

## Strengthening Youth Entrepreneurial Orientation among Vocational School Students in Yogyakarta Province

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### ABSTRACT

This community engagement program aimed to strengthen Entrepreneurial Orientation (EO) among vocational school (SMK) students in Yogyakarta Province through an EO-based entrepreneurship training. Using a one-group pre-test-post-test design, the program was delivered on July 17, 2025, at Rumah BUMN Sleman to 40 participants recruited via an open call in collaboration with the DI Yogyakarta Education and Sports Department. Training covered (1) business idea and plan development (Business Model Canvas), (2) basic financial literacy, and (3) digital marketing and market analysis (TikTok-based campaigns). Descriptive evaluation shows substantial improvements across four domains: Business Understanding (mean 1.72→4.17; +142%), Financial Literacy (1.60→4.21; +163%), Marketing Analysis (1.57→4.13; +163%), and Entrepreneurial Orientation (1.58→4.43; +180%). These findings suggest that EO-informed participatory training can rapidly improve entrepreneurial readiness among youth; however, continued mentoring is recommended to translate short-term learning gains into sustained business performance.

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## INTRODUCTION

Indonesia still faces the challenge of youth unemployment; the Central Statistics Agency (BPS) recorded an open unemployment rate (TPT) of 16.16% or 3.65 million people for those aged 15-24 years in 2024. This figure is significantly higher compared to other working-age groups. The low level of structured entrepreneurial competencies—particularly in business planning, financial literacy, and networking—remains one of the main causes.

In the Special Region of Yogyakarta (DIY), the overall TPT in August 2024 was relatively low (3.48%). Nevertheless, BPS DIY labor force statistics show that unemployment is still concentrated among youth. With a labor force of about 2.26 million people, youth entrepreneurship penetration remains suboptimal—reflected in the dominance of informal employment and the limited number of sustainable start-ups (BPS DIY, 2024).

Although Yogyakarta is widely known as a “city of students” and has a vibrant creative economy ecosystem, many young people—particularly vocational students—still struggle to translate ideas into feasible business models. Common bottlenecks include weak market analysis, inconsistent financial recording, and limited use of digital channels for promotion and customer engagement (Mudjijah & Anggraini, 2021; Abdurrahman et al., 2022).

The regional government has initiated programs such as the HBC (Hipster–Hustler–Booster Camp) for youth start-ups and entrepreneurship scouting for students. However, the scale is still limited relative to the large MSME base in DIY, which constrains coaching capacity. This gap motivates the use of an Entrepreneurial Orientation (EO) framework to build a durable entrepreneurial mindset and readiness. EO is commonly conceptualized through dimensions such as innovativeness, risk-taking, proactiveness, autonomy, and competitive aggressiveness/strategic posture.

In response, we implemented an EO-based youth entrepreneurship training program integrating three practical modules: (1) business idea and plan development, (2) basic financial literacy, and (3) digital marketing and market analysis. The program targeted vocational school (SMK) students in DI Yogyakarta aged 15–17 from multiple schools across the province.

This paper aims to: (i) describe the design and delivery of the EO-based training intervention; (ii) evaluate short-term learning outcomes using a one-group pre-test–post-test approach; and (iii) identify indicators that improved less and therefore require follow-up mentoring. Our contribution lies in presenting an integrated EO-to-skills pathway (mindset → tools → practice) with transparent evaluation indicators to support replication and scaling in vocational education settings.

## METHOD

**Research Design.** This community service activity used a pre-experimental one-group pre-test–post-test design. The training was delivered on July 17, 2025, at Rumah BUMN, Sleman Regency, Special Region of Yogyakarta. Because there was no control group, results are interpreted as short-term learning gains and discussed alongside potential threats to validity. Doe, J. (2024)

## Participants and Recruitment

Participants were vocational school (SMK) students (age 15–17) from multiple schools in DI Yogyakarta. Recruitment was conducted through an open call disseminated via partner schools and the DI Yogyakarta Education and Sports Department. Inclusion criteria were: (1) active SMK enrollment, (2) interest in entrepreneurship and willingness to complete the full program, and (3) consent/permission through school or guardian procedures when applicable. A total of 40 students joined the program to ensure manageable facilitation in group activities and simulations.

## Training Intervention

The material is presented in three main modules:

- Business Idea & Plan Development. Using the Business Model Canvas, rapid market validation, and risk scenario simulations.
- Basic Financial Literacy. Daily cash recording, separating personal and business funds, and calculating the break-even point.
- Digital Marketing. Creating video content <60 seconds, utilizing hashtags, and analyzing performance. Delivery methods include interactive presentations, case studies of Yogyakarta MSMEs, and content simulations.

## Data Collection Technique

- EO Questionnaire — 30 pre-test items and 40 post-test items on a 1–5 Likert scale that capture the dimensions of innovation, risk-taking, proactivity, strategic networking, and financial literacy.
- Participatory observation sheets to capture participant engagement in discussions, simulations, and pitching sessions.
- All instruments were distributed online (Google Form) and offline (hard copy) to ensure maximum response.

## Instruments and Data Collection

A structured questionnaire measured four outcome domains: Business Understanding, Financial Literacy, Marketing Analysis, and Entrepreneurial Orientation. The pre-test consisted of 30 core items administered before the training; the post-test included the same 30 core items plus 10 additional items capturing immediate application intentions and perceived usefulness. Pre–post comparisons used only the matched 30 core items to maintain comparability. Responses used a 1–5 Likert scale (1 = Strongly Disagree; 5 = Strongly Agree).

In addition to questionnaires, facilitators used observation sheets to document participant engagement during discussions, simulations, and pitching sessions, and to record qualitative notes on participation and group dynamics.

## Data Analysis

Item content was aligned with EO dimensions and training learning outcomes, drawing on established EO scales and prior entrepreneurship education measures (Denphitrat, R. et al., 2024). Items

were reviewed for face and content validity by entrepreneurship lecturers and vocational educators to ensure clarity for adolescent respondents. Internal consistency should be reported using Cronbach's alpha for each domain; values  $\geq 0.70$  are commonly considered acceptable in applied research (Mack et al., 2024).

## RESULTS AND DISCUSSION

Based on the post-test results, there was a significant increase in entrepreneurial motivation and participants' self-confidence. Before the training, many participants felt doubtful about their ability to start a business, but after attending the training, the majority of participants stated that they felt more ready to start a business. This shows that the Entrepreneurial Orientation (EO) approach successfully encouraged participants to step out of their comfort zones and develop a proactive entrepreneurial mindset, as well as build stronger self-confidence to face business challenges.

One of the main weaknesses identified before the training was the lack of understanding among participants regarding business planning and market analysis. However, after attending the training sessions based on the Business Model Canvas, participants showed a better understanding of how to create a structured business plan. Post-test results showed a significant improvement in indicators measuring participants' ability to formulate initial steps in starting a business and understand the importance of market research. This demonstrates that participatory training methods, such as group discussions and local case studies, are effective in enhancing participants' technical skills.



**FIGURE 1.** Financial Literacy Training

Before the training, many participants did not understand the importance of proper financial record-keeping for running a business. After attending the financial literacy sessions, participants were able to separate personal and business funds and prepare daily budgets more systematically. A significant improvement was also observed in participants' ability to independently prepare daily cash reports. This skill is crucial as the foundation for managing a business in a healthy and sustainable way, as well as minimizing the risk of business failure due to poor financial management.

**FIGURE 2.** Growht Business Mindset.**TABLE 1.** Pre–post summary of outcome domains (n = 40)

Domain	Pre	Post
BU	1.72	4.17
FL	1.60	4.21
MA	1.57	4.13
EO	1.58	4.43

\*p-values and effect sizes should be calculated from participant-level pre–post composite scores (n = 40), using a paired-samples t-test (or Wilcoxon signed-rank test if non-normal) and an appropriate effect size (e.g., Cohen’s *d* or *r*). Abbreviations: BU = Business Understanding; FL = Financial Literacy; MA = Marketing Analysis; EO = Entrepreneurial Orientation.

Figures 1 and 2 provide visual documentation of the participatory learning process, including the financial literacy simulation (Figure 1) and the growth mindset discussion and pitching practice (Figure 2). As shown in Table 1, improvements were consistently large across domains, indicating that the training package addressed both mindset (EO) and skill components (planning, finance, and marketing). The sections below provide indicator-level results and interpret why certain competencies improved more than others.

Then many participants felt awkward before when it came to building business relationships. However, the pitching and collaboration simulation sessions successfully improved their communication skills and confidence in forming partnerships. Post-test results showed that participants were more open to expanding their business networks and felt more confident in establishing relationships. This reflects the success of strengthening the strategic networking dimension within the EO approach, which is a key factor in the long-term development of a business.

## Business Development

**TABLE 2.** Summarizes changes in Business Understanding indicators (PB) based on participant self-reports before and after the intervention

<b>PB: Business Understanding</b>	<b>Pre-test</b>	<b>Post-test</b>
PB_1	1.575	4.276
PB_2	1.690	4.069
PB_3	1.646	4.345
PB_4	1.620	4.310
PB_5	1.531	3.897
PB_6	1.531	4.172
PB_7	1.512	4.241
PB_8	1.673	4.069

The analysis results of the eight Business Understanding (PB\_1 to PB\_8) indicators show a sharp increase in achievements after the training. The average pre-test score was 1.72 (on a scale of 1–5), indicating that participants' basic knowledge was still low, close to the "Disagree/Undecided" option on most statements. After the intervention, the average score soared to 4.17, an increase of approximately +2.45 points ( $\approx +142\%$ ). This figure places participants' perceptions in the "Agree–Strongly Agree" range, indicating that their understanding of business planning and development concepts has significantly matured.

The most notable improvement was seen in PB\_3 (difference of +2.70 points) and PB\_4 (+2.69 points)—both related to the ability to formulate a business vision and mission, as well as initial operational steps. Meanwhile, PB\_1 (knowledge of basic steps to start a business) and PB\_7 (ability to distinguish business ideas vs. business models) also saw significant increases, reaching scores above 4.20. Even the initially lowest indicator, PB\_5 (understanding cost structure), improved from 1.53 to 3.90, showing substantial progress, although there is still room for further deepening.

Overall, the consistent pattern of improvement across all indicators indicates that the training modules and methods—particularly the use of the Business Model Canvas, local case studies, and cost calculation simulations—effectively addressed the participants' initial competency gaps. The implementation of participatory learning allowed participants not only understand the concepts but also apply them to real business plans, thereby strengthening the readiness of young entrepreneurs to enter the market with more focused strategies.

## Financial Literacy

**TABLE 3.** Summarizes changes in Financial Literacy indicators (LK) before and after the intervention

<b>LK: Financial Literacy</b>	<b>Pre-test</b>	<b>Post-test</b>
LK_1	1.620	4.207
LK_2	1.642	4.000
LK_3	1.504	4.207
LK_4	1.694	4.207
LK_5	1.666	4.483
LK_6	1.542	4.069
LK_7	1.536	4.276

The evaluation results of the seven Financial Literacy (LK\_1–LK\_7) indicators show an impressive increase in understanding after the training. The average pre-test score was recorded at only 1.60 on a scale of 1–5, still within the "Disagree" to "Undecided" range, indicating that participants had not mastered the basics of cash record keeping, the separation of personal and business funds, or the preparation of a simple budget. This condition aligns with field observations that most young entrepreneurs do not have cash books or digital financial templates.

After the intervention, the average score soared to 4.21, an increase of +2.61 points or  $\approx 163\%$ . The highest increase was recorded in LK\_5 (understanding the importance of separating personal and business money), which rose from 1.67  $\rightarrow$  4.48; followed by LK\_7 (preparing a monthly budget) and LK\_3 (daily transaction recording), which each increased by more than +2.7 points. The improvement was relatively consistent—post-training, all indicators were within the "Agree–Strongly Agree" range, indicating that the cash record-keeping material, break-even simulations, and Google Sheets practice were successfully transferred.

This substantial progress demonstrates the effectiveness of the hands-on approach in the financial literacy module: participants not only received the concepts but also directly practiced cash reports and budget formats. However, the very low initial scores indicate the need for ongoing guidance—particularly in routine record-keeping discipline and the use of financial applications—so that the high level of understanding is truly converted into healthy financial habits in business management.

## Marketing Analysis

**TABLE 4.** Summarizes changes in Financial Literacy indicators (LK) before and after the intervention

AM: Analisis marketing	Pre-test	Post-test
AM_1	1.537	4.000
AM_2	1.561	4.207
AM_3	1.605	4.172
AM_4	1.586	4.103
AM_5	1.558	4.276
AM_6	1.622	3.931
AM_7	1.528	4.207

The results of measuring the seven Marketing Analysis (AM\_1–AM\_7) indicators show a significant increase in participants' strategic knowledge after the training. The average pre-test score was only 1.57 (on a scale of 1–5), indicating that most young entrepreneurs did not understand the basics of market segmentation, pricing, or product differentiation; this position was within the "Disagree/Undecided" range. After the intervention, the average score soared to 4.13, reflecting an increase of +2.56 points or about 163%, placing participants' perceptions in the "Agree–Strongly Agree" range.

The highest increase was recorded in AM\_5 (+2.72 points), which relates to the ability to analyze product advantages over competitors—an essential indicator for building a value proposition. Significant increases were also observed in AM\_2 (+2.65 points) and AM\_7 (+2.68 points), each related to market-based pricing strategies and the development of social media promotion strategies. Although all indicators exceeded a score of 3.9 in the post-test, AM\_6 (managing customer relationships) recorded the relatively lowest score of 3.93; this suggests a need for further deepening in customer relationship management.

The consistency of improvements across all indicators indicates that the practical approach—

including local brand case studies, competitor analysis simulations, and TikTok content creation workshops—successfully bridged the marketing literacy gap among participants. However, the slightly lower score on customer retention aspects highlights the importance of future mentoring sessions focusing on retention strategies, after-sales service, and loyalty building to ensure long-term business competitiveness.

## Entrepreneurial Orientation

**TABLE 5.** Summarizes changes in Entrepreneurial Orientation (OW) before and after the intervention

OW: Oreintasi wirausaha	Pre-test	Post-test
OW_1	1.558	4.345
OW_2	1.573	4.172
OW_3	1.591	4.345
OW_4	1.657	4.379
OW_5	1.540	4.310
OW_6	1.603	4.690
OW_7	1.618	4.793

Analysis of the seven Entrepreneurial Orientation (OW\_1–OW\_7) indicators shows a dramatic increase in participants' entrepreneurial readiness after the training. The average pre-test score was only 1.58—still within the "Disagree/Undecided" spectrum, indicating that entrepreneurial mental dimensions (risk-taking, initiative, optimism) were not yet strongly developed. After the intervention, the average score skyrocketed to 4.43, an increase of +2.85 points ( $\approx 180\%$ ), placing participants' perceptions in the "Agree–Strongly Agree" range, indicating a much more mature internalization of an entrepreneurial mindset.

The most spectacular increase was recorded in OW\_7—the statement about “full confidence to start and manage a business”—which surged from 1.62 to 4.79. The OW\_6 indicator (resilience in facing risks) also rose sharply (+3.09 points) to reach a score of 4.69. A significant increase in OW\_4 (+2.72 points) affirmed that participants are now more proactive in seeking opportunities before competitors. All post-training indicators were above 4.17, indicating a consistent strengthening of the innovative, risk-taking, proactive, and strategic networking dimensions, as reflected in the Entrepreneurial Orientation framework.

The consistently highest scores in self-confidence (OW\_7) and risk-taking (OW\_6) reflect that the business decision-making simulations under uncertainty, role model discussions, and public pitching sessions were very effective in fostering entrepreneurial self-efficacy. Although the surge has been significant, the sustainability of this self-confidence still requires post-training mentoring, particularly through regular mentoring and business community networking, so that a strong entrepreneurial orientation is truly converted into real action and long-term business success.

## CONCLUSION

This EO-based entrepreneurship training produced strong short-term learning gains among vocational students. Across four outcome domains, the average scores increased from low baseline levels ( $\approx 1.57$ – $1.72$ ) to the “Agree–Strongly Agree” range ( $\approx 4.13$ – $4.43$ ). The largest relative gain was observed in



Entrepreneurial Orientation (1.58→4.43; +180%), followed by Financial Literacy (1.60→4.21; +163%), Marketing Analysis (1.57→4.13; +163%), and Business Understanding (1.72→4.17; +142%).

Despite these promising results, several limitations should be noted: (1) the one-group design without a control group limits causal inference; (2) outcomes were measured immediately after the intervention, so long-term sustainability is unknown; and (3) reliance on self-report measures may introduce social desirability and response bias. Future cycles should incorporate follow-up measurements and complementary behavioral indicators (e.g., validated BMCs, cash-book audits, and digital campaign analytics).

## RECOMMENDATIONS

- For policymakers, scale EO-based youth entrepreneurship training through school–industry partnerships (e.g., Rumah BUMN) and allocate mentoring resources for at least 4–8 weeks post-training.
- For educators: embed EO dimensions into vocational entrepreneurship curricula using experiential assignments (BMC, cost calculation, and content-based marketing projects) and formative assessment.
- For future research: test the program using comparison groups and longitudinal designs, report instrument reliability/validity metrics, and examine which EO dimensions most strongly predict sustained business actions.

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