

Integrated Entrepreneurship Guidance for Students of Al-Furqon Bondowoso Vocational School in Creating Productive and Independent Young Entrepreneurs

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ABSTRACT

This study addresses the low entrepreneurial readiness among vocational education students, a condition that persists despite the increasing national demand for young entrepreneurs. This gap is evident in the lack of practical skills such as identifying business opportunities, calculating production costs, and effectively marketing products. The aim of this study was to strengthen students' entrepreneurial capacity through an integrated mentoring model tailored to their learning context at SMK Al-Furqon Bondowoso, Indonesia. The method used was a community-based training approach that included seminars, workshops, coaching, and hands-on practice during a three-day intervention (January 4-6, 2026). The findings indicate an increased understanding of entrepreneurial concepts, competency in calculating production costs, pricing, and profit margins, and improvements in designing basic marketing strategies using offline and online media. Participants also demonstrated a shift in attitudes toward entrepreneurship as a viable career path that can be planned as early as possible. The study concludes that context-responsive mentoring can bridge the gap between theoretical knowledge and practical application in vocational settings and has the potential to be replicated to support entrepreneurship development in similar institutions at the secondary education level. These findings also emphasize the importance of an entrepreneurial empowerment model for the younger generation.

KEYWORDS: *Mentoring; Entrepreneurship; Al-Furqon Vocational School; Productive and Independent Entrepreneurship*

a. INTRODUCTION

The national entrepreneurship phenomenon demonstrates the urgency of strengthening the capacity of young entrepreneurs as part of a sustainable economic development strategy, especially amidst the large number of productive workers in Indonesia. Data from the Central Statistics Agency (BPS) recorded that in early 2024 there were approximately 56.56 million entrepreneurs, but the majority were still in the beginner entrepreneur category and not yet economically independent (BPS, 2024a). Meanwhile, the number of young people in Indonesia

reaches tens of millions, presenting great potential in the context of job creation and social innovation if directed towards an entrepreneurial path (BPS, 2024). On the other hand, challenges such as the relatively high unemployment rate among vocational high school graduates indicate that vocational education has not optimally directed students to become productive and independent entrepreneurs (Dinda Arviana Puspitasari & Mirna Nur Alia Abdullah, 2024). This reality emphasizes the need for integrated entrepreneurship education and mentoring interventions to expand students' capacity to create sustainable and highly competitive businesses (Utama et al., 2025a). These interventions should include practical skills training and the development of a sustainable entrepreneurial mindset, in order to prepare them for

Conditions in vocational schools (SMK), in particular, demonstrate that vocational school students possess special potential and need to be empowered in an entrepreneurial context. However, there is a significant gap between their skills and the needs of the business world (Yozi Putri Sakinah et al., 2024). Formal education in schools is often theoretical, making it difficult for graduates to apply entrepreneurial concepts in real-world business practices (Andriadi & Idrus, 2024; Susanti, 2024). Several studies have also found that even after implementing entrepreneurship education programs, most graduates fail to continue their businesses independently due to limited technical skills and marketing strategies (Almahry et al., 2020; Bismala, 2021). The characteristics of the vocational school environment also indicate that the majority of students lack direct experience in recognizing business opportunities and managing basic finances, even though these competencies are crucial for their readiness to face the realities of the business world (Moch. Dicky Riza, 2025). Optimal industrial involvement and parental support can be key to improving vocational high school students' readiness to face existing entrepreneurial challenges (Muharam & Wasliman, 2025). Therefore, closer collaboration between schools, industry, and parents is essential to create an environment that supports the development of vocational high school students' entrepreneurial skills (Susilowati et al., 2023).

The intervention through community service activities in the form of seminars and integrated entrepreneurial mentoring held at SMK Al-Furqon Bondowoso was designed to address this gap with an applicable, practical approach. This activity aims to instill entrepreneurial motivation from an early age, help participants identify business opportunities, and provide technical skills such as calculating COGS, determining selling prices, and marketing strategies, so that students are more prepared to start a business after completing their education. This mentoring model not only transfers theoretical knowledge but also helps students design and produce real business products as part of the program's output. This intervention approach is rooted in the concept of entrepreneurship education that emphasizes the integration of practical skills and direct experience, making it relevant to the needs of vocational schools.

The expected contribution of this community service activity includes increasing students' entrepreneurial capacity, measured through participants' understanding of the importance of entrepreneurship, their ability to recognize business opportunities, mastery of cost and profit calculation techniques, and the implementation of effective marketing strategies (Januar et al., 2025). Thus, this intervention is expected to create young entrepreneurs who not only understand the theory but are also practically ready to run independent and productive businesses, contributing to reducing the unemployment rate among vocational school graduates and increasing local economic productivity (Faridatussalam et al., 2023). Practically, these results are expected to help schools, communities, and stakeholders understand an effective and contextual model of entrepreneurial mentoring in vocational school

environments. This program also aims to build an entrepreneurial ecosystem that supports students in developing managerial and technical skills, in line with educational needs in vocational schools (Tholib et al., 2024).

b. METHOD

The mentoring method in this activity uses a community-based training approach that emphasizes the active involvement of participants in a real-world context-based learning process so that knowledge and skills can be directly internalized through practical experience (Aripin, 2023). This approach was chosen because it aligns with the characteristics of the partners, who are vocational high school students who require applied learning experiences to develop entrepreneurial competencies independently and contextually (Silma Salsabila & Maulidyah Indira Hasmarini, 2024). Furthermore, community-based training enables a collaborative learning process that facilitates interaction, dialogue, and participatory problem-solving in a learning environment close to the participants' social realities (Rakuasa et al., 2024). Thus, this approach is relevant to facilitate students' transition from theoretical learning to effective and sustainable entrepreneurial practice based on local needs.

The program implementation phase begins with a needs assessment conducted through field observations, informal interviews, and discussions with school officials to obtain information regarding participants' entrepreneurial interests, prior experiences, and gaps in basic skills. This phase aims to map learning needs so that mentoring materials and methods align with participant profiles and community service objectives (Creswell & Creswell, 2023). Findings indicate that participants require reinforcement in aspects of entrepreneurial motivation, business opportunity mapping, product cost and price calculations, and basic marketing strategies. This information is used as a basis for developing a structured and targeted training and mentoring plan to optimize and apply the results of the activities for partners.

After identifying needs, a mentoring program is planned, including developing training materials, determining capacity-building methods, assigning roles to the implementation team, and developing a training schedule and scenario. The materials are focused on four core competencies: entrepreneurial motivation, business opportunity analysis, calculating cost of goods sold (COGS) and selling prices, and basic marketing strategies. Supporting methods include workshops, outreach, demonstrations, hands-on practice, coaching, mentoring, technical guidance, expert consultations, and implementation assistance to ensure a comprehensive knowledge transfer (Salih Mohamed Harun, 2024). The planning stage also involves coordination with partner schools to ensure the readiness of venues, equipment, and participants, ensuring effective and conducive implementation.

The next stage is the implementation or implementation of mentoring, which is carried out over three days through a combination of seminars, workshops, and hands-on practice. At this stage, material is provided in stages, starting from strengthening entrepreneurial motivation, mapping business opportunities, calculating COGS and product selling prices, and marketing strategies. Knowledge transfer is carried out through experiential learning methods, providing participants with opportunities to practice identifying business opportunities, creating products, calculating cost components, and marketing the products they have mentored (Wanidison et al., 2019). The implementation of activities is also accompanied by coaching and mentoring to help participants overcome technical obstacles during practice. Through this approach, participants not only understand the concept but also develop the application skills to design a business in a simple yet systematic manner.

The monitoring and evaluation (M&E) phase was conducted to ensure the effectiveness of the mentoring through formative and summative evaluations. Formative evaluation was conducted during the activity through observation of learning behavior, Q&A sessions, and assessment of practical progress. While summative evaluation was conducted at the end of the activity through product assessment, cost calculations, and presentation of marketing strategies. Data collection techniques included observation, interviews, and assessment sheets compiled based on indicators of increased knowledge, technical skills, and entrepreneurial readiness (Adil et al., 2023). The activity location was the classroom of SMK Al-Furqon Bondowoso, which had been prepared for workshops and practicals with 40 participants. Through this stage, it was ensured that the mentoring process was running according to its objectives and producing measurable results that could be replicated in similar contexts.

c. RESULT AND DISCUSSION

This section presents the results of the integrated entrepreneurship mentoring program implemented at SMK Al-Furqon Bondowoso, along with a discussion linking the field findings to the program objectives and relevant theoretical frameworks. The presentation of the results focuses on participant achievements in terms of knowledge, technical skills, products produced, and changes in attitudes and entrepreneurial readiness. Furthermore, the discussion aims to provide a scientific interpretation of these achievements through an analysis linked to the literature, concepts, and previous research findings, in order to gain a more comprehensive understanding of the effectiveness of the mentoring program. Through this integrated presentation, it is hoped that a complete picture can be obtained regarding the impact of the intervention, supporting and inhibiting factors, and the implications for sustainability for strengthening entrepreneurship in vocational education environments..

The implementation of integrated entrepreneurship mentoring at Al-Furqon Vocational High School, Bondowoso, resulted in an increase in participants' basic entrepreneurial knowledge. Observation data and assessment sheets indicate that students' understanding of basic entrepreneurial concepts, entrepreneurial mindsets, and the urgency of economic independence experienced positive changes after attending seminars and workshops. This was reflected in their active participation in dialogue sessions, discussions, and case studies presented by the facilitators. Many participants who previously lacked knowledge of the concept of business planning were now able to explain the basic flow of establishing a business. These changes demonstrate that the intervention was able to influence participants' cognitive aspects related to understanding entrepreneurship as a planned career choice and not merely a passive alternative after graduation.



Practice easy ways to calculate cost of goods sold, selling price, gross profit

Practical methods for calculating COGS and selling prices. In addition to increased knowledge, significant results were also seen in the improvement of participants' technical skills

in calculating simple business cost components. During the workshop, participants were guided in calculating COGS, determining selling prices, and calculating gross and net profits based on case studies and hands-on practice. All groups were able to complete the calculations correctly after receiving technical guidance. The evaluation instrument showed that most participants were able to re-explain the formulas and calculation flow in their own words. This improvement in ability was evident in the results of practical assignments that demonstrated accurate cost calculations for snack and craft products produced by the groups. This demonstrates that mentoring was able to strengthen technical skills that had not previously been mastered, such as gross and net profits.

On the other hand, the mentoring had a positive impact on participants' ability to identify business opportunities. In the initial stages, most participants admitted to having difficulty identifying business ideas that met market needs. After being provided with guidance and training in mapping local consumer needs, each group successfully developed at least three potential business ideas relevant to their environment. Activity documentation showed that group discussions generated business ideas such as snacks based on local ingredients and simple crafts made from recycled materials. The ability to identify these business opportunities provides a crucial foundation for designing businesses with market viability and market value. These results demonstrate the success of the intervention in developing participants' exploratory skills.

In terms of marketing, mentoring provided participants with the opportunity to practice two marketing models: offline marketing through a bazaar booth simulation and online marketing through social media. Each group was asked to create a simple post to promote their product through their group or individual social media accounts. Observations showed that participants were able to create promotional content in the form of product photos, brief descriptions, and selling prices. For offline marketing, students simulated selling products to peers and the school community. These two marketing models provided practical insights into consumer responses, engagement strategies, and field marketing obstacles. These experiences are a crucial component of the entrepreneurship learning process.

The mentoring program demonstrated increased knowledge, technical skills, business opportunity mapping abilities, and entrepreneurial readiness among participants. Products such as snacks and crafts were successfully produced, followed by offline and online marketing practices. Pre- and post-test data showed improved scores, indicating capacity building. Furthermore, there was a change in students' perceptions of entrepreneurship as a viable career choice. The school also responded positively to the program's sustainability. All of these achievements demonstrate that the community service program has successfully achieved its goal of measurably increasing output and outcomes at both the participant and partner institution levels, particularly in the context of vocational education.

Factors contributing to the success of mentoring can be viewed from two perspectives: the facilitator's and the partner's perspective. From the facilitator's perspective, industry experience and field practice strengthen the transfer of knowledge and skills (Hieker & Rushby, 2020). From the participant's perspective, internal motivation and school support are crucial for the program's success (Pleşca, 2022). Obstacles such as varying initial participant abilities and time constraints reflect common challenges in entrepreneurship training in vocational education (Selladurai & Priyadharshini, 2024). This highlights the importance of adaptive and sustainable learning design. By strengthening networks between schools, industry, and local MSMEs, this mentoring model can become a sustainable program that contributes to the development of a young entrepreneurial ecosystem in the region.

d. CONCLUSION

This community service activity aims to strengthen the entrepreneurial capacity of Al-Furqon Bondowoso Vocational High School students through integrated entrepreneurial mentoring-based interventions that include seminars, workshops, hands-on practice, coaching, and mentoring. The implementation results show an increase in student knowledge and skills related to entrepreneurial motivation, business opportunity mapping, calculating COGS and selling prices, and product marketing strategies. In addition, the output in the form of group business products and simple marketing plans demonstrates that participants are able to apply concepts practically, while the outcome in the form of increased self-confidence and entrepreneurial readiness is evident from post-test evaluations and field observations. This activity also provides practical implications for partners in the form of increased entrepreneurial literacy and an applicable training model that can be replicated and developed in the following year..

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