducted. Data from the questionnaire were collected using power analysis techniques, converting qualitative data into a five-point scale as follows: (Widoyoko, E.P., 2009)

- Tabulate the obtained data
- Calculate the average score using the formula:

$$\bar{X} = \frac{\sum x}{n} \quad (1)$$

- The average score obtained is then converted into qualitative data on a five-point scale.

TABLE 1. Qualitative data on a five-point scale

No	Score Range (i)	Value
1	$X > \bar{X} + 1,8 \text{ sbi}$	A
2	$X + 0,6 \text{ sbi} < X \leq \bar{X} + 1,8 \text{ sbi}$	B
3	$\bar{X} - 0,6 \text{ sbi} < X \leq \bar{X} + 0,6 \text{ sbi}$	C
4	$\bar{X} - 1,8 \text{ sbi} < X \leq \bar{X} - 0,6 \text{ sbi}$	D
5	$X < \bar{X} - 1,8 \text{ sbi}$	E

RESULTS AND DISCUSSION

The training was conducted at two partner schools are SMP N 11 Magelang and SMP N 13 Magelang. The implementation procedures were as follows:

Preparation

In this stage, initial observations were conducted at both partner schools to identify existing problems. Then, in early August 2025, specifically on August 6, 2025, the implementation of community service activities at SMP N 13 Magelang was determined and agreed upon, and on August 7, 2025, the implementation of community service activities at SMP N 11 Magelang was determined and agreed upon. Based on these meetings, it was agreed that the training activities would be held at the end of September 2025, following the mid-term exams, from September 24 to October 2, 2025.

Implementation

The training activities will be held on September 25, 2025, and October 2, 2025, with the following details:

- On September 24, 2025, at SMP N 11 Magelang, from 10:05 to 11:35 a.m., a lecturer delivered entrepreneurship material. On September 25, 2025, from 12:30 to 1:50 p.m., a lecturer delivered entrepreneurship material at SMP N 13 Magelang. The activities ran smoothly, as evidenced by the students' enthusiasm in listening to the material presented by the teaching team and their enthusiasm during discussions related to entrepreneurship.
- On October 1, 2025, an entrepreneur's practical activity involving logo creation and flyers/posters for product advertising was conducted for students from 10:05 to 11:35 a.m. at SMP N 11 Magelang. On October 2, 2025, entrepreneurial practice activities were carried out related to making logos and flyers/posters for product advertising for students at 12.30 – 13.50 p.m. at SMP N 13 Magelang.



(a)

(b)

FIGURE 2. Implementation of Entrepreneurship Training Activities

Furthermore, analysis of student questionnaire responses revealed that students enjoyed and were motivated to participate in entrepreneurship training. Entrepreneurship can shape students' sense of responsibility, hone their creativity, discipline, and innovation, and prepare them for the future, enabling them to create jobs and strengthen Indonesia's economic development (Hanny, Arifin, et al., 2023). Furthermore, entrepreneurship training can also improve students' knowledge of entrepreneurship and

how to initiate entrepreneurial activities (Dwi Indah, L., et al., 2023). Based on entrepreneurship training conducted by Hayuni, Retno W., et al. (2025, it was found that entrepreneurship training can improve students' entrepreneurial skills. Furthermore, entrepreneurship training can contribute to improving the local economy and foster awareness of the importance of sustainable environmental management, enabling students to become a resilient young generation that can bring positive change to Indonesia. This training program is expected to be one of the efforts to prepare the younger generation for the demographic changes of 2045.

Evaluation

Evaluation of the activity was carried out by administering a response questionnaire to the training participants. The results of the analysis of the student response questionnaire to entrepreneurship training are presented in Table 2.

TABLE 2. Results of Analysis of Student Responses to Entrepreneurship Training

Aspect	Item	Average Score Per Item	Information
Desire	Item1	4,083	Good
		4,41	Very Good
Attraction	Item 3	4,25	Very Good
	Item 5	4,208	Good
Pleasure	Item 2	4,333	Very Good
	Item 4	4,041	Good
Average		4,133	
Information		Good	

Based on the results of the questionnaire, it was found that students understood the training material and were motivated to become entrepreneurs, and got ideas to start entrepreneurship.

CONCLUSION

Based on the training activities that have been carried out and the results of the analysis of student response questionnaires, it is known that students understood the training material and were motivated to become entrepreneurs and got ideas to start entrepreneurship.

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