



CREATIVE ENTREPRENEURSHIP WORKSHOP DEVELOPING INNOVATIVE BUSINESS IDEAS AMONG STUDENTS OF MA AL-ULYA AL MUBAROK

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Abstract

The purpose of this study is to understand how to develop an innovative creative approach to enhancing entrepreneurial spirit and to assess the effectiveness of this approach in improving entrepreneurial spirit. The background of this study is based on the fact that entrepreneurship education implemented so far has only emphasized the cognitive aspect. In addition, the low interest of students in participating in the Creative Entrepreneurship Workshop on Developing Innovative Business Ideas among Students also indicates that students' entrepreneurial spirit is lacking. This study uses the Research and Development (R&D) method with the Four D model, which includes define, design, develop, and disseminate. Data collection in this study was conducted using a questionnaire. The data analysis techniques employed were qualitative descriptive analysis and inferential statistical analysis using the independent sample t-test. The results of this study are: 1) The development of an innovative creative approach to improving entrepreneurial spirit is carried out using the four Ds: define, design, develop, and disseminate; 2) The innovative creative approach is very effective in improving entrepreneurial spirit. Entrepreneurship plays a significant role in driving a country's economy. Entrepreneurs not only create jobs for the community but also enhance productivity through innovation. They are the main drivers of economic transformation, bringing new ideas to the market and creating added value. In this context, the younger generation, especially students, stands out as a great potential source for developing entrepreneurship. They tend to have high enthusiasm, abundant creativity, and strong innovative capabilities, which are vital assets in the business world.

Keywords: Creative Approach, Entrepreneurial Spirit, Entrepreneurship Workshop, Business Innovation, Resarch & Development Method

INTRODUCTION

Entrepreneurship plays a significant role in driving a country's economy. Entrepreneurs not only create jobs for the community but also enhance productivity through innovation (Arifudin, et al., 2023). They are the main drivers behind economic transformation, bringing new ideas to the market and creating added value (Handani, et al., 2019). In this context, the younger generation, particularly students, stands out as a great potential source for developing entrepreneurship (Sumual, et al., 2023). They tend to have high enthusiasm, abundant creativity, and strong innovative abilities, which are vital assets in the business world (Ashoer, et al., 2019).

However, a common challenge faced by the younger generation is the lack of knowledge and skills necessary to start and manage a business (Pandansari, et al., 2023). Although they may have enthusiasm and brilliant ideas, they may not fully understand the practical aspects of running a business, such as financial management, marketing, and operational management (Widayati, et al., 2019). Therefore, entrepreneurship education and training are key to preparing the younger generation to enter the business world with more confidence and competence (Siswanto & Gusneli, 2021). The government, educational institutions, and the private sector all play an important role in facilitating entrepreneurship learning for the younger generation. Educational programs that provide practical knowledge and skills, entrepreneurship training, access to business capital, and mentorship by

business experts can help overcome the obstacles faced by aspiring young entrepreneurs (Kusumandari & Arifiana, 2022). In this way, they can develop their potential optimally and contribute significantly to strengthening the entrepreneurship ecosystem and overall economic growth (Tanjung, 2021).

Based on the above, efforts are needed to build an entrepreneurial generation through entrepreneurship training. Entrepreneurship training can provide the basic knowledge and skills needed to start a business, such as (Suratman & Palupi, 2019; Tahirs & Rambulangi, 2020):

1. Understanding entrepreneurship
2. Stages of entrepreneurship
3. Business ideas
4. Market analysis
5. Marketing
6. Financial management
7. Risk management

This community service activity aims to improve entrepreneurship knowledge and skills among students. It is hoped that this activity will help students develop their potential as entrepreneurs.

METHOD AND PROCEDURES

The implementation method of the activity refers to the approach used to carry out the program, which provides a brief explanation of the procedures for executing the program. The method is presented in the diagram below:

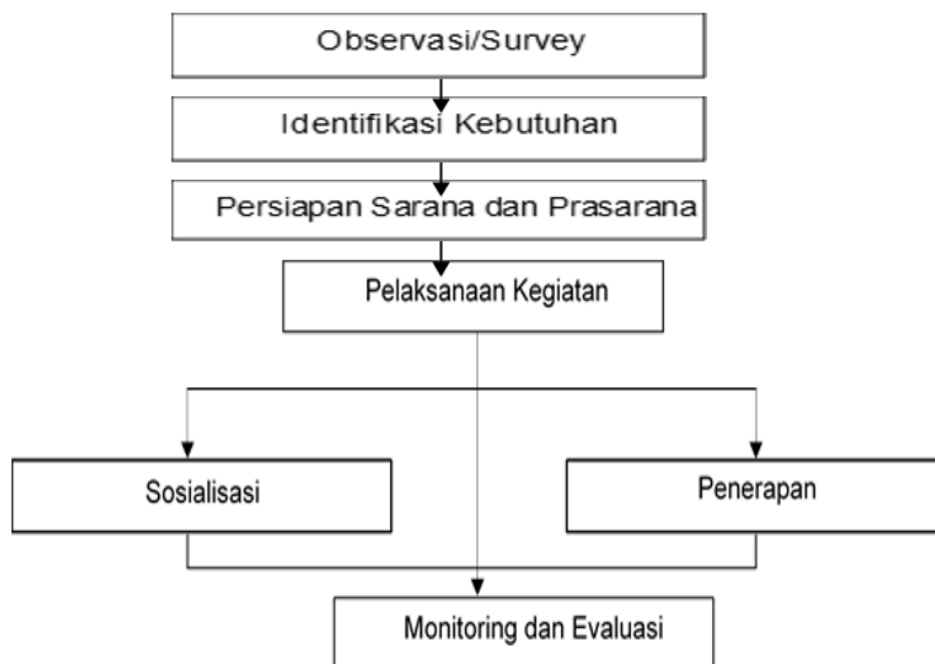


Figure 1. Method of Implementation for Community Service Activities

The complete implementation method will be presented through the explanation below:

1. Survey of the Activity Location

This activity aims to gather information about the geographical conditions and the community conditions in the area where the activity will take place. The information includes the location, as well as the issues faced in that area.

2. Preparation of Facilities and Infrastructure

This activity aims to plan the facilities and infrastructure needed for the successful implementation of the program, while considering the needs of the students of MA AL-ULYA AL MUBAROK to achieve the goals of the community service. The facilities and infrastructure include items such as projectors, banners, and other necessary materials.

3. Implementation of the Activity

After conducting the survey and preparing the facilities and infrastructure, the activity is carried out by the proposer along with the team and several students. The activity consists of socialization through face-to-face meetings and the distribution of packages at MA AL-ULYA AL MUBAROK, located at Jl. Syech Nawawi Al-Bantani, Lingkungan Jeranak, RT 001/RW 002, Kel. Banjarsari, Kec. Cipocok Jaya, Kota Serang.

4. Training and Counseling Materials

The materials presented in the session focus on Socializing Human Resource Planning Strategies to Support Student Creativity in enhancing entrepreneurial spirit at MA AL-ULYA AL MUBAROK. The materials include the Creative Entrepreneurship Workshop on Developing Innovative Business Ideas among the Students of MA AL-ULYA AL MUBAROK.

The implementation method of this community service activity consists of four main steps: first, conducting a location survey to understand the geographical conditions and issues faced; second, preparing the necessary facilities and infrastructure, such as projectors and banners, to support the smooth execution of the activity; third, carrying out the activity in the form of counseling and distribution of packages at MA AL-ULYA AL MUBAROK; and fourth, delivering materials on human resource planning strategies to support student creativity in enhancing entrepreneurial spirit. All of these steps aim to achieve effective community service targets and provide benefits for the students.

RESULTS

The Community Service Program consists of several stages, including:

1. Stage One: Activity Overview

The community service program titled "Creative Entrepreneurship Workshop: Developing Innovative Business Ideas Among Students of MA AL-ULYA AL MUBAROK" aims to provide students with insights and skills in understanding the importance of developing business ideas to support creativity and enhance entrepreneurial spirit. This activity involved various interactive

learning methods, such as seminars, group discussions, case studies, and entrepreneurship practice simulations. The material covered in the workshop includes creative entrepreneurship, developing innovative business ideas, and steps to build independent businesses from an early stage. The results of this activity show that the students of MA AL-ULYA AL MUBAROK have great potential in entrepreneurship when given proper guidance and support. With a better understanding of innovative business ideas and business strategies, students are expected to be more prepared with a stronger entrepreneurial mindset. This program also inspires the school to integrate more entrepreneurship learning into the curriculum and extracurricular activities.

2. Stage Two: Learning Demonstration

This activity was designed to provide students with insights into how business idea planning and business strategies can support creativity and entrepreneurship. One of the main objectives of this program was to build a sustainable entrepreneurial mindset in students, where they not only understand business concepts but also apply them in real life. The materials provided in this activity were tailored to students' needs, making it easier for them to understand and apply. Several key outcomes from this activity include:

a. Increased Understanding of Students

Based on the evaluations conducted through the entrepreneurship training, there was an increase in students' understanding of entrepreneurship concepts. Before the activity, many students were still confused about the concept of entrepreneurship and thought that entrepreneurship only involved starting a business without a clear strategy. After the activity, they had a better understanding of the importance of entrepreneurship and how it plays a role in business success.

b. Application of Creativity Strategies

In the training sessions, students were taught to identify business opportunities based on market needs and their own advantages. Some student groups were able to develop business ideas based on creativity, such as handmade products, innovative culinary products, and services based on simple technology. This understanding is important so that they can develop businesses with clear differentiation and strong competitiveness.

c. Entrepreneurship Simulation Practice

This activity also involved hands-on practice in creating simple business plans. Students were divided into groups and tasked with developing business ideas, identifying target markets, creating marketing strategies, and calculating cost and profit estimates. With this practice, students not only understood the theory but also gained experience in real business planning.

d. Enthusiasm and Active Participation

The activity received a positive response from students, demonstrated by their enthusiasm in participating in the training and discussions. Many students asked questions about the

challenges of starting a business, strategies for managing small capital, and how to utilize digital technology for marketing products. Some students even expressed interest in starting small businesses as a way to implement what they had learned.

e. Challenges and Solutions

During the activity, some challenges were found, such as the lack of experience among students in thinking strategically about business and limitations in understanding the financial aspects of business. As a solution, facilitators provided examples of successful businesses that started from simple ideas and emphasized the importance of careful planning before starting a business. Additionally, a simple financial management simulation was provided so that students could better understand aspects of capital and profit management in their businesses.

f. Impact of the Activity

The impact of this activity is significant for the students of MA AL-ULYA AL MUBAROK, both in the short and long term. In the short term, there was an increase in students' understanding of the importance of entrepreneurship, a growing interest in exploring business ideas and creativity, and the opportunity for students to directly apply entrepreneurial strategies in business simulations. In the long term, the activity encourages students to think creatively and be brave in taking the initiative to start a business, fostering an entrepreneurial ecosystem within the school, both in the form of communities and extracurricular programs.



Figure 1. Group Photo of the Community Service Activity at MA AL-ULYA AL MUBAROK



Figure 2. Group Photo of the Faculty and Students in the PKM Activity

With this program, students not only gain theoretical knowledge but also hands-on experience in planning their own businesses. This will serve as valuable preparation for them when they aspire to become entrepreneurs in the future. The activity also opens opportunities for the school to develop similar programs with a broader scope, including collaborations with business practitioners and academics to provide advanced training.

CONCLUSION

The Community Service Program (PKM) titled "Creative Entrepreneurship Workshop: Developing Innovative Business Ideas Among Students of MA AL-ULYA AL MUBAROK" conducted by the faculty and students of Universitas Pamulang is a concrete implementation of the Tri Dharma of Higher Education, specifically in the aspect of community service. The main objective of the program was to foster entrepreneurial spirit, enhance students' understanding of basic entrepreneurship concepts, and train them to develop creative and innovative business ideas. The program demonstrated positive cognitive and affective impacts on the students.

The program followed the Four-D model (Define, Design, Develop, Disseminate). The Define phase identified key issues and the students' needs in understanding entrepreneurship. The initial survey revealed that while students had high enthusiasm, they lacked understanding of the technical and strategic aspects of starting and managing a business. This phase laid the foundation for designing appropriate training materials.

In the Design phase, the curriculum, workshop materials, and teaching aids (e.g., modules, presentations) were developed. Topics covered included basic entrepreneurship concepts, business planning, market analysis, financial management, risk management, and marketing strategies, including social media utilization. The workshops were designed to be participatory and communicative, allowing students to actively engage and directly apply the knowledge they gained.

The Develop phase involved implementing the workshop, which took place over two days (April 22-23, 2025) at MA AL-ULYA AL MUBAROK. The event included presentations, group discussions, and case studies, with a brainstorming session that encouraged students to freely share and develop their business ideas. They were also taught practical skills, such as creating business models using the Business Model Canvas and conducting business simulations. The workshop culminated in a pitching session where students presented their business ideas to a panel of judges, enhancing their communication skills, confidence, and ability to defend their ideas.

Finally, the Disseminate phase involved evaluating the activity and disseminating the results through reports and publications. Evaluation through questionnaires and interviews revealed that students significantly improved their understanding of entrepreneurship, creativity, and self-confidence. Participants also gained a clearer picture of the necessary steps to start a business and were motivated to implement small-scale business ideas in their communities.

The success of the activity was due to the full support of the school, the enthusiasm of the students, and the collaboration between the faculty and students. The program also provided valuable benefits for the faculty and students involved, allowing faculty to apply theoretical knowledge and research in real-life practice and for students to enhance their communication, presentation, and problem-solving skills. This program reinforced Universitas Pamulang's commitment to contributing to educational quality and community empowerment.

In conclusion, the "Creative Entrepreneurship Workshop" has made a significant contribution to building entrepreneurial spirit among MA students. The approach used proved effective and can be replicated in other educational institutions. The program not only provided knowledge but also developed practical skills and attitudes needed in today's job market and business world. Looking forward, this type of activity is expected to continue and expand in scope, benefiting a wider community.

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