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BUSINESS INITIATIVE TRAINING FOR ENTREPRENEURS: HOW TO BE A PIONEER AND START A BUSINESS FOR YOUNG PEOPLE

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<p>Info Article</p> <p>Received : 08 November 2025</p> <p>Revised : 11 Desember 2025</p> <p>Accepted : 05 Desember 2025</p> <p>Publication : 31 Januari 2025</p> <p>Keywords: <i>Entrepreneurship, Youth, Business Plan, Motivation</i></p> <p>Kata Kunci: Kewirausahaan, Pemuda, Rencana Bisnis, Motivasi</p> <p><i>Licensed Under a Creative Commons Attribution 4.0 International License</i></p> 	<p>Abstract: <i>This community service activity seeks to improve business literacy and foster entrepreneurial motivation among young people in Tayando Langgiar Village, Tayando-TAM District, Tual City. The method employed was participatory training through outreach activities, discussions, and case studies, with an emphasis on understanding the basics of entrepreneurship, developing simple business plans, and providing information on access to financing and business networks. The activity results demonstrated a greater understanding of the basic principles of starting a business, an increased ability to develop a structured business plan, and increased motivation and courage to pursue independent entrepreneurship. This program also contributed to the creation of a network of young entrepreneurs with the potential to strengthen the local entrepreneurial ecosystem. Therefore, this activity is expected to be the first step in empowering young people and increasing their economic independence, as well as supporting the role of higher education in community development.</i></p> <p>Abstrak: Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan literasi kewirausahaan dan menumbuhkan motivasi berwirausaha di kalangan pemuda Desa Tayando Langgiar, Kecamatan Tayando-TAM Kota Tual. Metode yang digunakan adalah pelatihan partisipatif melalui sosialisasi, diskusi, dan studi kasus yang menekankan pada pemahaman konsep dasar kewirausahaan, penyusunan rencana bisnis sederhana, serta pembekalan informasi terkait akses pendanaan dan jejaring usaha. Hasil kegiatan menunjukkan adanya peningkatan pemahaman peserta mengenai prinsip dasar memulai usaha, kemampuan menyusun business plan secara terstruktur, serta tumbuhnya motivasi dan keberanian untuk memulai usaha secara mandiri. Program ini juga berkontribusi dalam membangun jejaring wirausaha muda yang berpotensi memperkuat ekosistem kewirausahaan di tingkat lokal. Dengan demikian, kegiatan ini diharapkan mampu menjadi langkah awal pemberdayaan pemuda dalam meningkatkan kemandirian ekonomi dan mendukung peran perguruan tinggi dalam pengembangan masyarakat.</p>
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INTRODUCTION

Unemployment and poverty remain major challenges to national development in Indonesia. According to data from the Central Statistics Agency (BPS), by 2024, the number of poor people will reach 26.36 million, while the number of unemployed will reach 8.42 million. This situation underscores the need for strategic solutions that can create new jobs and increase the community's economic independence. One approach recognized as effective is the development of entrepreneurship, especially among the younger generations, who have significant potential to drive economic growth.

Entrepreneurship is considered an engine of the modern economy because it not only increases per capita income but also generates innovation, creates jobs, and strengthens the socioeconomic structure (Suryana and Bayu, 2015). Gurol and Atsan (2006) state that a country will progress if at least 2% of its population participates in entrepreneurial activities. However, the number of entrepreneurs in Indonesia remains relatively low compared to neighboring countries such as Singapore (7%), Malaysia (5%), and Thailand (3%). This situation indicates a gap that needs to be addressed immediately by improving literacy and entrepreneurial skills in the community.

Local phenomena also indicate that many young people in the region, including Tayando Langgiar Village, are interested in entrepreneurship but have limited conceptual understanding and technical skills. Lack of business literacy, the misperception that businesses can only be started with large capital, and limited self-confidence and access to information are major obstacles preventing them from becoming entrepreneurs. Indeed, the role of young people in entrepreneurship is crucial because they possess passion, creativity, and the ability to adapt to change (Meredith, 2005; Winardi, 2003).

Several studies have also confirmed that entrepreneurship training has a significant impact on increasing entrepreneurial interest and capacity. For example, a study by Yıldırım et al. (2016) demonstrated that training programs can strengthen motivation, entrepreneurial skills, and risk-taking among aspiring young entrepreneurs. Similarly, research by Liñán et al. (2018) confirmed that entrepreneurship education positively contributes to the development of entrepreneurial attitudes and behaviors among university students. This underscores the need for structured development programs that foster the emergence of new entrepreneurs, particularly among youth groups in coastal and island areas with local economic potential.

Based on this description, this article analyzes the implementation of entrepreneurship training for youth in the village of Tayando Langgiar. The main focus

is on improving business literacy, business planning skills, and motivation to start independent businesses. Therefore, it is hoped that this article will contribute to the development of youth empowerment strategies, while strengthening the role of higher education institutions in supporting community economic development.

METHOD

This research employed a descriptive–qualitative approach using the Participatory Action Research (PAR) methodology. This approach was chosen because it aligns with the objectives of community service, namely to actively involve participants in the training activities and provide space for dialogue to explore the entrepreneurial challenges they face.

The population of this activity consisted of youth from Tayando Langgiar Village, Tayando-TAM District, Tual City. The research sample comprised 25 young people selected through purposive sampling based on their interest in entrepreneurship. The demographic characteristics of the participants included ages ranging from 17 to 25 years. In terms of education, most participants had completed junior or senior high school. The entrepreneurship training was conducted in one day, consisting of two main sessions: delivery of entrepreneurship material and group discussions on business ideas and the challenges they experience.

Data were collected using several techniques, including:

1. Observation, to assess participants' initial conditions and their responses during the training process.
2. Interviews and group discussions, to explore participants' perceptions, knowledge, and motivation toward entrepreneurship.
3. Documentary study, which included activity notes, photographs, attendance lists, and a brief training report.
4. Material delivery and discussions, which served as intervention activities aimed at enhancing participants' basic understanding of entrepreneurship and encouraging them to begin developing simple business ideas.

In accordance with the PAR cycle, this study involved the following stages:

1. Planning, which included identifying local entrepreneurship issues and preparing concise training materials.
2. Action, consisting of delivering entrepreneurship materials and facilitating group discussions during the one-day program.

3. Observation, carried out throughout the activity to monitor participants' responses and initial changes in understanding.
4. Reflection, conducted by the facilitators after the training to evaluate the effectiveness of the short program and identify areas requiring follow-up.

Data were analyzed descriptively and qualitatively through data reduction, data presentation, and conclusion drawing. Comparisons between participants' initial conditions and their post-training responses were used to assess improvements in basic understanding and entrepreneurial motivation. Observation and evaluation data were recorded using Microsoft Excel, while narrative analysis was conducted manually using a thematic approach.

This method is expected to provide an overview of the effectiveness of a one-day entrepreneurship training program in increasing the basic knowledge and motivation of rural youth to begin considering opportunities for independent business development.

RESULTS AND DISCUSSION

The entrepreneurship training, held on March 19, 2025, at the Tayando Langgiar Municipal Hall, Tayando-TAM District, Tual City, had a positive impact on the 25 young participants. This activity demonstrated an increase in participants' knowledge, skills, and motivation in the field of entrepreneurship. Before the training, most participants had a limited understanding of basic business concepts and still believed that businesses could only be managed with a large capital base. After the training, this understanding began to change. Participants realized that creativity, innovation, and the ability to identify opportunities are crucial factors in building a sustainable business.



Figure 1. Entrepreneurship Training Session: Participants Engaging in Material Presentation and Group Discussion

The participants' technical skills also improved. While they were previously unable to translate their business ideas into a structured plan, after the training, they were able to develop a simple business plan that included market analysis, operational strategies, and an estimate of financing needs. This change demonstrates that the training provided not only conceptual knowledge but also practical skills that could be immediately applied.



Figure 2. Group Photo with Youth Participants After the Entrepreneurship Socialization and Training Program

Furthermore, the motivational and psychological aspects also underwent significant changes. Participants who were initially hesitant to start a business began to demonstrate courage to take risks, a willingness to face uncertainty, and the confidence to undertake their own ventures. The motivational sessions and inspiring discussions were crucial factors in fostering confidence in the ability to undertake ventures even with limited resources. Another impact was the formation of networks among participants, which generated opportunities for collaboration and experience sharing. This indicates the emergence of a local entrepreneurial ecosystem with potential for further future development.

The results of this activity are consistent with the research findings of Yıldırım et al. (2016), which confirmed that training can improve motivation, entrepreneurial skills, and willingness to take risks in young aspiring entrepreneurs. Similarly, Liñán et al. (2018) found that entrepreneurship education contributes to the development of entrepreneurial attitudes and behaviors in students. Therefore, the training provided in the village of Tayando Langgiar reinforces previous theories and provides empirical

evidence that a community-based approach in an island region is effective in improving youth entrepreneurial capacity.

To clarify the results, a summary of the participants' conditions before and after training is presented below:

Tabel 1. Condition of participants before and after training

Aspect Developed	Initial Condition	Post-Training Condition
Entrepreneurial Literacy	Limited understanding of entrepreneurship; misconceptions about large capital requirement	Better understanding of entrepreneurial concepts and opportunities
Business Planning Skills	Unable to formulate business plans	Able to draft simple, structured business plans
Motivation & Confidence	Low motivation, fear of failure	Increased confidence, readiness to take entrepreneurial risks
Networking	No established connections among participants	Initiation of youth entrepreneurial networks

These findings indicate that entrepreneurship training programs not only improve knowledge and skills but also strengthen psychological and social factors crucial to building an entrepreneurial ecosystem. This implies that this model can be replicated in other regions, particularly in coastal and island areas, thus strengthening the role of higher education in community empowerment and local economic development.

CONCLUSION

Entrepreneurship training for young people in the Tayando Langgiar village significantly improved their knowledge, skills, motivation, and social networks. Before the training, participants had limited knowledge of entrepreneurship, believed that starting a business only required substantial capital, struggled to develop a business plan, and experienced low motivation and fear of failure. After the training, participants demonstrated a greater understanding of entrepreneurship, with a deeper appreciation for the importance of creativity, innovation, and local opportunities. They were also able to develop simple, more structured business plans and gained greater confidence and courage to start their own businesses. Furthermore, the formation of business networks among participants provided crucial social capital to drive collaboration and the development of the local entrepreneurial ecosystem. Therefore, this training proved effective as a first step in empowering young people to increase their economic independence and create new entrepreneurs in the archipelago.

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