



High School Students with Digital Era Entrepreneurship Skills: A Basic Training Approach

^{1*)} Ni Luh Putu Uttari Premananda

¹⁾ Sekolah Tinggi Manajemen Informatika dan Komputer (STMIK) Primakara, Bali, Indonesia

*Corresponding E-mail: nanda@primakara.ac.id

DOI:

10.22437/jkam.v7i2.10183

Article History:

Received:

30/07/2023

Revised:

12/10/2023

Accepted:

31/12/2023

ABSTRACT

This community service initiative aims to equip 10th-grade students of SMAK Santo Yoseph Denpasar with fundamental entrepreneurship knowledge and business pitching skills. The program specifically focuses on training students in business idea creation, branding, promotion, and business ethics. The methodology incorporates both lectures and hands-on practice, with a particular emphasis on the design and development of business ideas. Participants engage in interactive sessions, where they actively create business concepts and refine their pitching presentations. By the end of the training, students successfully generated business ideas and conducted simulated business pitches. The results indicate that students not only gained valuable entrepreneurial skills but also developed the confidence to present their ideas effectively. This activity received positive feedback from participants, highlighting the effectiveness of combining theoretical learning with practical experience in preparing students for entrepreneurship in the digital era.

Keywords: Business Ethics; Business Pitching; Digital Entrepreneurship; Entrepreneurship Training; Student Empowerment

INTRODUCTION

The development of entrepreneurial spirit among young people in Indonesia has not yet been carried out optimally. Although the importance of entrepreneurship has been widely recognized, its integration into the national education system remains limited, especially at the high school level (Maryati & Masriani, 2019; Ogamba, 2019; Susila et al., 2020). The existing curriculum generally does not provide sufficient space for students to explore and cultivate practical entrepreneurial skills. Entrepreneurship education is often confined to a small portion of economics classes, which tend to be theoretical and lack practical application.

Adolescence is a critical stage for character formation and long-term mindset development. Ideally, during this period, students should be equipped not only with academic knowledge but also with the ability to

think creatively, take calculated risks, and design solutions to real-world problems. (Marchesani et al., 2022). This aligns with the view of Siyamto (2022), who argue that introducing entrepreneurial concepts early in life can be a game changer for youth empowerment. Unfortunately, without a structured and practical approach to entrepreneurial education, this potential often remains untapped (Kim et al., 2020; Subekti et al., 2022). As a result, many students miss out on essential skills that could potentially foster entrepreneurial thinking and innovation. According to Gunawan (2020), entrepreneurship is not just about business creation; it is a mindset that involves the attitude, spirit, and ability to create something new that is both valuable and beneficial for oneself and others. Given the increasingly complex global economy, nurturing these values among youth is becoming even more crucial.

Ni Luh Putu Uttari Premananda

High School Students with Digital Era Entrepreneurship Skills: A Basic Training Approach

The ideal condition is the presence of entrepreneurship programs that build an innovative mindset in students from an early age. Students should be taught not only how to become job seekers but also how to become job creators (Morris et al., 2017; Ridha & Wahyu, 2017; Duong, 2022). In the face of increasingly complex global economic challenges, the ability to adapt, innovate, and provide solutions is essential for Indonesia's young generation.

Aljuwaiber (2021) emphasized that entrepreneurship is a mindset that includes passion, attitude, and the ability to create something new that is valuable and beneficial, both personally and socially. Thus, fostering entrepreneurship is not merely about creating businesses but also about shaping a positive mentality capable of responding to the demands of the times. Entrepreneurship education in high school should aim to cultivate this mindset and skill set.

Several previous studies affirm the importance of introducing entrepreneurship from an early age. Nsahlai et al. (2021) found that early exposure to entrepreneurship concepts significantly contributes to a more proactive and independent future orientation in students. Likewise, a community service program by Andriana & Fourqoinah (2020) successfully increased student motivation and entrepreneurial creativity through business training based on local potential.

However, a gap remains between the need for entrepreneurial mindset development and its actual implementation in schools. Many schools lack the capacity, trained educators, or curriculum support to effectively teach entrepreneurship in a comprehensive and practical manner. This presents an opportunity for higher education institutions to intervene through community service programs and help bridge this gap.

This community engagement program is designed as a solution to address that gap by providing practical entrepreneurship training for tenth-grade students at SMAK Santo Yoseph Denpasar. The training covers business idea

development, branding strategies, promotion techniques, and business ethics. Additionally, students are introduced to business pitching skills, enabling them to confidently present their ideas to others.

The strength of this approach lies in its integration of conceptual education with practical skill-building. Through interactive methods such as group discussions, business project development, and presentations, students not only gain a theoretical understanding of entrepreneurship but also practice it directly. This approach enhances students' self-confidence, critical thinking, and communication skills.

The novelty of this program lies in its use of business pitching exercises, tailored to the students' age and context. Moreover, the project-based learning method introduces students to a structured, entrepreneurial way of thinking—an experience usually reserved for university students or professional training programs.

A study by Ho et al. (2018) also demonstrated that hands-on entrepreneurial training can increase students' learning motivation and lead to the creation of realistic, locally rooted business ideas. This aligns with the objectives of this program, which also aims to raise students' awareness of entrepreneurial opportunities in their immediate environment.

This program offers long-term benefits by developing students' soft skills, such as leadership, teamwork, and idea articulation. These skills are highly relevant to today's job and business markets, which demand adaptable and communicative individuals.

By gaining direct experience through this training, students are expected to become more than passive participants in the education system—they will be empowered as agents of change within their communities. They will learn to view problems as opportunities and cultivate the courage to pursue entrepreneurship independently.

Overall, this community engagement activity represents a concrete effort to support the

Ni Luh Putu Uttari Premananda

High School Students with Digital Era Entrepreneurship Skills: A Basic Training Approach

implementation of practical, action-oriented entrepreneurship education in high schools. In addition to fulfilling the university's tri dharma (Three Pillars of Higher Education), the program contributes to national efforts to nurture a resilient, innovative, and entrepreneurial young generation.

METHODS

This community service activity was carried out at Rumah Khalwat Tegaljaya, Badung, Bali. The location was chosen for its accessibility and the conducive environment it provides for interactive training activities. Rumah Khalwat Tegaljaya offers a peaceful and supportive atmosphere for focused learning, with facilities that are adequate for conducting this community service activity. The spacious and well-equipped venue allowed for the smooth and effective execution of the program, providing comfort for both participants and organizers.

The participants in this community service activity were grade 10 students from SMAK Santo Yoseph Denpasar, Bali. A total of 120 students participated in the program, which is part of the effort to provide foundational knowledge on entrepreneurship at an early stage. With a large number of participants, this activity not only benefits individuals but also has the potential to create a ripple effect in developing an entrepreneurial mindset among the younger generation. Through this program, it is expected that participants will gain a deeper understanding of the importance of entrepreneurship and acquire skills that they can apply to start their own businesses in the future.

The methodology used in this community service activity is designed to ensure that participants gain both theoretical knowledge and hands-on experience through practical activities. The approach combines lectures and practical exercises, aiming not only to provide understanding but also to engage the students actively in the process of learning entrepreneurship.

1. Workshop. The activity begins with a workshop session aimed at providing basic

knowledge on entrepreneurship, specifically about how to generate business ideas, create engaging content, and choose the appropriate social media platforms for marketing products. The material is presented in a simple and clear manner, tailored to the understanding level of grade 10 students with varying backgrounds. To ensure better comprehension, the presenter uses examples that are familiar and relevant to the students' daily lives, making it easier for them to relate the concepts to their own experiences. Additionally, a video showcasing business idea pitching examples was presented, followed by an explanation of the key stages of pitching, including how to communicate business ideas clearly and persuasively to an audience.

2. Practice. Following the workshop, the activity continues with a practical session. The participants are divided into 12 groups, each consisting of 8 to 10 students. Each group is given 30 minutes to design their business ideas. During this time, students are encouraged to collaborate and brainstorm to develop creative and innovative business ideas that align with market needs. After the allotted time, each group is required to present their business idea in front of the entire group during a 5-minute pitching session. This pitching exercise is designed to hone their communication skills, allowing students to present their business ideas confidently, concisely, and persuasively. Moreover, this session provides an opportunity for students to receive feedback from their peers and instructors, helping them refine their ideas and business strategies.
3. Evaluation and Follow-up. To measure the success of this activity, evaluations were conducted both directly and indirectly. Direct evaluation was done through question-and-answer sessions and interactive discussions after each segment to ensure that participants understood the material presented. In addition, the results of the business idea pitching presented by each group were used as indicators of their

Ni Luh Putu Uttari Premananda

High School Students with Digital Era Entrepreneurship Skills: A Basic Training Approach

understanding and communication skills. Indirect evaluation was conducted by gathering feedback from participants about their experience during the activity and whether they felt more prepared to start a business or engage in entrepreneurial activities in the future.

RESULTS AND DISCUSSIONS

This community service activity was successfully carried out, with 120 students from class X of SMAK Santo Yoseph Denpasar participating. The program began with an explanation about the Digital Era, social media, and influencers, including both the positive and negative impacts of the digital era and how to use social media positively, one of which is for starting a business. Following that, the participants were introduced to simple research for business ideas, content creation, effective communication, and choosing the right social media platform for marketing their business. Business ethics were also discussed as part of the program.



Figure 1. Explanation on Basic Entrepreneurship

The participants showed high enthusiasm, which was evident from the numerous questions they asked about the material presented. In the next session, the participants were divided into 12 groups, each consisting of 8-10 students, to practice business idea creation for 30 minutes. In this session, each group conducted simple research to determine the product or service they would sell, and prepared essential aspects of their business, such as pricing, competitive advantages, and marketing plans that involved the use of social

media platforms, marketplaces, search engines, and others.



Figure 2. Business Idea Creation by Participants

After the practice session, each group presented their business pitch to the other participants for 5 minutes. Despite the limited time, each group was able to present their business ideas clearly and convincingly. A total of 12 groups presented the business ideas they had designed in the 30-minute preparation session. This shows that the training effectively equipped the students with practical knowledge on how to develop business ideas and present them with confidence.



Figure 3. Practice Pitching Business Ideas

The results of this activity highlight the importance of introducing entrepreneurship education at an early age, particularly in the digital era (Gunawan & Hazwardy, 2020; Thomassen et al., 2020; Iwu et al., 2021). In this context, providing understanding about social media, influencers, and the impact of the digital era is a crucial step to ensure students can leverage the digital world to develop their businesses (Nabi et al., 2017). Through the introduction of business idea research, content creation, and selecting the appropriate platform for marketing, the participants were provided with relevant skills for today's

Ni Luh Putu Uttari Premananda

High School Students with Digital Era Entrepreneurship Skills: A Basic Training Approach

business world. This aligns with previous findings that indicate the introduction of entrepreneurship, along with the use of digital technology, is highly effective in fostering an entrepreneurial mindset (Kirkley, 2017; Ratten & Usmanij, 2021; Porfirio et al., 2022).

The high enthusiasm shown by participants during both the workshop and practical sessions indicates that they understood the importance of entrepreneurship in the digital era. This positive response was also reflected in the quality of business ideas generated. The variety of business ideas presented demonstrates the development of creative thinking skills, as well as the ability to formulate appropriate business strategies. By utilizing technology and social media positively, students can seize digital market opportunities to create products or services with competitive value (Sarooghi et al., 2019; Handayati et al., 2020).

This training also provided tangible benefits to the students, particularly in terms of increasing their self-confidence, especially during the business pitch presentation. By engaging in the pitching session, students were given the opportunity to practice public speaking and explain their ideas convincingly (Bendickson et al., 2020; Oliveira & Brown, 2022). This provided valuable skills, as the ability to present business ideas persuasively is one of the key competencies required of an entrepreneur (Almahry et al., 2018; Wei et al., 2019).

The success of this activity provides important lessons on how to involve young generations in entrepreneurship. By offering training that combines basic business knowledge with practical skills, we can create a solid foundation for students to become entrepreneurs in the future (Galvão et al., 2018; Wardana et al., 2020). Future programs can integrate more advanced entrepreneurship topics, such as financial management, business modeling, and digital marketing, to delve deeper into the business world.

In addition, future programs could invite local entrepreneurs to share their real-world experiences with students, providing more

insights and inspiration. This will allow students to gain a more realistic perspective on the challenges and opportunities of running a business. By doing so, students can learn to utilize the resources around them to create sustainable businesses.

Such programs can also serve as a solution to the lack of entrepreneurship material in high school, where it is usually only covered in economics lessons. Through this community service activity, students were given the chance to engage in a more applicable and relevant learning process that meets the current market demands. Looking ahead, it is hoped that students will continue to explore and realize their business ideas, becoming independent individuals who are wise in leveraging the digital era.

CONCLUSION

The basic entrepreneurship training for 10th-grade students of SMAK Santo Yoseph Denpasar successfully achieved its main objective of imparting foundational entrepreneurship knowledge and business presentation (pitching) skills. Through lectures and hands-on sessions, participants gained insights into entrepreneurship in the digital era, generating business ideas, and effective pitching techniques. The high level of enthusiasm shown by the students indicates the positive impact of the training, as they not only grasped the basics of entrepreneurship but also developed viable business ideas. The introduction to social media and digital marketing was particularly beneficial, equipping them with practical tools for starting a business in a digitally connected world. It is hoped that the students will use this knowledge to become creative, innovative entrepreneurs and responsibly harness digital technology to further their personal and professional growth.

ACKNOWLEDGMENTS

We would like to express our sincere gratitude to all parties who have contributed to the successful implementation of this community service program. First, our heartfelt thanks go to the management of SMAK Santo Yoseph Denpasar

Ni Luh Putu Uttari Premananda

High School Students with Digital Era Entrepreneurship Skills: A Basic Training Approach

for their support and cooperation in facilitating this training for their students. We also wish to acknowledge the enthusiasm and active participation of the 10th-grade students, whose engagement made this program a success. Our appreciation extends to all team members and colleagues who assisted in organizing and executing the training sessions, as well as providing valuable insights and resources. Finally, we are grateful to the wider community for their continued support in fostering entrepreneurship education and empowering the next generation of entrepreneurs. Without these contributions, this program would not have been possible.

REFERENCES

- Aljuwaiber, A. (2021). Entrepreneurship research in the Middle East and North Africa: Trends, challenges, and sustainability issues. *Journal of Entrepreneurship in Emerging Economies*, 13(3), 380-426. <https://doi.org/10.1108/JEEE-08-2019-0123>
- Almahry, F. F., Sarea, A. M., & Hamdan, A. M. (2018). A review paper on entrepreneurship education and entrepreneurs' skills. *Journal of Entrepreneurship Education*, 21(1), 1-7. <https://www.researchgate.net/publication/330998647>
- Andriana, A. N., & Fourqoniah, F. (2020). Developing entrepreneurial spirit to increase the number of young entrepreneurs [in Bahasa]. *Jurnal Pelayanan Kepada Masyarakat*, 2(1), 43-51. <http://dx.doi.org/10.30872/plakat.v2i1.3823>
- Bendickson, J. S., Madden, L., & Matherne III, C. F. (2020). Graduate students mentoring undergraduate students' business innovation pitches. *The International Journal of Management Education*, 18(2), 100390. <https://doi.org/10.1016/j.ijme.2020.100390>
- Duong, C. D. (2022). Exploring the link between entrepreneurship education and entrepreneurial intentions: The moderating role of educational fields. *Education+ Training*, 64(7), 869-891. <https://doi.org/10.1108/ET-05-2021-0173>
- Galvão, A., Ferreira, J. J., & Marques, C. (2018). Entrepreneurship education and training as facilitators of regional development: A systematic literature review. *Journal of Small Business and Enterprise Development*, 25(1), 17-40. <https://doi.org/10.1108/JSBED-05-2017-0178>
- Gunawan, A. (2020). Digital entrepreneurship training to foster entrepreneurial-minded millennials at Karangasih Village Senior High School, Cikarang [in Bahasa]. *Jurnal Abdimas Kartika Wijayakusuma*, 1(1), 38-45. <https://doi.org/10.26874/jakw.v1i1.11>
- Gunawan, A., & Hazwardy, D. (2020). Digital entrepreneurship training to foster an entrepreneurial spirit among millennials [in Bahasa]. *Abdimas Dewantara*, 3(1), 81-88. <https://doi.org/10.30738/ad.v3i1.4311>
- Handayati, P., Wulandari, D., Soetjipto, B. E., Wibowo, A., & Narmaditya, B. S. (2020). Does entrepreneurship education promote vocational students' entrepreneurial mindset?. *Heliyon*, 6(11). <https://doi.org/10.1016/j.heliyon.2020.e05426>
- Ho, M. H. R., Uy, M. A., Kang, B. N., & Chan, K. Y. (2018, March). Impact of entrepreneurship training on entrepreneurial efficacy and alertness among adolescent youth. In *Frontiers in education* 3(13). Frontiers Media SA. <https://doi.org/10.3389/feduc.2018.00013>
- Iwu, C. G., Opute, P. A., Nchu, R., Eresia-Eke, C., Tengeh, R. K., Jaiyeoba, O., & Aliyu, O. A. (2021). Entrepreneurship education,

Ni Luh Putu Uttari Premananda

High School Students with Digital Era Entrepreneurship Skills: A Basic Training Approach

- curriculum and lecturer-competency as antecedents of student entrepreneurial intention. *The International Journal of Management Education*, 19(1), 100295. <https://doi.org/10.1016/j.ijme.2019.03.007>
- Kim, G., Kim, D., Lee, W. J., & Joung, S. (2020). The effect of youth entrepreneurship education programs: Two large-scale experimental studies. *SAGE*, 10(3), 2158244020956976. <https://doi.org/10.1177/2158244020956976>
- Kirkley, W. W. (2017). Cultivating entrepreneurial behaviour: Entrepreneurship education in secondary schools. *Asia Pacific Journal of Innovation and Entrepreneurship*, 11(1), 17-37. <https://doi.org/10.1108/APJIE-04-2017-018>
- Marchesani, F., Masciarelli, F., & Doan, H. Q. (2022). Innovation in cities a driving force for knowledge flows: Exploring the relationship between high-tech firms, student mobility, and the role of youth entrepreneurship. *Cities*, 130, 103852. <https://doi.org/10.1016/j.cities.2022.103852>
- Maryati, W., & Masriani, I. (2019). Business opportunities in the digital era for young entrepreneurs: Strategies to strengthen the economy [in Bahasa]. *Jurnal Mebis*, 4(2), 125-130. <https://doi.org/10.33005/mebis.v4i2.62>
- Morris, M. H., Shirokova, G., & Tsukanova, T. (2017). Student entrepreneurship and the university ecosystem: A multi-country empirical exploration. *European Journal of International Management*, 11(1), 65-85. <https://doi.org/10.1504/EJIM.2017.081251>
- Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The impact of entrepreneurship education in higher education: A systematic review and research agenda. *Academy of management learning & education*, 16(2), 277-299. <https://www.jstor.org/stable/26400192>
- Nsahlai, V. K., Zogli, L. K. J., Lawa, E., & Dlamini, B. I. (2020). Factors influencing entrepreneurial intention: A case of students in a South African university. *Academy of Entrepreneurship Journal*, Vol. 26, Issue 1. https://doi.org/10.1007/978-3-031-69954-2_12
- Ogamba, I. K. (2019). Millennials empowerment: Youth entrepreneurship for sustainable development. *World Journal of Entrepreneurship, Management and Sustainable Development*, 15(3), 267-278. <https://doi.org/10.1108/WJEMSD-05-2018-0048>
- Oliveira, A. W., & Brown, A. O. (2022). Experiencing the entrepreneurial side of science: Undergraduate students pitching science-based businesses. *Entrepreneurship Education*, 5(4), 367-397. <https://doi.org/10.1007/s41959-022-00087-7>
- Porfírio, J., Carrilho, T., Jardim, J., & Wittberg, V. (2022). Fostering entrepreneurship intentions: The role of entrepreneurship education. *Journal of Small Business Strategy*, 32, 1-10. <https://doi.org/10.53703/001c.32489>
- Ratten, V., & Usmanij, P. (2021). Entrepreneurship education: Time for a change in research direction?. *The International Journal of Management Education*, 19(1), 100367. <https://doi.org/10.1016/j.ijme.2020.100367>
- Ridha, R. N., & Wahyu, B. P. (2017). Entrepreneurship intention in agricultural sector of young generation in Indonesia. *Asia pacific journal of innovation and entrepreneurship*, 11(1), 76-89. <https://doi.org/10.1108/APJIE-04-2017-022>

Ni Luh Putu Uttari Premananda

High School Students with Digital Era Entrepreneurship Skills: A Basic Training Approach

- Sarooghi, H., Sunny, S., Hornsby, J., & Fernhaber, S. (2019). Design thinking and entrepreneurship education: Where are we, and what are the possibilities?. *Journal of Small Business Management*, 57, 78-93. <https://doi.org/10.1111/jsbm.12541>
- Siyamto, Y. (2022). Fostering entrepreneurial spirit among the young generation in the pandemic era through the use of digital technology. *Penamas: Journal of Community Service*, 2(2), 112-119. <https://doi.org/10.53088/penamas.v2i2.436>
- Subekti, P., Hafiar, H., Prastowo, F. A. A., & Masrina, D. (2022). Empowering the young generation through entrepreneurship introduction and training in Pangandaran Regency [in Bahasa]. *Jurnal Pengabdian Masyarakat Indonesia*, 2(2), 131-136. <https://doi.org/10.52436/1.jpmi.408>
- Susila, L. N., Haryanti, S. S., & Saryanti, E. (2020). Online business training to foster the entrepreneurial spirit of the younger generation [in Bahasa]. *Wasana Nyata*, 4(1), 29-32. <https://doi.org/10.36587/wasana.nyata.v4i1.580>
- Thomassen, M. L., Williams Middleton, K., Ramsgaard, M. B., Neergaard, H., & Warren, L. (2020). Conceptualizing context in entrepreneurship education: A literature review. *International Journal of Entrepreneurial Behavior & Research*, 26(5), 863-886. <https://doi.org/10.1108/IJEBR-04-2018-0258>
- Wardana, L. W., Narmaditya, B. S., Wibowo, A., Mahendra, A. M., Wibowo, N. A., Harwida, G., & Rohman, A. N. (2020). The impact of entrepreneurship education and students' entrepreneurial mindset: The mediating role of attitude and self-efficacy. *Heliyon*, 6(9). <https://doi.org/10.1016/j.heliyon.2020.e04922>
- Wei, X., Liu, X., & Sha, J. (2019). How does the entrepreneurship education influence the students' innovation? Testing on the multiple mediation model. *Frontiers in psychology*, 10, 1557. <https://doi.org/10.3389/fpsyg.2019.01557>