

High School Student Entrepreneurship Development Program through the Edupreneur Program

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Abstract. This study examines the implementation of the "Empowered through Edupreneur" program at SMA Negeri 3 Sidoarjo, designed to address entrepreneurial development challenges among high school students in Sidoarjo, East Java, Indonesia. The research identified key barriers including untapped entrepreneurial potential, underdeveloped student ventures, lack of school-facilitated entrepreneurship programs, and absence of designated entrepreneurship areas. Through a systematic approach involving entrepreneurship socialization, personal mentoring, community formation, and venue provision, the program was implemented in two phases: a Community Service Workshop with 100 twelfth-grade students and a Business Activity Monitoring program with 15 student business groups. The methodology employed observations, interviews, hands-on workshops, and continuous mentoring to foster entrepreneurial skills and knowledge. Results demonstrated significant success with the formation of 10 initial student business groups that expanded to 15 active ventures across various sectors including snacks, handicrafts, and digital services. Students showed improved understanding of basic business concepts, cash flow management, and profit-loss calculations. Their word cloud analysis of perceptions regarding entrepreneurship needs and challenges shows they have adequate knowledge of the field. However, challenges remained in digital promotion capabilities, time management optimization, and product innovation. The program's effectiveness was evidenced by increased entrepreneurial enthusiasm, development of locally-inspired business ideas, and enhanced student confidence in business planning. The study concludes that targeted entrepreneurship education combined with continuous mentoring and institutional support can effectively nurture young entrepreneurs, recommending sustained collaboration between educational institutions, universities, and local businesses to transform student initiatives into sustainable enterprises that contribute to regional economic development.

Key Words: Edupreneur program, Entrepreneurship education, high school students, Sidoarjo, student business development

INTRODUCTION

Sidoarjo, a prominent industrial city in East Java, Indonesia, possesses substantial economic potential. Its economic dynamism extends beyond large-scale manufacturing to encompass diverse business sectors. These include burgeoning creative industries focused on local products (Farida et al., 2024), a robust fisheries sector (Ilham et al., 2023), and a multitude of burgeoning home-based enterprises (Setyawanto et al., 2023). This is further supported by the strategic location of Sidoarjo in the economic development of East Java (Hajar et al., 2023). However, many businesses in this area are facing obstacles. A large portion of businesses in Sidoarjo, dominated by Micro, Small, and Medium Enterprises

(MSMEs), face financial constraints that result in them operating with minimal income, limited savings, and scarce capital, thereby hindering their development (Setyawanto et al., 2023). In the creative sector, businesses in Sidoarjo are constrained in terms of promotion effectiveness, branding, and product diversification (Susyanti, 2020). This is further exacerbated by obstacles in the form of a lack of technological skills (Al Siddiq et al., 2020). These difficulties hinder the development of Sidoarjo's economic potential, thus requiring entrepreneurs with strong resilience.

To foster economic resilience and address the challenges faced by MSMEs in Sidoarjo, local institutions play a pivotal role in nurturing entrepreneurial skills and innovation. Preparing the young generation with the necessary skills and mindset is crucial to overcoming the financial, technological, and promotional obstacles hindering local businesses. Educational institutions can bridge this gap by equipping students with the knowledge and technological proficiency needed to support the region's diverse industries. One such institution contributing to this ecosystem is SMA Negeri 3 Sidoarjo, which has a longstanding history of community-driven development. SMA Negeri 3 Sidoarjo, established in 1989, has become one of the favorite schools in Sidoarjo. The school covers an area of 3,400 m². When it was first founded, SMA Negeri 3 Sidoarjo was a special institution established purely through the self-funding efforts of the Sidoarjo community. Then, on January 1, 1953, the school officially became an institution with 4 (four) classes. Thus, SMAN 3 Sidoarjo is an important school in Sidoarjo, primarily in preparing entrepreneurs who understand Sidoarjo's economic ecosystem.

Several studies have shown there are some issues at SMAN 3 Sidoarjo. First, students at SMAN 3 Sidoarjo have low digital and economic literacy, which affects their academic performance. This became even more apparent during the pandemic, when digital proficiency was crucial (Aisyah & Dewi, 2022; Yayah et al., 2021). Another study indicates that teachers face difficulties using learning media, particularly those requiring technology skills. On the other hand, SMAN 3 Sidoarjo teachers experience challenges related to time constraints and difficulty adapting teaching materials to student needs, leading them to rely more on external resources (Nenohai et al., 2023). Finally, research shows that students struggle to understand foreign languages, which should be important today to support greater adaptability and innovation (Ivon, 2017). While previous research has highlighted obstacles in digital literacy, teaching constraints, and language comprehension at SMAN 3 Sidoarjo, none have focused on entrepreneurship, making it

critical to analyze these challenges first to design effective solutions. In conclusion, a thorough analysis of entrepreneurial barriers is essential to foster innovation and empower students to overcome these challenges and contribute to Sidoarjo's economic growth.

PROBLEM

Researchers conducted observations and interviews at SMA Negeri 3 Sidoarjo, involving teachers, the principal, and students. Observations were also carried out within the school premises. The school shows significant potential to become a global institution by fostering entrepreneurship. Students recognize their entrepreneurial spirit, but many hesitate due to a lack of direct mentors, hindering their potential development. Many students already run small businesses in fields like homemade food, design services, or technology, but these ventures lack stability and sustainability. The school's programs do not adequately support entrepreneurship, requiring students to independently seek information without formal platforms like clubs or extracurriculars. The absence of mentors and peer support further complicates their entrepreneurial efforts. School facilities are insufficient to nurture students' entrepreneurial spirit. There is no designated area for selling student products, limiting marketing to conventional, non-scalable methods, which hinders business growth.

In general, the problems faced by students are the untapped entrepreneurial potential of students, which remains unmaximized; the underdeveloped entrepreneurial ventures of students; the lack of school-facilitated entrepreneurship programs; and the absence of a designated entrepreneurship area within the school. These issues are largely consistent with problems highlighted in previous research, where students face difficulties with funding, lack experience and knowledge, and fear getting started. To address these challenges, it's crucial to provide mentorship, a supportive environment, and training to enhance students' skills and knowledge (Al-Fattal, 2024, 2025; Mad Noh et al., 2024). Therefore, the proposed solutions to address the partner's problems systematically, based on the priority of the issues, are presented in Table 1 below.

Table 1. Alternative Solutions Based on Priority Problems

Partner's Problem	Solution to Address the Problem
Untapped entrepreneurial potential of students	Conducting socialization on entrepreneurship and ways to optimize it
Undeveloped entrepreneurial ventures of students	Providing personal mentoring and discussions on students' entrepreneurial efforts with a tutor
Lack of school-facilitated entrepreneurship	Holding discussions with the school to establish

programs	a community or extracurricular related to entrepreneurship
Absence of a designated entrepreneurship area in school	Conducting discussions with the school to provide a specific trading area for students' entrepreneurial products

In general, the program provides training tailored to students' needs, accompanied by the formation of communities, continuous mentoring, and the provision of spaces for selling students' works. Training programs are fundamentally very much needed and effective in increasing the capabilities of the target participants (Cahyadi et al., 2024; Hidayatullah et al., 2024; Setiawan & Wilujeng, 2025).

METHOD OF IMPLEMENTATION

The baseline activity, based on the actual conditions of the partner, is established using the method "Empowered through Edupreneur: Program for Developing Entrepreneurship among Students of SMA Negeri 3 Sidoarjo," which is carefully planned. The baseline activity is presented in figure below.

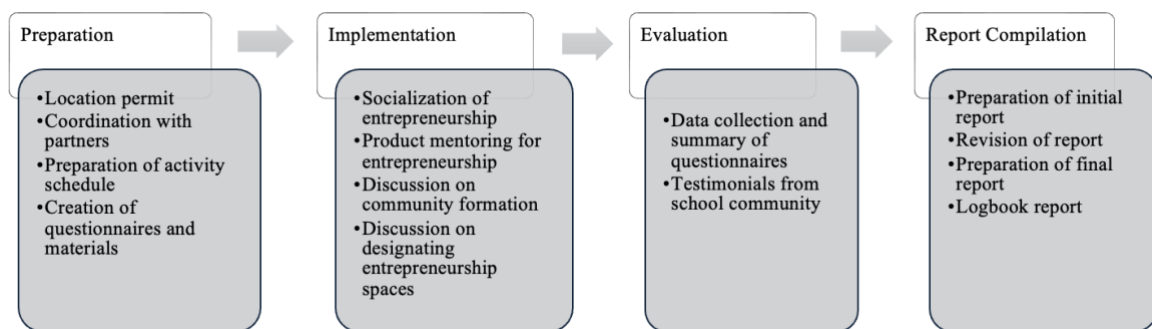


Figure 1. Baseline activity

Strategic steps in realizing the program need to be planned to deliver the expected impact for the partner. The following are the stages of program implementation:

a. Entrepreneurship Program Socialization

The socialization begins with presenting material to increase students' knowledge about entrepreneurship. The entrepreneurial spirit in students' needs to be explored and further developed.

b. Mentoring in Entrepreneurial Products

Mentoring starts with direct guidance related to existing entrepreneurial products or creative ideas from students that are yet to be developed.

c. Formation of an Entrepreneurship Community

The process of forming an entrepreneurship community or extracurricular activity at SMA Negeri 3 Sidoarjo begins with discussions involving the principal, staff, and relevant students. Following this, a management structure is formed and witnessed by the principal and local staff. Subsequently, an AD/ART (Articles of Association and Bylaws) meeting is held with the management and approved by the principal. Finally, official approval is issued in the form of a Principal's Decree (SK).

d. Provision of an Entrepreneurship Venue

This begins with discussions between the newly formed community and the principal and staff. Then, a sales and purchase area is designed for the entrepreneurial products developed by the students.

Evaluating the implementation of the program is crucial to assess its quality and ensure its sustainability for the future. This evaluation focuses on (1) tracking the completion of key business documents, such as business proposals and financial reports, by student groups, with success measured by the number of groups that successfully submit these documents. A primary indicator of program impact is the comparison between the number of initial groups formed at the start and the number that complete their business documents by the end. Alongside this, (2) post-activity questionnaires are distributed and summarized to capture students' perceptions, providing valuable insights into participant knowledge. This questionnaire is then analyzed using Orange Data Mining and presented in a word cloud. The word cloud illustrates students' knowledge of entrepreneurship, as reflected in their perceptions of the needs and challenges in entrepreneurship (Demšar et al., 2013).

RESULT AND DISCUSSION

The study encompasses two significant initiatives aimed at fostering entrepreneurship among students: the Community Service Workshop and the Business Activity Monitoring program. The Community Service Workshop, held on Monday, May 19, 2025, at SMA 3 Sidoarjo with 100 students from various twelfth-grade majors, was designed to cultivate entrepreneurial interest and spirit, provide foundational insights into entrepreneurship concepts, train students in crafting simple business plans, guide them in creating locally inspired creative products, and enhance their confidence and soft skills in the business world. The event featured a series of activities including socialization and a

seminar on topics such as "Becoming a Young Entrepreneur" and "Simple Business Opportunities from Our Surroundings," followed by basic entrepreneurship training that introduced the Business Model Canvas and strategies for digital marketing and branding. This is part of the Entrepreneurship Program Socialization phase.



Figure 2. Edupreneur Socialization Event Banner

A hands-on workshop allowed students to produce items like snacks, handicrafts, and recycled goods, culminating in a mini expo where they presented their products and business ideas. Next, this activity continues with the Mentoring in Entrepreneurial Products phase. Group discussions with mentors provided further guidance on business planning, employing interactive lectures, case studies, simulations, and practical exercises, with evaluations conducted through quizzes, presentations, and mentor feedback.



Figure 3. Mentoring Process and Feedback Provision for The Edupreneur Program

The outcomes were promising, with the formation of 10 student business groups equipped with clear business plans, the ability to draft simple proposals, increased enthusiasm for entrepreneurship, and the emergence of creative, locally inspired business ideas. Post-event evaluation via questionnaires and presentations revealed a notable improvement in entrepreneurial knowledge and skills, prompting a planned follow-up of one-month online and offline mentoring, along with support for product development and marketing. This initiative underscores the potential to nurture entrepreneurial spirit from an early age, emphasizing the need for ongoing collaboration among schools, businesses, and universities to transform student enthusiasm into viable enterprises.

The second initiative, the Business Activity Monitoring program, took place on Monday, June 2, 2025, at SMAN 3 Sidoarjo, involving 15 twelfth-grade student business groups focused on entrepreneurship. The primary goals were to monitor the progress of student-run businesses, identify challenges, offer strategic feedback, compile an evaluation report to guide future program development, and encourage sustainable business activities oriented toward learning and profit. For this second initiative, the Formation of an Entrepreneurship Community phase has been completed. Activities included direct observations at student business locations or stalls within or outside the school, interviews and discussions with student entrepreneurs, guiding teachers, and customers, as well as an analysis of business documents such as simple financial reports, promotional strategies, and production records. Feedback sessions based on monitoring results were held with students and teachers, followed by the creation of written recommendations and reflective discussions. Results indicated that all 15 groups were actively managing ventures in areas like snacks, handicrafts, and digital services, with most grasping basic cash flow and profit-loss concepts. The growth of the group from 10 to 15 is a key indicator of this program's success.



Figure 4. Student Entrepreneurship Exhibition

However, challenges in implement the program such as limited digital promotion, suboptimal time management, and minimal product innovation were noted, alongside

teachers' requests for further training in business management and digital marketing. The evaluation process reinforced the necessity of continuous mentoring, leading to recommendations for additional online marketing and microfinance training sessions, partnerships with local SMEs as mentors, and a quarterly evaluation calendar to track business progress. This monitoring effort provided a clear picture of achievements, obstacles, and opportunities, with the hope that it will refine the school's entrepreneurship program into a more practical and sustainable framework.

CONCLUSION

This research demonstrates the effectiveness of the "Empowered through Edupreneur" program in nurturing entrepreneurial skills among SMA Negeri 3 Sidoarjo students, addressing critical barriers such as low digital literacy and lack of mentorship. The successful formation of 10 student business groups and the active management of 15 ventures underscore the potential of targeted training and community support in overcoming financial and promotional challenges faced by local MSMEs. This is further supported by the word cloud analysis of their perceptions regarding the needs and challenges in entrepreneurship, which demonstrates adequate knowledge of entrepreneurship. Despite progress, issues like suboptimal time management and product innovation highlight the need for continuous support. The study advocates for sustained collaboration between schools, universities, and local businesses, proposing regular evaluations, advanced training in digital marketing and microfinance, and partnerships with SMEs to transform student initiatives into sustainable enterprises. Ultimately, this initiative lays a foundation for preparing a resilient young generation to contribute significantly to Sidoarjo's economic development.

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